

# **Strengthening of the educational sector in Northern Ethiopia**



**Project proposal  
submitted by**

**Cooperazione Internazionale (Coopi) - Ethiopia**

**04/05/2007**

## 1. Description

### 1.1 Title

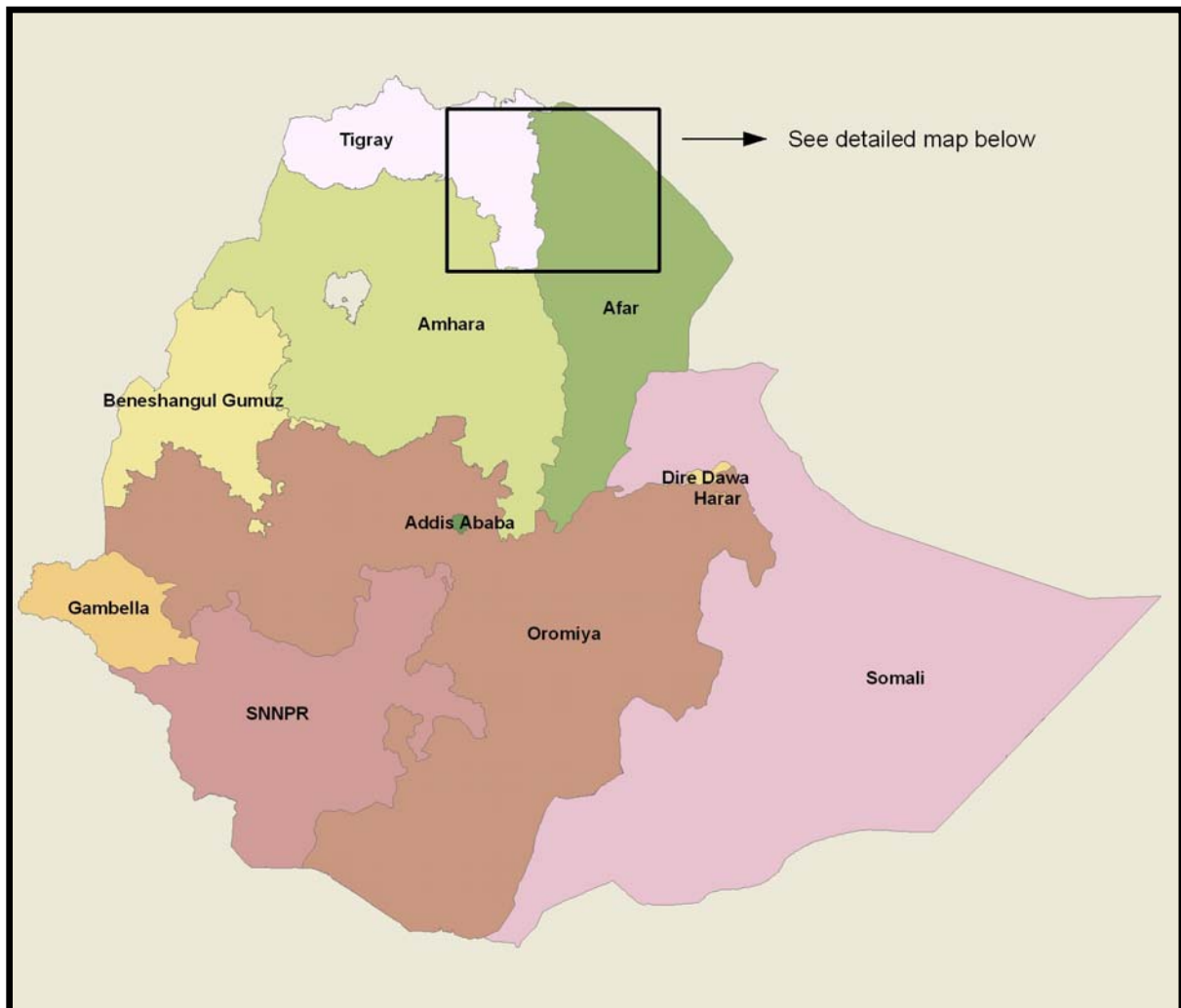
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## Strengthening of the educational sector in Northern Ethiopia

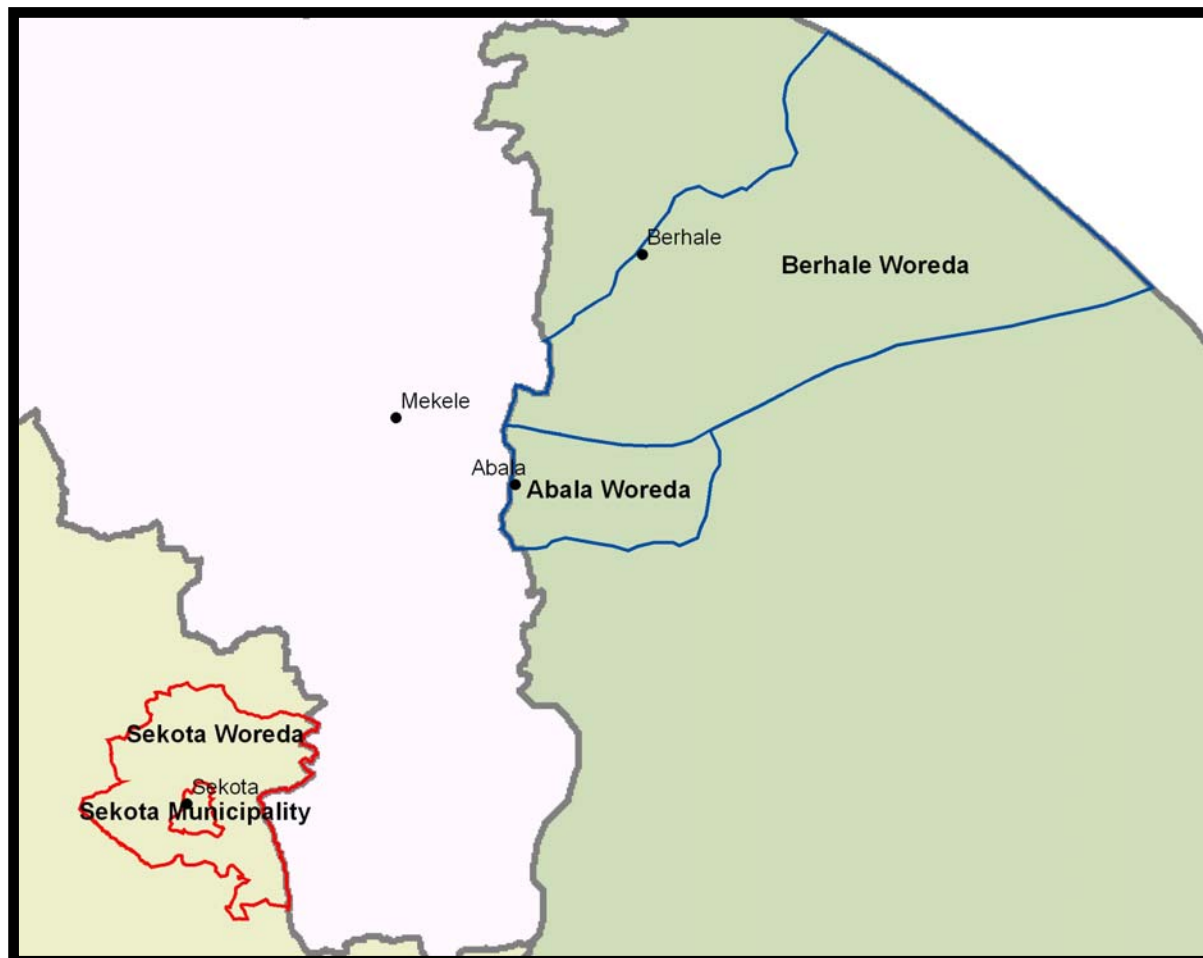
### 1.2 Location(s)

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The intervention will be conducted in four different districts (Woredas) in the north of Ethiopia: Abala and Berhale Woreda in Afar Region, Sekota Woreda and Sekota municipality in Amhara Region. Coopi is already working in both areas (called *Abala project area* and *Sekota project area* in this document) with a field office in Abala town and another in Sekota town. The intervention will be carried out both in town and in the rural surroundings; every site is accessible by car. A third office in Mekele town, capital of Tigray Region, will be used for coordination and logistics.



*Regions of Ethiopia*



*Intervention areas*

### 1.3 Amount requested

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The total amount requested for the implementation of the project is

### 1.4 Summary

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The aim of the action is to strengthen the capacity of the educational sector and to improve the quality of the education in the intervention area. Construction works will be conducted in 11 schools to create a favourable learning environment, with comfortable classrooms and adequate teaching material. Special emphasis will be put on capacity building, involving the main stakeholders (civil servants, school staff, parents and community leaders) in every phase of the project, from proposal drafting to implementation and evaluation, and organising specific trainings tailored on their gaps (school management, teaching methodologies, etc.). Tutorial classes and cultural activities, as theatre and sport, will be fostered with the active participation of the children. The project will be implemented in twelve months. The whole student population in the area will be, directly or indirectly, the beneficiary of this action: the total number in 2007 is 35853.

## 1.5 Objectives

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Given the overall objective of improving the quality of the education in the intervention areas, some specific objectives will be pursued during the implementation of the project:

- Creation of a favourable learning environment for the students of selected schools, with solid, spacious classrooms, desks and other necessary teaching material.
- Improvement of the teaching skills of the teachers through specific trainings and introduction of effective teaching methodologies.
- Strengthening of the managerial capacity of governmental Education Offices and school directors, to improve the management and the organisation of the schools.
- Improvement of school attendance rates and learning performance through organisation of tutorial classes, provision of stationery to indigent students and provision of potable water in schools which are far from water sources.
- Strengthening of the involvement and participation of parents and community members in the management and organisation of the schools.
- Increase of the interest and active participation of the students in important issues as HIV, gender inequalities, sanitation and proper water use, environment preservation, etc. through support of existing student clubs and organisation of cultural activities.
- Support to collateral educative activities as laboratory classes and library use.
- Support and diffusion of education programmes for workers in the area, to give basic alphabetisation to the adult members of the rural communities.

## 1.6 Justification

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### (a) relevance of the action to the objectives of the programme

A better education improves both the chances of a child to get a job once s/he completes her/his career, and the effectiveness and productiveness of her/his future professional life. The educational level also positively correlates to the awareness of local health and sanitation problems, gender inequalities and other critical issues related to the children's environment and livelihood. Therefore, improving the quality of the education benefits the students and their community as well, and may have a lasting impact in the life of the beneficiaries.

### (b) identification of perceived needs and constraints in the target countries

Education is a major key to societal development. However in the Ethiopian context, formal education as a social institution has a relatively short history, its advent going back to the early 20<sup>th</sup> century. During the imperial era, formal education was only limited to few Ethiopians, while a large majority of people had no access to education. The Derg regime, and the present Ethiopia government have travelled long distance as far as expanding educational access to citizens is concerned. Since the mid-90s, many new schools have been built around the countryside. Nevertheless, the literacy rate of the population does not exceed 20% in Abala area and 30% in Sekota area. As compared to the previous decades, parents are now more willing to send their children to school, as this is considered the only way to get

a job with a decent salary, and reduce the present dependency from agriculture as the only means of subsistence. Nevertheless in some areas, as Berhale Woreda, there still is a wide gap in school attendance between boys and girls, due to cultural orientations, household works and early marriage. Some very poor families can not afford to buy even the uniform and the petty stationery needed to attend the school. Students with poor performances have few chances to fill their gaps, as they are usually involved in working activities at home or in the fields, and have no spare time to study.

Furthermore, schools have some major structural and capacity problems. Coopi's assessment reveals that most of the schools are poorly financed, overcrowded, ill-equipped, and without enough trained staff. Most of the classrooms in the rural villages have been built by the community with local materials and are too narrow, dark and hot to host big numbers of students (50 to 70 in average in one class). The desks are not provided by the government, so the students often seat on stones without any support for their notebooks. The annual budget is so narrow that it does not allow to properly maintain the buildings, which usually crumble down after a few years. The number of teachers per school has increased remarkably during the last years, but the student-teacher ratio is still extremely high, around 43:1 in average. Some teachers have been recruited directly after completing the high school, without attending any pedagogy course. The scarce availability of reference books and teaching material (posters, models, maps, etc.) further contributes to the general low quality of the education.

Many of these structural problems have been partially solved during the last years by the joint effort of the government, the school staff, and the rural communities. All these stakeholders are nevertheless limited by their lack of financial capacity, and by the insufficiency of their professional and managerial skills. The governmental Education Offices lack key assets, as vehicles to regularly visit the schools, or computers to efficiently manage their huge amount of information. Around 40% of the school directors have been appointed without receiving any formation on school management. The inhabitants of the rural villages, despite their good will, are not enough skilled neither properly organised to maintain in good conditions the school buildings.

(c) list of target groups and estimated number of direct and indirect beneficiaries

The following groups will be targeted during the action: 20 schools for software activities; 11 schools (selected among the former group) for construction works; teachers, parents-teachers associations and students of all these schools; civil servants of the four Woreda Education Offices; teachers and school directors of the four Woredas.

The total direct beneficiaries of the action will be 13015 students, 60 civil servants, 276 teachers and school directors, and 240 members of parents-teachers associations.

The total indirect beneficiaries are 35853, the whole student population of the area.

(d) reasons for the selection of the target groups and activities

The intervention schools have been selected by the experts of the respective Woreda Education Offices according to the urgency of their problems. The specific activities have been identified school by school after thorough discussion with representatives of the teachers, of the parents and of the village leaders. The budget has been

allocated to the schools considering their present conditions and the number of potential students to be served within two-three years. Big schools in rural towns and small village schools have both been selected to address different issues; in the latter the intervention will focus on construction works, whereas in the former more stress will be on education quality and cultural activities.

(e) relevance of the action to the target groups

The action will be relevant to the target groups as every activity has been proposed and discussed in collaboration with the beneficiaries themselves. The gravity and the urgency of the needs and aspirations of the target groups have been confirmed by experts and practitioners of the educational sector in the target Woredas. Furthermore, the beneficiaries have formally declared their interest in the project and their willingness to cooperate with Coopi for the achievement of its objectives.

## 1.7 Detailed description of activities

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### Physical activities (Sekota project area)

- **Sekota high school:** the school has already 14 good-quality classrooms and two new blocks are under construction. Therefore Coopi's intervention will focus on other issues. 14 new latrines will be constructed to improve the sanitation conditions of the school. A full set of chemicals will be purchased for the chemistry laboratory and the laboratory technicians will receive a refreshment training on their proper use for didactic purposes.
- **Sekota Medane Alem primary school:** the school has several blocks built in concrete with minor problems. A water distribution point with taps will be constructed in the school compound and connected to the town's distribution system. Rehabilitation works will be conducted in some existing classrooms.
- **Shimadir primary school:** the school buildings are in bad conditions and there is shortage of classrooms and lack of water. A hand-dug well will be constructed to provide water for the students. A previous study will assess its feasibility; if not possible a roof catchment will be constructed. A small plot of land will be irrigated to grow vegetables and generate some income to increase the school's budget. New roofs will be built in 4 existing classrooms in bad conditions. 2 new classrooms will be built and provided with desks.
- **Jerba primary school:** urgent work is needed in this school with more than 700 students but only 5 available classrooms. 4 new classrooms will be built and provided with desks. Some new desks will be built to fill the existing classrooms.
- **Tsamara primary school:** the school suffers of classroom shortage but 8 new classrooms are under construction at present with the active involvement of the community. The most severe problem is the lack of potable water. Therefore a hand-dug well will be constructed for the school to provide water for the students.
- **Ziwna primary school:** this school has 4 classrooms in bad conditions. One classroom is currently without roof and it is going to crumble down soon. 3 new classrooms will be built and provided with desks.

### Physical activities (Abala project area)

- **Abala primary school 2<sup>nd</sup> cycle:** the school has already four blocks for classrooms and offices in good conditions. The main problem identified by teachers and parents is the absence of a fence to keep away cattle and goats and improve the sanitation conditions of

the school. Therefore a new fence will be built to delimit the compound. An existing water distribution point, connected to the town distribution system, will be rehabilitated.

- **Hidmo primary school:** this school is in very bad conditions: the 4 existing classrooms are too narrow and suffocating. A new block will be built to provide 4 new classrooms for the students; desks will be included.
- **Berhale primary school:** this primary school is located in the centre of Berhale town. The classrooms are in good conditions but there is not any fence to prevent cattle, goats and even people to enter into the compound causing disturb and creating problems of sanitation. Therefore a new fence will be constructed for the school.
- **As Gubi primary school:** at present in As Gubi village the school is renting some private houses to use them as classrooms. This situation is neither affordable nor adequate for a proper education. A new block will be built for the school with 4 classrooms. Desks and furniture will be provided too.
- **Guben primary school:** Guben's school already has some good-quality classrooms but lacks a source of potable water. A hand-dug well will be constructed to provide water for the students. A previous study will assess its feasibility; if not possible a roof catchment will be constructed.

### Software & Capacity building activities

Different types of software activities will be conducted. Some may be specific to only one Woreda, others will be carried out in all the project areas. They are listed all together to avoid repetition and the relevant Woredas are indicated at the end of each description.

- (a) **Computer use diffusion:** An important problem in the administration of the local education system is the lack of organisation of the available data (number of students, distribution of students and schools, etc.). A simple database will be created to easily store, visualise and statistically analyse these data. The target Education Offices only have one computer at present. An additional computer and a printer will be purchased for each office. A training on basic computer use will be sponsored for some civil servants. (*Sekota Municipality, Sekota Woreda, Abala Woreda*)
- (b) **Motorbike purchase:** Berhale Woreda's conditions differ from the other intervention areas. There is not a reliable power supply during daytime, so the use of computers would be difficult and unsustainable at present. Furthermore, the Woreda is very wide and the staff of the Education Office has only one motorbike in bad conditions to visit and supervise the schools. A new motorbike will be purchased and delivered to the Office to tackle this problem. (*Berhale Woreda*)
- (c) **Technical trainings for civil servants:** The civil servants of the Education Offices may lack some important knowledge, especially in technical topics as management and administration, construction and maintenance supervision, etc. Some trainings will be conducted to fill their gaps. (*all Woredas*)
- (d) **Training and experience-sharing for parents-teachers associations:** members of different parents-teachers associations will be brought together to receive some intense training on participatory management of the school's affairs and to share together their previous experience. Emphasis will be put on cooperation and mutual assistance between teachers and parents to improve the quality of the education in their respective schools. (*all Woredas*)
- (e) **Support to student clubs:** in most of the schools the students organise themselves in thematic clubs (HIV, environment, girls, art, sport clubs). Support will be given to the most active groups to develop their activities, involve more students, discuss and sensitise

their mates and the local community on their respective fields of interest. Some material as stationery, books, audiovisuals or sport equipment will be provided. A social promoter will give some orientation to the club members to improve their knowledge and suggest them new activities. Cultural and sport activities as theatre plays, school newspaper preparation, movie projection with following discussion, or tournaments will be proposed and carried out with the participation of the students. (*all Woredas*)

- (f) **Experience-sharing for civil servants:** two experience-sharing workshops will be organised, involving the civil servants of our partner Education Offices and of other Education Offices in nearby towns or other zones with higher education quality. A moderator will stimulate a common discussion on their respective problems and solutions; management techniques and practices will be explained and confronted. (*Sekota Municipality*)
- (g) **Training for teachers:** in Sekota Municipality, the insufficiency of the education workers' knowledge and competence has been pointed out. According to their educational background, their experience and their role in the school structure, different trainings on selected topics will be conducted for all the teachers. For instance, the newly-enrolled teachers may receive an intense training on teaching methodologies; the directors a refreshment on school management procedures; and so on. (*Sekota Municipality*)
- (h) **Training for school directors:** a training on school management techniques and education quality improvement will be given to 20 school directors who have not yet been trained on these topics. 34 already-trained school directors will receive a refreshment. (*Sekota Municipality*)
- (i) **Summer training for alternative school teachers:** in Berhale Woreda 16 alternative schools in remote areas fill the educational gap where standard public schools are not available. At present only one teacher is working in each school; nevertheless a second one will be hired by the government starting from September 2007. The selected people are members of the village who have completed at least the 6<sup>th</sup> grade; they usually do not have any teaching skill. An intensive training of two months will be therefore provided during the summer to the 16 new teachers, to introduce them to some basic teaching methodologies and student management techniques. This activity will be conducted in collaboration with a training institute at Samara (the Afar regional capital) and the Berhale Woreda Education Office. (*Berhale Woreda*)
- (j) **Training for school accountants and cashers:** every school in Sekota Municipality has appointed an accountant and a cashier among the members of the parents-teachers associations. These people have currently no experience in accounting expenses and handling the cash. An intensive training will be conducted to introduce them to some basic principles and techniques of accounting. (*Sekota Municipality*)
- (k) **Support to adult education programmes:** in Sekota project area the great majority of the adult population is illiterate; this constitutes a major obstacle to the human and economic development of the area. The government has begun to give adult education courses in some selected schools; nevertheless the teachers are not prepared for this specific work and their number is limited due to budgetary constraints. Some books and other material tailored for adult education will be purchased and given to these schools. An intensive training will be given to the teachers with focus on special methodologies and curricula for adults. In Sekota Woreda, six additional teachers will be paid for one year to teach adults in the schools selected for physical activities. (*Sekota Municipality, Sekota Woreda*)
- (l) **Support of tutorial classes for poor-performance students:** tutorial classes are an important instrument to reduce drop-out rates and to improve the performance of the students. Teachers will be paid and provided with material to conduct such classes in our intervention schools, in the afternoon or during the week-end. The participation of girls will be encouraged: being involved continuously in household works, as fetching water or

firewood, they usually perform poorly as compared with boys. (*Abala Woreda, Berhale Woreda*)

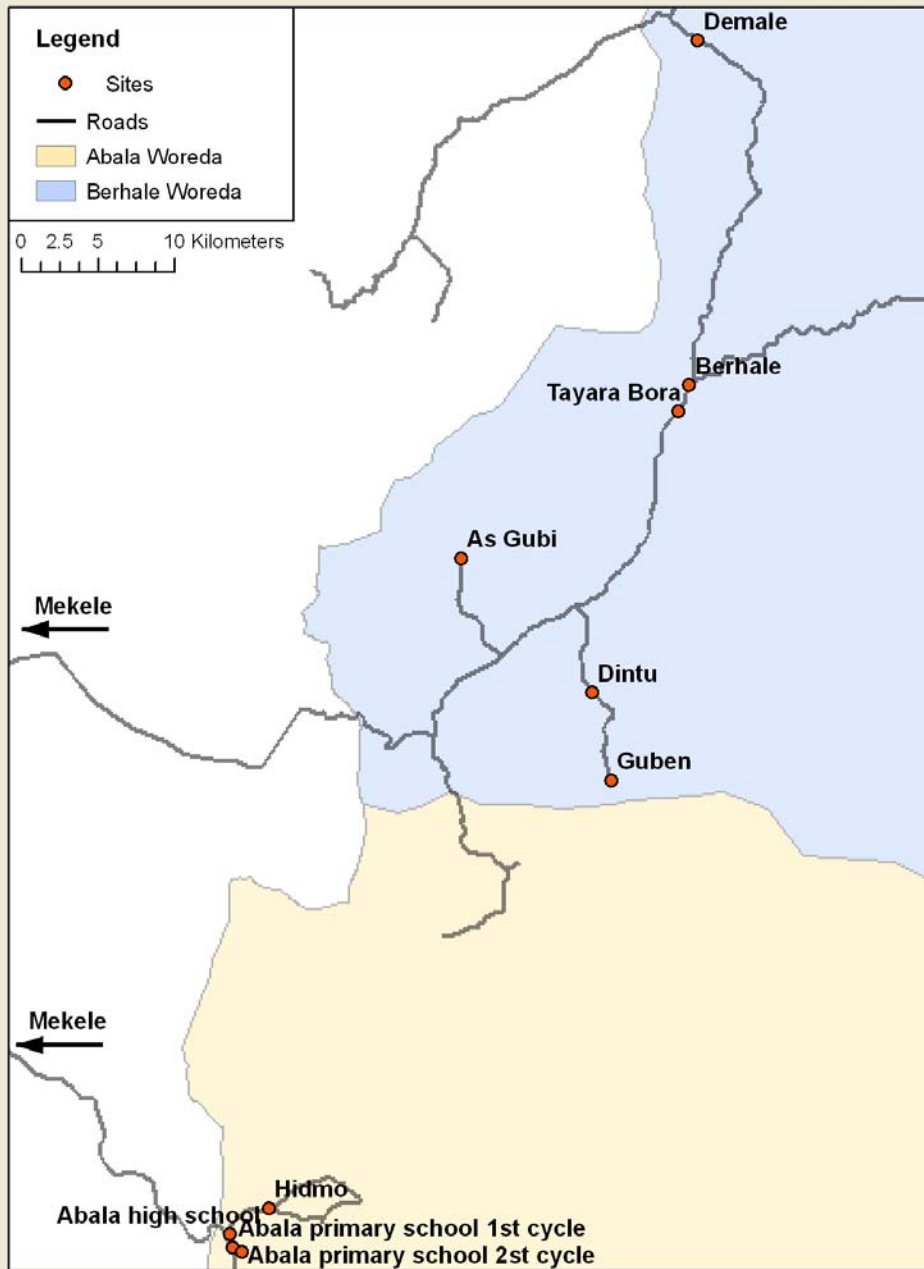
- (m) **Provision of stationery to indigent students:** some families are so poor that they cannot afford to buy stationery for their children. As a consequence, their performance will be degraded; some of them may be even forced to drop out. Notebooks and pens will be purchased for the most indigent students (approximately 15 % of the total). (*Sekota Municipality, Sekota Woreda*)
- (n) **Specific trainings and cultural activities in Sekota high school:** Various cultural activities will be organised with the collaboration of the existing student clubs and the teachers (e.g. A festival of African cinema, a football tournament, etc.). Technical training on specific topics will be given to the teachers according to their needs. (*Sekota Municipality*)
- (o) **Support of the library and cultural activities in Abala high school:** this school is new and is in good conditions; nevertheless one of the buildings was supposed to be used as library, but is still empty. Tables, chairs and shelves will be purchased to create a comfortable environment for students and teachers. A selected list of reference books and other teaching material will also be purchased to allow their consultation and study in the library. Cultural activities related to reading and writing will be subsequently organised.
- (p) **Purchase of books and teaching material in Tayara Bora primary school:** books, science kits and other teaching material will be purchased to support the teachers during their lessons. A short training may be given to them on their proper use if needed.

### Study & research activities

- (a) **School mapping:** a GPS survey will be conducted in the four Woredas to map the position of every school. This information will be organised in a Geographic Information system (GIS) to correlate it with all the education data stored in a database. Thematic maps will be prepared and printed to show the school coverage of the area, the density of students, etc.
- (b) **Socio-anthropological study:** an in-depth study on education diffusion, student participation, education quality, and other related issues will be conducted in the intervention areas. The main objective is to obtain a general overview of the education sector with its strengths and its weak points. The focus of the research will be discussed and selected with local education experts and practitioners. The study will provide solid information on which to base future development strategies and interventions, both by Ngos and by the governmental Education Offices themselves.



*Intervention schools – Sekota project area*



*Intervention schools – Abala project area*

## 1.8 Proposal for a second year

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The assessment conducted by Coopi revealed many structural problems which affect the education sector in the concerned areas. The twelve month of implementation of the project are meant as a response to urgent needs, and even as an experimentation where various kinds of activities will be conducted in a selected number of schools, and their respective impact will be assessed. Emphasis have been put on software activities, while construction is limited to few sites; nevertheless lack of decent classrooms, furniture and potable water is a diffuse problem in many other schools.

A second year of intervention would build on the results of the first one, replicating and scaling-out the more successful activities and methodologies. New schools may be targeted for capacity building, training and cultural activities. The data, the thematic maps and the socio-anthropological study produced during the first year would highlight the most critical issues and facilitate a proper selection of new sites.

Some schools, which will be targeted only for software activities, are also in need of construction works to provide a proper education to their students. These sites are good candidates for an intervention during the second year. The most urgent works, identified through a field research carried out during last weeks, are proposed below in a short list.

- **Lay Sayda primary school:** this rural school only has 4 classrooms: all of them are in bad conditions and two are extremely narrow. New roofs would be built in 2 existing classrooms. 2-3 new classrooms would be built and provided with desks.
- **Bagmela (Beza) primary school:** this school's classrooms are very narrow and without roof. One small block is going to crumble down soon. A new block with 4 new classrooms would be built and provided with desks.
- **Tsetseru primary school:** this small rural school only has 2 classrooms in bad conditions at present. 2-3 additional classrooms would be built and provided with desks.
- **Sirieli primary school:** this school is one of the biggest of Sekota Woreda: both solid buildings in concrete and bad-quality classrooms built by the community are present. 2 new classrooms would be built and provided with desks. An existing block, currently not used for didactic purposes, would be divided to create two additional classrooms. Water is also a major concern; a water point (hand-dug well or roof catchment) would be constructed.
- **Abala primary school 1<sup>st</sup> cycle:** this school has good buildings but no proper fence. Furthermore it is located in the town centre. A fence would be built according to the wish of the beneficiaries.
- **Dintu primary school:** Dintu's students are currently studying under wooden shelters. The school is limited to the 2<sup>nd</sup> grade because of lack of decent buildings. 4 new classrooms would be built with a store and a small office. Desks and furniture would be provided too. The school and the whole community are also in urgent need of potable water. A hand-dug well would be constructed nearby.

## 1.9 Methodology

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### (a) methods of implementation

The construction works will be implemented directly by Coopi and the local communities. A joint committee composed by teachers, parents, village leaders, and some contracted technical experts, will conduct and monitor the work. Local materials will be combined with cement to obtain solid and comfortable buildings at an affordable price. Basic technical skills in masonry and carpentry will be transferred to some community youth who should be in charge of maintenance interventions in the future.

The software activities (capacity building, training, student support, etc.) will be implemented by Coopi in collaboration with the Woreda Education Offices. The typologies of activity and their respective budget have been selected together with their educational experts. Topics and formats of the trainings will be discussed and approved with the beneficiaries. Some trainings and workshops will be facilitated by Coopi staff, according to their skills; in other cases an external expert will be hired.

The socio-anthropological study will be conducted by Coopi sociologists with collaboration of external consultants as needed. The research focus will be decided together with all the relevant stakeholders.

### (b) reasons for the proposed methodology

Involvement of the local stakeholders in every activity is the best guarantee of sustainability and dissemination of results and practices in the future. Coopi will be a facilitator during the implementation of the project, but the responsibility for the improvement of the education sector in the future lies in the hands of the governmental structure, the teachers, and in general the whole community.

Direct implementation of construction works has been chosen because it is cheaper, and because reliable contractors are still rare in the area. Furthermore, transfer of construction skills to the community will be possible in this way. Innovative practices as cost-effective construction techniques, intense trainings tailored on beneficiaries' gaps, computer use to manage education data, etc. have been selected to improve the effectiveness of the action; the most successful will probably spread and be adopted by other development actors.

### (c) how the action is intended to build on the results of a previous action

Coopi has been working in Wag Hamra Zone since 2001 and in Afar Zone 2 since 2004. Coopi staff knows very well the intervention areas and has good relationships, with mutual cooperation and experience-sharing, with the local administrations and the community leaders. Most of the participatory approaches and the capacity building activities proposed for this action draw on the experience of a Capacity Building project, which Coopi is running at present in Wag Hamra Zone.

The civil servants of the Woreda Education Offices have many years of experience in managing and expanding the education sector in their respective areas. All the communities of the intervention sites have already built by their own some or all of the present school structures; therefore they are ready to organise themselves and participate in further works.

### (d) procedures for internal evaluation

Internal evaluation will be conducted by Coopi staff from the Head Office in Addis Abeba, supported by an external consultant if needed. Two main evaluation sessions will be scheduled: the first one after six months, the final one at the end of the project. The methodology will include visits to the intervention schools with thorough discussion with the beneficiaries, analysis of statistical data provided by the governmental Offices, and an evaluation workshop organised with all the stakeholders. The reports of the evaluation sessions will also include hints and suggestions on how to carry on and improve Coopi's action.

(e) level of involvement and participation in the activities of other organisations (partners or others)

As already pointed out, the active participation of all the stakeholders is an essential component of this project. Their involvement will be very high; the governmental education experts in particular will collaborate with Coopi in every phase of the project. The following table summarises the role of each partner.

<b>Who</b>	<b>What</b>
Woreda Education Offices	Action planning with Coopi; involvement of experts in every project activity; monitoring.
School staff	Support for construction works; active involvement and/or conduction of software activities; involvement of students.
Parents-teachers association	Selection of the activities; support during the implementation of the activities; involvement of students.
Village community	Active cooperation for construction works; provision of material and labour; involvement in some software activities.
Community leaders	Selection of the activities; mobilisation of the community for construction works; support and backing.
Students	Active participation in some software activities; involvement in cultural activities.

(f) team proposed for implementation of the action

<b>Position</b>	<b>Description</b>
1 Project coordinator	The project coordinator will have the overall responsibility for the implementation of the project in close collaboration with the Head Office in Addis Abeba.
2 Project area supervisor	One supervisor will be based in Abala and the other in Sekota. The project area supervisor will assist the coordinate to manage and follow the activities in the area, to organise the logistics, etc.
2 Social promoters	One social promoter for each area. S/he will be an inhabitant of the area; s/he will facilitate meetings and workshops with the stakeholders and follow the implementation of the software activities.

<b>Position</b>	<b>Description</b>
1 Technical expert	The expert will plan and follow the construction of the classrooms and the water works.
1 Accountant	Based in Coopi Office in Mekele.
1 Storekeeper	Based in Coopi Office in Abala. (in Sekota one is already available).
2 Watchmen	Two for Abala Office. (in Sekota two are already available).
2 Cleaners	One for Abala Office, one for Mekele Office.
2 Drivers	Two drivers are needed for two cars provided by Coopi.

### 1.10 Duration and action plan

The duration of the action will be 12 months. The proposed starting date is August 1<sup>st</sup> 2007 and the expected final date is July 31<sup>st</sup> 2008.

Activity	First semester						Second semester					
	1	2	3	4	5	6	7	8	9	10	11	12
Physical activities in Abala project area (Abala town, Berhale town)		■	■	■	■	■						
Physical activities in Abala project area (Hidmo, As Gubi, Guben)							■	■	■	■	■	
Physical activities in Sekota municipality		■	■	■	■	■						
Physical activities in Sekota Woreda							■	■	■	■	■	■
Computer use diffusion		■	■	■	■	■						
Motorbike purchase	■											
Technical training for civil servants			■	■	■	■	■	■				
Training and experience training for parents-teachers associations		■	■	■	■	■						
Support to student clubs		■	■	■	■	■	■	■	■	■	■	
Experience-sharing for civil servants			■	■	■	■	■	■				
Training for teachers			■	■	■	■	■	■				
Training for school directors			■	■	■	■	■	■				
Summer training for alternative school teachers	■	■										
Training for school accountants and cashers			■	■	■	■						
Support to adult education programmes		■	■	■	■	■	■	■	■	■	■	
Support of tutorial classes for poor-performance students		■	■	■	■	■	■	■	■	■	■	
Provision of stationery to indigent students	■											
Specific trainings and cultural activities in Sekota high school		■	■	■	■	■	■	■	■	■	■	
Support of the library and cultural activities in Abala high school		■	■	■	■	■	■	■	■	■	■	
Purchase of books and teaching materials in Tayara Bora primary school		■	■	■	■	■	■	■	■	■	■	
School mapping	■											
Socio-anthropological study		■	■	■	■	■	■	■	■	■	■	■

## 2. Expected results

### 2.1 Expected impact on target groups

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#### (a) the situation of target groups (children, families, communities, local institution)

The education received by the students will be improved as a consequence of the trainings and of the teaching material provided to the teachers. The tutorial classes will support and encourage poor-performance students, in particular girls, to keep on studying and improve their results. Support to student clubs will encourage student participation and stimulate active children with new ideas and activities. Laboratories and libraries supported by the project will provide to the children some services not available before.

The learning environment will be improved through the construction of comfortable classrooms and the provision of desks. The concentration and the attention of the students will increase. Access to water in schools where was not previously available will reduce the drop-out rate, as many students coming for distant villages will be encouraged to keep on attending the classes.

A better knowledge of the whole education sector, result of the sociological research and of lessons gained during the project, will benefit both the local institutions and the communities.

#### (b) the technical and management capacities of target groups or partners

The parents-teachers associations will enhance their management of school affairs: they will be able to cope more effectively with problems as building maintenance, education quality improvement, school attendance, etc. Some young members of the rural communities will acquire some construction skills during the implementation of the project. In general, the whole community will be more involved in the school affairs and this could stimulate further involvement and improvement in the future.

The Woreda Education Offices will acquire and refresh technical and human skills through the trainings and their collaboration in the implementation. They will gain experience on participatory approaches and involvement of parents and community leaders in the management of schools.

### 2.2 Multiplier effects

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The cost-effective construction techniques envisioned for this action will be devised to maximise the use of local materials. These techniques may be replicated by the government or by other development actors. The rural communities which will participate in the construction will use their acquired skills for maintenance works or new buildings in the future.

The introduction of computer use and digital data organisation in the governmental offices, if successful, may be imitated by other Woreda Offices. Many participatory techniques employed during the preparation and the implementation of the project may be adopted by other institutions as well.

Extracurricular activities, cultural activities and participation of student clubs may be replicated in the same or in neighbouring schools during the following years.

## 2.3 Short- and long-term impact

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### (a) The financial aspect (*how will activities be financed when the grant ends?*)

The main physical activities proposed for this action (construction of classrooms, of water points, and rehabilitation works) are fixed capital activities, which require a big investment in money and labour at the beginning, but need little financial input during their lifetime for maintenance. The rural communities are already used to provide money or labour for minor works, and after their substantial efforts during the construction they will be willing to contribute. The Woreda Education Office regularly allocates budget to pay teachers' salaries and to purchase basic material as stationery.

Most of the software activities are supposed to be performed only once, as technical trainings and experience-sharing workshops, so they do not need any financial support after their completion. The schools have some financial and human resources to conduct also continuous activities as tutorial classes, cultural activities, support to student clubs and the like. According to their will and their capacity they may replicate the most successful activities by their own in the following years.

### (b) Institutional level (*Will there be structures allowing the activities to continue be in place at the end of the action? Will there be local "ownership" of action outcomes?*)

The government, through the Woreda Education Offices, is continuously supporting the school system, paying salaries, providing some construction material and some stationery. The budget allocated for education has increased conspicuously during the last years: new schools have begun to operate, new teachers have been employed, and former teachers have got a chance to improve their skills with summer education. The schools will therefore receive support to use and maintain the new structures built by the project.

The parents-teachers associations already provide a link between school personnel and community members, supervise the activities of the school and take decisions to cope with problems. Their strengthening will lead to improved management of structures and materials received during the project.

Local ownership should be guaranteed by the involvement of the whole community in the selection of the activities and in their implementation.

### (c) Policy level (*What structural impact will the action have - e.g. will it lead to improved legislation, codes of conduct, methods, etc?*)

This one-year project, focused on few Woredas, will not have any sizeable impact on legislation and policies at Regional or National level. Nevertheless, new practices will be introduced at Woreda and school level. Dissemination of the results of the project and of the research work will hopefully bring attention to the gravest problems of the education sector and to some possible solutions. These could be adopted both by governmental and non-governmental actors.