

**TARGET Programme ESIF Project
Final Narrative Reporting Format**

BACKGROUND ABOUT THE TARGET PROGRAMME

1. General Information

Name of the Organization: Tiruzer Ethiopia for Africa (TEA)

Project Title: *Realizing TARGET's dedication of Supporting GEQIP's Objectives of Ensuring Quality Education in 2 Districts of Gambella Regional State*

Project Period: 28th January 2021 to 27th January 2022

Reporting Period in Quarters: Fourth Quarter and final report

2. Beneficiaries

Number of beneficiaries as per the proposal disaggregated by different parameters:

❖ **Direct beneficiaries**

Students: Male: 3,061 Female: 3,392 Total: 6,453

Teachers: Male: 183 Female: 166 Total: 349

Principals: Male 11 Female 0 Total: 11

Vice-directors: Male 8 Female 5 Total: 13

Supervisors: Male 5 Female 1 Total: 6

Officials: Male 21 Female 3 Total: 24

PTSA members: Male 41 Female 25 Total: 66

Community members: Male: 236 Female: 103 Total: 339

Total Direct Beneficiaries: Male 3,566 Female 3,695 Total: 7,261

❖ **How many of the beneficiaries from the above are SWDs/PWDs?**

SWDs: Male 28 Female 32 Total: 60

PWDs: Male 17 Female 5 Total: 22

❖ **Indirect Beneficiaries:**

Male: 18,220 Female: 18,220 Total: 36,440

3. Quarter Activities Report

3.1. Accomplishment of the planned activities for the quarter

Outcome 1: Enhanced knowledge, skill and practices of 24 school leaders (11 principals, 11 vice principals and 2 cluster supervisors) on community engagement, teacher performance and inclusive instruction /pedagogical/ methods and instructional leadership

The indicator for this outcome is the number of school leaders with improved knowledge, skills and practices with the target of 24 people and the project achieved 33 school leaders (27 males & 6 females).

Output 1.1: Increased capacity of 24 school leaders

The output was achieved through provision of capacity building trainings and institutionalization of CPD in schools. 33 (27 males & 6 females) school leaders benefited from the trainings whereas 11 schools and 2 Woreda Education Offices benefited from the institutionalization of CPD. As a result of

these interventions, the schools have revitalized school-based CPD trainings for teachers and have started to integrate CPD in their weekly and annual plans in schools with the resources provided by this project. The computer laptops provided by the project for CPD operations has improved the performance of teachers in preparation of lesson plans, computation of examinations rather than writing on the boards which is time-consuming and some students struggle to catch-up and in preparation of students' rosters as well as in sharing and accessing CPD learning materials.

Activity 1.1.1: Provide adaptive training on community engagement, teacher performance, inclusion and utilization of school funds to quality education

The training was conducted between April 15th and April 17th 2021 at GEWA Hotel in Gambella Town. A total of 33 (27 males & 6 females) school leaders and education bureau representatives participated in the training. 20 participants came from Itang' Special Woreda and 13 participants from Gambella Town. The school leaders comprised of 11 school directors, 12 vice-directors and 6 cluster supervisors. 3 representatives from each of the 3 education bureaus participated in the training as well as the Regional Experts from Link Community Development (LCD). The trainers of the training were 2 of the ToTs trained by LCD whereas the facilitators were the regional staffs of TEA. Further, LCD shared the training materials (manuals).

This training proceeding report is available.

Activity 1.1.2: Train 24 school leaders on coaching skills

Following the first training, a second training was conducted with school leaders on coaching skills at GEWA Hotel, Gambella Town between 20th and 22nd April 2021. 33 participants (27 males & 6 females) 20 from Itang' Special Woreda and 13 from Gambella Town participated in the training. The school leaders comprised of 11 school directors, 12 vice-directors and 6 cluster supervisors. 3 representatives from each of the 3 education bureaus participated in the training as well as the Regional Experts from LCD and EDT. The trainers of the training were 2 of the ToTs trained by LCD whereas the facilitators were the regional staffs of TEA.

This training proceeding report is available.

Activity 1.1.3: Train school leaders on effective and efficient utilization of school funds to school improvements (budget management & social accountability)

This training consecutively followed the second training with the same participants at GEWA Hotel, Gambella Town between 23rd and 25th April 2021. All the 33 participants attended the training. 33 participants (27 males & 6 females) 20 from Itang' Special Woreda and 13 from Gambella Town participated in the training. The school leaders comprised of 11 school directors, 12 vice-directors and 6 cluster supervisors. 3 representatives from each of the 3 education bureaus participated in the training as well as the Regional Experts from LCD and EDT. The trainers of the training were 2 of the ToTs trained by LCD whereas the facilitators were the regional staffs of TEA.

This training proceeding report is available.

A combined certificate of participation in the 3 trainings was awarded to all the 33 participants.

Additionally, the training presentations for the 3 trainings have been shared with the Regional Expert of EDT.

Activity 1.1.4: Furnish CPD training room through materials for 11 cluster school centers

After meetings with school leaders in the 2 woredas regarding institutionalization of CPD, they requested support in accessing CPD learning resources in their schools to improve their capacity as school leaders and for teachers as well. It was agreed that each school should be given a laptop computer to assist in building their capacity in CPD. Each school was provided with 1 Lenovo laptop computer with charger and bag. These materials have all been distributed in schools and Model-19 forms were used as evidence for receipt of the materials by schools.



Figure 1: School Director and Vice-Director of Ler Primary School receiving the laptop and Figure 2: School Director of Waar Primary School writing Model-19 Form after receiving laptop

Activity 1.1.7: Organize regular meeting with school leaders in two woredas to assess the institutionalization of CPD and SIP in 11 schools in 2 months' time

Meetings with school leaders in both woredas were held to assess the institutionalization of CPD and SIP in schools. The meeting in Gambella Town was held on 8th September 2021 at TEA's Field Office and was attended by 10 people (2 females & 8 males) who include directors of the 4 target schools, CPD and SIP Focal Persons at WEO, Regional Expert from LEI and EDT's TTE. The meeting in Itang' Special Woreda was held on 9th September 2021 at Itang' Town Inclusive Education Resource Center located at Itang' No. 1 Primary School. The meeting was attended by 10 people (1 female and 9 males) who include directors of the 7 target schools, CPD and SIP Focal Persons at the WEO, Planner at WEO and EDT's TTE.

From the meetings, it was clear that CPD has not been functional in schools and need to be revived whereas SIP is being practiced and in good progress in both woredas.

Minutes of the meeting are available.

Outcome 2: Enhanced engagement of the community in 11 level 1 (poorly performing) schools found in Gambella town and Itang Special district to boost school improvement.

The indicator for this outcome is the percentage of local communities effectively working on school improvement with the target of 20% increase from baseline and number and description of case studies demonstrating community engagements in schools with the target of 11 cases. The project achieved 2 documented cases.

Output 2.1: Enhanced community awareness on the rights and benefits of education for all children found in 11 target schools (especially for girls and children with special learning needs)

This output was achieved through trainings and community awareness raising initiatives with the involvement of People with Disabilities both adults and students. The indicator for the output is the number of community (disaggregated by sex, vulnerable groups, PLWHAs and clan) trained on the rights to and benefits of education to all children, especially for girls and children with special learning needs with the target of 350 people. The project achieved to reach 339 people (236 males, 103 females, 18 adult PWDs and 60 students with disabilities). As a result, a total of 60 (28 males & 32 females) students with disabilities have been registered in schools and 1 has been issued with wheel chair from IERC which has improved his participation in education.

Activity 2.1.1: Organize innovative community awareness raising initiatives (use of arts including local songs, poems and other powerful local messaging channels in and out of schools).

After training on sustained awareness raising campaigns, one event was held in Gambella Town targeting residents of Kebele 01 at Changuor Primary School on 20th and 21st September 2021 in collaboration with ECDD. Awareness was created on the importance of sending all the children to school including Children with Disabilities and marginalized girls. This event was organized and hosted by gender club members at Changuor Primary School. As a result of the event, 8 children with disabilities were registered in Changuor Primary School.

The detailed report of this event is available.

The activity was later integrated with schools gender clubs for more coverage and ease in follow-up and the other 10 schools conducted the campaigns in their respective kebeles in the first semester between 15th November and 31st December 2021 reaching a total of 286 community members (191 males & 95 females). After the events, all the schools started receiving and registering students with disabilities in their schools. A total of 35 students with disabilities have been registered in the 11 target schools and a list of the details including their forms of disabilities is available. These students have

been referred to Inclusive Education Resource Centers (IERCs) for support and 1 male student with physical disability has been issued with a wheel chair at Wibur Primary School with the knowledge of Gambella Town Administration Education Office. Others are still undergoing assessment with the support of ECDD's Inclusive Education Officer in Gambella Region and will be issued with assistive devices in the second semester to suit their needs in learning.

Activity 2.1.2: Train and engage local leaders, elders, community-based and faith-based institutions for sustained awareness raising campaigns for 2 days

This training was conducted amidst the seasonal conflicts in Gambella and for the safety of the participants, the training was conducted separately for Nuer and Anuack participants in Gambella Town. The training started on 15th September 2021 with Anuack participants at Elay Primary School, Kebele 05, and was officially opened by the Vice-Head of Gambella Regional Bureau of Education who condemned the inter-ethnic conflicts being experienced at the time and wished the participants a safe training. The participants were school directors, cluster supervisors, PTA chairpersons and Kebele Education and Training Board (KETB) members as well as the head and SIP Focal person at WEO. A total of 11 people (3 females and 8 males) participated in the training at Kebele 05. It was followed by a training for the Nuer participants on 16th September 2021 at Dalkotch Primary School, Kebele 01, and was attended by 12 people (1 female and 11 males) among them were the school directors, cluster supervisors, PTA chairpersons, KETB members, School Inspection and SIP Focal persons at WEO.

The training in Itang' Special Woreda was conducted on 17th and 18th September 2021 at Itang' Town Inclusive Education Resource Center located at Itang' No. 1 Primary School. A total of 30 people (4 females and 26 males) participated in the 2 days training. These participants were school directors, cluster supervisors, PTA chairpersons and community elders as well as Planner and SIP Focal persons at WEO. The training was officiated by the WEO Head in the first day and applauded the participants for the unity they have amidst the conflicts; both Anuack and Nuer participants attended in the same venue unlike their counterparts in Gambella Town.

This training proceeding report is available.

Activity 2.1.3: Engage model (successful) adults and children with disabilities in awareness raising initiatives.

Successful adult people living with disabilities that have excelled in their education and now working in different sectors were mobilized and engaged in the awareness raising campaigns to boost morale of the students with disabilities and give clear message to communities that disability is not inability, PWDs can excel in life just like the other normal people. 15 PWDs (11 males & 4 females) in Gambella Town and 7 (6 males & 1 female) in Itang' Special Woreda were engaged.

Output 2.2: Increased capacity of school boards and community representatives to effectively monitor and hold schools accountable on ensuring marginalized girls, vulnerable children and those in remote pastoral area.

This output was achieved by institutionalizing PTAs in schools and training them to build their capacities and later on evaluating the performance of teachers at the end of 1st semester 2014 E.C. The indicators for this output are the number of school boards and community representatives trained on participatory monitoring, community mobilization and dialogue facilitation skills with the target of 77 people and the number of interface meetings held between community leaders, school board, school management and schools leaders with the target of 2 meetings. The project achieved to train 144 people (36 females & 108 males) and held 1 meeting with 40 (10 female & 30 male) members of PTAs. As a result of these interventions, the members of PTAs in some schools have been active and have engaged communities in resource mobilization for development of schools. Case studies are attached describing on how the PTAs in 1 school have mobilized the community to raise 95,875ETB for fencing the school and purchase of 100 combined desks for students in classrooms.

Activity 2.2.1: Develop and duplicate a simplified school performance tracking tools

To evaluate the performances of teachers, an efficiency form was duplicated and distributed to schools according to the number of teachers in each school. They were filled by school management (60%), PTAs (25%) and students (15%) and returned for analysis. The best performing teachers were rewarded by the project. And since there was no endline assessment, these efficiency forms were also utilized to assess the performances of all teachers and compare the results with those of previous years. Generally every teacher especially those who have been reached by the project showed extreme improvements in their performances in their teaching methodologies which are now responsive, inclusive and students' centered.

Activity 2.2.2: Train on participatory monitoring, user-friendly tools on community mobilization and advocacy strategies and dialogue facilitation skills for 33 PTAs (3 from each school), 11 Coordinators of GCs, 33 school management members (3 from each school) for 3 days.

The training was conducted in two different locations at different times with the same trainers. This is due to the large number of participants and the trainers recommended to train Gambella Town participants in Gambella Town and Itang' Special Woreda participants in Itang' Town. This recommendation was shared with EDT and LCD Regional Experts and they all approved the recommendation. The training was conducted in Gambella Town on 8th to 10th July 2021 at GEWA Hotel and was attended by 30 participants (12 females and 18 males). The participants were 12 PTA members (3 from each school), 11 school management members (3 from each school except Elay Primary which sent 2) and 4 gender club coordinators from the 4 schools in Gambella Town. Each school sent 7 participants and 1 participant from the REB and 1 participant from WEO and 1 Regional Expert from EDT.

The training in Itang' Special Woreda was conducted on 13th to 15th July 2021 at Pack Adarase Meeting Hall in Itang' Town and was attended by 51 participants (10 females and 41 males). The participants comprised of 21 PTAs (3 from each school), 21 school management (3 from each school) and 7 gender club coordinators from the 7 schools. Each school sent 7 participants and 2 participants from WEO (1 being the TARGET/ESIF Project woreda focal person).

The participants brought letters from their respective offices and schools with the list of participants delegated to participate in the trainings.

The trainers shared the training materials, PPTs and timetables before the trainings and were shared with EDT Regional Expert for their review and approval.

These trainings proceeding reports are available.

Activity 2.2.3: Training 33 school management members (3 from each school) and 33 PTSAs (3 from each school) on participatory school improvement plan for 2 days.

This training was also conducted separately in Gambella Town and Itang' Special Woreda by the same trainers on different times. The training in Gambella Town was conducted at Gambella Secondary and Preparatory School on 16th and 17th July 2021 and was attended by 20 participants (10 females and 10 males). These were 9 PTAs (3 members from 3 schools), 9 school management (3 members from 3 schools), 1 representative from WEO and EDT Regional Expert. Each school sent 6 participants except Wibur Primary School which didn't send any participant even after constant reminders to the School Director over the phone.

The training in Itang' Special Woreda was conducted at Pack Adarase Meeting Hall in Itang' Town on 19th and 20th July 2021 and was attended by 43 participants (4 females and 39 males). These were 21 PTAs (3 members from 7 schools), 20 school management (3 members from 7 schools except 1 school who sent 2) and 2 representatives from WEO (1 being the TARGET/ESIF Project woreda focal person). Each of the 7 schools sent 6 participants except 1 Eliya Primary school which sent 5 participants.

The participants brought letters from their respective offices and schools with the list of participants delegated to participate in the trainings. The participants representing PTAs and school management who attended this training were different participants from the previous training from each school. This was to make sure that at least 90% if not all of the PTAs and school management members received the trainings.

The trainers shared the training materials, PPTs and timetables before the trainings and were shared with EDT Regional Expert for their review and approval.

These trainings proceeding reports are available.

Activity 2.2.4: Organize interface meetings between community leaders, KETB members, school management, schools leaders, teachers and students representatives for 1 day at woreda level

One interface meeting was organized in Itang' Special Woreda on 12th October 2021 at Itang' No. 1 Primary School with 40 participants (10 females and 30 males) who included school directors and all the newly selected PTSAs members of all the 7 schools representing parents, teachers and students. EDT's TTE attended the meeting with TEA's Project Coordinator. The agenda of the meeting was to strengthen the capacity of new PTSAs in holding schools accountable on ensuring quality education. They were briefed on their roles and responsibilities which they gladly accepted and requested for support from the project in terms of materials to set up offices at schools. These materials will be provided in the next quarter.

The meeting proceeding report is available and as well as the list of the new PTSAs of the 7 schools in Itang' Special Woreda approved by the WEO.

Activity 2.2.5: Institutionalize Parents, Teachers and Students Associations (PTSAs) in schools.

Separate 1-day meetings were held with school directors to discuss on the current situations of PTSAs in terms of selection criteria, roles & responsibilities, operations and whether they use the national PTSAs guidelines approved by the Ministry of Education. The meeting with the directors of schools in Gambella Town was done at TEA's Gambella Project office in Gambella Town on 20th July. 4 schools' first directors and 1 vice-director attended the meeting. EDT Regional Expert and TEA's Education Expert and Project Coordinator attended the meeting as well.

The same meeting was conducted in Itang' Special Woreda at Makod Primary School on 24th July 2021. 6 schools' first directors, 3 vice-directors and the TARGET/ESIF Project woreda focal person attended the meeting with TEA's Education Expert and Project Coordinator.

The minutes of these meetings are available.

A follow-up meeting was held in Gambella Town at Grand Hotel on 24th September 2021 with education leaders at woreda and regional levels. The meeting was attended by the Regional Bureau Head, the 2 Regional Vice- Heads, WEO Head, SIP and CPD focal persons at REB and WEO, Regional PTA representatives, school directors, PTA chairpersons, KETB members and EDT's TTE. A total of 20 people (3 Females and 17 males) attended the 1-day meeting.

The meeting proceeding report is available.

All schools revitalized their PTSAs by selecting new members and including students in the association as required by the MoE Guidelines. Each school now has new PTSAs of 6 members who comprise of 3 parents, 2 teachers and 1 student who are active citizens in their school and have promising capabilities. These PTSAs were trained and an interface meeting held with them to emphasize on their roles and responsibilities in supporting schools for quality education.

Later on the PTSAs were supported with stationeries (notebooks, pens, duplicating papers, markers, rulers), t-shirts and caps branded by the project for visibility of the project and to easily identify the members of PTSAs when they are in school.

These new PTSAs have been revolutionary in their schools within the shortest time they have held the offices and changes have been seen and 2 cases are documented from 1 school and attached to this report.

Outcome 3: Outcome 3: Performance of 349 teachers (166 Females) improved and thereby literacy and numeracy skills enhanced through utilizing responsive & inclusive learning and teaching processes across the 11 targeted school systems

The indicators for this outcome are % of students (disaggregated by sex and vulnerable groups) who consider the teaching and learning processes are responsive to their needs and priorities with the target of 28% increase from the baseline and % of teachers using responsive and inclusive teaching and learning processes with target of 25% increase from the baseline. The project achieved an increase of 24% of students (58% being females, 42% being males and 3% being CWDs) who consider teaching and learning processes as responsive in their schools through the simplified performance tracking tools filled by students. The project as well achieved an increase of 40% of teachers who are using responsive and inclusive teaching processes in classrooms and a total of 33 teachers (49% females) were rewarded by the project for bringing significant changes in their classrooms.

Output 3.1: Teachers utilized interactive learning/teaching practices to enhance children's performances in literacy and numeracy

The indicators for this output are two; 1) number of schools prepare classrooms for learner centered instructional practices with the target of 11 schools and the project achieved all the 11 schools and; 2) % of teachers (disaggregated by sex) received capacity support on inclusive learning and teaching processes with the target of 75% (197) 50% females and the project achieved 50% (132 teachers) 48% females. This output was achieved through training of teachers and provision of text books, supplementary books, teaching aids and educational materials to aid in learner-centered learning and teaching. There has been improved teaching learning process as a result of the materials provided as the teachers can easily use these materials to prepare lessons, illustrations and exams and the performance of students have improved due to the textbooks and other learning materials given to students as one of the school directors stated *"Before the project the best performing student in the school had 66 points and now the lead student has 88 points which is attributed to the availability of textbooks."*

Activity 3.1.1: Training for 55 teachers (28 F) on learner centered learning /teaching and literacy and numeracy teaching (5 from each school) for 3 days

Just like the other 2 trainings in this quarter, this training was also conducted separately in Gambella Town and Itang' Special Woreda by the same trainers on different times. The training in Gambella Town was conducted at GEWA Hotel on 22nd to 24th July 2021 and was attended by 21 participants (10 females and 11 males). These were 19 teachers (5 teachers from each school except Dalkotch which sent 4), 1 representative from REB and 1 representative from WEO.

The training in Itang' Special Woreda was conducted at Pack Adarase Meeting Hall in Itang' Town on 26th to 28th July 2021 and was attended by 36 participants (12 females and 24 males). These were 35 teachers (5 teachers from 7 schools) and 1 representative from WEO (being the TARGET/ESIF Project woreda focal person).

The trainers shared the training materials, PPTs and timetables before the trainings and were shared with EDT Regional Expert for their review and approval and as always the participants brought letters from their respective offices and schools with the list of participants delegated to participate in the trainings.

The trainers administered a pre-training diagnostic test to the teachers and a sample of the test is available with the trainings proceeding reports.

Activity 3.1.2: Purchase and distribute 4400 books for schools (400 for each school, 50 books per class, 10 books per subject)

During the baseline assessment conducted at the beginning of the project period by the project team, all the schools were asked to list the supplementary reading materials needed in their schools. However, the items listed were ambiguous and greatly generalized for us to pinpoint the specific materials to provide. This therefore, necessitated consultation with the Regional Education Experts and Bureaus to seek for the approved list of supplementary reading materials by the Ministry based on the new curriculum. Since last quarter we have been in consultation with the Education Bureaus first at the Regional Level in Gambella and later at the Federal Ministry of Education in Addis Ababa City seeking for the approved list without success. For the sake of time we resorted to visit the other schools in Addis Ababa City and suppliers of textbooks in mid-May. We visited Biruh Tesfa Primary school which is a government primary school in Yeka Sub-city of Addis Ababa City and Aster and Mega Publishers both in Arat Kilo Area. From these visits we got the new editions of the supplementary reading materials of the new curriculum and the procurement process commenced in late May. Bids were obtained from 4 book stores all based in Addis Ababa City and evaluated by a committee of 5 people from management, finance and programs departments of the organization. The best bid was from Maruf Kedere Book Store and a set of 36 books with 5 copies of the 36 books ordered for each school on 31st May 2021 and received at TEA's Head Office in Addis Ababa on 2nd June 2021. 180 books per school and a total of 1,980 books for the 11 schools were purchased. The books purchased includes Writing, Reading and Counting textbooks in English Language for 0-classes, Amharic and English Subjects textbooks for Grade 1 to 4 and Mathematics, English, Amharic, Social Studies, Civic and Ethical Education Subjects textbooks for Grades 5 and 6 and Mathematics, English, Amharic, Biology, Physics, Chemistry, Social Studies and Civic and Ethical Education Subjects textbooks for Grades 7 and 8.

The books were distributed equally to all the targeted schools between June 8th and 14th June 2021. The books distributed in each of the 11 schools includes; 5 copies of Mathematics Grades 5-8, 20 copies of Biology Grades 7-8, 25 copies of Physics Grades 7-8, 20 copies of Mathematics Grades 7-8, 15 copies of Chemistry Grades 7-8, 10 copies of Amharic Grades 5-8, 5 copies of Amharic Grades 1-4, 10 copies of Civic & Ethical Education Grades 5-8, 15 copies of Social Studies Grades 7-8, 5 copies of Social Studies Grades 5-8, 10 copies of English Grades 7-8, 10 copies of English Grades 5-6, 5 copies of English Grades 3-4, 10 copies of English Grades 1-4 and 5 copies of English Grades 1-2.

The detailed lists of books and Model-19 with the letters of receipt by the schools are available.

Activity 3.1.3: Support schools to prepare classrooms for learner centered instructional practices

All the 11 schools were provided with learning materials to be used within the classrooms to promote learner-centered instructional practices. These materials included black board ink, flip charts, hard papers, scissors, rulers, note books, glues and markers. Each school received these materials with Model-19 form as required by the Ministry of Education. The teachers will use these materials to prepare Teaching and Learning Materials Using Locally Available Resources (TALULAR).

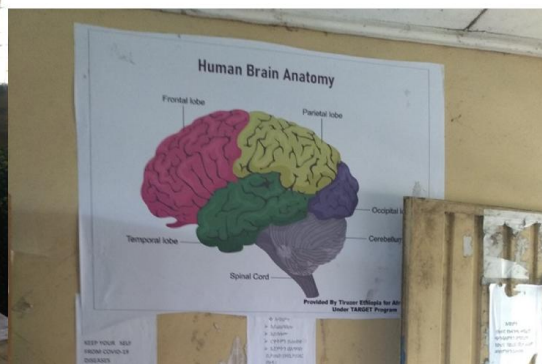
Activity 3.1.4: Purchase and distribute in-door and outdoor & instructional aid materials

The same procedure as for the provision of supplementary reading materials was followed and done concurrently. Bids for the provision of in-doors instructional aid materials was obtained from 4 suppliers and evaluated by a committee of 5 people from management, finance and programs departments of TEA. The best bid was from Universal Book Shop and a set of 40 instructional aids for each school were ordered on 31st May 2021 and received at TEA's Addis Ababa Office on 2nd June 2021. A total of 440 instructional aid materials were purchased including but not limited to instructional aids for Biology, Chemistry, Periodic Table, World Map, African Map, Ethiopian Map, Alphabets and Numeric charts, wild animals, domestic animals etc.

The materials were equally distributed concurrently with the supplementary reading materials to all the 11 targeted schools with each school receiving approximately 40 instructional aid materials.

Some of the in-door instructional aid materials had been provided in the last quarter. In this quarter, the remaining instructional materials were provided to all the 11 target schools from 20th to 24th October 2021. Each school received 9 materials; 6 materials for grades 7-8, 1 material for grade 4 and 2 materials for KG. The materials included instructional aids for Biology, Chemistry, Geography, English, Mathematics and Amharic subjects. The materials were put inside the classrooms next to the black boards for teachers to easily use them when teaching to visually illustrate different concepts to assist the students to better understand. One school with library put some of these materials on the walls of library as shown below.

The schools received the materials evidenced by Model-19.



Output 3.2 inclusive learning and teaching practices utilized in classrooms

The indicator for this output is the number of schools that engage teachers in collaborative working practices focusing on literacy and numeracy skills with the target of 11 schools and the project achieved 11 schools as planned. The output was achieved through training of teachers, engaging teachers in collaborative working practices, experiences sharing among teachers and rewarding the best performing teachers. The performances of most of the teachers reached have improved as seen during the evaluation of teachers using simplified performances tracking tool and 33 teachers were rewarded by the project.

Activity 3.2.1: Strengthening the capacity of 22 teachers (2 from each school 1 female) for 3 days to better address the diverse needs of children in their classroom and deliver better lessons for all learners in the class.

The training was conducted on 20th to 22nd September 2021 in Gambella Town at TEA's Field Office with 9 teachers (4 females and 4 males) and 1 Officer from WEO whereas the training in Itang' Special Woreda was conducted on 23rd to 25th September 2021 at Itang' Town IERC, Itang' No. 1 Primary School with 16 participants (4 females and 12 males) who are 14 teachers and Inclusive Education Officer and Planner from WEO.

The detailed report of these trainings is available as well as the pre-training test.

Activity 3.2.3: Organize experience sharing event for 22 teachers (11 females) with in or out of schools

An experience sharing event was organized for 22 teachers (11 females) and 2 male WEO officers to visit one of the schools in Gambella Town Administration, Elay Primary School on 7th December 2021. The teachers were able to share with each other on how they are implementing active teaching and learning methodologies (students-centered teaching and learning practices) after they had been trained in the previous semester. They shared on how they prepare the sitting arrangements of students on groups of 5 whenever possible, giving discussion questions and facilitating the students to discuss in groups, letting the students to present their discussions and providing feedback to them in a corrective and positive manner to encourage them to continue participating.

Activity 3.2.4: Reward best performing schools and teachers that brought significant changes with in classrooms and students

Based on the performances of the final exams of 2013 E.C the best performing students were selected from each school and were rewarded by the project. 2 students (1 male, 1 female) from each grade for Grades 1 to 8 were selected from each of the 11 schools and each student rewarded 150ETB to motivate them to work even harder in the New Year. A total of 16 students (8 males, 8 females) from each school were rewarded and from all the 11 schools a total of 176 students (88 males, 88 females). The same criteria was used for selecting the teachers, based on the inspection done at the end of academic year 2013 E.C. 2 best performing teachers in each school were each rewarded 1,500ETB. A total of 22 teachers (11 males, 11 females) were rewarded. The rewards will

motivate them to continue with the same spirit of hard work and even work harder and smart in the New Year for better performances in their contribution for quality education in their schools.

Outcome 4: The performance of students mainly those marginalized girls, vulnerable children and those in remote pastoral areas improved (by 25% from the baseline) in the 11 targeted schools through creating safe school environment, providing capacity building training and establishing/strengthening 11 Inclusive Clubs, 11 GCs and 11 GEACs

The indicator for this outcome is % of students (disaggregated by sex and vulnerable groups) showing improved performance with the target of 25% increase from the baseline and the project achieved an increase of 18% of students (89% females, 11% males) who have improved in their performance attributed to gender clubs established by the project. Gender clubs have been very instrumental in improving the attendance and ultimately the performances of girls in schools through peer groups' discussions which have empowered the girls in schools.

Output 4.1: Strengthened sustainable mechanisms put in place for girls' empowerment and inclusive educational practices.

The indicators for this output are the number of GC and GEAC established /strengthened and the number of GC and GEAC having guidelines to institutionalize their level of operation in target schools with the targets for both indicators being 11. The project achieved to establish and strengthen 11 gender clubs and executive committees and all the 11 gender clubs have guidelines provided in English and Amharic languages. This output was achieved through establishing 11 gender clubs in all the 11 schools after the school leaders were oriented on the importance of gender clubs in schools and guidelines provided to guide on the membership, leadership and operations of the clubs. As a result of the interventions done with gender clubs, the attendance and performances of girls in schools have improved.

Activity 4.1.1: Establish/strengthen 11 girls' clubs and 11 girls' education advisory committee in target schools.

Just before the reporting period was concluded, a 1-day orientation workshop on gender clubs for school leaders and Education Officers was conducted in Gambella Town. The orientation workshop was attended by 33 participants (27 males & 6 females) where 20 participants came from Itang Special Woreda and 13 participants from Gambella Town. The objective of the workshop was to briefly orient the school leaders and education officers on the procedures of the membership, organization, leadership and operations of the gender clubs as stipulated in the approved guidelines. It was critical that the school leaders clearly understand the roles of the gender clubs before establishment of the clubs. After the workshop the participants dispersed to their respective schools to establish these gender clubs according to the guidelines within 4-weeks timeframe with the unveiling of the clubs expected to be done at the end of May 2021.

The proceeding report of the orientation session is available.

As at the end of May all the 11 gender clubs had been established in the 11 schools as expected. To strengthen the clubs in documentation of their activities as required in the guidelines, 11 box files

were purchased for the newly established 11 clubs by the project. The files were distributed in June 2021 with each school getting 1 file received by the Gender Club Coordinators.

The clubs met weekly except in July, August and September as it was school holidays. Sometimes upon request the clubs were provided with refreshments during their meetings. Leaders of the clubs received various capacity building trainings and were expected to cascade them to the clubs.

The members of the clubs with their leaders were supported through provision of T-shirts to aid in the visibility of the clubs as well as with stationeries including notebooks, pens, flip charts, markers, masking tapes and duplicating papers. The clubs are expected to continue with their activities after the funding is finished as a way of sustaining the results achieved by the girls in schools.

Activity 4.1.2: Establish 1 GC's and 1 GEAC's working guidelines which will help to institutionalize their level of operation in schools.

Gender Clubs Guidelines for Primary and Secondary Schools in Ethiopia was obtained from the Ministry of Education through EDT Regional Expert in soft copies of English and Amharic versions. The approved guidelines were printed, binded and distributed to all the 11 targeted schools and the 2 Woreda Education Offices both in English and Amharic versions. The guidelines provide information on the operations of gender clubs, including the structure of the clubs, how membership is managed (including teachers and students), and parameters on how the clubs will function on a regular basis. Guiding principles are also included that indicate the rights of girls and boys. The guidelines also include a description on how monitoring and evaluation of gender club activities should occur.

Activity 4.1.3: Training 11 GC leaders and 11 GEAC members on child right/safeguarding and on identifying and reporting SG/SP cases for 2 days

A training on safeguarding was conducted for gender club leaders on identifying and reporting safeguarding cases/incidents on 13th and 14th October 2021 in Gambella Town at TEA's Field Office and on 15th and 16th October 2021 in Itang, Town at Itang' No. 1 Primary School. The trainees were gender club coordinators, chairpersons and secretaries of the target schools and gender heads of WEOs.

A detailed training report is available.

Activity 4.1.6: Reward best performing GCs/GEACs that brought practical changes in their respective schools on inclusion of marginalized girls and vulnerable children

1 Gender club, Changuor Primary School in Gambella Town, was rewarded with 9,000ETB as an appreciation for the efforts they have put in promoting inclusive education especially for marginalized girls and vulnerable children in their school. They were the first gender club to conduct awareness raising campaign in their Kebele in September 2021 seeking the community to send all the children to school. As a result of their awareness, 8 children with disabilities were registered in school and are being supported to regularly attend school. The club encouraged many girls to embrace the use of sanitary pads and attend school during their menstruation and how to seek for help as girls as

attested by the school principal, ***“Females have fear during menstruation and the teachers were not able to give advice on menstrual hygiene management and they used to stay at home. The project trained the gender clubs and the sanitary pads provided to girls have improved the attendance of students (girls).”*** The project also recognized the efforts this club contributed in promoting safeguarding in schools and their case was documented in the third quarter on how safeguarding has improved the attendance of teachers in schools. The club will continue with their activities and will welcome other club members from other schools for experiences sharing.

Output 4.2: Barriers to safe school environment identified and reduced

The indicators for this output are two; 1) number of schools having Inclusive Education Resource Centers (IERC) with the target of 11 schools and the project achieved 10 schools and 2) number of teachers (disaggregated by sex) received capacity development support for the early identification of children with special educational needs with the target of 349 (199 females) and the project achieved 104 teachers. This output was achieved through strengthening IERCs, trainings and provision of sanitary pads for vulnerable girls. As a result of these interventions the girls have shown interest to participate in education and their performances in some schools have improved. A total of 11 girls who had earlier dropped out of school due to lack of menstrual management materials are reported to have resumed their studies after receiving sanitary pads. Further, the strengthening of IERCs have improved on the management of IERCs and 60 students with disabilities have been linked with these IERCs for support. 1 is reported to have been supported in Wibur IERC.

Activity 4.2.1: Setup/strengthen Inclusive Education Resource Centers (IERC) at targeted 13 Cluster Centre Schools (CCS).

There is 1 Inclusive Education Resource Center (IERC) established at Wibur Cluster Center in Gambella Town and 1 IERC established at Itang' No. 1 Cluster center in Itang' Special Woreda. With the 2 IERCs already established with assistive devices to serve students with disabilities in the cluster centers and their satellite schools, there was no need to re-establish any IERC given the limited budget available. The project strengthened the 2 IERCs by providing furniture for IERC managers, cluster supervisors and training school directors and IERC managers on how to effectively manage the IERC. Furniture provided for IERC managers were 4 desks, 2 tables and 12 chairs and were received by the cluster centers by Model-19 forms in presence of WEOs heads and Inclusive Education Department focal persons.

A training to strengthen IERCs for conducive learning environment was conducted for IERC managers, cluster supervisors and school directors for 2 days in each woreda. In Gambella Town, the training was conducted on 17th -18th December 2021 and was attended by 13 participants (10 males, 3 females) at GEWA Hotel. Whereas in Itang' Special Woreda, the training was conducted on 20th - 21st December 2021 at Itang' No. 1 IERC Center and was attended by 16 participants (15 males, 1 female). During the trainings, the participants were given disability identification forms to be used for identifying students with disabilities in clusters. As a result of the training, the 2 IERCs have

established core teams and have identified 60 students with disabilities who will be supported in the IERCs. 1 student with physical disability has been supported with wheel chair from Wibur IERC. The trainings proceeding reports and Model-19 forms used to receive the furniture are available.

Activity 4.2.2: Support teachers for the early identification of children with special educational needs, and facilitate early intervention based on their capacity to ease the learning and teaching in mainstream schools

This is the newly added activity after amendment of budget was done. A training was conducted for teachers on 20th – 21st January 2022 concurrently in Gambella Town and Itang' Special Woreda. It was attended by 20 teachers (10 males, 10 females) at Grand Hotel in Gambella Town and by 31 teachers (23 males, 8 females) at Pack Adarase Meeting Hall in Itang' Town. The training targeted strategies to be used by teachers to easily identify students who require special educational needs and how to intervene to ease the learning environments for such students in mainstream schools. A detailed training proceeding report is available.

Activity 4.2.4: Provision of supplementary materials and sanitary pads for 100 marginalized girls, girls with disabilities, marginalized girls

To support marginalized girls and girls with disabilities in the targeted schools to participate and perform better in schools and to reduce the barriers to education, washable sanitary pads were provided to 330 girls. 30 girls in each school were supported with the provision of 5 pieces of washable sanitary pads. These girls were chosen from the registered gender clubs members in each school who are either very needy or girls with disabilities. A total of 1,650 washable sanitary pads were procured and distributed to the girls in schools between 20th and 23rd October 2021. Model-19 forms were used to receive the sanitary pads in schools. The pads provided are re-usable as they can be washed and reused for several times. The leaders of gender clubs have been trained on how to maintain them and will cascade the knowledge and skills of maintenance of pads to the beneficiaries of the pads during the gender club meetings.



Figure 3: Beneficiaries of washable sanitary pads at Makod School Figure 4: Beneficiaries at Itang' No. 1 School

Activity 4.2.5: Training on sanitary pad preparation from locally available materials.

Before the distribution of the sanitary pads, there was a need for a training to demonstrate how these sanitary pads are used and maintained for the girls to effectively benefit from them. If possible, they

will be able to produce the washable sanitary pads using locally available materials to sustain their provision. Leaders of gender clubs were trained on the preparation of washable sanitary pads from locally available materials for 2 days in each woreda. In Gambella Town, the training was conducted on 28th and 29th September 2021 with 13 participants (all females) who included gender clubs coordinators, chairpersons and secretaries and gender head at WEO. The training in Itang' Special Woreda was conducted on 30th September and 1st October 2021 at IERC, Itang' No. 1 Primary School with 17 participants (16 females and 1 male) who included gender club coordinators, chairpersons and secretaries as well as gender head and planner from WEO.

These leaders were trained in order for them to go back to train the beneficiaries of the sanitary pads in their respective gender clubs and were given materials for the demonstrations during the cascading trainings.

A detailed training report is available.

Monitoring, Evaluation and Learning Activities

Activity 5.1.1: Conduct baseline assessment

Baseline assessment exercise started immediately after the project agreement with the regional education bureau was secured. Data collection instruments were drafted and shared with EDT for quality assurance. EDT reviewed the instruments and provided constructive feedback which saw the re-drafting of the instruments. Once the revised instruments were confirmed to be fit for the assessment by EDT, data collection commenced in schools in Gambella Town and later in Itang' Special Woreda. This took longer than expected due to logistic challenges. The data entry, verification and analysis are underway which will generate a report to be shared with all the stakeholders in the next few weeks.

Baseline assessment exercise started immediately after the project agreement with the regional education bureau was secured. Data collection instruments were drafted and shared with EDT for quality assurance. EDT reviewed the instruments and provided constructive feedback which saw the re-drafting of the instruments. Once the revised instruments were confirmed to be fit for the assessment by EDT, data collection commenced in schools in Gambella Town and later in Itang' Special Woreda. This took longer than expected due to logistic challenges. The data entry, verification and analysis were finalized in May and report generated. The report was submitted to EDT for review and approval before it is shared with other stakeholders.

The report have been duplicated and ready to be shared with the schools and Education Bureau and Offices at Regional and district levels once the schools open in the New Academic Year.

The baseline assessment report is available.

Activity 5.1.2: Organize experience sharing events for 59 participants (20 females) on bi-annual basis from WEOs (4), SLs (22), Teachers (11), GCs (11), PTsAs (11)

Experiences sharing event was organized for WEOs heads and focal persons with directors, vice-directors, teachers, gender clubs coordinators and members of PTSAs in Gambella Town on 18th November 2021 at Grand Hotel. EDT's TTEs and regional specialists from LEI and ECDD participated in the event as well. A total of 52 participants (35 males, 17 females) participated in the event. The participants shared their practical experiences on how the project has intervened in their specific schools and learnt from each other. Gender clubs coordinators shared on the activities of gender clubs whereas the PTSAs chairpersons shared on how the new PTSA institutions are taking up their roles and responsibilities in supporting school to perform better. Teachers shared on how their teaching practices have changed for the better and the school leaders shared on how the trainings and materials received from the project has helped them to execute their leadership functions effectively. It was recommended that more of these events to be organized every quarter if possible and the participants were informed that the same event for teachers will be conducted in the coming month. It was during this event that schools safeguarding policy was disseminated and all the schools and WEOs received a copy of the policy document and safeguarding posters.

Activity 5.1.5: Conduct Supportive Monitoring

A joint supportive monitoring was conducted with TEA's team from the head office and education officials from Regional Bureau of Education and WEOs from 19th to 25th October 2021. A supportive supervision meeting was conducted at TEA's Project Office in Gambella Town with 8 education officials who included the Regional Bureau of Education Vice-head, WEO office heads from Gambella Town Administration and Itang' Special Woreda, CPD and SIP Focal persons from Gambella WEO, Planner from Itang' WEO, GEQUIP-E Coordinator and Planner from REB. The team visited 4 Schools in Gambella Town and 3 Schools in Itang' Special Woreda in the next days.

A detailed report is attached to this report as ANNEX 26.

Activity 5.1.6: Project Review Workshop

To close the project, a review workshop was conducted with key stakeholders on 26th -27th January 2022 at Grand Hotel, Gambella Town. A total of 14 stakeholders (13 males, 1 female) and drawn from schools, WEOs and REB and 3 management staffs from TEA's head office in Addis Ababa participated in the review workshop. Sustainability strategy/plan for the project results was the top agenda of the workshop. The project coordinator presented on the review of the achievements of the project in terms of activities executed versus planned and 99% of the activities were accomplished. The stakeholders shared what worked and what didn't work in the project and the changes observed as a result of the project in the target schools. This was a learning event for TEA as we implement the same project in other woredas in ESIF Project wave 2.

Activity 5.1.7: Conduct Project launching workshop

After signing project agreements with EDT and with Gambella Regional Education Bureau, the project launching workshop was conducted in Gambella Town on 25th February 2021 with 30 (26 males & 4females) participants at GEWA Hotel. 17 participants were from Gambella Town whereas 13

participants were from Itang' Special Woreda. The participants comprised of the directors and departmental heads of Gambella Regional Education Bureau, representatives from Gambella Town Education Office and Itang Special Woreda Education Office, school directors and vice-directors of the targeted schools, cluster supervisors and Regional Experts from LED and ECDD.

The objective of the launching workshop was to introduce the project and project partners in Gambella Region and to highlight the project stakeholders and their expectations in the project.

The proceeding report of this project launching workshop is available.



3.2. Planned Vs Achieved Activities

Activity	Planned activities for the year	Planned activity for the quarter	Achieved activities in this quarter	Total achieved activities for the year	% achieved planned for the year	Vs the	Remark
OUTCOME ONE: Enhanced knowledge, skill and practices of 24 school leaders (11 principals, 11 vice principals and 2 supervisors) on CE, TP and inclusive instruction /pedagogical/ methods and instructional leadership.	24 School leaders (11 principals, 11 vice principals and 2 supervisors)	24 school leaders (11 principals, 11 vice principals and 2 supervisors)	30 school leaders (11-10M & 1F principals, 13-9M & 4F vice principals and 6 Male supervisors)	30 school leaders (11-10M & 1F principals, 13-9M & 4F vice principals and 6 male supervisors)	125 %		
Output 1.1: Increased capacity of 24 school leaders	24 School leaders (11 principals, 11 vice principals and 2 supervisors)	24 school leaders (11 principals, 11 vice principals and 2 supervisors)	30 school leaders (11-10M & 1F principals, 13-9M & 4F vice principals and 6 Male supervisors)	30 school leaders (11-10M & 1F principals, 13-9M & 4F vice principals and 6 male supervisors)	125 %		
Activity 1.1.1: Provide adaptive training on community engagement, teacher performance, inclusion and utilization of school funds to quality education for 3 days	24 School leaders (11 principals, 11 vice principals and 2 supervisors)	24 school leaders (11 principals, 11 vice principals and 2 supervisors)	30 school leaders (11-10M & 1F principals, 13-9M & 4F vice principals and 6 Male supervisors)	30 school leaders (11-10M & 1F principals, 13-9M & 4F vice principals and 6 male supervisors)	125 %		



Activity 1.1.2: Train 24 school leaders on coaching skills for 3 days	24 School leaders (11 principals, 11 vice principals and 2 supervisors)	24 school leaders (11 principals, 11 vice principals and 2 supervisors)	30 school leaders (11-10M & 1F principals, 13-9M & 4F vice principals and 6 Male supervisors)	30 school leaders (11-10M & 1F principals, 13-9M & 4F vice principals and 6 male supervisors)	125 %	
Activity 1.1.3: Train school leaders on effective and efficient utilization of school funds to school improvements (budget management & social accountability) for 3 days	24 School leaders (11 principals, 11 vice principals and 2 supervisors)	24 school leaders (11 principals, 11 vice principals and 2 supervisors)	30 school leaders (11-10M & 1F principals, 13-9M & 4F vice principals and 6 Male supervisors)	30 school leaders (11-10M & 1F principals, 13-9M & 4F vice principals and 6 male supervisors)	125 %	
Activity 1.1.4: Furnish CPD training room through materials for 11 cluster school centers	11 schools	11	12	12	109%	Itang' WEO included
Activity 1.1.7: Organize regular meeting with school leaders in two woredas to assess the institutionalization of CPD and SIP in 11 schools in 2 months time	11 schools	11	11	11	100%	
OUTCOME TWO: Enhanced engagement of the community in 11 level 1 (poorly performing) schools found in Gambella town and Itang Special district to boost school improvement	11 case studies	11	2	2	18%	



Output 2.1: Enhanced community awareness on the rights and benefits of education to all children found in 11 target schools (especially for girls and children with special learning needs).	350 community members	350	339	339	96.8%	
Activity 2.1.1: Organize innovative community awareness raising initiatives (use of arts including local songs, poems and other powerful local messaging channels in and out of schools)	2 months	2 months	2 months	2 months	100%	
Activity 2.1.2: Train and engage local leaders, elders, community-based and faith-based institutions for sustained awareness raising campaigns for 2 days 2 times for the project period	24 participants	24	53	53	220.8%	
Activity 2.1.3: Engage model (successful) adults and children with disabilities in awareness raising initiatives	22 people	22	22	22	100%	
Output 2.2: Increased capacity of school boards and community	77 school boards,	77	144	144	200 %	



representatives to effectively monitor and hold schools accountable on ensuring marginalized girls, vulnerable children and those in remote pastoral area	2 interface meetings					
Activity 2.2.1: Develop and duplicate simplified school performance tracking tools	1100 copies	1100 copies	1100	1100	100 %	
Activity 2.2.2: Train on participatory monitoring, user-friendly tools on community mobilization and advocacy strategies and dialogue facilitation skills for 33 PTAs(3 from each school), 11 Coordinators of GCs, 33 school management members (3 from each school)	77 people - 33 PTAs, 33 school management and 11 gender club coordinators	77 people - 33 PTAs, 33 school management and 11 gender club coordinators	81 people (22 females and 59 females) 33 PTAs, 32 school management, 11 gender club coordinators and 5 education officials	81 people (22 females and 59 males) 33 PTAs, 32 school management, 11 gender club coordinators and 5 education officials	105%	
Activity 2.2.3: Training 33 school management members (3 from each school) and 33 PTAs (3 from each school) on participatory school improvement plan for 2 days	66 people - 33 school management and 33 PTAs	66 people - 33 school management and 33 PTAs	63 people (14 females and 49 males) 30 PTAs, 29 school management and 4 education officials	63 people (14 females and 49 males) 30 PTAs, 29 school management and 4 education officials	95.5%	1 school did not participate
Activity 2.2.4: Organize interface meetings between community leaders(6), KETB (6), school management (6), schools leaders(11),teachers(22) and students representatives (22) for 1 day at	73 participants	73	40	40	54.79%	1 interface meeting held in 1 woreda



woreda level						
Activity 2.2.5: Institutionalize parent, student and teacher associations (PSTA)	11 PTSAs in 11 schools	11 PTSAs in 11 schools	11 PTSAs in 11 schools	11 PTSAs in 11 schools	100%	
OUTCOME THREE: Performance of 349 teachers (166 Females) improved - and thereby literacy and numeracy skills enhanced through utilizing responsive & inclusive learning and teaching processes across the 11 targeted schools	28 % from baseline	28	24	24	85.7 %	
Output 3.1 Teachers utilized interactive learning/teaching practices to enhance children's performances in literacy and numeracy	75% (197) teachers (50 % Females)	197	132	132	67 %	
Activity 3.1.1: Training for 55 teachers(28 F) on learner centered learning /teaching and literacy and numeracy teaching (5 from each school) for 3 days	55 teachers (28 females)	55 teachers (28 females)	57 people (22 females and 35 males) 54 teachers and 3 education officials	57 people (22 females and 35 males) 54 teachers (21 females) and 3 education officials	103.6%	
Activity 3.1.2: Purchase and distribute 4400 books for schools (400 for each school, 50 books per class, 10 books per subject)	4400 books	4400	1980	1980	45%	The cost of books were inflated and number reduced
Activity 3.1.3: Support schools to prepare classrooms for learner centered instructional practices	11 schools	11 schools	11	11	100%	



Activity 3.1.4: Purchase and distribute in-door and outdoor & instructional aid materials	11 schools	11	11	11	100 %	
Output 3.2 inclusive learning and teaching practices utilized in classrooms	11 schools	11 schools	11	11	100%	
Activity 3.2.1: Support strengthening the capacity of 22 teachers (2 from each school 1 female) for 3 days to better address the diverse needs of children in their classroom and deliver better lessons for all learners in the class.	22 (50% females)	22	25	25	113.6%	Inclusive education officers at WEOs included
Activity 3.2.2: Support schools to engage teachers in collaborative working practices focusing on literacy and numeracy skills	22 supports	22	11	11	50%	
Activity 3.2.3: Organize experience sharing event for 22 teachers (11 females) with in or out of schools	22 teachers	22	24	24	109%	
Activity 3.2.4: Reward best performing schools and teachers that brought significant changes with in classrooms and students	11 schools	11	11	11	100%	
OUTCOME FOUR: The performance	25% from the baseline	0	0	0	0 %	



<p><i>of students mainly those marginalized girls, vulnerable children and those in remote areas improved (by 25% from the baseline) in the 11 targeted schools through creating safe school environment, providing CB training and establishing/ strengthening 11 Inclusive Clubs, 11GCs and 11 GEACs</i></p>						
<p>Output 4.1: Strengthened sustainable mechanisms in place for girls' empowerment and inclusive educational practices.</p>	<p>11 GCs 11 GEACs</p>	<p>11</p>	<p>11</p>	<p>11</p>	<p>100 %</p>	
<p>Activity 4.1.1: Establish/strengthen 11 girls' clubs and 11 girls' education advisory committee in target schools.</p>	<p>11 GCs 11 GEACs</p>	<p>11 GCS 11 GEACs</p>	<ul style="list-style-type: none"> ✓ 11 gender clubs established ✓ 11 gender committees established ✓ 11 gender clubs supported with 11 box 	<ul style="list-style-type: none"> ✓ 33 (27M & 6F) school leaders oriented on gender clubs ✓ 11 schools given guidelines ✓ 11 gender clubs established 	<p>100%</p>	<p>Established and strengthened continuously on a need base for the rest of the project period</p>



			<ul style="list-style-type: none"> files ✓ 33 gender clubs leaders trained ✓ Purchase t-shirts for 11 gender clubs 	<ul style="list-style-type: none"> ✓ 11 gender committees established ✓ 11 gender clubs supported with 11 box files ✓ Trainings provided to 33 clubs leaders ✓ Stationeries and T-shirts purchased for 11 clubs 		
Activity 4.1.2: Establish 1 GC's and 1 GEAC's working guidelines which will help to institutionalize their level of operation in schools,	1 guideline	1 guideline	1	1	100%	
Activity 4.1.3: Training 11 GC leaders and 11 GEAC members on child right/safeguarding and on identifying and reporting SG/SP cases for 2 days	22 GCs leaders	22	22	24	109%	Gender Heads of WEOs included
Activity 4.1.4: Support males/boys engagement to address gender issues and promote girls' education,	11 Gender clubs	0	0	0	0%	
Activity 4.1.5: Implement gender mainstreaming guidelines for girls	11 Gender clubs	0	0	0	0%	



and boys in upper primary schools in targeted woredas						
Activity 4.1.6: Reward best performing GCs/GEACs that brought practical changes in their respective schools on inclusion of marginalized girls and vulnerable children	3 GCs	3	1	1	33.3%	Only 1 GC deserved to be rewarded
Output 4.2: Barriers to safe school environment identified and reduced	11 schools	0	0	0	0 %	
Activity 4.2.1: Setup/strengthen Inclusive Education Resource Centers (IERC) at targeted 13 Cluster Centre Schools (CCS)	11 cluster centers	11	10	10	90.9%	IERCs are available in 3 clusters but 10 schools have access to IERCs
NEW Activity 4.2.2: Support teachers for the early identification of children with special educational needs, and facilitate early intervention based on their capacity to ease the learning and teaching in mainstream schools	44 teachers	44	48	48	109%	
Activity 4.2.4: Provision of supplementary materials and sanitary pads for 100 marginalized girls, girls with disabilities, marginalized girls,	100 girls	100	100	330	330%	
Activity 4.2.5: Training on sanitary pad preparation from locally available materials.	100 girls	100	100	30	30%	Leaders of GCs trained
MEL:						
Activity 5.1.1: Conduct baseline assessment	1	1	1	1	100 %	Report



						duplicated and ready to be distributed
Activity 5.1.2: Organize experience sharing events for 59 participants (20 females) on bi-annual basis from WEOs(4), SLs(22), Teachers(11), GCs(11), PTSAs(11)	59 participants	59	52	52	88%	
Activity 5.1.3: Prepare success stories and best lessons learnt	4 cases/stories	4	4	4	100%	
Activity 5.1.5: Conduct supportive monitoring	1 visit	1 visit	1 visit	1 visit	100%	
Activity 5.1.6: Project Review Workshop	53 participants	53	14	14	26.4%	Participants minimized and days added
Activity 5.1.7: Project launching workshop	53 participants	53 participants	30 (26M & 4F) participants	30	56.6 %	



3.3. Any other achievements as per the objectives:

- ✓ We signed a project implementation agreement with Gambella Regional Education Bureau which solidified the good working relationship we have with the Regional Government. The relationship has been extended to the Woreda Education Offices in Gambella Town and Itang' Special Woreda. This has been very critical during the implementation and we have involved them in all the activities done. In fact, all the invitations for the school leaders have been done through these offices. The agreement with the Regional Bureau of Education has been shared with EDT.
- ✓ Additionally, the project recruited an Education Expert as planned and assigned Project Coordinator from the existing staff whom both are full time project staffs based in Gambella. They work closely with the Gambella Regional Education Bureau, Gambella Town Education Office, Itang' Special Woreda Education Office and the Regional experts in Gambella representing EDT, LCD and ECDD.
- ✓ Furthermore, to ensure the quality of trainings offered are upheld we consulted with LCD experts in the region who provided the training materials and linked us with the trained ToTs whom we have been using as trainers in all the trainings conducted. We have closely worked with EDT Expert since when the project commenced including the recruitment process, baseline assessment and trainings done; he has been very supportive. ECDD expert has been consulting with us on the situation of students with disabilities.
- ✓ The supplementary reading materials provided to the schools have improved the performances of both the teachers and students as reported by the schools. The materials are the currently approved new curriculum editions and the neighboring schools are benefiting from them by borrowing.
- ✓ Safeguarding mechanisms strengthened for schools and organization. Organizational safeguarding action plan and risk register developed to mainstream safeguarding in schools. Achieved a huge milestone in adopting school safeguarding policy in English and Amharic which was disseminated to all the schools in presence of WEOs.
- ✓ We secured additional funding for ESIF Project Wave 2 to intervene in 11 schools in Abobo Woreda, Anuack Zone and Godere Woreda, Mejang Zone.

4. Problems / challenges/ encountered during the accomplishment and actions taken:

- ✓ The project had planned to purchase disability aid kits for CWDs but could not be accomplished due to the availability of the kits in IERCs and the budget had to be amended within the last month to avoid duplication of efforts.
- ✓ The baseline assessment has taken longer than expected. This is due to the diverse locations of the schools from each other and lack of transportation between the schools which necessitated for more days for data collection.



- ✓ There was a mixed up list of schools targeted by the project at the beginning of project implementation. This was immediately communicated to the EDT and the correct list was provided which match the budget and the contract agreement signed by TEA and EDT.
- ✓ The cost of supplementary reading materials is way higher than the planned cost and thus the number of books purchased decreased to 1,980 books from planned 4,400 books.
- ✓ It takes a lot of time to conduct the same training separately for the two woredas and especially when there are conflicts and there is need to split the participants in Gambella Town and train separately. A training scheduled for 2 days in the work plan might eventually take 6 days to implement.
- ✓ Reshuffling of school leaders by WEO in the target school after we have built their capacity derails the sustainability of the results already obtained in schools. In Gambella Town both the school director and vice director were changed in 1 school and the school director changed in another 1 school whereas in Itang' Special Woreda, school directors are changed in 4 schools.
- ✓ Frequent conflicts in the region delays the implementation of activities and once they are resumed the costs of expenses always go up far from the budgeted costs.

5. Key lessons learned in the reporting period:

- ✓ Involvement of all the stakeholders especially the government offices representatives is very crucial for the success of this project implementation.
- ✓ Upfront communication of all the issues pertaining logistics to the participants of trainings and workshops reduces conflicts arising from unexpected demands by the participants at the end of the workshops.
- ✓ Establishment of safeguarding working party has offered a platform for experiences exchange and learning from each other across partner CSOs and has been very instrumental in mainstreaming safeguarding not only in schools but within the organization as well.
- ✓ Monthly virtual meetings are very practical and achievable since it entails less costs and attendees do not need to leave their routine work.
- ✓ Frequent communications between EDT and partners has helped to clarify many issues which could have otherwise been misunderstood.
- ✓ Establishment of gender clubs were excellent and more clubs should be initiated the same way i.e. orienting the school leaders about the clubs and giving guidelines before they form them and giving continuous support throughout the project in terms of trainings, materials provision and mentoring.
- ✓ Use of the established gender clubs in schools can easily serve as the entry point to students in schools especially for activities which have no or limited budgets.
- ✓ Distribution of materials in schools should be done directly to the intended end users and not assume that if the school directors receive the materials then they will eventually reach the



end users. For example, we gave the school gender club guidelines to the schools vice-directors after the orientation session but some of them didn't hand over the guidelines to gender club coordinators as they were meant to until we had to formally request them through WEOs.

6. Activities that spill over (carried over) to the next quarter:

Not applicable since this is the final report and the project is expected to close.

7. Plans of activities for the next quarter:

Not applicable since this is the final report and the project is expected to close.

8. Success stories/best practices achieved so far as a result of your intervention

3 success stories were collected and documented in the 4th quarter of the project period and separate success stories/best practices reporting formats are attached to this report with the signed consent forms included.

9. Issues requiring special attention/ immediate support/

Feedback on the activities and budget added for the project extension.

10. What is the percentage of your expenditure for the reporting period (as per the report template)?

We received the total contracted budget of 3,656,725 ETB and spent 3,629,107.05 ETB our rate of expenditure is 99.24%.

11. Please clearly explain whether your organization is complying with the laws of Agency for Civil Society Organization (ACSO) Proclamation Number 1113/2019, Article 64 Sub Article 2.

TEA is fully complying with the laws of ACSO of 90/10 rule in that our budget is exactly 90% program costs and 10% administrative costs.

12. Describe whether your organization is complying with EDT's compliances indicated in the grant contract agreements including budget over/under expenditures, shifts, procurements related to capital items, reporting requirements, and others.

TEA is fully complying with EDT's compliances as agreed in the contract as well as with the FCDO Supplier Code of Conduct.

13. Safeguarding

The organization has a Safeguarding Policy and a designated safeguarding focal person in place. The safeguarding focal person with the Executive Director of the organization was trained on safeguarding issues by Civil Society Support Programme Phase 2 (CSSP2) prior to the commencement of this project. The training was cascaded to the staffs and board members after which the staffs signed the code of conduct. Incident reporting mechanisms were developed and distributed in the project areas as well as at the head office.

Safeguarding posters were developed and distributed in the offices where all the staffs, guests and anyone in our offices can easily see that we are keen on safeguarding adults and children we work with and for and do not tolerate any forms of violence, abuse, harassment and discrimination. Reporting templates were also developed and distributed in project areas and beneficiaries are



constantly sensitized on the reporting procedures which include a contact number, suggestion box and incident reporting forms which are available in project areas.

The contact details of the safeguarding focal person have been shared with TARGET Safeguarding Officer and have been in contact since the first quarter.

During the recruitment process of the Education Expert position for the project, the job position was advertised locally with clear job descriptions of the position holder. A new change in recruitment was that all the shortlisted applicants were cross checked by inquiring for more information from the referees and background checks done by mandatory police clearances to safeguard against hiring employees with criminal risks or history of abuse and harassment. We are glad that all of the shortlisted staffs were cleared by the police and their respective Kebele Administrators. Screening of safeguarding/child protection awareness and practices during the interviews were included. Induction training on safeguarding was conducted to new staffs and they signed staffs code of conduct. New staffs were closely monitored during probation period.

The Safeguarding Focal Person participated in the Safeguarding Working Party Inaugural meeting held on 18th May 2021 held virtually via Microsoft Teams. Incident reporting procedure with contact details of EDT Safeguarding Lead as well as achievements and challenges encountered during the implementation of the safeguarding policy and procedures were shared with the participants among other topics during the meeting. The best achievement was by partners from Benishangul Gumuz Region (DfA) who have gone ahead and developed the safeguarding policies for the schools even though it has not been translated to local languages. As a follow-up of this meeting the EDT Safeguarding Lead is expected to share with the Safeguarding Working Party; TARGET Safeguarding Framework, Safeguarding reading materials, Templates for Risk Mitigation Register, Local mapping of agencies and safeguarding action plan. It was agreed that the meetings frequency of the SWP will be monthly held virtually, quarterly held as in-person and extraordinary meetings held whenever need arises. The next SWP was to be held virtually on the 24th June 2021 but the quorum was not enough since only few members managed to log into the meeting and it was postponed.

The second meeting was eventually done virtually via Microsoft Teams on 15th July 2021 where the safeguarding focal person and Executive Director participated and during the meeting, the finalized Terms of Reference were discussed specifically on the roles and responsibilities of the members; Safeguarding Action Plan where the TARGET Safeguarding Officer presented in details the plan she uses and how that plan has eased her work which was seconded by most of the members who agreed to adopt the same plan in their own designs of action plans; risk register was discussed in details and how it is important to review the risks and mitigation strategies stipulated in the proposals; a case study was read and the members discussed on it and lastly but not least; the reporting procedures on the quarterly reporting templates was emphasized. It is expected that all partners submit their Safeguarding Action Plans and Risk Registers before the next meeting and a deadline of 20th August 2021 was agreed by all members.

The next SWP will be held face-to-face in the location to be determined and communicated by TARGET Safeguarding Officer in the week of 23-27 August 2021.

During the third quarter, in response to the actions required and agreed on with all members during the Safeguarding Working Party (SWP) meeting 02 we prepared and submitted organizational safeguarding action plan and risk register. Safeguarding Focal Person participated in the SWP meeting 03 which was held face-to-face in Addis Ababa City at Tulip Inn on 7th October 2021. During the meeting, a number of actions were agreed upon which include the development of safeguarding policy for schools before 29th October 2021 where it was agreed that we should adopt the already developed policy by partners (DfA) in Benishangul Gumuz Region. The other action was to prepare and distribute safeguarding posters in schools before 29th October 2021 and to map out referral agencies in our localities before 30th November 2021. This is to report that we have adopted the safeguarding policy and edited it into a brief version in English and was translated to Amharic. The policy has been shared with TARGET's Safeguarding Officer for review and approval and has been



disseminated to schools in presence of WEOs. We have also developed the safeguarding posters which have been printed in A3 size for schools and for our offices where we have replaced the one we previously had with the newly adopted version of the poster showing the reporting mechanisms in case of occurrence of incident/case.

A training on safeguarding and on identifying and reporting incidences/cases was conducted for schools gender clubs leaders on 13th and 14th October 2021 in Gambella Town at TEA's Field Office and on 15th and 16th October 2021 in Itang, Town at Itang' No. 1 Primary School. The trainees were gender club coordinators, chairpersons and secretaries of the target schools and gender heads of WEOs. It was disclosed by the teachers during this training that 2 schools in Gambella Town have school safeguarding policy which was provided by Mekane Yesus Church but we are not sure if they are in line with all the safeguarding standards as stipulated in TARGET Safeguarding Framework. Later on after visiting those schools it was discovered that the policies were not safeguarding policies but policies for safe spaces for girls.

The schools have each assigned 2 teachers as safeguarding designated focal persons to handle safeguarding issues in schools. All the appointments were done before 30th November 2021 and a detailed list of names and contacts of the designated focal persons is available. However, these persons have not been trained due to constraints on finances and time.

Awareness creation on safeguarding in schools is being conducted during the flag raising sessions as a new routine in schools by the designated safeguarding focal persons with the support of the gender clubs coordinators. This is done continuously as a new routine in order to reach every individual in the school community.

We recently did recruitment of new staffs and safe recruiting practices were observed including asking for at least 2 recommendations from previous employers and police clearance from all the applicants who attended the interview. A staff induction workshop was conducted in early November and the new staffs were sensitized on safeguarding issues and asked to sign staffs code of conduct.

It is worth noting that the third quarter's best practice/success story is on the impact of safeguarding in schools by improving teachers attendances and the story is attached to this report separately.

The next SWP was held virtually via Microsoft Teams on 4th November 2021 where the new school safeguarding policy and the distribution in schools was shared by partners.

In the last quarter, we benefitted from training conducted by EDT at Tulip Inn, Addis Ababa, on 24th January 2022. We are very grateful for EDT for this training, it was very helpful not only in implementing this project but also in mainstreaming safeguarding in organization. Safeguarding action plan has been updated for 2022 and annual refresher training for staffs was conducted on 29th January 2022. Performance evaluation of safeguarding for year 2021 is ongoing and will be finalized before the next meeting on early March 2022 virtually. There will be a meeting with the schools designated focal persons to develop a plan for the schools which they can continue working on soon. Updating of the organizational safeguarding policy is ongoing and will be shared with EDT once approved by TEA's board of directors.

14. Annex (important detail data, pictures and documents that can provide detail information for report users)

3 annexes are attached to this report which is the 3 success stories.

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Position: Project Coordinator

Signed: *Nancy Chebet*

Date: 9th February 2022

Approved by: Yonas Mamo

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Signed: *Yonas Mamo*

Date: 11th February 2022