

Harmee Education for Development Association (HEfDA)

Anno - Taji Community model Rural School (1-8)



Annual Report of the School Academic Year 2016

Qarsa /Arsi

March 2016

1. Executive Summary

Anno Taji community school was established by the interest of community in Arsi Zone, Munessa district specifically Anno village in 2008. The general objective of the school is to produce honest students, engaged with their moral values and with society in order to give the best to face the competitive requirement that the different circumstances demand in the present day.

To achieve its objective, the school has been using different education quality packages strategies like ongoing teacher's professional development, student assessment, implementation of multiple teaching methods, modeling innovative ideas, collaboration with HEfDA, Beletu foundation, community and government, provision of remedial and tutorial class, establishment of different clubs in the school, teachers training and scaling up experience, practicing clinical supervision in the school, inclusive education practices.

The followings were the major activities accomplishment during 2016 School academic year:

- ✓ 572 (279 female) regular students (grade 1-8) and 60 (32 female) preschool students came from surrounding community have been attending education in the school.
- ✓ In 2008/2016 academic year, 20 students (7 female) have taken national examination of grade 8 and all of them have passed the examination. There are female students who passed the examination with outstanding score (97%) which is very great distinction when we compare with the score of other female students in 55 primary schools in the woreda.
- ✓ 13 (2 female) teachers have been teaching in the school (teachers –student ration is 1:49 and student text ration is 1: 2)
- ✓ During International disability day (December 3, 2016) celebration disability club has raised awareness to 800 (476 female) people on cause, type of disability and methodologies) of mainstreaming people with disabilities in to social and development work) through drama and poems presentation and leaflets and brochures on disability issues were printed and distributed to others schools in the woreda.
- ✓ 6 needy students with disabilities (those who are from poor economic family back ground, full and half orphan and vulnerable to socio-economic problems) have got financial support 250 ETB per month for purchase of consumable materials through foster family – this is from other project separately budgeted.
- ✓ 146 female students got group guidance and counseling service provided by HEfDA psychologist.
- ✓ “Support Ethiopia” project constructed water storage tanker of 150 m³ beside the corner of the class rooms to demonstrate how rain water is harvested and used for different purpose in the meantime after storing.
- ✓ Currently, the school has got 90 quintals of improved seed (Eth.B 72,000.00) and it generated income from sale of grass land (Eth.B 20,000.00). Therefore, the school started to generate internal income Eth.B 92000.00 per/year. This is encouraging the school to strength income generation through renting additional farmland
- ✓ During reporting period the project fulfilled educational aids for students with different impairment and students with non-disabilities.
- ✓ 4children were supported Birr 800 per month through Foster family arrangement

Furthermore, since the school is known by its quality education provision most of students apply to join the school and the number of students is increasing year to year. Integration of education with different extracurricular like mother's club and cross cutting issues (gender issue, disability issue, HIV and poverty reduction issues) are the most important issues which have been contributing participation and academic performance of students in general and female students in particular.

2. Introduction

Anno Taji community school was established by the interest of community in Anno village in 2008. The main reasons of the establishment of the school was the distance of others schools from the village. Children in the village had faced many problems: They were bitten by dog, difficulty to cross rivers and especially, female students have been raped and abducted while they were traveling long distance to other areas for education. As a result of these and other related problems, school age children did not attend their education. To overcome these problems community collected 3 hectare of land, agreed to collect wood, stone and etc to establish school. Based on the community participation and motivation, HEfDA has supported the effort of the community through its Functional adult literacy and Non-formal education program of Integrated Basic Education and Women Empowerment (IBEWE) in Qarsa Anno and Copho PAs (2007-2009). This project has purchased and provided Corrugated iron sheet, nails and skilled labor payment. HEfDA linked the school with 'People Together Austria' donor who raise fund to support a program like Anno Taji Community School effort. People together Austria have supported the school with the materials like cement, corrugated sheet, nail etc. and payment for skilled labor cost during the construction of the first four rooms in the school.

Currently in 2009 Eth Cal (2016/17) there are total 632 (303 female) students of which 572 (268 female) regular students (grade 1-8) and 60 (35 female) pre-school students came from surrounding community have been attending education in the school. Anno Taji community school delivers education for preschool education class and up to grade 8 regular students with 10 (1 female) teachers. Furthermore the school has been supported by Beletu foundation, HEfDA, Community and Woreda Education office

3. Objective of the school

3.1. General objective

- To produce honest students, engaged with their moral values and with society in order to give the best to face the competitive requirement that the different circumstances demand in the present day.

3.2. Specific objectives

- To provide formal education for school age children come from the villages surrounding of the school.
- To create inclusive and supportive environment for female students, value of girls education and children with disability student)
- To enhance participation, contribution and ownership of community to support school income generation activities.
- To promote Female participation and student academic performance at school level.
- To promote culture based development strategies
- To improve school facilities

4. Strategies of implementation and inputs

Anno Taji community school has been using different/diversified strategies to deliver quality education to school age children come from surrounding community:

- **Continues professional development program:** ongoing teacher's professional development has been practiced in school to response for changing trends in the teaching industry and implements that in their classrooms. By means of ongoing professional development teachers have been learning from each other's experience and also catch up on the latest techniques of teaching, emerging technology tools for the classroom, new curriculum resources, etc.
- **Student Assessment:** the school has been preparing regular tests to assess the understanding of the students. Oral, written, formative and summative assessments help teachers to measure the grasping level of the child and make the required improvements in the teaching methods. The result of assessments also shared with the parents to know of child's progress and further support.
- **Implementation of multiple teaching Methods** – the school has been implementing different teaching methods by considering diversified students learning styles. Teaching methods like panel discussion, dramatic presentation, project work, think-pair-share, active participation, organizing quizzes, planning outdoor activities, explaining with the help of live demonstration etc. The implementation of new teaching methods in school is helping students to concentrate better on the topic being taught.
- **Modeling innovative ideas** - Preparing Weekly questioning and answering program, Conducting House-to-house visit program, Establishment of mother's club are new strategies which have been implemented by the school to improve student academic performance and reduce challenges of female students.
- **Collaboration with HEfDA, Community and government:** HEfDA has been providing technical and financial support to the school from its income sources (**Beletu Foundation, HEfDA projects**). On top of this community has been supporting the school through participating school income generation activities like production of improved seed, community contribution, availing locally available resources for construction of water storage tank, planting of school nurseries, repairing of chairs, tables, class rooms and fencing of school compound. On other hand, Munessa Woreda Education office has been supporting the school through supervision, recruiting some teachers, teachers training on government strategies, providing text books etc.
- **Provision of remedial and tutorial class:** All slow learners and female students have attended remedial and tutorial class respectively. Based on the continuous assessment result the teachers have organized remedial class three times in a month and they taught portions which are difficult for students.
- **Establishment of different clubs in the school:** Gender, environmental, HIV/AIDS and culture clubs are among the major clubs established in school. The purpose of clubs is to raise awareness and educating community on issues of women/female's social construction (negative impacts of harmful traditional practices (female genital mutilation), environmental sanitation and the negative effects of HIV/AIDS through drama and poem to the community.
- **Teachers training and scaling up experience, Practicing Clinical supervision in the school:** HEfDA staff /Education forum has been providing training to Anno Taji community primary school on action research, continuous professional development, special need education, active teaching and learning methods, measurement and evaluation and methods of participating community on school

activities. Clinical supervision team (HEfDA education expertise's and school director) conduct clinical supervision (Pre-observation meeting, Class room observation, Post observation meeting and Post conference analysis quarterly) to improve readiness of teachers on their subject matter.

- **Inclusive education practices:** The school has raised awareness to community on disability issues (causes, types and necessary treatment) through using disability club.

5. Activities accomplishment

5.1. Providing formal education for school age children

Anno Taji Community School has been delivering education for 572 (279 female) regular students (grade 1-8) and 60 (32 female) preschool students came from surrounding community.

In 2008/2016 academic year, 20 students (7 female) have taken national examination of grade 8 and all of them have passed the examination. There are female students who passed the examination with outstanding score (97%) which is very great distinction when we compare with the score of other female students in 55 primary schools in the woreda. This is the direct result of implementation of good education quality strategies like teachers training, action research, tutorial, remedial class, weekly, monthly question and answering program, establishment of mothers club, girls club and counseling services in the school.

Number of students in 2009 E.C. in each grade level

Grade level	Number of students		
	Male	Female	Total
Preschool(0-grade)	28	32	60
Grade 1	38	45	83
Grade 2	64	71	135
Grade 3	72	48	120
Grade 4	35	38	73
Grade 1-4	209	202	411
Grade 5	22	35	57
Grade 6	25	16	41
Grade 7	23	16	39
Grade 8	14	10	24
Grade 5-8	84	77	161
Grade 1-8	293	279	572
Total (0-8)	321	311	632

Number of teachers 13

Students: teacher ratio 49

5.2. Inclusive education related achievements

The school has raised awareness to community on disability issues (causes, types and necessary treatment) through using disability club. For instance, International disability day (December 3, 2016) was celebrated in the school. During celebration, disability club has raised awareness to 800 (476 female) people on cause, type of disability and methodologies) of mainstreaming people with disabilities in to social and development work) through drama and poems presentation and leaflets and brochures on disability issues were printed and distributed to others schools in the woreda. Besides this, the school is strongly working to improve the education accessibility for children with disabilities and increase the enrollment of children with disabilities in schools. Ramps were constructed in front of all classes, library and pedagogical room. In addition, there is access road in the school which helps student with disability to move easily from place to place in/out the school. Furthermore, HEfDA has provided educational aid materials (brail paper, school Uniform, pen and exercise book) to students with disabilities. They are also 6 needy students with disabilities (those who are from poor economic family back ground, full and half orphan and vulnerable to socio-economic problems) were screened by school committee and they have got financial support 250 ETB per month for purchase of consumable materials through foster family.

5.3. Creating supportive environment for female students

Guidance and counseling for girls and parents at school, establishing mother's club, Girls club and monthly community meeting on challenges on female students have created safe environment for girls. The purpose of guidance and counseling program is to provide a good insight for female students about relation with their family, how to study, how to manage opposite sex relationship, how to manage their time, how to negotiate with peer influence, and how to protect themselves from unwanted pregnancy. Guidance and counseling is provided regularly for female students and their parent. Especially, the focus of guidance and counseling for parents are focus on the benefits of girl's education and role of community involvement on academic performance of students. During reporting period 146 female students got group guidance and counseling service provided by HEfDA psychologist. Besides this, the better strategies introduced by HEfDA so called mother club is reducing drop out, unwanted pregnancy, peer pressure and abduction of female students in the school. In the year 2016, there is no number of school age migrations and no female student who dropped and faced unwanted pregnancy, peer pressure, abduction, etc.

5.4. Rain Water Harvesting Systems



Community participation during the construction

The rain water harvesting system is a way of collecting the rain water by collecting and storing it in an underground storage place. The system is designed to harvest roof water by connecting gutter and flow down through the down pipe plastic tube (PVC) into an underground water storage tanker. This storage was constructed by **Support Ethiopia project** through financial and technical support. On top of this, the community also participated during the construction of the tanker through availing local resources like stone, wooden materials and labor work. The storage was constructed beside the corner of the class rooms. The volume of the water storage is **150M³**. The rain water from class rooms/building's roof was accumulated by connecting the gutter and down pipe PVC tubes and inserting it into this underground storage.

The stored water has been pumped out to the height of the reservoir and flown down to the required direction of the water lines to any point of activity like for class room sanitation, vegetable production, nurseries and used during repairing and maintenance of building in the school compound. The purpose of water storage construction is to demonstrate how rain water is harvested and used for different purposes in the meantime after storing.

5.5. School income generation Activity.

Improved seed production and sale of grass have been used as a source of income for the school. The school has more than 7 hectares of land which has been used for grass and farm. During this year, to reduce budget scarcity at school level, the school, community and HEfDA have been working together to enhance income generation activities (IGA) through production of improved seed –wheat on 3 hectares of school farm land and sale of grass. HEfDA has bought 15 quintals of improved wheat and 6 quintals of fertilizers and sowed on farm land. Currently, the school has got 90 quintals of improved seed (Eth.B 72,000.00) and it generated income from sale of grass land (Eth.B 20,000.00). Therefore, the school started to generate internal income Eth.B 92000.00 per/year. This is encouraging the school to strengthen income generation through renting additional farm land.

5.6. Student academic performance at school level.

Both regular and preschool education programs have been contributing for better student academic performance. In 2008/2016 academic year, 20 students (7 female) have taken national examination of grade 8 and all of them have passed the examination. There are female students who passed the examination with outstanding score (97%) which is a very great distinction when we compare with the score of other female students in 55 primary schools in the woreda. This is the direct result of implementation of good education quality strategies like teachers training, action research, tutorial, remedial class, weekly, monthly question and answering program, establishment of mothers club, girls club and counseling services in the school. Besides this provision of preschool education program in the school is socializing

children with their peer and environment. Children who passed under preschool program easily adopt school environment than non-participants of the program. For instance, the finding from student rooster (2015- 2016) indicated that, most of the children who have attended preschool education have better academic performance.

5.7. Achievements related to culture based development strategies

The major intention from the side of HEfDA is to Practices of Multi cultural Based Education in the school. HEfDA believes that student will learn their culture while learning their education. Culture based education is significantly contribute to engaging students with their moral values, social norms and culture of their society. All students in the school practice their own culture such as Arsi Oromo, shawa Oromo sing songs and others culture. Currently the school is model by cultural show program during different events. Culture books were bought and stored in library to enhance the understanding of students about their culture.

5.8. Support to school facilities

Last year, pedagogical center was constructed by Girls Support project. During reporting period the project fulfilled educational aids for students with different impairment and students with non-disabilities. Sign language books, sign language dictionaries, brail, walkman tape recorders, mini-media materials (battery holder and electric tapes, speakers and flash cards etc were bought and stored in pedagogical center to access the center to student with impairments. Besides this, education aids like globe, maps, microscope, cultural materials, postures, mathematics aids, etc were also used for teaching and learning process.

6. Deviation from the plan

As a result of clear role between HEfDA, Community and Government on school activities the school has been delivering education to surrounding students without any financial scarcity. For instance in 2016 the salary of most teachers is covered by government, salary of some teachers is covered by HEfDA and HEfDA is responsible to fulfill other school facilities like computer, laboratory equipments and construction related issues. On other hand, community is responsible for participation and providing locally available resources for any school activities.

7. Out puts, Out comes /immediate and short term changes/

- **Attitudinal change:** establishment of different clubs like mother club, disability club, gender club and environmental club have changed the attitudes/ perception of community and students on children education, mitigates gender based violence (inheritance, rape and abduction)
- **Better Academic performance:** Most of the children who have passed under preschool program education and students in regular class have better academic performance.
- **Inclusive development:** student with disabilities and orphans have benefitted from the school facilities such as library, financial support and others activities

8. Problems /constraints and solution given

- Since the school is known by its quality education provision most of students apply to join the school and the number of students is increasing year to year. This requires additional class and teachers for teaching learning process. However, the school has set criteria to take students who came/ transfer from others schools. The school takes students who scored above 78 % in his/her grade. This helps the school to balance number of students with teachers and class rooms in turn it helps to maintain education quality at school level.

9. Lesson learned

- Integration of education with different extracurricular like mother's club and cross cutting issues (gender issue, disability issue, HIV and poverty reduction issues) are the most important issues which have been contributing participation and academic performance of students in general and female students in particular.
- Creating conducive school environment (construction of ramps, fulfilling educational aid for both student with disability and safe environment for female students) is better strategies to access education for student with different socio-economic problems and student with different impairments.

10. Ways forward (major planned activities for 2017 Academic year)

- Anno Taji community school will get support through fulfilling education aids (science kit, laboratory materials, ICT, reference books and other construction materials.
- The school will serve as a center to support needy students with disabilities (those who are from poor economic family back ground, full and half orphan and vulnerable to socio-economic problems) will be support 250 ETB per month through foster family – other project on support to the students with disabilities
- Constructed water storage tanker will support the school during dry season vegetable, potatoes and nurseries production to enhance the income of the school.
- Experience sharing program will be organized to adopt/share different strategies used in others schools. This will help the school through twin creation systems.
- The school will rent additional farm land to strengthen the existing practices of improved seed production.
- Separated toilets will be constructed for female and male students in the school.
- The school will establish Family planning /reproductive health club to teach surrounding community about the effect of large family size on deforestation, children education, nutrition and health. Therefore, Family planning concepts will be integrated with formal education.

The Support from Beletu Foundation will be dedicated for the following support to most needy students through distance adoption and foster family arrangements

- 40 needy students will get financial support of 1000 Birr/year for purchase of educational materials through distance adoption program
- 6 full orphans and most needy students will be get financial support of around Birr 800 per month through "Foster Family" arrangement

11 Financial Report, 2016

	Income to the school	Amount in Birr
1	Balance brought forward from the year ended in 2015	140,865.92
2	Support from Beletu Foundation	38,171.73
3	Contribution from HEfDA project - ICDP	30,000.00
4	Contribution from HEfDA project - Girls support project	100,000.00
5	Income from agricultural activities	92,000.00
	Total available for the project	401,037.65
Budget line	Description of Expense	Amount in Birr
1	Human resource	
1.1	Teacher's salary	122,336.83
1.2.	Teachers training	
	Lunch payment for preparation of exam at cluster level	1,200.00
	Allowance for implementation of education quality packages 300 birr/month for two teachers	2,400.00
	purchase of Reference books for award of student	2,600.00
	Lunch payment for training of teachers	1,300.00
1.3	Agriculture for school income generation	
	labor payment farm worker for 3 Months payment	3,000.00
	purchase of fertilizer for school farm	9,126.00
1.4	School land/ plot related issues	
	Expense for fencing of school compound	8,830.00
	renovation/ fencing of teachers residence compound	30,967.80
	Expense for land collection and related issues	700.00
1.6	Running cost	
	Bank charge	150.00
	purchase of educational materials (card etc)	2,000.00
	perdiem for school related issues	600.00
	Expense for copy of Educational materials	3,810.00
1.7	Support to the students in foster family (4*1000*12 months)	48,000.00
	Total expense	237,020.63
	Balance as at the end of December 2016	164,017.02