

# TOUCHING LIVES

*through Integrated Education*

TOUCHING LIVES





## MESSAGE FROM ND

It is with a great pleasure and pride that I present this booklet celebrating the remarkable achievements of Integrated Education Projects funded by WV Korea private non-sponsorship sources and implemented by WorldVision Ethiopia.

The Integrated Education projects are dedicated to create access to quality primary education to children in 13 schools of Digeluna Tijo, Enemorena Enir, Hulla, Jabi Tehnana, and Jimma Geneti Woredas with a total budget of 1.3 million USD.

The projects were engaged in establishing child-friendly resource rich schools with a strong participation of local community and government agencies. Through these participations, WVE has been building sustainable future for children.

The projects established 13 resource rich schools rehabilitating 32 old classrooms working with the local community, constructing 11 resource rich blocks (a block with four classrooms serving as library, laboratory, pedagogy center and girls' counseling room), in 11 schools and 3 additional classroom blocks.

In addition to the constructions, the project equipped the rooms with up to dated reference books, laboratory equipments, teaching aid materials and furniture. Moreover, WVE established 13 "O" classes in the targeted primary schools to create access to pre-primary education to 910 children of age 3-6.

The project capacitated 528 teachers through continues trainings and workshops on creating print reach schools, producing teaching aid materials using

locally available resources, active teaching methodology and how to best use the created resource rich facilities.

Sanitation and hygiene was one of the challenge of those areas. In a bid to minimize those challenges, WVE was able to construct Constructing 14 Ventilated Improved Pits (VIP) latrines, drilled five shall wells, established 13 School Water Sanitation and Hygiene (WASH) Clubs, Provided Training of Trainers (ToT) on hygiene and sanitation to 200 students and 60 teachers to improve hygiene and sanitation practices in the targeted schools.

The projects established school income generating activities in order to create access to financial sources to support the school day to day process and to build schools financial capacity so as to support most vulnerable children to continue their education.

Encouraged by the active participation of the community in implementing these projects and the marvellous achievements witnessed in the lives of children, WV will continue its effort for yet another success through community-led participatory moves.

God Bless



Edward Brown

National Director, World Vision Ethiopia

# C O N T E N T S

01

*Introduction*



05

*Community Participation*



09

*Resource Rich Schools*



21

*Capacity Building*



25

*Youth ready Model*



27

*School IGA*



33

*Inclusive Education*



37

*Girl's Club*



## INTRODUCTION

**E**ducation is one of the principal focus areas for World Vision Ethiopia. For more than three decades, across most regions of the country, World Vision has been working to ensure provision of primary and secondary education, and life skills. The education program strategy aspires to ensure all children, especially the most disadvantaged and vulnerable, experience learning and gain reliable education that is within minimum global standards. The special needs/inclusive education is also part of the strategy to ensure equity in education for all school age children.

To improve quality of education in primary schools, World Vision Ethiopia funded by World Vision Korea introduced integrated education projects in Amhara, Oromia and South Nations Nationalities People Region and five Woredas where quality education was inaccessible.

The project targeted schools constructed by community members, where the general school environment was unattractive, classrooms were poorly furnished and lacked important resource rich facilities like organized library, standardized laboratory, pedagogy center, girls' counseling rooms, clean water, gender segregated latrines for both teachers and students and they didn't have "O" classrooms where children of age 3-6 engaged in early childhood education.

In a bid to solve these challenges and improve quality of primary education, World Vision Ethiopia targeted 13 primary schools, 11,034 (5,339 girls) students and more than 45,000 teachers, parents, government officials, community leaders and influential people. The project established different school committees and provided continuous awareness creation trainings on resources mobilization and school community partnership. The established committees renovated 32 old classrooms to create safe school environment for their children. The school community partnership helped to identify and bring children to school that didn't get the chance, follow up the schools' day to day activities and other related issues.

The project built 11 Resource Rich blocks (a block consists of library, laboratory, pedagogy center and girls' counseling rooms), and equipped each room with relevant reference books, laboratory chemicals and equipments, teaching aids. Furthermore, the project built two additional classroom blocks, equipped classrooms with combined desks and blackboard, drilled five clean water sources, built latrines and provided capacity building training to teachers on active teaching methodologies, creating print reach schools and classrooms for 528 teachers in 13 schools.

Following the intervention, the targeted schools have shown a remarkable progress towards improving the quality of education. The community, teachers and the parent-teacher associations are now working together to make the schools better for students.



# COMMUNITY PARTICIPATION



Government and non-government organisations, cannot guarantee access to quality education without the active participation of communities. Limited community participation in school activities can affect the teaching and learning process. Research studies shows that effective community participation creates social ownership and promotes educational activities. In most operational areas of this project, however, community participation on educational related issues was minimal. Most of the educational tasks have been left to government and non-government organisations. In a bid to maximize community participation, World Vision has mobilized community through continues workshops and training on community participation in school matters, resource mobilization, school and community partnership. More than 45,000 school community members have taken trainings on community participation. Various committees were established and Parents Teachers Associations (PTAs) strengthened in this regard. The established committees and PTAs played significant role in increasing knowledge and ownership at community level. Now the situation has changed greatly. The community is working hand-in-hand with schools for the betterment of their children's school environment. So far, the community has:

- Mobilized and collected a total of US\$28,556 (634,800 birr) in labour and local materials for schools rehabilitation
- Rehabilitated 32 classrooms
- Established Parent Teachers Association (PTA) in each school to follow up the schools' day-to-day activities.





### *Community willingly contribute to school development*

Hasim Ali is one of the residents of Korchora kebele. Speaking about the community participation, he says, "Before World Vision's awareness creation training on community participation in school matters, resource mobilization, school and community partnership, our role on supporting quality of education at school and home level was insignificant. We felt that school related issues were the government's and non-governmental organisation's issues. But after World Vision's awareness creation training, we learnt that strengthening and improving school environment is also our responsibility. We are now involved and contributing our best for our children's future. We are willingly contributing to whatever the school's PTA asks us. By doing so, we are able to make the school a better place for our children. Also, our children's interest in school has increased and their academic performance has improved."



### *Vibrant school community*

The Digalu community used to contribute some money and labour for the construction of Digalu Kidame elementary school, but they were doing it unwillingly.

"The community did not think the school is their responsibility. They thought that the only thing expected of them was to send their children to school. When they were asked for contribution in any form, they were reluctant to give it. However, after World Vision continues training and workshop on how we can be part of the school day to day activities like resource mobilization to renovate old classrooms, creating a working partnership between the community and the school and following up our children's learning progress at school and at home, our participation has been vibrant. The community enthusiastically attends PTA meetings, contributes money and labour force, and contributes to the school's security personnel's monthly salary willingly. This academic year, our school stood the first out of 59 schools in the district, in community participation and was awarded," explains Negaw Hora, Board chair of PTA at Digalu Kidame Elementary School.

# RESOURCE RICH SCHOOLS



Before the implementation of this project, the targeted schools did not have a library where students could access reference books to support their classroom lessons and expand their knowledge. Similarly, the schools did not have science laboratories for the students to experiment or have practical lessons. School teachers struggled to prepare teaching aids. Generally the targeted schools lacked resource rich facilities to provide quality of primary education.

In response to the above challenges, World Vision constructed resource rich blocks (a block consists of library, laboratory, pedagogy center and girls' counseling room). The constructed blocks were furnished and equipped with relevant reference materials, teaching aids, laboratory equipment and chemicals. Teachers and students received trainings on how best to use the resource rich facilities and improve them through creating teaching aids using locally available materials. Now, students are enjoying reading books in the libraries, carrying out experiments in laboratories, and teachers and students are creating teaching aid materials in their pedagogy centers. Moreover, school girls now have separate rooms for counseling, guidance, and other gender related issues.

The following are some of the major accomplishments:

- Construction of 11 resource rich blocks (a block consists of four rooms that serve as library, laboratory, pedagogical center and girls' counseling rooms) in 11 schools.
- Construction of two classroom blocks at two different schools
- Provision of 3,998 reference books
- Provided a total of 98 library shelves, 133 tables, 313 combined desks, and different laboratory equipment to all targeted schools

Construction of

13

**RESOURCE RICH  
CLASSROOM BLOCKS**

in

13 SCHOOLS

Provided

3,998

**REFERENCE BOOKS**

Supported a total of

544

library shelves, tables,  
combined desks, and  
different laboratory  
equipment to all  
targeted schools



### *The laboratory helps the students to internalise theories*

“It was impossible for us to observe the process and understand the relationship between action and reaction of science concepts. Internalising the theoretical part of our education was a challenge,” recalls Abdulselam Ahmed, one of the students. After the laboratory was in place, students’ interest in science increased along with their performance in this subject. Abdulselam says, “We are now able to practically prove theory and internalise the subject matter in depth. I personally have improved in my school performance. I stood first in four schools around our area.”



### *The library broadens students’ knowledge and improves their school performance*

The schools did not have libraries where students could refer and expand their knowledge on different subjects and the world around them. Nejat Abdulwohab explains “We had no reference books and relied solely on our teacher’s notes. Since World Vision constructed this library and filled it with very relevant reference books, our academic performance has improved and we are able to gain extra knowledge about the world around us.”





### *Our students' school performance has significantly improved*

Digelu Kidame Elementary School did not have a pedagogical center. In fact, when teachers prepared teaching aid, they used to throw it away after use because there was no place to store it. Now the school has developed two hours schedule a week for each department to get together and prepare a long lasting teaching aid. "Our students' academic performance has improved significantly especially in geography, biology, science and Afan Oromo since we started using teaching aids. We are also able to save resources that we used to waste. We are grateful to World Vision for all these remarkable improvements in our students' performance," explains Mr.Yared, the school Director.

### *"O" Classes*

"O" classes are used alternatively in primary schools to create an early education opportunity for children of age 3-6 where there are no kindergartens.

Most of the targeted schools did not have this establishment, while those with the establishments were hosting children in unfriendly environment. The project supported the establishment of 13 "O" classes that create an opportunity for 910 children age 3-6 to enjoy early child education. The new establishments are equipped with age appropriate indoor and outdoor learning and playing materials.







## I ALWAYS LIKE TO BE AT THE SCHOOL

Hazma Nurajeb, 6, is one of the children attending Koricha Elementary School. Giving an account about how the school was before and after the intervention by World Vision, he says, "The class was not good, the seats were uncomfortable, the floor was dusty and there were no games in the school. The school was not interesting at all. Now there is clean water, comfortable chairs, floor mat for the classroom and different games on the playground. I learn many things through song and game. I happily attend school. I always like to be at the school."



## *This school has become an enjoyable place for me*

Sereka Seбето, 6, lives in Hagerе Selam, Hula District. Before joining 'O' class, he was looking after his family's cattle since there was no any age appropriate school around. He is now happy having started school at "O" class. He says, "I have learnt A, B, C...and able to write them. I also know numbers 1, 2, 3, we learn about the environment and nutrition. I also play various kinds of games both inside and outside the class. This school has is an enjoyable place for me."



## SANITATION AND HYGIENE

The majority of the targeted schools had no clean water sources. Children had to either come with water from home or suffer with thirst. There were times when children had to leave class and go out in search of drinking water. Moreover, most of the schools had very old toilets or none at all. Children defecated openly, making it very tough for girls as they feared to relieve themselves in the bush like the boys. Open defecation caused various kinds of health problems associated with poor hygiene.

In response to this, World Vision in collaboration with the community accomplished the following major activities:

- Provided training of trainers trainings on Hygiene and Sanitation to 200 students and 60 teachers through which improved hygiene and sanitation practices in the targeted schools
- Constructed 14 VIP latrines
- Drilled five shallow wells and constructed five water points
- Established 13 school wash clubs





## I CAN GO AND DRINK WHENEVER I FEEL THIRSTY

Remedan Kamil, 14, in grade 7 says, "Getting clean water for drinking was very hard. There was time where I had to leave class in the middle of the day and go home to drink water. In the hot season, the area got hotter and hotter and we had to leave our class in search of drinking water. We thank World Vision for availing clean water source in the school compound. Our water challenge is now solved and I can go and drink whenever I feel thirsty," explains Remedan.



## We experience NO MORE LATRINES PROBLEM

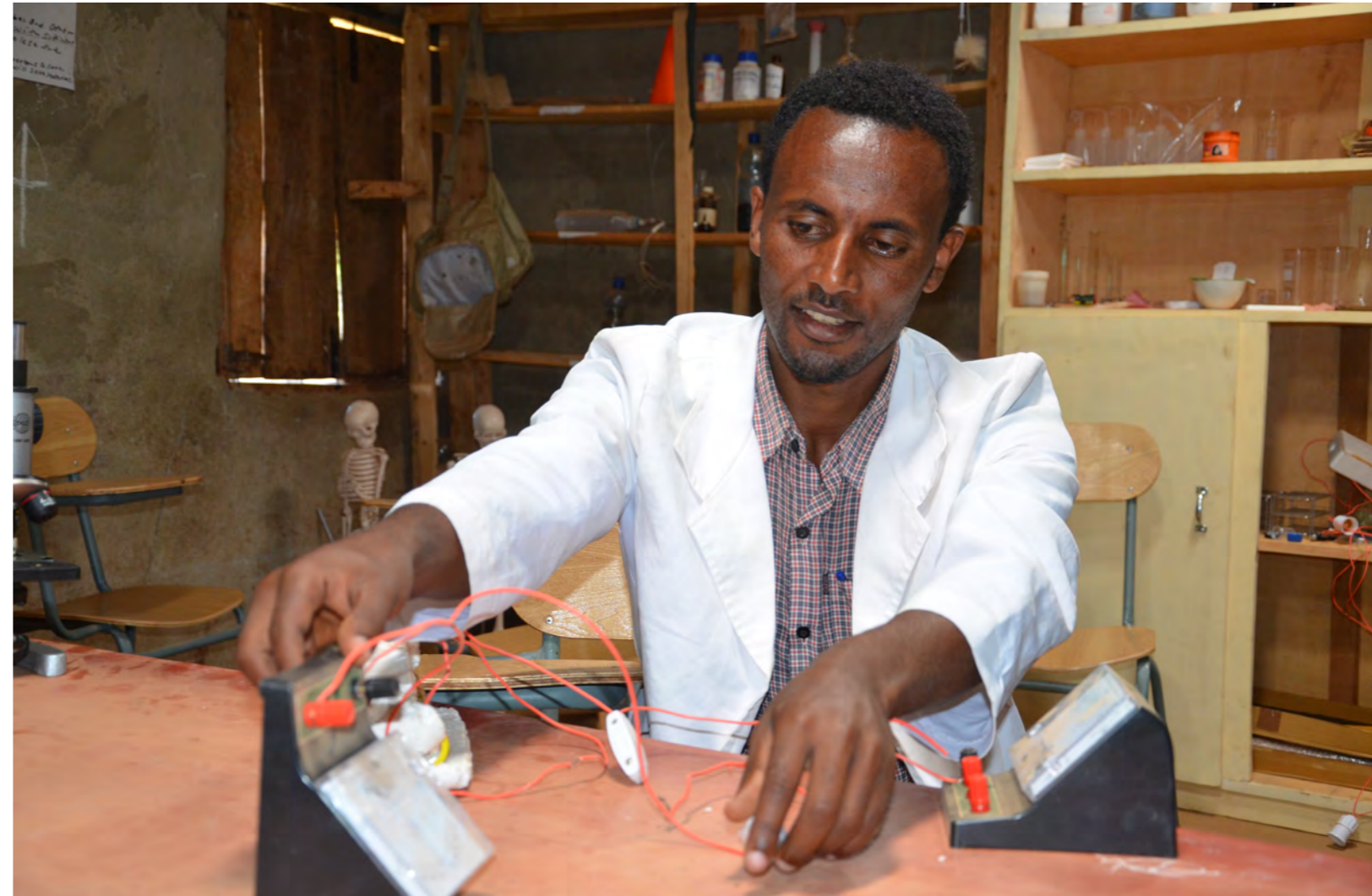
Yikram Akmel, aged 10, is a grade four student at Workat School. "Lack of latrines was a big challenge for girls like me. We do not defecate openly like boys because we fear people. We often have to hold on until we return home. We experienced some health challenges with our urinary system as a result. Now World Vision has constructed separate latrines for both boys and girls. We experience no more latrines problem. We go out whenever we feel the need," Yikram explains.



# Capacity building

## FOR TARGETED SCHOOL TEACHERS

Continuous capacity building training was provided to 528 teachers. The trainings focused on classroom management, how to use the resources rich facilities in the schools, proactive teaching methodology, creating teaching aid materials by using locally available materials and creating print rich schools. Now students and teachers are creating teaching aid materials. Classrooms are organised to be suitable for active teaching lessons.







## THE TRAINING HAS HELPED ME TO KNOW WHERE I AM AND WHAT I SHOULD DO AS A TEACHER

"The training has helped me to know where I was and what I should do as a teacher. Before World Vision provided training on annual planning and teaching aid preparation, I had limited experience and did not prepare or use teaching aid entirely. My annual plan was general and vague, however, after the training; I am able to prepare teaching aids with locally available and cheap materials. I am able to prepare my annual plan with specific and measurable objectives and goals where anybody can understand and evaluate me. The training has helped me to know where I am and what I should do as a teacher. Now there is no teacher who enters a classroom without teaching aid," said Doimo Dofe, a physics teacher at Undessa Primary School.



# YOUTH

## READY MODEL

Youth ready model is a model that focuses on equipping youth to deeply assess their needs, capacity and environment to create an opportunity for their future. 75 youth were trained for eight weeks on youth ready model of which 18 joined Technical Vocational Education and Training (TVET) for short term and long term trainings. 27 of them organised in groups and started small businesses. These youth are benefiting from poultry and beekeeping.

*I hope that we will change our lives and be the model for other youths*

Keefe Tsegaye, 21, lives in Hager Selam Town, he was a shoe-shiner. Through his little income, he studies management course in diploma through distance learning and supports his younger brother studying at Debre Tabor University. He also had to send some money to his parents during holidays like New Year and Easter. "Life was a big struggle for me. I had to suffer a lot and pay a price to save some money to support myself, my brother and my parents," recalls Keefe with regret. Keefe along with seven other colleagues has started a poultry business after receiving training and material support from World Vision. He says, "The poultry business is a new business in this area. We have a huge market provided that we develop our experience in the poultry business and work hard. This business is lucrative and will change our life for good. I do hope that we will change our lives relatively fast and be good role models for other youth to follow our footsteps."





# SCHOOL INCOME GENERATION ACTIVITIES (IGA)

Targeted schools are only eligible to a minimum amount of grants from government to cover their day to day teaching process. Schools mostly depend on community contribution for stationery or school renovations. However, but due to limited contributions they experienced challenges in meeting their expenses. School IGA is a way of creating a sustainable income for schools. Before the implementation of the project the total income of 11 schools was US\$ 3,150 (72,455 birr) from community contribution, government grant and income generating schemes such as grass sell, but now because of the created school businesses their incomes grew to US\$26,818 or (596,168 birr). The profit from the school IGA is now used to support most vulnerable students with school materials and to maintain the resource richness of the schools for the future.







### *No financial problems to cover our school material needs*

"The budget for writing materials for our school does not match with our actual school needs. The assigned writing material resources run out months before the end of the academic year. It was very challenging for us to teach. World Vision supported us to start cattle rearing. Now we are able to generate good amount of money. We have no problem of finance to cover our school material needs. With the same income, we are able to support most vulnerable children with writing materials and house rent. We also pay the salary of two "O" Class teachers from the income we earn," happily explains Abubeker, Workat school Director.



### *We can now cover our school material needs and support vulnerable children through Dairy farming*

Digelu Kidame Elementary School is one of the schools supported by World Vision to begin income generation activities with dairy farming. The school was provided with two dairy cows to help them produce milk for sale and cover their school stationary expenses. "Before this provision, we had very limited stationery budget for the academic year. The purchased stationeries used to run out in the mid of the year leaving us in scarcity. Now thanks to World Vision milk cow provision, we collect about 16-20 liters of milk every day and earn US\$ 212 to US\$265 a month from the milk sale. Apart from covering our school writing material needs, we also support three most vulnerable children with their writing materials needs," gladly explains Yared Abera, Digelu Kidame Elementary School Director.

The school has also opened "O" class and hired a teacher through the same income. About 40 children aged 3-6 are attending this class. They have also a plan to buy more cows so as to help more most vulnerable children.





*The school support has given life to my hopeless school dream*

Fetia Teki, 14, has a physical disability and is one of the students benefiting from Workat School support. She was normal and healthy up until grade three and could walk to school on her own. Unfortunately, she fell down and was left

with a physical disability. Her home is far from school and there was no means to travel to school. She quit school for six years. "The love for school inside me was fresh. Six years later, when my sister came back from other area to live with us, I begged her to take me to school on her back so that I can continue attending school. She agreed and began to take me to school carrying me on her back every day. But fifteen days later, my sister was sick and

I dropped out of school again. I felt sad and hopeless in life. A week later, understanding my school interest, the school rented a house for me near the school and promised to provide me with writing materials. The school support has given life to my previously hopeless school dream. I am now happily attending school. I do hope that I will achieve my dream of studying information communication technology through the school support,"

Sagure Elementary School has a special need class, yet the special need class has a number of challenges of which the school could not be able to address due to financial problems. Daba Demissie, is the school director for Sagure Elementary School and he says, "We used to have challenges teaching braille, providing walking canes, wheel chairs, crutches and writing materials. Children with disabilities had to take breakfast at break time and yet we were not able to provide it. Because of this, children with disabilities were refraining from school." World vision provided writing materials, braille, walking cane, crutches, wheel chair for the students. They also built one block (with two

rooms) shop where the school can rent the shop and use the income to cover the costs of the special need students. "World Vision has become a true partner for us. It has provided every resource necessary for the special need students. We are earning about US\$72 a month from the rent. It can cover all the costs



of the special needs. We are thankful to World Vision," Daba joyfully explains.





# INCLUSIVE EDUCATION

Inclusion is about the child's right to participate and the school's duty to accept and provide comfortable environment for the child. Inclusive education is an educational system that provides opportunities for students with special needs and talents to pursue education in mainstream schools along with other physically able students. World Vision aspires that every child has an opportunity to live a full life. It aims at contributing to the goal of sustained well being of children, their families and communities. It seeks to empower children and communities to be agents of change. The project contributed by providing awareness trainings for government officials, teachers and students on inclusive education. In addition the project distributed waking aids, Braille and cane for children in need.





## I thank World Vision for paving school opportunity to my daughter

Koket Tulo, 8, is in grade one, is another student with a physical disability. "My daughter was born with a physical disability. She remained at home until she was seven due to my financial inability to provide her with a wheelchair. She wondered why she was not going to school like her age-mates. I kept telling her that she would go the next year, but deep inside I was crying hiding from my daughter. Now World Vision has provided her with wheelchair. She is able to go to school. I thought she would remain at home forever. I lack words to express my appreciation to World Vision for providing a means to go to school and facilitating access to education for my daughter," happily explains Mrs. Bekelech Haile, Koket's mother.



## Thank you World Vision for brightening my future

Daniel Alemayehu, 17 and a grade 3 student has visual impairment. His eye was normal until he was in grade 3. Later he lost his sight due to an accident. He did not know the existence of special needs class. He says, "I felt like my future would remain dark forever. I was hopeless and cried day and night. After I started attending special need class, I began to dream of a bright future. I have a dream to be a lawyer. Thank you World Vision for brightening my future."



# GIRLS' CLUB



These are school clubs that are specifically established for girls in-school only. They are aimed at giving an opportunity for girls in-school to come together and share experiences. It also gives them a platform to discuss issues of common interest to them, and also learn new ideas and skills. The school girls' club is also aimed at giving opportunities to members to recreate, exercise, sharpen or learn new skills and encounter new challenges that help to mold them into successful, confident, self-satisfied and empowered adults.









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