Message from the Executive Director

About DEC

Implementation Areas

Programs

ECCD

- ECCD
- Education
- FS&E
- SRH

Education

FS&E

SRH

Learn 4 Work

Monitoring and Evaluation

Institutional Development

Finance

All pictures are taken with the consent of the subject/s.
MESSAGE FROM THE EXECUTIVE DIRECTOR

On behalf of DEC team, I kindly thank you for reading this brief summary of year 2013 performance report. I am very proud and humbled by accomplishment of Development Expertise Center. Our team, working hand in hand with the communities that we serve has overcome barriers and obstacles to achieve our successes. We are continuously striving to improve the lives of the disadvantaged. In collaboration with our partners, DEC has been implanting integrated development programs in Oromia, Amhara and Afar regions as well as Addis Ababa City Administration. We facilitated empowerment process with disadvantaged people to be utilizing and building their strengths to take greater control of their lives.

Global and home partners, staff volunteers, community leaders, youths and members, I would like to extend my deepest appreciation for your commitment to achieve our goals. As we look forward to serve the disadvantaged communities, it is your support that makes DEC’s work possible. Together we will continue to make difference!

For the year 2014, we have significant work ahead. Education is the foundation for a job. Learning secures a job that has a key role in creating wealth and distributing it equitably. Improving access of vulnerable groups to human resource development and labor market opportunities is possible through effective training and education. So, let’s make our voices heard for the foundation of human development – Quality Education!

Wishing you all the best,
I thank you
Aniley Amente, Executive Director
ABOUT DEC

Establishment
Development Expertise Center (DEC) is an Ethiopian Residents Charity Organization established in 2007 & re-registered bearing the register number 0009.

Legal Personality
The legal personality of DEC is affirmed by its constituencies and governed by General Assembly and Board of Directors.

Vision
Aspires to see all underprivileged children properly fostered.

Mission
Promote capacity building for sustainable local development.

Core Values
- Respect
- Collaboration
- Accountability and Transparency
- Equity
- Integrity
- Commitment
- Excellence and Innovation
- Team work
- Compassion
- Professionalism
# Implementation Areas

## Regional/zonal/district coverage

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<tr>
<th>Region</th>
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<tr>
<td>Addis Ababa City Administration</td>
<td>- Bole Sub-city</td>
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<tr>
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<td>- Kolfe Keraniyo</td>
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![Map of Ethiopia showing implementation areas](image-url)
Programs

- Education
- ECCD
- FS&E

Funding Partners

DEC Annual Abstract 2013
Play is our preference!
3.1 Early Childhood Care and Development Program

ECCD is to contribute for the improvements of children wellbeing through Early Learning Programs and Enhancing Parenting Roles.

DEC implements this program with local contexts and identified needs. The projects under ECCD program are:

3.1.1 Reaching Women (RW)

RW is implemented widely with innovative approach in three national regional States of Ethiopia (Afar, Amhara and Oromia) and Addis Ababa City Administration. The project is intended to improve the livelihood of poorest of the poor and most destitute women by promoting the three pillars (literacy, skill and economy). Economically poor socially neglected and geographically close women of age approximately in the same decade are organized and provided with capacity building trainings to practice the three pillars and improve their income and social interactions. With this project, DEC has 127 women groups of 2540 members which have improved the livelihood of 10,160 family members.

3.1.1.1 Literacy

Organized women into women groups were supported by literacy materials and literacy programs. The women groups attend a weekly cooperative learning with functional adult literacy. The illiterate women became literate by this program. They write their name, record their income and expenses and do simple arithmetic’s. The programs enabled the women to be awake and think beyond the conventional way. They actively participate in social and political issues and manage the conflicts within the groups and their neighbors.

Literacy is beyond what is mentioned for our women groups. The women started encouraging their children to attend education and study hard. They give time for their children to do their assignments and study. They also keep the hygiene of themselves and their children.

3.1.1.2 Skill

The targeted at enhancing women’s indigenous, easy to learn from each other and marketable skills. The women groups are supported with skill improvement trainings and raw materials to practice the skill. Marketable handcrafts from locally available materials are promoted through trainings and skill sharing during the women weekly regular meetings. The women have produced clothes for their children and themselves which in fact improved their income and savings. Women personally produce handcraft materials for themselves as well as their groups to enhance their individual and group savings. This program opened the women/s eyes to use their out of work time for improving their skills and generate additional income.

3.1.1.3 Economy

This is the most focused pillar where women will weekly meet and contribute for their savings (regular, optional and social). DEC supported the women groups on providing trainings on entrepreneurship and simple accountings. This pillar helped the women to see marketable opportunities in their surroundings. The women participated in on farm and off farm activities that improved their income and economy. They contributed to cover basic needs including improved feedings for their families and the educational costs for their children. The weekly minimum savings at an average is birr 5 and their total capita reached 660,400. They get role to manage, cover household costs and participate in decision making. Discussions become the culture to run their household activities and the women become part of the communities.
3.1.2 Connect Ethiopian Children to the future

This project is under implementation in Bahir Dar Zurita district of Amhara National Regional State with full components. In fact, DEC is implementing in its interventions districts of Oromia National Regaional State too.

The project objects at improving children (birth to 8) wellbeing in targeted communities through effective and holistic ECCD supports. The project promotes the implementations of four pillars to improve the wellbeing of the children.

3.1.2.1 Parenting Skills/ Education

Women of child bearing age, expectant women and mothers of children less than three years of age, as well as fathers and husbands, are supported to develop their knowledge and to gain practical skills in parenting and home-based play.

In total, 50 parenting groups of 1000 members are organized and capacitated on parenting skills, child nurturing, safe guarding, home and village level playing materials productions (for 0-3 year at home and village) and for 4-6 years old at home, village and the early learning centre. Parents are bringing children to attend the early learning program and provide supports to their children. As the understanding of the parents on disability is raised, they enabled to bring 32 disabled children to attend the early learning program.

Imparting these skills will enable parents to do more of what they know in an effective and safe way, and to reduce harmful practices in their home and the community. This parental skills development and awareness raising will be facilitated mostly at village and centre level by community volunteers but also at parents’ meeting, women’s meetings, social occasions and topic specific forums such as VSLA meetings and traditional coffee ceremonies. With the interest of the parents, DEC’s three pillars approach is also applied here.

3.1.2.2 Early Learning Program (ELP)

This is the pillar by which DEC strengthened six existing community managed early learning centres (CMELC), two government initiative “O” grade level and establishes four new CMELC and benefited 542 children. The CMELCs are constructed with the primary need of the communities and also managed by them. DEC believes and committed to promote holistic child development ECCD program as the age 0-8 years is critical for the children’s cognitive, social, emotional, language and physical development. DEC capacitated the centre management committees in particular and the communities in general on local resource mobilizations and management.

22 facilitators were hired and capitated on early learning programs, inclusion, developmental appropriate approaches (playing and learning), age and cultural appropriate playing and learning material production and utilization. The established centres and targeted government initiative “O” grade levels well equipped with indoor and outdoor playing and learning materials with the support of DEC.

3.1.2.3 Transition

To ensure the successful transitions of the children from the early learning centre to the formal primary school, the CMELCs are linked to the nearby primary schools where children from the ELCs are expected to join the primary school after attending their ELP. Rotational discussions and meeting among the CMELC facilitators, the lower grade primary school teachers (grade 1-2), the school management team and the centre management committee is arranged and regularly conducted. By this, good linkage created and also experience is shared. Capacity building trainings on child centre teaching and development appropriate playing and learning methods is provided for the lower grade primary schools of the transition schools. Problems and challenges that hinder efficient transitions are identified and solved. The transition schools are also supported with supplementary books, balls and various games.

232 children from the CMEL are successfully joined the transition schools and 2066 children at the transition schools benefited from the program.
3.1.2.4 Networking and Collaborations

DEC implemented projects in collaborations and active involvements of its donors, relevant government’s offices like education, women and children affairs, health and finance and economic development offices at district level. At implementations sites communities, Parenting members, Center Management committees and schools were the main project implementers and owners. With this pillar, DEC organized experience sharing visits where relevant stakeholders from targeted Region, Zone, and district and communities participated and learning sessions conducted. National ECCE Policy framework briefing and expertise dialogue on the Curriculum, Management and Supervision of Early Learning Program was conducted in the Fiscal year.

3.1.3 Women Self Help Groups as disaster risk reduction and mitigation strategy

Women Self Help Groups as disaster risk reduction and mitigation strategy in Afar National Regional State of Ayissaita District is a livelihood and rural development project aimed to transform the intervened lives of the poor and marginalized Tribal families in five kebeles of Ayissaita District. The objective is to improve the livelihoods of vulnerable women groups in a sustainable manner through improved management of their thrift and credit resource base in a way that contributes to change their lives in a meaningful manner besides to preservation and restoration of the environment. Sustaining long-term interventions, especially in development activities, require strong and robust institutional arrangement. In our project, Institution building becomes necessary not only to respond to preferences of the community members but also to efficiently utilize the natural resources and traditional knowledge available in the area. The institutions are to provide change on their own livelihood by creating disaster resilient community in the form of spirit de corps consistent with the people’s aspiration, taste and preferences.

It is in this context that DEC facilitated the formation of SHGs. The women Self Help Group is mainly to address and empower women related issues both in livelihood and social sector. The thrust of SHG revolves around credit plus activities. Training is provided for SHG representatives (leader, secretary /book writer and cashier) and 45 SHGs members via all the year. This is to provide the SHG group members better awareness on various issues, improve functional literacy and numerical, better communication skills, Self Help & mutual help to significantly increase in own income, and the power to retain / save such income and use it at their discretion and to create greater access to financial resources outside the households for ensuring the livelihoods of the poor and hopeless of women sections.
3.2 Education Program

Education program works towards improvement of Quality Education in primary schools by focusing on less provisioned and disadvantaged schools. DEC adopts innovative approach to curb varied educational challenges so as to achieve quality education to the desired level. To this end, the educational approach of DEC emphasizes on:

• Promotion of child centered active learning approach through teachers capacity development
• Capacitating School Management Team (SMT) for effective school management and leadership
• Enhancement of community participation in school development activities
• Creation of cozy and conducive learning environment for children
• Support the education quality improvement program with ICT solutions
• Development and provision of appropriate interactive materials for both teachers and students
• Develop students’ self-autonomy through cultivation of individual and group talents in schools
• Enabling girls’ through effective school based support and sponsorship of talented girls
• The sum effect has shown significant improvements in students’ academic achievement and minimizing dropout rate at targeted primary schools.

3.2.1 Star School Model

Star-School Model is a project designed to contribute towards improvement of quality education in primary schools. The project aims to improve the school situation by focusing on the five dimensions: Teaching-Learning, School Leadership, Community Participation, Integration & Innovation and Learning Environment.

DEC in Collaboration with Plan International Ethiopia is implementing Star School-Model project since April 2012 in two National Regional States of the country. In Amhara National Regional State, 9 CRC schools were addressed in three districts namely; South Achefer, Mecha & Merawi and Bahir Dar zuria. The project is also implemented in 8 CRC schools in Guto-Gidda district, East Wellega, Oromia National Regional State. In both Regions, Star-School Model project addressed 72,000 (50% Female) primary school children in 17 Cluster Resource Center (CRC) primary schools. Other 37 pilot satellite schools are also benefiting from the project through their respective CRC schools.

As the result:
• 95 teachers are capacitated and currently adopting the child centered teaching learning approach
• 17 Primary schools linked to the nearby CTEs (Nekemte & Fenote-selam) and effective on-job support is facilitated
• 90 School leaders and 201 PTA members are capacitated to play effective role in school development program
• 2 new libraries & 2 toilets were constructed and 6 classrooms were renovated with the project input and community participation
• 95 school teachers able to use ICT to for lesson preparation and related issues. In addition, 450 students get access to computer skills.

At the end of 2013, the project was evaluated by external consultant and considerable changes are observed. The school environment became attractive; academic achievement of students improved (averagely from 67% to 75%); and the school leadership has made an exemplary involvement and support that contributed for school improvements.
3.2.2 Connect4Change (C4C)

C4C program is designed for improvement of academic achievement of students at 75 primary schools in the country. Since 2011, the project is being implemented in collaboration with 15 partners (8 CSOs, 4 CBOs and 3 CTEs) in 3 regional states of the country with the coordination of DEC. The program works towards quality education through improvement of the teaching learning methods and educational management system by integrating education with ICT.

Active learning: In the year 2013, DEC in collaboration with Edukans and UVA has been providing continuous capacity building trainings for focal persons from partners and key teachers with the use of interactive DVD.

As a coordinating organization, DEC uses the cascade model to conduct training and to transfer knowledge and skills to the implementers. DEC provides a close support for all actors in providing trainings at school level for teachers and school principals. The school level peer learning sessions on active learning were conducted in close support with DEC in order to facilitate sharing of active learning skill for all teachers.

School Management: To realize the software to be used school data management called EMIS (Education Management Information System), various datasheet were collected from schools and endorsed by end users at the meetings conducted at Baer Dar and Addis Ababa. After a long process, the EMIS software is developed in collaboration with DOT-Ethiopia and distributed for schools. Currently, all the 75 primary schools are exercising on the EMIS and the feedback from the school management at school level is promising. Installation of the software at school level and trainings were conducted by Leverage Consultancy to assure effective use of the software by teachers and SMT.

ICT for Education: About 75% of the school teachers are using computers to prepare & plan lessons, handle students’ records and develop worksheets. The SMT is also using the computers the school management issues. DEC has been supporting the schools in training, maintenance for computers and other troubleshooting activities.

The cumulative effort has brought a paramount effect in the improvement of quality of education in the schools targeted.

- The teacher centred teaching learning process becomes more learners centred in 75 primary schools in which students play great role in their classrooms.
- Working in groups and utilization of the learning media has improved in classrooms.
- Due to accessibility to ICT tools, 317 school teachers are utilizing computers to prepare their lesson and teaching materials.
- The school management becomes supportive and provides a close support for teachers and it ameliorated teachers’ commitment and initiation to improve the teaching learning processes. As a result, students’ performance has shown a significant improvement in the schools under intervention. In this year, an average of grade 8 result at targeted primary schools targeted is grown to 75%.

3.2.3 Child Friendly School (CFS)

The overall objective of Child Friendly project is to improve quality of primary education by creating conducive school environment. Since 2013, the project is implemented at 5 primary schools of Becho district, South West Showa Zone, Oromia Regional State and directly benefitted a total of 8,131 students (428 girls). The overall effort of the project in the year 2013, the major results achieved and activities accomplished are:

- Involved stakeholders (teachers, supervisors, PTSAs, students, District Education offices) in supporting the child friendly project
- Project launched officially with the presence of 63 participants that composes of all stakeholders
- The team also participated in experience sharing to other DEC project sites located at Debertabor, Jima and Kuyu.
- 3 days training was given on school violence for teachers (30 Female and 20 Male) and 35 PTA members
2 days district level participatory educational conference conducted with (40 Male and 12 Female, totally 52) stakeholders consisting teachers, supervisors, zone and district education expertise and other Zonal and district level stakeholders.

- Created/Strengthened school based child protection reporting and responding systems/procedures
- Existing child abuse incidents data were collected from the five targeted primary schools and centralized reporting system which is led by committee was established
- A day orientation was conducted on combined reporting format for 5 primary schools' directors and supervisors
- Monthly, quarterly, bi-annually and yearly community reporting events were held to discuss on students’ abuse
- Milki Girls’ Club was established with (2girls/grade) and a total of 16 girls from each five primary school and teacher facilitators are selected
- Training provided for female teachers (2 from each school) on gender responsive pedagogy
- Training was given on Active Learning Methods for targeted schools’ key teachers, directors, supervisors and DEO’s representative (35 participated).
- Target schools and classroom observations were conducted (once per semester) on issues related to child violence.
- Fulfilled physical and pedagogical facilities for the 5 targeted primary school
- Furnished Tullu-Bollo primary school with 81 students’ desks, 5 shelves, 20 teachers chairs and 5 tables
- 20 ICT materials (computers, with their accessories), 3 TV, 3 Tape recorders, 3 DVD players and 3 Digital Cameras were distributed to 5 targeted primary schools
- 2 standard pit latrines at Tullu-Bollo primary schools were constructed
- To conduct digital based SRH (WSWM program), 6 computers, 1 printer, 1 digital camera, 240 exercise books, fillip charts and markers were given to Fetawurari primary school.
- 728 supplementary books were purchased and distributed for the five targeted schools.
- Developed life skills of targeted school students on sanitation, hygiene, and self-expression
- 2 days training was conducted with 30 trainees on school community –led total school sanitation tools and working documents
- Personal talent inventory was initiated through a day workshop at primary schools
- 5 days Student Led School Sanitation and Hygiene (SLSSH) training was given to 48 participants from the five targeted schools and sample triggering was conducted in Tullu-Bollo primary school.
- 5 days continuous SLSSH triggering program which involved 10,100 students (4,651 Male and 5449 Female) was conducted at five targeted primary schools.
- Following the training, weekly post triggering follow-up has been going on with 6 district level trained people
- World Start with Me (WSWM) program sensitization workshop was conducted with 80 school community.
- 240 students (50% female) participated in the program and developed their skill on Comprehensive Sexuality Education.

As the result, the physical, social and academic environment became conducive for students and the academic achievements of students shown significant improvement (averagely from 57% to 66%).

3.2.4 Girls Power (GP) Project

The overall goal of the GP project is to enable Girls and Young Women to have knowledge and skills to shape their own lives in primary schools. In the year 2013, the project is implemented in 5 primary schools of Baher Dar Zuzia district and directly benefitted a total of 5,592 (2,700 girls and 2,892 boys) rural primary school children. At the begging:

- All stakeholders: school administrators, DEO experts, community representatives, PTAs and CBOs (total of 65 members) are sensitized and trained on girls education
- 60 academically well performing girls from 5 primary schools with primary school age group (7- 14) and 1st level secondary age group (15 and 16) are selected and trained as Girls Ambassadors.
- 25 school teachers received training on basic computer skill, active learning and support for girls.
- 5 computers provided for schools to support school community to improve the teaching learning process.

Achievements/results of the project:

- Enhanced post primary education for girls and young women so that they will join secondary school
- Girls and young women are motivated to get enrolled and completed primary education
- Increased awareness of girls’ and young women on the importance of attending primary and post primary schools
- Communities valued girls’ education and encouraged girls and young women to become educated.
Increased positive attitudinal changes among local community members on the importance of girls' education
- Government actively created conditions for equal participations of both sexes in (post-primary) education.
- Primary schools are accessed with improved social, academic, and physical environment organized that favor girls’ education.
- Enhanced participation and representation of girls and young women in targeted Community Based Organizations around targeted schools

Generally, at this stage, promising improvement is observed at individual, social and community level so as to enable girls’ successfully complete primary school and join secondary school.

3.2.5 Equal Education (EE)

Equal Education project is designed to address the successful promotion and completion of disadvantaged /poor yet academically talented rural girls. The project focuses on girls who are forced to drop out beyond grade eight due to lack of minimum essential support for living and learning at lower secondary schools. In the year 2013, the four years project is started in Uke secondary school of Guto Gidda District, East Wollega Zone, Oromia Regional state to directly address a total of 180 academically talented girls who have economic difficulties to enroll or forced dropout. Indirectly, 1000 school girls are benefited from the project due to the life skill and SRH trainings undertaken. In addition, the school communities also get capacity building and technical support to enhance girls leaning and completion at upper primary levels.

As a result:
- The project contributed to at least 5% increase in the retention and successful promotion of poor girls in the school targeted
- All girls in the project (30) have promoted to the next grade successfully
- Girls’ self-awareness is improved because of the digitalized SRH program
- School community became supportive for girls’ education

3.2.6 Exchange Programs

To supplement the quality education intervention in the country, in collaboration with Edukans Foundations, DEC has facilitated exchange programs through which educational experts from Holland visit targeted primary schools and support with practical experiences. The exchange programs are Edukans Education Expedition (EEE) and World Teachers & School Leaders (WTSL).

3.2.6.1 Edukans Education Expedition (EEE)

As per the common plan made among DEC and Edukans Foundations the Netherlands, EEE 2013 was conducted in 4 primary schools of Debre Tabor town in collaboration with Begemeder College of Teachers’ Education (CTE). DEC has played the facilitation and coordination roles. Begemeder CTE and the town education office took part in the program by assigning instructors and educational experts who supported the team during the school visits, classroom observations and practical teaching learning processes. The program involved 24 students and 6 group leaders from Dutch side and 25 teacher candidates and 7 CTE tutors, 2 DEC staff members from Ethiopian side. The teacher candidates are paired with their Dutch colleagues and have been teaching together at primary schools for about 8 days.

From the program:
- 25 teachers from 4 primary schools are accessed with Dutch teaching styles
- 24 teacher candidates are exposed to new skill and experiences
- 6 CTE tutors and 2 DEO experts get aware of the active learning approach

3.2.6.2 World Teachers and School Leaders Program (WT-SL)

WT-SL program 2013 is conducted in 8 primary schools of Debretabor town in collaboration with Begemeder College of Teachers’ Education (CTE). DEC has played the facilitation and coordination roles. In the same way, Begemeder CTE and the town education office have participated in the program by assigning college instructors and educational experts who fully engaged in the program.

The 5 primary schools in which DEC has been promoting quality education are fully participated in both WT and SL programs. From these schools: 5 supervisors, 5 school directors and 20 key teachers have participated on the trainings provided and supported with the 3 days on-job coaching. In addition, 5 PTA (Parent Teacher Association) heads and 5 School Board are participated on the SL workshop. The rest of the three primary schools which are not
in the program of DEC are participated on the workshops by school management team (3 directors, 3 PTA head and 3 School Board members).

As a result:
- 24 Education Management Team (EMT), 5 supervisors and 3 DEO experts have developed the skill of effective school management
- 25 primary school teachers and 6 CTE tutors are equipped with the skill of active learning

3.2.7 Partners Capacity Development:

3.2.7.1 Linking and learning

Linking and learning project aims to create enabling environment for partners. The designed activities under the project for the year were included under three thematic areas: Partners Capacity Development, Dialogue for Development, and Innovative projects. Under Partners Capacity Development, Practical Learning Tours, Indoor Capacity Development Activities, Networking, Lesson Documentations, Monitoring of Partners Projects and DEC staff’s capacity development were planned with its sub activities and performed as intended.

The second thematic area is dialogue for development under which expertise and community dialogues were exercised.

The third thematic area is innovative projects where women groups & community learning centers are capacitated.

Capacity of 40 staff members of EF strategic partners was enhanced on Programmatic Approach and training on innovative project planning & implementation was also given in the year.
We support small holder farmers to adopt best farming practice, and enable them attain household food
3.3 Food Security and Entrepreneurship Program

During the reporting periods, Food Security and Entrepreneurship has been implementing the following projects:
1. The ADEQUATE Farm
2. Water for livelihood improvement of pastoralist communities
3. Community Managed Disaster Risk Reduction

3.3.1 The ADEQUATE Farm

ADEQUATE stands for Adept – Qualified – Technology. This innovative farming project has been designed to enable four mutually interdependent cooperatives to increase their incomes by engaging them in full time jobs. It was also envisaged to create a sustainable market for their products that will ultimately improve their food security and finally resulted in accumulated savings for future investments by small holder farmers.

ADEQUATE farm has introduced innovative and best practices to the small holder farmers in the area

a. Micro irrigation and multiple cropping patterns:
A spring with a capacity of discharging water at a rate of 20L/second has been developed. This enables the cooperative members to irrigate more than 20 hectares of farm land efficiently in a sustainable way. It allows farmers to harvest three times a year.

b. The use of improved breeding:
In collaboration with experts from relevant government sectors as well as through direct involvement of cooperatives high yielding breeds of goats, pigs and chickens have been selected to improve breeding.

c. The use of improved and nutrient rich varieties of fodders and forage for efficient animal fattening:
Improved varieties of fodders and forage for animals like goats, cattle and pigs have been introduced as part of the ADEQUATE Farm project. Animal fodder cooperatives produced sweet potatoes, alfalfa and oats that are used by animal cooperatives which enabled them to fatten their animals faster than before.
Cooperatives farm production

Key results in this project

- Improved income of 220 smallholder farmers from 39 birr to 78 birr/day and 2,340 birr/month
- 300 smallholder farmers engaged in full time jobs;
- Value Chain and networking of cooperative established and strengthened

3.3.2 Water for livelihood improvement of pastoralist communities

Currently implemented in Afar, Ayissaita district this project benefits 80 households (over 400 indirect beneficiaries). From its start in September 2013 it uses the Awash River as entry point for diversification of livelihood strategies of pastoralist communities to improve the food security status of all target households.

Main Interventions

- Introduction of crop cultivation - Supporting irrigation based crop production and promoting multiple cropping patterns. That is to install two or three times harvest per year.
- Diversification – Production of high varieties of vegetables and other crops.
- Ensuring Sustainability of production - Nursery site development, plantation of multipurpose trees and production of pastures throughout the year using irrigation. This is to encourage Natural Resource Management (NRM) efforts and ensures sustainability of production.

Nutrition education - Community conversation and training.

Result

- 80 pastoralist households changed the practice of livelihood and harvested crops twice a year
- Two nursery sites established and 6000 seedlings of multipurpose trees are developed.
- 80 households developed life skill in child rearing, WASH and nutrition
- During the intervention time each beneficiaries’ has got a dividend of 2000 birr
- The 80 households engaged in bulls fattening as a result of income generated from crop cultivation

3.3.3 Community Managed Disaster Risk Reduction (CMDRR)

The Community Managed Disaster Risk Reduction program includes establishing community institutions, introducing model DRR tools to communities, developing community based nurseries and flood prevention.

- Establishing community institutions: as a first step towards CMDRR, DEC established and supported community based Early Warning Systems and Community Development Committees in both Afar and Adulala.
- Introducing Model DRR tools to communities:

DEC has introduced ecology friendly DRR tools to communities. Each community learned how to apply such tools in line with their own preferences. For example, DRR tools in Adulala Community Learning Center included the introduction of a Biogas plant, the use of muddy blocks for housing development, plantation and introduction of multipurpose trees and grass species.
The World Starts With Me is a web-based/CD Rom curriculum on IT, Sexual & Reproductive Health for young people in Ethiopia.

“I can but I won’t - I decide”
In collaboration with Rutgers WPF, DEC has adapted two proven and effective comprehensive sexuality education (CSE) curriculums:

3.4.1 The World Starts with Me (WSWM)

The World Starts With Me (WSWM) is a web-based/CD Rom curriculum on Information Technology and Sexual and Reproductive Health for young people. It is a comprehensive sexual health awareness and HIV/AIDS prevention curriculum. Using the WSWM curriculum, young people get to learn more about their bodies, about their feelings and dealing with changes in their adolescent stage. They also learn about sexually transmitted diseases. WSWM helps young people to foresee the consequences of having unprotected sex.

The project aims at empowering young people that are enhancing Sexual Reproductive health knowledge of students, enhancing sexual skills and life skills, and developing appropriate sexual attitude. To achieve this objective the envisaged activities of the project include: delivering 16 lessons of the WSWM curriculum, creating enabling environment for the youth from parents, teachers and community; making health service providing institutions youth friendly.

WSWM craves in creating a safe environment for young people where they can view sexuality in a very positive way which is free from shame and guilt; helping them develop their self-esteem, self-confidence with a path of preparing them to plan for their future life.

Provision of ICT materials like computer, printer, and digital camera to schools and out of school centres is done to the smooth facilitation of the lesson.

Teachers are also trained in concepts of SRH and to enhance their facilitation skill to facilitate the lessons in the WSWM manual.

An online forum page is designed for students to raise and engage in discussions that develop their knowledge in the area of SRH and giving them an opportunity to ask personal and private questions.

This Interactive ICT based co-curricular activity on IT and SRH is prepared for young people (14-24 years old) in upper primary school and out of school youth centers. The WSWM is currently in its up scaled implementation in 85 schools and out of school centers with the collaboration of ICCO cooperation.

3.4.2 My World My Life (MWML)

Paper based version of CSE curriculum designed to address SRH issues of younger people in primary schools (in the age category of 11-14). The implementation of MWML has been changing the attitude of students towards the CSE; they like the lesson and very eager to involve in the program as it helps them to:

- Develop awareness about their personality
- Learn about physical and emotional changes that will appear during different stages of development
- Learn how to cope with peer pressure through learning about friendship and relationship.

Generally, from its pilot implementation the project MWML has helped students to develop ample experiences which could help them to build up self-esteem, improve communication skills and interact freely with people of different age group and convince on issues concerning their life.

MWML has been implemented through:-

- Training facilitators on the basics SRH and MWML manual content enabling them to be facilitators for the curriculum by increasing their knowledge and skill on the area of SRH and helping them develop a positive attitude towards the area.

- Familiarization/adaptation of MWML program to the school curriculum by involving director, heads of department, unit leader, supervisor PTSA members.

- Delivering the lessons to voluntary students selected in gender sensitive manner.

- Preparation of school based MWML training schedule; which required students’ minimized contact with the facilitator (i.e between 1-2 hours of training session within a week).

The project SHARE Frame (Sexual development, HIV/AIDS and Reproductive health Education FRAME works) is another project that aimed to mainstream the sexual and reproductive health and HIV/AIDS in education system. Its purpose is to enable DEC and partner organizations to have evidence based policy after conducting several researches. This in turn strengthens the capacity of organizations.
In the whole process of the SHARE frame project DEC, five partner organizations (JECDO, WCAT, NVEA, EFDA, and IWCIDA), 3 colleges of teachers education (Jimma CTE, Nekemt CTE, and Ayisaita CTE), are involved.

A number of workshops have been conducted throughout the process.

The following are list of main activities:-

• Situational analysis
• Needs assessment
• SRH policy (organizational level)
• SRH policy (network level)

For the purpose of conducting the situational analysis, each individual partner worked in small group with other 3 partners and each partner. And the needs assessment was done by each partner on their project area. Based on the findings and the process:

- Organizations developed clear and binding working document i.e. organizational SRH policy
- Organizations developed Evidence-based intervention design for fund raising and implementation
- Organizations mainstreamed issue of SRH of young people in each components of their programs and projects
- Organizations addressed the SRH needs of young people
- Strengthened networking and partnership among the organizations
- Mutually agreed working environment created among the partners in bringing together the knowledge, skill and practice of each organization in the Share Frame Trajectory.

Adding up to the above listed outcomes, the project went beyond the policy formation and went to the extent of bringing partner organizations to come up with a concept note for a call.
4. Learn4Work

Introduction
Learn4Work with the theme of “Working together on vocational education in Africa” is a program aims not only to enable youth to enroll in skills training, but also to enhance the quality and relevance of this training. The program has launched in 2013 in Ethiopia with the life time to 2016. This newsletter depicts some of the activities underwent in year 2013.

National Coordinator appointed for Learn4Work program in Ethiopia
In August 2013, a national coordinator for Learn4Work was appointed. The role of the NC is to facilitate active linking and learning (online and through meetings), capacity development, fundraising, opportunities for up-scaling, and lobby and collaboration activities.

Lunch meeting was held with Learn4Work program implementers
The partners whome their project approved in 2013 held a lunch meeting with the NC. The objective of the meeting was to make an introduction with the coordinator, developed an action plan for implementation at respective districts.

Launching workshop at national level was held
On October 31, 2013 country launching program at national level was takes place at the presence of federal to district government stackholders from different regions mainly from Oromia, Amahara, Tigray and SNNPRs, inter/national NGOs including implementers and private sectors representatives. The objective of the workshop was: to introduce about L4W Program and what kind of opportunities it brings to Ethiopian TVET development, think and see for opportunities of cooperation and integration among NGOs, private sector, TVET, etc and know about the different initiatives for young people from different sectors.

As a result of this event and field visit to the project sites, implementer NGOs and non L4W partners reached on an agreement to collaborate at grassroot level with projects that complement each other. The case of MKC – RDA and Hope 2020, is best example for such initiatives.

Capacity development training was given to partners staffs
Besides the one to one support to partners, there was a need based training was given to partners. One of the training was Value chain development.
5 Monitoring & Evaluation

To realize the desired objectives in the program, timely and ratified M&E techniques are designed and in process. The main methods and tools used to collect monitoring information from project are regular contact with facilitators, community members, and the center management committees for discussion and whether the program is on the right track or not. In addition to that Scheduled and unscheduled project monitoring was conducted regularly by project implementing partner, center management committees and donors. Direct field observation is also methods utilized in project monitoring. Developed monitoring checklists were also utilized in monitoring the activities. Collaborative monitoring, strengths and points to be improved were identified; actions for the improvements were also designed and executed.

6 Institutional Development

As a learning organization, DECstrives to improve its capacity. Distributed over its 7 area offices & coordination office, human resource reached 103 employees which is 25% increase from the previous year. Training on various levels of profession are provided to enhance capabilities.

Policies an manuals have been updated/ developed in the year.

- Strategic plan updated
- Gender Policy
- ICT User Policy
- CMDRR Policy
- Purchase and Material Procurement Policy
- PMEL User Guide
- Resource Mobilization Strategy updated
- Financial Manual updated
- Active learning training manual
- EMIS program
- Interactive Game
- Ayssaita Participatory Community Based Base-line Survey
- Child Protection Policy
## 7 Finance

**Income/Expenditure Report**

*For the year ended Dec 31, 2013*

### Income (In Birr)

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linking and Learning</td>
<td>2,004,705.23</td>
</tr>
<tr>
<td>LW National</td>
<td>238,758.08</td>
</tr>
<tr>
<td>Equal Education</td>
<td>384,222.46</td>
</tr>
<tr>
<td>World Teacher</td>
<td>203,134.91</td>
</tr>
<tr>
<td>World Starts With Me</td>
<td>2,196,868.68</td>
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<tr>
<td>Shareframe</td>
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<tr>
<td>Early Child Care and Development</td>
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<tr>
<td>Keep It Real</td>
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<tr>
<td>Members Contribution</td>
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<tr>
<td>Child friendly</td>
<td>1,278,260.22</td>
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<tr>
<td>ADEOATE Farming</td>
<td>880,560.00</td>
</tr>
<tr>
<td>ESAP2</td>
<td>342,345.60</td>
</tr>
<tr>
<td>Bank interest income</td>
<td>16,561.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>22,047,474.07</strong></td>
</tr>
</tbody>
</table>

### Expenditure (In Birr)

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>LW National</td>
<td>1,189,549.00</td>
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<tr>
<td>Equal Education</td>
<td>305,815.16</td>
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<tr>
<td>World Teacher</td>
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<tr>
<td>Bank interest income</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>22,047,474.07</strong></td>
</tr>
</tbody>
</table>

*Data as of 2013*
Development Expertise Center  
Income/Expenditure Report  
For the year ended Dec 31, 2013  
(In Birr)

<table>
<thead>
<tr>
<th>Administrative Expenditures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary and Benefits</td>
<td>2,326,539.08</td>
</tr>
<tr>
<td>Rent and Utilities</td>
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<tr>
<td>Documentation</td>
<td>142,118.35</td>
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<tr>
<td>PR/Visibility</td>
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<td>Office stationary</td>
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<td>Office equipment</td>
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<tr>
<td>Vehicle purchase</td>
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<td>Motorcycle purchase</td>
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<tr>
<td>Fuel and lubricant</td>
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<td>Maintenance cost</td>
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<td>Network membership</td>
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<td>Project Monitoring &amp; Evaluation</td>
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<td>Exposure visit</td>
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<tr>
<td>Expertise Dialogue</td>
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<td>Audit fee</td>
<td>16,075.31</td>
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<tr>
<td>Office running cost</td>
<td>153,072.35</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>9,108,792.76</strong></td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURE</strong></td>
<td><strong>31,168,288.83</strong></td>
</tr>
<tr>
<td><strong>NET INCOME</strong></td>
<td><strong>2,284,363.20</strong></td>
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<td>Administrative percentage</td>
<td>29.24%</td>
</tr>
<tr>
<td>Program Percentage</td>
<td>70.76%</td>
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</tbody>
</table>
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