ANNUAL ABSTRACT
2014
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DEC has grown big in depth and width within a very short period of time and it has been my privilege being a Chairperson for the last four years. I would like to express my appreciation, gratitude and respect to my colleagues on the Board of DEC for the contribution they have made as an individual and group. I also would like to extend the very high gratitude for the staff of DEC who has been working so tirelessly in bringing DEC grow as an innovative and a learning organization in realizing its vision and mission in line with its values. I hope the working environment; staff commitment and hard work will continue with the same energy and vision and make sure DEC grow bigger while walking with local and global dynamics in the process of serving disadvantaged sector of the communities. My sincere appreciation and acknowledgement goes to donors, government and implementing partners without which whatever is accomplished by DEC could not have been attained if it were not for their financial and technical assistance. I am happy to say again and again, we have been blessed with big-hearted donors and dedicated staff, due to which our expectations have been surpassed. Wish you all the best in the endeavor you undertake.

Kassahun Assefa
Board chair person
2. DEC Profile

**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

**Goal**

To contribute to children’s capacity to learn and grow with care in supportive environment
3. Implementation Areas

Regional/zonal/district coverage

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Funding Partners

4. Programs

4.1 Early childhood Care and Development

4.2 Education

4.3 Food security and Entrepreneurship

4.2 Sexual and Reproductive health
4.1 Early Childhood Care and Development
I am Enquahana Takele, leading the parenting group organized at Tikurit village of Andassa Community, Bahir Dar Zuriya District of Amhara National Regional State. I am also a mother of two children. Before I joined the groups “I will not give attention to care my children.” After I joined the group and participated in the trainings and coffee ceremony discussions, I have gained basic knowledge and skills for creating child friendly environment and safeguarding. I send my son to Tikrit Community Managed Early Learning Center and give necessary support. I prepared playing materials from local resources with which my children play and enjoy. I feel that I am contributing for their holistic development. My child Elias have completed a two year play methods of learning at Tikurit Community Managed Early Learning Center and currently joined Tikurit primary school. I am following his progress by going to the primary school. I heard from his teacher that he is one of the active student who performs and communicates better in the school. I observed there is a difference among children who completed the early learning programs and didn’t get such opportunity. I benefited a lot form the DEC Early Childhood and Development project which is under implementation in my communities.

Program Summary

Early Childhood Care and Development (ECCD) has been one of DEC’s acknowledged programs, which to the most part enhanced visibility of the organization as a development actor. This is mainly due to the fact that implementations of projects are in line with government policies and the government acknowledges the input of CSOs in development cooperation. Targeted communities are highly demanding support for improved life and children’s wellbeing. As a result, most importantly the program enabled to achieve remarkable results among which active participation and close collaborations of targeted communities, schools, community structures and relevant government stakeholders is ensured. DEC’s expertise and good commitment is vividly evidenced. DEC’s good relationship and trust with and among donor organizations further intensified. Integration of project implementations in themes and geographic areas contributed for cumulative and meaningful achievements. However, giving high attentions and commitments on sustainability becomes DEC’s, targeted communities and funding organizations priority for next the period to sustain development activities.
4.1 Early Childhood Care and Development

ECCD Program is to contribute for the improvements of children’s wellbeing through implementing quality Early Learning Programs and Enhanced Parenting Roles. The various projects under ECCD program are:

4.1.1. Connect Ethiopian Children to the Future

The project’s objectives focused at improving children’s (birth to 8 years) wellbeing through effective and holistic ECCD supports and promotes the implementations of four pillars to improve the wellbeing of the children.

4.1.1.1 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 skills and play material productions. 66 Parenting groups of 1320 members (989 women & 331 Male) has been established and strengthened. The parents started taking care for and interacting with their children. Parents are committed to create conducive, attractive and interactive environment to support their children’s holistic development. The approach also provided the parents’ with increased income, literacy level, and decision making power.

4.1.1.2 Early Learning Program (ELP)

This pillar focuses on accessing the children of age 4-6 years old with quality early learning program to accelerate children’s holistic development. To this end, DEC in collaborations with and active participation of all relevant stakeholders and the targeted communities established and strengthened 11 Community Managed Early Learning Centres. 816 children (516 F) have been enrolled to these centres and are attending their learning through play. 22 caregivers recruited and assigned to these centres are technically well-equipped on early learning programs, inclusion, developmental appropriate approaches (playing and learning), age and cultural appropriate playing and learning material production from local resources.

4.1.1.3 Transitions

One of the interventions in the program is Transition. It is important to ensure effective and successful transition of the children from early learning centres to primary school. To this end, all the early learning centres are linked to the nearby primary schools where our caregivers and the lower primary school teachers share experiences through rotational meetings and discussions. 278 children were effectively transferred and 1365 children (643 F) at the transitions schools are supported. 180 children are organized into literacy, sports and drawing clubs and are getting support with sports and drawing materials. The transitions schools have also committed and replicated DEC’s holistic approach in their “O” grade level. All these contributed for reduced drop outs and improvements in their academic achievements.
4.1.1.4 Networking and Collaborations

With this pillar, DEC ensured the participations of the targeted communities and stakeholders to enhance the awareness of the stakeholders for sustainability and scale up. Attracted by our interventions, communities have recruited a guard who look for the centre during the night time. With the conducted series of experience sharing sessions, consultative and review meetings, the transitions schools and the district education office were committed and scaled up the lessons and good practices of DEC’s ECCD approaches to government interventions.

4.1.2 Reaching Women (RW)

The objective of RW project is to strengthen the economic activities of destitute women and thereby improve the wellbeing of their children. The project improved the livelihood of 2085 women’s organized into 118 Women groups with the utilizations of DEC’s three pillars (Literacy, Skill and Economy).

4.1.2.1 Literacy

Literate women from the groups, facilitates the literacy program to improve the literacy and numeracy level of the members through cooperative learning. 626 Illiterate women enabled to identify letters, write their names and perform simple calculations. This pillar motivated the women to support their children on education. It also awakened them to be engaged in business activities that are marketable at local markets.

4.1.2.2 Skill

Skill development capacity building has been under going for the women groups on identified and marketable skills. The trainings and the weekly meeting has provided the women with skill transfer and experience sharing opportunities. DEC focuses on indigenous handcrafts and on/farm activities which are highly demandable at local markets. To this end, all organized women participate in marketing their skill and generated additional incomes.

4.1.2.3 Economy

This strategy is employed to improve the economic status of the organized women. The women weekly meets and save (Regular, optional and social) from which they receive loan with minimum interests to start a business. The weekly saving at average is improved from birr 2 to birr 5 and the women groups saving reached birr 563,014. With the loan received from the savings, the women’s income is improved & enabled the women to cover the educational costs of their children and participate on family and social issues. It also supported the women for increased decisions making and claiming power.
4.1.3. Women Self Help Groups as disaster risk reduction and mitigation strategy

Women Self Help Groups (SHGs) as disaster risk reduction and mitigation strategy aims to improve the livelihoods of vulnerable women groups in drought prone areas in a sustainable manner through improved management of savings and credit resource base in a manner that contributes to change their lives in a meaningful way. The project has been implemented in Ayssaita district Afar National Regional State.

54 SHGs with 718 members are established and strengthened through basic SHG concepts in order to improve their livelihood and social interactions. The SHGs saved a total of birr 211,210 reaching a total capital of birr 242,710. The SHG members engaged in small petty trades and on farm activities by receiving a loan from the saved money and improved their income and life. Introduction of the concept of disaster risk reduction and mitigations also supported them to reduce the adverse effects of the risks on their life and property.

4.1.4. Livelihood improvements Schemes (LES) for Unemployed Girls

This project aims at generating income and self-employment for 375 school dropout young girls through organized SHGs in Bure District of Illubabor zone. With the series of capacity developments and close support, young girls organized into 25 SHGs generated their own income and created employment opportunities by participating in embroidery, clay products, tailoring, milk and its product collection and selling.

4.1.5. Fit For Better Life (F4BL)

The project is intended to contribute to the well-being of children by creating conducive environment for holistic children development. The F4BL project has supported Child development with improving access to quality education, early learning programs and enhanced parenting roles and build communities resilience capacities through promoting community based skill trainings for livelihood diversifications, implement community managed disaster risk reduction and environmental and natural resource managements.

4.1.5.1 Child development

The project contributed for 2595 (1053 F) children’s access to quality education through introducing two mobile schools, two community managed early learning centers and supporting five primary schools reducing drop outs in Ayssaita district of Afar National Regional State. With the conducted capacity development for parents, Clan leaders and PTSAs; targeted parents’ attitudes on educating children at pastoralist community were improved.
4.1.5.2 Build Communities Resilience Capacities

DEC Promoted Community Based Skill Trainings for the organized women groups and youths in order to improve the livelihoods of the targeted communities through diversified income earning means. Potential local market opportunities were identified through market assessments and targeted women and youths were supported with handcraft materials and agricultural inputs. The project also supported the targeted communities with capacity development and rehabilitations on disaster risk reductions and mitigations. More than 120,000 tress were also planted in school compounds for shade and improved environments.

My name is Kediga and I am a mother of Mohammed. The organization called “DEC” came to our village with peoples from the district and our village leaders to introduce its program. They introduced us that they will open a mobile school at our village and encouraged us to send our children to this school for learning. I am happy that my child is attending his pre education here at my village where I have no worry about him. I have got time to accomplish freely my home and business activities (collects camel milk and sell). I am also organized into women groups and took training. It is after I took trainings that I started assessing income generating opportunities. I started collecting milk and selling. My future plan is to send the milk in bulky amount to “semera-Logia”, the head town for the region.
4.2 Education Program

The general objective of education program is to contribute towards the quality improvement of education in the country. To realize its objectives, the program has designed innovative projects like Star-School Model, Connect4Change, Child-Friendly School, Girls’ Power Project, Student-Led School Sanitation and Hygiene, Equal Education and Exchange programs which are considered to contribute to the quality improvement of general education at 90 primary schools.
### 4.2.1. Star-School Model

Star-School Model is one of the major projects designed to improve students’ academic achievements through School Improvement Program. The project aims to improve the school situation by focusing on the five dimensions: School Environment, Teaching-Learning process, School Leadership and Management, Community Participation and Integration & Innovation.

In the year 2014, DEC has been implementing the bridging phase of Star-School Model project in two National Regional States of the country. In Amhara National Regional State, 9 CRC schools were addressed in three districts: South Achefer, Mecha & Merawi and Bahir Dar-Zuria. The project is also implemented in Oromia National Regional State, 8 CRC schools in Guto-Gidda district, East Wellega.

Totally, the project has addressed 72,000 (50% Female) primary school children in 17 primary schools which are Cluster Resource Centers (CRCs). Other 37 satellite schools are also benefiting from the project through their respective CRC schools.

The project has recorded major achievements described hereunder:

- 95 teachers are capacitated with active learning approaches and currently adopting the child centered teaching learning approach
- 17 Primary schools linked to the nearby College of Teachers’ Education (CTE) (Nekemte & Fenote selam) and effective supervision and on-job support is facilitated
- 90 School leaders and 201 Parent Teachers Association (PTA) members are capacitated to play effectively and manage the school development program
- 2 new reading rooms and 2 toilets were constructed with the project input and community participation
- 95 school teachers able to use ICT for lesson preparation. In addition, 450 students get access to computer skills.
- Academic achievement of students improved (averagely from 67% to 85%)

### 4.2.2. Connect4Change

The major objective of C4C program is to improve academic achievement of students at 75 primary schools in the country. In 2014, the project is implemented in collaboration with 15 partners (8 CSOs, 4 CBOs and 3 CTEs) in 3 regional states of the country. The program works towards quality education through improvement of the teaching learning methods and educational management system by integrating education with ICT.

To promote active learning, DEC in collaboration with Edukans Foundations and University of Amsterdam has been providing continuous capacity building trainings for education experts from partners with the use of interactive DVD and classroom videos. At school level, peer learning sessions were conducted quarterly in close support with DEC and tutors from College of Teachers’ Education (CTEs) in order to facilitate knowledge transfer on active learning for all teachers in the 75 targeted primary schools. The training is also given for CTE tutors to enable them provide effective training in the CTE as well as provide practical training for teachers at school level.

To realize effective school management, the software to be used for school data management called Education Management Information System (EMIS) is implemented at all target schools. Currently, all the 75 primary schools are exercising on the EMIS and the targeted schools developed culture of recording school data digitally.

The effort to integrate ICT with education at primary school is undertaken successfully. About 78% of the school teachers are using computers to prepare & plan lessons, handle students’ records and develop worksheets. DEC has been supporting the targeted schools in providing training for teachers and maintenance for computers.
At all schools, about 6,500 students also got the chance to exercise computers.

In the year 2014, the following tangible achievements are noted:

- About 45 tutors in three targeted CTEs use active learning and provide effective support for key teachers.
- Students’ centred teaching learning approach became the prominent teaching approach in 75 primary schools.
- More than 90% of school teachers facilitate group works, peer learning and utilize learning media in classrooms.
- Due to accessibility to ICT tools, 450 school teachers are utilizing computers to prepare lessons and teaching materials.
- The school management at 75 primary schools effectively leading the schools and support teachers to implement active learning.
- Students’ academic performance has shown a significant improvement in the schools under intervention. The average promotion rate of grade 8 in targeted primary schools in 2014 is grown to 90%.

4.2.3. Child-Friendly School Project

The overall objective of Child Friendly project is to improve quality of education by creating conducive school environment at primary schools. 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 project focused on improvement of school situation with the involvement of stakeholders and beneficiaries.

Major accomplishments of the project are described hereunder:

- The project has capacitated stakeholders (teachers, supervisors, PTAs, students, District Education officers) in promoting the child friendly school in the 5 targeted primary schools.
- Strengthened school based child protection at school level
- Furnished 5 targeted schools with physical and pedagogical facilities
- Improved the life skills of students on sanitation, hygiene, and self-expression

Because of the CFS project the physical, social and academic environment of schools became conducive for students and the academic achievements of students shown significant improvement (averagely from 57% to 76%).
4.2.4. Girls' Power Project

The general objective 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 2014, the project continued its implementation 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. The project has been mobilizing the stakeholders and community to contribute for girls’ education; providing trainings for teachers and students; capacitating girls through Girls’ Ambassadors and Girls’ Club. With the interventions at individual, societal, institutional, CBO and CSO levels the following achievements are attained:

- Enabled experts from the stakeholders: school administrators, District Education Officers, Women and Child Affairs experts, community representatives, PTAs and CBOs (total of 65 members) to support girls’ education
- Trained and capacitated 60 academically well performing girls as ‘Girls Ambassadors’ from 5 target primary schools
- Enabled 25 school teachers with basic computer skills, active learning methods and gender sensitive pedagogy
- Communities valued girls’ education and encouraged girls and young women to continue with their study
- Primary schools are accessed with improved social, academic, and physical environment that indulge girls’ education
- Enhanced participation and representation of girls and young women in targeted Community Based Organizations around targeted schools
- In sum, the project has transformed the existing situation at individual, social and community level and enabled girls successfully complete primary school and join secondary school.

4.2.5. Student-Led School Sanitation and Hygiene (SLSSH)

is designed to promote school sanitation and students’ personal hygiene with the full responsibility and lead of learners. In the year 2014, the project was implemented in two primary schools of Liben-Chukala district located in East Shoa Zone, Oromia Regional State. With a year intervention, the project has consummate the following achievements:

- In two schools, about 2,870 students are sensitized and the schools sanitation is improved tremendously
- Tow rain water collector chambers are constructed at two primary schools
- Students’ personal hygiene shown significant improvements.
- Students’ absenteeism and drop-out due to minimized infectious diseases
- The DEO experts, the school management team and school teachers (30 participants) are trained on the SLSSH approach and developed the skill to implement and supervise the progresses

4.2.6. Equal Education

The general objective of Equal Education project is to address the successful promotion and completion of disadvantaged/poor yet academically talented rural girls. The project focuses on poor academically talented girls who are prone to drop out beyond grade eight due to lack of minimum essential support for living and learning at lower secondary schools. In the year 2014, the project is implemented in Uke secondary school located at GutoGidda District, East Wollega Zone, Oromia Regional state to directly address a total of 180 academically talented girls who have economic difficulties to attend secondary school. The project indirectly benefits 1,000 girls at the targeted school. To effectively implement the project, the school communities, stakeholders and school management received continuous capacity building trainings and technical support that enables them enhance girls’ education at secondary school levels. The target girls are supported with...
• Among the first batch of 30 targeted girls who took the national exam of 2013/14, 71% scored the point that enabled them join preparatory school.
• Among these, one of the girls has scored 4.00 point which is the first experience the history of Uke secondary school.
• The project contributed to 6% increase in the retention and successful promotion of poor girls in the school targeted.
• All the second batch girls in the project (30) have promoted to the next grade successfully.
• Girls’ self-awareness, self-confidence and social bonds are improved because of the digitalized SRH program and life-skill programs.

4.2.7. Exchange Programs

The general objective of exchange program is to inspire the Ethiopian teachers and students through practical experience sharing programs with partners. Based on the agreement among DEC and Edukans Foundations the Netherlands, two exchange programs were held in year 2014.

4.2.7.1. Education Expedition Ethiopia

Education Expedition Ethiopia was conducted in 4 primary schools of Bedele town in collaboration with Jimma College of Teachers’ Education (CTE). DEC has played the facilitation and coordination roles. Jimma CTE and Bedele town education office took part in the program by assigning instructors and educational experts who fully engaged in the program during the school visits, classroom observations and practical teaching learning processes at the four targeted primary schools. The program involved 30 students and 6 group leaders from Dutch side and 20 key teacher, 8 CTE tutors, 2 DEC staff members from Ethiopian side. The school teachers are paired with Dutch colleagues and were teaching together at primary schools for 8 working days. The program has accomplished the following achievements:
• 25 teachers from 4 primary schools are accessed with improved teaching styles and developed their own skills in classroom management and lesson preparation.
• 8 CTE tutors have shared practical lessons on student centered approach.
• 2 DEO experts shared the practical skills of active learning approach.

4.2.7.2. World Teachers Program (WTP)

World Teachers’ Program was conducted in 5 primary schools of Debretabor town in collaboration with Begemeder College of Teachers’ Education (CTE) and the town education office. In the same way to EEE, 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 projects are fully participated in the program. From these target 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 (School Leaders) SL workshop. Major achievements of the program are:
• equipped 25 primary school teachers and 6 CTE tutors with the skill of active learning and effective lesson preparation.
• Developed the skill 24 Education Management Team (EMT), 5 supervisors and 3 DEO experts with the effective school management and leadership skill.
Mr. Hailegiorgis Faressa is an education expert in DEO and he shared his view of the CFS project as follows: “DEC and PIE are working on quality education improvement perfectly in our district Becho from January 1st 2013 at the 5 targeted primary schools. In the interventions, our schools are well-equipped in school facilities like students’ desks, teacher’s chairs, tables and library shelves. In addition, computers, printers, digital camera, tape recorders, TVs, different reference books are provided. To improve the school sanitation and hygiene, water tankers, garbage can are made available; water line and toilets are constructed. In addition to the provisions, different trainings which help to assure quality education are given for parents, students, teachers and school administration. Students are trained on: student led school sanitation and hygiene (SLSSH), Child protection mechanism, green club and sexuality education. Teachers are supported with peer learning, active learning training, and experience sharing visits. School directors, School PTSA, District level project advisory committee and district and Zone level Education office expertise are trained on the contribution of school management on improvement of quality of education through creating clean, sanitized and interactive school environment. So, I would like to wish long live and thanks for DEC.”

Best practices in the program

- Inspired and motivated 10 members of education sector in the district
- Announced ICT at primary school level which was not in the experience of primary schools
- Developed students’ self-autonomy through cultivation of individual and group talents in target schools
- Enabling girls’ participation through effective school based support and sponsorship of talented girls
- By creating motivation among teachers education program has transformed the child centred active learning approach in 90 primary schools
- Through community mobilization and sensitization the program enhanced community participation in school development activities
- Through community mobilization and sensitization the program enhanced community participation in school development activities
- Through community mobilization and sensitization the program enhanced community participation in school development activities
I used to think the fact that it is normal for boys to harass girls in school. After I joined dialogues in girls club, I started thinking that the harassment is absolute violence. After my membership in Milki Girls’ Club, I have learnt sources of violence and started to fight for any form of abuse. Ayelu Yadeta (Grade 7 at Becho)

Tamire Mulugeta is a 13 years old student at Fetawurari Habte-Gorges primary school. She has explains her school Sanitation and hygiene improvements as follows: “Our school is clean. In addition, water is connected and separated toilet for girls. On top of these, we have brought great behavioral change on (SLSSH). These all is availed by DEC to my school and I am thankful.”
4.3 Food Security and Entrepreneurship Program

The general objective of FS&E program to improve food security status of households through increased farm activity and enhancing employment opportunities
4.3.1. THE ADEQUATE FARM

The ADEQUATE Farm (Innovative agricultural practice and commodity value chain development)
The ADEQUATE: Adept –Qualified – Technology (ADEQUATE) farming project is an innovative project planned to enable four mutually interdependent cooperative members increase their income, involve them in full time job, and create market chain for their products which ultimately improve their food security on sustainable way and create future investment capital for small holder farmers.
The project is implemented in LibenChukala, districts of East Shewa Zone, Oromiya Regional State and supports 220 members. The project has started in October 2013.

What innovative practices are introduced to the cooperatives?
Innovative practices are introduced to the cooperatives listed as follows:

4.3.1.1. Micro irrigation and multiple cropping patterns:

Spring which has capacity of discharging water at rate of 20L/second has been developed. The potential of the scheme being developed enables the coops to irrigate more than 20 hectares of farm land efficiently and sustainably and harvest three times a year.

4.3.1.2 The use of improved breeds:

In collaboration with experts from relevant government sectors and direct involvement of coops high yielding breeds of goats, pigs and chickens have been selected.

4.3.1.3 The use of balanced ration (concentrate) animal feeds that could give best result in short periods of time

The Project introduced the use of concentrate feeds for goats and pigs. The animal fodder cooperatives produce sweet potatoes, alfalfa and oats and supply it to the animal coops. The feeds make animal fatten in short time span. This enables the farmer to join viable market.

Key results of the 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

4.3.2 CONNECT THE SPENT AND GENERATE EMPLOYMENT

Connect The Spent and generate employment project involves pro-poor commodity value chain development in one of Bedelle villages, the suburb which is near to Brewery Factory. The project has started in June 2014. The dwellers are characterized by little income base, low level of technical skill and live on informal activities such as petty trade and casual labor work. They have low access to credit and saving. The project area, Bedelle, has huge potential for the growth of agro-business proposed by this project. The business model involves innovative approach in which the outputs of one production system serve as the input for the production of other out-puts. The fattening business use the byproduct of brewery as major animal feeds and supplies animal dung to harness biogas energy for brick production, the residues of the biogas is utilized as fertilizer for vegetables production.

Using Dung and urine of bull will produce biogas energy

- Applying biogas energy for clay burning
- utilization of the spent materials / spent barley, maze straw / for fattening
- introducing slurry for vegetable production
- cooperative legalities
• cooperative legalized on main business of bull fattening with sub business activities like production of bricks, production of vegetables and selling slurry

The name of the coop is called ‘’ SeenaaBorii ‘’

Dung of the bulls is utilized for biogas energy production

**Innovativeness**

• The Connect Spent and generate employment project involves pro-poor commodity value chain development in one of Bedelle village

It involves innovative approach in which the outputs of one production system serve as the input for the production of other outputs

![MODEL OF CONNCT THE SPENT AND GENERATE EMPLOYMENT](image)

**Achievements of the project**

• Farm cultivated and sweet potato cuttings planted,
• Mango, Avocado and orange seedlings were transported from Debrezeit and planted around the farm stead
• One cooperative with 36 members establish
• Technical training conducted on bull fattening feeding and management.
• Entrepreneurship and business skill development conducted for cooperatives
• increased income of the cooperatives from 0.625 to 1.4 euro/day
• First round bulls fattened and sold
• second round fattening of bulls are fattened and ready for market
• 3 shelters of size 30mx8m for 180 bulls constructed
• Water pipe line supplied for fattening farm from 2kms distance.
• Feed (spent barley) drier constructed.
• Warehouse of size 13mx8m constructed for fattening farm.
• Purchasing of bulls every three month being conducted
• Continuous supply of 14m3 of spent barely per week being freely offered to the farm.
4.3.3. 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 (Ayissaita) and Oromia

- Introducing Model DRR tools to communities: DEC has introduced eco-friendly DRR tools to communities. Each community learned how to apply such tools in line with their own preferences. For example, DRR tools in LibenChukala, Adulala Community Learning Center included the introduction of a Bio-gas plant, the use of muddy blocks for housing development, plantation and introduction of multipurpose trees and grass species.

- Developing community based nurseries: DEC supports development of community based nurseries in Ayissaita and LibenChukala. Nurseries focus on multipurpose trees and development of indigenous tree seedlings.
Flood prevention: With the help of the PDRA tool, the Galifaghe (Ayissaita) and the Adulala communities are capable of identifying flood hazards. To deal with these hazards the Adulala community has agreed to develop Natural Resource Management (NRM) activities on mount Chukala, while the Galifghe community has approved construction of Awash River dam.

4.3.4. The CMDRR

Establishing community institutions:

- Introducing Model DRR tools to the community: DEC has introduced model environmentally friendly activities from which the community learns and adopts the technologies in their own accord. Examples of DRR tools in Adulala community learning Center.

- Introduction of Biogas plant, the use of muddy blocks to construct house, plantation and introduction of multipurpose trees and grass species

- Community based nursery development: DEC supports the development of community based nurseries in two operational areas; in Ayssaita and LibenChukala. The nursery sites focus mainly on multipurpose trees and indigenous trees seedlings developments

- Flood prevention: Through PDRA tool, the Gali-faghe(Ayssaita) and the Adulala communities identified the hazard of floods. To halt the hazards the Adulala community has agreed to undertake NRM activities on mount Chukala, on the other hands the Galifghe community identified the need of constructing dam on Awash River. DEC is supporting the communities’ effort to reach on the anticipated outcomes
4.3.5. Water for livelihood improvement of pastoralist communities

Currently implemented in Afar, Ayissaita district this project benefits 80 households (over 400 direct 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 Intervention activities

- 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 6,000 seedlings of multipurpose trees are developed.
- 80 households developed life skill in child rearing, WASH and nutrition
- During the intervention time each beneficiary’s has got a dividend of 2,000 birr
- The 80 households engaged in bulls fattening as a result of income generated from crop cultivation

Fig. Communities involvement in vegetable production
4.4 Sexual and Reproductive Health

The general objective of the sexual and reproductive health program is enhancing the knowledge, skill and attitude of youth and adolescents on sexual and reproductive health; leading to behavioral change which enables young people to make evidence based and informed decisions with responsible choices.
Innovative approaches were designed to effectively attain the objective of the program. This can be seen through the modality to provide age appropriate and culture sensitive comprehensive sexuality education manuals such as:

- The World Starts With (WSWM) - computer based curriculum and user friendly manual for youth age 13+
- Paper based curriculum known as MEHAREBE for youth age 11-13
- on-line support service – a website where students, and teachers can ask question and answers provided by consulting experts, can share their experiences with one another

4.4.1. “I can but I won’t – I decide”

One of the major projects in SRH program is “I can but I won’t, I decide” which is implemented in collaboration with the ICCO Cooperation. The overall objective of the project is to contribute to positive behavior of youth by supporting them to make informed choices and decisions regarding Sexual Reproductive Health and Rights in four regional states of Ethiopia (Afar, Amhara, and Oromia and Addis Ababa city administration).

In 2014, the project targeted 10 upper primary and 8 youth centers. The basic achievements from this year was

- awareness raising - the school management, PTA, key teachers, school community members, the youth center’s peer educators, young people themselves and from district government offices: Education, Health, Women and children affair, youth cultural affairs, youth sports league members were sensitized with the aim of introducing/raising the awareness of the essentiality of CSE and the selected approach to address the sexual and reproductive health problems of the youth.

- 50 teachers from upper primary schools and 32 peer educators from out of school youth centers have been selected and trained on the WSWM and CSE components. Refresher training has also been provided for the previously trained 84 teachers.
- 10 Computers, 1 printer, 1 digital camera and the necessary training materials are purchased and distributed for each center and internet services installed
- Schools and youth centers from the 2013 implementation year have graduated new 3360 learners. 3840 learners finished the training with WSWM from the new 10 primary schools and 8 youth centers.
- At the end of the lessons, exhibitions were organized by students for peers, teachers, families ....

- Huge efforts made on the renovation, restructuring, and even establishing some youth centers. Leisure time provision were fulfilled according to the needs of the youth in the specific centers mostly dwelling around sports and entertainment such TV, reading materials, indoor games to attract out of school youth and having positive influence in the daily lives of the youth, that they will engage themselves in different sports activities and entertainment so their risk of involving in a risky behavior, like drug abuse is minimized.
4.4.2. Sexual and Reproductive Health for Informed Decision (SRH4ID)

Sexual and reproductive health for informed decision is the second major project funded by the David and Lucile Packard Foundation with an objective of contributing towards behavioral change of adolescents and youth so that they will make choice and informed decision regarding their Sexual and Reproductive Health in two towns (Jimma and Bedelle) of Oromia National Regional State.

Though the project started at the end of 2014, few accomplishments were made:

- 3 secondary and 3 primary schools were selected and sensitized about the program
- 12 teachers from secondary schools and 12 teachers from the primary schools have been selected and trained on the WSWM and MEHAREBE respectively.
- 10 Computers, 1 printer, 1 digital camera and the necessary training materials are purchased and distributed for each school.

4.4.3 Technical Backstopping

Training of teachers, Master trainers in relation to CSE within the “Keep it Real” Program framework

The general objective of collaboration with/contract based service to Save the Children is to lead the training and coaching of teachers and of master trainers in comprehensive sexuality education (CSE) in 100 schools located in Addis Ababa city administration and Amhara region North Wollo zone, Ethiopia.

In 2014, extensive works has been undertaken:

- 4 teachers from each 10 primary and 10 secondary schools from Addis Ababa and 10 primary and 2 secondary schools from North Wollo has been trained on WSWM
- MWML was given to four teachers from each 5 primary schools from Addis Ababa and 10 primary schools from North Wollo.
- 20 teachers selected was given TOT on MWML in order to support them scale up trainings to primary schools in their respective regions.

Teachers Capacity Development on SRH to reduce FGM and EM

In agreement with kinderpostzegels, the main objective is to capacitate 290 teachers in the area of SRH focusing on early marriage and FGM; so that they will be able to work in schools in a form of co-curricular activity in 6 Kinderpostzegles’ partners’ primary schools with an ultimate goal of keeping young girls in school by combating early marriage and FGM. The schools are found in three regions: Amhara, Oromiya and SNNPR.

Major accomplishments in this new program which started from October 2014 are

- Selection and training of 303 teachers and focal persons from local partners of kinderpostzegels on Meharebe

Best practices

- Amhara, Afar, and Oromiya Regional Advisory Group and technical committee at district level was established consisting of education, health, women and children affairs, youth affairs bureau. The objective was to get their support in contextualizing the curriculum regionally, supervise the implementation of projects and share their role among the district level committee, which is contributing towards making the implementation smooth at the ground level.

Consultation meeting at B/Dar to form Amhara RAG
My name is Marelegn Gebeayaw, 25 years old and graduate of agriculture studies. I never had the opportunity to have a sexuality education in schools whether in clubs or out of school clubs. When I heard sexuality education named ‘WSWM’ is being started at Durbete Youth Center, I was motivated to come because I will get new information and also computer skill. Even though, in one or the other I and my friends had discussed about the issues incorporated in the WSWM program, I have not had the experience to explore it deeply. I started with questioning my self-esteem and self-confidence, who my friends are, am I gender receptive, do I have safe and healthy sexual experiences…..Through this, it had helped me be self-aware and confident in myself. In addition, I learnt also about my responsibility of sharing it to my friends & families. Finally, I am developing my computer skills which will also benefit me because everything is becoming computerized and modern which I will have the skills when I have a job.

My name is Sadiya Waliye. I am Biology teacher at hillensa primary school, Kore District Oromia region. I am happy that this project came to our school. I finished the teachers training on ‘Meharebe’. The concepts were educating while entertaining. They are basic to our work. In our school there is huge SRH problem for instant early marriage and unwanted pregnancy are the main ones. I believe I was given a practical and comprehensive instrument to teach students how avoid those problems; it empowers them and makes them wise to defend oneself.

In our tradition, there is no gender equality. Girls are mostly seen as weak and put pressurized on. I’m so lucky that I was one of the trainees because I’m sure that this training will put its mark in empowering the girls, aware the boys leading to discussion in their families which in turn be a force in the change our tradition. In addition it also creates open communication with parents which most of Ethiopian families lack as they don’t want to talk sexuality issue with their children or question traditional thinking and practices.

• Despite its countless challenges, the out of school youth implementation has been an interesting, though, and a huge component where we have gained a lot of lesson from. It was one of the cases DEC came up with a strategy where by involving the partners developed a working document on the how part of the implementation of such package like that of the WSWM in youth centers.
I am one of the students who participated in WSWM program at uke primary school, Oromiya region. My name is Aster shifa, I am 15 years old and grade 7 student. I learned a lot from The World Starts With Me, most interesting for me was lesson 3 body change. I learnt the changes in our body during puberty, the need to be prepared for it and how to take care of my body in regard to personal hygiene, proper diet and exercise.

Through this, now I understand my body better, I feel more relax & confident. This is a good opportunity for all male & female students. All this information is very helpful for all. I talk about this to my friends & my sisters. Additionally I develop computer skill.

A 7th grade student at erawi primary school, Amhara region, BereketYimenu, joyfully explained lesson 8 pregnancy: 4 girls and 4 boys to the viewers (parents, teachers, students) during the exhibition using flipcharts, drawings, and posters of contraceptive methods from health centers. He was smiley, so I asked if it could be related to ‘Meharebe’ exposure. He said “I am very happy that I took this training as it was essential for future success of my life. I don’t have a favorite lesson because I love and learnt from all. new things. I now know boys and girls could be friends without being in a relationship, what sexuality is, boys having the responsibility for pregnancy as girls, and the like. I was shy in getting close to girls but now I learnt not to be afraid of girls. We all have prepared our own tip top peer book and will educate our friends who didn’t have the chance to get the training as I have thanks to my beloved teachers and DEC.
7. Partners Capacity Development

7.1 Linking and Learning (L&L)

L&L is to contribute for capacity development of EF/ICCO cooperation partner Organizations in Ethiopia. The project designs effective and efficient methods to strengthen the capacity of the partners who are implementing the “Programmatic Approach” to improve access and quality of basic education in clusters form.

a. Capacity Development: The intention is to improve the leadership styles and quality of the organizational Managers/Directors and also to improve the program implementation quality of the program coordinators. To ensure this objective, DEC employed:

• Indoor capacity development that focuses on trainings for the Directors and Program Coordinators on relevant contents that contributes for the improvement of the intended objectives.

• Experience sharing sessions: practical learning tour that enabled partners to learn from each other were organized. The lesson supported the partners to know more each other and initiated to work tougher.

• Networking: The EF partners were also encouraged and supported to join and be a member of some networks that can help in improving the quality of their works, work processes and staffs capacity.

• B. Dialogue for Development: This is another strategy employed to implement projects in an innovative way and also to design new innovative projects. With this support, the partners were enabled to raise funds together and implement the project with similar approaches. Good culture of supporting each other for common goal is established among the partners rather than competing to each other and fail together.

7.2 Improving Quality Education through Active Learning: DEC has been supporting five Kinderpostzegles partners with capacity development on active learning methodologies. The support has improved the partner organizations approaches in improving quality of education their interventions schools. DEC contributed in sharing its best approaches and practices to twenty five primary schools supported the partners and the partners scaled up the practices to more number of schools.

7.3 Supporting Partners on “O” grade with holistic Approach: The intention is to improve the early learning programs in 40 “O” grade level schools supported by seven Kinderpostzegles through capacitating the schools on indoor and outdoor play material productions and utilizations. DEC capacitated 348 early grade teachers/facilitators including targeted district educational expertise with age, development and cultural appropriate play material productions from local resources and holistic child development appropriate playing methods that facilitated attractive playing and learning environment for over 3765 children.
8. Learn4Work

Learn4Work is a program that aims to improve Vocational education in Africa and coordinated by Edukans Foundation, NGO in Netherlands. DEC has hosted the learn4work program since 2013. The long term objective of the program is to contribute to substantial and sustainable income for unemployed vulnerable youth by developing their skill through vocational skills training. It aims to contribute by realizing access to improved quality vocational education in Africa, which ensures its relevance for the labour market.

Learn4Work operates along 3 key strategies:

• Public-private partnerships (PPP’s),
• Learn from experiences and expand or upscale the good practices,
• Demand-driven focus of the partnership projects.

Five partners has been implementing in 4 regions: Amhara, Oromia, Gambela and Addis Ababa

Major undertakings in 2014 under this program were:
• Training for L4W partners on entrepreneurship
• Learning tour was conducted involving all strategic and operational partners
  o Visited project sites
  o Observed the achievements
  o Shared the lessons, and challenges
  o Improvements in quality of TVET training, Targeted youth attitude change, community ownership and active participation, government active involvement and harmony, livelihood of targeted youth from the very first year and the likes in all visited project intervention areas of Amhara Cluster L4W IPs

The objectives of the national workshop were to

• Share L4W program to partners and other participants,
• Share recently introduced TVET strategies,
• Listen to some practices from the implementers points of views
• Get lesson about the condition of youth employment as a result of recently introduced TVET strategies

• Public meetings with Amhara cluster learn4work partners to Familiarization of Amhara Cluster L4W project, Sharing of experiences by GDAO & NED and Labour Market Assessment issues
## 9. Finance

### DEVELOPMENT EXPERTISE CENTER
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 DECEMBER 2014

#### 7 DONATION AND CONTRIBUTION

<table>
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<tr>
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<td>Edukans Foundation</td>
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<td>Save the Children</td>
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<td>Plan International</td>
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<td>KNH</td>
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<td>Kinderpostzegels</td>
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<td>Rain Foundation</td>
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<tr>
<td><strong>Local</strong></td>
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<td>Members Contribution</td>
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<td>Other Income (Note 8)</td>
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<tr>
<td><strong>Local donation</strong></td>
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<td><strong>Total</strong></td>
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<tr>
<td><strong>8 OTHER INCOME</strong></td>
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<td>Office rent refund</td>
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<td>Workshop cost subsidy</td>
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<td>Bank interest income</td>
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### DEVELOPMENT EXPERTISE CENTER
**NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 DECEMBER 2014**

#### 9 PROJECTS EXPENDITURE

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<thead>
<tr>
<th>Description</th>
<th>2013</th>
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</thead>
<tbody>
<tr>
<td>Literacy, skill &amp; entrepreneurship trainings for teachers, SHGs &amp; school children</td>
<td>6,465,815</td>
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<td>Support to ECCD centers, schools, SHGs &amp; CLCs</td>
<td>8,544,276</td>
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<tr>
<td>Community based training per diem &amp; material support</td>
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<tr>
<td>Material purchase for women skill training</td>
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<tr>
<td>Per diem and materials for active learning training</td>
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<td>Dialogue for development</td>
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<td>Per diem for functional literacy</td>
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<tr>
<td>Peer learning</td>
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<tr>
<td>Purchase of computers and stationary for schools</td>
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<tr>
<td>School clubs and educators training per diem</td>
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<tr>
<td>Materials for school renovation (Library, latrines)</td>
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<tr>
<td>Expert fee for construction of animal shelters, ECCD centers, Latrines, Library</td>
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<tr>
<td>Self help group training</td>
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<tr>
<td>Support for community based initiatives</td>
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<tr>
<td>Support for school girls</td>
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<tr>
<td>Support for trainees' market linkage</td>
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<tr>
<td>Support to transition from KG to lower primary school</td>
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<tr>
<td>Training materials &amp; modules preparation</td>
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<td>Women &amp; youth training on entrepreneurship &amp; business</td>
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<tr>
<td>Youth development</td>
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<tr>
<td>Facilitators/Community Worker Salary</td>
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Program expense accounts for 71.29% of the total expenditure.
# DEVELOPMENT EXPERTISE CENTER
## NOTES TO THE FINANCIAL STATEMENTS
### FOR THE YEAR ENDED 31 DECEMBER 2014

## 10 ADMINISTRATION EXPENSES

<table>
<thead>
<tr>
<th>Expense</th>
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<th>2013</th>
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<td>Salary and Benefits</td>
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<td>Travel and Insurance</td>
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<td>Documentation</td>
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<td>Motorcycle purchase</td>
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<td>Fuel and lubricant</td>
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Administrative expense accounts for 28.71% of the total expenditure.
Education is the foundation for human development