DEVELOPMENT EXPERTISE CENTER

2018 Annual Abstract

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MESSAGE FROM THE EXECUTIVE DIRECTOR

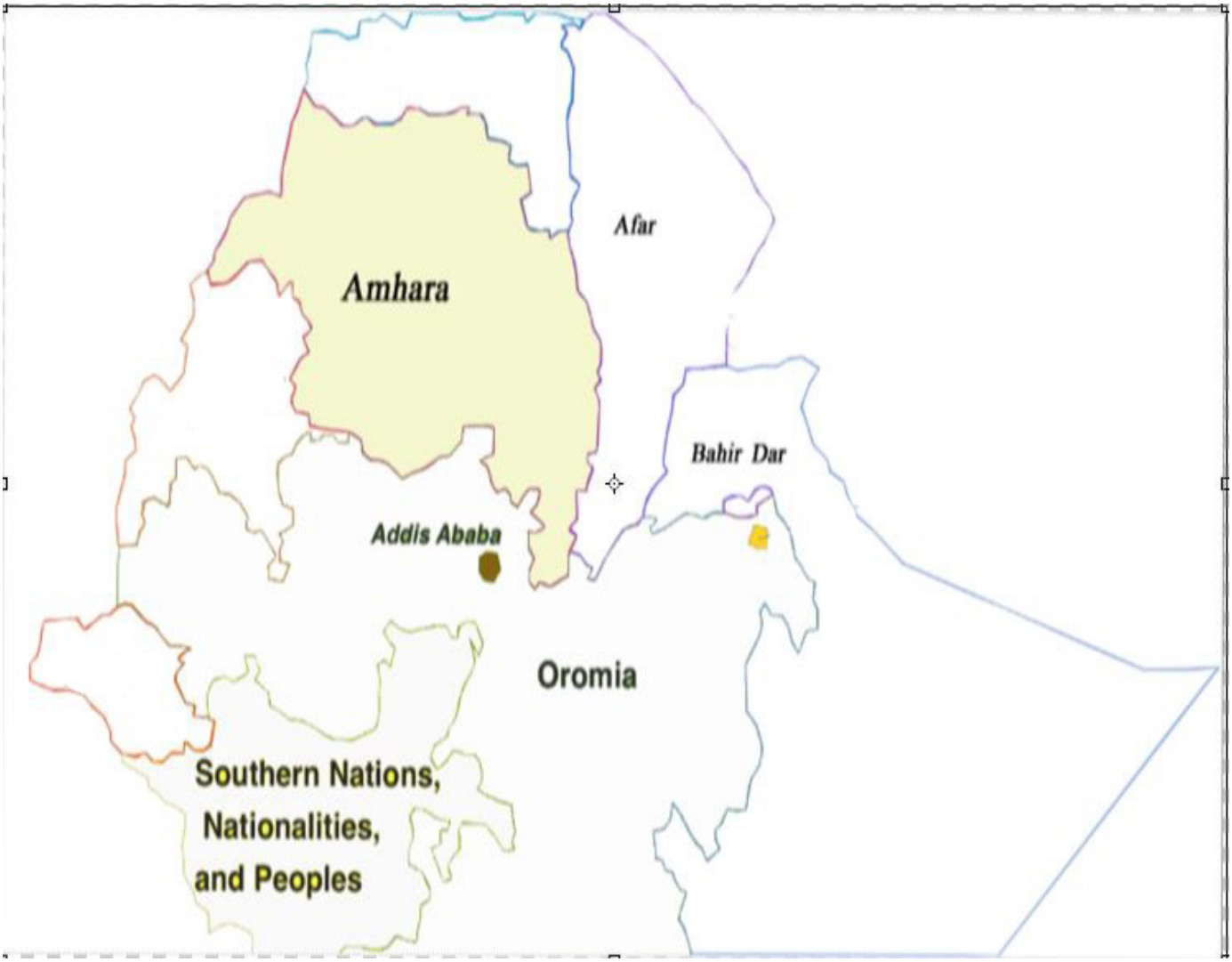
I am pleased to invite you to our 2018 fiscal year achievements with the collaborative efforts of DEC's staffs, our donors and target people, government stakeholders and other likeminded organizations who have contributed directly or indirectly to reach at this success. Together we did it!

As DEC, we put all our efforts to fulfill the best interest of our target people and make possible with the financial and technical support of all our relevant stakeholders. DEC has big thanks for those who are committed to continue supporting our development interventions for the benefit of our target people. The year, 2018, proved to another successful year for our target people and the communities we serve where we have reached them with maximum support we planned to accomplish for the year. We have been supporting underserved school age children with access to quality educations, and unemployed youth with employable skills and linked them with employment opportunities. Reaching adolescent and youth with SRHR information, education and services for informed decisions is among the inspiring works of DEC that helped the young to lead healthy and productive life. We are proud of our work as we are contributing to create the future to be better for our target communities. We always strive to see better future than today and are committed to make it happen. I hope you will enjoy reading our abstract and it will give you more insights about our 2018 achievements and targets. I am looking forward to see more achievements in the 2019 too.

Finally, I would like to thank again all our partners for their continued support without which we could not have realized to attain such success.

WHO WE ARE:-Development Expertise Center is a national Charity and Society Organization established in 2007. DEC has been contributing to fulfil the developmental needs of its target communities through implementing various community centered innovative projects. Our efforts through the three programs: Child Development, Gender and life skills Development and Entrepreneurships programs have benefited hundred thousands of the needy target groups.

2. WHERE WE WORK

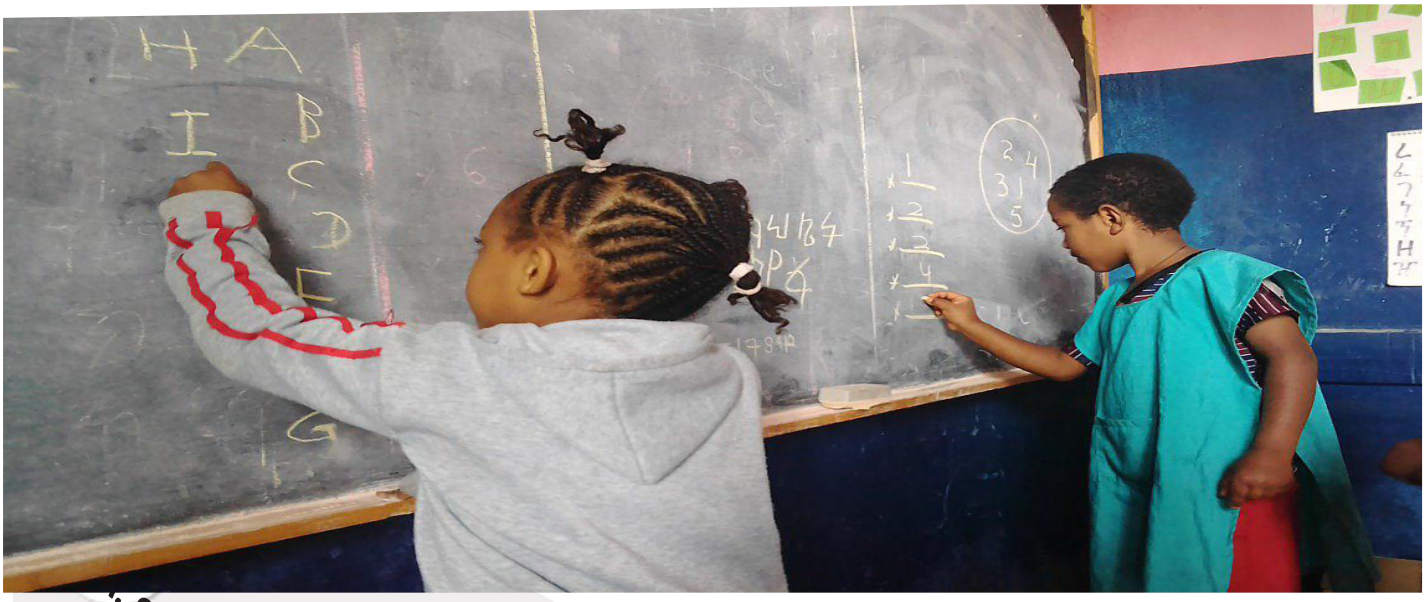


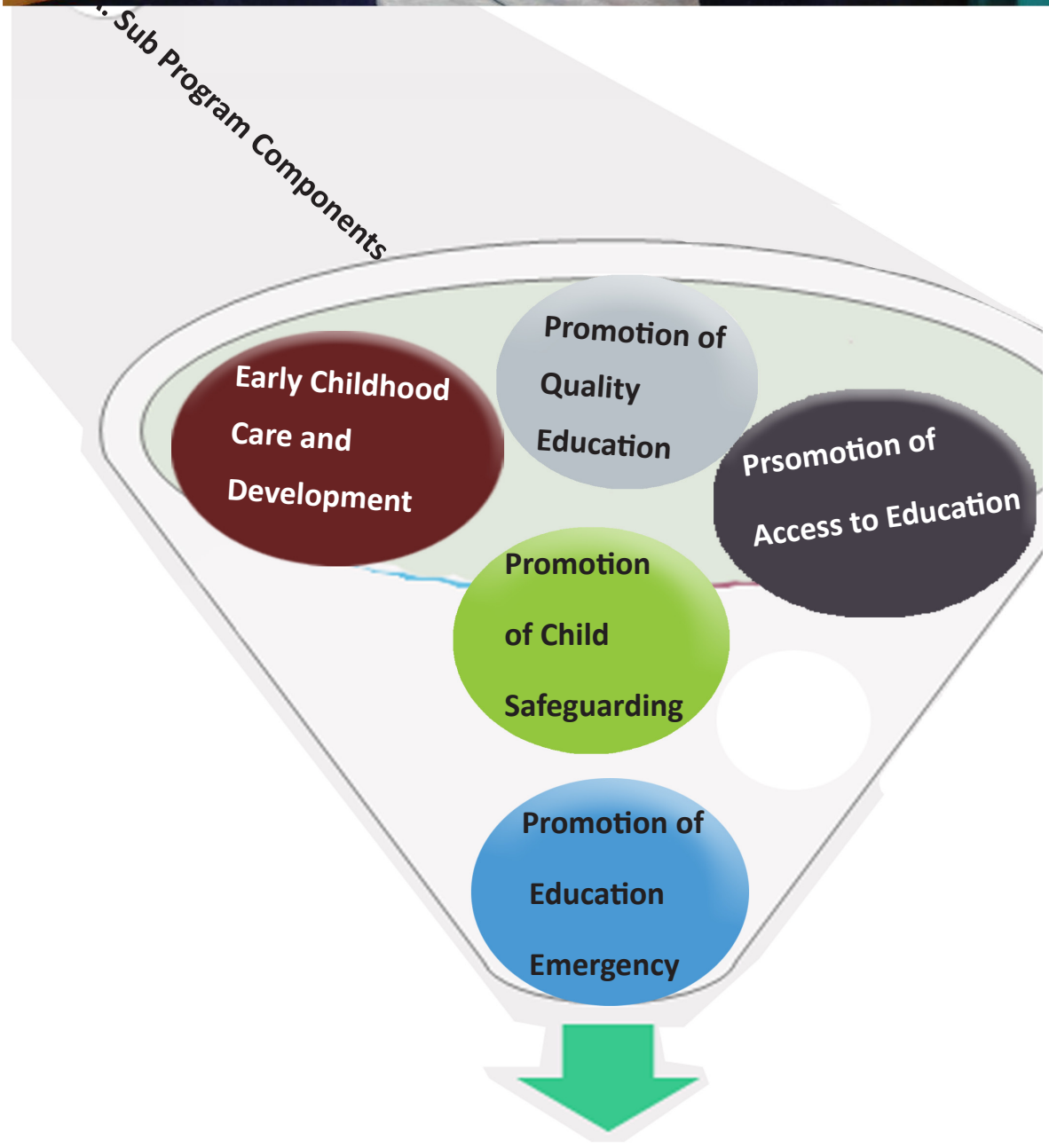
WHERE WE WORK

- **Afar Region** – Aysaita, Berahalle districts
- **Amhara Region –** West Gojjam zone: Bahirdar Zuria, Mecha and South Achefer districts
  South Gonder, Debretabor City
  North Wollo (Woldiya and Kobo district), South Wollo (Kalu district) and Oromo Nationality Administrative Zone, Kemise town
- **Addis Ababa City Administration-** Bole Sub City
- **Oromia –**
  1. Jimma Zone, Jimma town,
  2. Ilubabor Zone, Bedele Town,
  3. South West Shoa Zone, Becho district,
  4. East Shoa Zone: Liban Chukala,
  5. East Wellega Zone: Guto Gidda district

DEC Area Programs offices

3. DEC CORE PROGRAMS





Child Development Program

Program Objectives

- Enhance the well-being of targeted children through holistic childhood care and development and educational support.

Program Summary

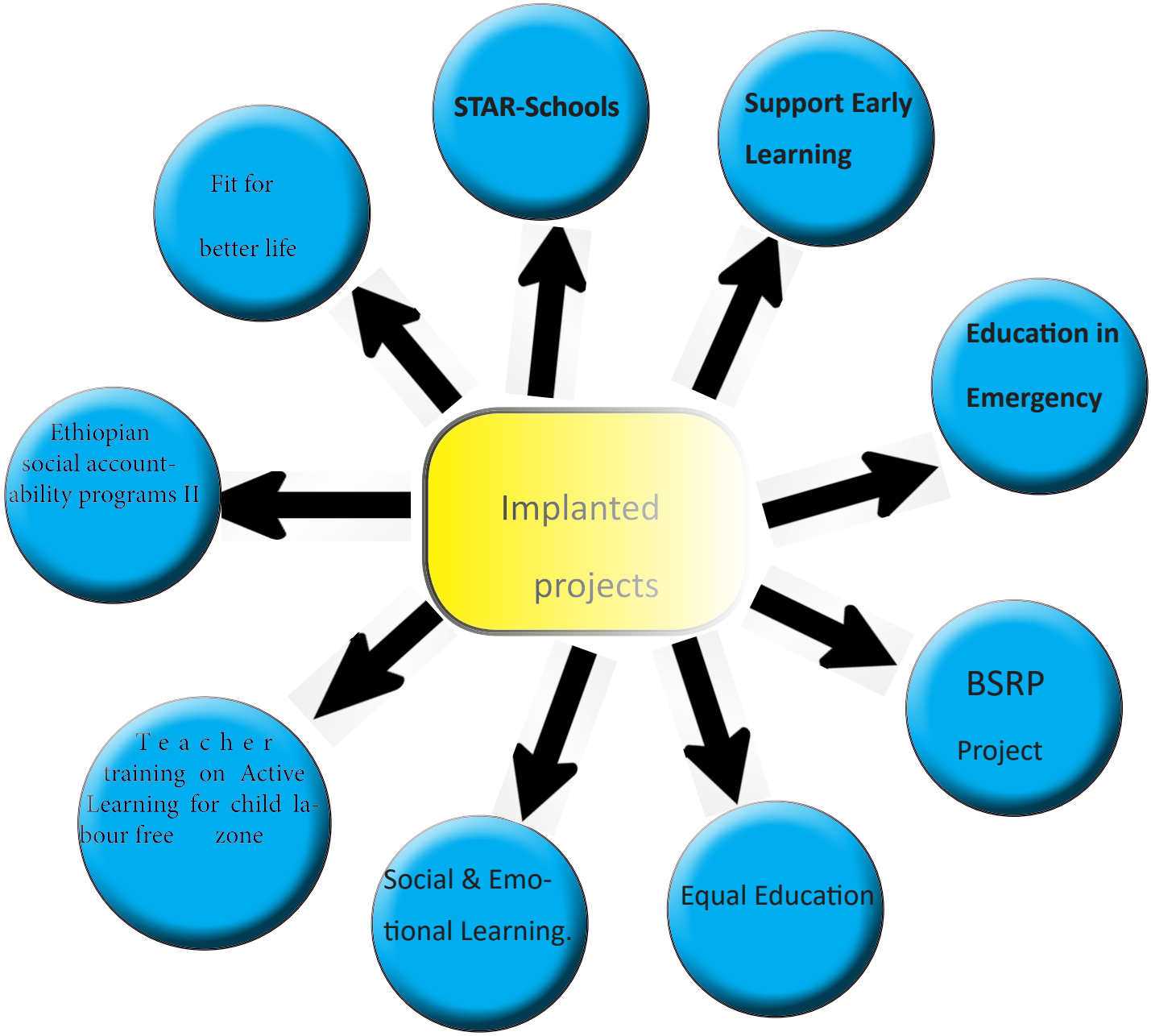
Since 2007, DEC is implementing Child Development Program to contribute for holistic child development with much attention for access and quality of education. The program focuses on learning environment improvements, teachers capacitate building on active learning methodology, enhancing students' resilience power, improving skills and practice of school management team and strengthening Parents-Teachers-Student Association and community members' participation and contribution.

B. Strategies of the program

- Establish and strengthen partnership and networking with multiple stakeholders
- Train and capacitate partners, parents and community members
- Promote inclusions of disadvantageous groups like disabled and refugee children
- Create child friendly conducive school environment.
- Promote life skills of children particularly for girls

Implanted projects

There are nine projects:



Major Achievements

- 522 primary school's teachers have trained on Active Learning Methodology
- 34 Tutors of Teachers' Education colleges trained and supported the schools for better active learning methodologies implementations at classroom level
- 118 teachers and 308 students are capacitated on Students Led Schools Sanitation and Hygiene (SLSSH)

- 232 School Management Team and Parent Teachers Association member capacitated
- 147 pre-school class facilitators trained on holistic child development
- 1,818 teachers are addressed through peer learning, on ALM
- 1,115 girls club members are capacitated
- 4026 SHG members are strengthened on indigenous marketable skills, economy, IFAL and parenting.
- 3 child friendly latrines have constructed
- More than 6822 reference books have disseminated for school
- More than 500 story telling books and computers are provided for 'O'-grade children
- 2,811 male and 1,692 female teachers and 92,508 boys and 49, 641 girl students are also addressed indirectly by STAR-school project.
- More than 73,000 primary school children have been improving their learning outcomes.
- 4,843 children off which 2,180 girls, of refugee students are addressed directly.
- Girl students resilience capacity and life skill practice have been improving
- Communities and parents' including the PTA members' participation has improved well in targeted schools.
- Active learning practices is improved in more than 100 schools including emergency settings.
- Trained teachers have developed improved learning facilitation skills.
- Children participation & their life skills are increased.
- PTAs and SMTs contribution for school improvement has been increasing in targeted schools.
- Resilience capacity of refugees and host community children has shown improvement
- The mobile schools' facility model insures learning for pre-school children everywhere.

Mobile Schools for Host Community Children

To create access for host and nomadic community children, DEC has developed 'mobile school' model. Every time, the community move to new area, the mobile schools facility moves together. The model insures learning for pre-school children everywhere.

Witnesses from Koket, EE target beneficiary

"My success of being a second year university student is from the financial and psychological support I have gained in the secondary and preparatory schools from DEC."

Koket Getahun a 2nd year university student at Ambo University.

"My name is **Koket Getahun,** I am a 2nd year university student at Ambo University in the department of plant science. I learned my elementary education at Uke elementary school. When I was at grade 9, I had a chance to be one of beneficiary of Equal Education project. By the opportunity I have got, my family become happy and decided to contribute to cover some of additional expenses during my school life. In addition to the financial support I have got from DEC, the tutorial classes facilitated by DEC, when I was grade 9 and 10, helped me a lost to know how to study and to be motivated for a better success. The tutorial classes helped me to improve my academic status.

The advice I have got from my teachers and from DEC staffs helped me to be self-confident and to have self-awareness. In the university, there are many challenges that come to me for I am a girl. It was not easy to pass these challenges even if I was not learnt "the World Starts with me" program provided to the students of secondary school as a co-curricular activity. So, my awareness before coming to the university helped me to safely study my university education by ignoring passing different challenges that were coming to me from the students of the university and other individuals in living in the town.

Now I am studying my second year university class safely. My success of being a second year university student is from the financial and psychological support I have gained in the secondary and preparatory schools from DEC. Since I have already learnt how to use library in grades 9 -12, I am using library books and studying hard in order to improve my academic status in the university. My family is also supporting me by providing me the necessary materials and finance. I hope I will be graduated successfully from the university, have my own job and help my family. Great thanks for DEC for it helps me to be a visionary and see me at this stage."

II. SKILLS & ENTREPRENEURSHIP DEVELOPMENT PROGRAM

A. Sub program Components

B. Program Summary

Through skill and Entrepreneurship Development program, DEC is working on developing youth's employable skills in order to solve the youth unemployment problem. Either the program's focuses on making the youth skill full and have their own job by wage employment or self-employment is important.

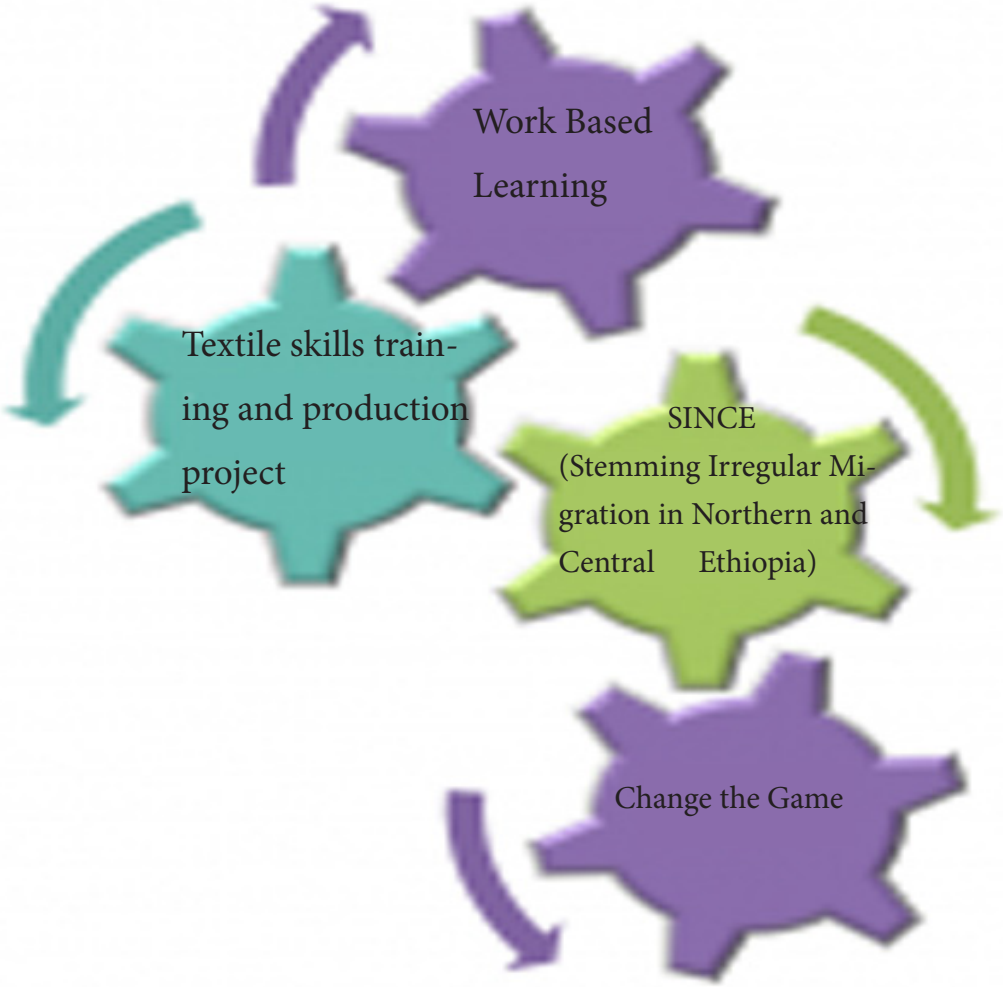
c. Strategies

- Capacity buildings of the stakeholders and companies and from Partners level up to beneficiaries at grassroots level.

Training the TVET trainers on 7 – STEPs

- Coaching the training providers during the provision of training to the beneficiaries.
- Training Materials adaptation, preparation and contextualizing in to local languages

C. Implemented Projects



D. Major Achievements

A Story of Zinash Worku, Unseen opportunity has discovered!

" My name is Zinash Worku, I am 26 years and had completed grade ten a decade before. I could not continue grade eleven, as my grade 10 national exam result was low. So, I decided to go to Arab countries to find job, also my idleness crated stress on me and my family."

" I went to Dubai in an illegal way and employed there as house servant. However, I could not find life as I thought. Things were not in a position to allow me to continue leading life in Dubai. Therefore, I turned back to my hometown. Unfortunately, I returned without any saved money. However, I understood that, lack of skill made me not successful in life;but I wish one day I will learn certain skill and lead my life better. "

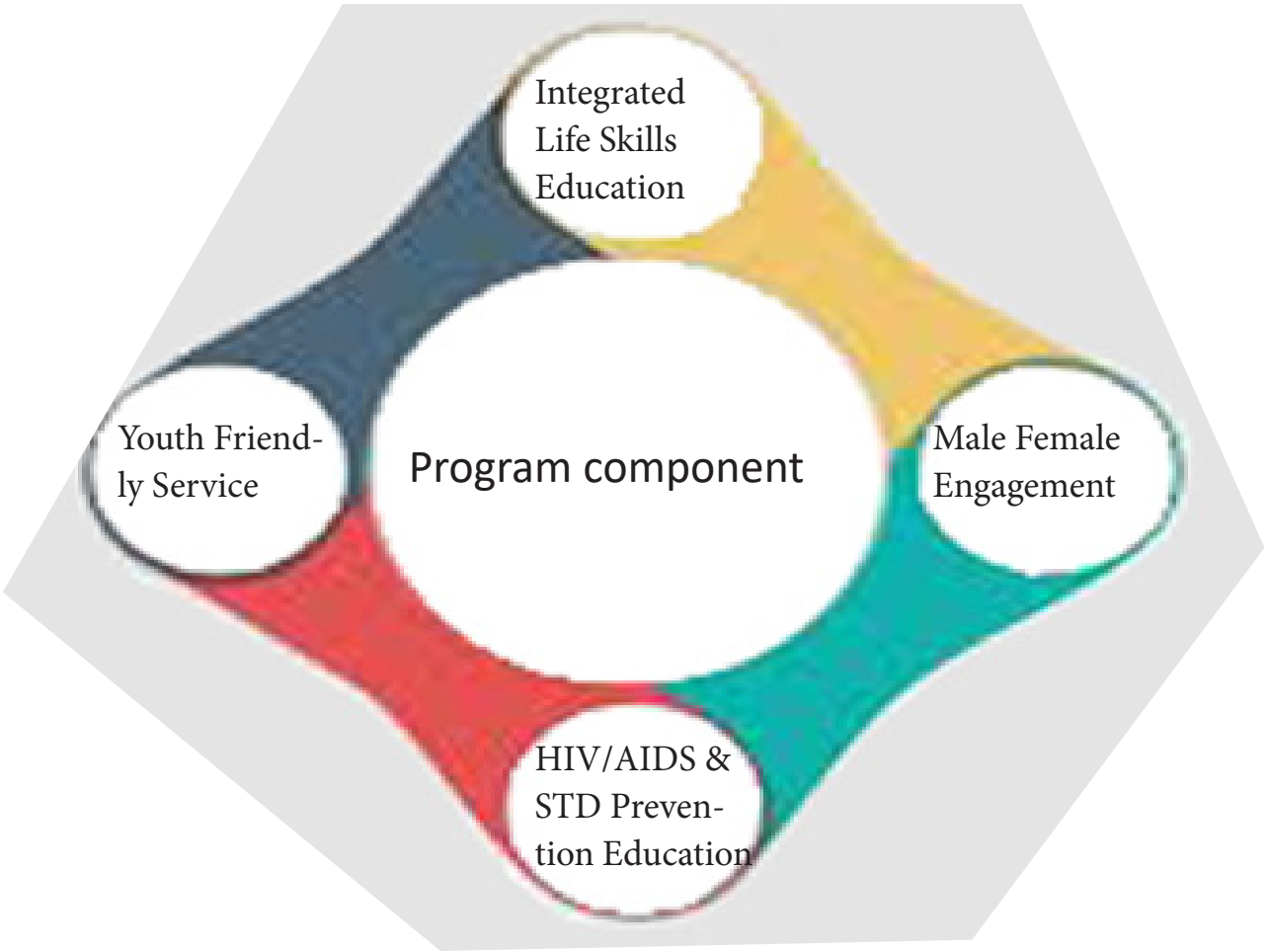
" In the middle of this process, I heard information about an organization called Development Expertise Center (DEC) is giving opportunity for unskilled youths. Then, I registered fulfilling the necessary requirements for the weaving skill trainee. After three months of training, I became competent on weaving. Now, I am the employee of a private enterprise working on wavingand started leading better life. I secured jobs but my viso nis not limited to this."

"After a few time, I will have my own enterprise and create job for a number of people!"

Program objective

It aims at providing information, education and service about sexual and reproductive health to able the youth in making an informed decision based on evidence-based knowledge and skills. The result will contribute to creating a healthy and empowered youth that is free from problems such as early childbirth, unsafe abortion, sexual violence and HIV/STIs. In addition, it promotes gender equality. It also provides life skills to improve their attitudes towards SRHR, communication skill, negotiation skill, positive attitude to towards others that empowers to use their full potentials to succeed in life.

PROGRAM COMPONENT



Program summary

Gender and Life Skill Development program mainly focusing on the creation of enabling environment for adolescents and youth through the provision of age and context appropriate SRHR using manual. In such a case, DEC is playing a great role in equipping adolescent boys and girls with the necessary knowledge, skills and attitudes to protect/claim their SRHR, while promoting gender-equality as a core value.

Major achievement

- Capacitated 378 CSE facilitators from 54 schools
- Equipped about 12,960 (6480F) adolescent and youth with SRHR information and educations.
- Conducted 126 youth adult dialogues
- Linked 24 health facilities and supported the adolescent's youth with age appropriate counseling and services.
- Created enabling environment for the adolescent and youth with the high engagement of advisory committees.
- Trained adolescent and youth on SRHR have developed peer books and reached their peers with better SRHR information
- Conducted 108 youth led exhibitions and aware 30,800 adolescents and youth with SRHR information.

Impact of Comprehensive Sexual Education on Academic Performance of Youth

A Case Study of Mendera Primary School, Jimma Town, Oromia National Regional State, Ethiopia

Author: Addisu Abebe

Development Expertise Center, Addis Ababa, Ethiopia

Development Expertise Center (DEC) works in the following core areas in four regions of Ethiopia:

1. Child Development
2. Gender & Life Skills Development
3. Skills & Entrepreneurship Development

Background

- 41.1% of sexually active young people in schools face sexual harassment.
- 17% of Ethiopian women aged 15-19 years were already mothers or pregnant with their first child - G. Mariyam (2007).
- There is a significant lack of information and understanding about Sexual Reproductive Health and Rights (SRHR) issues.

DEC, with the support of the David and Lucile Packard Foundation, implemented a project entitled *Sexual and Reproductive Health for Informed Decisions* to contribute towards behavioral change of children and adolescent youth.

Program Interventions

- Trainings on Sexual Reproductive Health and Comprehensive Sexual Education for youth.
- Offline software used for self-learning supported by pictorial representation and videos for better understanding. This created additional opportunities for participants to develop their computers skills.
- Established referral linkage between schools and health centers for sexual reproductive health information and services.
- Focused on youth at Mendera primary school, in Jimma town, in the western part of Ethiopia.

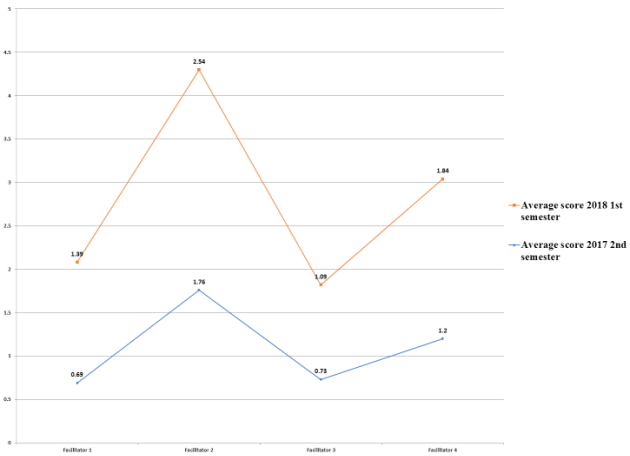
Photo credit: Nura Sirna, Jimma DEC staff

Zahra Jihad, a Grade 6 student, says she overcame sexual reproductive health challenges through the life skills education she received at Mendera Primary school. She said it also helped her be self-aware which made her more conscious of focusing on what is important, her education.

Methodology

- Employed purposive sampling.
- Sample size was 10% of 1,200 students in grades 5-8.
- Utilized descriptive statistics in analysis.

Graph 1: Academic Changes Due to Program Intervention



Key Findings

- Over two semesters, students demonstrated an average score improvement from 1.09% to 2.54%.
- Youth (12-16 years) fully utilized the Comprehensive Sexual Education information and services, both within their school and the nearby health extension due to the referrals established.
- By boosting their knowledge and self confidence, the program enabled students to improve their academic performance.
- Girls and boys addressed sexual and related health problems with their peers and others in associate clubs.
- Girls built more confidence in the school compound and villages which previously did not exist due to the challenges that came from peer pressure.
- In school youth have become role models and shared the lessons with their peers, even those who did not participate in the program.
- Students' dropouts decreased due to the Comprehensive Sexual Education information, allowing them to attend regular classes and consequently helped youth improve their academic performance.

Conclusion

Comprehensive Sexual Education interventions, if implemented properly would lead to a positive behavioral change of students, building confidence and thus improving their academic performances.

Comprehensive Sexuality Education Promoting Academic Excellence!

a. PROJECT MONITORING, EVALUATION AND LEARNING(PMEL)

The unit strived to foster organizational learning across each projects and program areas and created the platform to ensure accountability.

Supportive Supervision/ Visit

- PMEL templates were also produced and adapted for the project implementation
- Supportive supervisions and on job support has been given for all the project intervention areas,
- Feeds and reflection sessions on the observed potentials and identified gaps have been given for the relevant stakeholders,
- Donors visit and supportive support have built common understanding and trust among the project parties.
- A consultative meeting and visit was also conducted by government stakeholders and beneficiaries' representatives

Experience Sharing Events

- Experience sharing for the direct and intermediate beneficiaries have resulted in better project implementations,
- Regional and international exposure visits have contributed for the cross learnings and exchange of knowledge, skills and culture.
- Linking and Learning programs among the different organizations have built good working relations. It also created opportunities for beneficiaries, government stakeholders and CSO to share experiences.
- Organizational experiences and achievements from the implementations were also shared at international forums and conferences like International conference on family planning and world human rights which resulted in good visibility and marketing.

b. STAFF CAPACITY BUILDING AND RESOURCE MOBILIZATION

i. **Capacity Building**

A. Technical Skills: The staffs, volunteers and have capacitated:

- Training on Active Teaching and Learning, on holistic development and appropriate play material production and playing technique was given to the staffs working in the programs.
- Comprehensive Sexuality Education and Gender Transformative Approaches training
- SEVEN – steeps Approaches attended by skill development staffs
- Peachtree and IPSAS trainings for Finance department personnel
- Community Based Sexual Violence Complain Mechanisms learned

B. Resource Mobilization: Capacitated staffs on resource mobilization that includes: -

- Project cycle Management
- Resource Mobilization
- Pitch development
- Visibility and Marketing development
- Relationship building and donor management
- Donor mapping and Track Recording Preparation

C. Exposure visit

- There have been a number of National, Regional and International exposure visits that DEC staffs took part in the year.

Resource Mobilization Efforts:

In the 2018, resulted oriented efforts were made

- Abled to maintain existing donors also connected with three new donors.
- Strong organizational structure and presence of DEC's office at grassroots level have enabled to mobilize resources locally.
- Working with volunteers and mobilizing expertise from alliance members were fruitful.

D. Opportunities & Challenges

Opportunities

- Existence of supportive development policy by our government;
- Commitment of donor organizations to supportive the development initiatives of our policy
- More secured peace and stability of the country

Challenges

- Misunderstanding towards the CSOs support and high demand from the target communities
- Turnover of the government stakeholders which requires frequent project sensitizations
- Diversified challenges of the communities that needs multicomponent approaches interventions.

9. PROGRAM EXPENDITURE

		2017
Literacy, skill & entrepreneurship trainings	10,825,020	5,646,808
Support to ECCD centers, schools, SHGs & CLCs	7,626,751	3,736,745
Perdiem for functional literacy peer learning	1,648,460	2,050,872
Materials for school renovation(library, latrines)	463,965	92,800
Material Provision	2,940,945	4,054,858
construction of shelters ECCD centers, latrine, library	4,790,865	9,054,579
Training materials & modules preparation	1,734,828	414,495
Facilitators/Community worker salary and benefits	5,062,826	1,321,605
	35,093,660	26,372,762

10. ADMINISTRATIVE EXPENDETURES

		2017
Salary and benefits	2,754,243	4,808,530
Travel and insurance	2,181,272	2,163,234
Rent and utilities	1,562,472	1,202,731
Stationery and office supplies	214,134	413,246
Property and equipment	713,020	151,161
Repair and maintenance	534,746	526,276
Registration and membership fee	28,935	219,011
Project monitoring, evaluation and consultancy	1,488,296	1,612,498
Miscellaneous	28,360	8,596
	9,505,477	11,105,283

Nech Sar National Park
DEC

DEC
25 12 2018

OUR DONORS AND PARTNERS

As of April, 2019

ADDRESS

Tel: +251 116 189184/85

Fax: +251 116 189085

www.decethiopia.org

decethiopia@ethionet.et

info@decethiopia.org

P.O. Box 124175 Addis Ababa, Ethiopia.