

**TIGRAI DEVELOPMENT ASSOCIATION  
(TDA)**



**COMPLETION REPORT FOR THE PREPARATORY SCHOOL  
CONSTRUCTED At Mai-Knetal**

**Funded by Mr. Mark Gelfand (Gelfund Family Charitable Trust)**

**July, 2013  
Tigray, Ethiopia**

# **1. Introduction**

## **1.1 Regional Profile**

Tigray National Regional State is one of the 9 regional states and two city administrations which constitute the Federal Democratic Republic of Ethiopia. The region is located in the northern part of Ethiopia. It roughly lies between 12° 15' - 14° 57' north latitudes and 36° 27' - 39° 59' east longitudes. Tigray is boarded by Sudan in the West, Eritrea in the North, Afar and Amhara National Regional States in the East and South respectively.

According to the recently designed administrative structure, Tigray has been divided into seven administrative zones; namely, Western, North-western, Central, Eastern, South-eastern, Southern and Mekelle Special zone. It is further sub-divided into 46 (34 rural, 12 urban) districts locally termed as “woredas”. The region covers an area of about 53, 386 square kilometers.

According to the regional state bureau of planning and finance, the population of Tigray is estimated now to be over 5 million. The annual trend of population growth rate of the region is estimated to be 2.5. From the total regional population, about 20.79% and 79.21% lives in urban and rural areas respectively. In terms of religion, 95.6% of the population are Orthodox Christians, 3.95% and 0.36% are Muslims and Catholic and Protestant respectively. Regarding ethnic composition, 96.5% are Tigraway, 2.6% Erob, 0.71% Kunama, 0.07% Amhara, and 2.67 are from other ethnic groups of Ethiopia. Tigrigna is the working language of the state. Majority of the population in the region is agrarian whose life permanently depends on subsistent agricultural activities.

In the last two decades, the education sector, as one of the pro poor sectors and considered as the center of Millennium Development Goals (MDG) has gained a major focus from the regional government. The region has been allocating a huge share of the annual regional budget to education sector every year. Besides, considerable efforts have been done through non-government development partners and other stakeholders. Hence, its walk to ensure quality Universal Primary Education (UPE) has been expanding in the rural and urban areas throughout the region.

## **2. About TDA**

Tigray Development Association (TDA) was founded by volunteer Ethiopian Diaspora in August 1989 in Washington DC. After a couple of years (1992), its head quarter was transferred to Mekelle, Ethiopia to support the people in their place of origin. TDA is working with a vision to make Tigray a prosperous, free of poverty and backwardness. It works with a mission to initiate and sufficiently work on demand-driven development programs/projects in the areas of education, health and skill training especially where the government lacks capacity to act up on by pooling resources from members, government and non-governmental organizations, supporters, and by enhancing active community participation. To meet the legal requirements and ensure its mandate, TDA is reregistered by

FDRE, Ministry of Justice Charities and Societies Agency as an Ethiopian Residents Charity in accordance with the Charities and Societies and working under proclamation no. 621/2009 with certificate number 0462 issued on November 2009. TDA has a number of branches and sub branch offices in North America, Europe, Middle East, Africa and Australia.

**TDA** is a tax exempt, non-profit, community based development organization with currently more than eight hundred thousand (800,000) members all over the world, mainly in Tigray Region.

Since its inception, TDA has established successful partnership with donor organizations namely USAID, Save the Children USA, AED, UNICEF, Book Aid International, World Learning, A Glimmer of Hope, EU, DFID, Menschen fur Menschen, DANNIDA, Pathfinder International, SIDA, CIDA, Baring Foundation of UK, CCRDA, Irish Aid, Chinese and Japanese Embassies to Ethiopia, HAPCO, and more than 12 foreign chapters of TDA for matching fund. Majority of TDA's commitments are in the areas of education, health and skill training with great emphasis to primary education.

TDA has constructed and furnished 549 primary and 15 secondary schools including Kalamino Special High School and Gelfand Preparatory School, rehabilitated 16 war affected primary schools, conducted school feeding program in 80 drought-affected schools, implemented Basic Education System Overhaul (BESO I) and Basic Education Strategic Objectives (BESO II) projects in 1,000 primary schools for 10 consecutive years with the assistance of USAID. In addition, TDA run USAID/Community School Partnership Program in 150 primary schools. Currently, TDA runs a program that supports 2600 OVCs in 20 primary schools. With regard to libraries, TDA has supplied furniture, computers, internet services and books to 14 public libraries and 25 secondary schools. It has also initiated and implemented tutorial program in all junior and secondary schools of Tigray.

With regard to health projects, TDA has constructed and equipped over 79 different types of health institutions including two zonal hospitals. TDA has implemented Reproductive Health and Family Planning Programs (RH/FPP) in three woredas that benefited about 30,000 community members of reproductive age group yearly. TDA has also implemented a project on Improving Sexual and Reproductive Health rights (SRH) of the youth and women in two woredas that benefited 123,000 people. It has also implemented Integrated Rural Development Program whose major focus was the promotion of public health, sanitation and nutrition. TDA has trained 992 Traditional Birth Attendants (TBA) and Community Health Agents (CHA) in Tigray. The organization has also supplied medical equipment and drugs to about five needy health institutions in the region at least 2-3 times per year. It has also developed skills of 17,000 youth necessary to prevent themselves from HIV/AIDS through educational performances of an internationally acclaimed Circus Tigray.

**So far, over three million people** have benefited from TDA's projects.

### 3. VMVG of TDA

**Vision:** To see Tigray prosperous, free from poverty and backwardness.

**Mission:** To continue to be a strong developmental organization that is actively engaged in need based projects/programs like education, health, and skill training specifically where the government lacks resources to act up on by soliciting funds from members, supporters, donors and enhancing community participation.

**Major values:** Community participation, transparency, efficiency and effectiveness, Equity and fairness, accountability, gender sensitive, rule of law and responsiveness.

**Objectives:** The primary objective of TDA is to contribute towards the improvement of the livelihood of the people through human resource development and enhancement of health services.

### 4. Executive Summary

Tigray Development Association (TDA) as a community based organization has been implementing a number of successful projects especially educational and health care service projects at the grassroots level in partnership with an active financial support of different donor organizations, community members and individuals. One of these donor organizations is Gelfand Family Charitable Trust (GFCT). With the financial support of GFCT, different projects have been implemented in the region. With the financial support of the foundation TDA has renovated computer center and supplied computers to Adwa Ngste Saba Preparatory school. The Foundation built and furnished technology center at Kelamino and is currently assisting Kalamino Special high school in Mekelle. Besides, the foundation supplied 595 cartoons of different books under the theme of BOOKS FOR AFRICA worth of USD 16,000 (280,000Birr) which are now already distributed to 22 schools (10 high schools and 12 complete primary schools) and giving proper service. In addition, 250 Computers are purchased by TDA/Gelfand Foundation worth of 837,500.00 Birr are dispatched to different Woredas and schools in Tigray including Gelfand preparatory school, Adwa high school, Kelamino special high school. As an extension of this support, TDA/Gelfand foundation constructed preparatory school at Maiknetal.

TDA/Gelfand Foundation built three blocks (two academic blocks consisting of four classrooms each) and one block consisting of library and administration block. Besides the school is also fully furnished by the foundation which includes furniture for students, library and office. In addition, 25 desktop type computers were supplied to the school to help the teaching-learning effective and automated. Furthermore, with the remaining money from the furniture, renovation of an old building in the town for the purpose of public library is done and is now ready to give service. The main gate of the school is also made. The community is also doing its part, cases to mention is that an effort is being made to fence the school using stones and the community is contributing some money (about Birr 57,683 excluding free labour) for the construction of dry pit latrine in the school, which is encouraging and appreciable.

The overall budget allocated for the project was Birr 2,723,414.29 for the preparatory school and 581,000 for renovation of public library totalling in 3,304,414.00. TDA also expended additional cost for administrative, vehicle and monitoring costs. The school is now giving proper service for the students who would have forced to travel a distance of 18 Km to continue their education. Provisional acceptance has been done among the three parties: TDA, the contractor and the school. Similar agreement is also made for the public library renovation and the main gate. In appreciation of the funder, the school is named as the **“Gelfand family Preparatory School”**.



Photo: The main gate of the school with the name on the signboard



## **5. Background of the Project**

The project area, Mai-knetal Preparatory school is located in the central zone of Tigray about 130Kms away from the capital city of Tigray, Mekelle and 18 Kms far from the district capital “Edaga-Arbi” to the South where the students had to travel or reside to further their education, had it not been for the construction of the preparatory school. The total population of the sub-district is estimated to be about 4,246 (2223 males & 2023 females). The sub-city “Mai-knetal” is established in 1936 during the Italian invasion for military purpose.

There is one high school (9-10) in the town. Before the implementation of the project, the beneficiaries were forced to travel to “Edaga-Arbi, rent there and continue their education. Those who cannot do that were forced to drop out and discontinue their education. To solve this problem, TDA/Gelfand Foundation constructed one preparatory school, fully furnished internally and students are attending classes in standardized classes sitting in combined desks.

In addition, the school received computers for the ICT center from the foundation.

The main reason for the intervention of the project was to solve the accessibility of preparatory school in the town (sub-district). Had the project not been implemented, many students of the project would have been forced to travel a distance of at least 18 Kms and continue their education being away from their families.



Photo: The completed academic blocks

## **6. The Planned Objectives and Outputs of the Project**

The school now has a total of 685 students. These students are now attending their class at 8 class rooms.

The planned activities of the project and their outputs are the following:

- Construction of three blocks (two academic and one admin and library blocks);
- Supply of furniture for the school;
- Supply of computers;
- Renovation of an old building (built by Italians) for public library purpose;
- Dry pit latrines is under construction by the community;

- The preparatory school supplied with reference books;
- Other internal facilities.

It is known that the sub-city had the aforementioned problems and accordingly GFCT/TDA initiated to take their part to solve these problems. The detail data/information of the school is presented below.

### The Total Number of Students by Sex & grade category

Table - 1: Number of students by sex category in Gelfand Preparatory School

Grade	Number of students by Sex			Remark
	Male	Female	Total	
10	304	283	587	
11	46	52	98	
<b>Total</b>	<b>350</b>	<b>335</b>	<b>685</b>	
	<b>Number of teachers by Sex</b>			
Teachers	18	2	20	
Admin. Staff	3	1	4	
<b>Total</b>	<b>21</b>	<b>3</b>	<b>24</b>	

Source: Gelfand family Preparatory school 2013 GC (2005 EC Academic year)



Photo: Partial view of the completed academic blocks

## 7. Major Project Accomplishment

The objectives of the project were constructing and furnishing of a preparatory school. The construction of the academic and administration & library block is completed as per the standard design and specifications set by TDA and Tigray Regional Bureaus of Education and is now providing the required service to the students. As a result of the implementation of the project, the school community is now using standardized classrooms for teaching-learning purpose. In addition, the school is fully furnished with the help of the Gelfand foundation. Besides, the school is supplied with desktop type of computers to help the teaching-learning process effective and automated and to acquaint students with information technology and the school library is supplied with books. On top of this, with the remaining money, an old building available in the sub-city is renovated completely is now ready to give the required service.



Photo: The old building before and after renovation (Public Library)

## 8. Expected Outcomes of the project

It may be easy to see the long term outcomes of the project. The immediate results are difficult but it can be viewed in the following manner.

- The problem of travelling long distances to continue their education and exposed to other costs like renting, transportation etc is remedied already and the school community members (students, teachers) are now getting education at their vicinity;
- Increased gross and net enrolment rates in preparatory school (11-12);
- Decreased dropout and repetition rates in preparatory school (11-12);
- Enhanced girls participation in preparatory school;
- Improved quality of education;
- Getting quality of education.



Photo: Students attending class in one of the classrooms constructed by Mark Foundation

## 9. Problems /Challenges encountered

The major problem to be mentioned here is lack of electricity supply for the school. TDA is discussing with major stakeholders (The district, the electricity authority and other concerned bodies) to tackle the problem. Moreover, the school need to be fenced to give the proper service.

### 9.1. The existing problems in the school

The school has the following problems as per the school principal reflections and observations we have made.

- ❖ The need to have proper fence, even though there a community effort to show the demarcation of the school;
- ❖ Lack of proper dry pit latrine;
- ❖ Lack of laboratory facility;
- ❖ Lack of reference books for the renovated public library, furniture for the renovated library and preparatory level books for the preparatory school;
- ❖ Lack of electricity supply.
- ❖ Lack of potable water;
- ❖ Lack of materials like photocopy machine

## 10. Community /district administration contribution

The community/district contribution to tackle some of the prevailing problems in the school is as follows.

- One dry pit latrine block with six pits is under construction by the community to solve the problem of dry pit latrine in the school. The community has contributed 57,683 Birr (USD 3118). In addition, free labour is being contributed by the community. However, two blocks of dry pit latrine (one for each sex) as per the standard of the Bureau of Education is required.
- The community tried to fence the school by using stones from the nearby areas, though this has to continue. 2076 people spent for two days fencing the school worth of (40 Birr x 2076 =83,040 equivalent of 4488USD).
- For the coming year 2013/2014 GC (2006EC), the district has allocated about 300,000.00 Ethiopian Birr (USD 16,216) to tackle the problem of supply of electricity in the school.
- Besides, 10,700 Birr (equivalent of 578USD) is thus far contributed by people born in Maiknetal living in different cities including in Addis Abeba and Mekelle.

## 11. Success Stories (Comments /perception of Beneficiaries and stakeholders)

To assess the perception of the beneficiaries regarding the construction of the preparatory school in their vicinity and the overall accomplishment of the project, students (a male and a female) & the school principal have been interviewed. Here are their reflections.

### 1. Mr. Haile (School principal)

We are very happy that the school is constructed in our nearby. The community is very happy. I, on behalf, of the school community would like to extend my heartfelt gratitude to TDA and the funding organization.



2. *Zeinia Ibrahim (Grade eleven eighteen years old Female Student).*

I am grade eleven student at Gelfand preparatory school. Before the implementation of the project, we were forced to attend classes in another school (grades 9-10) which is congested. We were also suffering from additional costs like rent, transportation and away from our parents by travelling about three hours daily. Now due to the intervention, we are able to attend classes in our vicinity with our parents with no additional living and transportation cost. I just wanted to say thank you to TDA and the funding partner, Gelfand Foundation, on my own and on behalf of other beneficiary students for enabling us to attend classes in a standardized classes fully furnished, a library with reference books.



Photo: Discussion with Female student, Zeinia

3. *Student Mebrahtom Hagos (Grade eleven nineteen years old male Student)*

My name is Mebrahtom Hagos. I have been attending classes away from my parents since grade seven at Edaga-Arbi. Had it not been for this project, I would have still compelled to continue suffering from additional costs such as for renting, transportation. Above all, the time that is spent for travelling could now be used for attending our classes and fully concentrate on our lessons. This feeling of happiness is not only for us but also for our parents too. What makes things worse, there is lack of water even at Edaga-Arbi and a great deal of time could have been wasted to get/fetch water. Now we are relieved of such problems. I am very happy of the construction of the school. I wanted to say thank you to TDA and Gelfand family.



*Photo: Discussion and reflections from male student called Mebrahtom*

## **12. Total Project Cost**

The total budget for the project was Birr 2,723,414.29 (743,298.44 for the admin and library block, 1,486,596.85 for the two academic blocks, and 493,519.00 for furniture). In addition, with the remaining money TDA renovated an old building in the town and renovated it for public library purpose with a cost of 581,000 Birr. Besides, 250 computers worth of 837,500.00 Birr purchased by TDA are reimbursed by the foundation, distributed to different Woredas and institution and are now giving the proper service. However, TDA expended additional cost for monitoring, evaluation, fuel, vehicle and other personnel costs. TDA's contribution is measured in terms of personal expertise, logistic support like transportation and vehicle and fuel expenses.

## **13. Project Phase Out & Sustainability**

TDA has rich experiences in handing over projects smoothly to the beneficiary community and line offices in time as per the standard. Projects are normally meant to be handed over to the community. The community is expected to take over projects and ensure their sustainability by financing, undertaking monitoring and supervision and so on. Hence, the project is now handed over to the school and concerned bodies after taking it over from the contractor. Therefore, the school community together with other stakeholders like Parent-Teachers Association (PTA), district education office and administration and the local communities are responsible for the controlling and monitoring of the proper utilization of the toilet, and furniture.