

Teaching Management Plan

Ethiopia



OVERVIEW

Company Mission

Our mission is to encourage young people to volunteer for worthwhile work in developing countries. We expect that doing this kind of voluntary work will in time become the norm. As more and more people join us, we aim to create a multi-national community with a passion to serve, to learn, to understand, to teach, to inspire, and to be inspired.

Teaching Programme Mission

Our Teaching programme mission is to provide sustainable educational support within disadvantaged schools and communities to reduce inequality in education. Through our volunteers, we aim to empower underprivileged students by improving their future prospects and equipping them with the skills needed to actively engage in a multi-national community.

Background Information

With a population of approximately 84 million people, Ethiopia is the second most populous country in Sub-Saharan Africa, but is also one of its poorest countriesⁱ. In 1997, Ethiopia launched a twenty-year education reform programme and, though significant improvements have been made, there remain many challenges within this sectorⁱⁱ.

Education is a key tool to succeed in a developing country like Ethiopia and the quality of education is now the most daunting challenge and the biggest priority facing the Ethiopian education systemⁱⁱⁱ. The country desperately needs educated manpower to advance its development. At the moment, many teachers in Ethiopia have a one-year certificate as opposed to further training to diploma or degree level. Teaching methods remain very much teacher-oriented, whereas more student-oriented activities have been seen as having a more positive impact^{iv}. These are less likely to take place in larger classrooms or with teachers with lower salaries. Class sizes are large and schools are often in poor repair; however, government spending on education is increasing, with further funding of new schools and teacher training^v.

One major issue still faced is the high drop-out and absenteeism rate: more than a quarter of children who enrol in first grade drop out before completing their first school year. In 2010, the rate of primary school completion was 48%, and of these students, only 79% continued to secondary school^{vi}. The reason behind this is no doubt the associated direct and indirect costs of schooling, whether it is fees or school supplies^{vii}. Indeed, children from poorer families tend to enrol later, make slower progress, and are more likely to drop out without completing schooling as they must tend to housework or start working^{viii}. This lack of schooling is no doubt the cause to one of the country's biggest educational challenges: the literacy rate in Ethiopia is one of the lowest in Sub-Saharan Africa.

Partners

To fulfil our objectives, we work with public and nongovernmental schools. Our partners include: Lemlem School (Kindergarten, Elementary and High School), Selam School (Kindergarten, Elementary, High School and College), and Hillside School (Kindergarten, Elementary and High School).

GOALS

In order to work towards our Teaching programme mission, we have set the following goals to achieve in the placements where we send our volunteers:

1. Improve English (priority goal **)**

The curriculum is designed to teach students in all subjects except language and ethics subjects, using English as a medium of instruction. This means, for a student to succeed in his/her studies, good command of English is a must. This necessitates the involvement of organisations like Projects Abroad and our capable international volunteers in the effort to help students acquire mastery of the English language and in the process, better understanding of their studies. Volunteers, in particular native speakers, can offer invaluable help in improving the students' and also the teachers' phonetics, pronunciation and grammar. We also set up conversation classes to improve the student's oral skills and capacity to participate in "real life" conversations.

2. Increase literacy (priority goal **)**

Reading and writing are essential skills for every person to master. Building these basic skills at a young age can greatly increase a student's ability and interest later on. The literacy rate in Ethiopia is one of the lowest in Sub-Saharan Africa, with a youth literacy rate as low as 55% in 2007^{ix}. Though this statistic is increasing, access to good quality education remains low for many disadvantaged groups. We aim to assess the literacy levels of different students to hold remedial classes for those identified as needing extra support. Reading Clubs not only help strugglers improve their reading skills, but also encourage students to take more pleasure in reading and to broaden their mind.

3. Increase numeracy

The knowledge and mastery of Mathematics is the basis for succeeding in many scientific subjects. Basic numerical skills are essential; without a good command of numeracy, students will have difficulties in securing high-paying jobs and progressing with their education. By teaching numeracy in an enjoyable and practical manner, linking lessons back to useful day-to-day applications, we hope to set the foundations for each child to reach their potential at school.

4. Improve support for those with learning disabilities

Care and resources for those with learning disabilities in Ethiopia are sparse. Due to the large class sizes, these individuals often go unnoticed and fall behind in class. In fulfilling this goal, volunteers are expected to help regular teachers acquire the tools, skills and know-how of how to identify and help students with learning disabilities. By using a record-keeping system, both teachers and students benefit from being able to monitor the individual's progress and tailor activities to ensure these students maximise their potential.

5. Improve teaching techniques

With the lack of training centres for teachers, many continue to teach using the same methods in which they themselves were taught as students. Teachers need to acquaint themselves with contemporary and international methods in teaching. The introduction into the teaching-learning process of modern methods of teaching and all inclusive teaching environments is also another important intervention that international volunteers can be involved in giving a hand. The sharing of experiences with regular teachers will promote the use of the tried and tested methods in other countries in Ethiopian schools. Volunteers are able to bring in a variety in the teaching and learning techniques as well as offer personalised teaching support to students identified as slow learners.

RESOURCES

Human Resources	Average 40 volunteers per year Projects Abroad global staff teams Placement staff support
Physical Resources	Projects Abroad offices Placement materials
Online Resources	Volunteer Resources Database Myprojectsabroad webpages
Financial Resources	Monthly budgets for overall operations Donations to specific projects or placements
Intangible Resources	Reputation in destination communities Goodwill; genuine desire to help Expertise

Projects Abroad provides a range of resources for each of our programmes. These fall into four interdependent categories:

Human: Volunteers themselves are our most crucial asset in achieving our goals. Through their creativity and energy, all of our ambitions can be realised. Another central support team is our extensive network of Projects Abroad staff worldwide, dedicated to supporting volunteers and achieving our company mission. We also depend greatly on the staff in all of our placements; whose support guides volunteers through their daily activities.

Physical: Projects Abroad has offices in all of our destinations, where volunteers can come to speak to staff or attend workshops. There are also office materials and placement supplies available to volunteers.

Online: The Volunteers Resources Database and myprojectsabroad webpages all provide vital support before, during and after their placements.

Financial: Funds for all of Projects Abroad's work come solely from volunteer placement fees. These are distributed via monthly budgets, to ensure fair allocation of funds for each destination. Occasionally volunteers may also send donations directly for a specific placement or project.

Intangible: The good reputation of volunteers in local communities is what makes our work possible. This reputation has been earned over years of dedicated volunteer contribution. This is supported by the combined knowledge of our extensive staff network. With over 700 staff across every continent, we are proud to be a diverse and accomplished team.

MONITORING & EVALUATION

Placement visits
Volunteer workshop sessions
Staff meetings
Volunteer Resources Database
Feedback evaluation

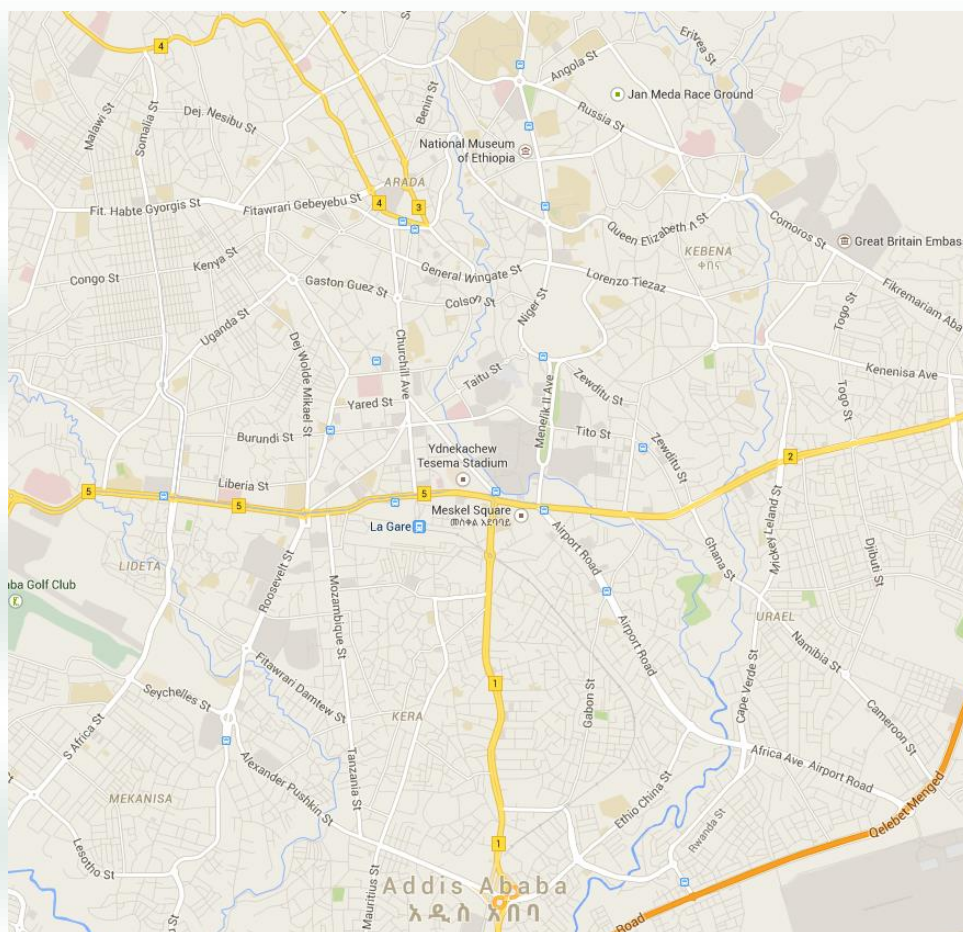
Physical monitoring: Through placement visits and volunteer workshops, volunteers are in frequent contact with staff members, who will observe and advise volunteers in action. Staff participate in regular meetings to discuss best practices within and between destinations.

Online monitoring: The Volunteer Resource Database is platform for staff and volunteers to share and develop ideas.

Feedback evaluation: Feedback from placement staff, Projects Abroad staff and volunteers is continuously gathered and used to inform future plans.

LOCATION OF PLACEMENTS

All of the schools we work with are located at the heart of Addis Ababa.



ⁱ <http://www.globalpartnership.org/country/ethiopia>

ⁱⁱ <http://www.globalpartnership.org/country/ethiopia>

ⁱⁱⁱ <http://www.usaid.gov/ethiopia/education>

^{iv} <http://www.younglives.org.uk/publications/PP/improving-education-quality-equity-and-access-in-ethiopia/yl-ethiopia-pb1-education>

^v <http://www.our-africa.org/ethiopia/education-jobs>

^{vi} <http://www.globalpartnership.org/country/ethiopia>

^{vii} http://www.unicef.org/emerg/ethiopia_34570.html

^{viii} <http://www.younglives.org.uk/publications/PP/improving-education-quality-equity-and-access-in-ethiopia/yl-ethiopia-pb1-education>

^{ix} <http://www.globalpartnership.org/country/ethiopia>