

Federal Democratic Republic of Ethiopia

Ministry of Education

General Education
Quality Improvement Program for Equity (GEQIP-E)

School Grant Guidelines

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This manual supports the implementation of the General Education Quality Improvement Program for Equity (GEQIP-E)

ABBREVIATIONS

ABE	Alternative Basic Education
BOFED	Bureau of Finance and Economic Development
CPD	Continuous Professional Development
EMIS	Education Management Information System
GEQIP-E	General Education Quality Improvement Program for Equity
IERC	Inclusive Education Resource Center
MOFEC	Ministry of Finance and Economic Cooperation
PTA/PTSA	Parent, Teacher (and Student) Association
PBA	Performance Based (School) Awards
PforR	Program for Results
PAD	Project Appraisal Document
REB	Regional Education Bureau
SG	School Grant
SSIE	Special Support and Inclusive Education
WOFED	Woreda Office of Finance and Economic Development

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FOREWORD

The School Grants Program is designed to support the allocation of capitation grants to schools as set out in the Manual for Educational Management, Organization, Community Participation and Finance Guideline

The capitation grant is designed to support non salary recurrent expenditure at the school level to improve the quality of education in Alternative Basic Education (ABE) centres and government O-classes, primary and secondary schools in Ethiopia as well as support of Inclusive Education Resource Centers (IERCs). The new School Grants Program will also reward well performing schools with a Performance Based Awards (PBAs) based on an improvement in (i) the ratio of Grade 2 enrolment to Grade 1 enrolment; (ii) increase in survival rates to Grade 5. This will be achieved through parents and community members taking a more active role in school decision-making, School Grant implementation, and performance monitoring.

Parents and community members, through the Parent, Teacher and Students Association (PTSA), have a vital role to play in deciding how the School Grant will be used to improve the quality of education children receive.

The Ministry of Education will provide School Grants at an agreed minimum level to all O-class, primary and secondary schools, ABE centres and an additional amount to selected IERCs each year.

Parents will decide, through consensus facilitated by the PTSA, how the annual School Grant will be used. The School Grants are very flexible so that each school and ABE centre can use their grant for the priority areas (as established in their School Improvement Plan) that will have the greatest impact on the quality of education and school performance.

It is very important for parents, through the PTSA, to contact their Woreda Education Office if they need help in implementing the School Grant, or if they have questions or concerns about the School Grant.

The School Grant will complement, not replace, existing annual funding provided to schools and ABE centres by parents and communities. It is very important for officers at Federal, Regional, Zonal, and Woreda levels to fulfil their roles and responsibilities as outlined in these Guidelines. Federal, Regional, Zonal, and Woreda level staff must keep accurate records of all the outputs they are responsible for in the School Grants Program.

A SHIFT OF FOCUS FOR GEQIP-E

The new School Grant Program will build on the implementation structures and modalities of the previous years and will continue to target improvements in learning outcomes and the quality of teaching and learning at schools. However, with GEQIP-E there is a new emphasis on targeting equity issues and improving learning environments for the most vulnerable groups i.e. students with special educational needs, girls as well as students in emerging regions.

Further, the new School Grants Program includes a Performance Based Awards of 30,000 ETB allocated to the best 10% of schools in each region that achieve the best scores in improving (i) the ratio of Grade 2 enrolment to Grade 1 enrolment; (ii) increase in survival rates to Grade 5. This allocation aims to incentivize schools to focus on the most critical bottlenecks i.e. high drop-outs in early grades, especially Grade 1.

There are 4 types of school grants in the new School Grant Program:

(1) Basic School Grant

(2) Additional School Grant for Emerging Regions

(3) Performance Based Awards

(4) Supplementary School Grant to support Inclusive Education Resource Centers

The following are the guiding principles for the utilization of the Basic and Additional School Grants:

- **Schools should spend at least 50% of their Basic School Grant on the School Improvement Plan's teaching and learning domain**
- **School Improvement Plans must be evidence-based**. PTSAs, when preparing their plan, should use records of student performance across subjects, attendance, repetition, dropout and access to teaching and learning materials; as well as information gathered from teachers, students and school inspection to determine which activities are of most importance to improve teaching and learning outcomes.

1. OVERVIEW OF THE SCHOOL GRANT PROGRAM

What is the School Grants Program?

- The School Grants Program is an initiative by the Ministry of Education to improve school performance and the quality of education in all Government pre-primary, primary and secondary schools, and Alternative Basic Education (ABE) Centers.
- Further, the School Grant Program will support Inclusive Education Resource Centers.
- The School Grants Program will mainly be funded under the General Education Quality Improvement Program for Equity (GEQIP-E), which is supported by the World Bank and development partners. However, since this is a results-based-financing project the Government of Ethiopia will also be a contributor to the Program.
- Government contribution includes Woreda Block Grants, fuel, community contribution, teachers and other additional financial support.
- School Grants are payments made to all ABE centers and government schools in Ethiopia, based on the number of students enrolled in each institution. The Performance Based Awards will be allocated to 10% of best performing schools, measuring improvements in (i) the ratio of Grade 2 enrolment to Grade 1 enrolment; (ii) increase in survival rates to Grade 5 in each region.
- School Grants are not meant to replace any existing and ongoing funding that is provided to the school or ABE centers. School Grants are an additional contribution to allow institutions to improve the teaching and learning environment.

What are the key features of the School Grants Program?

Management	The School Grants Program will be managed and supported at five levels: (1) Federal; (2) Regional; (3) Zonal; (4) Woreda; and (5) School and community. PTSAs in schools and ABE centers will play a key role in the management of School Grants. In addition, in IERCs, the PTSA will collaborate with IERC Core teams in managing the supplementary SG for Special need students.
Eligibility	The Ministry of Education will provide School Grants to all ABE centers and all government O-classes, primary and secondary schools. In addition, operational IERC schools will be supported.
Amount per student	School Grants allocated from GEQIP-E are the minimum level of funding and vary by level as explained under part 2 (Modalities for the Allocation of the School Grants). Woredas are strongly encouraged to provide additional funds to schools and ABE centers.
Allocation	School Grants allocations are based on official MoE EMIS enrolment data. Because of the time taken in reporting and processing enrolment data, the data from two years before will be used (i.e. in 2011 E.C., enrolment data from 2009 E.C. will be used).

Disbursement	School Grants will be disbursed to all schools and ABE centers once a year. The School Grants will be disbursed so as to reach the schools by November 30 of every year. The PBA will be allocated to schools by 31st March every year. School Grants will be sent from the Federal to Regional levels. Regions will send School Grants to Woreda Offices of Finance and Economic Development, and then Woredas will provide funds for schools bank accounts (and in cash directly where no bank account is available).
Implementation	Each school or ABE Centre will use their grant to implement their School Improvement Plan to improve their school performance, with a special focus on improving the quality of education. Each IERC will use their grant according to the plans set out by the IERC Core Team. At each school, IERC and ABE center a School Grants Notice Board must be placed in a public place, accessible to parents and community members, with information about the School Grants Program, when and how much was received, and how the School Grants will be spent.

What can School Grants be spent on?

Schools should spend at least 50% of their School Grant on the School Improvement Plan's teaching and learning domain.

There are five items that School Grants (incl. all kinds: Basic SG, Additional SG, PBA & Supplementary SG) cannot be spent on. These excluded items are listed in Table 1. PTSA are free to use other sources of funds, for example contributions from parents, as they choose.

Table 1: Items which the School Grants cannot be spent on

1	New classrooms or buildings (new toilets or WASH facilities are allowed)
2	Salaries, per diems or payments to individuals
3	Vehicles
4	Fuel
5	Weapons

Note: Schools will need to use the government-accepted procedures for any procurement and for recording transactions (cash book).

2. MODALITIES FOR THE ALLOCATION OF THE SCHOOL GRANTS

As it is stipulated in the GEQIP-E Project Appraisal Document, GEQIP-E proposes to support phases V and VI of the Government of Ethiopia's Education Sector Development Program (ESDP) which serves as the framework for educational development in Ethiopia. The Program Development Objective (PDO) for the Program for Results (PforR) operation is to assist the Government of Ethiopia in improving internal efficiency, equitable access, and quality in general education and the main results areas of the operation are: improving internal efficiency, improving equitable access, improving quality and system strengthening for planning, policy formulation and reform.

GEQIP-E has introduced four different types of School Grants. The aim of **Basic School Grant** is as a resource for implementing school improvement activities and as a means of improving learning conditions in the all government schools. **Additional School Grant** (5 percent top-up) to schools in emerging regions is allocated in addition to the basic grants. These additional funds are also expected to assist pastoralist woredas. The **Supplementary School Grant** will be given to Inclusive Education Resource Centers (IERCs) to support the education of children with special educational needs. Further, the **Performance Based Awards**, which will serve as an incentive to school on a timely basis to improve internal efficiency.

2.1 BASIC SCHOOL GRANT

GEQIP-E supports improved planning that is evidence- and results-based as well as more timely disbursement of school grants to ensure that resources are available on-time to implement the school improvement plan. The Basic School Grant is therefore disbursed to all government primary and secondary schools and ABE Centers based on the number of students enrolled in each institution and on a per capita basis. It also provides school grants for O-Class on a per capita basis. The School Grant will complement, not replace, existing annual funding provided to schools and ABE Centers by government, parents and communities.

2.1.1 Basic School Grant Allocation

School Grants allocations are based on official federal EMIS enrolment data. School Grants are payments made to all ABE centres, 'O classes', and government primary and secondary schools in Ethiopia, based on the number of students enrolled in each institution.

Because of the time taken in reporting and processing enrolment data, the data from two years before will be used (i.e. in 2011 E.C., enrolment data from 2009 E.C. will be used).

Table 2: Minimum Basic School grant amounts per student for each cycle

"O" Class (only 6 year olds)	Grade 1-4	ABE	Grade 5-8	Grade 9-10	Grade 11-12
60 Birr	50 Birr	50 Birr	55 Birr	60 Birr	70 Birr

Table 3 provides examples of how much schools will receive based on the minimum birr amounts and their enrolment.

Table 3: School Grants examples based on different grades and enrolments estimated based on previous years

R.N	Cycle	Grades	Enrolment by cycle and Basic SG amounts						Total SG (Birr)
			"O" Class (only 6 year olds)	ABE	1-4	5-8	9-10	11-12	
			60 Birr	50 Birr	50 Birr	55 Birr	60 Birr	70 Birr	
1	Pre-School	"O" Class	125						**7,500**
2	ABE centre	ABE		255					**12,750**
3	Primary	1-4			315				**15,750**
4	Primary	5-8				290			**15,950**
5	Primary	1-8			310	260			**29,800**
6	Secondary	9-10					330		**19,800**
7	Secondary	11-12						280	**19,600**
8	Secondary	9-12					445	255	**44,550**

Instead of receiving a 'basic' grant calculated based on enrolment, schools with less than 200 students will receive School Grants as if they have 200 students. This ensures that each school or ABE center receives a minimum amount that is still sufficient to carry out activities in its School Improvement Plan with high minimum costs.

This top-up supports small schools and ABE centers which are typically in rural and disadvantaged areas and which are likely to have a large impact on the education of girls and in achieving education for all. Should the School Grant be higher when calculated with

the actual number of students, the higher amount will be taken. This top-up will be calculated and implemented as shown in Table 4.

Table 4: School Grant top-ups for school with less than 200 students

R.N	School		Total Allocation (Birr)
1	**ABE centre**	*50 Birr for 200 students*	**10,000**
2	**Primary (first & second cycle)**	*50 Birr for 200 students*	**10,000**
3	**Secondary**	*60 Birr for 200 students*	**12,000**

2.1.2 Basic School Grant Disbursement

School Grants will be disbursed to all schools and ABE centers once a year at the beginning of the Ethiopian fiscal year. The School Grants will be disbursed so as to reach the schools by November 30th of each year. School Grants will be sent from the Federal to Regional levels. Regional BOFEC will send School Grants to Woreda Offices of Finance and Economic Development, and then Woredas will provide funds for schools' bank accounts (and in cash directly where no bank account is available).

2.2 ADDITIONAL SCHOOL GRANT FOR EMERGING REGIONS

Students' enrolment at all levels of general education in emerging regions (Afar, Ethio-Somali, Gambella, and Benishangul-Gumuz) and pastoralist woredas is expected to increase proportionally more every year. The Additional Schools Grants therefore serve as top-up to schools in emerging regions and pastoralist woredas in SNNPR and Oromia and is intended to compensate for increase in enrolments and the increase of the number of schools. Delivering quality education in emerging regions and pastoralist woredas poses a challenge due to higher number of level one schools, low quality teaching and learning environments, high drop-out rates and retention problems as well as a higher number of pastoralist communities which require additional interventions. The additional school grants will enable emerging regions and pastoralist woredas to tackle the bottlenecks faced.

Past experiences in GEQIP I & II show that timely delivery of school grants is one of the most challenging constraints faced by schools in the emerging regions. Moreover, the delays in availability of funds impede the schools' ability to implement their SIPs, which in turn, leads to poor learning environments and serious retention challenges. Thus, special focus will be given to the timely delivery of school grants and top-up will be added to all woreda

school grant totals in emerging regions and the selected pastoralist woredas in SNNPR and Oromia.

2.2.1 Additional School Grant Allocation and Disbursement

The additional School Grant will be a 5 percent top-up to emerging regions and pastoralist woredas in SNNPR and Oromia in addition to the basic grants they are entitled to on a per capita basis. After receiving the funds from MoFEC, the REB will have the responsibility to identify schools and woredas and allocate the additional funds to selected Woredas. In the case of Emerging Regions, the additional funds should be allocated to pastoralist Woredas, schools that have expanded, new schools and to boarding schools that require additional support. The Regional BOFED in the emerging regions will transfer the grant to selected WOFEDs which will transfer the allocated amount to the schools in need of additional funds.

2.3 PERFORMANCE BASED AWARDS

The new School Grant guidelines in GEQIP-E aims to introduce two new interventions to improve internal efficiency. One is to improve school readiness of students before grade 1 through pre-primary education (O-Class), and the other is to introduce performance based awards, providing schools with financial incentives to improve G2/G1 enrollment ratio and survival rate to grade 5.

The aim of the performance based award aims to identify the performance of primary schools in terms of reducing Grade 1 drop-out rate and survival rate to Grade 5 and incentivize the best performing primary schools. The incentive system is expected to create positive spirit of competition between schools (regionally and nationally), strengthen the best performing schools for improved achievement, and encourage the least performing schools to strive for better results. The selected schools will then serve as benchmarks for other schools that share their experience to reduce dropout in early grades, retain students throughout primary school cycles. Moreover, the incentive is expected to motivate the school community to make extra efforts to achieve the organization's (school's) goals with greater efficiency and accurate school data reporting.

2.3.1 Performance Based Award Calculation and Disbursement

As an additional incentive to schools, annual monetary awards of ETB 30,000 will be made to the top 10 percent of primary schools in each region ranked for year-to-year improvements in two indicators. These indicators are: (i) increase in the ratio of Grade 2 enrolment to Grade 1 enrolment; and (ii) increase in survival rates to Grade 5 (for schools

that only offer the 1st cycle, the survival rate to grade 4 will be calculated). Schools are eligible to receive the performance based awards every year, if they continue to be in the top 10 percent of best performing schools for consecutive years.

The improvements in the two above mentioned indicators will be ascertained based on the official EMIS data of two consecutive years. The performance based awards will be in the amount of 30,000 birr per school and will be disbursed by MoFEC in the same manner as the Basic School Grant (however, only reaching schools in March every year). REB and WEO will follow up the disbursement of the funds and appropriate utilization.

The performance based award is calculated according to two criteria:

1. Improvement in the ratio "Enrolment in Grade 2 divided by Enrolment in Grade 1".

This indicates how promotion from grade 1 to grade 2 has improved from one year to another.

The formula is:

(Enrol in G2 year2009/Enrol in G1 year2008) – (Enrol in G2 year2008/Enrol in G1 year 2007)

2. Improvement in survival rate to Grade 5 for schools that have at least five grades; schools that only offer 1st cycle (Grade 1-4) the survival rate to Grade 4 will be used.

Survival rate to grade 5 or grade 4 show the retention capacity and efficiency of the education system. They highlight how many students are not progressing from grade to grade in schools as they should due to repetition, readmission, and drop-out. Schools are urged to accurately report on repeaters and readmitters as schools reporting 0 in both repeaters and readmitters will be ranked last for this indicator.

Calculation of survival rate:

Step 1. Drop-out is calculated between grade 1 (Year 2008) and 2 (Year 2009); 2 (Year 2008) and 3 (Year 2009); 3 (Year 2008) and 4 (Year 2009); 4 (Year 2008) and 5 (Year 2009).

Step 2. Using a flow rate, the percentage of students who reach grade 5 without dropping out the education system is calculated.

For the first year of PBSA disbursement (2011 E.C.), the following data is used:

1. Improvement in G2/G1 enrolment:
    - Enrolment in G2 in 2009
    - Enrolment in G1 in 2008

    Enrol G2/ Enrol G1 for most recent

    - Enrolment in G2 in 2008
    - Enrolment in G1 in 2007

    Enrol G2/ Enrol G1 for baseline

2. Improvement in survival rate:

- Enrolment in grades 1 to 5 (or grade 4) in 2009
- Repeaters and readmitters in grades 1 to 5 (or grade 4) in 2009
- Enrolment in grades 1 to 5 (or grade 4) in 2008

Survival rate to G5 (G4) for more most recent year

- Enrolment in grades 1 to 5 (or grade 4) in 2008
- Repeaters and readmitters in grades 1 to 5 (or grade 4) in 2008
- Enrolment in grades 1 to 5 (or grade 4) in 2007

Survival rate to G5 (G4) for baseline year

Criteria for the ranking of schools

After the two indicators are calculated, schools are ranked according to their result in each of the two indicators. The final ranking is based on the weighted sum of the performance of each school according to the two indicators.

IMPORTANT NOTE FOR THE RANKING OF SCHOOLS

In an effort to improve data collection on repeaters/readmitters at school level, schools that have **reported "0" in both repeaters and readmitters*** in the most recent year and in the baseline year **will be ranked last** in the indicator concerning survival rate.

Hence, schools accurately reporting on repeaters/readmitters will have an advantage in receiving the PBA.

*Schools that have reported 0 repeaters but have reported on re-admitters (or reversed) will **not** be ranked last.

The following weights are assigned to each indicator:

	G2/G1	**Survival Rate**
In 2011 (1st year)	80%	20%
In 2012 (2nd year)	70%	30%
In 2013 (3rd year)	60%	40%
In 2014 (4th year)	50%	50%

Years and school data relevant for the calculation:

Year of GEQIP-E	Data used for survival rate calculations		
1st year (2011)	2009 Enrolment 2009 Repeaters and Readmitters	2008 Enrolment 2008 Repeaters and Readmitters	2007 Enrolment
2nd year (2012)	2010 Enrolment 2010 Repeaters and Readmitters	2009 Enrolment 2009 Repeaters and Readmitters	2008 Enrolment
3rd year (2013)	2011 Enrolment 2011 Repeaters and Readmitters	2010 Enrolment 2010 Repeaters and Readmitters	2009 Enrolment
4th year (2014)	2012 Enrolment 2012 Repeaters and Readmitters	2011 Enrolment 2011 Repeaters and Readmitters	2010 Enrolment

2.4 SUPPLEMENTARY SCHOOL GRANT FOR INCLUSIVE EDUCATION RESOURCE CENTERS

A IERC is a pedagogical center which is equipped with specific materials and assistive devices as well as staffed with professionals to give support to learner with special educational needs, teacher and neighboring schools. (MoE, 2012b; 11)

With the Supplementary School Grant for IERC a new modality of supporting students with special needs is introduced, presenting a more targeted approach to support adequate learning conditions for children with special needs. Form 2008 – 2010 EC, the school grant for children with special needs was given as a top-up of the basic school grant to regions - 1%, 2% & 4% respectively for each year. The allocation mechanism for this school grant varied in each region and over the years – some regions allocate the funds directly to schools and others decided to purchase supportive material at a regional level.

As part of GEQIP E nearly 700 IERC will be newly established in additional to the over 100 IERC already present in the country. The Supplementary School Grant will then support the operations of IERC after their establishment.

IERCs offer educational opportunities and support to children with special educational needs to reach their full academic potential and to develop into independent citizens, valued in their

communities. Moreover, IERCs support children with disabilities to get access to education, retain in schools and achieve successfully in education.

2.4.1 Supplementary School Grant Allocation

In the program **10 000 ETB** will be allocated every year to all IERC that are operational and registered with the REB. The REB has the responsibly to identify all operational IERCs and share this list with the MoE.

2.4.2 Supplementary School Grant Disbursement

The Supplementary School Grant for IERC will be disbursed hand in hand with the basic school grant. Thus, the grant will be allocated by the MOE and MoFEC to BoFED which is then transferred to WoFED and finally to the selected operational IERC.

3. GUIDELINES FOR THE UTILIZATION OF SCHOOL GRANTS

The School Grants Program will be managed and supported at five levels: (1) Federal; (2) Regional; (3) Zonal; (4) Woreda; and (5) School and community. Parent, Student and Teacher Associations in schools and ABE centers will play a key role in the management of School Grants. The key management responsibilities of each level are summarized in Part 4. This is needed to ensure that school grant funds are available to schools for the beginning of the academic year. Moreover, the School Grant will complement, not replace, existing annual funding provided to schools and ABE centres by parents and communities. Therefore, in addition to the Basic School grant, Woredas are strongly encouraged to provide additional funds to meet schools' priority needs.

3.1 BASIC SCHOOL GRANT

The Basic School Grant is designed to support non salary recurrent expenditure at the school level to improve the quality of teaching and learning and school performance in Alternative Basic Education (ABE) centres, 'O classes', and government primary and secondary schools in Ethiopia. This will be achieved through parents and community members taking a more active role in school decision-making, School Grant implementation, and performance monitoring. It is very important for parents, through the Parent, Student and Teacher Association, to contact their Woreda Education Office if they need help in implementing the School Grant, or if they have questions or concerns about the School Grant.

Basic Principles:

- ✓ A special focus should be given to the teaching and learning environment and schools should spend **at least fifty percent** of their School Grant on the School Improvement Plan's **teaching and learning domain**.

Main Activities: Apart from the above stated basic principles, the main activities that schools can spend their school grants are summarized below.

Table 5: Main activities the School Grant can be spend on:

No	For materials and inputs to support the following main activities:
1	Improving teachers' knowledge, skill and values (Such as experience sharing within their schools) (the SG should be used for refreshment only)
2	Improving the availability and utilization of curriculum materials (syllabus, student text books and teachers' guides and reference books, educational aides)
3	Improving the enabling environment and structures for teachers' continuous

	professional development (incl. gender-responsive pedagogy) (the SG should be used for refreshment only)
4	Improving students' active participation in school clubs (especially girls clubs) and other community-based co-curricular programs that enable them to improve their awareness
5	Undertaking life skill trainings and counseling services to empower girl and female students with special educational needs through gender club activities
6	Engaging students in reflections of the lessons learnt against real life experience
7	Improving students' classroom participation by employing gender-responsive and inclusive teaching methods (i.e. through gender club activities)
8	Teachers making use of appropriate evaluation methods, taking into consideration the age levels of their students and students with special educational needs
9	Submitting reports to parents on students performance, achievement and behavior
10	Selecting and using pedagogical center resources, laboratory facilities and supplementary reading materials, science kits
11	Give tutorials and make-up classes to girls or students with special educational needs (the SG should be used for refreshment and stationaries only)
12	Avail sanitary pads and hygiene materials for girls and WASH facilities for girls
13	Offer training and courses for the prevention of school related gender-based violence as well as harmful traditional practices (i.e. child marriage, FGM, abduction) (the SG should be used for refreshment and stationaries only)
14	New toilets or WASH facilities

Table 6: List of items to utilize SG for O class

1	Purchase class room instructional materials, indoor playing materials or games, outdoor playing materials (paper in various sizes, wall paper, light and heavy cards of various colors, small chalk boards, coloring pencils, ropes, balls, plastic carpets or mats for classroom floor etc)
2	Refreshments for training and planning for critical needs of O classes

3.2 ADDITIONAL SCHOOL GRANT FOR EMERGING REGIONS

Basic Principles: The basic principles in allocating and utilizing the additional school grant are:

- ✓ Additional School Grant (5 percent top-up) is allocated to schools in emerging regions in addition to the basic grants to alleviate the challenges encountered in providing education
- ✓ It will serve as contingency to schools and is intended to compensate for increase in enrolments as well as a contribution to schools with low quality teaching and learning environments

The utilization of the Additional School Grants is mainly similar to the utilization of Basic School Grant (as stated above in 3.1). However, the following activities can also be considered by schools as far as the activities have direct contribution to the teaching learning processes.

Main activities the Additional School Grant can be spend on

In Emerging Regions/Pastoralist and Agro-pastoralist woredas, a very large number of children continue to be out of school and most of those who enrol do not complete grades and become dropouts, particularly during the dry season (February to April).

Thus, in order to support these areas in providing education, the following activities are important.

1) Training facilitators from the local pastoralist communities including pedagogical support such as lessons planning which will contribute to resolve the shortages of qualified teachers
2) Providing additional teaching and learning materials for PCDP newly constructed schools, boarding schools well as well poorly equipped schools. Specifically, educational materials in the mother tongue (resource kits, supplementary learning material and teaching aids)

3.3 PERFORMANCE BASED AWARDS

The utilization of the Performance Based Awards (PBAs) should be as stated above (in 3.1.) for the Basic School Grant. Additionally, schools are encouraged to spend the PBAs on the activities listed in Table 7.

Performance Based School Grants will be managed by the PTSA. The grant will be used for the priority activities identified in the school improvement plan. Furthermore, emphasis should be given to prevent dropout and long absenteeism in early grades and empower girl students through the provision of life skill training, counseling services, tutorial services (for stationery and supplementary materials), sanitary pads, prevention and responding to school related gender based violence.

Table 7: Major activities to spend the performance based awards on

R.N	For materials and inputs to support the following main activities:
1	Organize awareness raising campaigns on the availability of O-Classes, on-time school enrolment starting at age 7, early dropout prevention, and uninterrupted grade progression throughout primary school;
2	Create a monitoring mechanism among school (principals, supervisor and teachers), PTA/PTSA members, and community/ woreda officers to track students' enrolment and attainment, as well as girls' on-time enrolment and smooth transition over two primary cycles (Grade 1-4 to Grade 5-8);
3	Produce the school report cards with accurate information that reflect regular and frequent monitoring of students' enrolment and attainment
4	Give tutorials or make-up classes (e.g., accelerated classes) to students who experience long absenteeism due to e.g., the agricultural cycle or unforeseen family hardships, external shocks, or do not acquire foundational reading and numeracy skills in early grades (the SG should be used for refreshment only)
5	Improve learning conditions of girls through the provision of life skill training, counseling services, tutorial services (for stationery and supplementary materials), sanitary pads, prevention and responding to school related gender based violence

3.4 SUPPLEMENTARY SCHOOL GRANT FOR INCLUSIVE EDUCATION RESOURCE CENTERS

The following table serves as guidance for IERCs to spend supplementary grants in order to attain the utmost benefit for students with special needs. The **supplementary school grant**, although disbursed hand in hand with the basic school grant **can only be used to support students with special educational needs by improving their teaching and learning environment.**

Table 8: Major activities to spend the supplementary grants

R.N	Materials and inputs to support the following main activities:
1	Organize awareness raising and training events
2	Purchase teaching/learning material on special needs, equipment for assessing needs and educational resources for children with special needs (slate, styles, Braille paper, charts, graphs, maps, mattresses etc)
3	Ensure accessible learning environment (e.g. minor refurbishments like ramps, disability friendly water points, hand rails, adaptation of toilets etc)

To emphasize and additions to the excluded items (in Table 1) the supplementary school grant cannot be spend on workshops and catering, textbooks (provided by REB), classroom renovation and other non special educational needs issues.

In order to ensure proper management of the supplementary grant, a core team and the PTSA are in charge of developing plans for the utilization of the additional 10 000 ETB.

The core team has the following responsibilities:

- Discuss and agree plans for implementation and utilization of the supplementary grant
- Monitoring and evaluation of the IERCs, in accordance with the specifications outlined in the guideline (MOE 2015).
- Discuss and collaborate with the Regional/Woreda/Sub-city Special Support and Inclusive Education Focal Person

Table 9: Further suggestions to spend the Supplementary School Grant on (or to which the Supplementary School Grant can contribute)

No	Materials and inputs to support the following main activities:
1	Organize awareness raising program for the RC teaching and administrative staff and core team members (the SG should be used for refreshment only)
2	Organize training on inclusive pedagogy for the teaching staff to improving teachers' knowledge, skill and values in the cluster (the SG should be used for refreshment only)
4	Purchasing educational resources (slate, styles, Braille ruler, word building kits, talking

	calculator, Braille type writer, Braille paper computer with JAWS, tactile map, recorder, hearing aids, sign language dictionary, speech training kits, Montessori kits, TV, DVD, reference materials on adaptive behavioural skills)
5	Purchasing materials used for screening and assessment (audiometer, otoscopy, Snellen chart) equipment like embosser and assistive devices such as, cane, wheel chair, crutch
6	Improving the enabling environment and structures for teachers' continuous professional development (including inclusive and gender-responsive pedagogy)
7	Improving students' attendance, active participation and achievement in school clubs and other community-based co-curricular programs that enable students with disabilities and without disabilities them to improve their awareness
8	Undertaking daily living, and adaptive behavioral skills and counseling services to empower students with special educational needs
9	Engaging students in reflections of the lessons learnt against real life experience
10	Improving students' classroom participation by employing inclusive pedagogy teaching methods
11	Teachers making use of appropriate evaluation methods, taking into consideration the age levels and nature of disabilities/SENs of their students
13	Make schools accessible and disability friendly (construct ramp, water point, hand rails in corridors, toilets ramps, etc.)
14	Give tutorials and make-up classes to students with special educational needs by giving special emphases for girls with disabilities
15	Avail WASH facilities and sanitary pads for girls with disabilities

3.4.3 School Financial Review

- Each year a financial review of a random sample covering 3% of schools, ABE centers and IERC will be conducted on the School Grants Cash Books and supporting documents held by each institution. The audit will follow the format of the School Financial Review sheet included in Annex 1. The financial reviewer will visit selected ABE centers, schools and IERCs to check on specific aspects of the School Grants.
- With regard to possible non-compliance in the implementation of the School Grants Program, the following actions might be appropriate:
    - Schools reporting enrolments higher than the actual number of students enrolled. In such cases the Woreda Education Office and Woreda Office of Finance and Economic Development would contact the school principal and appropriate adjustments would be made.
    - Misuse of School Grants – this would be treated as a legal issue and action initiated initially by the PTSA and the IERC Core Team, followed by Woreda and regional offices, as appropriate.
    - Lack of properly-maintained School Grants Cash Book and associated documents in the School Grants File (receipts, invoices, quotations) by schools or ABE centers. In the cases that Woreda officials, auditors or school inspectors cannot confirm how School Grants have been used and that expenditure has been recorded, the Regional Education Bureau should be informed for further action.

3.4.4 Social Accountability Mechanisms

In addition to School Grants administration, the role that communities play will be expanded to include monitoring of grant utilization. Social accountability mechanisms in GEQIP-E will include:

- Each school is required to erect and maintain a School Grants Notice Board, in a visible public location. The School Grants Notice Board must display, in large letters, the date the School Grant was received, details of last year's actual utilization and current year's planned budget allocation. Income from other sources, and the details of major expenditures made by the school with those financial resources, should also be listed separately on the School Grants Notice Board.
- That the School Grants Cash Book is retained by the school or ABE center, along with all receipts, invoices and quotations, and is always open for examination by

members of the PTSA, the school community at large, school inspectors, and auditors.

4. RESPONSIBILITIES IN THE SCHOOL GRANT PROGRAM

4.1. FEDERAL RESPONSIBILITY

The Planning, and Resource Mobilization Directorate, School Improvement Programme (SIP) Directorate, Special Support and Inclusive Education Directorate as well as the EMIS & ICT Directorate at the Ministry of Education will be responsible for the implementation of the School Grants Program at the federal level. In accomplishing this, the directorates will work in close collaboration with the Communication Directorate of the Ministry of Education.

These directorates will be responsible for the following five tasks:

- **Task 1**: Develop and distribute the revised School Grants Guidelines to regions
- **Task 2**: Organize Regional Trainers Workshop on the School Grants
- **Task 3**: Calculation and Coordination of the Transfer of Basic and Additional School Grants to Regions
- **Task 4**: Calculation and Coordination of the Transfer of Performance Based Awards to schools
- **Task 5**: Coordination of the Transfer of the Supplementary School Grant
- **Task 6**: Prepare and implement national communications program
- **Task 7**: Monitor the disbursement of the grants to schools

Task 1: Develop and distribute the revised School Grants Guidelines to regions

- Develop the guidelines in collaboration and consultation with REBs and stakeholders
- Share the revised School Grant Guidelines with the REBs

Measurable output to demonstrate that Task 1 is achieved	(1) School Grants Guidelines revised and received by REBs

Task 2: Organize Regional Trainers Workshop on the School Grants

- The School Improvement Programme Directorate will be responsible for organizing a Regional Trainers' Workshop for Regional School Grants Trainers. These Regional School Grants Trainers must be appointed from both the Regional Education Bureau and Regional Bureau of Finance and Economic Development in each region.

- Representatives from the Ministry of Finance and Economic Cooperation will be present at the Regional Trainers Workshop, to address all financial aspects of the School Grants Program.
- The Regional Trainers Workshop activities must include:
  - Conduct ToT to Regional School Grants Trainers on the School Grants – this must include an overview of the shift of focus in GEQIP-E
  - Draft Regional Training Work Plans with budgets for each Region

Measurable output to demonstrate that Task 2 is achieved	(1) Regional Trainers Workshop conducted and report prepared, including a list of participants

Task 3: Calculation and Coordination of the Transfer of Basic and Additional School Grants to Regions

- The Planning, and Resource Mobilization and SIP Directorates will liaise with channel one Programs Coordinating Directorate in the Ministry of Finance and Economic Cooperation to calculate and then transfer funds to the Regions. The allocations will be based on official federal EMIS data (this is the data that is submitted by schools each year).
- To calculate allocations, data from two academic years back will be used. This is because of the time taken in reporting and processing enrolment data. For example, the budget allocated in 2011 E.C. will be calculated using 2009 E.C. EMIS data.
- The allocation for each school should be calculated to include the relevant top-up for small schools and ABE centers as well as 5% Additional School Grant for Emerging Regions.
- As soon as funds are transferred, the Planning, and Resource Mobilization Directorate, with channel one Programs Coordinating Directorate in the Ministry of Finance and Economic Cooperation will inform all Regions of the allocations. This will list the exact amount transferred in total and per Region, Woreda and school.

Measurable output to demonstrate that Task 3 is achieved	(1) Filed copies, kept at the Ministry of Education and the Ministry of Finance and Economic Cooperation, of letters sent to all Regions listing the exact amount transferred in total and by Woreda and School

	(2) Schools receive School Grants by November 30th of each year

Task 4: Calculation and Coordination of the Transfer of Performance Based Awards to schools

- The EMIS Directorate will design a mechanism to collect data on the 2 criteria from all primary schools of all regions and ensure that the required data will be available before October 30 each year
- The EMIS Directorate will compile the collected data on the 2 criteria and submit it to the SIP Directorate before November 30
- The EMIS Directorate will work in collaboration with the SIP Directorate and the Planning, and Resource Mobilization Directorate in identifying the top ten percent primary schools eligible to the Performance Based Awards
- The SIP Directorate will send the list of the selected schools to the Regional Education Bureaus for their verification and publication
- The SIP Directorate will handle complains received by the regions and if necessary adjust calculations and rankings in collaboration with the EMIS Directorate
- The SIP Directorate will prepare the final list of the schools eligible to receive the Performance Based Awards and share this with MoFEC
- A copy of the list of schools in each respective region will be submitted by MoFEC to BoFED and WoFED in order to follow-up the utilization of PBA.
- The MOFEC (Channel 1 Directorate) will transfer the Performance Awards to the eligible schools latest by 31st March in the same manner as the usual SG disbursements (through BoFED & WoFED)

Measurable output to demonstrate that Task 4 is achieved	(1) Filed copies, kept at the Ministry of Education and the Ministry of Finance and Economic Cooperation, of letters sent to all schools listing the exact amount transferred in total (2) Schools receive Performance Based Awards by March 31st of each year

Task 5: Coordination of the Transfer of the Supplementary School Grant

- The Special Support and Inclusive education Directorate in collaboration with the Planning and Resource Mobilization Directorate will coordinate and follow-up the allocation and disbursement of the supplementary grant

Measurable output to demonstrate that Task 5 is achieved	(1) Filed copies, kept at the Ministry of Education and the Ministry of Finance and Economic Cooperation, of letters sent to all Regions listing the exact amount transferred in total and by Woreda and School (2) Schools (IERC) receive Supplementary School Grants along with the Basic SG by November 30th of each year

Task 6: Prepare and implement national communications plan

- The Communications Directorate, in collaboration with the SIP Directorate and the Planning, and Resource Mobilization Directorate, will design and implement a communication plan accommodating all types to School Grants allocated. The Communications Directorate has responsibility for the timely delivery and quality of this activity.
- This plan should deliver important messages about the main features of each School Grants Program. It must include an overview of the shift of focus for GEQIP-E, including the Performance Based Awards and Supplementary School Grants.
- The broadcast should be capable of reaching communities, schools and ABE centers in all regions.

Measurable output to demonstrate that Task 6 is achieved	(1) Audio and video scripts on School Improvement Plan, School Grants Utilization, the roles of PTSA and IERC Core Team and social accountability developed and communicated in all regions

Task 7: Monitor the disbursement and utilization of the school grants to schools

- Through the coordination of the SIP Directorate, the SSIE, and the Planning and Resource Mobilization Directorate will undertake monitoring and support activities on the disbursement and utilization of all school grants.
- The SIP Directorate, the SSIE, and the Planning and Resource Mobilization Directorate will prepared monitoring reports
- The monitoring reports will be compiled by the Planning and Resource Mobilization Directorate and will be shared with all the concerned stakeholders

Measurable output to demonstrate that Task 4 is achieved	(1) MoE holds a copy of each Woreda/School/IERC/ABE center visit monitoring report, with list of corrective actions taken, where necessary

4.2. Regional Responsibility

The Regional Education Bureau and Regional Bureau of Finance and Economic Development will be responsible for the success of the School Grants Program in each Region. The Regional Education Bureau and Regional Bureau of Finance and Economic Development will be responsible for the following three tasks:

- **Task 1**: Organize Zonal and Woreda Training Workshop on the School Grants
- **Task 2**: Collect data on operational IERC to allocate the Supplementary School Grant and and share list with MoE
- **Task 3**: Handle verification, publication and complains of/on PBAs
- **Task 4**: Distribute School Grants Allocation letters and School Grants to all Woredas and copy to Zones
- **Task 5**: Monitor the School Grants Program

In areas where there are no Zonal Education Offices, the Regional Education Bureau must take over the tasks assigned to the Zonal Education Office

Task 1: Organize Zonal and Woreda Training Workshop on the School Grants

- Regional Education Bureau and Regional Bureau of Finance and Economic Development staff members that attended the ToT Workshop at the Federal Level must organize training workshops for:
  - Woreda Education Office heads
  - Woreda Education Office planners
  - Woreada Education Office SIP focal person
  - Woreda Auditors
  - Special Needs Education Focal Person at Woreda level
  - Woreda Education Office gender focal person
  - Woreda Office of Finance and Economic Development staff
  - Zonal Education Office staff from each Zone
- The Training Workshop activities must include:

- Orientation on the implementation of the School Grants at the Zonal/Woreda level – this must include an overview of the shift of focus in GEQIP-E
- Orientation on how to train PTSA representatives and school/ABE directors on their roles in implementing the School Grants.

Measurable output to demonstrate that Task 1 is achieved	(1) Zonal and Woreda Training Workshop Report submitted to the Ministry of Education, including a list of participants

Task 2: Collect data on operational IERC to allocate the Supplementary School Grant and and share list with MoE

- Collect data and compile lists of operational IERC in each region
- Ensure the functionality of the IERCs
- Carry out monitoring and evaluation of the performance of the RCs and make changes as deemed necessary

Measurable output to demonstrate that Task 2 is achieved	(1) List of operational IERC shared with MoE (SSIE & SIP Directorates)

Task 3: Handle verification, publication and complains of/on PBAs

- The REB (regional SIP & EMIS) will need to verify the data and lists received by MoE (SIP) on the eligible schools for the PBA
- The REB (SIP) will need to publicize the list of eligible schools and share the list of schools eligible with respective Zones and WEOs.
- The REB (SIP & EMIS) will receive and forward complains and suggestions for recalculation and ranking of from zones or woredas to MoE (SIP)
- Regional Education Bureaus will support BOFED in the disbursement of the PBA to WoFED

Measurable output to demonstrate that Task 3 is achieved	(1) Notification letter of note of the approval of the list of eligible schools for the PBA share with MoE (SIP)

Task 4: Distribute School Grants Allocation letters and School Grants to all Woredas

- The Regional Education Bureau and Regional Bureau of Finance and Economic Development will confirm the correct total funds received from the Ministry of Education.

- The Regional Education Bureau will then write an official letter to each Woreda, stating the Woreda's total School Grants allocation and the amount to be disbursed to each school and ABE center in the Woreda.
- Each letter must contain a completed version of Table 10 and should state that Woredas must give all School Grants to schools and ABE centers based on the minimum Birr amounts set by these School Grants and the official EMIS data. This table includes the additions for schools with fewer than 200 students.

Table 10: Allocation of School Grants for each Woredas

Woreda name:			
Cycle	**Number of students**	**Minimum per-student grant (Birr)**	**Total allocation to Woreda**
O Class		60	
Grade 1-4		50	
Grade 5-8		55	
ABE		50	
Grade 9-10		60	
Grade 11-12		70	
Total		---	
Additional allocation to provide top-up to schools in Woreda with fewer than 200 students			
Grand Total			

- The letter should then be sent before funds are sent to Woredas, so that officials are aware of the funds that will be arriving in their bank account. Where Zonal Education Offices exist, the letters to Woredas should be copied to the relevant Zonal Education Office.
- The Regional Education Bureau will then liaise with the Regional Bureau of Finance and Economic Development to transfer funds based on the amounts listed in the letters sent to Woredas. As soon as funds are transferred, the Regional Education Bureau should inform Woredas.

Measurable output to demonstrate that <u>Task 4</u> is achieved	(1) File kept at Regional Education Bureau and Regional Bureau of Finance and Economic Development with copies of letters sent to each Woreda confirming the total School Grants allocated to each Woreda and ABE center or school (2) File kept at Regional Bureau of Finance and Economic

	Development with list of funds sent to Woredas

Task 5: Monitor the School Grants Program

- The Regional Education Bureau, with support from Regional Bureau of Finance and Economic Development, should undertake monitoring visits to Woredas. The aim of these visits will be to see if Woredas have received School Grants, have managed them well and have disbursed the grant amounts to all schools and ABE centers, based on official EMIS data.
- Regional Education Bureau staff should check the files of documents kept at the Woreda level on the disbursement of funds to schools and ABE centers, with special attention paid to Annex 3 – the School Grants Allocation Form.
- Undertake monitoring and evaluation on the proper utilization of Basic and Additional School grant
- Monitor the proper utilization of Supplementary school grant to IERCs
- Monitor the proper utilization of Performance based awards to the selected best performing schools
- Prepare compiled reports on the utilization of Basic, Additional, Supplementary and Performance based awards by the respective schools

Measurable output to demonstrate that Task 5 is achieved	(1) Regional Education Bureau holds a copy of each Woreda/school/ABE center visit monitoring report, with list of corrective actions taken, where necessary

4.3. ZONAL RESPONSIBILITIES

Where Zones are an important structure, the Zonal Education Office staff will be responsible for providing supervision and advisory support to Woredas. The Zonal Education Office will be responsible for the following two tasks:

- **Task 1**: Supervise the Woreda School Grants Training Workshops
- **Task 2**: Monitor the School Grants Program

- In areas where there are no Zonal Education Offices, the Regional Education Bureau must take over the tasks assigned to the Zonal Education Office

Task 1: Supervise the Woreda School Grants Training Workshops

- The Zonal Education Office must assist Woreda Education Offices and Woreda Offices of Finance and Economic Development to successfully hold School Grants Training Workshops for each primary and secondary school and ABE center, in each Woreda.
- These School Grants Training Workshops for school/ABE representatives will be planned and delivered by Woreda officials and the Zonal Education Office should support this as required.

Measurable output to demonstrate that Task 1 is achieved	(1) Report on Woreda School Grants Training Workshops monitored by Zonal staff.

Task 2: Monitor the School Grants Program

- Zonal Education Office staff should support Regional Education Bureaus as they undertake monitoring visits to all Woredas to check on the implementation of School Grants in line with the guidelines.

Measurable output to demonstrate that Task 2 is achieved	(1) Zonal Education Office holds a copy of each Woreda/school/ABE visit monitoring report, with list of corrective actions taken, where necessary

4.4. WOREDA LEVEL RESPONSIBILITY

The Woreda Education Office and the Woreda Office of Finance and Economic Development will be responsible for the success of the School Grants Program in each Woreda. In particular they are responsible for the following five tasks:

- **Task 1**: Organize and deliver the Woreda School Grants Training Workshop
- **Task 2**: Confirm allocation of School Grants for each school and ABE center and "O" Class
- **Task 3**: On PBA, share data and rankings with schools, collect their complains and forward to REB
- **Task 4**: Transfer the School Grants and PBA (for eligible schools) to schools, ABE centers and "O" class
- **Task 5**: Monitor the School Grants Program and provide support to schools and ABE centers
- **Task 6**: Collect documents from schools selected for the audit, facilitating audit work and take action on audit findings

Task 1: Organize and deliver the Woreda School Grants Training Workshop

- Woreda staff who attended the Regional School Grants Training Workshop must organize the Woreda School Grants Training Workshop for PTSA members, primary and secondary school principals, and ABE center representatives.
- Woreda Education Office staff must identify three people from each school and ABE center. Where Kebele Education Boards exist, these will assist the Woreda Education Office in identifying the participants. Selection should be based on the following guidance:
  - One person must be a PTSA member, ideally an office holder
  - One person must be the principal or the deputy principal of the school, or a facilitator from an ABE center
  - One person must either be a female teacher or an active person from the community who has been supporting the school or ABE center.
  - It is very important that competent people are selected to attend the Training Workshop as they will have to successfully follow the School Grants Program.
- The aim of the workshop is to provide orientation on the content of the School Grants guideline and the roles and responsibilities for school and ABE center leaders in the correct implementation of the School Grants Program.
- The training workshop must include an overview of the shift of focus in GEQIP-E

Measurable output to demonstrate that Task 1 is achieved	(1) Woreda School Grants Training Workshop report is held at the Woreda Education Office, including a list of participants with signatures

Task 2: Confirm allocation of School Grants for each School and ABE center

- After receiving a letter from the Regional Education Bureau on the total allocation of School Grants, Woreda Education Office and Woreda Office of Finance and Economic Development staff must meet to confirm the total School Grants allocation for each school and ABE center in the Woreda.
- The purpose of the joint Woreda Education Office/Woreda Office of Finance and Economic Development meeting is to:
    - Consider making higher per-student allocations, from non-GEQIP-E funds, to ABE centers and schools affected by emergency
    - Confirm the total School Grants to be awarded to small schools and ABE centers.
- The Woreda Education Office must take minutes of this meeting, and retain the final minutes in the Woreda Education Office School Grants File.
- The agenda items for this meeting are as follows:

Meeting Agenda Item #1: Determination of which schools and ABE centers with fewer than 200 students qualify for a School Grants as if they had 200 students.

Meeting Agenda Item #2: Selection of cluster schools to be transformed into IERCs based on the criteria outlined in the guideline

Meeting Agenda Item #3: Completion of the Official School Grants Allocation Form (Task 2.1)

Measurable output to demonstrate that Task 2 is achieved	The following documents in the Woreda Education Office and Woreda Office of Finance and Economic Development School Grants File (1) Minutes of Woreda Education Office/Woreda Office of Finance and Economic Development meeting, including a decision on the Woreda additional allocations to schools with less than 200 students (2) A completed School Grants Allocation Form held by the Woreda Office of Finance and Economic Development and a copy held by the Woreda Education Office

Table 11a: Official School Grants allocation form, to be completed by officials of the Woreda Education Office and Woreda Office of Finance and Economic Development (example)

Col	*A*	*B*	*C*	*D*	*E*	*F*	*G*	*H*	*I*	*J*	*K*

No.	Name of institution	Type of institution (O-Class, PRI, ABE, SEC)	EMIS enrolment data and Birr amount, by level					Total 'regular' School Grants (Birr)	Eligible for small institution top-up? (YES/NO) (Birr)	Total School Grants allocated (Birr)
			"O" Class *(60 Birr)*	G1-4 *(50 Birr)*	G5-8 *(55 Birr)*	ABE *(50 Birr)*	G9-10 *(60 Birr)*	G11-12 *(70 Birr)*			
									H = (C*60) + (D*50) + (E*55) + (F*50) + (G*60) +(H*70)	**From Agenda Item #1**	**K+J = H+J** (for institution with more than 200 students) **K+J = I +J** (if small institution)
1	Institution 1	PRI		654	245	-	-	-	46,175	NO	46,675
2	Institution 2	PRI		112	-	-	-	-	~~5,600~~	**YES** 10,000	10,000
3	Institution 3	ABE		-	-	380	-	-	19,000	NO	21,000
4	Institution 4	SEC		-	-	-	339	110	28,040	NO	28,040

- **Institution 1**: Primary schools with students across grades 1-8, so a combination of 50 Birr and 55 Birr allocations. EMIS enrolment entered in columns C and D. The school has more than 200 students so doesn't receive the top-up in Column I. It receives 500 Birr for the education of children with Special Educational Needs**. Total allocation for Institution 1 = 46,675 Birr.**
- **Institution 2**: Primary school with students in only grades 1-4, so 50 Birr allocation for all students. EMIS enrolment entered in column C. School has fewer than 200 students, so it benefits from the small school top-up for primary schools, as noted in column I, nor does it receive an allocation for Special Educational Needs in Column J. This is equivalent to 10,000 Birr. **Total allocation for Institution 2= 10,000 Birr.**

- **Institution 3**: ABE center so 50 Birr allocation for all students. EMIS enrolment entered in column E. The ABE center has more than 200 students so doesn't receive the top-up in Column I. It receives 2,000 Birr for the education of children with Special Educational Needs**. Total allocation for Institution 3= 21,000 Birr.**

- **Institution 4**: Secondary school with students across grades 9-12 so combination of 60 Birr and 70 Birr allocations. EMIS enrolment entered in columns F and G. The school has more than 200 students so doesn't receive the top-up in Column I, nor does it receive an allocation for Special Educational Needs in Column J. **Total allocation for Institution 4= 28,040 Birr.**

- Upon finalizing the School Grants Allocation Form, each Woreda must send a letter to each school and ABE centers listing the total amount of their School Grants, plus the enrollment data used and per pupil allocation .The following table should be used, based on the information recorded in the Woreda's School Grants Allocation Form:

Table 11b: Official School Grants allocation form, to be completed by officials of the Woreda Education Office and Woreda Office of Finance and Economic Development

Name of institution	Type of institution (PRI, ABE, SEC)	EMIS enrolment data and Birr amount, by level						Total 'regular' School Grants (Birr)	Small institution top-up (YES/NO)	Total School Grants allocated (Birr)
		"O" Class *(60 Birr)*	G1-4 *(50 Birr)*	G4-8 *(55 Birr)*	ABE *(50 Birr)*	G9-10 *(60 Birr)*	G11-12 *(70 Birr)*			
	Notes: – The enrolment figures and 'regular' School Grants is calculated based on official EMIS data. Due to the time taken to process these data, figures from two academic years prior are used. – If your institution has fewer than 200 students, it will qualify for a small institution top-up. In this case, the 'regular' grant is **replaced** by a grant of 10,000 Birr for primary schools, 12,000 Birr for secondary schools and 10,000 Birr for ABE centers (unless the grant is larger without the top-up, then the larger amount is used).									

Measurable output to demonstrate that Task 2.1 is achieved	(1) File kept at WOE and WOFED with copies of official letters sent to all schools and ABE centers

Task 3: On PBA, share data and rankings with schools, collect their complains and forward to REB

- After the REB share the data and list of eligible schools with the WEO, the WEO has the responsibility to verify the data received, publicize the ranking of the schools in the woreda and share the ranking with the schools
- In case there are complains or discrepancies the WEO needs to inform the REB about the changes to be made

Measurable output to demonstrate that Task 3 is achieved	(1) Rankings publicized and shared with the schools in the woreda

Task 4: Transfer the School Grants and PBA (for eligible schools) to schools and ABE centers and "O" class of their School Grants Allocation

- Immediately after School Grants (or PBA) funds arrive at the Woreda bank account, staff of the Woreda Education Office and Woreda Office of Finance and Economic Development must coordinate the disbursement of School Grants to schools and ABE centers.
- Guidance on who, from the schools or ABE centers, is to collect the funds is provided
- Woreda Office of Finance and Economic Development staff must make sure that the official School Grants Allocation Form is correctly signed by the school and ABE center representatives who collect the funds.

Measurable output to demonstrate that Task 4 is achieved	(2) Official School Grants Allocation Form is signed by representatives of all institutions, confirming collection of School Grants (or PBA)

Task 5: Monitor the School Grants Program and provide support to schools and ABE centers

- Woreda Education Office staff and internal auditors of the woreda should undertake monitoring visits to schools and ABE centers to check on the implementation of the School Grants Program.
- Monitoring and support visits are most effective at three times:
  - **At the end of the academic year**: Woreda staff (education and finance offices) should make visits to schools to support the planning process for the following year's School Improvement Plan. Assistance at this time will support Parent, Student and Teacher Associations in using evidence-based approaches to planning. Schools and ABE centers should be reminded of the need to spend the School Grant in line with the guideline.

- **Two weeks after funds have been disbursed**: Woreda staff (education and finance offices) must make visits to schools and ABE centers to provide advice and support on their responsibilities in implementing the School Grants Program and to clarify how funds were allocated.
- **Three-months after the funds have been disbursed**: Woreda staff (education and finance offices) should visit schools and ABE centers to check the relevant documents are properly kept. These include: the School Grants Cash Book (see Annex 5) and supporting documents, the School Grants Prioritization Form (see Annex 4) and the School Grants File. Woreda Education Office staff should also check if School Grants have been used correctly, in line with activities identified in the School Improvement Plan. The priority for field visits should be ABE centers, as they have the lowest capacity.

- Involve and support the proper utilization of Performance Based Awards
- Monitor the proper utilization of Supplementary school grant by IERC

Measurable output to demonstrate that Task 5 is achieved	(1) Monitoring report for each visit held at the Woreda Education Office

Task 6: Collect documents from schools selected for the audit, facilitating audit work and take action on audit findings

- During an audit the WEO are required to collect from WoFEC (or schools) the columnar cash book, Bank statements (if bank is opened for the school grant), cash count for cash on hand balance and the school grant prioritization form (at the beginning of the year)
- WEO should facilitate and inform schools accordingly about the audit and audit requirements
- After the audit, WEO should act on audit findings and support schools if necessary
- Undertake audit on sample schools

Measurable output to demonstrate that Task 6 is achieved	(1) Audit completed and copies of audit reports present at WEO

4.5. SCHOOL / COMMUNITY LEVEL RESPONSIBILITY

Parent, Teacher and Student Association Responsibility

The PTSA and IERC core teams will be responsible for School Grants at schools and ABE centers. If there is not an established PTSA Committee or IERC Core Team in a school or ABE center then it must be established. The PTSA and IERC Core Team will be responsible for the following six tasks:

- **Task 1**: Deliver Community Awareness Raising Meeting
- **Task 2**: Maintain and regularly review School Grants management documents
- **Task 3**: Collect School Grants
- **Task 4**: Implement the School Improvement Plan/IERC Action Plan
- **Task 5**: Prepare Financial Overview and display on School Grants Notice Board
- **Task 6**: Reporting of utilization of all SGs (Basic as well as Additional, Supplementary and PBA if received)
- **Task 7**: Avail themselves for audit work if selected

Task 1: Deliver Community Awareness Raising Meeting

- The meeting facilitators (i.e. PTSA Chairperson and/or PTSA members and/or school principals or IERC Core Team Head and/or member) should go through the following meeting items:

Meeting Agenda Item # 1 – Introducing the School Grants Program (Supplementary School Grant Program and Performance Based School Grant if applicable)

Meeting Agenda Item # 2 – Introduction to the School Improvement Plan/IERC Action Plan

Meeting Agenda Item # 3 – Discussion of priorities for using the School Grants

Meeting Agenda Item # 4 – Signing the attendance register

Measurable output to demonstrate that Task 1 is achieved	(1) Minutes of meeting, including list of participants attending the meeting available in the School Grants Meetings Minute Book (2) School Grants Prioritization Form completed and a copy displayed on the School Grants Public Notice Board

Task 2: Maintain and regularly review School Grants management documents

- The PTSA must meet to discuss four separate items. It is important that the PTSA agrees on who will be responsible for maintaining and updating each of the items. One member of the Parent, Student and Teacher Association should go over the following points:

School Grants Meetings Minute Book

- The PTSA is responsible for keeping a Minute Book documenting all of the meetings held to decide on the implementation of the School Grants.
- All decisions taken by the PTSA should be recorded in the Minute Book to show that procedures have been followed correctly.
- The minutes of each meeting should be dated and signed by at least three members of the PTSA.
- The Minute Book should be kept by a designated PTSA member.

School Grants File

- A School Grants File must be opened and maintained by the PTSA. This file should be well organized and must contain all correspondence relating to the School Grants (e.g. from the Regional Education Bureau, the Ministry of Education, Zonal Education Office, community) and any other relevant documents, such as receipts, invoices and quotations.
- The School Grants File should be kept by a designated PTSA member.

School Grants Notice Board

- The PTSA must establish a School Grants Notice Board in a public place, with information on the size of the School Grants received each year and on what the School Grants will be used. The format for the information to be listed on the School Grants Notice Board is listed in Annex 5.
- The School Grants Notice Board must be located in a place that is easily accessible for the community. It must be protected from damage.
- The School Grants Notice Board must be kept up to date.

School Grants Cash Book

- The PTSA must establish a School Grants Cash Book to record all expenditures using School Grants. The Cash Book must be accurate and detailed.
- It is important to note that this cash book is only for the School Grants received from the Woreda-level.
- If the school or ABE center has other incomes and expenditures that are not related to the School Grants, then these must <u>not</u> be included in this cash book. The format for the Cash Book is listed in Annex 5.

Measurable output to demonstrate that	The following items are kept up to date and available to view when

Task 2 is achieved	required: (1) School Grants Meetings Minute Book (2) School Grants File (3) School Grants Notice Board (4) School Grants Cash Book

Task 3: Collect School Grants

- For primary and secondary schools, the school principal will be required to collect and sign for the School Grants.
- For ABE centers, it is recommended that either the principal of the cluster school to which the ABE center is linked, or the PTSA Chairperson of the ABE center, collects and signs for the School Grants. If the ABE center is not linked to a Cluster Center, and it does not have a PTSA then an active community member/supporter of the ABE center should be chosen to collect the School Grants, and a PTSA must be established as soon as possible.
- For IERC, the principal (who is the chair of the IERC Core Team) will be required to collect and sign for the School Grants. If the IERC Core Team does not exist it must be established as soon as possible.
- When collecting funds, the school principal and ABE center representative will be required to sign the official School Grants Allocation Form.

Measurable output to demonstrate that Task 3 is achieved	(1) Official School Grants Allocation Form signed and retained by Woreda Office of Finance and Economic Development, indicating collection of School Grants by all schools (when the SG is less than 15 000 ETB) (2) Bank Receipt and Received School Grant

Task 4: Implement the School Improvement Plan/IERC Action Plan

- As soon as the School Grants have been collected, the PTSA/IERC Core Team can spend them on the areas listed in the School Grants Prioritization Form (Annex 4).
- The PTSA/ IERC Core Team must list all expenditures in the School Grants Cash Book and keep invoices, quotations and receipts in the School Grants File.
- It is very important for the PTSA/IERC Core Team to maintain good records of exactly how School Grants were used.

Measurable output to demonstrate that Task 4 is achieved	The following items are kept up to date and available to view when required: (1) School's Improvement Plan/IERC Action Plan (2) School Grants Meetings Minute Book (3) School Grants File (4) School Grants Notice Board (5) School Grants Cash Book

Task 5: Prepare Financial Overview and display on School Grants Notice Board

- In order to ensure transparency and accountability in financial administration, schools and ABE centers must prepare an annual financial overview that includes information of the overall finances of the school, as well as the specific details of the School Grants.
- The annual financial overview should be produced by July 22 each year.
- The annual financial review should identify what the School Grant was spent on in detail.
- Annex 6 provides a format for this document. The completed form must be displayed on the School Grants Notice Board.

Measurable output to demonstrate that Task 5 is achieved	(1) Completed financial overview form (see Annex 6) displayed on the School Grants Notice Board.

Task 6: Reporting of utilization of all SGs (Basic as well as Additional, Supplementary and PBA if received)

- Send short reports and overviews of the utilization of all SGs to the WEO

Measurable output to demonstrate that Task 6 is achieved	(1) Reports on utilization send to WEO

Task 7: Avail themselves for audit work (if selected)

- If schools are selected for an audit they are required to submit the columnar cash book, the Bank statements (if bank is opened for the school grant), cash count for cash on hand balance and the school grant prioritization form (at the beginning of the year) to WEO.
- Schools are required to avail any further documents or information if needed for the audit and collaborate with WoFEC and WEO as well as the auditors during the audit

Measurable output to demonstrate that Task 7 is achieved	(1) Audit report received

ANNEX 1: SCHOOL FINANCIAL REVIEW FORMAT

Name of School:	**School principal:**
Region:	**PTA Chairman:**
Zone:	**Total School Grants amount:**
Woreda:	**Date(s) of receipt School Grants:**
Date of the Audit:	**Fiscal Year:**

Note: If the answer is "No" to any question, please explain why			
Check	**Yes**	**No**	**Remarks**
Work plans			
Is there a school work plan which is prepared by the school?			
Is the work plan preparation done in collaboration with the Parent, Student and Teacher Association and the community?			
Is the work plan approved?			
Accounting arrangements			
Is a standard columnar cash book maintained?			
Are dates and purpose/descriptions recorded in appropriate columns of the cash book?			
Are collections recorded in appropriate columns of the cash book?			
Are payments recorded in appropriate columns of the cash book?			
Are cash books regularly maintained and balanced?			

Is the balance checked by the Director? Is the cash book signed by the Director?			
Is a bank account maintained for school grants of Birr 15,000+?			
Are records maintained for goods received (note and register)?			
Transactions			
Are there supporting documents for receipts collected and for payments made?			
Are payments approved by the responsible person?			
Are expenditures made in accordance with an approved work plan?			
Oversight			
Is the cash book available for review by members of the community and other officials?			
Is there a Minutes Register that recorded this disclosure/reporting?			
Does the school have a notice board for public notices with the School Grant Notice Board Form (Annex 6) clearly displayed?			

OPINION -- In the opinion of the auditor the school complied with the procedures set out in the School Grant Guidelines and Program Financial Management Manual			
	Name	**Signature**	**Position**
School audit conducted by:			
School audit checked by:			
School audit approved by:			

ANNEX 2: SCHOOL GRANTS ALLOCATION FORM

Region						**Names** of Woreda Education Office or Woreda Office of Finance and Economic Development officers responsible for School Grants							
Zone													
						Signatures of Woreda Education Office or Woreda Office of Finance and Economic Development officers responsible for School Grants							
Woreda													
Col	***A***	***B***	***C***	***D***	***E***	***F***	***G***	***H***	***I***	***J***	***K***	***L***	***M***
No.	**Name of institution**	**Type of institution (PRI, ABE, SEC)**	**EMIS enrolment data and Birr amount, by level**						**Total 'regular' School Grants (Birr)**	**Eligible for small institution top-up? (YES/NO) (Birr)**	**Eligible for top-up as part of the additional School Grant (5%)? (YES/NO) (Birr)**	**Supplementary school grant for schools that are IERC? (YES/NO) (Birr)**	**Total School Grants allocated (Birr)**
			O class	**G1-4**	**G4-8**	**ABE**	**G9-10**	**G11-12**					
			(60 Birr)	*(50 Birr)*	*(55 Birr)*	*(50 Birr)*	*(60 Birr)*	*(70 Birr)*					
									I = (C*60) + (D*50) + (E*55) + (F*50) + (G*60) + (H*70)				**I+K+L** (for institution with more than 200 students) **I+J+K+L** (if small institution)

Annex 3: School Grant Prioritization Form

School name			
Woreda			
Zone			
Region			
Period		to	
Prepared by			
Approved by			

Number	Priority, based on community discussion of the School Improvement Plan (Task 2, Agenda Item #3)	Expected costs (Birr)	Planned implementation time	Teaching and learning domain (Yes / No)
1				
2				
3				
4				
5				

ANNEX 4: SCHOOL GRANT CASH BOOK FORMAT

School name		**Cashier name**	
Woreda		**Month**	
Region		**Year**	

Item No.	Date	Name of Payee	Payment Authorized By	School Grants Amount	Payments					Balance	
					Maintenance	*Construction*	*Stationary*	*Instruction materials*	*Other*	*Birr*	*Cts*
									Opening Balance b/f		
			Total								

Balance represented by		Balance checked and certified by	
Cash on hand		**School principal**	
Cash at bank		**Accountant**	
Total		**Cashier**	

ANNEX 5: SCHOOL GRANT SCHOOLS' NOTICE BOARD FORMAT

School name	Woreda	Region	School Grant Received this academic year	Date received	School Grant Received last academic year	Date received
			ETB:	**/ /**	**ETB:**	**/ /**

Activities carried out using School Grant funds		
Description of activity	Activity included in **School Improvement Plan** and **School Prioritization Form**(Yes / No)	Activity in **teaching and learning domain** of School Improvement Plan (Yes / No)
Major activities carried out using other funds received by school (including community contributions)		
Description of activity	Activity included in **School Improvement Plan** and **School Prioritization Form**(Yes / No)	Activity in **teaching and learning domain** of School Improvement Plan (Yes / No)

The Notice Board should also display**: School Grant Prioritization Form** and **School Financial Review Format**