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1. Introduction

The training of Kebele Education and Training Board (KETB) members in the various regions of Ethiopia is a continuation of the Woreda Capacity Building (WCB) Program implemented in 2004, by AED/BESO II with support from USAID and the active participation of the MOE and REBs. The WCB program of last year covered 573 woredas and 2875 woreda personnel. Out of the WCB program came a strong recommendation that the Capacity Building (an additional 244 woreda staff were also trained 2005) program should continue and reach Kebele Education and Training Boards as well as school principals to make effective contribution in expanding quality education.



Following this recommendation, a Training Needs Assessment (TNA) of KETB members and primary school principals was launched by AED/BESO in collaboration with REBs and participating woredas.

The TNA revealed that there were serious capacity gaps in the KETBs that obstructed their effective performance. Based on the results of the TNA and consultation with REBs and BESO partners, training materials were prepared, validated, translated into local languages, printed and distributed. Training of trainers was conducted to build REB and woreda capacity and the first phase trainings were conducted in regions involving various KETBs.

This report covers the details of all the major activities from the inception to the conducting of training for KETB members of different regions of Ethiopia up to the end of August 2005

2. The Need for Building the Capacity of KETBs

An important step that was taken to strengthen the decentralization of educational planning and management in Ethiopia is the creation of KETBs at local levels. The KETB is the highest governing organ that assumes responsibility for the management and expansion of education at locality levels.

As the KETBs are relatively new organs that lack experience and exposure on how to perform their roles and effectively discharge their duties and responsibilities; the need for enhancing their capacity has often been expressed at different instances levels. In fact, KETBs are in the making in several regions (e.g. Afar, Gambella) and very nascent in others (e.g. Somali) and not yet strengthened and fully assumed responsibilities in several other regions. It is because of these situations that training as a means of capacity development was recommended for KETB members by participants of the 2004 WCB program, REBs and others.

AED/BESO II thought that while the idea of providing training is very important it is necessary to determine the fields and focus of training thorough a systematic needs assessment process where KETB members themselves expressed their needs. The views of WEOs, PTAs and school principals were incorporated to ultimately decide on the topics of training. A training needs assessment of KETB members as well as school principals was conducted in February 2005 and the report was published in March 2005.

The results of the TNA was shared with REBs and also presented to BESO partners. The priority topics for training KETBs were determined and preparations for next activities continued.

3. Training materials development for KETBs

Following the results of the Training Needs Assessment of KETB members collaboratively conducted by AED/BESO II REBs and Woreda Education and Capacity Building Officers it was agreed that training materials be developed on the identified priority topics.

A team of writers were drawn from REBs and AED/BESO II and a writing and review workshop was conducted April 18 – 23/05 in Nazareth at the Bekele Molla Hotel.



The workshop was opened by Dr. Ernest O'Neil CoP of AED/BESO II. Dr. Ernest in his opening speech emphasized the need to focus the training materials on the roles of and practical needs of KETBs.

The team of writers which also included the WCB consultant were joined by reviewers that came from woredas of eight regions during the last three days of the workshop. Also two senior and experienced World Learning Ethiopia Officers worked with writers and reviewers and made substantial contributions. Members of urban and rural KETBs were invited from surrounding kebeles of Adama Town to discuss with the writer and reviewers for enriching and focusing the training materials to KETB needs and realities.



A total of 10 writers and 11 reviewers participated in the development KETB training materials on the following topics:

1. Community participation and mobilization.
2. School resources mobilization and effective utilization.
3. Educational planning and implementation at kebele level.
4. Education leadership and administration at kebele levels.
5. Monitoring and performance appraisal at school level.

The topic on “KETB duties and responsibilities” which was also identified as a priority item during the TNA was left to be handled by each REB as there are regional modifications of the Blue Book (A guideline of MoE that includes the roles and responsibilities of KETBs).

A 152 pages training material on the above five topics was prepared in Amharic. It was edited and translated into Afan Oromo, Tigrigna and Somali languages. The training material is printed in 2000 copies in Amharic, 800 copies in Afan Oromo and 300 copies in Tigrigna. The Somali version translation will be printed later as the training is scheduled towards the end of 2005.

4. Training of Trainers for KETBs

The KETB capacity development also aimed at building the training capability of REBs and WEOs through training of trainers for KETBs. Participants of the KETB TOT were selected by REBs and WEOs. As much as possible, participants of the 2004 WCB training were selected as trainers of KETBs.



The TOT workshop was run June 15 - 18, 2005 for four days at Bekele Molla Hotel in Adama/Nazareth.

The TOT focused both on the contents and methodology of KETB training. Participants were made to actively engage in the different sessions. The following were among the most important things they did during the TOT:

- Discussed KETBs’ experiences of different regions and woredas of the country and shared experiences.
- Explored possibilities for enriching and supplementing the KETB training material content to fit local realities.
- Made suggestions for reaching more KETB members.

- Gave recommendations on streamlining KETB and PTA responsibilities.

Ato Tesfaye Kelemework Deputy Director BES and CTO AED/BESO II Project of USAID and Dr. Ernest O’Neil CoP visited the early sessions of the TOT and discussed with the participants on the program. On the last day of the training, Ato Aberra Makonnen, Chief, Basic Education Services of USAID and Dr. Ernest O’Neil handed certificates and also exchanged ideas on how the KETB training could be effectively implemented and also expanded to reach more KETBs in the country.

A total of 97 Participants took part in the TOT from all the regions. The following is the regional distribution of the TOT participants showing the plan and accomplishments.

Table – 1

No.	Region	Planned	Actual
1	Addis Ababa	3	5
2	Afar	6	6
3	Amhara	18	16
4	Beneshangul	6	5
5	Dire Dawa	3	3
6	Gambella	6	6
7	Harar	3	3
8	Oromia	33	27
9	SNNP	18	14
10	Somali	6	3
11	Tigray	9	9
	Total	111	97

The implementation of the KETB training until August 2005 is planned to cover a limited number of boards. However, trainers were trained for all regions in order for the regions and woredas to use the trained trainers to conduct training for KETB members any time they are able to allocate resources or get support from other sources to undertake training on their own without necessarily waiting for assistance from AED/BESO II. It is also

a way of enhancing the capacity of REBs and WEOs by enabling them have their own trained human resources capable of supporting KETBs and PTAs.

5. Implementation of the KETB training

Once the training materials were finalized translated, printed and distributed, the actual training of KETB members was worked out with each participating REB and WEO in collaboration with AED/BESO II regional planning officers and other BESO project staff.

There are thousands of KETBs and tens of thousands of board members all over Ethiopia that need training. The resources for training however are extremely limited on the part of AED/BESO II Project. It was therefore decided that a maximum impact strategy be used to reach more boards through multiplier effects. The training was planned to start with selected cluster center schools so that trained board members would also train boards of cluster members schools.

The total number of places for the training during the life of the project was proportionally shared among all the regions depending on the number of woredas and cluster schools. The training is distributed into the current and next planning years involving all regions. In the first planning year, which just finished on August 31st 2005, Addis Ababa, Amhara, Benishangul-Gumuz, Oromiya, SNNP and Tigray participated. The trainings were given in different rounds depending on the number of participants and the geographical spread of participants. Table 2 shows the plan and performance of the KETB training implementation by region.

Table - 2**Planned KETB Members Training**

Regions	Total No. of Board members	No. of Boards
Addis Ababa	48	8
Amhara	78	13
Beneshangul	42	7
Oromiya	108	18
SNNP	54	9
Tigray	96	16
Total	426	71

Table - 3**Actual KETB Members Training**

Region	1st Round			2nd Round			3rd Round			Grand Total
	Female	Male	Total	Female	Male	Total	Female	Male	Total	
Addis Ababa	9	36	45							45
Amhara	29	4	33	0	29	29	14	64	78	140
Beneshangul	0	22	22	3	22	25	0	0	0	47
Oromiya	5	54	59	5	46	51	8	56	64	174
SNNP	4	50	54	9	53	62				116
Tigray	12	48	60	8	38	46				106
Total										628

The KETB training is planned in such a way that six participants will be invited from each board. A KETB is expected to have eight members with a provision to co-opt a few additional people it deems important. In reality, most boards have about six members. The six people invited had to include the board chair person who is at the same time the local kebele chairperson, the board secretary who is the principal of the local school and other four members. As the KETB board also includes members from the local PTA, the composition of the six training participants included those represented from PTAs. This was taken as an opportunity to strengthen PTAs and also contributed to improved school governance. The initial plan as shown above was to cover 426 board members. As the training progressed it was realized

that with the same budget more boards could be covered. The total number was therefore increased to 628.



The AED/BESO II CoP Dr. Earnest O'Neil had the chance to be present at the Addis Ababa Education Bureau where one of the training sessions was conducted. He encourages participants and handed out certificates. Participants, trainers and the REB officials expressed their satisfaction with the KETB training. The WCB consultant and the rest of the team had also opportunities to be present in some to the training sessions that took place in Oromiya and Addis Ababa.

In each of the training rounds in all regions, daily review sessions were conducted and summary evaluation discussions were carried out at the end of the training (in some regions e.g. SNNP, the final discussion sessions involved senior REB officials). A summary of the reports received from each region indicates the following major participants' feedback and recommendations.

6. A Summary of Feedback from KETB training participants in all regions

- The training was the first of its kind in properly targeting KETBs and addressing their needs;
- The training took participants experiences and concerns into account;
- The training was directly relevant to KETB work and it was timely
- The program was a very good motivator to board members as it is a recognition of their work and came to support them;
- The training manual is well prepared, up-to-date and easy to work with;
- The trainers are skilled and know the work of KETBs
- As a result of the training, KETB members could now work better;
- The training created a forum and opportunity to bring together the experiences of different KETB and learn from each other;

7. Recommendations from participants

The participants also gave the following main recommendations for improving KETB training in the future.

- Training should be arranged before summer vacations as school principals who are important members of KETBs are often engaged in summer courses;
- The three days training is not sufficient since the days should increase;
- Communications with woredas that contact KETB members should be done as early and as clearly as possible to give a chance to all potential participants to come in time;
- Woreda Education and Capacity Building Offices have to be assisted to reach more KETBs to multiply the training;
- The present training should be strengthened with field level follow-up support and impact evaluation.

The above feedback is an indication of the satisfaction of participants and the appreciation they had for the program in terms of its value in increasing their effectiveness in performing their task. While the actual results at the field level remain to be seen in the future, the preliminary impressions of board members are very encouraging. Their recommendations are also very useful.

The KETB training is a program that will continue to cover more and more boards as resources permit. Last year's WCB Program implementation and the present KETB training have together given AED/BESO and REBs good experiences that will contribute towards continued improvement of capacity building programs at grassroots levels and positively impact on expanding quality education to attain UPE by 2015.

AED/BESO thanks USAID, REBs, as well as BESO partner organizations such as World Learning and Save USA who in many ways contributed to the successful completion of the first year KETB training programs.