

SINANA

2014

YEAR END REPORT



imagine1day®

When imagine1day started working in the Sinana District in 2012, it had one of the lowest education ratings in the Bale Zone. At the end of 2014, just two years later, based on outstanding changes in student enrollment, academic performance, teaching methodology and community-school partnerships, the Sinana District was ranked first out of 18 districts throughout the Bale Zone. This kind of progress would not be possible without the generous investment of imagine1day's donors and partners throughout the world. Thank you for your continued trust and support.



the imagine1day team





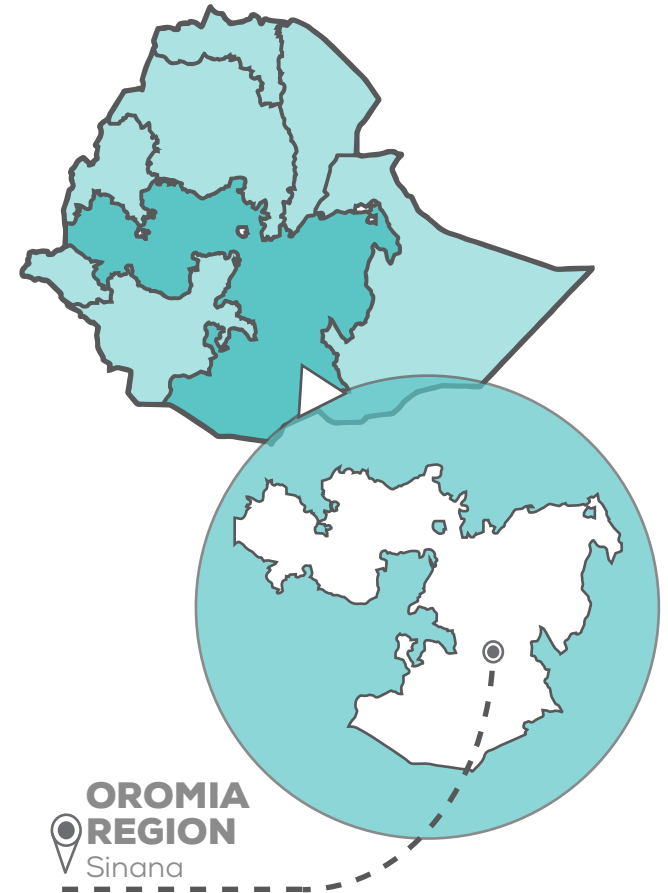
PROJECT OVERVIEW

When imagine1day expanded its program to the region of Oromia in 2012, we headed straight to the highlands of the Sinana District, where more than 26,000 students were squeezed into 35 schools made mostly of mud, wood and straw. Sixty per cent of these had no library, half of all schools had no access to potable water, and only three schools had pit latrines. Despite the district's commitment to improving its education system, it had one of the lowest ratings out of 18 districts in the zone.

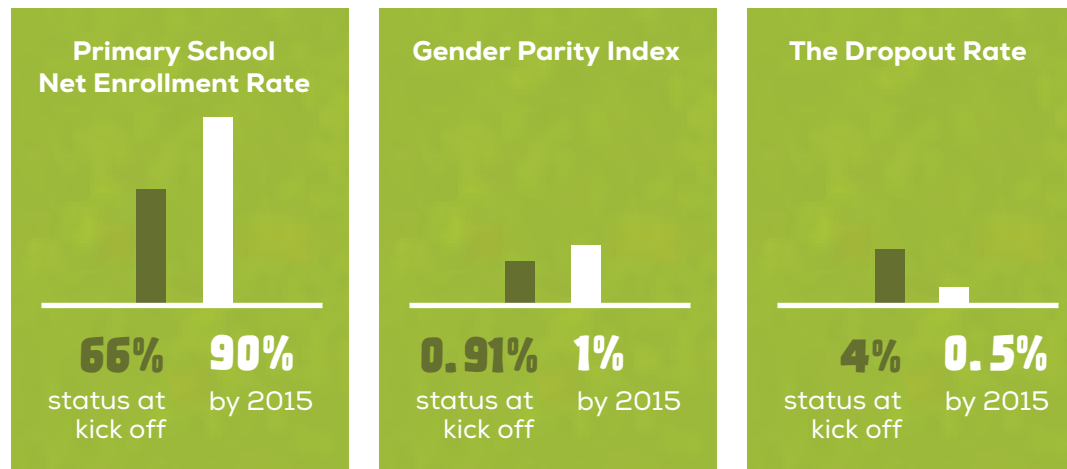
By the end December 2013, it was clear that the district of Sinana was well on its way to a great future. In just 13 months, imagine1day trained 410 teachers in new teaching methodologies; we provided leadership and management training for 35 School Principals; we trained 245 Parent Teacher Association (PTA) members on school management and planning to improve community-school partnerships; and we made significant headway on the construction of five new schools.

By the time we kicked off 2014, Sinana's net enrollment rate had increased by 18% and dropouts were down to 1%. Encouraged by these results, we continued to build the district's capacity throughout 2014, and by the end of the year the Sinana District Education office had risen to be ranked first among 18 other districts in its zone.

OUR GOALS



What we will achieve by December 31, 2015



OUR HOLISTIC APPROACH

New classrooms alone don't provide a quality education; you need motivated teachers with a variety of tools at their disposal, dedicated principals with strong leadership skills, and communities that value formal education. Our holistic approach focuses on three core areas and helps us address all these variables so that the boys and girls of Sinana get the education they deserve. This is how we put our strategy into practice in 2014:

CONSTRUCTION & INFRASTRUCTURE

We built classrooms and private latrines to improve access to quality education for boys and girls in rural communities.

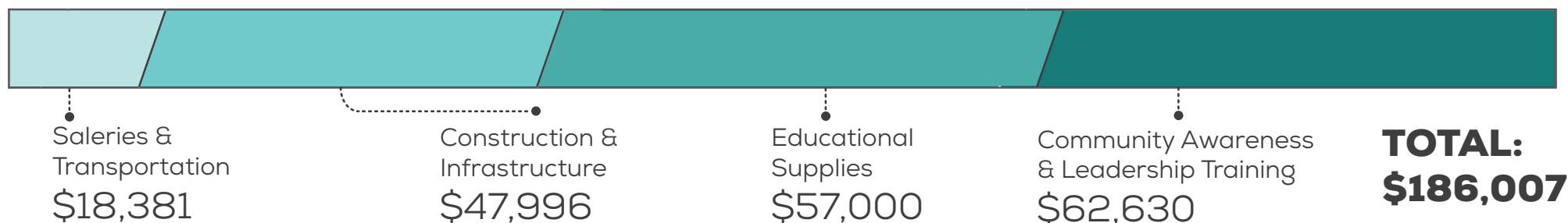
PROFESSIONAL DEVELOPMENT & EDUCATIONAL SUPPLIES

We trained teachers and school principals and distributed teaching aids, school supplies and school furniture to improve the quality of learning environments.

COMMUNITY AWARENESS & LEADERSHIP TRAINING

We trained Parent Teacher Association members and government officials to improve leadership, management, gender equity and financial sustainability in schools.

PROJECT SPENDING IN 2014



CONSTRUCTION & INFRASTRUCTURE

In the Sinana District, our focus is to build schools in villages where student pressure is high or where children have with little access to education. We partnered with Sinana's District Education Office to help us find these communities.

In 2013, we built one school in the community of Gulcho and broke ground on four others which we completed at the beginning of 2014. In the villages of Ganzilla and Alose, students attended Grades 1 and 2 in dark classrooms made of mud, wood and straw. With no desks, students sat on wood logs and came home dirty and discouraged. To study beyond Grade 2, children previously had to walk up to 90 minutes each way to continue their education. In the village of Garora, though slightly further along in grade levels, students faced similar difficulties.

The community of Gamora was different. Although their children had access to Grades 1 to 8, classes were jam-packed and student outcomes were suffering. Knowing that imagine1day only works with communities that raise 10 to 20% of construction costs, they started raising money. It was Dessalegn Beyena, a school security guard who earns only 6,000 ETB annually, who kick-started the flood of community contributions. In the end, Gamora village raised 700,000 ETB, or 35% of the construction costs for their new classrooms; they raised more money than any community we have ever worked with.

We're planning one more construction in Sinana in 2015. Wedged between cacti and farmland, the village of Shallo has been working all year to raise their community contribution. We look forward to telling you all about this community in the months to come.



\$352,404
TOTAL
CONSTRUCTION
BUDGET



1 NEW WATER
POINT



19
NEW CLASSROOMS



4
NEW ECE
CLASSROOMS



4
NEW
PRIVATE
LATRINES



1
NEW LIBRARY



HOW YOU TRANSFORMED A COMMUNITY'S RELATIONSHIP TO EDUCATION

Like her students, Bogie Solomon was not comfortable in Alose's former classrooms. "It was really dirty and dusty and windy. Students were not attending classes. We weren't happy to teach because we saw them disappointed," says the Grade 1 teacher.

In March, Alose Primary School opened the doors to five new classrooms equipped with enough desks for every student. "I'm simply happy," Bogie says. "When you teach in an uncomfortable environment you can only talk. In this school where everything is available you can try more interactive techniques. I want to create more productive students," she says.

For girls like Tamire Kedir, the new classrooms aren't the only reason to come to school. A new water point means kids don't have to walk long distances to get water after class, and now Tamire and her girlfriends know they can safely take care of themselves in privacy when nature calls. "The first latrine was over there but it was only for boys because the construction was very poor and it wasn't private. It wasn't accessible for the girls. We just went out into the land," says the nine-year-old.

Attracted by these new developments, parents started sending their kids to school, many for the first time. Compared to last year, Alose's student enrollment grew from 130 to 302.



Nine-year-old Tamire Kedir stands in front of the new latrine when it was under construction.

COMMUNITY LEADERSHIP & TEACHER TRAINING

At imagine1day, we know that new classrooms do not a school make. Educators are the ones who have a true influence on student outcomes, so we've been working hard to ensure that all the school principals and teachers throughout the Sinana District are equipped to give their students the best quality education.

In 2014, imagine1day trained 410 teachers spanning 35 schools in Active Learning, Life Skills, Science, Literacy Boosting, Communication & Goal Setting and Early Childhood Education. In Active Learning, teachers learn how to integrate more interactive learning techniques in their lessons; in Life Skills, teachers learn how to improve students' self-confidence and to improve participation in class; and in Early Childhood Education, teachers learn how to nurture creative, social and active young students.

In addition, we trained all 35 School Principals throughout the Sinana District on Transformational Leadership and Management so that they are better able to set goals and objectives, and become more strategic in managing their school's financial and human resources.

This was our third year training teachers and school principals, and we're already seeing results. In 2014, the average GPA throughout the district increased to 78.04% compared to just 74.29% in 2012.



imagine1day's Muktar Abdi leads a teacher training session in December.



A teacher takes notes during a teacher training session in Sinana.



Teachers participate in an imagine1day training session in December, 2014.

HOW GIRLS BECAME THE BEST STUDENTS AT FADE PRIMARY SCHOOL

At Fade Primary School, things have been different since imagine1day teacher training. "From the training onwards, I have tried various learning methodologies and I apply these to each lesson. Students were passive listeners before. Because of the training I became a facilitator and the students are active participants," says Sucuare Worku, a teacher and librarian.

Students were the first to notice their teachers' new methods. In a Grade 6 classroom, when students are asked about how their teachers have changed their approach, half-a-dozen hands go up.

"I like the gixu method," says 12-year-old Tamrat Brahanu. "That's when we sit in a group and we discuss a lesson or a topic and then one person from another group comes to us and one of our group members leaves, and they share what they discussed in the other group. I like it because the other group shares what they learned with us and we get a different skill or knowledge from them," he says.

Amante Butto, Fade's Vice Principal, says he's noticed something new since teachers started engaging their students more actively. "Before imagine1day's support, the high scores were always boys. The teachers would simply call and ask questions and only the boys would answer. After the Active Learning training, the teachers immediately changed the way of teaching and the girls started participating more. Now almost all our best students are girls," he says.

In 2014, thanks to her efforts in applying active learning methodologies, Sucuare Worku was named a model teacher in the Bale Zone, beating out teachers from hundreds of schools spanning 18 districts. But Sucuare's best reward may be the way girls now look up to her. "I want to be a teacher," says Manderina Muhammedamin. "They are not always just teaching, they are always learning. I take this lesson from my teachers."



EDUCATIONAL SUPPLIES

When we look back on our time in school, many of the moments we remember happened outside of class. We think of the volleyball team we played for, the school clubs we participated in, and the friends we studied with at the library before exams.

To make these memories possible for the students of Sinana, imagine1day invested in a wide variety of educational supplies and materials in 2014. Our science kits help students put theory into practice, our creative writing materials allow kids to express themselves freely, and our sports supplies encourage children to play outside.

In the right context, a soccer ball isn't just a soccer ball; it's the reason a kid will go to school, and it's the foundation of a memory he will keep for life.



345

NEW DESKS



4,600

BOOKS



18

SCHOOLS RECIEVED
CREATIVE WRITING
MATERIALS



35

SCIENCE KITS



14

SCHOOLS RECIEVED
SPORTS SUPPLIES

HOW STUDENTS ARE KEEPING GANZILLA CLEAN

Samira Umer, 15, is the leader of the Environmental Protection Club at Ganzilla Primary School. As the club leader she coordinates more than 50 students in an effort to keep her school and her community clean. "The main reason I decided to join this club is to help create a good attitude towards our environment and our community. I want to facilitate student hygiene and sanitation, and I want to help prevent water diseases," says Samira.

Samira and her club have been working to prevent water-borne illnesses by working with Ganzilla's Parent Teacher Association and walking door-to-door to educate community members about the importance of latrines. She is also talking to community members about keeping cattle separate from the village's main creek to avoid contaminating drinking water with human and animal waste.

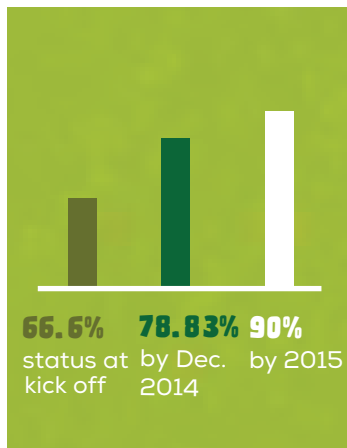
Samira says her club really got going after imagine1day provided supplies and a school club orientation to students. "We received pens, pencils and exercise books. We now have a vision and a goal for our school club. And we are aware of how much our club can contribute to our school and community," she says.

"There is attitudinal change with all students after this orientation. Before that orientation we had nothing, we created clubs but they did not function. The main thing we changed is our attitude towards school clubs. By using the materials we created different pictures and teaching aids and we wrote a plan," she says.



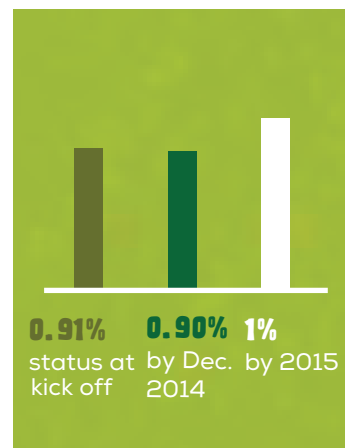
Samira Umer is the Environment Protection Club leader at Ganzilla Primary School.

2014 ACHIEVEMENT HIGHLIGHTS



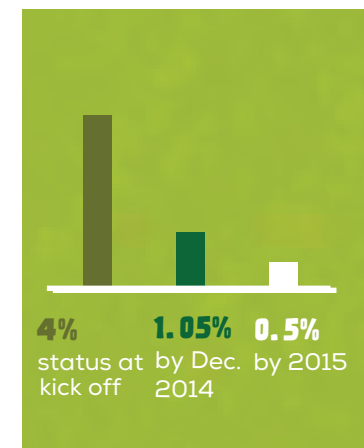
NET ENROLLMENT RATE

In December 2014, the amount of school-age children attending class increased to 78.83%. We're on-target to achieve our goal of reaching a 90% net enrollment rate by December 2015.



GENDER PARITY INDEX

This December, there were approximately 90 girls in school for each 100 boys. We are confident gender parity in Sinana schools will be met by the end of 2015.



DROPOUT RATE

The dropout rate in Sinana schools fell precipitously in 2014 to just 1.05%. By December 2015, our goal is to see a maximum dropout rate of 0.5%.

LOOKING AHEAD



CONSTRUCTION

In 2015, we are aiming to build eight furnished classrooms, one library, and one pit latrine in the community of Shallo. The Parent Teacher Association will also receive seed money and training on income generation to sustain their school.



COMMUNITY TRAININGS

55 teachers from 35 communities will receive training in Early Childhood Education.

PROJECT SPENDING 2012-2015



OUR VALUED PARTNERS

The Sinana Project is supported by the generous investment of hundreds of creative individuals who believe in our mission of developing leaders to elevate the world. We would like to thank the Government of Oromia, the Bale Zone Government, and Sinana District Government and all their respective offices for their continued guidance and partnership. In 2014, the parents, teachers, school principals, community leaders and community members from each of the 35 schools we worked with were also instrumental in the success of 2014. Finally, we would like to acknowledge our closest financial partners, whose significant support made this project possible in 2014.



"There is one kind of insect that goes into your foot and we used to get that. Our clothes got dirty everyday and it was very dusty. When I heard from my teacher that a school was going to be built, I was so excited, but I wasn't expecting something like this. We are eager to get to our new classrooms tomorrow morning."

Manderina Mohammedhussein, during the inauguration of Gamora Primary School's new classrooms, March 2014.





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