

**Ministry of Education  
Federal Democratic Republic of Ethiopia**

**General Education  
Quality Improvement Program II (GEQIP-II)**

**PROGRAM IMPLEMENTATION MANUAL  
Volume 4**

*Also in this series of Program Implementation Manuals*

*Volume 1: Coordination, Planning, Monitoring and Evaluation Manual*

*Volume 2: Financial Management Manual*

*Volume 3: Procurement Management Manual*

*Volume 5: Communication Strategy*

**School Grants Guidelines**

**June 2015**

**This manual supports Phase II of the  
General Education Quality Improvement Project  
(GEQIP-II)**

## HOW TO USE THESE GUIDELINES

**Objective:** these School Grants Guidelines provide information on the management, allocation, disbursement and implementation of School Grants. The guidelines include:

### **Section 1**

A four-page overview of the School Grants Program

### **Section 2**

Detailed guidance on responsibilities at each level

### **Annexes**

Containing supporting materials

All users of these guidelines should familiarize themselves with the overview on pages **1 - 9** and then turn to:

### **Federal officials**

page 10

### **Regional officials**

page 16

### **Zonal officials**

page 22

### **Woreda officials**

page 25

### **School, ABE and community representatives**

page 34

**Three abbreviations are used in these guidelines**

<b>ABE</b>	Alternative Basic Education
<b>EMIS</b>	Education Management Information System
<b>GEQIP-II</b>	General Education Quality Improvement Program Phase II

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## Foreword

The General Education Quality Improvement Program II (GEQIP-II) School Grants Program is designed to support the allocation of capitation grants to schools as set out in the *Manual for Educational Organization and Management, Community Participation and Finance* (Blue Book).

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) centers 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.

Parents and community members, through the Parent, Student and Teacher Association, 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 primary and secondary schools and ABE centers each year for the four years of GEQIP-II implementation, and possibly longer depending on availability of funds.

Parents will decide, through consensus facilitated by the Parent, Student and Teacher Association, how the annual School Grant will be used. The School Grants are very flexible so that each school and ABE center can use their grant for the priority areas that will have the greatest impact on the quality of education and school performance.

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.

The School Grant will complement, not replace, existing annual funding provided to schools and ABE centers by parents and communities.

It is very important for officers at Federal, Regional, Zonal, and Woreda levels to fulfill 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.

The Ministry of Education would like to thank parents, school principals, teachers, and community members for their hard work in implementing their School Grant.

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State Minister for General Education

## A shift of focus for GEQIP-II

In GEQIP-II there is a shift of focus for School Grants. Now that a robust system for administration and disbursement is in place, school grants must be better targeted at the activities that each school identifies will improve learning outcomes. The focus of schools should be on enabling students to attain competence in terms of knowledge, altitude and skills. This means two changes in approach:

1. **Schools should spend at least 50% of their School Grants on the School Improvement Plan's teaching and learning domain.**
2. **School Improvement Plans must be evidence-based.** Parent, Student and Teacher Associations, 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 and students to determine which activities are of most importance to improve teaching and learning outcomes.

Using **evidence-based planning** and targeting funds at the **teaching and learning domain**, School Grant funds will allow schools to more quickly achieve quality learning outcomes for all students.

Schools are provided with the following activities as guidance for improving the teaching and learning environment:

- Improving teachers' knowledge, skill and values
- Improving the availability and utilization of curriculum materials (syllabus, student text books and teachers' guides and reference books, educational aides)
- Improving the enabling environment and structures for teachers' continual professional development
- Improving students' active participation in school clubs and other community-based extracurricular programs that enable them to improve their awareness
- Engaging students in reflections of the lessons learnt against real life experience
- Improving students' classroom participation by employing participatory teaching methods
- Teachers making use of appropriate evaluation methods, taking into consideration the age levels of their students
- Submitting reports to parents so that they would provide constructive comments of actual performance on behavior (change of their children)
- Selecting and using pedagogical center resources, laboratory facilities and supplementary reading materials, laboratory/science kit

## Part 1: Introduction to the School Grants Program

### 1.1 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 primary and secondary schools, and Alternative Basic Education (ABE) Centers.
- The School Grants Program is funded under the General Education Quality Improvement Project II (GEQIP-II), which is supported by the Government of Ethiopia and development partners.
- School Grants are payments made to all ABE centers and government schools in Ethiopia, based on the number of students enrolled in each institution.
- School Grants are to be spent by each Parent, Student and Teacher Association, to deliver their School Improvement Plan and improve their school performance, with a special focus on improving the quality of teaching and learning.
- In GEQIP-II, a special focus is on 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.
- School Grants are not meant to replace any existing and ongoing funding that is provided to the school or ABE center by parents and the community. School Grants are an additional contribution to allow institutions to improve the teaching and learning environment.

### 1.2 What are the key features of the School Grants Program?

<b>Management</b>	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 Annex 1
<b>Eligibility</b>	The Ministry of Education will provide School Grants to all ABE centers and all government primary and secondary schools
<b>Amount per student</b>	School Grants allocated from GEQIP-II are the minimum level of funding and vary by level as shown in section 1.2 of Part 1. Woredas are strongly encouraged to provide additional funds to schools and ABE centers
<b>Allocation</b>	School Grants allocations are based on official federal 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 2008 E.C.,

	enrolment data from 2006 E.C. will be used). A contingency will be applied to increase total amounts received (see Table 3)
<b>Disbursement</b>	School Grants will be disbursed to all schools and ABE centers once a year. Disbursement of additional School Grants during the school year may be considered depending on the availability of funds. The first tranche of the School Grants will be disbursed so as to reach the schools by October 31 of 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 institution bank accounts (and in cash directly where no bank account is available).
<b>Implementation</b>	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. At each school 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 received are used.

### 1.3 How much is the School Grant?

- The Ministry of Education has set the minimum grant to be allocated for each student enrolled in schools and ABE centers. This is referred to as the 'regular' grant. Woredas are strongly encouraged to provide additional funds to meet schools' priority needs. Table 1 identifies the 'regular' grant for each cycle. Table 2 then provides examples of how much schools will receive based on the minimum birr amounts and their enrolment.

**Table 1: Minimum 'regular' grant amounts per student for each cycle**

Grade 1-4	Grade 5-8	ABE	Grade 9-10	Grade 11-12
50 Birr	55 Birr	50 Birr	60 Birr	70 Birr

**Table 2: School Grants examples based on different grades and enrolments(calculations at the bottom of the page, for reference)<sup>1</sup>**

Example	Grades offered	Pupil enrolment by cycle and 'regular' per student SG amounts					Total SG (Birr)	
		G1-4	G5-8	ABE	G9-10	G11-12		
		50 Birr	55 Birr	50 Birr	60 Birr	70 Birr		
1	Primary school	1-4	350	-	-	-	-	<b>17,500</b>
2	Primary school	1-8	215	115	-	-	-	<b>17,075</b>
3	ABE Center	ABE 1,2,3	-	-	460	-	-	<b>23,000</b>
4	Secondary School	9-12	-	-	-	850	340	<b>74,800</b>
5	Secondary School	11-12	-	-	-	-	470	<b>32,900</b>

- In addition to the regular grant, a top-up is provided for schools with fewer than 200 students. This top-up will be calculated and implemented as shown in Table 3.

**Table 3: School Grants contingencies and top-ups**

<b>Schools with fewer than 200 students</b>	<p>Schools with fewer 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.</p> <p>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.</p> <p>Instead of receiving a 'regular' grant calculated based on enrolment, the following fixed amounts will be received by schools with fewer than 200 students:</p> <ul style="list-style-type: none"> <li>– <b>Primary: 10,000 Birr</b> (50 Birr for 200 students)</li> <li>– <b>Secondary: 12,000 Birr</b> (60 Birr for 200 students)</li> <li>– <b>ABE centers: 10,000 Birr</b> (50 Birr for 200 students)</li> </ul> <p>Should the School Grant be higher when calculated with the actual number of students, the higher amount will be taken.</p>
<b>Contingency for increased enrolment between allocation and receipt of school grant</b>	<p>School grants are allocated based on official EMIS enrolment data from two years before. This is needed to ensure that school grant funds are available to schools for the beginning of the academic year. Enrolments, however, are expected to increase with time and so a contingency will be added to reflect the increased enrolment. Contingencies will be added to all Woreda school grant totals. The Woreda Education Office will have the responsibility to allocate the additional funds to the schools that have expanded, and to allocate to new schools. Based on historical trends the following contingencies are added:</p>

<sup>1</sup> (1) 350 students \* 50 Birr = 17,500 Birr; (2) (215 students \* 50 Birr) + (115 students \* 55 Birr) = 17,075 Birr; (3) 460 students \* 50 Birr = 23,000 Birr; (4) (850 students \* 60 Birr) + (340 students \* 70 Birr) = 74,800 Birr; (5) 470 students \* 70 Birr = 32,900 Birr.

	<ul style="list-style-type: none"> <li>– <b>Emerging regional states (Afar, Somali, Gambella, Benishangul-Gumuz):</b> 15% will be added to all Woreda totals.</li> <li>– <b>All other regions and city administrations (Oromiya, Tigray, SNNP, Addis Ababa, Dire Dawa, Harari, Amhara):</b> 10% will be added to all Woreda totals.</li> </ul>
<p><b>Top-up to support the education of children with Special Educational Needs</b></p>	<p>To support the education of children with Special Educational Needs, a further top-up is applied to regional school grant disbursements. This top-up should be used to improve the school and learning environment for children with Special Educational Needs. In each region, the approaches will vary and it will be the responsibility of the regional education bureau to allocate this top-up to Woredas and schools to improve the inclusivity of education in Ethiopia.</p> <ul style="list-style-type: none"> <li>– <b>All regions will receive 1% of their total allocation as an additional amount to support school facilities and resources for children with Special Educational Needs.</b></li> </ul>

## 1.4 What can School Grants be spent on?

Each school or ABE Centre will use their grant to implement their School Improvement Plan and improve their school performance, focusing on the teaching and learning environment.

**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 cannot be spent on. These excluded items are listed in Table 4. Parent, Student and Teacher Associations are free to use other sources of funds, for example contributions from parents, as they choose.

**Table 4: Items which the School Grants cannot be spent on**

1	New classrooms or buildings (new toilets are allowed)
2	Salaries, per diems or payments to individuals
3	Televisions and DVD players
4	Fuel
5	Weapons

## 1.5 School Financial Review

- Each year a financial review of a random sample covering 3% of schools and ABE centers 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 2. The financial reviewer will visit selected ABE centers and schools 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 Parent, Student and Teacher Association, 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 such 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.

## 1.6 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-II 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, details of the date each School Grants was received, its amount and an annual financial report to explain to the wider community how the School Grants have been spent. 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 Parent, Student and Teacher Association, the school community at large, school inspectors, and auditors.
- GEQIP-II's communications component also includes an activity to publicize a summary of the revised School Grants and School Improvement Plan guidelines by radio, in print and electronic media. This will help to ensure that all stakeholders are familiar with the most important details of the School Grants and how they are required to support full implementation.

## Part 2: Guidelines for the Federal Level

### 2.1 Federal Responsibility

- The EMIS, Planning, and Resource Mobilization Directorate at the Ministry of Education will be responsible for the success of the School Grants Program at the federal level. In accomplishing this, the directorate will work in close collaboration with the School Improvement Directorate of the Teachers and Education Leaders Development Directorate and the Communication Directorate of the Ministry of Education.
- These directorates will be responsible for the following five tasks:
  - **Task 1:** Translate, Print and Distribute the revised School Grants Guidelines
  - **Task 2:** Organize Regional Trainers Workshop on the School Grants
  - **Task 3:** Coordinate the Transfer of School Grants to Regions
  - **Task 4:** Conduct School Grants Utilization Survey and Workshop on Findings
  - **Task 5:** Prepare and implement national communications program

## **Task 1: Translate, print, and distribute the revised School Grants Guidelines**

- Translate the revised School Grants Guidelines, print and distribute to all Regions, Zones, Woredas, and schools and ABE centers at training workshops for each level, with sufficient copies for the following allocations
  - **Federal:** 500 copies as a reserve supply for the country
  - **Regional:** 50 copies for each Regional Education Office
  - **Zonal:** 10 copies for each Zonal Education Office
  - **Woreda:** 10 copies for each Woreda Education Office
  - **School or ABE center:** 5 copies for each school or ABE center

**Measurable output to demonstrate that Task 1 is achieved**

(1) School Grants Guidelines revised and received at all levels

## Task 2: Organize Regional Trainers Workshop on the School Grants

- The School Improvement Directorate will be responsible for organizing a three-day Regional Trainers' Workshop for 100 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 offices in each Region.
- Representatives from the Ministry of Finance and Economic Development 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:
  - Provide orientation to Regional School Grants Trainers on the School Grants – this must include an overview of the shift of focus in GEQIP-II, to evidence-based planning and the requirement for each school to spend at least half of the School Grants in the School Improvement Plan's teaching and learning domain;
  - Develop effective methods for Regional staff to train Zonal and Woreda staff in the School Grants;
  - Develop effective methods for Woreda School Grants Trainers to train the Parent, Student and Teacher Association representatives and school/ABE center directors in the School Grants; and
  - 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: Coordinate the Transfer of School Grants to Regions**

- The EMIS, Planning, and Resource Mobilization Directorate will liaise with the Ministry of Finance and Economic Development 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 2008 E.C. will be calculated using 2006 E.C. EMIS data.
- The allocation for each school should be calculated to include the relevant top-up.
- As soon as funds are transferred, the EMIS, Planning, and Resource Mobilization Directorate, with the Ministry of Finance and Economic Development will inform all Regions, in writing, of the allocations. This will list the exact amount transferred in total and per Region and Woreda.
- The use of mobile technology, to monitor the timely delivery of School Grants, will be developed and piloted during project implementation.

**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 Development, of letters sent to all Regions listing the exact amount transferred in total and by Woreda
- (2) 80% of schools receive School Grants by October 31 of each year

## **Task 4: Conduct School Grants Utilization Survey and Workshop on Findings**

- The EMIS, Planning, and Resource Mobilization Directorate will contract a team of national and international consultants to conduct two formal assessments of the School Grants Program in a representative sample of primary and secondary schools, and ABE centers across the country.
- The first assessment is planned to be conducted during the first year of GEQIP-II and the second assessment will be conducted during the third year of GEQIP-II.
- Terms of reference will be prepared for the assessment. The assessment will examine the roles and achievements of all five levels involved in the School Grants Program, with a special focus on Woreda and school/community levels.
- After completion of the second formal assessment of the School Grants Program, the School Improvement Directorate, in collaboration with the EMIS, Planning, and Resource Mobilization Directorate, will organize a two-day workshop to review the School Grants Program with representatives from all Regional Education Bureaus, Regional Bureau of Finance and Economic Developments, and from selected Woredas, schools and ABE centers.

**Measurable output to demonstrate that Task 4 is achieved**

- (1) GEQIP-II School Grants baseline report submitted to the Ministry of Education
- (2) School Grants Utilization Survey report submitted to the Ministry of Education
- (3) Workshop report prepared with list of participants

## **Task 5: Prepare and implement national communications program**

- The Communications Directorate, in collaboration with the School Improvement Directorate and the EMIS, Planning, and Resource Mobilization Directorate, will design and implement a communication program. The Communications Directorate has responsibility for the timely delivery and quality of this activity.
- This program should deliver important messages about the main features of the School Grants Program. It must include an overview of the shift of focus for GEQIP-II, towards schools' evidence-based planning and allocation of at least fifty percent of School Grants to the School Improvement Plan's teaching and learning domain.
- The broadcast should be capable of reaching communities, schools and ABE centers in all regions.

**Measurable output to demonstrate that Task 5 is achieved**

- (1) Audio and video scripts on School Improvement Plan, School Grants Utilization, the roles of parents and the Parent, Student and Teacher Associations and social accountability developed and communicated in all regions

## Part 3: Guidelines for the Regional Level

### 3.1 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:** Allocate top-up for Special Educational Needs to Woredas to support the facilities and learning materials available to students with Special Educational Needs
  - **Task 3:** Distribute School Grants Allocation letters and School Grants to all Woredas
  - **Task 4:** 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 (see page 22)

## **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 three-day Regional Workshop at the Federal Level must organize one-day (two nights) training workshops for:
  - one Woreda Education Office head
  - one Woreda Education Office planner
  - one Woreda Office of Finance and Economic Development staff from each region
  - two Zonal Education Office staff from each Zone
- The maximum size for each workshop will be 50 people. The number of workshops will depend on the size of each region.
- 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-II, to evidence-based planning and the requirement for each school to spend at least half of the School Grants in the School Improvement Plan’s teaching and learning domain;
  - Orientation on how to train Parent, Student and Teacher Association 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: Allocate top-up for Special Educational Needs to Woredas to support the facilities and learning materials available to students with Special Educational Needs**

- 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 consider the 1% top-up to support education of children with Special Educational Needs and will allocate to Woredas based on local knowledge.
- Woredas that accommodate students with Special Educational Needs should be favored. Woredas can then allocate to schools based on enrolment of children with Special Educational Needs.
- In addition, the Regional Education Bureau has the freedom to allocate to all Woredas in order to support the development of all schools' facilities for inclusion of children with Special Educational Needs.
- Once it has been decided how this top-up will be used, the Regional Education Bureau should keep a record of allocation from the top-up, for each Woreda, for children with Special Educational Needs.

**Measurable output to demonstrate that Task2 is achieved**

- (1) File kept at Regional Education Bureau and Regional Bureau of Finance and Economic Development confirming the allocation to each Woreda from the top-up for children with Special Educational Needs

### Task 3: 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 5 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 and from the 1% top-up to support the education of children with Special Educational Needs.

**Table 5: Allocation of School Grants for each Woreda**

<b>Woreda name:</b>			
<b>Cycle</b>	<b>Number of students</b>	<b>Minimum per-student grant (Birr)</b>	<b>Total allocation to Woreda</b>
<i>Grade 1-4</i>		50	
<i>Grade 5-8</i>		55	
<i>ABE</i>		50	
<i>Grade 9-10</i>		60	
<i>Grade 11-12</i>		70	
<b>Total</b>		---	
<i>Additional allocation to provide top-up to schools in Woreda with fewer than 200 students</i>			
<i>Woreda allocation from 1% top-up to support the education of children with Special Educational Needs</i>			
<b>Grand Total</b>			

- 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 Task 3 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 4: 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.
- The Regional Education Bureau should work with the newly created inspection system, as it approaches full capacity, to ensure efficiency of its monitoring visits.

**Measurable output to demonstrate that Task 4 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

## Part 4: Guidelines for the Zonal Level

### 4.1 Zonal Responsibility

- 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 three people from 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. As with Regional Education Bureaus, Zonal Education Office staff should work with the newly established inspection system.

**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

## Part 5: Guidelines for the Woreda Level

### 5.1 Woreda 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:** Allocate School Grants for each school and ABE center
  - **Task 3:** Inform schools and ABE centers of their School Grants Allocation including if an allocation for Special Needs Education has been made
  - **Task 4:** Provide School Grants Allocations to schools and ABE centers
  - **Task 5:** Monitor the School Grants Program and provide support to schools and ABE centers

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

- Woreda staff who attended the one-day Regional School Grants Training Workshop must organize a one-day (two nights) Woreda School Grants Training Workshop for Parent, Student and Teacher Association 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 Parent, Student and Teacher Association 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 second Parent, Student and Teacher Association member, 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 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-II, to evidence-based planning and the requirement for each school to spend at least half of the School Grants in the School Improvement Plan's teaching and learning domain
- The maximum size of each Training Workshop is 50 people.

**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: Allocate 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-II funds, to ABE centers and disadvantaged schools,
  - Consider the allocation to schools of the Woreda's allocation from the regional 1% top-up for children with Special Educational Needs,
  - Confirm the total School Grants to be awarded to 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.

- Small schools and ABE centers, with fewer than 200 students, will receive a minimum School Grants as if they have 200 students.
- This is to ensure that the total School Grants received is sufficient for a school or ABE center to carry out activities in its School Improvement Plan which have high minimum costs; to support small institutions which are often located in rural and disadvantaged areas; and to support small institutions which are likely to have a large impact on the education of girls and in achieving education for all.
- The School Grants letter received by the Woreda includes an additional allocation for schools and ABE centers identified as having fewer than 200 students. As with all allocations in the School Grants Program, this is based on enrolment figures from EMIS data of the previous academic year and school enrolments might have changed.
- Woreda officials should determine which schools and ABE centers in their Woreda have fewer than 200 students and should therefore receive the minimum allocation, as if they have 200 students. The minimum allocations are: ABE center = 10,000 Birr, Primary = 10,000 Birr, Secondary = 12,000 Birr.
- Once there is an agreement on the amount of Woreda funds that will be allocated to schools and ABE centers with fewer than 200 students, proceed to the next meeting item.

**Meeting Agenda Item #2:** Determination of which schools and ABE centers will receive a share of the allocation for the education of children with Special Educational Needs.

- Each Woreda that is allocated resources from the region for the education of children with Special Educational Needs will determine how this is distributed to schools and ABE centers.

- All of this allocation must be distributed to schools and ABE centers, it is not to be retained by the Woreda offices.
- The woreda can choose, based on guidance from its region, whether to allocate based on enrolment numbers of children with Special Educational Needs, or more generally to support all schools to improve their facilities for children with Special Educational Needs.
- Once there is an agreement on which schools and ABE centers will receive this top-up and how much it will be for each institution, proceed to the next meeting item.

### **Meeting Agenda Item #3: Completion of the Official School Grants Allocation Form (see page 29)**

- Once the small institution top-up has been determined, the final item for this meeting is calculating the total School Grants allocation for each school and ABE center.
- Woreda Education Office and Woreda Office of Finance and Economic Development staff must complete Columns A to J in the School Grants Allocation Form listed in Annex 3 of these guidelines. These columns are listed in Table 6 below as an example. The following steps should be followed:
  - List all the schools and ABE centers in the Woreda in Column A, then complete columns B, C, D, E, F and G based on the most recent official federal EMIS data (from the previous academic year).
  - Calculate the total 'regular' School Grants allocation in column H (calculated based on the enrolments and minimum amounts for each level listed in columns C-G). This total should match the figure provided in the letter from the Regional Education Bureau.
  - Column I should be entered to identify the top-up for each small institution, based on the decisions to Agenda item #1.
  - Column J should reflect the amount allocated to the school that will go to Special Educational Needs, based on the decisions to Agenda item #2.
  - Column K, the total School Grants for each school, is then the regular grant amount for institutions with more than 200 students (value in Column H), or the small institution top-up (Column I) if fewer than 200 students, plus the amount allocated in column J for Special Educational Needs. (The small institution top-up replaces the regular grant rather than adds to it.)
  - Once the School Grants Allocation Form (Columns A to K) has been completed a copy should be made. The original should be retained by the Woreda Office of Finance and Economic Development and the copy retained by the Woreda Education Office. Both copies should always be available for review.

**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 small institutions and allocations for Special Educational Needs
- (2) A completed School Grants Allocation Form held by the Woreda Office of Finance and Economic Development and a copy held by the



**Table 6a: 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 (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)	Additional grant assigned for Special Educational Needs? (YES/NO) (Birr)	Total School Grants allocated (Birr)
			G1-4	G4-8	ABE	G9-10	G11-12				
			(50 Birr)	(55 Birr)	(50 Birr)	(60 Birr)	(70 Birr)				
								$H = (C*50) + (D*55) + (E*50) + (F*60) + (G*70)$	From Agenda Item #1	From Agenda Item #2	$K+J = H+J$ (for institution with more than 200 students) $K+J = I+J$ (if small institution)
1	Institution 1	PRI	654	245	-	-	-	46,175	NO	YES 500	46,675
2	Institution 2	PRI	112	-	-	-	-	5,600	YES 10,000	NO	10,000
3	Institution 3	ABE	-	-	380	-	-	19,000	NO	YES 2,000	21,000
4	Institution 4	SEC	-	-	-	339	110	28,040	NO	NO	28,040

- **Institution 1:** Primary school 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.**

### Task 3: Inform Schools and ABE centers of their School Grants Allocation

- 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 as well as whether an amount has been allocation to the education of children with Special Educational Needs. The following table should be used, based on the information recorded in the Woreda's School Grants Allocation Form:

**Table 6b: 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)	Allocation for Special Educational Needs (YES/NO)	Total School Grants allocated (Birr)
		G1-4	G4-8	ABE	G9-10	G11-12				
		(50 Birr)	(55 Birr)	(50 Birr)	(60 Birr)	(70 Birr)				
<p>Notes:</p> <ul style="list-style-type: none"> <li>– 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.</li> <li>– If your institution has fewer than 200 students, it will qualify for a small institution top-up. In this case, the 'regular' grant is <b>replaced</b> by a grant of <u>10,000 Birr for primary schools</u>, <u>12,000 Birr for secondary schools</u> and <u>10,000 Birr for ABE centers</u> (unless the grant is larger without the top-up, then the larger amount is used).</li> </ul>										

<b>Measurable output to demonstrate that <u>Task 3</u> is achieved</b>	(1) File kept at WOE and WOFED with copies of official letters sent to all schools and ABE centers
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#### **Task 4: Provide School Grants Allocations to Schools and ABE centers**

- Immediately after School Grants 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 in Part 6.
- 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**

(1) Official School Grants Allocation Form is signed by representatives of all institutions, confirming collection of School Grants

## 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. This activity should be conducted in collaboration with the newly established inspection system.
- Monitoring and support visits are most effective at three times:
  - **At the end of the academic year:** Woreda staff 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 at least fifty percent of the School Grants on the School Improvement Plan's teaching and learning domain.
  - **Shortly after funds have been disbursed:** Woreda staff 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, where needed.
  - **Around three-months after the funds have been disbursed:** Woreda staff 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.

**Measurable output to demonstrate that Task 5 is achieved**

(1) Monitoring report for each visit held at the Woreda Education Office

## **Part 6: Guidelines for the School / Community Level**

### **6.1 Parent, Student and Teacher Association Responsibility**

- The Parent, Student and Teacher Association will be responsible for School Grants at schools and ABE centers. They will have full responsibility for using School Grants. If there is not an established Parent, Student and Teacher Association Committee in a school or ABE center then it must be established. The Parent, Student and Teacher Association will be responsible for the following six tasks:
  - **Task 1:** Brief the Parent, Student and Teacher Association on the School Grants Program and prepare for the Community Awareness Raising Meeting
  - **Task 2:** Deliver Community Awareness Raising Meeting
  - **Task 3:** Maintain and regularly review School Grantsmanagement documents
  - **Task 4:** Include approach to Special Needs Education in the School Improvement Plan (if allocation has been made for this)
  - **Task 5:** Collect School Grants
  - **Task 6:** Implement the School Improvement Plan
  - **Task 7:** Prepare Financial Overview and display on School Grants Notice Board

## **Task 1: Brief the Parent, Student and Teacher Association on the School Grants Program and prepare for the Community Awareness Raising Meeting**

- Upon returning from the one-day (two nights) Woreda School Grants Training Workshop the Parent, Student and Teacher Association representative(s) that attended, with the support of the school principal, must hold a meeting with Parent, Student and Teacher Association office holders, and other school staff, to explain the School Grants Program and provide orientation on the School Grants.
- Similarly, Parent, Student and Teacher Association representatives from an ABE center, who attended the workshop, must meet with the ABE center facilitators, and other people from the community who have been active in supporting the ABE center, to explain the School Grants Program, and provide orientation on the School Grants.
- Following this briefing, the Parent, Student and Teacher Association must plan for a Community Awareness Raising Meeting to tell parents about the School Grants Program and to inform them about the best ways to use School Grants. In planning this meeting please note:
  - The Parent, Student and Teacher Association should appoint someone to take minutes at the Community Awareness Raising Meeting and these minutes kept in the School Grants Meetings Minute Book (see Task #3 for details).
  - It is very important that as many parents and community members as possible are invited to attend the Community Awareness Raising Meeting as they need to be informed about the School Grants Program.
  - People from the community include school or ABE center staff, parents, local community leaders, and supporters of the school or ABE center.
  - It is important for this meeting (which will take about two hours) to be held at a time and place which is convenient for people to attend.
  - It is important for the Parent, Student and Teacher Association to agree on who will be the facilitators for the Community Awareness Raising Meeting. The assigned people will need to take leadership responsibility for the meeting.

**Measurable output to demonstrate that Task 1 is achieved**

- (1) Minutes of Parent, Student and Teacher Association meeting, including list of participants attending the meeting available in the School Grants Meetings Minute Book
- (2) Plan prepared for Community Awareness Raising Meeting

## **Task 2: Deliver Community Awareness Raising Meeting**

- The meeting facilitators (i.e. Parent, Student and Teacher Association Chairman and/or Parent, Student and Teacher Association members and/or school principals) should start the meeting by welcoming people and making introductions. Then the facilitators should go through the following meeting items:

### **Meeting Agenda Item # 1 – Introducing the School Grants Program**

- The meeting facilitators should explain the School Grants Program by beginning with the Foreword of these School Grants Guidelines and then covering the points listed in Part 1 of these School Grants Guidelines. These are:
  - A shift of focus for GEQIP-II
  - What is the School Grants Program?
  - What are the key features of the School Grants Program?
  - How much is the School Grant?
  - What can the School Grants be spent on?
  - School Financial Review
  - Social Accountability Mechanisms
  - What are the responsibilities of different levels for the School Grants Program (see Annex 1)
- The meeting facilitators should then explain school achievements during the past four years – this should include a discussion of major challenges faced and how the school has worked to overcome them.
- It is very important for the facilitators to make clear that the School Grants is in addition to funding provided by parents and the community. The School Grants is not meant to replace any existing and ongoing funding that is provided to the school or ABE center by parents and the community.
- After discussing these points, the facilitator should state how much money the school or ABE center has been allocated for the year.
- Then the facilitators should open the floor to questions from those attending the meeting. These School Grants Guidelines can be used as a reference to answer questions from the attendees.
- When there is a clear understanding of the School Grants Program the facilitators should move to the second meeting item.

### **Meeting Agenda Item # 2 – Introduction to the School Improvement Plan**

- The meeting facilitators must give a short summary of the School Improvement Plan. If the meeting facilitators want, they can present the Annual School Improvement Plan, instead of the complete, longer, School Improvement Plan.
- For any ABE center, which does not yet have a School Improvement Plan, initiatives should be discussed that will help to improve the quality of education in the ABE center.

- The overall aim of this part of the meeting is to remind participants what has been targeted in the School Improvement Plan.
- Schools and ABE centers must explain to participants how the School Improvement Plan has been prepared based on evidence from school performance (attendance, dropout, repetition, examination scores across subjects, teaching and learning materials). They should identify the evidence that has guided decisions.
- It is important that the summary of the School Improvement Plan is clear and concise and easy for participants to follow.
- After the presentation, the facilitators should ask participants if they have any questions, and encourage discussion on the School Improvement Plan.
- After discussion, the facilitators should move to the third meeting item.

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

- School Grants must be used for activities that will improve the quality of education at the school – with a particular emphasis on the School Improvement Plan teaching and learning domain.
- All participants should be reminded that at least 50% of the School Grants must be spent on the School Improvement Plan’s teaching and learning domain.
- Following the presentation of the School Improvement Plan, the facilitators should ask participants to state their priorities for the use of School Grants, based on the details in the School Improvement Plan.
- For any ABE center, which does not yet have a School Improvement Plan, initiatives should be discussed that will help to improve the quality of education in the ABE center.
- If there is a blackboard in the meeting room, the facilitators should list the suggestions made by participants, so that everyone can see what is proposed.
- It is important for participants to be given time to discuss and agree on the priorities for using the School Grants.
- Once there is consensus on what the School Grants should be spent on, this should be documented in the School Grants Prioritization Form (see Annex 4). The same information must be placed on the School Grants Public Notice Board.

### **Meeting Agenda Item # 4 – Signing the attendance register**

- The last item of the meeting is signing the attendance register. All participants must write their name and sign a form.
- After this is done the facilitators can end the meeting by thanking participants for their support.
  - At the end of the meeting the meeting facilitators must finalize the minutes of the meeting and keep these in the School Grants Meetings Minute Book (see Task #3 for details).

<b>Measurable output to demonstrate that <u>Task 2</u> is achieved</b>	<ul style="list-style-type: none"><li>(1) Minutes of meeting, including list of participants attending the meeting available in the School Grants Meetings Minute Book</li><li>(2) School Grants Prioritization Form completed and a copy displayed on the School Grants Public Notice Board</li></ul>
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### **Task 3: Maintain and regularly review School Grantsmanagement documents**

- The Parent, Student and Teacher Association must meet to discuss four separate items. It is important that the Parent, Student and Teacher Association agrees on who will be responsible for maintaining and updating each of the items. One member of the Parent, Student and Teacher Association should read aloud (or ask members to read) the following points:

#### **School Grants Meetings Minute Book**

- The Parent, Student and Teacher Association 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 Parent, Student and Teacher Association 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 Parent, Student and Teacher Association.
- The Minute Book should be kept by a designated Parent, Student and Teacher Association member.

#### **School Grants File**

- A School Grants File must be opened and maintained by the Parent, Student and Teacher Association. 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 Parent, Student and Teacher Association member.

#### **School Grants Notice Board**

- The Parent, Student and Teacher Association 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 6.
- The School Grants Notice Board must be located in a place that is easily accessible for the community. It must be protected from the weather.
- The School Grants Notice Board must be kept up to date.

#### **School GEQIP-II School Grants Cash Book**

- The Parent, Student and Teacher Association must establish a GEQIP-II 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 as part of the GEQIP-II.
- If the school or ABE center has other incomes and expenditures that are not related to the School Grants, then these must not be included in this cash book. The format for the Cash Book is listed in Annex 5.

**Measurable output to demonstrate that Task 3 is achieved**

The following items are kept up to date and available to view when required:

- (1) School Grants Meetings Minute Book
- (2) School Grants File
- (3) School Grants Notice Board
- (4) School GEQIP-II School Grants Cash Book

#### **Task 4: Include approach to Special Needs Education in the School Improvement Plan (if allocation has been made for this)**

- The School Improvement Plan should explain how children with Special Educational Needs will be assisted to participate in teaching and learning with the help of the School Grants. This can include the provision of simple assistive devices to identify learning challenges (visual, hearing impairment, learning difficulties, etc.).
- The additional funds for Special Educational Needs are intended to support schools to provide an inclusive environment where all children are able to learn.
- Schools and woredas with limited experience in education for children with Special Educational Needs should be advised to seek and utilize the expertise available. Schools can seek advice on how best to assist the children in their school from:
  - Special Educational Needs experts in the Woreda, Zone, or Region,
  - Colleges of Teacher Education,
  - Schools that specialize in Special Educational Needs,
  - Relevant teachers or Inclusive Education Resource Center,
  - People with disabilities' organizations' local branches and NGOs.
- Examples of inexpensive items that support learning and teaching are listed below:
  - Tools/Equipment to identify children's hearing and sight problems (e.g. Snellen chart) with the view to obtaining eyeglasses and hearing aids,
  - Organizing short term training and raising awareness on ways to educate children with Special Educational Needs (by using Braille, sign language, etc.),
  - Home visits to assist and encourage parents to send their children to schools,
  - Transcribing texts into Braille,
  - Installation of software such as Jaws, etc.,
  - Material provision to assist children with Special Educational Needs, especially those with learning disabilities in inclusive schools and 0-classes,
  - Abacuses (for the visually impaired),
  - Slate and stylus (for the visually impaired),
  - Sign language dictionaries.

**Measurable output to demonstrate that Task 4 is achieved**

(1) The increase (or change) from year to year, of children with Special Educational Needs who are enrolled in school

## Task 5: 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 Parent, Student and Teacher Association 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 Parent, Student and Teacher Association, then an active community member/supporter of the ABE center should be chosen to collect the School Grants, and a Parent, Student and Teacher Association 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.
- During GEQIP-II, mobile technology will be piloted to record the timely receipt of School Grants. Some school principals and ABE center representatives will be able to report to the Regional Education Bureau after collecting their funds. Details will be communicated during GEQIP-II.

**Measurable output to demonstrate that Task 5 is achieved**

(2) Official School Grants Allocation Form signed and retained by Woreda Office of Finance and Economic Development, indicating collection of School Grants by all schools

## Task 6: Implement the School Improvement Plan

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

**Measurable output to demonstrate that Task 6 is achieved**

The following items are kept up to date and available to view when required:

- (1) School's Improvement Plan
- (2) School Grants Meetings Minute Book
- (3) School Grants File
- (4) School Grants Notice Board
- (5) School GEQIP-II School Grants Cash Book

## **Task 7: 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 1 each year.
- The annual financial review should identify what percentage of School Grants was spent on the School Improvement Plan's teaching and learning domain.
- 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 7 is achieved**

(1) Completed financial overview form (see Annex 6) displayed on the School Grants Notice Board.

## Annexes

### Annex 1: Summary of management responsibilities at different levels

Level	Responsible organization	Key Responsibilities
Federal	Ministry of Education EMIS Planning and Resource Mobilization Directorate and School Improvement Program Unit of Teachers and Education Leaders  Ministry of Finance and Economic Development	<ul style="list-style-type: none"> <li>• <b>Task 1:</b> Translate, Print and Distribute the revised School Grants Guidelines</li> <li>• <b>Task 2:</b> Organize Regional Trainers Workshop on the School Grants</li> <li>• <b>Task 3:</b> Coordinate the Transfer of School Grants to Regions</li> <li>• <b>Task 4:</b> Conduct School Grants Utilization Survey and Workshop on Findings</li> <li>• <b>Task 5:</b> Prepare and implement national communications program</li> </ul>
Regional	Regional Education Bureau (REB)  Bureau of Finance and Economic Development (BoFED)	<ul style="list-style-type: none"> <li>• <b>Task 1:</b> Organize Zonal and Woreda Training Workshop on the School Grants</li> <li>• <b>Task 2:</b> Allocate top-up for Special Educational Needs to woredas to support the facilities and learning materials available to students with Special Educational Needs</li> <li>• <b>Task 3:</b> Distribute School Grants Allocation letters and School Grants to all Woredas</li> <li>• <b>Task 4:</b> Monitor the School Grants Program</li> </ul>
Zonal	Zonal Education Office (ZEO)	<ul style="list-style-type: none"> <li>• <b>Task 1:</b> Supervise the Woreda School Grants Training Workshops</li> <li>• <b>Task 2:</b> Monitor the School Grants Program</li> </ul>
Woreda	Woreda Education Office (WEO)  Woreda Office of Finance and Economic Development (WoFED)	<ul style="list-style-type: none"> <li>• <b>Task 1:</b> Organize and deliver the Woreda School Grants Training Workshop</li> <li>• <b>Task 2:</b> Allocate School Grants for each school and ABE center</li> <li>• <b>Task 3:</b> Inform schools and ABE centers of their School Grants Allocation including if an allocation for Special Needs Education has been made</li> <li>• <b>Task 4:</b> Provide School Grants Allocations to schools and ABE centers</li> <li>• <b>Task 5:</b> Monitor the School Grants Program and provide support to schools and ABE centers</li> </ul>

School and Community	School Management Committee Parent, Student and Teacher Association ABEFacilitators	<ul style="list-style-type: none"> <li>• <b>Task 1:</b> Brief the Parent, Student and Teacher Association on the School Grants Program and prepare for the Community Awareness Raising Meeting</li> <li>• <b>Task 2:</b> Deliver Community Awareness Raising Meeting</li> <li>• <b>Task 3:</b> Maintain and regularly review School Grantsmanagement documents</li> <li>• <b>Task 4:</b> Include approach to Special Needs Education in the School Improvement Plan (if allocation has been made for this)</li> <li>• <b>Task 5:</b> Collect School Grants</li> <li>• <b>Task 6:</b> Implement the School Improvement Plan</li> <li>• <b>Task 7:</b> Prepare Financial Overview and display on School Grants Notice Board</li> </ul>
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## Annex 2: School Financial Review Format

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

<b>Note: If the answer is “No” to any question, please explain why</b>			
<b>Check</b>	<b>Yes</b>	<b>No</b>	<b>Remarks</b>
<b>Work plans</b>			
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?			
<b>Accounting arrangements</b>			
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)?			
<b>Transactions</b>			
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?			
<b>Oversight</b>			
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?			

<b>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</b>			
	<b>Name</b>	<b>Signature</b>	<b>Position</b>
<b>School audit conducted by:</b>			
<b>School audit checked by:</b>			
<b>School audit approved by:</b>			

### Annex 3: School Grants Allocation Form

<b>Region</b>		<b>Names</b> of Woreda Education Office or Woreda Office of Finance and Economic Development officers responsible for School Grants	
<b>Zone</b>			
<b>Woreda</b>		<b>Signatures</b> of Woreda Education Office or Woreda Office of Finance and Economic Development officers responsible for School Grants	

<b>Col</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>
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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)	Additional grant assigned for Special Educational Needs? (YES/NO) (Birr)	Total School Grants allocated (Birr)
			G1-4	G4-8	ABE	G9-10	G11-12				
			<i>(50 Birr)</i>	<i>(55 Birr)</i>	<i>(50 Birr)</i>	<i>(60 Birr)</i>	<i>(70 Birr)</i>				
							$H = (C*50) + (D*55) + (E*50) + (F*60) + (G*70)$	From Agenda Item #1	From Agenda Item #2	$K+J = H+J$ (for institution with more than 200 students) $K+J = I + J$ (if small institution)	

**Woreda officials must add pages as required**

## Annex 4: School Grant Prioritization Form

<b>School name</b>			
<b>Woreda</b>			
<b>Zone</b>			
<b>Region</b>			
<b>Period</b>		to	
<b>Prepared by</b>			
<b>Approved by</b>			

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

**Annex 5:GEQIP-II School Grant Cash Book Format**

<b>School name</b>		<b>Cashier name</b>	
<b>Woreda</b>		<b>Month</b>	
<b>Region</b>		<b>Year</b>	

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

Balance represented by		Balance checked and certified by	
Cash on hand		School principal	
Cash at bank		Accountant	
<b>Total</b>		<b>Cashier</b>	

**Annex 6: GEQIP-II 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 <u>School Grant funds</u>		
Description of activity	Activity included in <b>School Improvement Plan and School Prioritization Form</b> (Yes / No)	Activity in <b>teaching and learning domain</b> of School Improvement Plan (Yes / No)
Major activities carried out using <u>other funds</u> received by school (including community contributions)		
Description of activity	Activity included in <b>School Improvement Plan and School Prioritization Form</b> (Yes / No)	Activity in <b>teaching and learning domain</b> of School Improvement Plan (Yes / No)

The Notice Board should also display: **School Grant Prioritization Form (Annex 4)** and **School Financial Review Format (Annex 2)**