



The Asra Hawariat S c h o o l F u n d ANNUAL REPORT 2014

Introduction

The Asra Hawariat School was started at the end of the 1950's by Asfaw Yemiru who was then a 9th grade student at the British Council run General Wingate School in Addis Ababa, Ethiopia. Since then the school, and its related welfare activities, have been able to assist more than 112,000 needy children.

The Asra Hawariat School is a non-political, non-religious and non-profit-making voluntary organization, aimed at assisting children from the poorest sections of Ethiopian society. Education and other assistance is made without regard to ethnic or religious background or political orientation.

Achievements of the year 2014

Maintenance of Classrooms

The floor of the classrooms in the Old Land had been cracking because of the characteristics of the black soil they were built on. This was becoming dangerous as well as unsightly. This fund contributed £17,000 towards refurbishment of 23 of the classrooms as well as the painting of 18 classrooms in the New Land. Glass was also installed in the windows.



Construction work

A major multipurpose building construction work is being under taken on the New Land to serve as three different laboratory rooms for biology, chemistry and physics; school museum to display the various stages of development and registered achievements over the years, as well as a gymnasium, an art and music centre and a new Staff Room. The basement and first two floors of this building are now up, but approximately £141,000 is going to be needed for completion, which will have to come from additional funds as we cannot afford to raid our running costs.

New Computer Rooms

To the great satisfaction of our students, teaching staff and the school community in general we have been able to install 11 computers at the Old Land and 13 computers in the New Land with all the required accessories and facilities. We have also employed a well trained, experienced and competent instructor to conduct the training program. Our students and teachers are extremely delighted and enthusiastic in following the instructor which has already been in progress since November 2014.



Regular School Operation

Student Enrolment

The school provides a completely free education with material and financial assistance for selected needy children. Selection for enrolment is made after thorough investigation of the background of the children. Our priorities are homeless children who have lost both or one of their parents; children whose home lives were continually marked with disruptions, poverty and uncertainties; and children from low income families. The whole task of screening and admitting new children to the school are carried out by the school principal and social workers in collaboration with officials from the local Kebele (local council) and selected members of the local community. The school has never satisfied the demand for enrollment in its long years of operation. Each year only an average of one third of the applicants are accepted.

The student population for the 2014 academic year is as follows

Grade	Male	Female	Total
1	151	169	360
2	48	52	100
3	65	75	140
4	77	103	180
5	63	70	133
6	37	39	76
7	26	54	80
8	28	56	84
Total	495	618	1113

As can be seen from the above table, girls' education has been prioritized. This is because we want to set example regarding the importance of closing the disparity gap between boys and girls in education and all other spheres of professional development. In our country in general literacy, school enrolment rates and the level of schooling completed for males by far exceed those for females. We strongly believe that giving females equal access to education is not only their right, but it also has very great socio- economic and political benefits for the country at large. If half of the population is left behind a huge resource base is being underutilized.

Teaching Staff

The teachers of our school are carefully selected considering their qualification, experience and overall personality development. In as much as possible we try to select our teachers from our orphanage and foster parent program beneficiaries and training them in government teacher training institution. This is because it is our conviction that they are aware of the very basic objectives of our school for the needy and as a result they have a better moral obligation and responsibility for the school's future sustainable development. We have also continued to employ young and energetic teachers from the open market to replace our old teachers. Upgrading the level of competence of all our teachers through in service training workshops and seminars is a regular program of our school.

Qualification level of the teaching staff as follows:

	Male	Female	Total
Certificate	8	11	19
Diploma	14	13	27
Degree	2	5	7
Total	24	29	53

In addition we have 16 (6 male and 10 female) administrative and domestic staff.

Academic Performance

The school as always insisted on small class numbers (<35 maximum, which compares well to government schools were numbers are frequently double that). Smaller teacher to student ratio is very important to create closer teacher and student relationships; to ensure effective learning and teaching, to maintain discipline in the classroom and to rehabilitate children with specific problems. In general the school follows the National Curriculum with some adjustments to meet the specific needs of our students and to gain positive results in upgrading the learning and teaching process. Greater emphasis has always been given to the teaching of English starting from the first grade. More emphasis has also been given to science and mathematics. These practices have proved to be very effective reflecting on the superior achievement of our students in all national examinations.

Continuous and effective assessment of the performance of students is undertaken by teachers and the school administration. The education zone office of the Ministry of Education also perform periodic assessment and evaluation. It has always been very



encouraging that the results of these external evaluation have been rated to be excellent. To further raise the academic excellence of our students, effective counseling techniques are being used. The very close and intimate interaction between guardians and families of students and the school administration has also greatly assisted in raising the standard of education in our school.

As a result of this educational environment, narrower teacher to student ratio, availability of books, good discipline and well trained and experienced teachers, school performance as evaluated by supervisors of the Ministry of Education and actual results of the 8th grade National Examination has always been rated as one of the best in the country. As usual in the 2014 academic year 61 students (30 male and 31 female) sat for the national examination and all of them passed with glittering results to the best satisfaction of the school community and guardians of families. They have now joined higher education.

The following extracurricular activity clubs were operational in the year.

- Sport: our Sports team were Addis Ababa Champions in an annual multi- sports competition. That was amazing for them.
- Music and Theatre
- Environmental Protection
- HIV/AIDS Awareness
- Debating of club
- Girls Club



Legal & Administrative details

The Asra Hawariat School Fund was founded by a Declaration of Trust dated 10th October 1974, and is registered with the UK Charity Commission as Charity No.325121. The objects of the Charity are the relief of poverty and the advancement of education in Ethiopia through the work of the Asra Hawariat School. The Fund has no paid staff and is run on an entirely voluntary basis. The Trustees of the Fund are Gillian Cloke, Richard Cloke, Nicholas Kaye, and Timothy Kinahan.



The Asra Hawariat School Fund

Other Activities

Agriculture

The farm thrives, acting both as a demonstration farm and as a source of fresh milk and vegetables for the Child Aid families. There are 60 head of cattle, and significant production of spinach, carrots, cabbage, beetroot, lettuce, onion, garlic and various local delicacies such as kitma, gesha and koba. We also have a small greenhouse to grow fruit-tree seedlings, such as apple and plum. These seedlings are then given out to students and their families to plant at home or in their neighborhood (space permitting).

Health Service

In the school's health service and awareness creation program, more emphasis is given on preventive methods than cure. The important issues in health education are videotaped in Amharic and English and are used as visual aid to stress the importance of leading a healthy and happy life. The lessons in health education deal among other methods with keeping the body, hair, clothes, shoes and homes clean. Sex education, HIV/AIDS and other infectious diseases prevention methods are also taught.

The clinic also gives first aid and small scale medical service to the school community. Headaches, worm infestations, minor skin wounds, etc. are the most frequent student health problems. Treatment of minor infections is carried out at the level of the clinic. Basic vaccination services are also provided to all children. Severe cases that cannot be treated are referred to health centers and hospitals accompanied by our nurse to help the helpless children.

The School Library

The school library is widely recognized as a resource center for the teaching and learning activities. It has a wide range of subject books, periodicals, reference materials and teaching aids. There are over 7000 books in the library classified into different subjects. The reading room of the library is used by students, teachers and interested members of the school community throughout the

week except on Sundays and public holidays though seasonally closed for inventory and rearrangement purposes.

The library would be vastly improved with an influx of new, up-to-date books: much of what is in stock is well past its sell-by date.

Inflation

Inflation is extremely high (in 2014 the Ministry of Education deemed it necessary to raise Teachers' salaries by 45%, and house rents (also government controlled) have more than tripled as housing stock has been improved) causing severe food insecurity, especially amongst the urban poor. Basic items such as cooking oil, kerosene, flour and sugar are now beyond most of them – the diet of many of our children, and consequently their ability to concentrate) has been adversely affected. We have tried to help where we can.

Thanks

Thanks are due, once again, to our auditors, David Harrison and Co of Belfast, and to Print Revolution of Nottingham, who have kindly designed and printed this report. All without charge.

And, not least, thanks to all our supporters, whose remarkable generosity in difficult economic times has ensured another good year, and who have helped turn so many dreams into reality.

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