



Pact Ethiopia's mission is to enhance the capacity of development partners to ensure the attainment of social justice, improved economic opportunities and a peaceful co-existence. Pact accomplishes this by forging strong alliances and networks with development partners, employing a range of innovative development models and tools with the aim of viable replication, and enhancing organizational and technical capacity, networking and advocacy.

Policy Makers and NGO Implementers Learn from Nigeria and Kenya's Experience in Educating Pastoralist Populations



a mobile school visited by the delegations

In May and June of 2008, four teams of Ethiopian policymakers and practitioners visited both Nigeria and Kenya, seeking to gather best practices for designing appropriate educational interventions for pastoralists in Ethiopia. Delegates from the Federal Ministry of Education, Regional Bureaus of Education and civil society implementers of basic education in pastoralist regions traveled representing Afar, Somali, Oromia and South Omo zone of SNNPR. The trip was made possible through the support of Pact's USAID TEACH project, Italian Cooperation, UNICEF, UNESCO, and Save the Children United Kingdom.

The delegation to Nigeria visited mobile schools with education delivered via collapsible tents with makeshift furniture, as well as boarding schools, interactive radio instruction, and computer e-learning centers for pastoralists. Nigeria has employed an integrated approach, training extension workers how to teach children and adults; how to treat sick animals; how to implement agro-forestry; and how to use a mobile phone and information technology. The Nigerian Commission for Nomadic Education has adapted and contextualized the formal curriculum to accord with the lifestyle of the fishers and nomadic populations, involving pastoralists themselves in the curriculum development process. Kenya has pioneered innovative shelter and school feeding programs for pastoralists and has also incorporated low-cost early childhood development. One delegation visited Kenyan mobile schools where education was conducted in portable tents and stick shelters, where local mobile teachers traveled with the community, transporting educational materials with camels and carts. Some participants found Kenya's modalities of mobile schools, boarding facilities, early childhood development initiatives and innovative school feeding programs to be particularly applicable to the Ethiopian context. One participant expressed that the most important lesson the team gleaned from the Nigerian experience was how an articulated philosophy and intellectual leadership served as the foundation for wide array of successful interventions for Nigeria's pastoralists and nomads. The Ethiopian delegations plan to follow up by first disseminating what they learned from exposure visits to Iran, Nigeria and Kenya at the regional level, whereafter they will design action plans to promote successful education interventions for pastoralists, adapted to the Ethiopian context.

TEACH Inaugurates Functional Adult Literacy Courses for Women

The USAID TEACH project has inaugurated a functional adult literacy program that focuses specifically on women's needs. Through the course, women learn about sanitation and hygiene, family planning, HIV/AIDS prevention, harmful traditional practices, kitchen gardens, environmental protection, income generation and other livelihood skills. These topics are learned within the context of literacy and numeracy. The program approaches adults with respect and recognition, involving women themselves in decision-making in the planning and timing of the course.

The program was inaugurated in February 2008. TEACH first trained woreda education officers, women's affairs officers, community management committee members and other women active in the community. These individuals cascaded the training content to the female facilitators in their areas. Women usually study for up to two hours, twice a week, using manuals developed by the TEACH project, as well as supplementary readers from the Adult Nonformal Education Association in Ethiopia. TEACH nonformal education for children and adults are often coordinated, with one facilitator teaching both classes, or adult classes being held at the alternative basic education center. In many families, both children and mothers are going to school. At Digba site, SNNPR, the children attend alternative basic education in the morning and when they reach home, mothers give them the responsibility to watch over the home and make sure animals do not enter the compound and eat the garden vegetables, while they then proceed to the alternative basic education center. When parents and children learn together, parents attribute more value to education, and are better able to help their children with homework. TEACH also coordinates technical assistance, exchange of materials, teaching aids preparation and sharing of other resources between education programs for children and adults.

Women attending class in SNNPR



Women are finding the numeracy aspect of the course very helpful for their lives. "In order to harvest wheat, we must understand the economics of our household over one year. We need to understand what is the budget, what are the expenses and what is the profit in our house," says one participant in the Hadiya zone of SNNPR. Women are vocalizing that they appreciate both the functional aspects of the course, and greatly value the ability to read and write. The course is also having an impact at the household level as well. Many husbands were initially resistant to allowing their wives to attend the course. Women report that, "We have changed our approach to our husbands. We have learned how to manage the house, the children, and we even manage our husbands better."

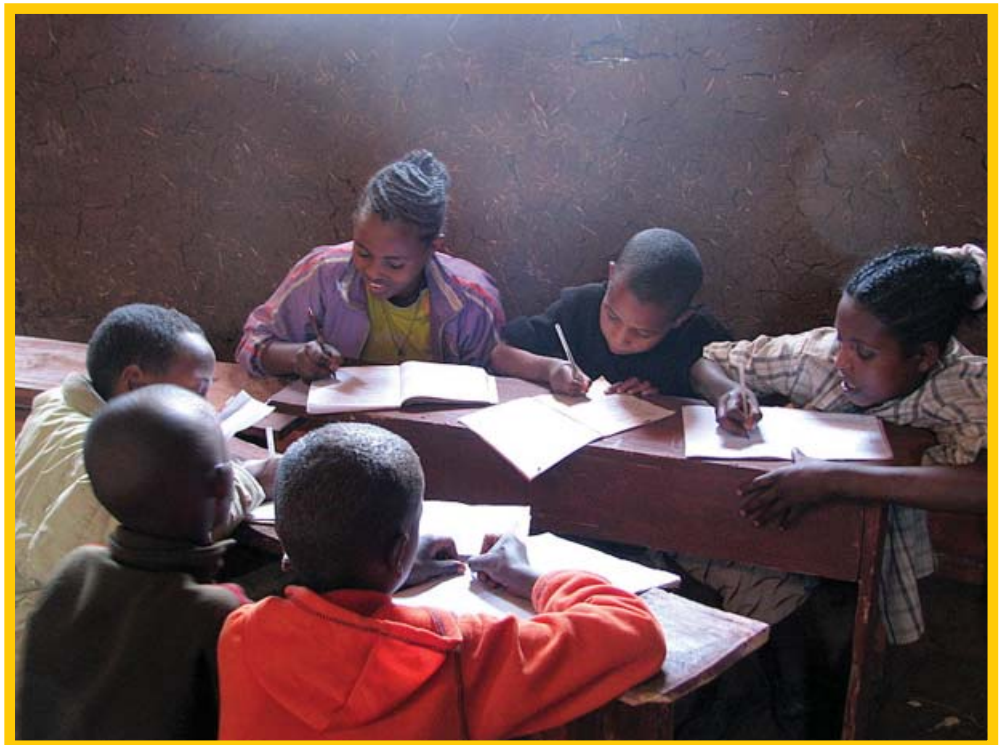
Nationwide, TEACH enrolled 26,945 adults in 2007. The new functional adult literacy courses will operate in 48 sites and reach 4000-5000 women in 2008-9. At the completion of the TEACH program, these sites will be handed over to the Woreda Education Office to manage. This handover coincides with the completion of TEACH training for over 500 Woreda Education Offices in the principles and skills needed to carry on nonformal education in their communities.

Supervision and Professional Development Help Facilitators Implement Active Learning in the Classroom

Through the TEACH model, the NGO partner, Love in Action, trains facilitators in classroom management, preparation of weekly lesson plans, student-centered and participatory learning, how to conduct group work in the classroom, monitoring of student progress through continuous assessment, preparation of local teaching aids, and how to document class activities and progress.

When conducting monthly supervision, some supervisors have found that facilitators faced problems understanding how to teach lessons in the textbook. Demeke Haile, the Hadiya zone TEACH supervisor, helps teachers understand their lessons and improve their teaching skills. He also gives continuous support, helping facilitators reinforce the skills of documenting data and reporting. Says Demeke, “Testing alone does not allow us to measure students’ progress. We need to also measure their attitudinal and their cognitive domains. We need to use class work, oral questions, and homework, in addition to tests. Through these methods, facilitators evaluate their students’ performance through continuous assessment.”

Demeke also works with the facilitators to develop teaching aids. “We don’t expect things from a factory. Teaching aids can be made from local materials. I participate with them in making the aids and give some hints. Then even students join in and help make the classroom aids.” In a Level 2 Classroom, facilitator Berhanu Tadesse uses a rock and a rope thrown over one of the rafters in the roof to show how a pulley works. He demonstrates the pulley and then explains how builders use pulleys to hoist building materials up to the construction site. He later converts the stone and rope



Students participating in group work in a Love in Action classroom in Hadiya zone

into another kind of simple machine, showing how an incline can facilitate the transfer of heavy items. He seeks a volunteer from the class and one tiny girl uses the rope to pull the heavy rock up the board of plywood. Yohannes Abiyu, another facilitator says, “one of the successes for me is that, one year or two years ago, when I was teaching at the formal school, I didn’t want to prepare teaching aids. However, when I explained things theoretically to my students, they did not understand. After I received training in local teaching materials and started to make these teaching aids, if I say something once and I demonstrate it practically, then the children understand and they don’t forget.”

Love in Action’s on-site training has also helped facilitators incorporate group work into their classroom teaching. Facilitator Machios Tamre explains, “Those students who are weak are sometimes afraid or ashamed to ask the teacher when they don’t understand. But within the groups, they are not afraid to ask ‘what does this mean?’” In order to make the groups effective, facilitators evenly divide active, average and slower students among each group. Hana Yaikom, a Level 1 student, explains how group work has impacted learners in her classroom. “Standing up alone and responding we feel shy, but in groups we are confident.” Instructing teachers in innovative pedagogical methods, followed by continuous supervision and support, is resulting in active learning in TEACH’s alternative basic education classrooms.



Students in Girls' Empowerment Project Complete 10th Grade

After two years of investment, secondary school girls in Amhara, SNNPR and Gambella have completed their 10th grade year of coursework. Their achievement is laudable, in a nation where only 28.6% of girls make it to secondary school. The Girls Empowerment and Management Project, sponsored by the Nike Foundation, employs a holistic approach to empowering girls. Through the GEM project, beneficiary girls received three forms of support: financial, academic and life skills & leadership support. Financially, the girls were provided a scholarship, which helped to support basic living costs and learning materials, as well as reducing their need to work outside class time. Academically, GEM organized regular tutorial sessions, increasing the likelihood of girls succeeding in their schoolwork. In terms of life skills, the girls were also trained in reproductive health, family planning, HIV/AIDS, life skills, resilience, leadership and appreciative inquiry. Mentoring and guidance counseling services were provided to the girls, as well as opportunities for exposure visits and role modeling. GEM also supported the wider institutions and processes that provide ongoing support to empowering girls,

including: school clubs, school committees, counselors, and wider community sensitization to gender issues.

After two years of inputs, many of these GEM-supported girls made it through 9th and 10th grade successfully. GEM is also offering summer vocational skills training courses in areas such as computer skills, tailoring, catering, and hairdressing, so girls can become economically self-sufficient.

Halimet is one example of a girl who was able to persist against innumerable odds, in order to pursue her education. In 2003,



Gambella 10th grade girls discussing the impact of the program on their lives

when she was 13 and attending 5th grade, one of the rich men in her rural Amhara town of Wogdi, intended to engage Halimet to his 45 year-old son residing outside Ethiopia. He presented his proposition to Halimet's parents, who gladly accepted, based on the opportunity to create close relations with the wealthy family. Her parents started to prepare the wedding, whilst Halimet knew nothing of the agreement. After her school exam, her parents hid her books and informed her that she had to quit school. She was also guarded over and her family members prevented her from leaving the house. Just before the wedding day, Halimet ran away and fled to her aunt's house. However, her parents found her there. They began devising another plan to force her to marry: abduction. To avoid this fate, Halimet's friend helped her travel to Kombolcha. When it came time to register for 9th grade, she was short of money to pay the registration fee. The director referred her to the GEM project, and she was able to receive financial support to commence 9th grade. After two years and multiple girls' empowerment inputs, she has now completed coursework for the 10th grade. Halimet is one of many girls assisted by the GEM program to overcome innumerable obstacles on their way to completing 10th grade.

New Life Teen Challenge: Changing the Lives of Street Youth

The NGO, New Life Teen Challenge Development Program, undertakes activities for street children and youth in Addis Ababa through the Metababer project, funded by the Swedish International Development Agency. The NGO works to empower street girls and boys who have been orphaned, lost parents to HIV/AIDS, or migrated to Addis Ababa to escape rural poverty

or early marriage. New Life Teen Challenge tries to address the challenges facing street youth through a multi-pronged approach of empowering youth economically, socially and psychologically. The organization's psycho-social program strives to help youth reconstruct a positive attitude about themselves. The organization provides counseling, training, social support, and integrates participants into a strong social network. New Life Teen Challenge also conducts HIV/AIDS prevention activities by training peer educators who were former street youth themselves. After training, the peer educators then go back on the street and discuss with other youth how to get out of the cycle of drugs, unwanted pregnancy and sexually transmitted diseases. The peer educators also link affected youth with reproductive health devices, family planning services, sexually transmitted disease treatment, and other referral services. "Street people working for street people is key to the success of the program," says Abebe Demisu, the program's coordinator.

New Life Teen Challenge also works to economically empower beneficiaries. The NGO's residential rehabilitation center provides youth with shelter, food, medical aid, psycho-social support, educational encouragement and HIV/AIDS prevention training. Youth are given the opportunity to participate in vocational training, based on their interest area. Both boys and girls have been trained in hairdressing, food preparation, catering, tour guiding, woodworking, metalwork, bamboo furniture construction, and other areas. Some graduates have been able to secure jobs, while others have started their own business after completing the training.

New Life Teen Challenge has seen great changes in the lives of young street youth. Says Abebe, "They used to believe that they could get money without working, simply by sitting on the street and begging. This used to be normal for them." Others gained their livelihoods from commercial sex work. Now, the youth are working, earning salaries from the services they render, and are able to cover their daily expenses and secure shelter. Program coordinators assert that the greatest change among the street youth has been psychological empowerment. The youth used to think they were worthless, abandoned and not needed. They were deprived of family and parental affection, and many did not consider themselves equal to children living with their families. As a result youth have realized they are indeed human beings and that they are as important as other people are. Many youth have become assertive and confident and they articulate their opinions without hesitation. Participation in the program has also resulted in behavioral change. Many youth have conquered addictions like smoking, drinking and chewing chat. Others are planning to get married to someone they love and be loyal to one partner, so that they can avoid HIV and live a healthy life. Many of the program participants have also started going to school, securing jobs and utilizing their new vocational skills. Tigist Demeke, peer educator and former street girl, spontaneously composes a poem, testifying how her New Life Teen Challenge education changed her approach to the world.

*"From my life, there is something to be multiplied.
From my character, I have something to subtract.
For what I have to share with others,
it needs to be divided.
Of my own good things, I have multiplied them.
When it is equal, I will be equal with everyone."*



Tigist Demeke, peer educator

Young Male Farmers Drop Alcohol & Redirect Energy to Community Service

The Shola Meda Youth Club is spilling over with guests. People are squeezed on to the benches, peering through the windows, and piled up outside the door. It's time for the club's weekly coffee ceremony. One of the more intriguing discussions involves discussing how a man should handle a situation if he is working in another area for six months and finds that he has HIV/AIDS. How should he tell his family when he comes back? How should he protect them?

The Packard-funded Adolescent Reproductive Health Project has invested in strengthening Shola Meda's Selam Development and Anti-HIV/AIDS Association. Of the association's 64 members, two-thirds are young male farmers who farm full-time and support a young family, while others tend to their land while attending



Young male farmers who have dropped addictions and become active club members

class. Addictions are a great problem among young men in the area. After earning large sums of money from the harvest on market day, many men linger in the rural towns and spend their earnings on alcohol, chat leaf, and shisha water pipe. These activities often co-occur with "bar ladies", who earn their living through the sex trade.

Many of the club's most active members are young males who have dropped their addictions. One member, Mesfin, used to chew chat leaf and tell club members to 'get lost' and stop nagging him. However, when the day came that he

ran out of money for chat and he could no longer fund his addiction, he decided to join the club. As more youth have become free of addictions, they are redirecting their energy into a number of activities that benefit the community, including: house-to-house family planning visits, mass education endeavors, coffee ceremonies, voluntary testing and counseling promotion, support of the elderly, care for orphans, among many other activities. The club has conducted education and awareness-raising at post-funeral condolence gatherings, at Farmer Association meetings, during communal farming efforts, and to groups of disabled persons, street beggars, and church-goers. The club has succeeded in mobilizing 85 community members to engage in voluntary testing and counseling. The association also works on preventing early marriage, and has taken the cases of three underage girls to court, found an attorney to represent the cases, and landed three successful court rulings in which early marriage was averted. Club members also maintain roads and protect the spring water source in the village. These efforts have built the respect of the community and have engendered broader community participation in the club's awareness-raising and educational activities. Older farmers have even requested the club to teach them through the weekly coffee ceremony. The chairperson cites case after case in which those who delivered the strongest insults to club members are now the ones arising to serve, bringing relatives to coffee ceremonies, and actively volunteering their time and energy to the club.

Community Theatre Speaks Louder than Words

Youth across Ethiopia, in primary school clubs, in and out-of-school youth groups and associations are using the power of theatre to communicate messages to the community that mere words fail to convey. The youth groups have found that their awareness-raising efforts are more effective when people see an idea, rather than just hear about it. Dramas enable youth to convey the subtleties of local realities, triggering bursts of laughter when community members see themselves and their communities reflected in the skits.



Siltinya youth and children gather around a performance by the Boze Out-of-School Youth Club

To attract a wider audience and captivate the attention of a diverse array of community constituents, the Adolescent Reproductive Health project's Boze youth club members present puzzles, jokes and comedy skits, impersonating a news broadcaster who is stationed in the remote rural community and has to grasp to find news stories. "News Updates: Two rats have demanded that a shop be opened for them. Alert! Latest Breaking News: A cat slept on a porch for eight days straight." When the youth commence traditional dancing in Siltinya style, the colorful event increases the size of the crowd. Drawing on local customs helps ensure acceptance by the community and using the local language spoken only in Silti zone ensures that messages are fully understood. After the dance has riveted the community audience, the youth group presents a series of poems that they themselves authored, rallying the community to fight against HIV/ AIDS.

All of these events build suspense in advance of the upcoming drama. The play resembles an odyssey of the range of prototypical characters in the rural Siltinya community: men returning from the city seeking to hook up with local Siltinya girls; unemployed youth willing to act as brokers in order to get a bite to eat; secondary school girls duped into believing promises of marriage and educational support; and HIV/AIDS testing counselors who hold the responsibility of conveying devastating news to the girls.

By making the skits entertaining as well as realistic and engaging, the actors bring a series of "development messages" close to home, conveying them in an excruciatingly real manner. The skit touches on a host of issues affecting young people living in the remote village: the pressure to discontinue education, the phenomenon of rural-urban migration, the insidious role of brokers, sexual exploitation, the various actors involved in the process of transmitting HIV/AIDS, fear of HIV/AIDS testing, and the ultimate fate of girls who are persuaded by false promises. During the 'morning after' scene, tears were seen welling up in the eyes of one teenaged girl in the audience, as she watched the girls languishing in despair.

Young people are also building human resources that will benefit them in their future careers, including planning mass public events, composing poems and scripts, rehearsing theatrical skits, and mobilizing the community, as they demonstrate maturity, commitment and articulateness in their endeavors. In areas where unemployment is high and few other forms of recreation exist, participating in community theatre and club events gives the youth an alternative to becoming involved in addictive habits like chewing chat and drinking alcohol just to pass the time. Small children also crowd each event, and look up to the youth as role models. Community theatre is a mechanism that is spreading across all corners of Ethiopia, through which youth are succeeding in raising consciousness about the true effects of harmful traditions and the real importance of reproductive health & gender empowerment.



Organizing and Irrigating: Lalibela Women Harvest Vegetables

The land around Lalibela, Amhara region is dry and drought-prone, leading to frequent food shortage, migration and economic destitution. Save Your Holy Land (SYHL) Association is an emerging NGO working in Lalibela that believes that for empowerment to occur, women must be empowered holistically-- socially, economically, and educationally, so that they are not only benefiting, but excelling. Says staff member, Yemane Gebrehiwot, "when women are able to control their own resources and manage their own affairs, when they have gained confidence-- that is empowerment." Through the Metebabber project, SYHL engages in integrated programming for women's development by: creating income generation activities for women; supporting the academic progress of girls in upper primary and secondary school through tutorials; and providing HIV prevention education and family planning services to women in their reproductive years.

In order to address the dire need for income generation, SYHL first organized women into associations to engage in small-scale agriculture. SYHL first provides financial management, bookkeeping and other education to participating women and they then choose what type of activities to pursue. The Meskal Kebrab Group organized to enhance income by producing vegetables, like carrots, kale, and potatoes. Another women's group has been organized to raise poultry.

Starting up agricultural production was not without challenges. "Even after we organized as a group and received training, we ourselves, because of our background, said, 'We should be at home. We shouldn't be in the field,'" says Tesfa Mammo. When they started farming, the women didn't have all the technical knowledge they needed. Instead of planting in three cycles, they planted all their seeds at once, resulting in wastage. They had to learn how to irrigate, and when the rainy season brought mud, they weren't experienced in tilling the land. Their hands became sore, and, "at one point we gave up and asked, 'why we are doing this?' With continuous support, training and encouragement from SYHL, the women's association persevered and even conducted two experience-sharing visits to Dessie and Bahirdar to improve their horticultural skills.

Asmarach Ameha, describing how her group organized itself and overcame challenges



The resulting changes have been tremendous. The community used to face severe vegetable shortages. The women's association has started to alleviate this need and even large tourist hotels are now using the women's associations as their main suppliers. The women are studying the market, determining the best place to sell their goods and have now cornered Lalibela's vegetable market. The activities have also impacted the women's own perception of their capacity. Testifies Asmarech Amaha, "culturally, women were associated with gossip. People would say, 'Women can't work; they are not able. Women to the kitchen. Men to the public.' Now we have been able to break that myth and we are farming. We are producing, selling and getting profit." Yemane Gebrehiwot also attests to the wider impact on the community. "One of the most significant changes is that the community has learned that women are as able and as competent as men. They are proving the point that women are productive."

WORTH Helps Hadiya Draw Restaurant Customers through Improving Business Services

Pact Ethiopia is implementing a women's empowerment project, WORTH, which enables women to link literacy skills with savings and credit. WORTH does not simply teach literacy and income generation - it engenders in women a mentality of empowerment where women build on their life experience as they develop the thinking and planning processes needed to make changes in their own lives, as well as in the circumstances of their families and communities.



Hadiya serving bread in her home-based restaurant

The WORTH model has evolved from over ten years of Pact piloting in South Asia and globally. The model fosters action-oriented, group instructional learning, while women save together in small groups. This whole process supports women to take charge of improving their lives, families and communities.

To date, 9,197 women are currently saving and lending in 398 WORTH groups. They have saved 790,534 birr and started lending to one another for enterprise development. 591 mobile workshops have been conducted in which 7,387 women participated. The project also printed and distributed 15,100 newspapers in Amharic and Afan Oromo to the neo-literate women to read and exchange information about what women in other parts of the country are doing. WORTH has also conducted basic business skills training for NGO focal persons and empowerment workers who are transferring the skills to interested women so they can excel in micro-business.

Hadiya Ali is one member who has been able to increase her socio-economic development status through WORTH activities. Hadiya is an active member of Ayelich WORTH group operated by the Women's Support Association in North Wollo Zone, Amhara. When her husband died, she emigrated to Saudi Arabia in order to support herself. However, she was immediately deported because of lack of proper legal status. "When I came back, I opened my house selling ambasha bread and tea. First, I could only buy flour in kilos. But when I joined the WORTH program and got capital, I was able to grow my business. Now I am buying flour in quintals. I have many customers and I have even bought chairs for the guests. Just recently, I began serving lunch. Before I had this idea in my head, but I had no capital." Hadiya draws many customers because she improves her services day by day. When she started serving lunch, people would come to eat in her house, but they would go elsewhere to drink. So she decided to start serving beverages. "Then I noted they would go somewhere else to smoke cigarettes. I would watch them and see them going to another place, then I would ask them what they needed and I provided it." Hadiya reflects on what her experiences have taught her. "I have tried living in the countryside and I have tried living abroad. I see that it is only through doing work that people get money. So I canceled my plan to emigrate. I am excited about the WORTH program. By improving my services, I want to bring everyone in the kebele to my house to eat."



Community Forestry Offers Balanced Solution for Economic Development & Natural Resource Management

The Forum for Environment reports that Ethiopia has the lowest energy coverage per capita in the world, with only 10-15% of Ethiopia connected to the electricity grid. 88%

of rural household energy consumption comes from woody biomass, e.g. the burning of trees. Ethiopia has experienced widespread devastating deforestation over the last century, with an estimated 40-50% of Ethiopia covered by trees at the turn of the century, while a meager 3% of the country is forested today. This forest depletion impacts not only Ethiopia, but the globe. The NGO, Community Forestry International, cites that between 17 -20% of the globe's carbon emissions are caused by land use change and deforestation.

Escalating encroachment and resettlement upon the traditional lands of Gambella's Majenger tribespeople has sent them deeper and deeper into an ever-shrinking forest. The Majenger are forest dwellers whose life and livelihood are derived from forest resources. When asked what the forest meant to them, they brought out a series of forest products, including honey, spices, and medicinal elements saying, "For us, the forest is life. Our community cannot live without the forest just as a fish cannot survive outside the water," recounts Tito Hawariat, the Majenger Forest Administrator.

Pact is working with regional actors and stakeholders in Gambella to innovate strategies for preserving Ethiopia's few remaining forests, while simultaneously promoting economic enhancement. Together with the Gambella Regional Government Environmental Protection and Energy Development Office, Pact co-facilitated a Godere Forest Experience Sharing and Dialogue in July 2007, as well as a Godere Environmental Sensitization Training Workshop in January of 2007. These experiences brought stakeholders together to begin a dialogue on the forest. When various parties understood the dependence and interconnectedness of the Majenger people with the forest, they became allies in how to work for a solution that benefits all.

Community forestry is one solution that offers a way to preserve invaluable, ecological resources, while enabling local populations to sustain themselves and their livelihoods. In the most recent dialogue held in July 2008, Pact Gambella hosted a team of natural resource experts from Cambodia, Sudan and Unites States. The Cambodian team shared their experience in piloting community forestry in Cambodia. Representatives from the Natural Resource Management department of the regional government were invited to participate, as well as other organizations interested in initiating community forestry. The group explored how community forestry could be applied in Gambella, what constraints exist, how they could be overcome, who the key stakeholders are, and how the existing government Forest Proclamation provides a legal framework for community forestry.

Ethiopia's forest proclamation delineates guidelines for conserving and sustaining 58 priority forest areas in Ethiopia. In the forests in these areas, most nutrients are found in the trees themselves, rather than in the soil, limiting the profitability of some agricultural uses of the land. After considering the environmental implications, the potential economic benefits and social impact on forest populations, some participants felt that community forestry was a solution that could best fit the needs of all parties involved.

The group planned to follow-up by inviting key stakeholders to visit Cambodia and see how communities, government, private sector and civil society are working together to conserve resources while sustaining livelihoods.

Beekeepers Turn Traditional Practices into Income-Generating Livelihoods

Collecting honey has long been practiced as a method of complementing the local diet of the population for generations along the Sudan-Ethiopia border.

Although high demand for honey exists, it has primarily been used for local consumption rather than for trade activities. In order to make best use of the potential of this important income-generating opportunity, Pact's Sudan-Ethiopia Cross Border Project helped two local partners organize bee-keeping skills training in Akobo and Maiwut counties of Sudan in December 2007 and January 2008. Honey collectors from the Lou Nuer, Anywaa, and Burun tribes were represented in the training.

Some tribes traditionally collected honey by burning trees, which destroyed the bee colonies. Through training, beekeepers learned that if they want to have better honey in higher quantities, they should use other practices, that do not destroy the colonies. The training helped participants understand: the commercialized bee-keeping industry, managing and monitoring of beehives and colonies; honey harvesting; honey extraction and storage; processing of wax and other bee products; marketing of bee products; record keeping and related business skills. During the training, both traditional and modern bee-keeping methods were discussed, allowing participants to use the best elements of both approaches to their liking.

After the bee-keeping training in Pagak, one of the participants from Longechuk was able to substantially increase his harvest to reap 50 kg of honey. He confirmed that he did not destroy the colony as before, but had applied his newly learned skills and the bee-keeping kit he had received. He also has trained six other persons in bee-keeping, who as a result have been able to sell honey at Guelguk market for 10 Sudanese Pounds per liter.

Bee-keeping has a high potential as a low-investment, income-generating activity in local or regional markets in Ethiopia. The interest of the participants in applying what they have learned was high, and follow-up activity is currently being planned. Through the training, participants have been seeking to establish contacts and opening new business opportunities for future cooperation.

On the Ethiopia side of the border, Pact Gambella's Community Restoration project has supported the Majenger community in Kokore to market their bee-keeping efforts. They have traditionally cultivated and harvested bees through loghives.

It has been difficult for the Majenger to sell their honey, since their villages are in the forest, far away from local markets. Pact has provided transport for honey and bee-keepers to Abobo and Gambella, where the bee-

Honey collecting pot used by a beekeeper



keepers have been able to sell their honey. The money they earn will be used to organize transport for themselves, to make their activities self-sustaining. The bee-keeping training forms part of a larger effort by Pact to empower communities along the Sudan-Ethiopia border to earn an income in order to improve their living standards.



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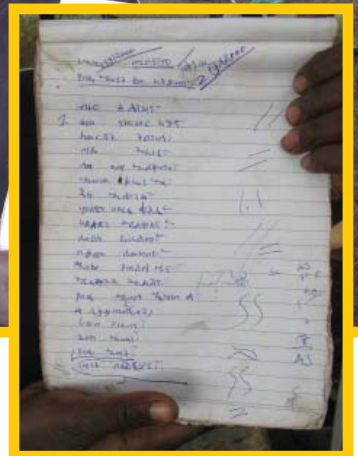
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Primary School Club Takes on Wife Inheritance as a Reproductive Health Issue

Through the Adolescent Reproductive Health project, many school clubs address issues that commonly affect the reproductive health of youth in Ethiopia, such as HIV/AIDS, early marriage, abduction and addictions. The Senena Primary School Club also addresses an issue specific to its zone: wife inheritance. In Silte Zone, SNNPR, the practice of wife inheritance is common. When one brother dies, his elder or younger brother marries the wife of the deceased. When he inherits her, he also inherits his brother's property, responsibility for all his children, and sexual rights to the wife. Voluntary HIV/AIDS testing and counseling is rarely undertaken before the wife is inherited and many orphans have been abandoned. Senena's Primary School Club has taken up the issue as one of the traditional harmful practices that affect the reproductive health of youth in their area. The club has trained youth on side effects of the practice, after which the youth have performed dramas, composed poems, and conducted coffee ceremony awareness-raising sessions. Club members have found that community members were initially not interested to pay attention to the awareness-raising activities of the club, accusing the youth of being HIV-positive themselves. However, over time, after implementing activities and role modeling for other youth in the community, the club members have gained the trust, respect and acceptance of the community.



Merdia Hussein, presenting his poem on wife inheritance to the primary school's student body



Pact Ethiopia

Japan Embassy Residence Road

P.O. Box 13180, Addis Ababa, Ethiopia

Tel: 251-11-661-4800, 251-11-662-3786, Fax: 251-11-662-3789

www.pactworld.org, pact@ethionet.et

Acknowledgements:

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Photo credits: Leonardo Hosh, p. 10; Vip Kumar, p. 11