



TEACH

Transforming Education for Adults and Children in the Hinterlands of Ethiopia

TEACH is a comprehensive USAID-funded alternative basic education program that seeks to meet the needs of unreached peripheral communities by using flexible approaches to education. TEACH advocates that education can reach the unreached, not only through provision of education services to children, but through three mutually reinforcing pillars of capacity building—educating children, educating the parents and community members that support them, and enhancing the government’s Woreda education offices capacity that are responsible for the provision of education. Over five years, TEACH will reach 500 villages in Ethiopia’s most remote and disadvantaged areas. TEACH works in eight regional states, including Afar, Amhara, Benishangul-Gumuz, Gambella, Oromia, SNNPR, Somali and Tigray.

Reaching Out-of-School Children & Youth

The TEACH program reaches children and youth in eight regions across Ethiopia, targeting a minimum of 40% girls’ enrollment. Children attending Alternative Basic Education Centers receive practical, learner-centered education, supplemented by information on health, rural development and food security. In three years, students learn the equivalent of four years of primary school, and graduates are then able to transition into the formal school system.

Reaching Non-literate Adults

In order to address daily challenges and establish a culture of family learning, TEACH implements Adult Functional Literacy. Many of these classes occur in Alternative Basic Education Centers and, in some cases, even prisons. TEACH finds that when adults are literate, they are more likely to send children to school, to be able to overcome development challenges and contribute to their community. TEACH targets a minimum of 50% female enrollment in adult education courses.

Linking Literacy for Women with Savings, Credit and Livelihoods

TEACH is implementing a women’s empowerment component, WORTH, which enables women to link literacy skills with savings and credit. WORTH does not simply teach literacy and income generation-- it teaches women a mentality of empowerment where 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.

Fostering Innovative Teaching & Learning

TEACH recruits facilitators (teachers) with the collaboration of the local community, targeting those who have completed grade eight or above. These facilitators are provided with training in subject content areas, as well as teaching methodologies of both children and adults.



Supporting Development of Teaching & Learning Materials

Many Ethiopian educational programs face textbook shortages, as well as lack of appropriate instructional materials. USAID and Pact, together with partner NGOs and government education offices, are supporting new curriculum development, textbook development and printing. These materials are distributed to village centers by Pact partner NGOs in collaboration with government Regional Educational Bureaus. This effort will ensure that innovative teaching and learning is sustained, after the initial training of facilitators.

Involving Communities in Construction & Management

Over 500 communities are involved in the constructing and upgrading of alternative basic education centers. Community members contribute labor and local materials, while TEACH partner NGOs provide specialized construction materials and technical support. Once constructed, the centers are managed by committees comprised of parents and interested community members. The committees recruit facilitators oversee school management, determine class schedules, and customize education according to local needs.

Building the Capacity of Government Education Offices

TEACH engages district government education offices in training and capacity building interventions so that they can more effectively manage nonformal education programs and ensure sustainability after the project. ANFEAE, one TEACH partner, has already exceeded its initial goal to train 72 district offices. TEACH will now expand to train an additional 200 district government offices, reaching 800 more government personnel. These enhanced skills will make possible the management of improved basic education for hundreds of thousands of children.



"I walk three hours to the nearest formal school so that I can borrow textbooks from the formal school. From these books, I prepare my own notes, and then use my notes to prepare my lesson plans."

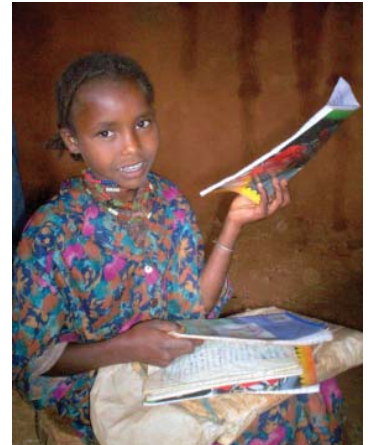
- Hussein, Facilitator at Araro Hanakis Government Alternative Basic Education Center, Afar

TEACH Addresses Severe Textbook Shortages

In nonformal education centers across the country, communities have mobilized and children are gathered together in centers, but even as they sit ready to learn, these children face a major barrier- a lack of learning materials.

In nonformal education classrooms across the nation, six or seven children share one book and in other classrooms, there are no materials at all. Nonformal education facilitators have reported traveling 3 hours to visit the nearest formal school in order to borrow books so that they could prepare their lesson plans.

Part of TEACH's mandate is to deliver learning materials into the hands of students participating in the project. However, since these materials are completely unavailable in many places, TEACH has been obliged to step up its support beyond mere delivery, to support the revision and printing of textbooks. In Oromia, TEACH is providing support for the Regional Bureau of Education to revise nonformal education textbooks. In six other regional states, TEACH has printed or is currently reprinting additional textbooks to meet the demand of the 26 partner NGOs that TEACH has engaged



Loho Deleza handing in homework at Teso Dhirbu Alternative Basic Education Center, Oromia

to provide alternative basic education. In the Amhara region, the Regional Education Bureau has collaborated with two NGOs, Save Norway and Save Denmark, to print textbooks for all alternative basic education programs in the region. This has benefited all actors working in nonformal education, enabling programs to move forward quickly and efficiently and serving as a model for other regional states.

To date, TEACH has printed 65,220 texts, and 39,200 more are currently in the process of being printed. The existing need has required TEACH to become much more logistically engaged, than was originally envisioned in its roles and responsibilities. By exceeding the original expectations of support requested, TEACH seeks to go beyond access, simply getting warm bodies into classroom, in order to reach higher levels of quality - - where learners and facilitators have the needed tools in hand to make engaging teaching and learning possible.

TEACH Takes the First Step in Enabling Teacher Training Colleges to Become Centers of Excellence in Nonformal Education

Providing disadvantaged children and adults with quality basic education cannot be achieved without a strong governmental infrastructure that is capable of assuming the ultimate responsibility to provide nonformal education. A key component of TEACH is to build the capacity of district-level education offices. TEACH has developed an intensive training program that equips government offices with the skills needed to effectively implement and sustain nonformal education. However, training alone does not guarantee successful implementation of nonformal education. Forums are needed where trainees can master their newly learned skills, and trainees need technical support and follow-up after training.

To meet this need, TEACH is investing in strengthening the capacity of Ethiopia's regional teacher training colleges to train, support and follow up with nonformal education actors. When teacher training colleges are strong, they will inevitably become centers of excellence for the districts and villages in their region. Teacher training colleges will create and implement programs, in which nonformal education facilitators who are currently teaching in alternative basic education centers can upgrade their educational qualifications and receive certification. These colleges will also backstop the District Education Offices in their jurisdiction.

To initiate the first step of this process, the Adult Nonformal Education Association in Ethiopia (ANFEAE) has carried out an assessment of eight teacher training colleges, identifying their main strengths and limitations. ANFEAE's assessment showed that virtually all the teacher training colleges are not prepared to render services and technical support to nonformal education practitioners. Almost all colleges experience a serious shortage of reference and curricular materials on nonformal education. The colleges' instructors have also not had sufficient exposure to nonformal education concepts and principles.

Despite their limitations, the teacher training colleges expressed enthusiasm to participate in the capacity building process. Colleges specifically requested further reference materials, such as books, studies, training manuals, and teaching aids. They also wished to receive support in the development of curriculum and learning materials for nonformal education facilitators, as well as further opportunities for training and experience sharing among staff. Many colleges even sought assistance in establishing their own Nonformal Education Departments. TEACH will respond to these requests, first by organizing an induction training for the instructors of the colleges and procuring relevant nonformal education materials to the identified colleges. ANFEAE says, "We are optimistic about the valuable role of teacher training colleges in the expansion of quality non-formal education and we are also confident that they will achieve the desired results..."

Jail Becomes a University for Genet and Messelech

“I have passed my youth, my active years sitting in this prison.”

Genet is 32. She came to the South Omo prison 5 years ago and will be released in 3 months. Genet was sentenced to prison for murder. She was married before becoming to prison, but since she has come to prison her husband has divorced her. When asked if she has children, her face becomes distant and sad. But when asked the name of her child, a smile flickers over her face. Genet says, “When I compare my life with my friends outside the prison, they have become learned and have progressed and are now earning income. I have fallen behind, wasting my life, sitting idly in this prison.”



The South Omo prison is home to 43 women, who are both short-term and long-term prisoners. Some of the jail’s female prisoners have committed a crime themselves and some were accomplices in which they brought sticks and stones to the killer. There are 23 children living with the 43 female prisoners. The oldest child in the group is six years and the youngest six months. The children do not receive any educational service, and they are allowed to stay with their mothers only up to age 10. When asked where the children go after reaching age 10, one jailmate says, “It’s a difficult problem. A great problem. Honestly, I do not know where they go after that.”

TEACH is working in the jail to provide adult education classes to long-term and short-term prisoners. Tsegai is the facilitator of the only female adult education class in the South Omo Zone Mahramyabet Prison. She has 28 students in her class and her students study from 7:00 am to 1:00 pm each day. The class has been operating for 3 years. Most long-term prisonmates join the adult education class, but those who are in for short sentences join in the middle of the level or don’t stay long enough to progress. However, many of Tsegai’s students who are serving long-term sentences for murder or embezzlement have now been able to pass to Level 3.

When speaking the TEACH adult nonformal education class, Genet’s face lights up. “It is very, very useful and has helped me very much!” In the program, she has learned reading, writing and numeracy. She is especially happy that she has learned Amharic language. She and other prisoners also teach handicrafts to one another—how to weave baskets, bags and mats. Some are used for sleeping and food preparation, and the rest they try to sell through relatives who visit them in the jail. From these small earnings, they are able to purchase toiletries and a few items for food preparation.

As a facilitator, Tsegai has seen great change in the lives of her students. Personal hygiene of the women and their children in jail has changed. The women now regularly bathe their children, and wash and change their clothes. Prior to the TEACH class, 4-5 children died while in the prison. Yet since TEACH has begun, only one child has died.

When Genet reflects on her future, she says, “Now that I have received some education I will be able to compete with and catch up to my friends. After getting out of prison I want to continue to my education here in Jinka. I want to transmit the message to other women in jails in Ethiopia, and to women around the country, that life in jail affects your life and brings badness on all sides. Don’t commit crime. Be patient and interact well with others.”

Genet’s friend, Messelech, studies alongside her. Messelech and her husband killed a person together. Now they are both serving out their sentence in prison with Messelech in the women’s quarters and her husband in the men’s quarters. They have five children. One is with Messelech inside the prison, but the other four are outside.

Through the TEACH adult education project Messelech has learned to read and write. The program has helped her use her time to learn instead of sitting idle. She says, “South Omo’s Jail has become my university.”

Messelech will complete her sentence in 3 months. She says that after she leaves the prison, “I will teach my friends how to read and write and all the things I have learned in the class. And when I get out, I will teach other women not to commit a crime, because it brings on misery in life.”

The female guard looks on at the prisoners and nods her head. “Yes, these women will become the next adult education facilitators themselves.”

TEACH Impact at a Glance

- 501 alternative basic education centers operational
- 62,606 children and youth enrolled
- 27,645 adults enrolled in functional adult literacy
- 320 women’s literacy, savings & credit groups operational
- 94,670 teaching and learning materials printed
- 39,200 learning materials currently being printed
- 333 government officials trained
- 97 district government office strengthened
- 2100 NFE management training manuals printed in 3 languages

Herding By Day, Studying By Night: Night-time Classes Give Herder Boys a Second Chance

Liban and Boro are herders who live around Agerte village in Oromia. During the day, they herd animals, milk the livestock, take the animals to water and pasture, and protect the water hole to make sure other people's animals do not drink there.

But at night, when the work of the day is finished, they both study in Agerte's first night school. Liban and Boro are 2 of 61 night learners. Their class is composed of adults, youth and children who are all busy with herding and house maintenance activities in the day, but who have time to study at night.



Last year, the TEACH partner NGO, Action for Development, engaged in participatory research and action planning with the community. Through this process, Agerte village choose to build a school and hold classes at night.

When the village decided to build a school in Agerte, Liban and Boro said, "This school being here is important to us. Until this day, we have not had a chance like this." For this reason, Liban and Boro helped to construct the center, bringing sand, wood, stone and other local materials to the site.

Liban, who is 18, started class two weeks ago while today is the first day of school for Boro, age 20. Liban says, "Education has benefits for me. It helps me improve my mentality, my way of thinking. It helps me identify what is good for me and what's not."

Both Liban and Boro really like the class because the time is flexible and they can attend at night. There is no way they would be able to attend otherwise.

Since the class has started, Agerte and other pastoralists in nearby communities like the ability to study at night so much, that they have begun lobbying the government to provide kerosene to other centers, so that they can study at night as well. Agerte's daytime classes are thriving, as well. Because the center is close to the village, girls participation in the daytime classes has greatly increased.

Facilitator's Wife Enrolls in Classes - -*Congratulations to the Newlyweds!*

Haileke is a pastoralist from Dire Badama village, Borena zone, and is a grade 10 completer. Haileke has been employed as a facilitator at his village's Alternative Basic Education center. Turnover is very high, so when facilitators are recruited from the village itself, they are more likely to make a longer commitment to teaching in the village.

The village had previously constructed a temporary wooden shelter to house its classes, but through their participation in the TEACH program, the community was able to grow its temporary shelter into a permanent building. The classroom has no furniture -- only a few stones for seats-- but children are able to make do with what they have, and they come to learn.

Haileke used to share a living quarters with the other facilitator in the center, but he recently married. Now Haileke and his wife live in one room attached to the center.

Haileke's wife has only completed Grade 1, but now that they are married, she plans to enroll in the Alternative Basic Education center. Parents of other students in the center speak of how they have 8, 9, and even 10 children. One mother says, "I have 2 for the camels, 2 for the cattle, 2 for the goats, 2 in school, and 1 on my back!" When the newlyweds hear these discussions, they retort, "We only want two!"



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