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TEACH *Bulletin*

**TRANSFORMING
EDUCATION FOR
ADULTS AND
CHILDREN IN THE
HINTERLANDS OF
ETHIOPIA**

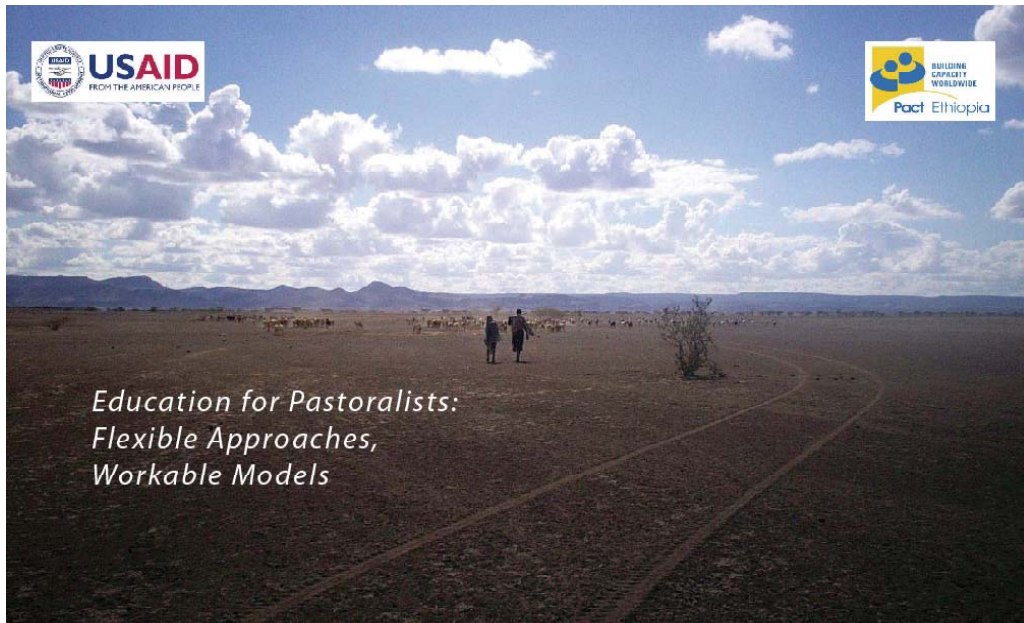
TEACH Supports Education for Pastoralist Girls through the Great Ethiopian Run

The TEACH project has supported three Great Ethiopian Runs in the name of education for girls in pastoralist areas, as part of its work to advocate on the importance of education to the public. The sites of the Spring 2008 races were selected in pastoralist areas where enrollment rates for girls are among the lowest in Ethiopia, including in Semera, Afar region, Jijiga, Somali region, and Jinka, SNNP regional states. Pastoralists and town dwellers living in the area came out to join in the races, while local government officials and regional organizations were also mobilized to support the run. Bringing together children, youth and the whole community for the races has heightened the visibility and public attention on support for girls' education. The Great Ethiopian Run challenged communities to answer the question: "Why shouldn't girls get the same education as boys?" TEACH follows up this advocacy work through educational awareness raising that takes place in the vicinity of alternative basic education centers.

2300-2500 individuals were estimated to take part in each of the Great Ethiopian Runs. Through bringing together the community, at large, to participate in a public mass event, the races focused attention on education for girls and drove home the inherent capacity and ability of pastoralist girls to advance educationally. The average net school enrollment rate for all Ethiopian girls is 73.2%, while in majority pastoralist regions like Afar and Somali, only 14.5 % and 22.5 % of girls are enrolled in the age-appropriate grade. Traditional expectations about girls' role and capacity, heavy burden of domestic labor, high incidence of gender-based violence, high disease and health burden, shortage of textbooks and teachers, --in particular, shortage of pastoralist and female teachers-- are some of the factors that have exacerbated the problems pastoralist girls face, keeping them even more marginalized from education.

Pact and its host of Ethiopian civil society partners are addressing the constraints confronting girls in Ethiopia's pastoral lowland areas through holistic and integrated programming. The TEACH project constructs and operates alternative basic education centers in pastoralist areas, where no school previously existed. The GET SET project introduces a systematic mechanism to prevent and combat gender violence, while the GEM project provides academic, financial and life skills support to keep secondary school girls in school. Pact's Y-CHOICES project works with youth to prevent the spread of HIV/AIDS, and its M-ARCH project focuses specific attention on helping Muslim religious leaders become active in preventing HIV and gender-based violence. Pact's Metababer project fertilizes the creativity of local NGOs to innovate strategies to empower women and combat challenges like harmful traditional practices, the need for income generation, and HIV/AIDS and disability. Demonstrating the power of pastoralist girls to achieve and perform, Pact project participants from the M-ARCH and GEM projects won or scored in top rank of runners in two of the races!

Semera, Afar



Pact's newly released study on Education for Pastoralists

TEACH Explores Flexible Models and Workable Approaches to Education for Pastoralists

Ethiopia is home to 12-15 million pastoralists, the largest population of pastoralists on the African continent. This population of animal herders are concentrated in lowland areas, with harsh climates, chronic water shortage, persistent food insecurity and little coverage of basic health and education facilities. TEACH is currently providing alternative basic education to pastoralists across the nation. However, the project wished to research the current state of education for pastoralists, investigating changes since the landmark UN Nomad study in 2002.

TEACH's newly released study explores the flexible approaches that have been utilized to provide education to pastoral groups, and identifies strategies, factors and conditions that have impacted pastoral education efforts. The study investigates a variety of alternatives to education for pastoralists including: formal primary schools, alternative basic education, tree shade schools, mobile schools, Q'uranic schools, multi-grade model, school feeding programs, boarding facilities, and distance learning. The study also examines various themes and issues that impact education for pastoralists, including: the influence of the wider environment, water, aims and relevance of education, flexibility in approach, local participation in educational decision making, gender, teachers and facilitators, curriculum and learning materials, language of instruction, transition to higher levels of education, actors, financing and resources, and long-term sustainability.

TEACH Impact at a Glance

532 alternative basic education centers operational
86,993 children and youth enrolled
26,945 adults enrolled in functional adult literacy
396 women's literacy, savings & credit groups operational
170,470 teaching and learning materials printed
1451 facilitators, trained in innovative teaching & learning
1281 government officials trained in NFE management
329 district government offices strengthened
80,070 NFE management training manuals printed
 in 4 languages

The study mainly focuses on pastoralist areas in Afar, Oromia, Somali, and South Omo Zone of Southern Nations, Nationalities and People's Region. The summative study was complemented by in-depth regional research.

The TEACH project held a Symposium on Education for Pastoralists on February 4, 2008 in Semera, Afar in order to validate the findings of research undertaking. Experts in pastoral issues from a variety of regions debated and enhanced the findings of the study, providing input and details on how these modalities are rolling out in each pastoral area.

TEACH is incorporating the newly learned information into its programming and plans to continue to support education for pastoralists through active alternative basic education centers, strengthening of education implementation institutions in pastoral areas and awareness-raising.

Tigray Communities Wholeheartedly Support Comprehensive Development at Alternative Basic Education Sites

Communities in Tigray region of Ethiopia have become models in their support of alternative basic education. Community members have already built classrooms for Level 1 and Level 2 students, while classrooms for Level 3 are currently being constructed for the new cohort of students. Each school compound includes a water catchment and reservoir, a teacher resource room, a volleyball/soccer field, as well as a shelter of sticks in which community management committee and clubs have meetings. The alternative basic education centers (ABECs) have also built chicken breeding hutches with aim of starting income generation activities, so that the learning center can eventually become self-sufficient. When resources are scarce, the community has sculpted shelves, benches and tables out of dried mud, in places of desks and chairs that would have to be procured outside the area. Many centers are ringed by stone fences, and children have even built maps on the ground with pebbles.

Community members transport large stones to site of the learning center, which they combine with reinforcement bars and mud hay walls to build the sturdy structures. All community members are engaged in construction of the classrooms-- men and women, old and young.

Many of the center's management committees meet 2-3 times a week. The committees contains representatives from local associations, village government, parents, as well as educational staff. The committee is not only involved in construction, but is also active in mobilizing children to attend, following up on the attendance of children, and making particular efforts to convince parents not to marry off girls below the age of 18.

Inside the classroom, innovative teaching and learning is happening. Learners sit in groups around tables rather than all in a row. Each room is filled with locally made teaching aids, hanging from the ceiling, including: samples of indigenous grain, miniature bicycles, hand-made adding machines and pottery. Facilitators engage children in role plays of conversational English rather than rote repetition of sentences. Learners in the centers are demonstrating progress. They are organized into clusters and hold competitions with formal schools—and sometimes they win!



Community members at Dinwale village, Tigray, unite to place reinforcement bar in the frame of a Level 3 classroom.



Through the TEACH project, Relief Society of Tigray (REST) runs a total of 40 alternative basic education centers in the region. In order to demonstrate the result of dedicated community participation, Pact organized an exposure visit for implementers of the TEACH project from other regions to visit the Tigray centers. One of the visitors compared the Tigray centers with his own, saying, "We've seen a lot of success through this exposure visit. All that you see here-- building materials, fences.... the coordinator of all this success is the community. I don't have any words to describe it. This is the basis for all development."

LEFT: Learners seated in groups engaged in innovative teaching and learning approaches

Building Skills in Literacy and Numeracy through Training in Ethnographic Research

The Adult and Nonformal Education Association in Ethiopia (ANFEAE) is hosting a series of training sessions on LETTER: Learning for Empowerment through Training in Ethnographic Research. The training is equipping nonformal educators with skills in how to make adult and nonformal education curriculum and pedagogy more ethnographically sensitive. During the first workshop, held in September 2007, participants received practical training in ethnographic tools for researching local literacies and numeracies. The second workshop in January of 2008 enabled participant to present ethnographic case studies and refine their methods. The third and final training session in the series will enable participants to apply ethnographic research to the development of curriculum and pedagogical processes for adult and nonformal education.

ANFEAE is responsible for the TEACH Component III, which includes building the capacity of government and civil society to implement nonformal education. ANFEAE has already trained 1281 woreda education in 329 woredas on how to manage nonformal education and has oriented teacher training college staff to nonformal education theory and technique.

The LETTER workshop represents an initiative to deepen and refine knowledge of nonformal education, enhanced by international best practice. International literacy and numeracy experts, including Alan Rogers, Brian Street and Dave Baker, among others provided inputs to the workshop on the nexus between literacy, ethnography and numeracy.

The training was attended both by practitioners of nonformal education, as well as professional development training institutions. In attendance were representatives from the following institutions of higher education: Kings College in London, Makerere University, Addis Ababa University, Arbaminch College of Teacher Education, Debremarkos College of Teacher Education, Jimma College of Teacher Education, Awassa College of Teacher Education, Assela College of Teacher Education, and Adwa College of Teacher Education. The training was also attended by representatives from the following implementers of adult and nonformal education: SNNPR Regional Education Bureau, Amhara Development Association, Agriservice Ethiopia, Oromia Development Association, Debremarkos College of Teacher Education, Summer Institute of Linguistics, Christian Relief and Development Association, Pact Ethiopia and Adult and Nonformal Education Association.



Team members review the results of their ethnographic research with international literacy expert, Alan Rogers.



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