

CASE STUDY PIA 3: Livelihood Support and Basic Social services



10. Alternative Basic Education: example of the Afar Region

<p>INTRODUCTION</p>	 <p>Alternative Basic Education (ABE) is a specific model of education adopted in Ethiopia and targeting children between 7 and 14 but also involving youth and adults; this method is particularly adapted to pastoral children of the emerging regions.</p> <p>The specificities of this initiative are mainly the low-cost constructions, community contribution to construction and school management, with lessons in local languages and with facilitators from the community.</p> <p>© UNICEF/HQ060505/Getachew</p> <p>The schedules are adapted to the activities of the community such as water or herding responsibilities. The program of these schools covers the first four grades of primary school in 3 years to generate a transition into the formal system.</p> <p>The Afar Region, highly pastoral, has also the lowest Primary Gross Enrollment Rate in Ethiopia.</p>
<p>LOCATION /GEOGRAPHIC COVERAGE</p>	<p>Afar - Ethiopia</p>
<p>STAKEHOLDERS AND PARTNERS</p>	<ul style="list-style-type: none"> - <u>The NGOs</u> like Oxfam, Save the Children UK, Pact, Pastoral Forum on Ethiopia, Pastoral Concern Association and Pastoral Research and Development Association, are very active in the implementation of ABE or in supporting the government offices. - <u>Religious groups</u> involved in education as Q'uranic schools - <u>Woreda Education Office</u>: in charge of the supervision of the centres and the <u>Regional Bureaus</u> creating their own guidelines.
<p>METHODOLOGICAL APPROACH</p>	<ul style="list-style-type: none"> - Creation of Centers which are: <ul style="list-style-type: none"> o Built with the contribution of the community (labor and material) rather than cash o Close to the community o Flexible in their time-tables, which are organized in consultation with the community o Teaching 6hrs/day and 6 days/week o Teaching in Afarigna and including some environmental and HIV/AIDS issues

	<ul style="list-style-type: none"> - Selection of facilitators: because of the low literacy rate in Afar the NGOs and the Woreda education office selected them in other Woredas. The facilitators are trained in Dessie TTI or Assaita Institute for the Development of Afarigna Language. The NGOs are trying more and more to train teachers from the Community.
VALIDATION	<p>According to various actors in government or civil society, but without any evidence, the ABE students may often be outperforming formal students. It is a new opportunity for pastoralists and they have expressed their enthusiasm about the centers.</p> <p>The ABE system is very successful, for example in the scholar year 2006/2007 the Afar Region counted 113 centers enrolling 8432 pupil and 223 teachers and this enrolment is increasing rapidly. Moreover, the Ministry of Education claimed that ABE is contributing to 5.5% of the national gross enrolment ration in 2005/2006(Ministry of Education 2007).</p>
IMPACT	Education of children for whom the access to standard schools is limited
INNOVATION AND SUCCESS FACTORS	<ul style="list-style-type: none"> - The adaptability of the schools, in the schedule, in the language ... - The possible integration after the 3 years to the formal education
CONSTRAINTS	<ul style="list-style-type: none"> - The attendance decreases with the dry season, cf. sustainability - The supervision by the communities is still low and due to the remoteness of the ABE centers the Regional Education Bureau are also facing difficulties. The Afar Pastoralist Development Association is raising the awareness and implication of the Communities via Community Committees which are involved in the process. - There is an important lack in students' text books, facilitators' guides and teaching materials in the ABE centers. The local materials are damaged in 1 to 2 years. They are printed from books given by the government but over the expenditures of the NGOs. - High turn-over in the facilitators: lack of motivation due to the remoteness of areas if the facilitators do not come from the Community. - Low participation of females both as students and facilitators. - The opportunity to send the children to the second grade is very low.
LESSONS LEARNED	<p>Education in the Afar Region is a key issue toward development. It is a real emergency to develop it and adapt it to the remote areas.</p> <p>According to APDA: The development of such project is inefficient without the help of the community, it is important to create the project with their help and according to their needs.</p>
SUSTAINABILITY	<ul style="list-style-type: none"> - The problem in the turnover of facilitator could be tackled by improving the gender balance; in some cases female facilitators are more reliable than males. - The support of the government is essential for the sustainability of the process. It has been noticed that, since the policy of inclusive education targets four regions (Gambella, Afar, Somali, Benishangul Gumuz) and some remote Woredas in the Oromia and SNNP regions (see 4.3.2), there are relatively many government ABE schools in those regions (MoE, 2011a).
UP-SCALING	<p>Recommendations:</p> <p><u>For the center:</u></p>

	<ul style="list-style-type: none"> - Improve community involvement in ABE programs especially in the management and supervision of the ABE centers in the region through Community Committee. Mobilizing and sensitizing the Afar community on the need to support the program. - Further the study on the lifestyle in Afar to improve the sustainability of the process for pastoral and nomadic communities. - Further the link with the government to ensure food and water, school material and teachers. <p><u>For the facilitators:</u></p> <ul style="list-style-type: none"> - Improve the life conditions of the facilitators to decrease the turn-over. There is also a need to increase their qualifications through better training, peer-learning methods, distance education... - Increase the number of female facilitators in the ABE centers <p><u>For the pupil:</u></p> <ul style="list-style-type: none"> - Improve the availability of water (use of cistern or bore holes for example) around the schools to increase the enrolment and maintain it even during droughts (especially for girls). - Ensure the availability of scholar furniture and possibly, of scholarships. - Ensure the availability of second cycle schools near the ABE centers for the students who want to up-grade - Work on the access to the next grades, APDA is trying to work on hostels strategies to send the pupils to the official schools in town. - Increase the enrolment of girls. Some perspective could come from DFID and APDA.
CONTACT DETAILS	<p><u>Afar Pastoralist Development Association:</u> Valerie Browning – project coordinator: afarpda@gmail.com</p>
RELATED WEB SITE(S)	<p>http://www.unicef.org/infobycountry/ethiopia_34602.html http://emrda.org/2013/02/01/in-afar-12-abe-school-constructions-on-progress/</p>
RELATED RESOURCES THAT HAVE BEEN DEVELOPED	<p><u>A . Agu, G.O.M. Onwu 2010:</u> Examining some aspects of alternative basic education programmes in Ethiopia, perspectives in education – University or Pretoria / UNICEF</p> <p><u>K. Anis et al. 2008:</u> <u>Education for Pastoralists:</u> Flexible Approaches, Workable Models – Pact Ethiopia</p> <p><u>C. Dennis, A. Fentiman 2007:</u> Alternative Basic Education in African countries Emerging from Conflicts – DFID</p> <p>Japan International Cooperation Agency (JICA) International Development Center Of Japan Inc. (IDCJ) 2012: <u>Basic Education Sector Analysis Report – Ethiopia – JICA / IDCJ</u></p> <p><u>B. Zeleke 2006:</u> Report Of The Technical Assistance On Alternative Basic Education - Development Cooperation Office of the Embassy of Italy</p>
<p>Case Studies Adapted from : Flora Baudron, Good Practices Building Resilience Experience from Ethiopia and IGAD countries, FAO-SFE, 2013</p>	