

SNNPRS REGION

Primary Education in Bori Kebele

Bori is one of twenty eight kebeles in Bena Tsemay Woreda of the South Omo Zone. It is located 30 km away from the woreda town of Key Afer, 72 km from the Zonal Capital Jinka and 498 km from the regional Capital Awassa. This kebele is inhabited in the semi arid agro-pastoral ethnic group of Bena community in Southern Region. One year ahead of the advent of PCDP I in 2005, it was difficult to send the children to the distance schools. They had a weak Non Formal Education Centre that was 16 meter square shade, built with sparsely fixed wooden frames and covered with plastic sheeting. At that time, there were students not more than 15 on and off, usually with common characteristics of drop outs. There was very low interest of attending the non formal school with out creating an enabling environment to learn.

Based on the community's priority demand, an action plan was prepared with technical support of MST and MOT. With the support of PCDP and communities enthusiastic participation, two blocks with four classrooms and two staff Offices were constructed. Thanks to CDD, the community was involved in all steps of project identification, prioritization, procurement, implementation, as well as monitoring & evaluation. A kebele-level community project management committee established was able to implement the project and oversee the progress by full sense of ownership.

Following this, the non formal education centre is changed to first cycle primary school and the woreda Government assigned four full-time teachers. The school is well furnished and a very conducive teaching learning atmosphere is created. To avoid shortage of water problem for students & teachers, roof catchments water harvesting tanker with capacity of 25,000 liters is constructed and is providing useful service. Also health post is constructed in the nearby with support of the PCDP and the government has assigned a health worker. This all integrated approach of the project support stimulated the initiative of families to send the children including girls to school. At present 15 female and 60 male students are attending the school from grade one up to grade three. Next year there will be fourth grade.

The students' families and teachers are saying that enrollment will certainly increase in the coming years, which necessitates additional buildings to accommodate the initiation. The accessibility and good atmosphere of teaching learning has paved ways to girls' enrolment to school. There is encouraging development of education need in the kebele. The drop out case is very low in relation to its Non Formal Education period. The community expressed its satisfaction and is working closely with the teachers for further improvement of the school as indicated by fencing round the school with hedge. This school is showing a ray of hope for pastoralist children to get better education.

Areya Kebele Rangeland Improvement Project

Subject to the universal challenge of degradation of grasslands and bush encroachment, the community of Arya Umbule kebele, like its other counterparts, was getting short of grazing pasture for its livestock. The challenge wasn't limited merely to shortage of pasture but also disappointed the communities of gaining back their grazing resources anymore-they were skeptic of the potential revival of the palatable grass species which they have seen decades ago. This shortage of grass was thus forwarded as one of the problems of top priority to the Arya Umbule Kebele.

The community, being new to the idea of rangeland enclosure on communal basis and ownership of the land, had refused to offer land for any enclosure. Following a thorough two-way discussion, awareness creation works, and exchange visits to other places especially Borana, the community has come to the point of giving a piece of highly degraded bare land (13 ha) yet being in doubt.

Next implementation was begun by enclosing the land, selectively clearing unwanted species of bushes, applying soil and moisture conservation techniques, and over-sowing seeds of suitable grass species. Now the community has believed in the recovering potential of rangelands and witnessed that some grass species they knew long before are rejuvenating. They are using a cut and carry system of utilizing the grass for newborn calves and sick livestock. Now the community

is using the rehabilitated grass with a reasonable service charge, the revenue collected to be used for maintenance of the fence and soil & moisture conservation structures made on it.

Arya Umbulae has now become a centre of excellence for other neighboring communities of Hamer and Dhasanech Woredas. Some organizations are coming to the site with their staff and members of beneficiary communities to share experience. The enclosure activity is also disseminated and being scaled up.

Water supply Project in Bita village

There is a prominent shortage of water in pastoralist areas. Bita village of Hamer woreda is located about 16 km east and 44 km south-east of Turmi and Dimeka towns respectively.

People were using water from sand scratches for the consumption of both human and livestock. This necessitates digging deeper and deeper into the earth as the weather gets drier; holes as deep as 2 meters were seen in the area. Fetching water from such deeper holes of sand scratches is a tiresome, risky and life threatening duty as the walls of the poorly adhering sand particles could break down. Women also had to walk an hour and half to get water from such risky points. Still people were getting unclean water and exposed to water-borne diseases because the water was spoiled by livestock and wildlife.

This situation made the community to raise the issue during problem identification as their priority which they included in their action plan and prepared a formulated project document for further approval by WDC at Woreda level. They established village level water care takers committee, comprised of 2 females and 3 males, for better implementation and handling of the project. The envisaged water point was successfully developed with sufficient yield of water.

After development of the water point, villagers pointed out that the long hours spent to fetch water is saved and used to do other household duties, safeguarded from the risk of breaking down of holes, relatively protected from water borne diseases, and satisfied with getting potable water.

Because fetching water for human consumption is the responsibility of women, the water supply project has a bit eased work load on women.

It is not only for the people but also livestock belonging to the villagers are accessed to this water points. The youth men, who are responsible for watering livestock, are also happy due to access of their livestock to this water point.

Bena Tsemay Capacity Building Project

Holistic approach of PCDP project philosophy is very interesting to diversify projects and implement in such a way that cumulative effect will bring about sustainable livelihoods improvement. As it is demonstrated in Bena Tsemay Woreda to improve and disseminate education, capacity building activities were successfully implemented. Among many capacity building projects Alternative Basic Education Teachers upgrading training was seen plausible. By PCDP support based on community felt need selected, developed and approved projects, including material skill and labour contribution of the community several ABE stations were upgraded to first cycle schools. It is clear that Teachers of Basic Alternative Schools were not trained teachers. They were temporary employees and supposed to teach literacy and numeracy with out applying any basic methods of teaching for different segments of the community.

Having a training need assessment of the Woreda and taking in to consideration the importance of disseminating quality education a capacity building project of upgrading ABE teachers was developed and approved for financing. Discussing with Teachers Education College of ArbaMinch from Bena-Tsemay Woreda Summer training program was agreed. Forty two (42) ABE Teachers (Female 15 and Male 27) were selected. The program was properly organized and supervised jointly by Woreda Education office and PCDP Training Advisor. The Woreda Government Agreed to employ the trainees in its regular program on permanent basis after completing the training.

The trainees joined the Teachers' Education Programme. Except one trainee that was expelled by academic low performance, all others were successfully completed the training as certified Teachers. According to the promises of the Woreda Government, all of them were permanently

employed and assigned in the Community schools established and upgraded by PCDDP support. The training provided shaped capacity of delivering quality education, supported by methodologies of teaching.

It has produced very high initiative of the trained teachers come up to families & students attitude transformation towards education. The out come witnessed improved enrolment of children in the remote kebeles that hardly had access to primary education.