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Executive Summary

Introduction
The Strategic Plan of 2002–2005 for Save the Children Norway-Ethiopia (SCNE) includes the intent to develop alternative basic education for pastoralist communities. Because of SCNE’s previous experience in working with the Hamer people, Hamer Woreda has been selected for support. SCNE will make use of the lessons from the ABECs experience in Amhara when embarking on education support to Hamer Woreda.

To initiate the support, a fact-finding mission was carried out in 2003 to identify the educational needs of Hamer Woreda. The following information has been obtained from discussions and relevant documents from the local up to the zonal level.

General background – Hamer Woreda
There are approximately 42,885 people (21,440 female and 21,373 male) living in the woreda. 82% (35,177) belong to the Hamer ethnic group; 11.2% (4,795) to the Erbore ethnic group; and 6.8% (2,913) to the Karo ethnic group. A total of 2,390 people live in Dimeka and Turmi towns. It is estimated that 66% of the population lead a pastoral life. The other 34% depend on cattle rearing and small-scale farm activities. Livestock is the most important form of wealth.

As in most pastoral areas, most of the grass is of the fast maturing type. There is no mechanism to preserve it long-term for feeding animals, resulting in periods of food shortage for animals. Water points are not proportionately distributed, and most of the grasslands have no permanent water points. A high concentration of livestock and wild animals around the scarce water points depletes the surrounding vegetation cover. Natural pastures are deteriorating – bushes and trees are destroyed for firewood, house construction and to clear farmland, resulting in soil erosion. Uncontrolled burning of savanna grasses causes lack of feeding reserves for cattle. Almost all the pastureland is infested with Tsetse-flies and thick parasites. In the highlands and mid-highlands, crop cultivation and human settlement pressurize grazing lands, squeezing out animals to graze on roadsides, riverbanks and swampy and cliffy areas of land. Disease and parasites pervade among both the human and animal population, putting additional pressure on limited resources. Ethnic conflicts (internal and external) have further adverse affects on the utilization of pastures.

Education situation – South Omo Zone
The primary school coverage of South Omo Zone is 34%. Of a total of 95,863 primary school-aged children (7-14), only 32,262 are enrolled. The rest do not have access to any form of education service. The situation is particularly problematic for the pastoral communities of Kuraz, Hamer, and Bena-Tsemay woredas, with 6%, 7% and 14% primary education coverage, respectively.

Girls’ participation in primary education is about 23% in the zone, although more than 50% of the total population of the zone is female. This participation rate declines to
below 2% in the secondary schools. In general, the low female participation is attributed to factors such as culture and the inaccessibility of schools.

Overall, the education participation of the pastoralist woredas is much lower than the average enrollment rate in Southern Nations, Nationalities and Peoples Region. In 2001, the coverage for the Southern Regional State was 26.6% while the average pastoral woreda coverage was less than 10%.

Some of the educational problems identified in South Omo Zone include:
• Lack of trained and experienced education administrators.
• Lack of capacity in woredas and zonal education department.
• Uneven and inadequate distribution of schools: 70% are concentrated in Bako Gazer Woreda. Rural areas and pastoralists are the least served.
• Damaged primary schools as a result of old age, wind and termites.
• Lack of equipment, furniture, texts and reference books in schools.
• Lack of awareness on the new education/training policy at all levels of schools.
• Financial constraints.
• Lack of opportunity for secondary school education and technical & vocational training.

**Education provision in Hamer Woreda**

There are two kindergartens (one at Turmi and one in Dimeka) and 7 primary schools in Hamer Woreda, including only one complete full cycle (1-8 grade) primary school. One school serves 4 to 5 kebeles, and in some cases more. Most schools are located in towns and along roads, and more inaccessible areas are not served. The construction of hostels for students who live too far from schools is not affordable for the communities. As a result, children walk on average 5 km to get to school.

Few children of the pastoralist society make use of the available education provision. In general, most students (particularly girls) drop out before completing primary school because of drought, security problems, malaria and other diseases, economic and other social and personal problems.

All primary schools lack adequate furniture and relevant materials. Teachers have inadequate training. Teachers and directors are not motivated to work in the schools because of poor management and lack of encouragement.

The boards that should have been established to initiate activities according to the strategic plan of the government have not been properly organized at woreda and kebele levels. Community participation in education affairs is low, and there is a low level of community understanding of the usefulness of education.
There is inadequate planning, reporting, supervision, follow-up and monitoring of educational activities due to lack of knowledge. The number of professionals at woreda office level is inadequate to give support to schools.

In 1995 (Ethiopian calendar) Birr 37,100 was allocated to education running costs for the Woreda. Hence, the budget allotment per school is very low.

The NGOs and religious organizations currently supporting basic education in the Woreda are mostly self-implementing. The links they have with the Woreda Education Office are very loose. The education desk and other authorities in charge have left it to the NGOs to make program decisions.

SCNE’s previous experience in Hamer Woreda

The conclusions from the evaluation of the previous SCNE project in Hamer/Turmi support the current intention of developing an alternative basic education project in close collaboration with the education authorities and the communities. However, the following lessons from the previous project should be kept in mind:

- Working successfully with the pastoralist communities in Hamer requires a high level of community participation and involvement in decision-making, to secure ownership and because it is difficult for outsiders to gain an adequate understanding of the social and economic relationships and culture.
- The content of an education program for Hamer Woreda must be relevant for the communities, and should not be imposed from the outside.
- The education program should not be linked to food distribution, as the previous experience in associating education with food support had unintended negative consequences.
- The consequences of providing education to pastoralist communities can be that children are alienated from their culture and at the same time are left without alternatives. The need to create opportunity for further education must be balanced with the need to provide relevant and appropriate education for the majority of children who will continue to live and work in the local environment.

Conclusions

The experience of the ABEK programme of Uganda and ABECS programme of the Amhara National Regional State, as well as the lessons from the previous project in Hamer, should be the background for project development in Hamer. In particular,

- The processes involving the Karamojong in the project development in Uganda should be considered in guiding the involvement of the communities in Hamer.
- The lessons from the previous project in Hamer should be kept in mind.
- ABECS should be used as a model to be adapted to the situation in Hamer.

It will be important to develop a model that is acceptable both to the government and to the communities. This requires the involvement of all stakeholders in the development of the program.
To undertake this initiative responsibly, it will also be necessary to think beyond the children’s access to 3 years of alternative basic education and consider seriously their further opportunities for education and training, as well as the implications for their continued integration in their own society.
1. **Introduction**

Support to basic education for pastoralists is a major component of the Strategic Plan of 2002–2005 for Save the Children Norway-Ethiopia (SCNE). Because of SCNE’s previous experience in working with the Hamer people, Hamer woreda has been selected for support. Before embarking upon support to basic education, the capacity of both parties needs to be identified. To initiate the support, a situation analysis was therefore carried out in 2003 to identify the educational needs of Hamer woreda.

66% of the society of Hamer Woreda is leading a pure pastoral life. SCNE has fertile ground to work with the woreda, as it has already laid the foundation by implementing a Child Centered Integrated Rural Development Project in the woreda in 1982-1996.

The decision to undertake the situation analysis in Hamer Woreda was made after a delegation of five persons representing Hamer Society came to the secretariat of SCNE in Addis Ababa and appealed to the Resident Representative of SCNE to consider coming back to Hamer.

An SCNE team was subsequently formed for a fact-finding mission. The team included two resident representatives with experiences working for SCN in different countries, and with education for pastoral society in particular.¹ The team’s task was to collect relevant information/data and discuss how to support basic education for the pastoralist society in Hamer Woreda. The intention was to come up with suggestions and recommendations.

The information/data have been collected starting from the community level and up to high officials at Woreda and Zone levels. Relevant strategic documents from Hamer Woreda Education Office, reports from the Zone level and other statistical documents have been consulted to undertake the situation analysis. Maximum care has been taken in using the information properly for the analysis.

The situation analysis started with an analysis of the efforts underway by the Government at national and regional levels in the development process of pastoral societies. Anthropological studies have also been consulted to get a general cultural background of the Hamer society. An analysis of collaborative efforts between the government and NGOs to bring developmental changes in pastoralist areas was also made. To exemplify collaborative efforts of NGOs working in development, we have presented the rich experience of SCNE as lessons learnt.

---

1. Bjorn Hagen (the Resident Representative of SCNE)
2. Sigmund Karlstrom (previously he was the Residence Representative for SCNE and invited to share his experience of Turkana Tribe of Kenya)
3. Assefa Beyene (Education Program Coordinator for SCNE)
Discussing the problems of Hamer Woreda in isolation cannot give an adequate view of the reality. The reality in similar woredas of South Omo is therefore used as comparison. Issues such as geographical locations, resources, climatic conditions, education status and the like are considered. Charts and tables are used to compare Hamer Woreda with similar woredas, especially the pastoralist woredas of the Zone. Challenges and possibilities are considered in relation to the reality of Hamer Woreda, with primary consideration to education issues. Trend analyses on enrollment in the past five years, participation rates by gender, school distribution and the like are considered. The strategic plan and goals of the Woreda Education Office are considered to get a clear picture of the woreda government’s intentions.

Finally, suggestions and recommendations have been made on how to support the provision of basic education in Hamer Woreda.

2. Government efforts in the development process of pastoral society

Pastoral societies in Ethiopia comprise approximately 12 to 15 million people that belong to 29 nationalities/ethnic groups. They inhabit 61% of the country’s landmass in 7 regions, 27 zones and 123 woredas.

Currently, government entities (Federal & Regional States) exert many efforts to alleviate pastoral society problems at different levels and in various parts of the country. The government is in the process of launching activities aimed at bringing about sustainable development to pastoral communities by allocating resources as well as introducing certain policy measures. As an effect, different conferences and/or workshops have been held. At the opening of the 3rd National Conference on Pastoral Development in Ethiopia under the theme “Pastoralism and Sustainable Pastoral Development”, it was said that the government has formulated a separate development policy for the pastoralists for the first time in the history of the country.

The Federal Government (The Ministry of Federal Affairs) disclosed that it has allocated over 516 Million Birr to undertake various projects aiming at improving the livelihood of pastoralist communities, funded by the International Fund for Agricultural Development and the World Bank for various pastoralist centered projects over the coming five years. The stated sum would go to finance projects focusing on helping pastoralists lead a stable life through irrigation, education, health and water infrastructures, among others. The projects are planned in 30 pastoralist woredas in the Oromia, Afar, Somali and Southern Nations, Nationalities and Peoples regions.

The Government has proposed in almost all of its policy documents that resettlement is the only lasting solution for the pastoralists. But on the contrary, NGOs such as associations working on pastoral development in Ethiopia have expressed their concern over the government’s decision to continue resettling programs to tackle the country’s food security problem in drought-affected areas. They do not believe that resettlement

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2 The latest DPPC food aid appeal for 2004 had shown that the pastoralists comprise over 72 percent of the total expected 10 Million needy people.
programs comprise an appropriate solution for the problems. They are of the opinion that the option should be left to pastoralist societies themselves. Pastoralist Forum Ethiopia (PFE) and PANOS Ethiopia are the associations that opposed the government’s resettlement program.

**Conclusions and Recommendations**
For the sustainable development of pastoralist societies:
- The pastoralists should get access to basic necessities and development programs where they are, rather than resettling them in other places
- Pastoralists should enjoy sustainable development based on their lifestyle and mode of production
- More involvement is needed from all stakeholders working closely with federal and state governments to ensure sustainable development of pastoral societies.

3. **Anthropological research and studies in South Omo Zone (with particular focus on Hamer Society)**

The Southern Ethiopian Nations, Nationalities and Peoples’, SENNP, Regional state is the largest state of Ethiopia, with more than 50% of the country’s ethnic groups. With multi-lingual ethnic groups, diversified culture and different lifestyles, the Regional State has attracted many anthropologists studies. Furthermore, the International Language Studies (ILS) of Addis Ababa University (AAU) has had variety of opportunities to undertake language studies in this Region.

Different studies on cultural similarities and differences, cultural practices and languages have been undertaken by anthropologists and other researchers, including:

- Prof. Ivo Streker (on Hamer culture),
- Dr. Tadesse Wolde and his co-researchers (on the culture of Erbore),
- Dr. Melesse on the culture of Tsemay,
- Dr. Marko Bassi and Uri Almagor on the culture of Omorate (Geleb),
- Prof. David Turtle on Mursi tribe,
- Prof. Tores on Bume/Gnagatom tribe,
- Dr. Gebre Intiso on Ari (Jinka area) tribe.

In almost all cases, the studies have focused on cultural issues of the ethnic groups.

For the present purpose, we are limiting ourselves to the studies of Streker on the Hamer Ethnic group. The general views of this anthropologist are summarized as a background for our support to basic education in Hamer Woreda:

Professor Ivo Streker is currently a CIM-GTZ expert for research capacity building in the field of cultural anthropology at the AAU. He has conducted in-depth studies on Hamer culture since 1977. According to Streker, the Hamer people have limited objects and
manage to live a decent and honorable life with these. Hamer people wear simple goatskin and sleep outside. They determine the kind of season that is ahead of them by examining the sky. If one asks them about city life they will respond that a person who lives in a house is like someone who is shut inside a box and does not have the chance to be closer to the creator or gods. Moreover, they argue that to be part of nature one should not be living in cities surrounded by noise.

Recently, Streker made an anthropological film that demonstrates how the Hamer people have established peace with other ethnic groups. According to the Hamer, fighting is not what human beings should do. They claim: “We have a task of living peacefully together and understanding the cultures of others”. The film explains the Hamer’s process of peace making. Streker’s publications and films reveal the Hamer interest in becoming equal participants in Ethiopian society.

### Conclusion and Recommendation:

- From an anthropological perspective, unnecessary interventions which do not make people’s lives better should not be undertaken. But to bring positive change in the lives of children, actions are needed that might create some opposition from the society, such as stopping harmful traditional practices and convincing the community to fulfill the requirement of compulsory primary education. These should be given due consideration.
- A participatory needs assessment should be carried out to plan any intervention with the Hamer people.
- Although the Hamer are not literate, they have a rich oral culture. Literacy is important to document history and to improve communication with and participation in the external world.

### 4. Collaborative Efforts in Development Sectors in South Omo Zone

Few NGOs are working in South Omo Zone. Nearly all NGOs in the zone are self-implementers. The 5th National Pastoralists Day Report mentions that less than 10% of water projects in South Omo were implemented by the government while more than 90% were implemented by NGOs.

According to a report by Norwegian Church Aid (NCA), NCA has had the greatest share in the provision of potable water and integrated rural development projects, followed by Catholic Church Integrated Community based Development Program and CVM (under the Catholic Church), UNICEF, the Society of International Missionaries (SIM), Save the Children Norway, Kale Hiwot Church (KHC), Medecins Sans Frontiers (MSF). Organizations working in the education sector include the Ethiopian Pastoralist Research Development Association (EPARDA) and others.

The NGOs and religious organizations supporting basic education are currently mostly self-implementing. The links they have with the Woreda Education Office are very loose. The education desk and other authorities in charge have left it to the NGOs to
make program decisions. This might challenge the sustainability of the programs. In support to basic education, SCNE emphasizes the importance of working closely with the relevant government offices to maximize impact and promote sustainability.

5. Experiences of Save the Children Norway Ethiopia

SCNE first started implementing urban/rural integrated development projects in the late 1970s. An integrated rural development project was implemented in Hamer Woreda in 1982-1996. The main components were food security, agriculture, health and water.

Starting in 1996, Save the Children Norway began to shift its programs from self-implemented projects to projects implemented by government and non-government partners, and from an integrated approach to sector specific work. Activities within health, agriculture, construction of houses and the like were gradually phased out, and education grew over the years to take more than 50% of the annual country program budget. Education programs emphasized access to basic education for marginalized children with special attention to rural areas and girls.

In most education projects, SCNE works in close collaboration with the government, in particular the education bureaus of the regional states, zones and woredas, and institutions such as teacher training colleges and curriculum institutes. As SCNE has been working in the Amhara Regional State, the Regional Education Bureau of Amhara has so far been SCNE’s main partner in basic education. This partnership has been strengthened over the years for the following reasons:

- Providing education to needy children is a continuous process and not a one-time affair. For this reason, a stable organizational structure is required to ensure the sustainability of the programs.
- It is important to gain the government’s acceptance/recognition of the program and ensure the standard to link it to the educational system of the country.
- By working within the established education system, over-head costs are reduced and maximum benefits for children are promoted.
- Working within government structures enables us to cover wide geographical areas with the involvement of the government branch offices at grassroots level, and paves the way for the enhancement of community involvement.

In collaboration with the Amhara REB, SCNE has developed an alternative basic education program to meet the needs of rural communities in Amhara. The Amhara Regional State inherited an adult literacy program from the Derg Regime ousted in 1991. This system, with some alteration of the content, is still functioning all over the country. In areas where there are no schools, children participate in the program. SCNE supported the revision of the literacy curriculum in collaboration with the Amhara REB curriculum experts and other education specialists. It was found that the curriculum did not address the learning needs of children. Nor did it have a defined link with the formal school system to promote further education access for children. It was clear that a non-formal program to address the learning needs of children was required.
It was decided to conduct a base-line-survey to identify the basic education needs of children in one woreda (Alefa Takusa)\(^3\). The purpose of the survey was to map out the status of the provision of both formal and non-formal basic education; to assess the existing education facilities and to hear the views of children, communities, teachers, and education authorities.

Based on the survey, the following was decided:

- Expand the existing literacy program for adult literacy, allowing more women to attend the program.
- Build on the existing education provision, organize it in a better way and create a system that involves the government and SCNE.
- Rehabilitate/Renovate some of the primary schools damaged during the civil war.
- Create a means to involve the community in the rehabilitation of the schools and for the building of more literacy centers, by supplying locally available construction materials and contribute labor where required.
- Get the commitment of the community to fully take part in managing the new program and sending their children to school.
- Construct and furnish new lower primary schools in the most remote rural areas where the government couldn’t afford to reach, support co-curricular activities by providing materials and seed money for revolving fund that schools could use to cover running costs.
- Create access for marginalized children and support some needy children by providing stationary materials.
- Supply school facilities such as water, dry-pit-latrines, reading rooms and libraries to enhance the quality of teaching-learning as well as to reduce the attrition rates (dropout, repetition, tardiness, etc.); increase enrolment rate especially of girls.
- Organize training/orientation workshops for teachers.
- Establishing an alternative to formal lower primary basic education provision in areas where no formal schools existed.
- Influence the policy of the government to get the alternative program accepted.

The Alternative Basic Education for Children out of School (ABECS) program resulted from these recommendations. The REB delegated SCNE to undertake the curricular development of ABECS. Experienced curriculum developers from the Region and Federal level (some from the Institute of Curriculum Development and Research (ICDR) and some retired but with rich experience) took part in the curriculum development.

The curricular package of the ABECS program is a condensed and adapted version of cycle 1 of primary education, with adapted teaching-learning approaches. A comparative study carried out by the educational planning of MoE confirmed the positive results of the program. The study concluded that ABECS meets the minimum learning competency for lower primary education (cycle-1).

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\(^3\) Community Basic Education Need Assessment: The Case of Alefa-Takussa Woreda, by Assefa Beyene; 1996.
ABECS has the following characteristics:

- By establishing learning centres in remote areas, ABECS reaches pupils where they live and work. Hence, ABECS imparts useful knowledge and skills without removing pupils from their normal environment and responsibilities.
- ABECS is flexible in organization, funding, timing, methodological approach and management. Classes are held at times that are convenient to the communities, and the communities establish committees to manage the centres.
- ABECS emphasizes local initiative, self-help and innovation. It makes learning compatible with the interests of individual learners and communities.
- ABECS encourages girls’ education because of its flexibility and community base, as well as by recruiting female facilitators to teach the program.
- ABECS has kept class sizes to a maximum of 60 and the student-textbook ratio at 1:1.
- ABECS is low cost, community centred, and planned/managed by the community in collaboration with the woreda education officers.

Because of the success of ABECS, the Amhara REB has begun to scale up the program to the whole region. SCNE is supporting the training of facilitators, the printing and distribution of materials and capacity building for monitoring. During the first year of the scaling up, more than 165,000 children all over Amhara joined ABECS.

SCNE will make use of the lessons from the ABECS experience in Amhara when embarking on education support to Hamer Woreda. It is likely that an alternative approach to basic education will be appropriate.

6. Some Realities in South Omo Zone

Although our main focus is on Hamer Woreda, South Omo reality should also be considered. South Omo Zone is one of the 13 Zones and 8 Special Woredas of Southern Nations, Nationalities and Peoples Region. Its boundaries are:

- **North**: Gamo-Gofa and Kefa Zones and Konta and Basketo special Woredas
- **South-West**: Sudan
- **West**: Bench-Majji zones
- **East**: Borena Zone (Oromia Regional State)

Jinka is the capital city of South Omo Zone. Jinka city is located 781 km from Addis Ababa and 550 km from the regional city of Awassa.

The total land area of South Omo Zone is estimated at 22,361 km² and lies from 380 to 3300 meters above sea level. The categories of land are: 0.5% highland (Dega), 5.1% mid-highland (Woinadega), 60% lowland (Kolla), and 34% semi-arid (Bereha). Average annual rainfall are 450 mm to 1500 mm and temperature ranges are between 22 and 30°C. 19.36% of the land is arable, 2.84% cultivated land, 23% grazing land, 1.8% covered by forest and the remaining 42.9% is rocky/covered by small brush.

The population of South Omo is estimated to be 432,415 (Source: Central Statistics Authority, CSA Census report of 1994), distributed in 6 Woredas under 197 Peasant
Associations (Kebeles). The zonal population density ranges from about 19.3 person/km² in the most populous woreda, Bako-Gazer, to 4.1 persons/km² in the most dispersed woreda, Salamango. There are 16 different ethnic groups with their own distinct languages and traditional practices. The names of the ethnic groups are: Hamer, Erbore, Karo, Muriel, Bena-Tsemay, Biralle of Bena-Tsemay, Mursi, Bodi, Dime, Bacha, Dasench, Nyangatom, Aria, and Malle.

**Representation from Some Ethnic Groups:**

*Crop producing woredas:*
Crop production woredas include Baco-Gazer and Galila Woredas. Modes of production are inadequate, so that the production can never alter the living conditions of the society.
**Natural resources:**
South Omo has considerable natural resources. The rivers: Omo, Woito, Neri, Sala and Kako are useable for irrigation if utilized in an appropriate manner. Currently the inhabitants make use of the rivers only when they fill during the rainy season, leaving soil sediments on the flat ground along the rivers for short-term farming.

**South Omo Zone’s potential for tourist attraction:**
Mago National Park, controlled hunting sites, the traditional/cultural richness of the ethnic groups residing in the zone in addition to natural wonders are the most important tourist attractions.
Mago National Park covers an area of 2162 km². The Park is located in the west of the zone, with an altitudinal range of 450–2528 meters above sea level. The mean annual rainfall is 480 mm. The vegetation types are savanna grass, riparian formation, semi-arid with Omo major river catchments basin.

Mago National Park holds 74 species of mammals and 257 species of birds, 4 of which are endemic to Ethiopia. Major wild life species include elephant, buffalo, giraffe, cheetah, lelwel, hartebeest and topi. Among the wild animals existing in great numbers are hartebeest lelwel, topi, buffalo, grantees, gazelle, defasa, waterbuck, warthog, gernick and lesser kudu. Endangered species of wild animals are gravy’s zebra, elephant, wild
dog, cheetah and giraffe. There are numerous types of other wild animals found in the zone.

Tama wildlife reserve covers an area of 3400 km² and lies west of Mago National Park and east of Omo National Park and Omo river. It has an altitude of 450–1000 meters. Stefani wildlife reserve surrounds Chewbahir, with an area coverage of 4500 km² and an altitudinal range of 500-1200 meters. It is an important wild life reserve for its endangered gravy’s zebra.

There are two areas for hunting: Murule and Wolishet-Sala controlled hunting areas. Murule controlled hunting area lies east of low Omo river and west and north-west of Lake Chewbahir, covering 4172 km² at an altitudinal range of 380–1200 meters. Wolishet–Sala controlled hunting area is a newly established hunting area covering about 500 km² and located to the north of Mago National Park.

The four Woredas (Bena-Tsemay, Hamer, Kuraz and Salamago) have diversified vegetation and habitat, which favor the existence of various types of wildlife species and biodiversity.

**Livestock feeding and water shortage**

The bulk of animal feed is obtained from natural pastures. In crop-livestock production areas, crop byproducts could be used for animal feeding. For example, cereal and legume straws and coffee pulps are the conventional feed source to support the livestock in the dry seasons. The grasslands are mainly of the thorny-scrubs, savanna would land, dry savanna, and marginal wet savanna grassland of intermediate altitude.

In the highland (Dega) altitude, typical grazing yards include fallow lands, uncultivable clffy sides, swampy areas, riverbanks and roadsides. In the lowlands, grazing is characterized by herd mobility, following the rain fall patterns where and when growth and water sources are available.

<table>
<thead>
<tr>
<th>Woreda</th>
<th>Ethnic Group</th>
<th>Main Rainy Season</th>
<th>Short Rainy Season</th>
<th>Dry Season</th>
<th>Grazing Water Point</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Wet Season</td>
</tr>
<tr>
<td>Kuraz</td>
<td>Dasenech</td>
<td>March – June</td>
<td>September – October</td>
<td>July – August</td>
<td>Around main Village</td>
</tr>
<tr>
<td></td>
<td>Nyangatom</td>
<td>//</td>
<td>//</td>
<td>//</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Bume)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hamer</td>
<td>Hamer</td>
<td>//</td>
<td>//</td>
<td>//</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Erbore</td>
<td>//</td>
<td>//</td>
<td>//</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Karo</td>
<td>//</td>
<td>//</td>
<td>//</td>
<td></td>
</tr>
<tr>
<td>Bena-Tsemay</td>
<td>Bena</td>
<td>//</td>
<td>//</td>
<td>//</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tsemay</td>
<td>//</td>
<td>//</td>
<td>//</td>
<td></td>
</tr>
<tr>
<td>Salamango</td>
<td>Mursi</td>
<td>//</td>
<td>//</td>
<td>//</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boddy</td>
<td>//</td>
<td>//</td>
<td>//</td>
<td></td>
</tr>
</tbody>
</table>
Major problems affecting natural resources:

- The population increase causes increased deforestation for farming and construction, resulting in decreased biodiversity, increased land degradation, and increased desertification.
- Increased of illegal activities such as hunting, settlement and fire in parks, controlled hunting areas and wild life reserves are causing reduction of wildlife.
- Lack of knowledge of land use planning has resulted in misuse of national resources – for example shifting cultivation and clearing forests or river sources.
- Lack of awareness is a major cause for the absence of people’s contribution, development and management of natural resources.
- Invasion of wild life habitats by a great number of domestic animals has caused devastation of their habitats and spreading of diseases to wildlife.
- The sectors concerned in development and management of natural resources are not equipped with budget, trained manpower and capacity to carry out effective work in conservation. In general, no attempt is made preserve the natural resources.

Education status in South Omo Zone:
The present educational coverage of primary school of the zone is 34%. This means that out of a total of 95,863 primary school-aged children (7-14), only 32,262 are enrolled. The rest do not have access to any form of education service. In the rural areas the schools are not situated close enough to the children. The situation is particularly problematic for the pastoral communities of Kuraz, Hamer, and Bena-Tsemay woredas, with 6%, 7% and 14% education coverage respectively. This shows that there is a high need for intervention in support to basic education provision if an effort is to be made to realize the 2015 Education for All goal.

Girls’ participation in primary education is about 23%, although more than 50% of the total population of the zone is female. This participation rate declines to below 2% in the secondary schools. There are significant differences in gender disparity among the woredas. The share of girls’ participation ranges from 3.7% in Kuraz to 27.4% in Salamango. In general, the low female participation is attributed to factors such as culture, difficult circumstances for girls to attend schools and the inaccessibility of schools.

Overall, the education participation of the pastoralist woredas is much lower than the average Southern Nations, Nationalities and Peoples Region’s enrollment rate. In 2001, the coverage for the Southern Regional State was 26.6% while the average pastoral woredas coverage was less than 10%. This shows that enrollment is a particular problem in pastoralist communities.
**Concern on quality of education in South Omo Zone:**

In the zone as a whole, the promotion rate decreases from 81% in the first cycle of primary education to 60% in the 2nd cycle of primary education (source: Zone Education Department, 2001).

A higher probability of promotion (lower rate of repetition and dropout) is observed in Baco-Gazer and Gelila Woredas. In pastoral woredas such as Hamer, the probability of promotion is very low (Karo, Shanko, Denbyte & Erbore primary schools).

Although one cannot generalize on the quality of education based on factors such as promotion and/or attrition (dropout, repetition, tardiness) rates, an educated guess can be made from the existing reality. One can presume that the education program delivered cannot be of good quality with such high dropout and repetition rates.

In relation to the factors that hinder the quality of education, the following questions could be posed to indicate the seriousness of the problem of quality of education.

1. **Students’ attitudinal factors:**
   - What is the level of learning ability?
   - What is the development/age situation of the learners?
   - Are students motivated?

2. **Environmental factors**
   - What is the home environment like (parent follow-up, time and place for studying, work responsibilities, etc.)?
   - What is the classroom environment like (teaching methods, supervision and administration, conditions of classrooms, over-crowdedness)?
   - What is the peer group environment like?
   - How does the mass media environment support the teaching–learning process?

3. **Instructional Factors**
   - What is the status of the quality and quantity of instructional materials?
   - How is the academic ability of teachers?
   - How adequate are school facilities?

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**Conclusion and Recommendation:**

In general, there is an overall impression that education provision in the zone is inadequate both in terms of access and quality. However, to determine the answers to the above questions and develop an appropriate response, a baseline study is highly recommended.
Efforts undergone to alleviate some of the problems in South Omo Zone:
⇒ 13 first cycle primary schools, 4 upgraded to complete primary schools, expansion of Jinka Comprehensive High School and Renovation of 4 Primary schools
⇒ Importance of Hostels in Pastoral Woredas of the Zone was studied. At the capital of pastoral Woredas and Zone capital 5, Hostels were constructed
⇒ Para-professional teachers of direct teaching teachers took on the job TTI training
⇒ School mapping was prepared and utilized for decision making and education development work
⇒ New strategy and guideline were prepared for better implementation of non-formal basic education:-
  - To increase female participation in overall education, strategy and guidelines were developed and implemented
  - To minimize the problem of the qualified teacher above grade 5 (Second Cycle of primary schools) distance education has been started
⇒ As an effect of the above strategic approach, the following outcomes have been observed in the past 10 years:-
  - Number of primary schools increased from 54 to 79, by 46.3%
  - Number of primary school (1-8) students increased from 8585 to 25455, by 196.5%
  - Number of female learners increased from 2473 to 7906, by 219.7%
  - Primary school age coverage increased from 12% to 26.6% (an increase of 14.6%)
  - Primary school age female coverage increased from 7% to 10.6% (an increase of 3.6%)
  - Primary school age male coverage increased from 17.6% to 37.2% (an increase of 20%)
  - Primary school coverage gender gap increased from 10.6% to 26.6% (an increase of 16%)
(Negative impact)
  - Primary school teacher number increased from 335 to 885 (an increase of 163%)
  - Primary school female teacher number increased from 12 to 283 (an increase of 2258%)
  - Senior secondary school coverage increased from 852 to 1739 (an increase of 194%)
  - Senior secondary school female students increased from 334 to 628 (an increase of 88%)
  - Senior secondary school gender gap decreased from 39% to 36% (a decrease of 3%)
  - Senior secondary school coverage increased from 3% to 4.5% (an increase of 1.5%)
  - Senior secondary school number of teachers increased from 37 to 51 (an increase of 37%)
  - Senior secondary school number of female teachers increased from 1 to 3 (an increase of 200%)
Major Challenges and Constraints

- Lack of reliable education data, logistics and infrastructure.
- Lack of trained & experienced education administrators.
- Uneven and inadequate distribution of schools: 70% are concentrated in Bako Gazer Woreda.
- Most of the primary schools are damaged because of old age, wind and termites.
- There is a lack of capacity in the project planning, implementing, monitoring and budget administration.
- There is a lack of awareness on the new education/training policy at all levels of schools.
- There are financial constraints to tackle multifaceted problems.
- Pastoral communities, rural areas and girls are not well served.
- There is a lack of opportunity for high school education and technical & vocational training.
- There is a lack of equipment, furniture, texts & reference books at all levels of schools.
- Personnel in woredas & zonal education department need capacity building.

Future directions to promote and improve the education service:

i) Expansion of formal and non-formal education
ii) Rehabilitation and organization of existing schools and hostels
iii) Building capacity of human resources, including teachers, education experts and support staff.
iv) Reducing imbalance among woredas and urban & rural disparities.
v) Increasing girls participation.
vi) Improving the quality of education through strong administration, supervision increased inputs.
vii) Providing education offices with vehicles.
viii) Strengthening community involvement in school affairs through establishing community schools committees.
ix) Strengthening the role of NGOs and private sector in providing educational services for the community and capacity building for education officials.
x) Conducting research to improve the quality of education.
xii) Improving classroom, peer group and mass media environment to create a better learning environment.
**Pastoralist Woredas:**
Hamer, Kuraz Bena-Tsemay, and Salamango are the woredas classified as pastoralist woredas.

**Table-2: Enrolment status: urban vs. rural in pastoral woredas in 2002**

<table>
<thead>
<tr>
<th>Woreda</th>
<th>Urban Enrolment</th>
<th>Rural Enrolment</th>
<th>Total</th>
<th>% Urban Enrolment</th>
<th>% Rural Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bena -Tsemay</td>
<td>535</td>
<td>328</td>
<td>863</td>
<td>62</td>
<td>38</td>
</tr>
<tr>
<td>Hammer</td>
<td>553</td>
<td>137</td>
<td>690</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>Kuraz</td>
<td>499</td>
<td>150</td>
<td>649</td>
<td>77</td>
<td>23</td>
</tr>
<tr>
<td>Salamango</td>
<td>251</td>
<td>933</td>
<td>1184</td>
<td>21</td>
<td>79</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1838</strong></td>
<td><strong>1548</strong></td>
<td><strong>3386</strong></td>
<td><strong>54</strong></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

**Chart-1: Comparison between urban and rural enrolment**

**Conclusion:**
The total urban population is estimated to be only 5% of the whole population of the zone. However, the school coverage is 54.3% - even if this includes hostel students from rural areas, it is clear that the enrollment rate in towns is much greater than in the rural areas. There is therefore a pressing need to improve services in rural areas.
**Table-3:** Participation rate at primary level in all woredas as compared with primary age cohort

<table>
<thead>
<tr>
<th>N</th>
<th>Woreda</th>
<th># of Sel</th>
<th># &amp; % of students currently in school</th>
<th>Primary school age children (7-14)</th>
<th>% Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
</tr>
<tr>
<td>1</td>
<td>Baco-Gather</td>
<td>43</td>
<td>15298</td>
<td>15298</td>
<td>30596</td>
</tr>
<tr>
<td>2</td>
<td>Galila</td>
<td>13</td>
<td>4126</td>
<td>4126</td>
<td>8252</td>
</tr>
<tr>
<td>3</td>
<td>Bena-Tsemay</td>
<td>9</td>
<td>923</td>
<td>923</td>
<td>1846</td>
</tr>
<tr>
<td>4</td>
<td>Hamer</td>
<td>7</td>
<td>541</td>
<td>541</td>
<td>1082</td>
</tr>
<tr>
<td>5</td>
<td>Kuraz</td>
<td>5</td>
<td>480</td>
<td>480</td>
<td>960</td>
</tr>
<tr>
<td>6</td>
<td>Salamago</td>
<td>5</td>
<td>788</td>
<td>788</td>
<td>1576</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>82</td>
<td>22163</td>
<td>22163</td>
<td>44326</td>
</tr>
</tbody>
</table>

**Chart-2:** Comparison among the 6 woredas: Comparison among primary age cohort participation by gender

**Key:**
- MPA → Male Primary Age Cohort
- MPP → Male Primary School Participation
- FPA → Female Primary Age Cohort
- FPP → Female Primary School Participation

**Legend:**
- MPA
- MPP
- FPA
- FPP
- WC

BG → Baco-Gazer
G → Galila
BT → Bena-Tsemay
H → Hamer
K → Kuraz
S → Salamango
The education institutions currently available in the administrative zone include 4 kindergartens, 84 primary schools of which 40% only cover up to grade 4, 10 complete primary and only 1 secondary schools.
7. Hamer Woreda

Geographical Location of the woreda:
Hamer Woreda is one of the six woredas of the South Omo Zone. The woreda is estimated to cover 731,565 hectares of land. It is located in southwestern Ethiopia, nearly 770 km from Addis Ababa. It is at a distance of 540 km from Awassa, the capital of the Southern Nations, Nationalities and Peoples Region. The boundaries are:

- North → Part of Bena-Tsemay Woreda,
- South → Kenya – Kuraz – Borena of Oromia,
- East → part of Bena-Tsemay and part of Borena of Oromia and
- West → Kuraz woreda.

Dimeka town is the capital of the woreda and Turmi is the other town showing developmental progress.

Population:
There are around 42,885 people (21,440 females and 21,373 males) living in the woreda. 82% (35,177) of the population belongs to the Hamer ethnic group; 11.2% (4,795) the Erbore ethnic group; and 6.8% (2,913) the Karo ethnic group. A total of 2,390 people live in Dimeka and Turmi Towns.

Climate:
The average temperature is above 37°C in most parts of Hamer Woreda. The altitude varies from 450 meters to 1765 meters above sea level, at Erbore and Buseka areas respectively. The average annual rainfall is 400 mm.

Natural resources:
It is estimated that 66% of the population lead a pastoral life, depending on cattle rearing. The other 34% of the population is leading a mixed farming life. They depend on cattle rearing and small-scale farm activities. It can be said that life-stock wealth is the most important form of wealth.

Omo River is the large river bordering Hamer and Kuraz woredas. The river has been used minimally for agricultural purposes and there is no capacity for irrigation. During the rainy season it fills over and floods the area near the Karo tribe’s territory. When the rainy season passes, the water level goes down and leaves behind mud that is used for seasonal farming.

Table-4: Livestock potential and holdings per family in Hamer Woreda with the estimation of 8531 family heads

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Holding per family head</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cattle</td>
<td>54,268</td>
<td>6</td>
</tr>
<tr>
<td>Sheep</td>
<td>58,726</td>
<td>7</td>
</tr>
</tbody>
</table>
Goats 86,230 10
Equine 4,466 1
Poultry 3,060 1

Challenges of pasture utilization:

- As in most pastoral areas, most of the grass is of the fast maturing type. There is no mechanism to preserve it long-term for feeding animals, resulting in periods of food shortage for animals.
- Water points are not proportionately distributed, and most of the grasslands have no permanent water points. Hence, pasture utilization is inefficient.
- Almost all the pastureland is infested with Tsetse-fly and thick parasites.
- Ethnic conflicts (internal and external) adversely affect the utilization of pastures.
- A high concentration of livestock and wild animals around water points depletes the vegetation cover.
- Natural pastures are deteriorating – bushes and trees are destroyed for firewood, house construction and to clear farmland, resulting in soil erosion.
- Uncontrolled burning of savanna grasses causes lack of feeding reserves for cattle.
- In the highlands and mid-highlands, crop cultivation and human settlement pressurize grazing lands, squeezing out animals to graze on roadsides, riverbanks and swampy and clffy areas of land.
- Disease and parasites pervade among both the human and animal population, putting additional pressure on limited resources.

Save the Children Norway–Ethiopia’s project in Hamer Woreda
SCNE (Redd Barna) implemented a “Child Focused Integrated Rural Development Project” project in Hamer Woreda from 1982 until 1996. The project (known as the Turmi-Hamer Project) included components in education, agriculture, health, and income generation. A project evaluation carried out in 1995 concluded that overall, the project had not led to profound change within Hamer society. The reasons cited were: Pastoralist societies in Africa have proven themselves judicious to change, and change requires time, participation and understanding. However, there was a general lack of knowledge of the structures and functions of Hamer society among those implementing the project. For example, the Hamer people were superstitious about water coming from holes in the ground, and therefore resisted the use of water holes. Since the project staff were not aware of this, they did not raise awareness of the benefits and safety of ground water before constructing wells. As a result, the Hamer filled the two first water holes with sand and stone. One Hamer staff member expressed that although the project had been welcomed by local people, Redd Barna did not involve the Hamer people in a constructive manner. The ties with the Hamer people therefore weakened as the project went on.
The education component of the project mainly included school construction and furnishing, and was closely linked with support to food, clothing and school costs. The argument for this link was that in view of the drought problems existing at the time, this would be the only way to get children into school. The project renovated Turmi Elementary school in 1986, constructed a primary school in Dembaiti in 1987, added two classrooms to Turmi elementary in 1988 and constructed two elementary schools in Shanko and Arbore in 1989. For some schools, a few more classrooms were added later. A total of 20 classrooms were upgraded.

However, according to the evaluation all the schools were markedly underutilized and the students were overwhelmingly male. The enrollment actually declined during the project years. The evaluation team attributed this to the fact that feeding programs and grain supply to the parents were stopped as the result of a policy decision by the new government. In addition, the grinding mill established by the project to support students in Dembaiti and Dimeka was closed. Through years of food support, the Hamer had learned to argue for food aid specifically as a condition for allowing their children to go to school. Hence, when food aid was withdrawn from the people, the children were withdrawn from the schools.

It is also important to note that the project tried to start a non-formal educational approach from 1987 to 1989, but that this approach did not take off. The report does not state why.

The conclusions drawn by the report in relation to the education program were as follows:

- There was a need for an appropriate non-formal outreach strategy for a large number of youth, accompanied by a relevant curriculum linked to basic literacy and numeracy. How to reach girls would have to be addressed thoughtfully and specifically.
- Support to Hamer children enrolled in the public schools financed by Redd Barna faced chronic uncertainty because of on-going problems with the related income generating schemes.
- There was a need to find ways to follow up basic education to youth with training in practical skills or vocational training.
- There was a need to be aware of the distance formed between students with formal education and the majority of Hamer youth without it. This could be mitigated by non-formal education and “the authentication of pastoral roots among school-going students.”

In general, the evaluation recommended a deeper understanding of the Hamer economy; advocacy for minority human rights; stronger partnership with the traditional society with a long-term perspective; the withdrawal from food aid because it had resulted in dependency; a focus on the future of the children of the Hamer pastoralists, helping as many children as possible to find a future outside pastoralism; improved knowledge of Hamer social organization, gender relations, customs, etc.; capacity building for the
woreda administration, since sustainability was seen as dependent on strengthened capacity in local institutions in the woreda; and a tripartite partnership between Redd Barna, the woreda administration and the Hamer people.

An overview of the current status of the Hamer project initiatives support the evaluating team’s conclusions. Very few of the project initiatives are still functioning, and those that still exist are not functioning optimally.

**Conclusion and Recommendation:**

The conclusions from the evaluation of the Hamer/Turmi project in general support the current intention of developing an alternative basic education project in close collaboration with the zonal and woreda education authorities and the communities. However, the following lessons from the previous project should be kept in mind:

- Working successfully with the pastoralist communities in Hamer requires a high level of community participation and involvement in decision-making, particularly because it is difficult for outsiders to gain an adequate understanding of the social and economic relationships and culture.
- The content of the education program must be relevant for the communities, and should not be imposed from the outside.
- The education program should not be linked to food distribution.
- To undertake this endeavor responsibly, it will be necessary to think beyond the children’s access to 3 years of alternative basic education and consider seriously their further opportunities for education and training, as well as the implications for their continued integration in their own society.

**Education in Hamer Woreda:**

**Pre-school (Kindergarten):** There are two kindergartens in the Woreda. One is at Turmi and the other in Dimeka.

**Primary Schools:** There are 7 primary schools in the Woreda. There is only 1 complete full cycle (1-8 grade) primary school. The distribution of primary schools among the ethnic groups in the Woreda is as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Ethnic Group</th>
<th>Level</th>
<th>Total Number</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>K.G.</td>
<td>1-4</td>
<td>1-6</td>
</tr>
<tr>
<td>1</td>
<td>Hamer</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Karo</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Erbore</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

**Table-5:- Primary schools distribution in the Woreda on the bases of Ethnic Group**

**Table-6:- Schools and participation rates by kebele**

<table>
<thead>
<tr>
<th>Name of the School</th>
<th>L</th>
<th># Kebeles using schools</th>
<th>Population Estimation by Gender</th>
<th>Primary School Age (7-14) by Gender</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
<td>T</td>
</tr>
</tbody>
</table>

31
<table>
<thead>
<tr>
<th></th>
<th>1-4</th>
<th>1-5</th>
<th>1-6</th>
<th>1-7</th>
<th>1-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimeka</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Turmi</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Erbore</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Shanko</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Argued</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Denbyte</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Karo</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>8808</td>
<td>8347</td>
<td>17155</td>
<td>2115</td>
</tr>
</tbody>
</table>

**Chart-5:** Enrolment by gender and age

**Key:**
- MPA → Male Primary School Age Cohort; ME → Male Enrolled; FPA → Female Primary School Age Cohort; FE → Female Enrolled;

**Enrolment in Hamer Woreda in the past Five Years:**
- Year 1998 Enrolment 638
- Year 1999 Enrolment 504
- Year 2000 Enrolment 658
- Year 2001 Enrolment 689
- Year 2002 Enrolment 760
There are 54 first cycle teachers. 9 teachers with Owe diploma are teaching in the 2nd cycle of primary school. The average teacher student ratio for 1-8 grades is 1:12. 4 out of the 7 schools are operating below capacity.
**General education service problems in the Woreda:**

- The schools are located far from the children’s homes. Children walk on average 5 km to get to school.
- One school serves 4 to 5 kebeles, in some cases more.
- Most students, particularly girls, drop out from school because their families cannot provide them with food and stationary materials, or because of drought, security problems, malaria and other diseases, economic and other social and personal problems.
- The construction of hostels for students who live too far from schools is not affordable for the communities.
- The complete primary school is not well equipped and lacks relevant school furniture and materials.
- All primary schools lack adequate furniture.
- Teachers have inadequate training.
- Few children of the pastoralist society make use of the education provision.
- There is unequal distribution of schools among towns and along roads compared with more inaccessible areas.
- Teachers and directors are not motivated to work in the schools because of poor management and lack of encouragement. High time wastage has therefore been observed.
- The boards that should have been established to initiate activities according to the strategic plan of the government were not properly organized at woreda and kebele levels.
- Community participation in education affairs is low.
- There is a low level of community understanding of the usefulness of education.
- Parent and Teacher Associations are not formed at all schools.
- In 1995 (Ethiopian calendar) Birr 37,100 was allocated to education running costs for the Woreda. The budget allotment per school is very low.
- There is inadequate planning, reporting, supervision, follow-up and monitoring of educational activities due to lack of knowledge.
- The number of professionals at woreda office level is inadequate to give support to schools.
- There is a lack of professional competence to undertake research and evaluation of education program progress in the Woreda.
- There is no reliable and up-to-date educational data.
Hamer Woreda's Education Strategic Plan (Vision, Mission, Value, Objectives and Goals)

Vision
Children of primary school age cohort in Hamer woreda got an access to relevant basic education. By doing so their capability of solving environmental problems and became part of problem solving.

Mission
Realize by working to effect the objectives of the education and training policy of the government.

Values
Observe the happenings of the following:
Responsibility, Accountability, transparency, problem solving, creating job opportunity, promote developmental approaches, participatory, honesty, truthfulness, fairness, politeness, hardworking, good discipline, and the like.
Objectives

General

- Work to realize basic education for all which addresses the goal of EFA at National / International level, thereby develop the cognitive and physical capability of the learners,
- To use the notion of education to develop individual learner and to make him contribute to the development of the community by large through making education instrumental to enhance productivity in all development endeavors.
- To develop culture and use it for human right protection education program become relevant to local use.
- To localize education to be used for local use and serve local development.

Specific

- Increase the participation rate in the Woreda
- Increase the participation level of community in education affairs at Woreda level
- Study and recommend possible solution to increase the participation rate of children of pastoral society
- Increase the teachers and students ratio trough involving teachers in awareness creation issues of the community
- Increase the participation rate of girls through raising the awareness of the community on the importance of girls learning
- Enhance the participation of the community and the NGOs in education issues
- Strengthen the Teachers and schools training board
- Strengthen the provision of non-formal basic education
- Strengthen the Hospital at Dimeka
- Strengthen and establish Education Information System and share relevant educational information to all
- Improve the professional level of the staff at Woreda Education Office level
- School supervision improved and within school and between schools are to be strengthened
- Capacitate teachers teaching at first or second cycles by providing and/or organizing relevant training required.
- Supervise the KGs in the Woreda to maintain the standard
- Organize short/long term training to teachers and directors when required
- Study on the requirements of education input and increase the use of teaching aids in schools.
Goals:
The goals are referring to the coming 3 years (1996 – 1998 EC Or 2004 to 2006)

- Participation rate increased by 8.7% to 25% from current participation rate of 16.3%
- Girls participation rate increased by 4.1% to 15% from current participation rate of 10.9%
- Teacher – Students ratio raised to 1:20 from the current average 1:12 at all levels (1-8)
- Text student ratio improved to 1:1 from the current 1:4 on an average
- Self contained teaching approach started in all the primary schools at lower primary levels
- Qualified teachers fulfilled at the second cycle of primary schools to all subjects
- Dropout rate reduced to 10% from the current rate 14.3%
- To alleviate the trained teachers problems 15 teachers of TTI level graduate trained at diploma level and 7 diploma level graduates trained at degree level graduate level.
- 8 staff members from the woreda education office got an access to diploma and degree program
- The number of primary schools increased to 10 by constructing 2 new schools
- One of the complete primary schools upgraded to grade 10
- Through organizing NGOs & investors 2 Kindergartens constructed and made functional in collaboration with Kebeles.
- Through collaboration of Government and Non-Government Organization 8 Non-formal (adult literacy) centers opened and gave service to needy learners
- Upgrade all 1-6 grade levels of primary schools to 8th grade level.
- Capacity is enhanced to undertake supervision and research activities in the schools in woreda.
- The proper implementation of the strategy of the new education and training policy followed up and evaluated 4 times in an academic years in all schools.
- 3 symposiums and/or workshops organized on which researches and study findings presented
- Education conference undertook yearly that discusses on the major achievements and the challenges of the education provision in the Woreda.
8. Community Needs Assessment of Hamer Woreda:
The Hamer society is inundated with development problems. As education is the base for any development endeavor, attention must be given to its development and coverage.

The representatives of the Hamer society who came to Addis Ababa and appealed to SCNE, pleaded for SCNE to come back to Hamer (Turmi) and help them improve the situation for their children. This request implied many things, as was learnt when the fact finding team discussed with representatives of the community gathered in one of the Kebeles nearby Turmi Town. It was learnt that the request from the community encompassed many things. Although this request is in principle supported by SCNE, it

cannot be met due to several reasons. A stronger focus on basic education support has been prioritized by both parties.

Bjorn Hagen, the resident representative for SCNE, has rich experience from working with pastoralist communities in Uganda. Hamer Society and lifestyle is similar to the tribe of Karamojong of Uganda.
He shortly presented the history for why the Karimojong did not accept education for a long period of time. Through collaborative efforts between Save the Children Norway and the district governments in Karamoja, an alternative basic education program acceptable to the Karimojong was developed. “The hard work on top of collaborative efforts brought about fascinating result in providing basic education service in Karamoja” he said. He added that here (in Hamer) too, similar results can be achieved if a collaborative effort is made. Attitudinal and behavioral changes can only be obtained through educating people. It is only this way that a foundation could be laid in the process of enhancing the participation of people in any development endeavors.

The Hamer reality is more or less similar to that of the Karimojong. Karo Tribe is the historical brothers and sisters of the Karamojong. Likewise, the tribe of Hamer can get education that bridges to the formal schooling. Alternative basic education should be sought for the Hamer Society. The education program should address the needs of
Hamer society. It should be flexible, relevant, low cost and child friendly. The schooling should be at the center of the community. The Hamer Woreda Peoples’ Representative, Woreda Education Office officials/experts, Zone Peoples’ Representative, Head of Capacity Building and Education Desk Head at South Omo Zone were all of the opinion that support to basic education for Hamer society is paramount. But the question of how to realize the effort was left to be decided.

9. Suggestions and Recommendations

In basic education support, SCNE primarily works in collaboration with government partners (regional education bureaus through its different structures). The advantages of working with government partners in education are as explained follows:

- Providing education to needy children is a continuous process and not a one-time affair. For this reason, a stable organizational structure is required to ensure the sustainability of the programs.
- It is important to gain the government’s acceptance/recognition of the program and ensure the standard to link it to the educational system of the country.
- By working within the established education system, over-head costs are reduced and maximum benefits for children are promoted.
- Working within government structures enables us to cover wide geographical areas with the involvement of the government branch offices at grassroots level, and paves the way for the enhancement of community involvement.

Conclusion and Recommendation:
With the justification given, it seems reasonable to work with government structures in South Omo administrative Zone. The involvement of education offices at all levels and of other development offices is highly required.

10. Strategy for Basic Education support in Hamer Woreda

To support relevant basic education in Hamer Woreda, four phases could be suggested. The major activities identified under each phase could be prioritized after a common understanding is created among the stakeholders. Other relevant activities could be added to each phase based on need. It is also possible to leave out any activity that seems irrelevant to the project included in each phase. The project cycle will end at the end of phase-4. Impact evaluation will be carried out at the end of phase 4 to countercheck the expected results against the actual results.
**Phase – 1: Situation analysis (Fact Finding Mission)**

**Major Activities:**
This phase mainly focuses on fact-finding mission at Hamer Woreda and South Omo Zone. The following major activities are expected to be performed:

- Analyze the situation for possible support to basic education in Hamer Woreda. Suggest who should be SCNE’s partner(s); who should be involved in the project implementation; when should the project start and what capacity is there.
- Share information to all relevant officials on the result of the fact finding mission, get feedback on what has been suggested by the fact finding mission on the overall work procedures; make an arrangement with all relevant officials to talk on the procedures of how to undertake the major activities identified in Phase 2; set a date for the workshops identified in phase two; organize working groups at zone and woreda level to organize the workshops and lay foundation for the future works.

**Phase 2:**
**Sensitization/lobby and advocacy on the use of alternative basic education; Develop detailed project proposal with detail project cost**

**Major Activities:**
The experiences from ABECS in Amhara and ABEK in Karamoja should be shared with relevant education staff and authorities in South Omo Zone and Hamer Woreda, in line with the following suggestions:

- ABECS in Amhara should be visited by key authorities, education staff and community leaders.
- A sensitization workshop should be organized at Jinka town and should include all relevant authorities.
- A sensitization workshop at Dimeka will include all relevant stakeholders, including community representatives. At grassroots level, the community should clearly understand alternative basic education and be prepared for their active involvement in the project development.
- Work on the procedures on how the instructional materials should be developed should involve community representatives and local government officials.
- Relevant information to be included in instructional materials development (such as tribal names, cultural expressions, local specific information and the like) should be collected through community participation.
- Detail project proposal with detail project cost will be prepared based on the identified activities under each phase.

**Phase 3:**
**Develop instructional materials; identify and train facilitators**

**Major Activities:**
The experience of the ABEK programme of Uganda and ABECS programme of the Amhara National Regional State, as well as the lessons from the previous project in Hamer, will be the background for project development in Hamer. In particular, the
processes involving the Karamojong in Uganda should be considered in guiding the involvement of the communities in Hamer; the lessons from the previous project in Hamer should be kept in mind; and ABECS should be used as a model to be adapted to the situation in Hamer. It will be important to develop a model that is acceptable both to the government and to the communities.

- Through consultations with the communities and relevant government offices, ABECS programme materials should be localized/adjusted to the needs of Hamer, Erbore and Karo Tribes in Hamer Woreda.
- Hamer Language (or other should be decided upon) should be developed as one subject.
- Identify the possibilities of developing and/or getting supplementary reading materials to the learners.
- Print and/or duplicate the instructional materials and get ready for implementation.
- Identify facilitators in collaboration with the community.
- Orient the facilitators on ABECS. Train the facilitators on the basics of methodology of teaching and child psychology.

**Phase 4:**
**Implementation, follow-up/monitoring and evaluation**

**Major Activities:**
The procedures on how to implement the programme should be well developed and introduced to the supervisors and officials at Hamer Woreda level. The community should be involved. In addition, the following major activities are to be performed:
- Identify the location of ABECS centers in collaboration with the community. The construction of shelters should be undertaken where necessary; otherwise classes can be conducted under trees where possible.
- Implement, follow-up/monitor and undertake mid-term evaluation.
- Undertake impact evaluation at the end of the project cycle.