



CONTINUING EDUCATION DURING EMERGENCIES

Integrating PBEA and EIE: Networking Cards in Ethiopia



SOMALI, ETHIOPIA

Pastoral Networking Cards

Somali, Ethiopia

Pure pastoralism comprises about 60% of the Somali population, and agro-pastoralism approximately 25%. Both livelihoods follow a very general pattern of seasonal movement to choose appropriate grazing pastures for their animals.

In the education field, the pastoralists in Somali have suffered a long period of neglect and marginalization under past governments. Consequently, during the past 8 years, the government of Ethiopia has given special attention and support to the development of education in pastoral areas, particularly through Alternative Basic Education (ABE). This provides a permanent educational facility for communities that are settled for at least 8 months of the year; offering the first cycle of primary (grades 1-4) in a manner that is flexible to the pastoral livelihood.

Emergencies

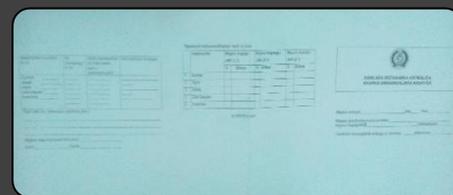
In Somali, an area that is so heavily dependent on the pastoral economy, rain is a decisive factor for survival. Drought is however commonplace and with limited access to water throughout the region, pastoralists are forced to migrate. In a process known as "Sahan", community members are sent out to find adequate and available pasture and water for their livestock and once found, the pastoral community migrates with their clan. The delivery of education is then halted for agro-pastoral and pure pastoralist children until they return. This absence which can last up to four months reinforces inequity within the educational system. It fuels feelings of

exclusion from social services and the long term marginalization for the communities.

Education during Emergency

In an effort to facilitate the continuation of education during these emergency settings, UNICEF's Peacebuilding Education and Advocacy Programme (PBEA) expanded the networking cards system. Originally developed by Save the Children, these cards contain the history of the child's education so that they may easily continue education in another ABE centre located along the migratory route. The approach was introduced in the 2014/2015 school year, during which, 6,000 networking cards were printed and distributed to children in 80 emergency prone ABE centres. To further support the initiative, 150 (20% female) School Cluster Supervisors, ABE Facilitators, and Woreda (District) Education Experts were trained on the use of the networking cards, and as a result communities have been encouraged to continue their children's education during these migratory periods.

Now, the continuation of education is part of the "Sahan" process and communities migrate where there is an available ABE centre. The cards then facilitate easy integration for the migrating children into the new ABE centre thereby affording them an equal opportunity for a full primary education.



Networking Card

The ABE facilitator fills out the networking card (above) on each child's educational history before migration occurs.



Alternative Basic Education

Since 2013, 20 Alternative Basic Education Centres have been constructed in Somali by UNICEF's PBEA. The new ABE's are located along the migratory route of the pastoral and agro pastoral communities to facilitate the continuation of education.



Advancing Learning. Building Peace.