

# **Ethiopian Rural Education Project**

## **How a school grew from a box in Western Wollega**

By Mary Rhodes

# School in a Box

- Standard curriculum presented on series of cards stored in boxes
  - Three subjects
    - Math
    - Environment
    - Language
- Learner progresses at own pace
- Multi-level, multi-grade

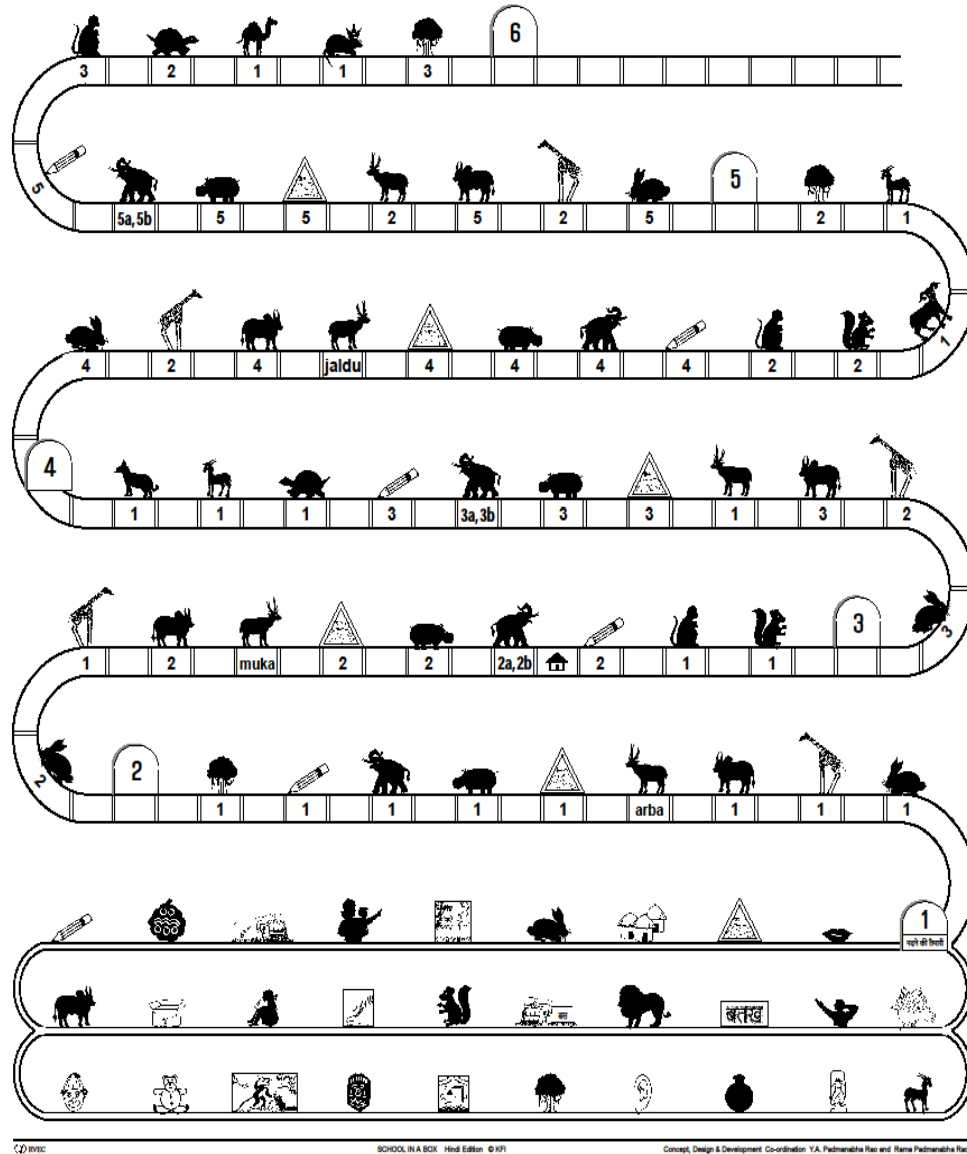


# School in a Box

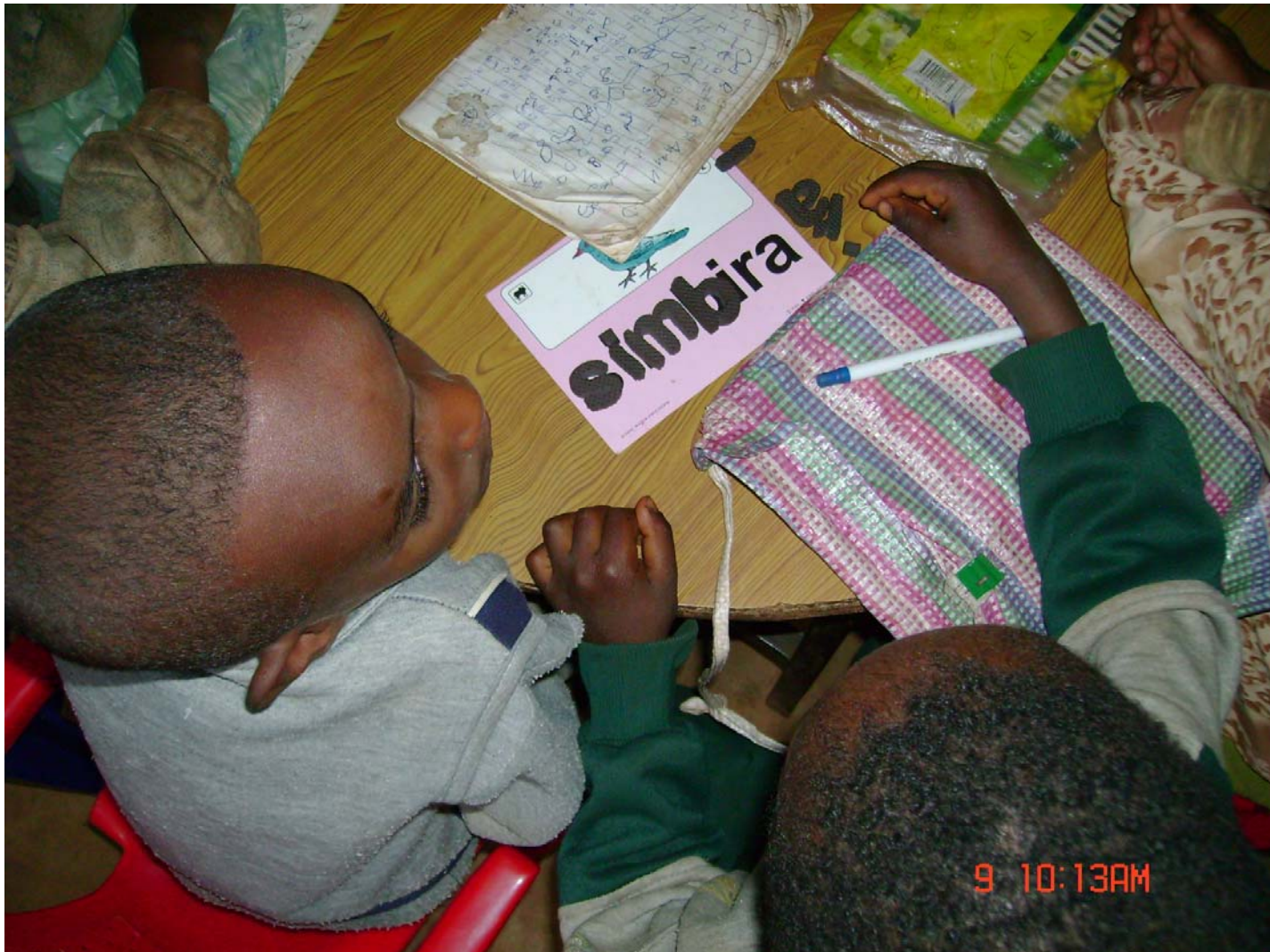
- Study in groups – then work one-on-one – then study independently
- Follow “learning ladder”
- Teacher monitors progress



# Learning ladder




# School in a Box


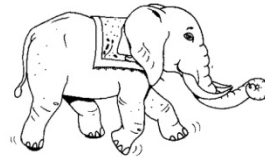

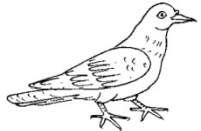
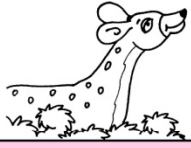


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April 17, 2013

# School in a Box

## Matching exercise

 Fakkii fi sagalee walitti firoomsii **1**

<input type="radio"/> 1)		arba	<input type="radio"/>
<input type="radio"/> 2)		muka	<input type="radio"/>
<input type="radio"/> 3)		bofa	<input type="radio"/>
<input type="radio"/> 4)		borofa	<input type="radio"/>
<input type="radio"/> 5)		simbira	<input type="radio"/>

RVEC

# School in a Box: Mission

- Assure permanent literacy and numeracy
- Develop self-motivated learners
  - ✓ Build and operate two model schools
  - ✓ Adapt the Oromo school curriculum from the successful learning methodology developed at Rishi Valley, India
  - ✓ Teach Kindergarten through Grade 4
  - ✓ Develop self-motivated learners who contribute to their community

# School in a Box

## Advantages

- Cost effective
- Greater student success
- Develops self-motivated learners
- All learners succeed



# Path to the School in a Box

- Qes Benti – circa 1994 – invitation to partner
- Qes Teferi – leadership
- Partnership 1996: WWBS & Presbytery of Susquehanna Valley
- Partners: learning to know each other

# Path to the School in a Box

- Partners got acquainted through exchanges
- PSV learned about 135 schools that had been destroyed
- The germ seed of replacing those schools was planted

# Path to the School in a Box

- Feasibility trip to Rishi Valley, India in 2000



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# Path to the School in a Box

- Approval by WWBS and EECMY in 2000
- *Long pause*
- Progress in 2004 – 2007
  - Planning meeting
  - Curriculum
  - School construction
  - Instruction began
  - Teacher training workshop

# Challenges

- Forming & sustaining relationships
- Maintaining communication
- Renewing commitment when leadership changes
- Financial instability on both sides of the partnership

# Challenges

- Completing processes
  - Developing curriculum: Grades 3 & 4
  - Including English in curriculum
  - Constructing additional rooms
  - Defining path to sustainability
  - Developing administrative structure

# What Worked Well

- Committed leaders from both sides

Qes Benti

Rev. Dan Little

Qes Teferi

Tom Scott

Qes Worate

Peg Corwin

Teferi Dina

Junietta Brooks

Dugassa Beyene

Martha Mapes

# What Worked Well

- Partnership concept
  - evolved with effort
  - and, with sustained communication



# How to Transplant

- Become informed
  - Visit EREP schools multiple times
  - Seek advice from EREP administrators
- Obtain commitment of community
- Define plan of action for each step of development

# How to Transplant

- Gather financial resources & plan for sustainability
- Commit to regular (monthly) communication exchange with partners
- Commit to regular (biennial) visitor exchange with partners

# How to Transplant

- Revisit and modify plan of action as necessary
- Be patient
- Be tenacious

# For More Information

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