# Adele Keke site-specific topic: formal education

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## Head of primary school

As the head of the Adele Keke Primary School described, the school was established in 1976 EC. Let us look at the short data of the students with grade level and gender below.

Grade 1: M: 107 F: 108 Total: 215

Grade 2: M: 71 F: 79 Total: 150

Grade 3: M: 41 F: 55 Total: 96

Grade 4: M: 49 F: 43 Total: 92

Grade 5: M: 40 F: 16 Total: 56

Grade 6: M: 42 F: 28 Total: 70

Grand Total: 679

The drop out data:

Male: 26 Female: 29 Total: 55

Data of staff teachers

Male: 5 Female: 3 Total: 8 (All are Diploma holders).

The director of the school (she is a female teacher) explained that the community has low awareness regarding education. The community wants its children to remain at home, keep cattle farms and get married. As many of the farmers are near to the main highway, they have low awareness about education. But these days, some graduate students come to the community and when their celebration is conducted, the community sees and their awareness has been raised a little bit.

On the other hand, the school does not have its own fence, there are not enough seats for the students, there are no seats for teachers, there is no recreational cafeteria for teachers, and the electricity was disconnected as the school could not pay the bill. But there are two latrines and they are relatively good.

Regarding books, recently, new textbooks arrived. It is the parents who cover the cost of the students’ uniforms. The school is so near to the community, especially to many villages including Adele Tabia.

## Head of Madrassa School

As the head of the Madrassa School explained, the formal schools in the kebele are on the low level in terms of overall quality of teaching and learning. The reason is the low awareness of the community towards education in general. He also added that those schools opened recently are now on the verge of progressing to preparatory level. This madrassa school is the only madrassa school in the kebele. The data of the school are as follows: (1) 160 students are attending zero grade levele (0 KG). Male: 95; Female: 65; Total: 160; (2) KG-Level 1: male: 50; Female: 48; Total: 98

This madrassa school was established in 2004 EC (this year). So, from the above data of students, the total number of students in this school is 160+98=258.

The staff number is 2 male teachers, and one is the head of the school.

As they informed, recently the wereda education office came to the kebele and evaluated the school and said that the number of students is high and recommended that the school should employ more teachers and improve the quality to get permission from wereda education office. Until then, this Madrassa School has to remain as KG-0 level, but they divided the students between KG and level 1 as the students are old enough to be promoted to level 1 in skill and on the basis of age. The head teacher is from East Hararghe and has 4 years’ service, and the other teacher is from Dire Dawa and has 5 years of service.

These teachers stated that there are so many students who dropped out from the formal school as the community’s awareness on education is very low. But the awareness that the community has on madrassa education is a little bit better than on formal education. The reason for this is that the madrassa education is based on religious education and it is integrated and it also includes Arabic Language. The Madrassa school head also mentioned that the conduct or ethics taught to children in the Madrassa school is similar to that of formal schools except for the addition of religious rules/ethics.

## The Contribution of the Community

The community contributes money and labour to the madrassa. E.g. the community contributes 10 birr monthly [per student?] and also work in labour. The payment or salary of the teachers is covered by this contribution.

The head mentioned one very important point, that the formal school is more important for the community and its children as it offers overall knowledge in all levels and madrassa is also important for the community as it additionally gives knowledge at all levels.

## Problems Related to Formal Schools in Adele Keke (as the Madrassa head mentioned)

* There is weak rapport between teachers and the community
* The students come to the formal schools late - usually at 9:00 am. This has impacted the Madrassa school too as the children come at this time, copying from the experience of formal schools.
* In general, there is weak follow up from the teachers, community and government officials (kebele and wereda) regarding the formal schools in the kebele.

## Middle-wealth household

As the middle-wealth household head stated, formerly, the community had no awareness regarding education, but now the community has increased awareness towards education. Now they are feeling aware about the use of education for the development of the community, and the country. He added that the community even these days prefers Madrassa school to the formal school. They prefer Madrassa school to coincide or go together with the primary formal education as even the current Madrassa school involves many subjects like Arabic, Oromiffa, Maths, English and others. From this, the community in the area believe that if their children learnt different subjects in the Madrassa school, they achieve good results in the examinations.

As this middle wealth man put it , the formal schools in Adele Keke have no quality, and there are poor facilities in the schools. For example, around 80/90 students sit in a single classroom and attend their education. The teacher cannot evaluate the performance of all this large number of students in a class. Chairs, tables, school compounds where children play, etc are not provided in those formal schools. In the Madrassa also the number of students is very high and there are no seats or tables for students, but the quality of the building is good. It has relatively better latrines than the other schools.

## Poor household

As this poor household head stated, the formal education in the kebele is good and important for the community but the quality of the schools is poor.