

AWRA
AMBA

Rethink a Beautiful World

**DIGITAL LEARNING
ENVIRONMENT AND
TEACHER'S PACK**



FLYFTA
LJ EXPLORE
DISCOVER
CREATE

SUSTAINABLE
DEVELOPMENT
GOALS

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INTRODUCTION

Dear Teacher,

Welcome on a journey to Awra Amba! The Awra Amba Experience digital learning environment opens a door to the Ethiopian community of Awra Amba, where users are able to explore the village and experience life in Awra Amba.

The digital learning environment and the easily modifiable materials in the teacher's guide make a unique learning experience possible in every classroom. The approach is holistic, fresh and contemporary, in the spirit of the village itself.

The teacher's guide makes it easy to bring Awra Amba into the school. The Awra Amba Experience has been designed to help teachers impart and foster knowledge and skills for 21st Century Learning. The guide also includes assessment material that helps the students to plan the learning process and to recognise learning.

The Awra Amba Experience is more than an e-learning environment or a global education material package – it's a flexible resource of experiences and materials made by various experts, readily tailorable into an exciting field trip to a fascinating part of Northern Ethiopia.

Wishing you an inspiring journey!

The Lyfta Team

What is Awra Amba?

Awra Amba is a village of around 500 residents in the Amhara region, in the north of Ethiopia. The village community has a distinctive way of life. Contrary to old and established traditions which are commonly practiced in rural communities, Awra Amba gives emphasis to the principles of gender equality, sharing, and tolerance.

The Awra Amba Experience is an explorable, digital representation of the village. The visitor is encouraged to experience life in Awra Amba through films, photos, 360° panoramic pictures, sound, and various multimedia content. Navigating through the digital learning environment is intuitive, and visitors of all ages can easily learn to master using the site.

The Teacher's Guide and the included materials make it easy to bring Awra Amba into the classroom. The teacher and the students can explore and work together, to shape a valuable learning experience.



Awra Amba portrait gallery

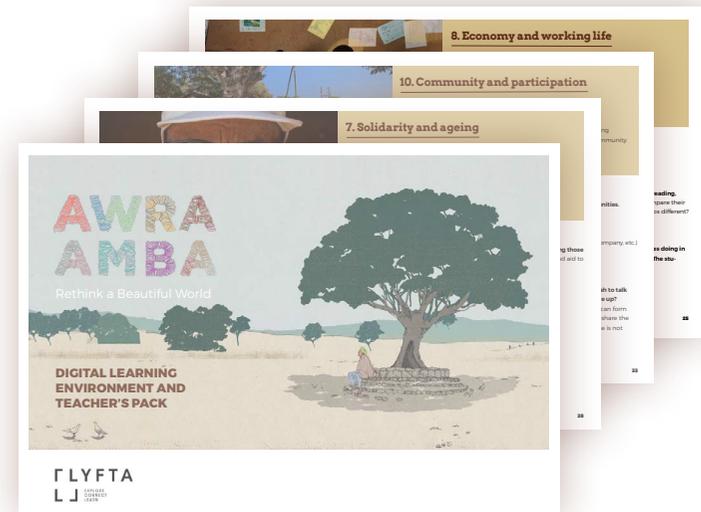


How to use this guide

The Awra Amba Experience teacher's guide helps teachers to easily construct a suitable study unit according to the time they have available.

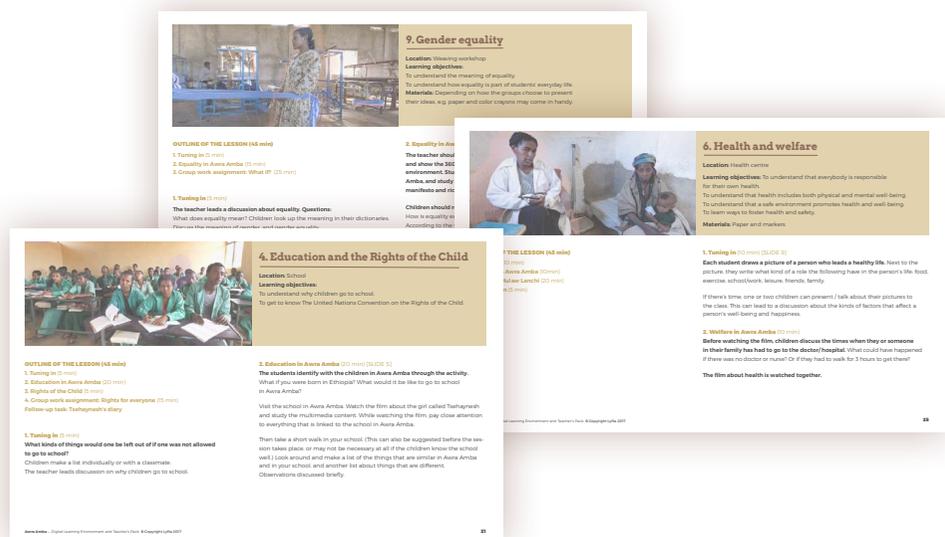
The guide contains eleven ready-to-use lesson plans, each titled by the core topic of the lesson. Keywords help to get a quick overview of the themes. Keywords can be used as homework tasks for students to familiarise themselves with the themes, prior to each lesson. The activity instructions for the students are collected onto a slide show, so that the teacher can easily show the instructions to the students.

In addition, the materials in the guide include the film scripts with keywords associated with each film. This helps the teacher to prepare for the lesson without having to watch the films in advance. The student self-assessment forms can be used before starting to work with The Awra Amba Experience and after the final lesson. The assessment is designed to help the student plan and prepare for the individual learning process, and to recognise and construct a better understanding of the process.



How to use The Awra Amba Experience in teaching

The Awra Amba Experience is a flexible learning experience, where teachers can define how long they wish to spend guiding the learning. For a comprehensive experience, we recommend a 22 lesson unit.



Cross-Curricular Lesson Plans

We have prepared eleven cross-curricular lesson plans in this pack, which touch on a range of themes and topics. The lesson plans, designed by Finnish and British teachers, can be adapted for pupils aged between 7 and 18.

The lesson plans can be used as they are, or modified as the teacher chooses. The lesson plans are designed for 45-minute lessons, but can be adapted for longer or shorter sessions. Each lesson plan has a clear outline with proposed time allocation (in brackets). It's easy to increase the duration, by dedicating more time for some of the activities, or adding activities in between.

Moreover, most of the lesson plans come with extra tips and suggested follow-up activities, so that desired topics can be easily extended into projects that take up several lessons.

It is also possible to use the films or the activities independently, without the lesson plans, to bring interesting content to a regular subject lesson. The possibilities are numerous so that each teacher can find a suitable pathway in each different context.

Content Creation Lessons

For a comprehensive learning experience, we recommend at least one creative follow-up session after each of the theme based lessons.

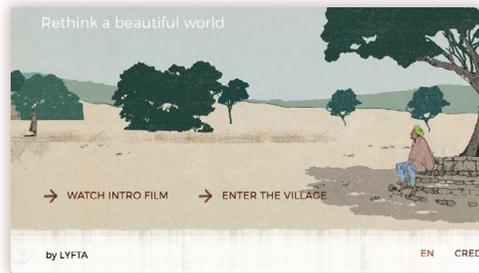


In the Content Creation Media Pack you'll find different types of media that can be used to create projects based on the themes explored in Awra Amba. This gives pupils an opportunity to express their ideas and reflections, and cement their learning.

The materials include: photographs, illustrations, graphics, fonts and video clips. These can be used as ingredients to build: presentations, reports, booklets, memes, posters, postcards, websites, and videos.

The Content Creation Media Pack can be found within The Awra Amba Experience platform.

How to use The Awra Amba Experience



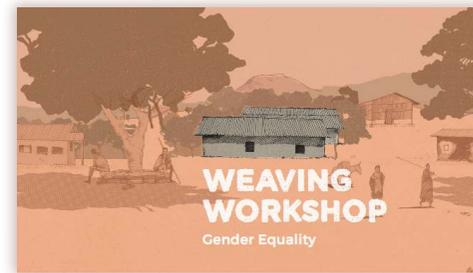
Watch the Intro Film

Watch the short introductory film for a brief history of Awra Amba and how it has developed over the last four decades.



Explore the village

Explore the village by dragging your mouse to move the landscape. Click the GUIDE ME button for a voice-led tour in each space.



Click the buildings

Click on the huts and buildings to look inside, where you will find exciting stories, videos and rich media articles that touch on a range of themes.



Enjoy the content

Look around the room by dragging your mouse or using the arrow keys, then click the available content to activate it. Content includes multimedia manifestos, audio stories, short films and rich media articles.

What topics does The Awra Amba Experience cover?

The Awra Amba Experience is a great resource for approaching a variety of different phenomena and themes from multiple perspectives. Awra Amba is a self-sustaining community that is a microcosm for a well functioning society. This is vividly reflected through the digital learning environment, which is comprised of ten explorable interactive spaces, each associated with a different global theme.

Awra Amba has its own schools, clinic, factories, finance office, and an efficient democratic system for making important decisions.

The Awra Amba Experience and the accompanying learning materials are strongly linked to the following topics:

SOCIETY
GENDER EQUALITY
ENTREPRENEURSHIP
DECISION-MAKING
CULTURAL DIVERSITY
AFRICA

Awra Amba – film synopses

The Awra Amba Experience learning environment contains ten short documentary films, each focusing on a specific topic. The film synopses with associated keywords give an overview of the topics covered in the project.

GENDER EQUALITY

There is no distinction between the work that women and men do in Awra Amba. In this film, we hear thoughts on gender equality from Merkab, a female weaver and five other women and men from the community, who all perform work that is traditionally performed by the opposite sex.

** Gender equality, Gender roles, Work, Livelihoods*

FAITH & PEACE

Religion is not practiced in Awra Amba. Instead, the community believes that faith is shown through loving and respecting one another. In this film the community founder Zumra tells us about Awra Amba's philosophy on faith and how the community managed to maintain a peaceful resistance when many of their neighbours wanted to kill them.

** Faith, Peace, God, Reconciliation*

ENTREPRENEURSHIP

In this film, Enaney, a strong and articulate tour guide, tells us about Awra Amba's past and how they decided to reject food aid, despite being on the brink of starvation. She explains that Awra Amba opted to develop independently, using their humble weaving business as a platform to grow, which has helped them transform into the thriving social enterprise that they are today.

** Entrepreneurship, Self-Sufficiency, Famine, Food Aid, Work, Business, Entrepreneurship*

COMPASSION

Etagegn is an elderly lady who, after the loss of her immediate family, decided to set off and find the idyllic village that she had heard people talking about, called Awra Amba. The community made a collective decision to take her under their wing. A social security fund that everyone contributes to on Tuesdays has helped Etagegn start afresh. Now she contributes to the charity fund herself.

** Compassion, Help, Cooperation*

EDUCATION

In the school, we meet 18-year old Tsehaynesh, who has moved to Awra Amba from a neighbouring village, in order to turn a new leaf and continue her education. Tsehaynesh had to fight to annul her marriage, into which she was forced against her will, as a child. The community have given her a home, protection and access to high school education, so she can pursue her dreams.

** Education, School, Arranged Marriage*

ELDERLY CARE

In Ethiopia, just like in many other parts of the world, the elderly are neglected both socially and in care. In this film, 85-year old great grandfather Hossein Bogale, who was one of the founders of Awra Amba, tells us what life is like for the elderly people in the community.

** Elderly Care, Ageing, Social Security*

MARRIAGE & FAMILY

Mesgana and Gebeyehu are a newly-wed couple, who have recently become parents. In Awra Amba there is no wedding ceremony, a woman can ask a man to marry her and having too many children is seen as harmful.

** Marriage, Children, Family, Family Planning, Gender Equality*

DEMOCRACY

Melkiye sits on the board of the Executive Committee, one of the 13 democratically elected committees in Awra Amba. She invites us to a weekly meeting and explains how the community ensures that everyone has a voice in their collective decision-making.

** Democracy, Gender Equality, Arranged Marriage, Decision-Making, Law*

HEALTH

Awra Amba built their own clinic in 2008. Today, it services thousands of people from the local area. The community employs three health professionals to run the clinic, including Mulaw-Lanchi, a qualified nurse who moved to Awra Amba for the job. In this film she tells us how health professionals are at odds with local communities who insist on using traditional healing and witchcraft instead of seeking modern medical help.

** Health, Medical Care, Traditional Healing*

SUSTAINABLE GROWTH

Gebeyehu is one of Awra Amba's first graduates. Despite several lucrative offers of employment in bigger towns and cities, Gebeyehu moved back to Awra Amba to help the community develop. He tells us about Awra Amba's plan to grow and prosper – and how humanity and kindness will always be at the heart of their efforts.

** Sustainability, Growth, Education, Work, Future*

** Keywords*

Awra Amba and 21st Century Learning

The activities in the learning materials are designed to support the development of skills and knowledge students need in order to succeed in their personal life, as citizens in society, and their professional lives in the future. The approach is holistic and encourages the students to actively participate in the learning process, and in the shaping of the shared learning experience.

The Awra Amba Experience covers a great variety of topics and helps the student construct a substantial amount of **content knowledge**. The topics featured in the materials are viewed from many different perspectives and include topical themes ranging from **global awareness** and **sustainable thinking** to **entrepreneurial problem-solving** and **civic literacy**.

The students are encouraged to **plan** their individual learning process and **recognise learning**. A strong focus is on **creative and critical thinking**, on **suggesting solutions and assessing them**. Most of the activities call for **communication and collaboration**, as well as **retrieving, evaluating, and constructing information**.

Exploring Awra Amba is a learning experience in itself. The students will learn to navigate in a contemporary, digital learning environment, and learn to **combine information** from several different sources: films, photography, voice, 360° pictures, rich media articles, infographics, etc.

The students are guided by the instructions given by the teacher according to the lesson plans, but at the same time the activities require **taking initiative and responsibility**. Through the activities, the student is guided to recognize the many ways learning can happen and to **identify their personal strengths** as the foundation for learning new things.

Awra Amba and Sustainable Development Goals

Like all Lyfta learning experiences, Awra Amba is linked with the UN Sustainable Development Goals.

The 17 goals were adopted by countries in 2015 to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the coming years.

Learn more:

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>

The most prominent themes in common with the SDGs in Awra Amba are:



- | | |
|---------------------------------|---------------------------------------|
| 1 No poverty | 9 Innovation and infrastructure |
| 2 No hunger | 10 Reduced inequalities |
| 3 Good health | 11 Sustainable cities and communities |
| 4 Quality education | 16 Peace and justice |
| 5 Gender equality | 17 Partnerships for the goals |
| 8 Good jobs and economic growth | |

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LESSON PLANS

In this section, there are eleven ready-to-use lesson plans which make it easy to bring Awra Amba into the classroom. We recommend that these are followed up with content creation sessions, using the media pack we provide.

The teacher can use all of the lesson plans or just parts of them. Certain themes can be highlighted and some of the group work assignments can be made into larger projects. The aim is to offer the teachers practical materials that s/he can start using right away, but also to leave ample space and possibilities for modifications and customisation if desired.

As mentioned earlier, while **the lesson plans are based on 45-minute sessions**, these can be amended freely by the teacher. Some of the activities can be allocated more time, and some can be left out, or extra activities added.

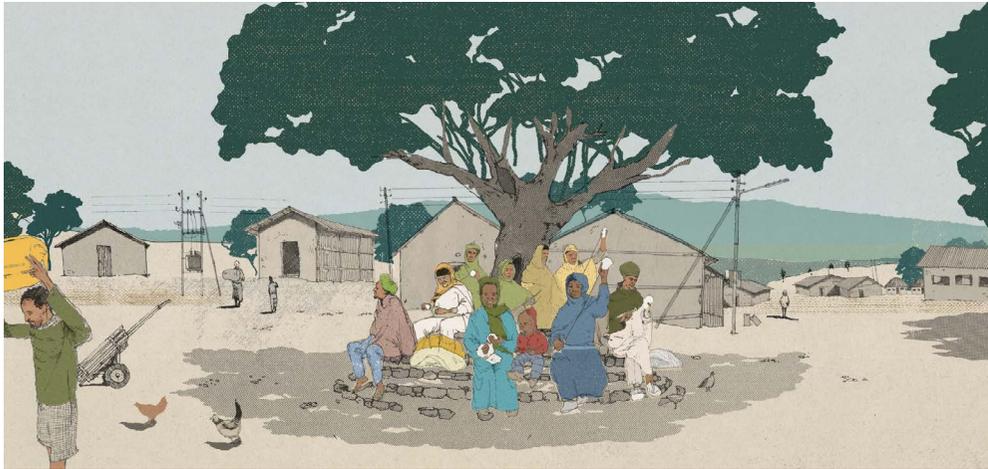
Some of the lesson plans suggest watching the lesson-related film collectively on a shared screen, and some suggest using individual computers or tablets. The teacher can decide for each lesson which is the best way, according to the availability of equipment. Computers / tablets can be used individually or shared with a classmate or by a group of students. In addition, the teacher can use the unique assessment materials to support learning.

There are four suggested lesson plans for an introductory lesson. One or several of these can be used before starting to work on the thematic lesson plans, or they can be returned to later on.

The following topics
are included in the lesson plans:

- 1. *Introducing Awra Amba***
- 2. *Family life as part of the community***
- 3. *Society and decision-making***
- 4. *Education and the rights of the child***
- 5. *Egalitarianism and peace***
- 6. *Health and welfare***
- 7. *Solidarity and ageing***
- 8. *Economy and working life***
- 9. *Gender equality***
- 10. *Collaboration and participation***
- 11. *Responsibility and entrepreneurship***

⊕ *There are additional resources in the next section of the guide, including the transcripts of the short films and slides that can be used for presenting questions in class.*



1. Introducing Awra Amba

Learning objectives:

- To get to know the village of Awra Amba and its residents
- To learn to use The Awra Amba Experience digital learning environment
- To assess personal learning competences

Final outcome: To comfortably navigate around The Awra Amba Experience

OUTLINE OF THE LESSON (45 min)

1. Tuning in (5 min)
2. Introducing Awra Amba (5 min)
3. Initial assessment (5 min)
4. Intro film (5 min)
5. Students explore Awra Amba (15 min)
6. Conclusion (10 min)

1. Tuning in (5 min)

The teacher leads a discussion on a selected topic based on the children's previous knowledge and experience. The topic can be chosen according to the desired focus for the learning experience (such as Africa, society, or gender equality). Also the children's topic-related expectations and assumptions can be discussed.

2. Introducing Awra Amba (5 min)

The teacher describes the Awra Amba village and introduces some of the villagers. The portrait gallery can be used as a visual aid.

The Welcome to Awra Amba transcript can help with this (page 59).

The teacher also tells the children about how Awra Amba will be part of the school work and what will be learned over the course of the experience.

3. Initial assessment (5 min)

The teacher asks the children to fill in the initial assessment form. (An alternative is to use only the concluding assessment at the end of Awra Amba lessons.) As a follow-up activity, children can discuss with a person sitting next to them and share something they feel they are good at and something they would like to learn to do better. Then they can tell each other what they think the partner is good at.

4. Intro film (5 min)

The intro film is watched together and discussed briefly.

5. Students explore Awra Amba (15 min)

Children get to freely explore the digital Awra Amba learning environment.

6. Closing discussion (10 min)

The students' thoughts and questions regarding the Awra Amba site are discussed.



2. Family life as part of the community

Location: Family home

Learning objectives: To understand that a child is born as a member of several communities; into a family and into society

To understand that a family is a community which is part of society

To familiarise with different definitions of family, and family-related terminology

To understand that there are several different types of families and that none of those types is 'right' or 'wrong'

OUTLINE OF THE LESSON (45 min)

1. Tuning in (5 min)

2. A closer look at Awra Amba (10 min)

3. Retrieving information (20 min)

4. Conclusion (10 min)

Follow-up written task: Comparing families

1. Tuning in (5 min)

The definition of a family is discussed. The teacher asks the questions and children discuss with the person sitting next to them.

Questions:

Who belongs to your family?

How many people are there in an 'average' family?

Must all members of a family live in the same household?

Are family members always related to each other?

What kind of differences are there in family structures in different countries?

At the end, the teacher can ask the students to share some of their thoughts with everyone.

2. A closer look at Awra Amba (10 min)

Children use a dictionary to look up key words. The film about Marriage and Family Planning is watched together. After watching, children share their thoughts about the topics of the film.



2. Family life as part of the community

Keywords: Marriage, Children, Family, Family Planning, Gender Equality

Final Outcome: Search and retrieve information from non-fiction text (The Awra Amba Experience), note-making

Written report on different types of families (mind-map/ leaflet/ longer report followed by presentation)

3. Retrieving information (20 min) [SLIDE 1]

Teacher demonstrates;

How to search for information using Awra Amba Experience

How to take notes on what they have read.

Children search for information about marriage and family in Awra Amba.

Answer the following questions:

What are the requirements for a legal marriage in Awra Amba? (e.g. age and witnesses)

Who belongs to Mesgana and Gebeyehu's family?

How does the Awra Amba community take part in the life of the families?

What does family planning mean?

Why do Mesgana and Gebeyehu think so carefully about how many children they can have?

4. Conclusion (10 min)

As a class the answers are discussed together, along with the thoughts and questions the students might have.

What are the similarities/ differences between the family in the film and your family?

Follow-up written task: Comparing families [SLIDE 2]

Suggested final written outcome: Report (1-2 lessons)

What different types of families are there?

Teacher demonstration:

How to search for information using the internet/ non-fiction books.

How to present findings; e.g. in a mind-map, leaflet, report writing followed by a formal presentation to the group/ class.

Children then conduct their own research for information around the question

'What different types of families are there?'

Children compare families in the UK to Ethiopia, as well as posing their own questions to research. They then present their findings as a written report/ presentation.



3. Society and decision-making

Location: Assembly Hall

Learning objectives:

To understand the meaning of society

To practice the basic skills needed in democratic participation

OUTLINE OF THE LESSON (45 min)

1. Tuning in (5 min)

2. Decision-making in Awra Amba (10 min)

3. Democracy in the classroom (15 min)

4. Group work assignment: Committees (15 min)

Follow-up task: Letter to Headteacher

1. Tuning in (5 min)

The concept of society is discussed. The teacher asks the class what their understanding of society is, and they discuss briefly with the person sitting next to them. At the end, thoughts can be shared collectively. Children can use dictionaries to look up key words.

Questions: What does society mean?

What kind of components make up a society? Are all societies similar?

! *If the class wants to do more research on democracy and decision-making, the UK Parliament provides a good resource: <http://www.parliament.uk/education/teaching-resources-lesson-plans/>*

2. Decision-making in Awra Amba (10 min) [SLIDE 3]

The film about democracy is watched together. After watching, the following questions are discussed:

How are decisions made in Awra Amba? What does democracy mean?

What kinds of committees are there in Awra Amba? (The multimedia content gives more information about the committees.)



3. Society and decision-making

Keywords: Society, Democracy, Gender Equality, Arranged Marriage, Decision-Making, Law

Final outcome: Group discussion
Written letter to Headteacher

3. Democracy in the classroom (15 min)

The teacher leads a discussion on what needs to be considered for a school to run properly. Children discuss in pairs who is currently in charge of various aspects of school life; e.g. teaching the children, painting the school and fixing broken equipment, preparing and serving school dinners, running after school clubs etc.

Discuss role of children in a School Council. How would the children be chosen for the roles within the council and how would they influence change within the school?

If the children and teachers were in charge of all the activities in the school, what kinds of committees could they form to make sure everything will be properly taken care of? What kinds of things would each committee be responsible for? The teacher makes a list of the suggested committees. Once the list is ready, the class gets to vote the five committees they think are most important.

📌 *A possible tool for voting is available at www.poll-maker.com.*

Instruction: Write the instruction for the students. (E.g. "Choose the five committees you find most important.") Write all the suggested committees as multiple choice items. Select "Voters can select multiple answers" from the settings. Share the poll with the students.

After the students have voted, study the results together.

Which committees did the class choose?

4. Group work assignment: Committees (15 min) [SLIDE 4]

The students form five groups. Each group gets to think about the duties and responsibilities of one of the chosen committees. The group lists the things that the committee takes care of and decides about. At the end of the lesson each group introduces their committee to the others.

Follow-up written task: Letter to Headteacher (1-2 lessons)

Children write a letter to the Headteacher detailing the changes they would like to make to the running of the school. Teacher reminds them to link points persuasively and select style and vocabulary appropriate to the reader. Children share letters with a partner and give feedback on the ideas expressed in the letter. The letters can then be given to the Headteacher to read and respond to.



4. Education and the Rights of the Child

Location: School

Learning objectives:

To understand why children go to school

To get to know The United Nations Convention on the Rights of the Child

OUTLINE OF THE LESSON (45 min)

1. Tuning in (5 min)

2. Education in Awra Amba (20 min)

3. Rights of the Child (5 min)

4. Group work assignment: Rights for everyone (15 min)

Follow-up task: Tsehaynesh's diary

1. Tuning in (5 min)

What kinds of things would one be left out of if one was not allowed to go to school?

Children make a list individually or with a classmate.

The teacher leads discussion on why children go to school.

2. Education in Awra Amba (20 min) [SLIDE 5]

The students identify with the children in Awra Amba through the activity.

What if you were born in Ethiopia? What would it be like to go to school in Awra Amba?

Visit the school in Awra Amba. Watch the film about the girl called Tsehaynesh and study the multimedia content. While watching the film, pay close attention to everything that is linked to the school in Awra Amba.

Then take a short walk in your school. (This can also be suggested before the session takes place, or may not be necessary at all if the children know the school well.) Look around and make a list of the things that are similar in Awra Amba and in your school, and another list about things that are different. Observations discussed briefly.



4. Education and the Rights of the Child

Keywords: Education, School, Arranged Marriage

Final outcome: Group discussion

Written diary entry

3. Rights of the Child (5 min)

The teacher leads a short discussion on what the Rights of the Child are about. The fundamental rights are discussed. (e.g. health, protection, education, equality, right to express views)

! *The Convention on the Rights of the Child is available at <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
A beautifully illustrated child-friendly version is available at <https://www.amnesty.org.uk/rights-child-pictures>.*

Questions:

Why is there a Convention on the Rights of the Child?
Do children have the same rights everywhere?
What would life be like if the Convention was not followed?

4. Group work assignment: Rights for everyone (15 min) [SLIDE 6]

Group discussion

Link Convention on the Rights of the Child to the School Rules/ Class Rules, and discuss how these rules serve to protect everyone's well-being.

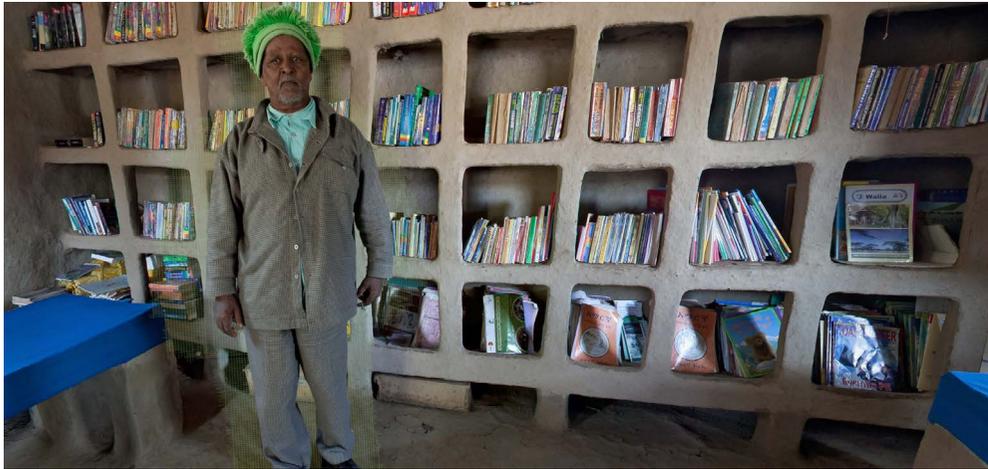
The children work in small groups.

Each group is given a target group. The target groups can be e.g. school children, parents, pets, farm animals. The children think about the rights their target group has, and about the preconditions for good quality of life for the target group. Each group chooses 5-10 rights and compiles them into a class charter which is presented to the others.

Follow-up written task: Tsehaynesh's diary

Suggested final outcome: Diary extract (1 lesson)

Children watch the personal account of Tsehaynesh, the student, in the film. Role-play Tsehaynesh and her experience of going to school in Awra Amba. Write a diary entry as Tsehaynesh. Include her thoughts and feelings about finally being able to go to school and the hope this has given her for her future.



5. Egalitarianism and peace

Location: Library

Learning objectives: To understand that each person is unique
To understand that everybody is equally valuable
To understand that every human being and community has the right to decide their values
To understand that war and conflict won't solve dispute

Materials: Pencil crayons, coloured paper

OUTLINE OF THE LESSON (45 min)

1. Tuning in (5 min)
2. Awra Amba and its neighbours (10min)
3. Assignment: Manifesto on peace (20 min)
4. Conclusion (10 min)

1. Tuning in (5 min)

The teacher leads a discussion about the potential causes for conflict and mistrust. The children's personal experience, controversies at school or at home, are discussed.

! Discussion could include friendship issues at school, the effects of bullying and how the school's anti-bullying policy helps to protect everyone. Link to anti-bullying week. <http://www.anti-bullyingalliance.org.uk/anti-bullying-week/>

2. Awra Amba and its neighbours (10 min) [SLIDE 7]

The film about faith and peace is watched together.

Children consider these questions as they watch, and make notes:

Why were other people suspicious of the people living in Awra Amba?

How did the people of Awra Amba solve the conflict?

What is the relationship between Awra Amba and its neighbours nowadays?

How would you have acted in a similar situation?



5. Egalitarianism and peace

Keywords: Faith, Peace, God, Reconciliation

Final Outcome: Group discussion

Written advert/ TV advert to be performed to the class

To understand that every human being and community has the right to decide their values

To understand that war and conflict won't solve dispute

3. Assignment: Manifesto on peace (20 min) [SLIDE 8]

As a class, read the Manifesto on peace in Awra Amba's Library, and discuss what the children think of this.

Written task

Suggested final written outcome: Persuasive writing (Manifesto/ advert)

As a class, look at a variety of adverts and identify the main features; e.g. catchy slogan, alliteration, persuasive phrases. Could also look at adverts on the radio/ TV and how jingles are used to grab attention.

The children then write their own manifestos of peace in groups. Each group comes up with a slogan as a guide to avoid conflict at school. The slogans are designed into posters. Alternatively children could make a TV advert, helping children stay safe in the playground or solve friendship problems.

4. Conclusion (10 min)

Each group presents their manifesto poster and hangs it on the classroom wall.

Groups perform adverts and class gives feedback. These could be filmed for sharing with other classes (e.g. as a focus for discussion during Anti-Bullying week).



6. Health and welfare

Location: Health centre

Learning objectives: To understand that everybody is responsible for their own health

To understand that health includes both physical and mental well-being

To understand that a safe environment promotes health and well-being

To learn ways to foster health and safety

Materials: Paper and markers

OUTLINE OF THE LESSON (45 min)

1. Tuning in (10 min)

2. Welfare in Awra Amba (10min)

3. Letter to Mulaw Lanchi (20 min)

4. Conclusion (5 min)

1. Tuning in (10 min) [SLIDE 9]

Each student draws a picture of a person who leads a healthy life. Next to the picture, they write what kind of a role the following have in the person's life: food, exercise, school/ work, leisure, friends, family.

If there's time, one or two children can present / talk about their pictures to the class. This can lead to a discussion about the kinds of factors that affect a person's well-being and happiness.

2. Welfare in Awra Amba (10 min)

Before watching the film, children discuss the times when they or someone in their family has had to go to the doctor/ hospital. What could have happened if there was no doctor or nurse? Or if they had to walk for 3 hours to get there?

The film about health is watched together.



6. Health and welfare

Keywords: Health, Medical Care, Traditional Healing

Final Outcome: Written letter

Discussion after the film: What kinds of health-related issues do the people in rural Northern Ethiopia have? How are the typical health issues in parts of Ethiopia different from those in your society? What is special about the health care in Awra Amba compared with other rural parts of Ethiopia? What is the health care system in the UK like? Does anyone know how it works and how it has changed over the last few years?

3. Letter to Mulaw Lanchi (20 min) [SLIDE 10]

Suggested final written outcome: Letter

Role-Play: In pairs children think of 5 questions they would like to ask Mulaw Lanchi and write them down. Then 'interview' Mulaw Lanchi (one child to take on role of interviewer and the other as nurse), interviewer notes down answers. Use role-play to plan a letter to Mulaw Lanchi as a class, discussing content and layout (paragraphs).

The children write a letter to Awra Amba's nurse Mulaw Lanchi explaining their views on the health care in Awra Amba compared to the rest of rural Ethiopia. They could include their own personal experience of receiving medical treatment and questions they would like to ask her. Select style and vocabulary appropriate to the reader. Use a thesaurus to enrich vocabulary.

4. Conclusion (5 min)

Children share letters with their partner. A new class letter could be compiled, using the good ideas from the children. It is possible to send this letter to Mulaw Lanchi through Lyfta at info@lyfta.com.



7. Solidarity and ageing

Location: Elderly home

Learning objectives: To understand that a civilised person strives to do what is right, respecting him/herself, other people, and the environment
To understand that the well-being of each member of a community benefits everybody
To practice decision-making skills based on reliable information, ethical deliberation and taking somebody else's perspective

OUTLINE OF THE LESSON (45 min)

1. Tuning in (5 min)
2. The elderly in Awra Amba (10 min)
3. Assignment: Portrait (20 min)
4. Conclusion (10 min)

1. Tuning in (5 min)

The teacher leads a discussion about how society supports its members:

When do people need help?

Who does society help?

Who else can provide help? (e.g. Charities (such as Help the Aged, RSPCA, Oxfam), private people)

Why is it good to help others?

In what situation could you be in the need of help?

2. The elderly in Awra Amba (10 min)

The children watch the film about elderly care in Awra Amba on their own device or sharing with a friend. After watching the film, they can study the 360° photo of the elderly home. The children discuss based on their experience:

Why do some elderly people move into a home?

Do you know anybody who lives in a care home? What have they said about it?



7. Solidarity and ageing

Keywords: Elderly Care, Ageing, Social Security

Final outcome: To write a story, based around the imagined life of one of the elderly residents

To write a diary entry as an elderly resident of Awra Amba

3. Assignment: Portrait (20 min) [SLIDE 11]

Written task: Story writing/ diary writing

The children study the Portraits of the elderly residents multimedia story.

Each child can choose one portrait and write a short imaginary story about that person's life before moving into the elderly home in Awra Amba.

Alternatively, children can write a diary as one of the elderly people in the film.

First, children work in groups to compile a list of questions they would like to ask an elderly resident in Awra Amba. Role-play interviewing the elderly resident in Awra Amba in pairs. As a class review features of diary writing; e.g. first person, past tense, chronological order. Then each child writes a diary entry detailing their daily life as an elderly person in the elderly home, and their thoughts and feelings about how they are cared for in the community.

4. Conclusion (10 min)

The teacher leads a discussion about how everybody benefits from helping those in need. What would happen if society decided not to provide support and aid to people who need it?



8. Economy and working life

Location: Finance office

Learning objectives:

To understand the relationship between economy and work

To understand the meaning of work from the individuals' and communities' perspectives

To understand the role of different professions in society

OUTLINE OF THE LESSON (45 min)

1. Tuning in (10 min)

2. Work and sense of community in Awra Amba (10min)

3. Manifesto on work (10 min)

4. Dream job (15 min)

1. Tuning in (10 min)

Children look up key words in dictionaries and feedback to the class. In pairs, the children compile a list of professions that are somehow linked to their day. What kinds of professionals do the students encounter at school, on the way home, at family gatherings, doing sports, etc.? The children can write the list of professions down in their notebooks.

2. Work and sense of community in Awra Amba (10 min) [SLIDE 12]

The film about sustainable growth is watched together.

The students try to answer the following questions:

What made it possible for Gebeyehu to start his studies?

Why did Gebeyehu decide to return to Awra Amba to work?

How is the work being shared in Awra Amba?

What does Gebeyehu say about the future plans of Awra Amba?



8. Economy and working life

Keywords: Sustainability, Growth, Education, Work, Future, Profession

Final outcome: Group discussion

Written description of your 'dream job'

3. Manifesto on work (10min) [SLIDE 13]

The children read the Awra Amba manifesto on sustainability. After reading, they work as a group to sketch their manifesto on work.

What is important for the workers' well-being?

Two groups share their thoughts.

4. Dream job (15 min) [SLIDE 14]

Written task:

Key Words: Salary, Working hours, Education, Profession, Qualifications, Skills

Children think about the types of work they could imagine themselves doing in the future. Everybody lists three jobs that they could work in. The children consider: What makes the profession interesting for me? Are there any negative aspects about the profession? What is the role of the profession in society?

Children select vocabulary from the keyword list to write a description of their dream job. The students may use a dictionary or a thesaurus to check meanings and extend their vocabulary. The children should justify why they have chosen this job.

Children share their descriptions with the class, others ask questions to clarify and gain more information.



9. Gender equality

Location: Weaving workshop

Learning objectives:

To understand the meaning of equality

To understand how equality is part of students' everyday life

Materials: Depending on how the groups choose to present their ideas, paper and coloured pencils may come in handy

OUTLINE OF THE LESSON (45 min)

1. Tuning in (5 min)

2. Equality in Awra Amba (15 min)

3. Group work assignment: What if? (25 min)

1. Tuning in (5 min)

The teacher leads a discussion about equality. Questions:

What does equality mean? Children look up the meaning in their dictionaries.

Discuss the meaning of gender, and gender equality.

How is equality part of our everyday life? What do you know about equality in other places in the world?

2. Equality in Awra Amba (15 min) [SLIDE15]

The teacher should enter the Weaving Workshop from the main village interface, and show the 360 space by clicking and dragging their mouse to explore the environment. Students should watch the film about gender equality in Awra Amba, and study the other multimedia content in the weaving workshop (i.e. the manifesto and rich media article).

Children should research answers to the following questions and make notes:

How is equality exemplified in Awra Amba?

According to the villagers, how is the gender equality situation different compared to other parts of Ethiopia?

Is the view on gender equality similar to Awra Amba's where you live?

What are the differences? E.g. do your parents/carers share household chores equally? Work equal hours?



9. Gender equality

Keywords: Gender equality, Gender roles, Work, Livelihoods

Final outcome: Students present their personal responses to the 'What if...?' question, using either drama or a written piece (such as a newspaper report, blog post or a story).

3. Group work assignment: What if? (25 min)

Equality is not a fixed state but needs to be fostered and promoted. In small groups, the children discuss what life would be like, if a familiar situation suddenly became unequal.

Examples of situations:

What would life be like if girls/boys were not allowed to go to school?

What would life be like if dog owners were not allowed to use same shops with other people?

What would life be like if the people who have travelled abroad were not allowed to socialise with those who haven't?

What would life be like if women/men were not allowed to vote or participate in decision-making?

! *Link to Women and the vote* <http://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/>

Children could share their thoughts as a group in a variety of ways (e.g. through a short drama piece, a newspaper article, a blog post or a story). At the end, each group gives their "What if?" presentation. The class can discuss what kinds of thoughts the activity evoked.



10. Community and participation

Location: Village square

Learning objectives:

To understand that each person belongs to several communities

To understand the role of community for an individual's well-being

To understand how an individual can support and help the other community members

Materials: Paper and markers/ Scissors and glue

OUTLINE OF THE LESSON (45 min)

1. Tuning in (5 min)

2. My communities (10 min)

3. The meaningful community (15 min)

4. Group work assignment: This is how I help (15 min)

1. Tuning in (5 min)

The teacher or some of the children leads a discussion about communities.

Questions:

What is a community?

What types of different groups of people can form communities?

(A family, a class, a sports team, a group of friends, the employees of a company, etc.)

Why are communities important to people?

Why is it important to get along with other people?

2. My communities (10 min)

Children list communities that they are a part of. Some of them may wish to talk about their communities. Do any new definitions of community come up?

(For example, both a sports team and the players of an online game can form a community, even if the participants in the latter do not necessarily share the same physical space.) Children can also discuss what it feels like if one is not accepted to be part of a community.



10. Community and participation

Keywords: Community, Compassion, Help, Cooperation

Final Outcome: Group discussion

A poster to highlight ways in which the students would like to help other members of their community

3. The meaningful community (15 min)

Children watch the film about compassion. After watching the film, they can study the multimedia content in the village square. Discussion at the end:

Why did Etagegn leave her former home/ village?

How did her life change in Awra Amba?

How does the community of Awra Amba support people who need help?

4. Group work assignment: This is how I help (15 min) [SLIDE 16]

Final outcome: Group discussion leading to poster

Each student chooses 1–2 communities that s/he belongs to. They should think about how they could help the other community members. The things they do can be small, such as taking the rubbish out at home, or making sure everyone who wants can participate in a break time game at school. The children list their ideas.

In small groups, the students make a poster with their ideas and decorate the poster. The posters can be displayed in the class so that everybody will remember their commitment, and they can be discussed later. One possibility is to discuss again a week later, to see whether the students have managed to keep to their ideas.



11. Responsibility and entrepreneurship

Location: Visitors' Centre

Learning objectives:

To understand that people around the world live in different conditions

To understand that the conditions in a single country can affect the global situation

To understand why nation states support one another and engage in development cooperation

To understand that people have the possibility to affect their life through their actions

OUTLINE OF THE LESSON (45 min)

1. Tuning in (10 min)

2. Group work assignment: Our village (35 min or more)

1. Tuning in (10 min)

The class is split into groups and each group looks up one of the keywords in the dictionary. They then have to explain the meaning to the class.

In pairs, children discuss the freedoms and responsibilities that have affected their lives so far. What kinds of duties and responsibilities do they have, at school and at home? What kinds of freedoms do they get?

Compare as a class. The class teacher could share the freedoms and responsibilities they had at the same age. What are the similarities/ differences?

The film about entrepreneurship is watched together.

How does the entrepreneurship in Awra Amba relate to what the students know about entrepreneurship?

! *Link to self-sufficient communities in the United Kingdom*

<http://lammas.org.uk/en/welcome-to-lammas/>



11. Responsibility and entrepreneurship

Keywords: Entrepreneurship, Self-Sufficiency, Famine, Food Aid, Work, Business

Final outcomes: To write a persuasive poster/ leaflet
To construct an argument to persuade others of a point of view and present their case to the class

2. Group work assignment: Our village (to take place over several lessons) [SLIDE 17]

The assignment can be done as part of one lesson or as project work, when more time can be dedicated to each phase and the students can draw/craft their own villages.

Beginning: The groups imagine that they are about to start their own villages. In the beginning they don't have much money or food stock. How could they start running the village and what kind of help would they need?

Village rules: The groups study the Awra Amba manifesto on compassion and list the core values of their own village. The group decides how the decisions are made in their village.

Villagers: The group discusses who would live in the village. Could anyone who wanted move into the village or would there be certain requirements?

Livelihoods: What kinds of professions would the villagers have? What kind of work would the village offer? From where would the villagers get food or money?

! *The concept of self-sufficiency can be discussed.*

Final written outcome: Persuasion

Look at key features of persuasive writing/ speaking.

Children write and illustrate a poster/ leaflet persuading people to come and live in their village. Why would people have a better life here than somewhere else?

Children construct an argument to persuade others of their point of view, and present their case to the class.

Awra Amba Slides

2. Family life as part of the community

Answer the following questions:

- What are the requirements for a legal marriage in Awra Amba?
- Who belongs to Mesgana and Gebeyehu's family?
- How does the Awra Amba community take part in the life of the families?
- What does family planning mean?
- Why do Mesgana and Gebeyehu think so carefully about how many children they can have?

2. Family life as part of the community

Comparing families:

- Research for information around the question “What different types of families are there?”
- Present your findings as a written report/presentation.

3. Society and decision-making

Decision-making in Awra Amba

- How are decisions made in Awra Amba?
- What does democracy mean?
- What kinds of committees are there in Awra Amba?
(The multimedia content gives more information about the committees.)

3. Society and decision-making

Form five groups.

In your group, discuss the duties and responsibilities of one of the five committees.

List the things that the committee takes care of and decides about.

Introduce your committee to the others.

4. Education and the Rights of the Child

What if you were born in Ethiopia?

What would it be like to go to school in Awra Amba?

Visit the school in Awra Amba. Watch the film about the girl called Tsehaynesh and study the multimedia content. While watching the film, pay close attention to everything that is linked to the school in Awra Amba.

Then take a short walk in your school/ think about the different places in the school. Make a list of the things that are similar in Awra Amba and in your school, and another list about things that are different.

4. Education and the Rights of the Child

Think about what rights your target group has, and about the preconditions for a good quality of life for the target group.

Choose 5–10 rights and compile them into a class charter.

Present the charter to the others.

5. Egalitarianism and peace

Consider these questions as you watch the film about “Faith and Peace”, and make notes:

- Why were other people suspicious of the people living in Awra Amba?
- How did the people of Awra Amba solve the conflict?
- What is the relationship between Awra Amba and its neighbours nowadays?
- How would you have acted in a similar situation?

5. Egalitarianism and peace

As a class, read the Manifesto on faith and peace in the Awra Amba library, and discuss what you think of this.

Written task

As a class, look at a variety of adverts and identify the main features; e.g. catchy slogan, alliteration, persuasive phrases.

Then write your own manifestos of peace in groups.

Each group comes up with a slogan as a guide to avoid conflict at school.

The slogans are designed into posters/ video adverts.

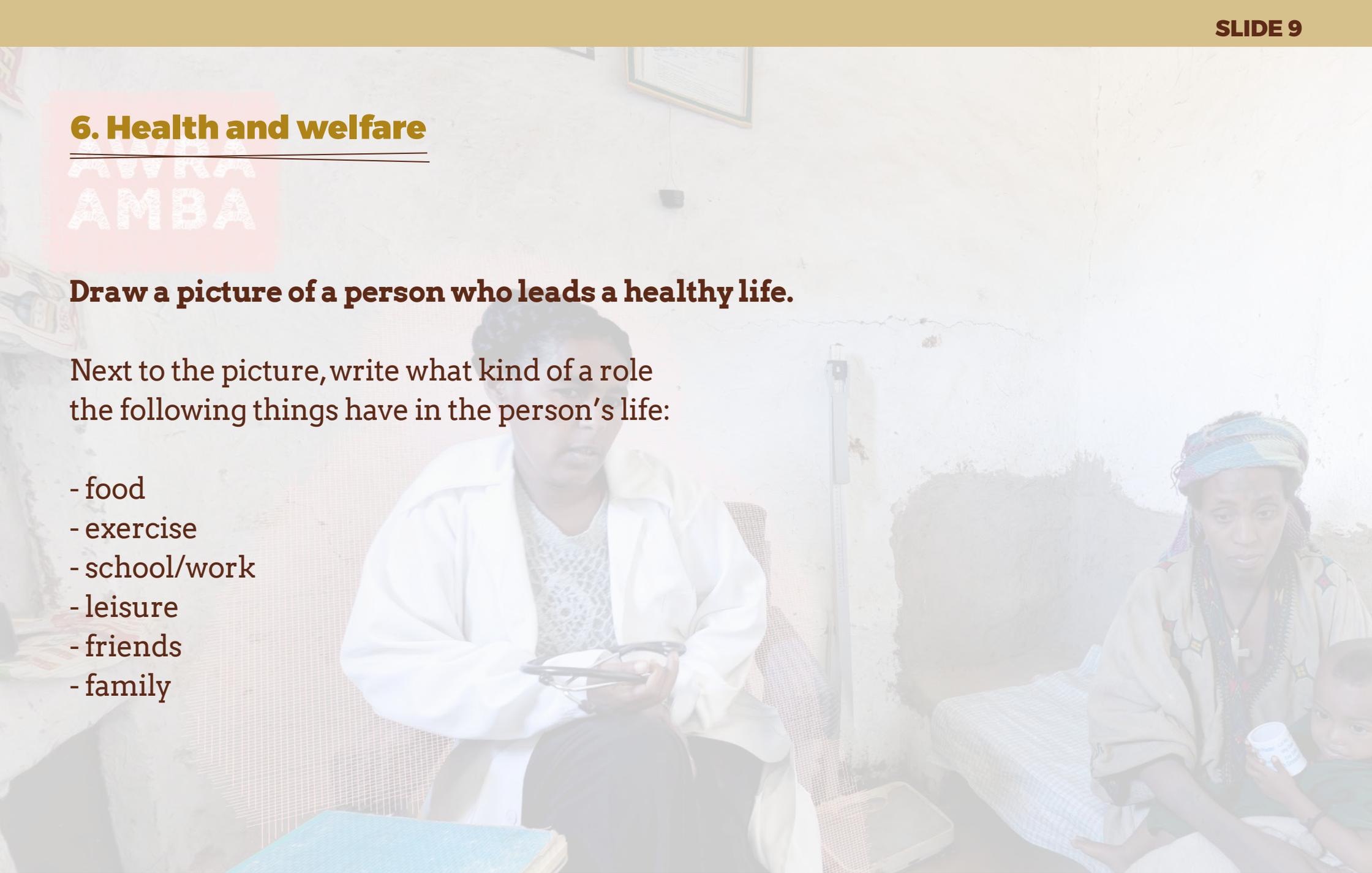
6. Health and welfare

AWRA
AMBA

Draw a picture of a person who leads a healthy life.

Next to the picture, write what kind of a role the following things have in the person's life:

- food
- exercise
- school/work
- leisure
- friends
- family



6. Health and welfare

Suggested final written outcome: a letter

Role-Play

In pairs children think of five questions they would like to ask Mulaw Lanchi and write them down. Then they 'interview' Mulaw Lanchi (one child to take on role of interviewer and the other as nurse), interviewer notes down answers.

Use role-play to plan a letter to Mulaw Lanchi as a class, discussing content and layout (paragraphs).

The children write a letter to Awra Amba's nurse Mulaw Lanchi explaining their views on the healthcare in Awra Amba compared to the rest of rural Ethiopia. They could include their own personal experiences of receiving medical treatment and questions they would like to ask her.

Select style and vocabulary appropriate to the reader. Use a thesaurus to enrich vocabulary.

7. Solidarity and ageing

Written task: Story writing

Study the “Portraits of the elderly residents” multimedia story.

Choose one portrait and write a short imaginary story about that person’s life before moving into the elderly home in Awra Amba.

- What type of work did s/he do, where does her/his family live, how old is s/he now, what kinds of things does s/he like?
- Why did the person decide to move to an elderly home instead of living by him/herself?

7. Solidarity and ageing

Written task: Diary writing

Study the “Portraits of the elderly residents” multimedia story.

First, work in groups to compile a list of questions you would like to ask an elderly resident in Awra Amba. Role-play interviewing the elderly resident in Awra Amba in pairs.

Write a diary entry detailing your daily life as an elderly person in the elderly home, and your thoughts and feelings about how you are cared for in the community.

8. Economy and working life

- What made it possible for Gebeyehu to start his studies?
- Why did Gebeyehu decide to return to Awra Amba to work?
- How is the work being shared in Awra Amba?
- What does Gebeyehu say about the future plans of Awra Amba?

8. Economy and working life

Read the Awra Amba manifesto on sustainability.

After reading, work as a group to sketch your manifesto on work.

- What is important for the workers' well-being?

8. Economy and working life

Keywords:

- Salary
- Working hours
- Education
- Profession
- Qualifications
- Skills

Think about the types of work you could imagine yourself doing in the future.

List three jobs that you could work in.

Consider:

- What makes the profession interesting for me?
- Are there any negative aspects about the profession?
- What is the role of the profession in society?

Select vocabulary from the keyword list to write a description of your dream job.

9. Gender equality

Research answers to the following questions and make notes:

- How is equality exemplified in Awra Amba?
- According to the villagers, how is the gender equality situation different compared to other parts of Ethiopia?
- Is the general notion of gender equality where you live similar to that of Awra Amba's?
- What are the differences? Do your parents/carers share household chores equally? Work equal hours?

10. Community and participation

Individually, choose 1–2 communities that you belong to.

Think about how you could help the other community members.
List your ideas.

In small groups, make a poster with your different ideas and decorate the poster.

11. Responsibility and entrepreneurship

Beginning

In a group, imagine that you are about to start your own village. In the beginning you don't have much money or food stock.

How could you start running the village and what kind of help would you need?

Village rules

Study the Awra Amba manifesto on compassion and list the core values of your own village.

Decides how the decisions are made in your village.

Villagers

Discuss who would live in the village.

Can anyone who wants to move into the village do so, or are there certain requirements?

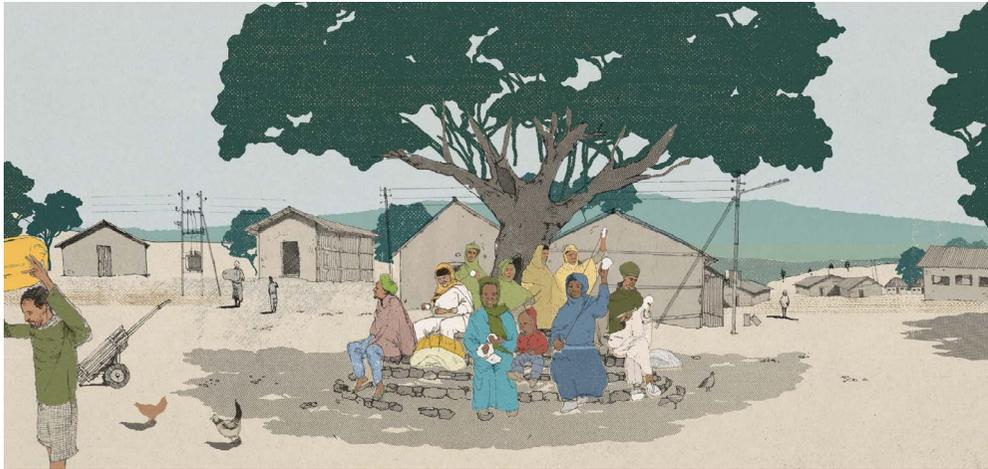
Livelihoods

What kinds of professions would the villagers need to have in order for the village to prosper?

What kind of work would the village offer?

From where would the villagers get food or money?

Awra Amba Film Manuscripts with Keywords



Intro Film

Location: Intro page

Sixty years ago, in the Amhara region of Ethiopia, a young boy called Zumra was told that he could not go to school. Instead, he was sent to the fields to work as a farmer.

As he grew older, Zumra dreamed of a better future. Not just for himself, but for all those around him. He set out on a journey to start a new, fairer society, where women and men would live as equals, where children would go to school, and where religion and tradition would not dictate so many aspects of life.

Many people thought he was mad. His family disowned him. He was imprisoned and people even tried to kill him.

But Zumra didn't give up. He found a small group of likeminded people and together they made a promise to put these ideals into practice.

Our community was founded in 1972. Today, some people say that it's one of the most fascinating places in the world.

Welcome to Awra Amba.



Marriage & Family

Location: Family home

Duration: 3:25

Keywords: Marriage, Children, Family, Family Planning, Gender Equality

- "Mesgana and Gebeyehu Houssein are husband and wife. During their marriage, they shall share everything equally..."
- I already planned it for a long time to ask her to marry me.
- I was ready to ask him first, but he was quicker and asked me. I was ready, but I wasn't sure if he was ok...
- We know each other, because we grew up here together.
- We were platonic friends, we were attending high school together and I've seen his behaviour. He is good and respectful of human beings.
- Here, as a principle, nobody is allowed to have sexual intercourse before marriage. In rural areas, most of the marriages are arranged by the families. These days there are arranged marriages for kids, even for babies.
- Our parents and grandparents were discussing so many things. One of the issues was about marriage. Marriage should be one to one. It should be the will of the couple. The girl should be above 19 years old. The boy should be above 20 years old. In this community there is no wedding ceremony because if there is a big ceremony, it may not be good financially and it is also time-consuming. Rather, our parents contribute some money to us. For the fulfillment of our basic needs, for building a house and so many things.
- Later we decided how many kids to have and when the first, when the second and when the third should be.
- Today there are modern contraception methods. There are injections, tablets and so many things. Our baby is two and a half months old. We should first care for our baby. After she becomes five years old we will have another child.
- There is a saying in the community: "If we have children beyond our capacity, we will fail."
- We wish to see a world that has equality between women and men. In order to reach this goal, we should have less children. If we have more children, we won't fulfill this goal.



Democracy

Location: Assembly hall

Duration: 2:33

Keywords: Democracy, Gender Equality, Arranged Marriage, Decision-Making, Law

Equality is not yet practiced in most parts of Ethiopia even though people are aware of the concept. Few women have rights to property or the right to decide about their own finances.

- If these inequalities continue, our country cannot exist. Now, only men are benefiting. Many young girls drop out of school because of early marriage, arranged by their families. But there are a few strong ones who go to the police, the council, or to a teacher and take their case to court to try and cancel the arranged marriage.
- In Awra Amba, we make sure we have 100% equal gender participation in our committees. All the members in the committees are elected democratically. We have a total of 13 committees. The role of the committees is to simplify working practices. When someone is responsible for a task, it makes the workflow easier.
- Decision-making should be done by both genders. Otherwise it would be like clapping with one hand. When it comes to decisions, if a woman puts forward

a good idea it may be implemented just as a man's idea may. Both sides discuss the ideas put forward and choose the best ones. Women's majority does not mean they will dominate. Men's minority does not mean they will be dominated.

- We always solve things through discussion. Women have to participate in decision-making because the country belongs to them as well. They have to be part of the advantages and disadvantages of decisions.



Education

Location: School

Duration: 3:25

Keywords: Education, School, Arranged Marriage

Tsehaynesh was born and raised in Abagunda, a village not far from Awra Amba.

- I was 9 years old when my parents engaged me without my knowledge. My parents went to a party for my engagement. I was playing with my friends when they came back and told me that I was engaged.
- I didn't understand what that meant, so I was joking about it with my friends. When I was in third grade they showed me my fiancée. I was scared of him.
- My mother would have liked me to study, but she couldn't afford it. She had to marry me off. I couldn't run away. So I thought about killing myself.
- The boy told my parents he wanted to start living with me. I never wanted to live with him. When he came home from work I even refused to speak to him. My only dream was to continue my studies. I thought that I may be back in school after one year but I spent three years out of school.

- I repeated grade 8 then I came to Awra Amba to study. When I started school here, my ex-husband harassed me. I reported him to the school and to the Awra Amba community. The teachers and Dr Zumra protected me.
- Here, no students make trouble and teachers teach properly. Any issues that arise in school are resolved quickly.
- It is far to walk from my village to Awra Amba. So I rent a room here. I like it, because it's peaceful. On Fridays, when I go home, I hear people talking about me. I just ignore them and keep walking.
- In Awra Amba no-one will harm me. I feel safe about living and studying here.



Faith & Peace

Location: Library

Duration: 3:38

Keywords: Faith, Peace, God, Reconciliation

Every day many people from neighboring villages and towns visit Awra Amba. Sometimes differing opinions lead to heated discussions.

- This village would be better if you embraced religion.
- What is religion? I don't understand it. You can see the work we do. We care for and help each other. Awra Amba helps to develop our country. But neighbours have unreasonable hatred towards us.
- You don't have churches or any places of worship. You just say you believe in hard work.
- Where does God exist? For us, he is everywhere. Should God be only confined to churches?
- People always ask us why we don't have churches and mosques. The important thing is not about building churches or mosques... The question should be where is God? We believe God is all around us.
- Our neighbours wanted to fight with us because they didn't understand what

we were all about. They surrounded us with their guns. But if we were to fight back we would not be any better than them.

- I bought a ball and we started playing in our compound. Instead of fighting back, we just kept playing volleyball to keep our youngsters calm. They didn't enter our compound because they couldn't understand what we were doing. We kept playing and in the end they left. The attacks stopped on that day. If we had fought back, our relationship with them today would have been very bad. Today they are thankful and have great respect for us.
- Where there is peace, there will be faith. Where there is faith, there will also be peace. Faith teaches us to bring about peace, brotherhood and to help one another. All faiths in the world encourage people to do good things.
- Our faith is shown through our actions, so we should do good things for each other. Let's treat each other as sisters and brothers from the same roots. If we put into practice what the Q'uran and the Bible say we can all swim in the same lake of peace. I am still searching for what it is that has created a distance between us human beings.



Health

Location: Health centre

Duration: 3:03

Keywords: Health, Medical Care, Traditional Healing

- My name is Mulaw-Lanchi Amsalu. I am the resident nurse. I take care of cases that are within my knowledge and refer more difficult cases to hospital.

Awra Amba built their own clinic five years ago. Today the clinic services over thirty villages in the region.

- Some patients walk for 3-4 hours to get here. They don't even bring food with them for the day.
- This patient's name is Marie Wubet. She is 58 years old. She has been sick for the last 6 years, suffering from toothache and a burning sensation on the right side of her body, shoulder and stomach. She has swellings around her neck and teeth. She never had any medical treatment for her illness. She used to treat herself with traditional healing by burning the area of pain with hot sticks. She thought that it would alleviate the pain.
- I fear that her situation might develop into TB. I am only able to give her first aid.

If her condition gets worse, I recommended that she goes to a hospital for a blood test.

- Get well soon.
- People still think that doctors can't cure them. They prefer to use traditional healers. There are many dangers with traditional healing and witchcraft. We do not know about the dosages or their effectiveness. Also, it's impossible to know how people may react to traditional medicine.
- People from Awra Amba do not believe in witchcraft or evil spirits. There is also a better understanding of sanitation and hygiene here. Comparing Awra Amba with their neighbours, they are much healthier in general.



Elderly Care

Location: Elderly home

Duration: 3:22

Keywords: Elderly Care, Ageing, Social Security

- I have reached old age now, having lived through the stages of childhood and adulthood. I am in elderly care due to my poor eyesight.
- We are living comfortably here, but elders outside Awra Amba are facing a lot of hardships.

Many people leave their elderly family members outside when they leave for work in the morning, and they pick them up only when they return home in the evening.

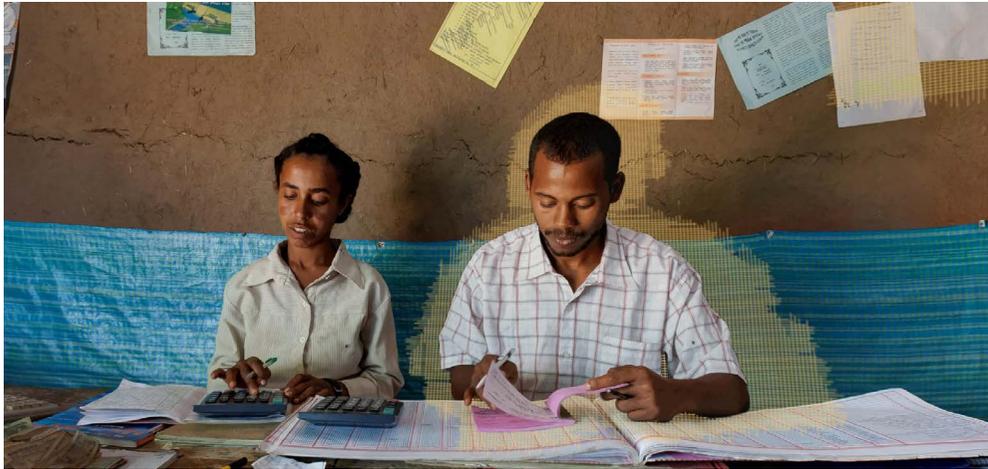
Elders' Dormitory

- Here, they provide us with clean clothes and food three times a day. Each of us have our own bed with a mattress, and this makes our lives very comfortable. There are eight of us; six women and two men. We are all weak, that is why they put us together.
- Exercising is very important for my body. I walk up and down the path here every day in order to stretch my legs. Apart from that, I sit and welcome guests

who come from all over the world to visit us.

- I am very happy. This place for me is happiness. There is no other way to express it. Happiness is simply happiness.
- My children live nearby in Addis Zemen and Gondar. I left them to come here because I prefer this lifestyle and the way they care for the sick here.
- Our time is nearly over, so there's nothing we can do. But we are living comfortably. My wish is for all elders around the world to have a comfortable life like us.

In memory of Hossein Bogale, who sadly passed away after the making of this film. Hossein was around 90 years old.



Sustainable Growth

Location: Finance office

Duration: 3:16

Keywords: Sustainability, Growth, Education, Work, Future

- It is our unity that helps us to be successful.
- When I was a child, I was lucky being born here. I'm lucky because I had the chance to go to school even when I was 3, 4 years old. Outside this community, most girls and boys were not sent to school. Instead, they would look after cows and cattle. Our parents went to look after cows, rather than sending us out. So we were all sent to school. I studied a lot to have good grades. I knew that I would go to university.
- I graduated in agricultural resources, economics and management. If I was employed in NGOs, if I was employed in a government office, I could earn better for myself. To live a better life for me.
- But I was not thinking this. I had a promise for myself. I have to work for this community.

83 young people from Awra Amba have graduated or are currently studying in higher education. Gebeyehu was one of the first graduates.

- Now I am coming back to Awra Amba and working in Awra Amba. Everybody is assigned where they are efficient and effective. I was assigned by the cooperative to do the finance.
- We are trying, with the knowledge we have, to establish a good financial management system. We started from zero. Now we have this much wealth. In the next five years, we will have store branches in Bahir Dar, Addis and Gondar, I think. In the next ten years we will double it. This will be a city, a small city. Now it's a village, but it will grow to a city.
- The first thing we want to get is mankind, not money. With this, we can reach the top, having human beings at the same time.



Gender Equality

Location: Weaving workshop

Duration: 3:36

Keywords: Gender equality, Gender roles, Work, Livelihoods

- Men in other communities don't spin cotton. They regard it as a woman's job.
- What is the problem if I sew clothes or cook food? It will not change my manhood. In my opinion, women deserve even more than equality.
- I don't need my husband to plough the field. I can handle the oxen myself. Ploughing makes me feel independent. Working collectively is essential. Firstly it helps love and development. We should not teach our children discrimination.
- Traditionally men don't carry water because they regard it as shameful. If his wife is sick he would rather ask his female neighbour than fetch water himself.
- For me, equality means that a woman's rights are protected and that she has the rights to her own property.
- In our region women are not usually given the responsibility to handle money. In Awra Amba we don't differentiate between men's work and women's work. We share all the work because we have equal rights.
- In other communities, men are not supposed to weave. It's a man's job. They say men should work outside the house while women should stay in the house. I think women need to speak up about what they are capable of. We shouldn't let ourselves down.
- I am baking injera (Ethiopian pancake). Women are not the only ones who eat. I also eat, therefore I also cook. I am not ashamed of it. On the contrary, I am rather proud. I am independent and able to feed my family. Equality between men and women is a big honour for me.



Compassion

Location: Village square

Duration: 3:35

Keywords: Compassion, Help, Cooperation

- My name is Yezena Yiman. But when I arrived here they called me Etagegne. It means 'we found a sister'.
- I was welcomed in Awra Amba with a smile even though they didn't know me. Here you can find genuine sister and brotherhood.
- I left my home to look for my relatives. I was depressed and I didn't have anyone left in my home town. My mother, sister and my daughter all passed away. I had my own house but I didn't want to live alone. I decided to go out to look for my relatives, instead of just sitting there and crying. As I was searching, people told me that there is a special place that is very peaceful.
- I didn't take anything with me, because I am weak and I don't own anything. I only brought one change of clothes. I didn't even bring food!
- When I first arrived, there were a lot of visitors here. I heard that here in Awra Amba people live in peace and support the weak and elderly. That is why I had decided to come here. They gave me food and a place to stay. They have also built a house for me in September.
- Tuesday is charity day in Awra Amba. The money generated from work done on Tuesdays goes towards helping people in need. Each week people from Awra Amba gather in the village square to spin cotton together for this cause. In the beginning I was not doing anything on Tuesdays since I didn't know anyone. After some time I joined them. Now we spin together on Tuesdays. Our work contributes to helping orphans, the elderly, those who are sick and weak. I can contribute my time and energy to help the weak even though I am poor.



Entrepreneurship

Location: Visitors' centre

Duration: 3:26

Keywords: Entrepreneurship, Self-Sufficiency, Famine, Food Aid, Work, Business

- We did not want to just sit and wait for aid to arrive. We decided to work together to cross difficult bridges.

In the late 1980s the people of Awra Amba were forced out of their village by enemies. Fearing for their lives, they fled hundreds of miles away to the south of Ethiopia, where they lived until the early 90s.

- When we returned from the south of Ethiopia, most of our land was given away to other people. Between 1995–2002 we were starving. There were days when we had nothing to eat at all.
- At that time, a regional aid agency saw us and were horrified by how we looked. Our eyes and teeth had turned green. We did not look like Ethiopians anymore. They decided to give us wheat and oil (food aid). We received aid for 3 months and our children started expecting it asking us when the shipment would arrive. Zumra noticed this and said 'this is a disease we are passing to our children'. If it continues, we are going to lose our values.
- We went to the aid agency and told them to stop sending us food aid.

They were so surprised and said 'in 16 years of working here we've never heard anything like this!'

- In 2001 some people came here from a small business enterprise. They had seen us in the media. They offered us training so that we could learn the skill of weaving. Zumra asked them to leave behind the weaving machine for a few days so that he could use it as a model to make one on his own. He was not trained as a carpenter or a technician. He was just a farmer who always says 'I can do this'.
- We worked for a year with the first machine, perfecting our skills. We kept producing and selling product. By the end of the year we had four machines. Today we have a total of 17 machines. Six traditional and eleven improved machines.
- I don't know if we can call ourselves 'entrepreneurs'. But we try our best to create something better. In Awra Amba we say 'we are confident'. If we work hard, the gold is in our hands.

HOW IS THE AWRA AMBA COMMUNITY INVOLVED WITH THE PROJECT?

The idea for this project was triggered in 2010 after a series of creative meetings between the filmmaking team and the Awra Amba community on how to best tell their story.

The Awra Amba Community wishes to share their tales, expertise and innovations through The Awra Amba Experience, with a view to making positive change and impact.

The Awra Amba Experience has taken over six years to realise, with effort and support from hundreds of people around the world.

One of the aims of the project is to support Awra Amba's ongoing sustainable development efforts, which are designed to help thousands of people in their region.





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