



DVV International

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# Asqual

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## Expanding Community Learning Centers in Ethiopia

## Message from DVV International in Ethiopia

For over two decades to now, DVV International has been in Ethiopia implementing scores of projects to expand adult education. Our office in Ethiopia has closely worked with the Ministry of Education and other government executive bodies in promoting adult education where-in, bringing remarkable outcomes. Among other things, DVV International introduced innovative adult education delivery methodologies; implemented quite a lot of pilot projects in the Community Skill Training Centers (CSTC) which have been actively operating in various regions and woredas of the country; and further it promoted Functional Adult Learning (FAL) within the context of Integrated and Functional Adult Education (IFAE) programme.

We have currently engaged in promoting community learning centers in five regions of the country using a system building approach, with which we were able to bring inspiring achievements and impact stories. DVV International have supported the implementation of CLC programme in Ethiopia since 2016 in partnership with the Ministry of Education and Regional Education Bureaus. Therefore, we would like to share the end-to-end process of our CLC implementation experience accentuating on the important milestones that facilitated the promotion of adult education, literacy, post literacy and numeracy skills integrated with the diverse livelihood services delivered at the venue of the CLCs.

In this booklet, we have highlighted the essence and significance of community learning centers, the foundational and operational phases, major outcomes, and lessons learned from the implementation experience combined with success stories, stakeholders' reflections and visual evidences showcasing the large picture of our impact story. DVV International strongly believes that the booklet would give basic insight and important lessons in further expanding and sustaining community learning centers across all regions of the country.

To reaching out the broader domestic and international audiences with what have done and achieved with regard to the community learning center programme in Ethiopia, we have purposely produced this booklet for the readership of the wider expert groups in Ethiopia and beyond.

*ENJOY READING!*



## Snapshot of the CLC activities



## DVV International in Ethiopia: Brief Programme Portfolio

Cooperation between DVV International and the government of Ethiopia dated in 1971 with the training initiation that targeted the adult education work force.

DVV International set its footstep for the first time in Ethiopia in 1995 when it founded its Regional Office for East Africa in the capital city of Addis Ababa.

The same year, DVV International signed the first Bilateral Cooperative Agreement with the Ministry of Education (MoE).

Since then, it has been implementing various projects in Ethiopia in partnership with the MoE, regional, zonal and district adult education offices and structures by stressing on the promotion of integrated adult education. DVV International's work has evolved over time and accommodated adult literacy and non-formal skills training in its programme package.



The complexity of implementing integrated adult education programme well along led DVV International to pursue a system building approach, a new implementation modality that focuses on assisting government partners at federal, regional and woreda echelons to effectively implement Integrated Functional Adult Education (IFAE) programmes, by combining adult literacy with livelihoods and life skills training in Ethiopia.

Since 2016 for nearly five years, DVV International in partnership with the Ministry of Education and other sector organizations into the Woreda government structure has pilot tested the Community Learning Center (CLC) programme in five regions of Ethiopia namely Amhara, Tigray, Oromia, SNNPR, and Addis Ababa city administration.

At the national scale, its collaboration with the Ministry of Education and other partners culminated at a period when the National Adult Education Strategy (NAES) was officially launched in 2008 and followed by the development of a comprehensive Master Plan for Adult Education in 2010. In line with the development of the National Adult Education Strategy, DVV International has redefined its programme and implementation approach with due focus on the promotion of integrated adult education.

Over this period, DVV International has supported the Ministry of Education with policy and guidelines development, information management system, capacity building, service delivery optimization, and establishment of community learning centers and model districts with the ultimate goal of enhancing the ongoing IFAE programme.



## The Genesis and Development of Community Learning Centers in Ethiopia

In 2014, DVV came to realize that its support focused on technical operations of IFAE had not been sufficient to eradicate literacy and improve the communities' livelihood at the desired level.

To address this, DVV International has started promoting integrated adult education programme through establishing CLCs using four building blocks such as institutional arrangements, capacity development and management process and sectoral integration approaches.

Taking the best experiences and lessons learned from Morocco, DVV International introduced and contextualized the concept of community learning center for the first time in Ethiopia in 2016.

DVV International in collaboration with adult education directorate at the ministry of education and regional education bureaus has pilot implemented community learning centers initially in three regions (Amhara, Oromia and SNNPR) and later included Tigray region and Addis Ababa city administration.

Since 2016 for nearly five years, DVV International has been closely working with the range government stakeholders at the federal, regional and woreda levels in establishing and operationalizing community learning centers in 11 woredas of the country.



## What is Community Learning Center?

The concept of CLC invented for the first time by UNESCO, according to which, a CLC is a community-based non formal education center that provides a range of services and learning opportunities to out-of-school children, youth and illiterate or semi-literate adults from socially disadvantaged communities.

Looking into Ethiopia's context, community learning centers are venues or segregated compounds where all age groups of the community including children, youth and adults can access a variety of skill development and learning opportunities and livelihood services in one platform. CLCs, in this sense, provide access to basic non-formal education and life skill trainings for especially adults and youth segments of the population. CLCs are established near to the residences of the communities and mostly in a dedicated space within schools' compound.

## Why Community Learning Centers are so Important?



- To deliver the community with tailored and need-based services.
- To carry out programmes that address the priority needs of the community within one platform or service delivery venue.
- To mobilize the community to support the CLC with locally available materials and inputs.
- To foster productive integration and cooperation among the range of government and non-governmental institutions.
- To promote indigenous knowledge and skills through creating a fertile environment where volunteers can demonstrate and share their potential talents and ability.
- To create an environment that would enable the community, government sector organizations and other stakeholders harmonize their plan and operation towards achieving the envisaged common goal.
- To monitor and evaluate the performance of planned activities together.
- To document and expand exemplary achievements, and important lessons to other similar context regions and woredas.

## Site Selection Process

Each region was offered with the chance to identify two woredas that demonstrated the best performance in their adult education delivery or woredas which they think would be convenient to implement and expand community learning centers. Accordingly, 11 community learning centers have been established in five regions of the country.

## Regions and woredas where community learning centers are found

Region	S.N.	Zone	Woreda	Name of the CLC	Date of foundation	Remark
SNNPR	1	Sidama	Borecha	Lalawo-arife	October. 21, 2015	
	2	Wolayita	Damot Gale	Lala-wondera	October. 21, 2015	
	3	Silitie	Sankura	Regdina Kebele	June 20, 2018	
Oromia	4	West Oromia	Debre-libanos	Sele Kebele	October 13, 2015	
	5	East Oromia	Lune	Tafi Abo	October 13, 2015	
Amhara	6	West Gojam	Debub Achefer	Ahuri Mariam Village	October 20, 2015	Discontinued
	7	South Gondar	Fogera	Gazo Kebele	October 20, 2015	
Tigray	8	South-East Tigray	Degua Tenben	Bemelifa station	May 23, 2017	Discontinued
	9	South Tigray	Alamata	Alamata town, Kebele 12	June 06, 2017	
Addis Ababa	10	Yeka Sub-city	Woreda 5	Kokebe-tsebiha primary school	July 26, 2018	
	11	Arada Sub-city	Woreda 9	Menelik the II primary school	July 26, 2018	

**Note:** DVV International terminated its support to the two CLCs (from Tigray region - Degua Tenben woreda and from Amhara-Debub Achefer woreda) after they were evaluated by the ministry of education and their respective regional education bureau for demonstrating poor performance.



The center management committee, which is composed of the kebele management and influential community members, in which the CMC works towards ensuring community ownership and sustainability of the variety of services and programs at the CLC.

The CLC coordinator is also another key position in the CLC management structure appointed by the center management committee and seconded from the nearby school where the CLC is established based on merit and previous experience in the fulfillment of societal responsibility.

The CLC coordinator has been tasked to plan, coordinate, monitor and report the CLC activities with due emphasis on the major achievements, gaps and lessons gained over the implementation process of CLC activities.

All in all, the pilot CLC programme has forged multi sectoral integration and coordination among the center management committee, government technical committee and the CLC coordinator to effectively run the variety of CLC services to the community.

DVV International also provided intensive trainings to members of the government technical committee and equipped them with the desired skills and knowledge that would help them to serve the CLC with great passion, dedication, and full sense of accountability.

As one component of the CLC management structure, the Center Management Committee (CMC) was established through the facilitation of the woreda technical committee.



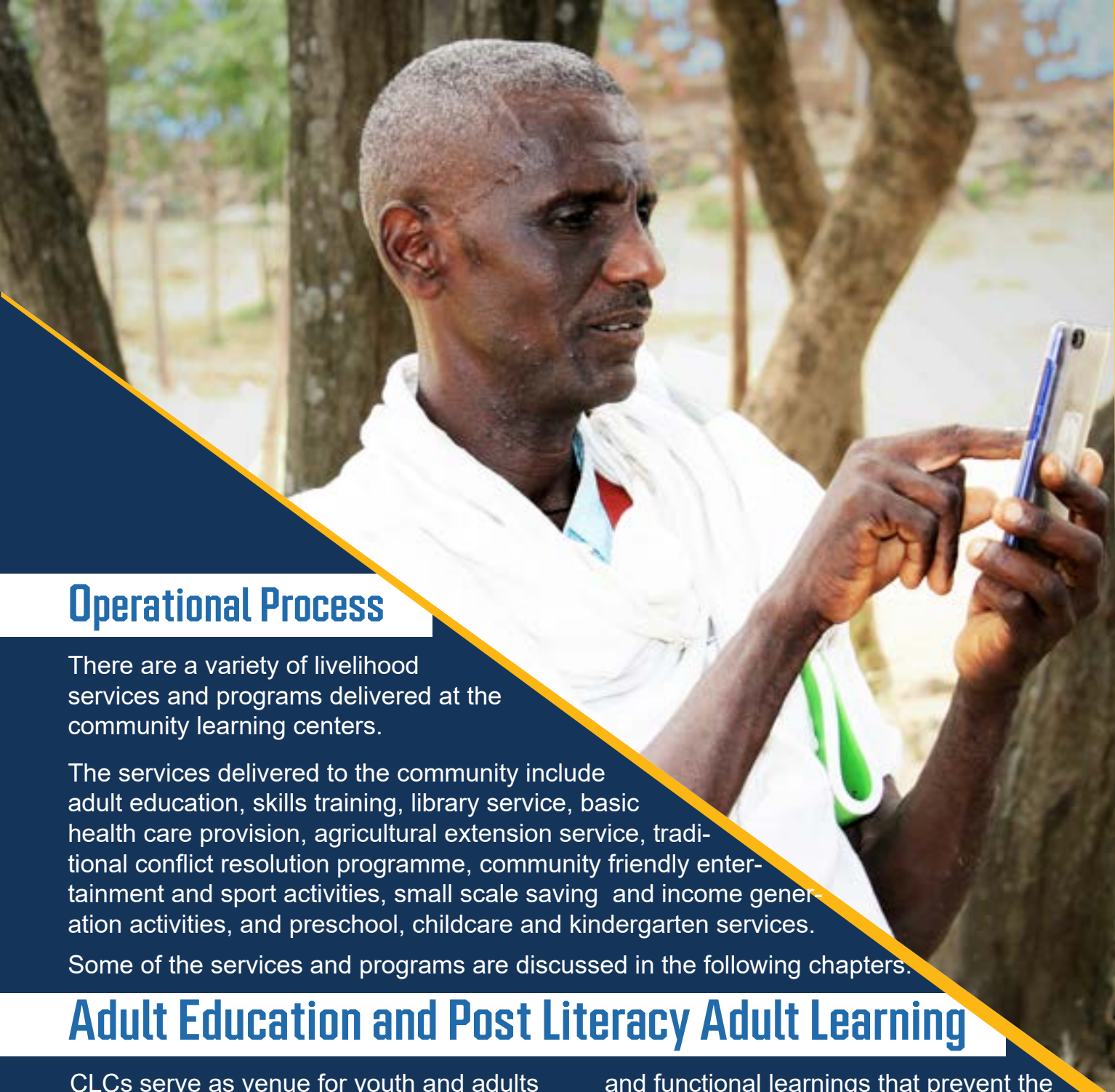
## Foundational Process

The CLC pilot programme was implemented in Ethiopia with two distinctive chapters, namely the foundational and operational phases. During the foundational phase, a number of groundworks were carried out to establish a functional community learning center with the capacity to deliver a variety of livelihood services to the community. The foundational phase started with site selection.

The sites for most of the CLCs were identified within the existing government structure, mostly in schools, aiming at long-term integration for programme management and support requirements. Following this, DVV International renovated the buildings and government structures allowing the venue to provide a variety of CLC facilities. Along the trajectory, DVV International, local government offices and the community at large made a significant level of financial, material and labor contributions to realize the multi-functional CLC a reality, a key for sustainability of the centers.

In due process, the CLC management structure and operating system has been designed involving the government technical committee, the center management committee and the CLC coordinator and this has been done through technical assistances made by DVV International. Each figure of the management structure has been designated with a distinctive yet complementary responsibility.

The Government Technical Committee (GTC) was established with a pool of experts drawn from relevant sector organizations. The GTC is mandated to provide technical support to the CLC and facilitate a variety of trainings that optimize the efficiency of IFAE programme.



## Operational Process

There are a variety of livelihood services and programs delivered at the community learning centers.

The services delivered to the community include adult education, skills training, library service, basic health care provision, agricultural extension service, traditional conflict resolution programme, community friendly entertainment and sport activities, small scale saving and income generation activities, and preschool, childcare and kindergarten services.

Some of the services and programs are discussed in the following chapters.

## Adult Education and Post Literacy Adult Learning

CLCs serve as venue for youth and adults who are either deprived of education or drop out of school for different reasons to access adult education and skill training harmonized with the daily livelihood practices of the community.

Adults without any formal education are enrolled to the integrated and functional adult education programme that was initiated by the government of Ethiopia to improve the rate of literacy and community's livelihood.

This programme has been further strengthened after the CLCs came to happen as they offer an ideal platform to practice post literacy

and functional learnings that prevent the possible relapse of literacy among adults who completed the two-year long IFAE courses.

Adults have started using the CLC environment as an opportunity to practice the literacy and numeracy skills which they acquired from IFAE programme.

Within the CLCs compound, there are community libraries organized to encourage adults to read various publications, and periodicals and thereby obtain skills with which they can make solution to the problems they are facing in their daily livelihood activities.



Mr. Melke Tadesse, 58 and smallholding farmer, is living in Fogera woreda of the Amhara region.

Melke has been engaged in agriculture as the main stay of livelihood for himself and his household members.

He completed the two years long courses of the integrated adult education programme three years ago.

Despite this, Melke couldn't access a fertile environment to practice literacy, numeracy, and other skills that he acquired from the adult learning programme.

Slowly but surely, he was losing the knowledge and skills and almost relapsing to illiteracy.

The community learning center was established at this critical juncture nearer to his residence.

For Melke that was a golden opportunity where he was able to access a conducive environment to practice literacy and access post literacy and other life skill trainings.

**I have been attending functional adult education and post literacy programme at the CLC since it was founded in 2018. In the earlier time, I could not write and spell Amharic words; and I used to sign using the tip of my figure. Now, I can put my signature with a pen. I can make phone calls by myself. I am selling and exchanging my crop produces in the market without any difficulties to calculate basic numeracy. Much appreciated the technical support we get from the government technical committee. The support has enabled me to adopt new and improved agronomic practices enhancing my crop productivity and livestock management.**

**Mr. Melke Tadesse**, smallholding farmer and Center Management Committee at Gazo CLC in Amhara region

# Skill Trainings and IGA



Based on the community need assessment results, short-term vocational and skill trainings are offered to various segments of the community at the CLCs.

These trainings are organized by local agricultural and technical sector organizations consisting of theoretical and practical sections.

Prior to holding such trainings, CLCs arrange important inputs that help to effectively deliver practical sessions of the trainings.

Members of the community who were privileged to receive such skill trainings at the CLC are empowered to engage

in various income generation activities.

Among others, community members are being offered the opportunity to acquire in-door and outdoor practical skills such as weaving, backyard vegetable development, poultry and cattle rearing etc.

The assumption is that the community can find context specific solution to curb their economic hurdles through IGA activities, so long as they are supported by trainings as well as saving and credit facilities





## Access to Saving and Credit Facilities

Household heads, fathers, mothers, and adults come together every two weeks to deposit money as a form of saving.

CLCs have brought new opportunity to members of the community to adopt the culture of saving.

As the saving amount rises and gets saturated for investment, it is given back to the depositor individually or in group to engage in various indoor and outdoor income generating activities.

In some instances, they invest and contribute the money to strengthen the institutional capacity of the CLC and to execute projects with greater significance and return value in terms of improving the wellbeing and livelihood of the general community.

Community-learning centers have privileged members of the community to receive various types of business, and skill-based trainings through technical assistance extended by the regional and woreda government offices and by DVV International as well.

As a result, several men and women are able to engage in a preferred income generating activities using the money they deposited at the CLC in a bid towards improving their livelihood in the best possible way they want, and they can.

# Information Services

Initially, the center was established intending to provide integrated adult education. After making sure that the adult education programme has been well in place; we started mobilizing mothers to begin financial saving on a regular basis. We did that in collaboration with the Omo microfinance, the woreda agricultural office and the kebele administrations. We have linked the community saving programme with the local saving and credit facilities. Every two weeks, each woman come at Lala Wondera community learning center in Damot Gale woreda of the southern nations, nationalities, and people's region and deposits five birr. In such endeavor, we helped mothers to adopt the culture of saving and empower them to invest the money they deposited in profitable income generating businesses.

**Ketema Kefasho**, CLC coordinator at Damot Gale Woreda

With the saving made so far, our women are able to buy 5 oxen and 15 sheep under women saving group. There are saving groups organized under the domains of men, women, and youth for effective facilitation.

**Yakob Soreto**, Government Technique Committee Coordinator, Lala Wondera Community Learning Center . . .

It is indisputable that access to information is a critical piece in life and a key instrument to step upward in the ladder of success.

Members of the community who live around the CLC environment can access sensible and up-to-date public information that positively affect their life and livelihood.

Information shared by the range of sector organizations regarding fertilizer, improved seeds, best agronomic practices, immunization programmes, disease prevention measures against public health epidemics such as HIV, Corona virus

are posted on the information board for dwellers.

For this purpose, there is an announcement board installed at a visible and conducive location within each CLC compound.

The board displays posters, brochures, and other important messages shared by sector organizations with public significance. Additionally, the community may attend the library service, listen to radio broadcasts, or access life skill information from the CLC staff and other technical personnel.



# Agricultural Extension Services

We teach them to practice row planting and to apply sufficient amount of fertilizer. For instance, for a hectare of maize farm, they need to apply 1.5-quintal fertilizer and 2-quintal urea. Between the rows, there must have 80 cm distance and does 40 cm distance between each plant.

Girma Alemu, Agriculture Extension Worker, Debre-Libanos Woreda



The agricultural extension service is a vital support delivered at the community-learning center greatly satisfying the needs of smallholder farmers, as agriculture serves as the main stay of their economy.

The CLC is serving as an important platform to introduce agricultural technologies to smallholder farmers.

The technique committee transfers new agronomic skills and practices at the demonstration site organized in the venue of the CLC.

Agricultural extension service constitutes both theoretical and practical parts.

Most CLCs have organized a demonstration center within the CLC compound where they exhibit key agronomic practices to smallholder farmers and the general community through development agents and extension workers.

Mr. Abate is one of the beneficiaries who stands bold testifying the role of agricultural extension service in terms of improving the livelihood of his household.

Abate always attends both the theoretical learning and practical demonstration sessions organized at the community-learning center by agriculture extension workers. Today, his farmland is better utilized since he adopted the best agronomic practices that he acquired from the community-learning center.

He said, the production and productivity of his planting is ever improving after he started implementing the improved agronomic practices. On top of this, his neighbors have been inspired to follow his footsteps after witnessing the success of his implementation experiences.



The extension workers taught me that coffee needs shedding to grow. As per the advises of the extension worker, I planted sespania tree (forage) beside to the coffee.

Now, the sespania tree is serving as shed to the coffee plantations.

I am also harvesting the sespania tree and using it to feed my cattle. Additionally, I have learned how to manage my cattle.

Extension workers taught me the way I could manage my livestock for improved outcome.

After supplying them with sufficient feed and water in the morning, they are now resting tied up under a shed.

I didn't know this before. I used to send them to the jungle, and they spend the whole day there.

They are now offering us with more milk and becoming stronger than ever before during plowing.

Previously we used to broadcast seeds for planting but now we are practicing row planting for tef and maize.

I have also developed backyard fruits and vegetables in line with the teachings I got from the CLC. As you have seen it, my farm is filled with banana, avocado, false banana trees and forage grasses. Without the CLC, these would have been not true.

**Abate Abake**, Beneficiary of Lala Wondera Community Learning Center

## Delivery of Basic Health Care Services



There had been limited access to primary health care services and public health education in most rural and semi-rural parts of Ethiopia.

Community members in most parts were forced to travel long distances on foot to access basic health care services, ultimately compromising their quality of lives in many ways.

This problem has been resolved with the foundation of community learning centers in the nearby to the residence of the community.

Delivery of basic health care services have been started at CLCs including family planning, public health education regarding household and environmental hygiene, immunization services etc.

The service is provided by health extension workers and health care workers assigned by the Woreda health office.

In some places, CLCs are serving as hub for the distribution of long-lasting insecticidal bed nets and immunization campaign.

**W/ro Mulu Bire** is one of the beneficiaries of the basic health care service delivered at Gazo community learning center established in Achefer Kebele of Fogera woreda.

**W/ro Mulu** has been recognized by the Woreda administration as model woman for demonstrating the health promotion and prevention packages at the household level in accordance with the teachings she received in the center. She regularly visits the center, which is at a few minutes walking distance away from her home.

As member of the Community Management Center, she also mobilizes the community to benefit from the variety of services delivered at the center.



Earlier, we used to buy family planning contraceptives from stores.

We were traveling long distances to have our children vaccinated.

We might not get enough money when our children got sick to take them to the treatment center.

Since this CLC was launched, things have changed.

We are able to access treatment in the nearby to our locality free of any payment.

W/ro Mulu Bire, Model Woman, Achefer Kebele of Gazo CLC

We have a dedicated site at the CLC where we provide vaccination to eligible children every month.

In the 21st of every month, we demonstrate mothers how they can prepare nutrient foods with available resources.

We also teach them about prenatal and postnatal cares, immunization and on how they can properly utilize long-lasting insecticidal bed nets.

They used to get every single health care service with payment. Here, they are not charged a penny to find whatever health service they want.

They receive malaria treatment and childcare services free of payment.

They were facing various hassles to get their children treated in time. They used to travel long distances, wait for their turns for long hour, and pay for medical cards and so on.

Here, the center is found nearer to their residences. They are not supposed to pay for any health care service, and they get the service so quickly.

Asichel Abebaw, Health Extension Worker at Gazo CLC, Fogera Woreda





## Community Library Service

The library facility is one of the service components organized at the community learning centers.

These libraries are filled with child and adult books and reading materials

written with local and foreign languages. DVV International and the woreda education office procured bookshelves, chairs, books and reading tables in an effort to make the library service is full-fledged.

Some of the books and literatures have been collected from the community as a form of contribution to the CLC.

A volunteer librarian would administer and coordinate the library services. Community members can borrow the reading materials from the library to their home.

With the library service, adults who graduated from IFAE programme and joined post literacy adult education have benefited most as they are able to access a variety of books and other reading materials that could help them to fight against literacy relapsing and broaden their knowledge bases that help them to resolve the challenges they are facing in their daily livelihoods and operations.



## Traditional Conflict Resolution Initiative

Traditionally, elderly people who have acceptance by the community mediate any sort of conflict arose between individuals using indigenous conflict resolution mechanisms. However, the hearing of cases and witnesses takes place in an open space where exposing to dust, sunrays, and other disturbing factors. Towards to this end, CLCs have created a conducive venue to effectively facilitate such traditional conflict resolution events.

Mr. Hantamu and Mr. Wondie are not only members of a given community who share the same value system; but they are also neighborhoods who share a common boundary of farmland. These two individuals had lived together for years in peace and friendship. Most recently, however, they have turned to rivals. They have started disputing over a piece of land situated on their cluster farm. Both claim possession over the piece of land.

Before the situation escalating to an open conflict, they have brought the case to the elderly fathers assigned by the community to investigate the case and pass lasting decision. The traditional conflict resolution judges have heard the arguments presented by the conflicting parties under a big tree grown within the compound of the community-learning center. The place is silent, protected from sunray and conducive for gathering.

**We used to mediate conflicts anywhere exposing ourselves to the sunlight and seated on dusts and around bushes where there had no shed to protect us from the powerful penetration of sun rays. Now, we have started mediating conflicts and managing signature protocols for marriage agreement here in the convenient CLC compound.**

**Deriba Gizaw**, Elderly Father at Debre-Libanos Woreda

## Community Friendly Entertainment and Sport Activities

Before the community-learning center was launched, a significant number of youth and adults used to spend their leisure time engaging in harmful and futile activities.

After the community friendly sport and entertainment facilities have been organized in the nearby community learning center, youth and other segments of the community have started flocking to the CLC to have their free time capitalized with playing various athletics, traditional games and other entertainments.

Most of the CLCs have made available community friendly entertainment and sport facilities such as table tennis, football pitch, volleyball field equipped with the essential inputs and resources.

Attracted by the community friendly sport and entertainment facilities, the youth began wandering to the CLC from the surrounding villages.

The youth have started exploring their untapped potential and talents in music, traditional dancing performance, creative arts and further engaged in various youth development activities.



Since this CLC was established in 2018, I have been participating in the youth club with traditional dancing performance and poem writing.

This is a great opportunity to us to explore our potential and develop new skills in addition to the refreshment we are enjoying.

We perform theatrical arts, traditional music, poem reading and dancing show during public gatherings, annual festivals, and parental days.

Through the creative arts, we convey messages that nurture the important values in the community.

Esikedar Adebabay, Beneficiary of the Youth Development Services at Gazo CLC

The youth who used to waste their precious time practicing harmful activities have turned their eyes to the CLC looking for entertainment and sport facilities.

Mr. Melke Tadesse, parent







## Preschool, Childcare and Kindergarten Services

There is a dedicated preschool and childcare space at the community-learning center. This facility has benefited many mothers who have a child who seeks their closest care and maternal support.

Mothers coming to the CLC to attend adult education and other skill trainings do not need to worry as to where they can keep their children until they finish their classes. There is a safe and engaging environment at the center equipped with child friendly facilities.

When mothers come to the CLC to attend adult education, they don't have to worry as to where they can keep their children for a while.

There is a space where their children stay safe playing and learning with child friendly learning materials until they return. We coach children to learn pre-education stuffs and enable them to get prepared to join grade one class.

Through the pre-school and childcare services, the CLC has offered children under the age of seven the chance to practice reading and writing, and nurture social relations.

**Assefa Asmare**, Preschool Learning Coordinator at Gazo Primary School

# Key Outcomes

Enabled children, youth, adults, elderly men, and women to access a variety of services, skill development and learning opportunities in the nearby to their residence.

Based on the good results gained from the pilot programme implementation, the government has continued expanding community learning centers to other parts of the country. It is taking the lessons learned from this project experience and working to expand CLCs in around 45,000 primary schools in the country in a more institutionalized and consolidated structure.

Within the woredas where the CLCs already operating, the CLC management structure has determined to strengthen, standardize, and institutionalize the integrated livelihood services delivered to all segments of the community.

Mobilized members of the local community to contribute with financial, material, and technical resources and that guaranteed ownership and sustainability of the community learning centers.

Functionalized the government led integrated functional adult education programme with efficiency providing literacy, numeracy, post literacy education together with delivery of tailored and integrated multifunctional livelihood services.

Created a fertile environment or venue to offer a variety of essential community services and it also served as an ideal platform for the community to come together and resolve any social problem arose in the community.

Formed an effective management structure composed of different government sector organizations and the community to administer CLCs and successfully implement the IFAE programme.

Forged cemented integration among sector organizations (education, health, agriculture, cooperative, justice etc.) to effectively implement the integrated functional adult education programme.

Learning from the successful implementation experiences of model CLCs, some of the regions have taken the initiative by themselves to expand CLCs to additional woredas harmonizing with the specific context of the locality. Accordingly, SNNPR and Oromia regions have been implementing the CLC programme in additional 50 and 20 woredas respectively.

Enhanced the basic knowledge /literacy, numeracy, and applications of new skills by the community members, further improving their daily livelihood activities in business, agriculture, and other income generating activities.

Enabled adults who completed the two years long IFAE courses to pursue with post literacy and skill trainings at the CLC. This has resolved the outstanding concerns with regard to literacy relapsing. Adults who graduated from IFAE programme had nowhere to go to practice literacy, numeracy, and other acquired skills.

Enabled the youth to keep themselves away from environments where harmful activities are practiced and spend their leisure time at the CLC enjoying with youth friendly entertainment and sport activities for free of payment.

Empowered youth, women, and men to become productive and engage in various income generating activities using the skills acquired and money saved at the CLC.

# Key Points

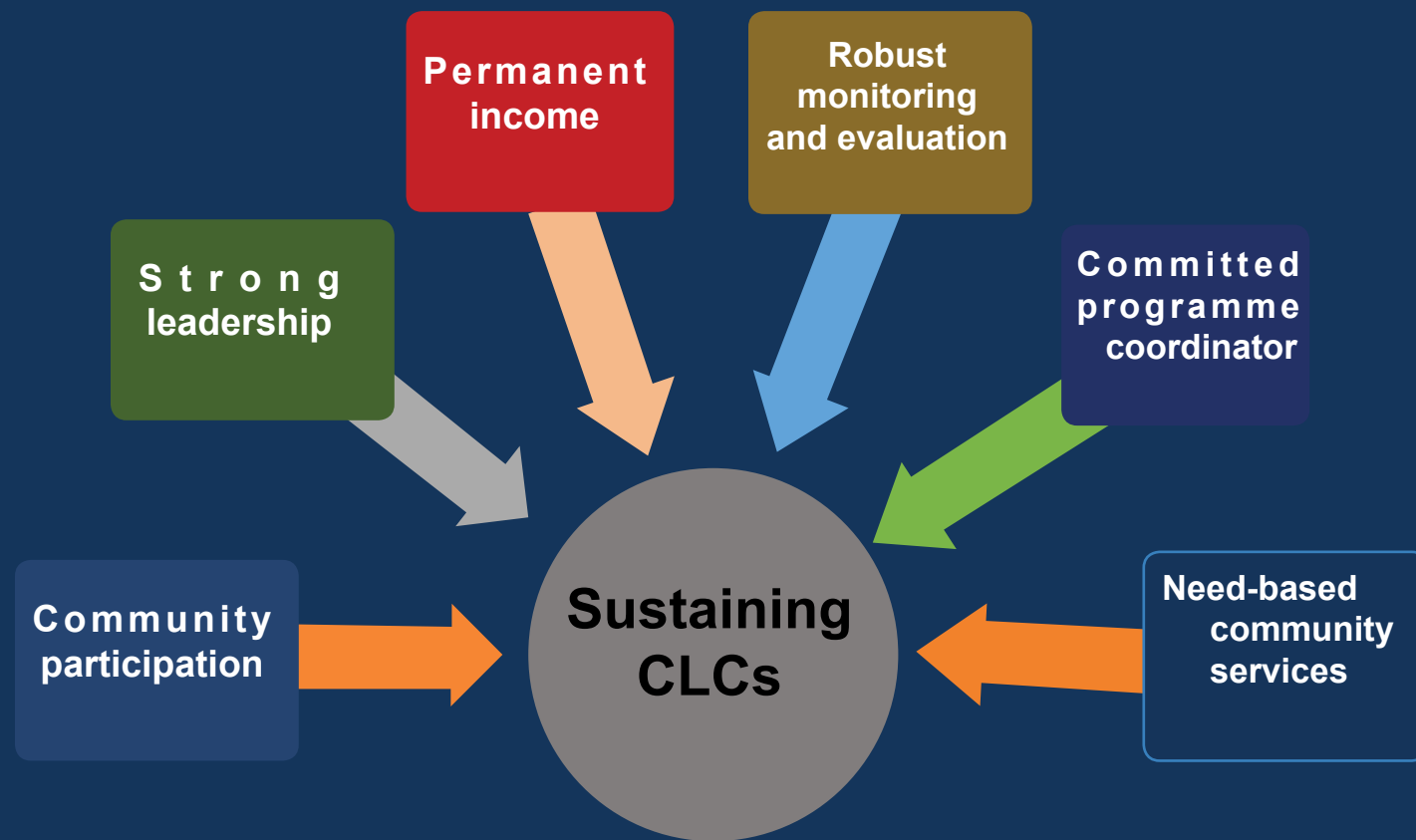
Not all CLCs are expected to have the same programme. The programme shall be designed in line with the needs of the community and other local and environmental contexts. The type of services may also vary from place to place accordingly.

The programme components mostly are expected to revolve around adult education, skills training, economic strengthening, and other capacity building areas.

As CLCs serve as venue to deliver multisectoral services to the community, technical experts in the locality, government bodies and nongovernmental aid organizations are highly encouraged to extend technical assistance to the CLCs.

## Major Undertakings Implemented to Sustain CLCs

The points highlighted under-here are the major lessons learned in-terms of ensuring the sustainability of CLCs in Ethiopia.



Short- and long-term plans were made with broader mission to enable the CLCs economically self-dependent.

System has been created whereby the local government administration to make greater and meaningful support towards strengthening and sustaining the CLCs.

The local community who are benefiting from the CLC services must be encouraged to support the CLC with material and financial resources to ensure access to uninterrupted livelihood and social services. The contribution can be of in the form of lotto, bids, and annual contributions etc.

The woreda administration, kebele leadership, the center management committees, government sector organizations and other charity organizations must provide a continued technical support to enable the CLCs generate their own income and sustain the operation.

## Highlights of Stakeholders Reflection



We have got valuable inputs from the implementation experiences of the CLC programme and incorporated the good lessons gained in the national strategy for adult and non-formal education.

Above all, we have realized the worth of CLC in terms of increasing the efficiency of integrated and functional adult education programme which had been less effective in the years before the CLC programme became true.

Hence, the Ministry has been working to expand CLCs and strengthen life skill trainings in 45,000 primary schools across the nation in a more institutionalized and structured fashion.

**Dr. Getahun Garedew**, State Minister for Adult and Non Formal Education Ministry of Education



We planned together; we implemented together; and we monitored and evaluated the progress and performance of CLCs together with the range of implementing government stakeholders.

DVV International and the community at large. That is perhaps one of the major success factors worth sharing for others.

**Mohammed Abubeker**, Adult and Non-Formal Education Directorate Director at the MoE

Since DVV International has capacitated and empowered our technical experts in the woredas where CLC programme was implemented,

we can sustain and further expand community learning centers without much difficulties using the skills and knowledge already acquired by our experts

**Tamagn Ashenafi**, Adult Education Coordinator, Amhara Regional Education Bureau

Before the CLC was established, students who dropped out of school and failed to pass to the next grade was as tall as 19 percent.

Now, it drops down to zero percent. Early marriage was about 4 to 5 percent. It's now almost nil. For this result to be seen, the CLC has made its own share.

**Tadelo Mohammed**, CLC Coordinator, Fogera Woreda

From our implementation experience, we have proven that CLCs could bring context specific solutions to the complex social and livelihood hurdles persisted in the local community.

The strong integration forged between the technical experts and the community has practically brought fundamental changes and expedited the multi sectoral development process.

Hence, our region has been working hard to strengthen and institutionalize the community learning centers and thereby widen our reach and impact of the programme.

**Samuel Gebremichael**, Head of Adult Education Unit, SNNPR



# Scale up Plan and Lessons Learned

With technical and financial assistance made by DVV International, the Ministry of Education had pilot implemented community learning centers for nearly five years in 11 Woredas of the country where registering a remarkable success in-terms of promoting integrated and functional adult education programme and persistently optimizing the community's livelihood .

Based on the successful implementation experiences gained from this pilot project, regional education bureaus have started working to scale up community learning centers throughout their administrative jurisdictions using the system building approach.

Similarly, the Ministry of Education has incorporated the agenda of expanding CLCs in its policy and plan as one strategy to promote integrated and functional adult education programme throughout the country.

It has paid the due attention needed to adult education programme and thus, instituted a new structure headed by state minister for promoting adult education nationwide.

It has also made a remarkable progress in the development of a new policy approach as well adult education modules which are contextualized to suit with the needs of the community and thereby standardize the delivery of effective and operational adult education programme in around 45,000 primary schools which the Ministry is planning to reach out throughout the nation.

As part of its sustainability plan, the Ministry decided to have deputy directors assigned for each primary school to exclusively coordinate adult education programme including the variety of CLC activities implemented within the school environment.

On top of these, literacy assessment is to be commenced recently with the objective of rating and acknowledging individuals who got literacy through both formal and informal means.

This intervention most importantly is believed to enhance the national literacy index report by international organizations and significantly reduces the 51% literacy figure in Ethiopia.

There are several lessons learned from the implementation of community learning centers using a system building approach.

The community learning centers are playing a critical role in fostering and strengthening cemented ties and networking between and among government sectors in various spheres of the governance structure.

CLCs, above all, brings integration between the local government and the local community to come together in responding to the basic needs of the dwellers via the CLC management structure.

In this booklet, therefore, we discussed the essence of community learning centers, the enabling policy environments in the country, the distinctive roles played by the government and other stakeholders in the foundational and operational phases of the CLCs.

The booklet also highlights the major technical steps that need to be followed whenever other woredas are intending to establish an effective and functional community learning centers.

Additionally, the booklet outlines the important services that the CLCs are delivering to the community aligned with the existing local context and needs of the residents.



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