



TECHNICAL PROCEEDINGS OF THE NATIONAL ADULT AND NON-FORMAL EDUCATION CONFERENCE

Hawasa, November 05 to 06, 2022



TECHNICAL PROCEEDING

NATIONAL ADULT AND NON-FORMAL EDUCATION CONFERENCE

05 - 06 November 2022 | Hawassa, Ethiopia

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ACRONYMS

AEB	Alternative Education Program
AEP	Accelerated Education Program
ANFE	Adult and Non-Formal Education
ALE	Adult Learning and Education
ALP	Accelerated Learning Program
CEO	Chief Executive Office
CLCs	Community Learning Center/s
CSA	Central Statistics Agency
EMS	Education Management System
ESDP	Education Sector Development Plan
FTC	Farmers Training Center
IFAE	Integrated and Functional Adult Education
ILD	International Literacy Day
MLC	Minimum Learning Competency
M & E	Monitoring and Evaluation
MoE	Ministry of Education
MoU	Memorandum of Understanding
NGO	Non-Governmental Organization
OOSC	Out of School Children
REB	Regional Education Bureau
SB-CLTC	School Based Community Learning and Training Center
SDG	Sustainable Development Goals
TOT	Training of Trainers
TVET	Technical and Vocational Training Institute
UNICEF	The United Nations Children's Fund

Background

To promote awareness of the importance of literacy for individuals, communities, and societies as well as the need to intensify efforts to develop more literate cultures, International Literacy Day (ILD) is observed on September 8 every year. Since 1967, International Literacy Day (ILD) celebrations have taken place annually around the world to remind the public of the importance of literacy as a matter of dignity and human rights, and to advance the literacy agenda towards a more literate and sustainable society.

In addition to combating illiteracy, the objective was to encourage reading as a means of empowering individuals and entire communities. This will increase people's quality of life and provide work opportunities for numerous people all around the world. The adoption of this day was part of the UN's strategy for reaching its Sustainable Development Goals. The UN's Sustainable Development Goals and 2030 Agenda for Sustainable Development both include the issue of literacy as a major goal.

Despite progress made, literacy challenges persist with at least 771 million young people and adults lacking basic literacy skills today.

Rapidly changing global context took a new meaning over the past years, hampering the progress of global literary efforts. In the aftermath of the COVID-19 pandemic, nearly 24 million learners might never return to formal education, out of which, 11 million are projected to be girls and young women. To ensure no one is left behind, we need to enrich and transform the existing learning spaces through an integrated approach and enable literacy learning in the perspective of lifelong learning.

This year's International Literacy Day was celebrated worldwide under the theme, Transforming Literacy Learning Spaces and created an opportunity to rethink the fundamental importance of literacy learning spaces to build resilience and ensure quality, equitable, and inclusive education for all.

At the global level, a two-day hybrid international event was organized on 8 and 9 September 2022, in Côte d'Ivoire. The International Literacy Day global celebration lies at the heart of the regional, country, and local levels.

Executive Summary

Literacy and Adult education and literacy program has a long history in Ethiopia. It is as old as the ages of Ethiopian churches themselves. Before modern education was introduced to Ethiopia, individuals used to learn how to read and write through church education in accordance with the traditional theological curriculums. Looking back to history, literacy and adult education had been one of the development agendas during the reigns of different regimes in Ethiopia, particularly in the 1970's. Ethiopia has implemented literacy programs for several years to now with different names and modalities such as "literacy for all", "national alphabet army," "adult literacy education", "integrated and functional adult education program (IFEA)" and now, "adult and non-formal education program". This informs that a long journey has been walked to empower citizens with the basic skills of reading, writing and numeracy. However, the desired outcomes have never been achieved. Official reports indicate that Ethiopia, currently, has 21 million illiterate people who lack the basic skills of reading, writing and numeracy.

In commemoration of the international literacy day observed on September 8 and 9, 2022 under the theme "Transforming Literacy Learning Spaces", the Ministry of Education (MoE) in

collaboration with DVV International and other key stakeholders in the sector convened a national adult education conference from November 05 to 06, 2022 in Hawassa, South Star Hotel.

The conference brought over 60 adult education experts and coordinators together from ministry of education, regional education bureaus and partners where they deliberated on the pressing agendas of adult and non-formal education program in Ethiopia by accentuating on the progresses, outcomes, challenges, and future directions. Participants also discussed over school-based community learning and training centers and accelerated education program which are to be scaled up throughout the country starting from this year.

Hence, MoE has made the necessary preparation to expand adult and non-formal education programs with special emphasis to basic literacy, skills training, accelerated education program etc. It is planning to implement this program in all primary schools found throughout the country. Taking the lessons from Cuba, Ethiopia adopted a yearlong course of adult basic education program. In this regard, the MoE has finalized preparing a number of documents that help effectively implement the program, comprising curriculum framework; implementation guideline, adult and non-formal education strategy, competency learning assessment tool, volunteers' implementation manual etc. In addition, a total of 72 modules are being prepared by Hawassa university.

Following the recent political transition in the country, the MoE has designed a new organizational structure in which, adult and non-formal education has been organized under the capacity of CEO. The Ministry has reorganized its adult and non-formal education program under the leadership of a chief executive officer and two desks responsible for the implementation and management of the national adult and non-formal education program.

There are various programs accommodated and implemented under the adult and non-formal education unit; among others, the basic education program for adults, vocational skills training, accelerated education program (for those aged 10-14), distance education and evening education program are found.

Another important topic high on the agenda of discussion at the conference was School Based Community Learning and Training Centers (SB-CLTC). The concept of SB-CLTC was originated from pilot community learning centers implemented by DVV International from 2016 to 2019. Learning from the implementation experiences and best practices of model community learning centers, the MoE has been working to adopt school-based community learning and training centers at primary schools throughout the country. Few regions have already embarked on the implementation process and strode a long way. At CLTCs, adult education, skills training, and livelihood services will be provided to the community, according to the plan.

Participants of the conference also held heated discussion on the progress, achievements, challenges, and future plans of accelerated education program (AEP) in Ethiopia. AEP has been implemented in Ethiopia targeting out-of-school children between the age of 10 to 14. The accelerated education program was started in Ethiopia in 2017 at 32 public schools. After five years now, the number of schools implementing ALP in the country has grown to 1,558 under the government adoption program. Despite this, the adoption progress is too slow to address the estimated 4.9 million children currently out of school in the country. Hence, the number of out-of-school children has been one of the most concerning issues in the non-formal education program and needs intensified, coordinated, and proactive action.

Moving forward, the MoE will work hard to expedite the rate of reading, writing and numeracy among adults by increasing accessibility of the basic education program and vocational skills training for adults. It will also work to increase access to accelerated education program for out of school overaged children due to manmade and natural crisis such as poverty, war and conflict, flood, disease outbreak and other social barriers.

Welcoming Remark and Objective of the Conference

By Eshetu Abate, Country Director of the DVV International-Ethiopia



At first, Mr. Eshetu Abate welcomed participants of the conference on the behalf of the organizing team and proceeded with highlighting the objective and contents of the two-day long conference.

"In the last few years, DVV International and the Adult and Non-Formal Education department at the Ministry of Education have jointly organized adult education conference and symposium at the end of every European year whereby discussing

over various topics of relevance, key focus areas and priorities of actions. At this year's conference too, discussion will be held on selected topics and symposium agendas preceded by preliminary presentations. In Ethiopia, Adult education has a long history. In different regimes, various efforts have been made to promote adult education with varying approaches and has got its own shape, strength, and limitations during each regime.

Currently, much progress has been made in terms of conceptualizing adult and non-formal education program in Ethiopia with the development of strategic, structural, implementation and performance guidelines and frameworks.

After the national peer review evaluation, which was conducted in 2018, major challenges of the program were identified; implementation modalities revisited; structural adjustments made, and implementation experiences and best practices documented from model community learning centers and progresses have been made to expand primary school-based community learning and training centers throughout the country. In this respect, some regions have already embarked on the implementation process and strode a long way.

Therefore, this conference will address the distinctive roles of each professional and stakeholder in the sector and review readiness of regions for the implementation of the primary school-based basic adult education program which is to be commenced nationwide starting from this year”.

Before wrapping up his remark, Mr. Eshetu introduced the contents of the day-one conference with corresponding presenters and facilitators.

Introductory Remark



By Yoseph Abera, Chief Executive Officer of the National Adult and Non-Formal Education Program at the Ministry of Education

“We meet here today to hold a national adult education conference under the theme ‘Adult and Non-Formal Education for Accelerated Community Development’”. As all of you are aware, many changes are taking place around adults and non-formal education in Ethiopia with redesigning, restructuring and implementation of the program in

a new way. We have come a long journey promoting basic adult education in Ethiopia. A long journey has been walked to empower all citizens with the basic skills of reading, writing and numeracy. However, the desired outcomes have never been achieved. Given this reality, new programs and operational modalities have been adopted at the national level to help realizing basic adult education in Ethiopia and enable all adults practice the basic skills of literacy in the shortest possible time. During the two days long conference, technical and operational issues will be shared, discussed, and digested regarding the implementation of the national adult and non-formal education program. Jointly, we will identify outstanding challenges, celebrate our achievements, and set future roadmaps and directions.

Opening Address

By His Excellency Dr Fanta Mandefro, State Minister of Education at MOE



This year’s (2022) International Literacy Day was commemorated under the theme, “Transforming Literacy Learning Spaces” at the global level. In Ethiopia, we are observing the day with a locally crafted theme “Adult and Non-formal Education for Accelerated Development of Society”. Therefore, I would like to welcome you all who come to the fascinating city of Hawassa to mark the day and attend the national basic adult education conference organized by the Ministry of Education in collaboration with

the DVV International.

In Ethiopia, the implementation of basic literacy program has a long history. It has reached where it is today after passing several historical milestones. It has been implemented with the name

“literacy for all”, “national alphabet army”, “adult literacy education”, “integrated and functional adult education program” and now, “adult and non-formal education program”. This informs that governments that have been there historically have realized the importance of adult education. Looking back to our history, adult education has received due attention by different governments and was one of the top development agendas particularly in the 1970’s. This has laid a foundation for where we are today in promoting adult and non-formal education program in Ethiopia.

During this course of history, many citizens were able to acquire the skills of reading, writing and numeracy. Non only this, the literacy campaign also served as a stepping ground for many to join formal education paving the path for expansion of modern education in Ethiopia. As a result, quite a few citizens have gone through this process and completed higher education and reached to the level of professorship. What we learn from this experience is that adult and non-formal education is an eye-opener for many people to proceed with the formal education.

As well known, not only adults but, we have also many children who have never seen schools and overaged die to manmade and natural crisis. Numerous efforts have been made by the government of Ethiopia jointly with its partners to improve access of adult and non-formal education program, however; there are still millions of citizens who are deprived of accessing this basic right. We should consider adult education beyond ensuring the basic rights of citizens, as a tool to build the nation and realize development. Education is vital to make citizens productive in the field of their engagements; to lead improved life and dream a better of tomorrow. Thus, adult education is not only aimed at enabling citizens with the capacity of reading, writing and numeracy, but also constitutes the skills training in various vocational fields and other lifetime learning programs. The ministry of education has made the necessary preparation to implement adult and non-formal education program across the nation. To realize this, it has reorganized its structure in a new way that constitutes one chief executive officer and two desk officers responsible for the implementation and management of the national adult and non-formal education program. On this opportunity, I would like to remind all regions to get prepared for the implementation adult and non-formal education program as per the guidelines and implementation frameworks.

Under the adult and non-formal education work unit, there are various programs accommodated at the ministry of education; among others, the basic education program for adults, vocational skills training, accelerated education program (for those aged 10-14), distance education and evening education program are few of them to mention. By implementing these programs in an accessible, fair, quality, and appropriate manner, it is possible to greatly contribute to the production of skilled manpower and thereby ensure the rapid development of the country.

This goal cannot be achieved without the cooperation of all parties. Therefore, I call on the government bodies in the education sector and all national and international stakeholders, on the behalf of the Ministry of Education, to pay special attention to the effective implementation of the new adult and non-formal education program in the country.

Finally, it is my pleasure to inform you that papers will be presented and discussed in the coming two day right from this moment, accentuating on the historical background and current situation of basic education and literacy in Ethiopia, the main activities so far carried out by the adult and non-formal education department and the core activities planned to be implemented in the way forward. Last but not least, I would like to thank DVV International and the organizing team at the department of Adult and Non-Formal Education program for their support and efforts in making this program a success.

After the official opening of the conference, SOS children presented tuneful songs about literacy and adult education and its role to the developmental endeavors of the country and to achieving one's own dream.

Below are photos depicting partial view of the performance presented by SOS children



The Trajectory of Adult Basic Education in Ethiopia and Current Situations

Presented by Yoseph Abera, Chief Executive Officer of the National Adult and Non-Formal Education Program at the Ministry of Education

Introduction

Education is a key tool of development to a given country. Everyone has the right to access basic education without any discrimination. Ethiopia has been delivering basic education for several years to now by changing its name. According to the data released by CSA in 2009, 46.21% of the citizens who are 15 and above years of age are illiterate. Out of which, 57.80% of them are women. Even those who learned how to write, read and practice the basic skills of numeracy in different ways have not been recorded in the national literacy account. It is, therefore, vital to make continuous efforts to increase access of basic education to adults in the country. MoE offers several alternative adult and non-formal education programs to children, youth and adults.

Historical Background of Adult Education in Ethiopia

In Ethiopia, the provision of basic education was started through religious institutions. Traditional education is as old as the ages of churches themselves. From antiquity to present, church education has been contributing to literacy. The emperors who reigned Ethiopia at the end of the 19th century gave clearance to foreign missions to operate in Ethiopia with the hope that they would foster and expand modern education in the country. Emperor Menelik the II in 1889 and Queen Zewditu in 1921 declared “education for all” with the aim to increase the rate of literacy in the country. During the reign of Haileseilase the I in 1936, basic education was introduced with the aim of achieving elimination of illiteracy and improving hygiene of the society. In 1954, the Government of Ethiopia declared the “National Alphabet Army” campaign and in 1959, the first directorate of adolescent and literacy education was constituted at the Ministry of Education. During the Derg regime, the national literacy campaign declared nationwide bringing a huge advancement in the national literacy program. During the EPRDF regime, the integrated and functional adult education program was adopted to promote literacy. Currently, the ministry of education is striving to promote adult basic education program, skills training and other alternative non-formal education programs that fit to the different context of the target people.



The Newly Prepared Adult Basic Education Program in Ethiopia

Program name: Adult Basic Education Program

Duration of the program: 1 year only

Venues of the program: primary schools, FTCs and other places chosen by adults themselves to study

Facilitators: permanent and contract facilitators, primary school teachers, volunteers etc.

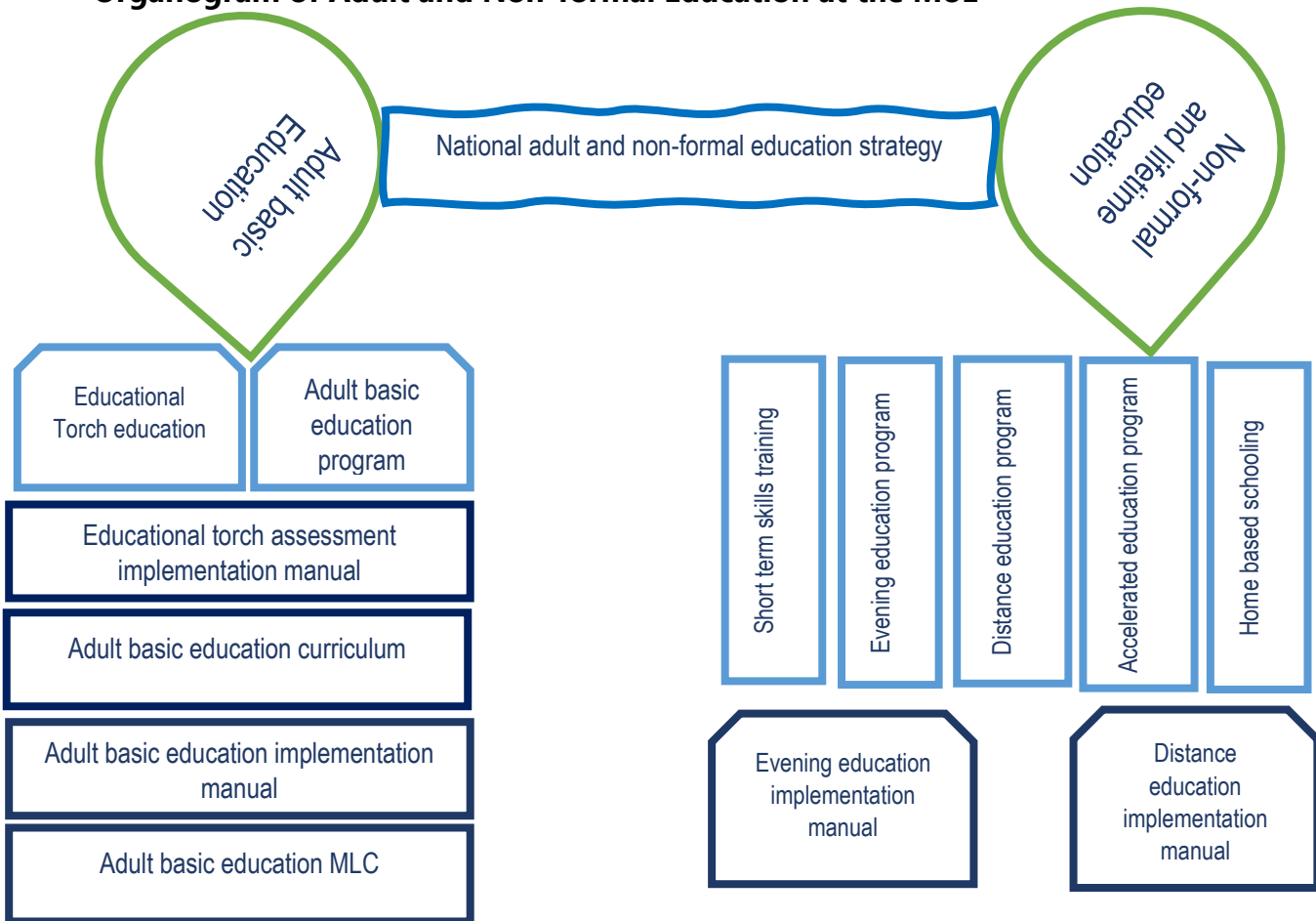
Documents so far prepared to implement the program: curriculum framework; implementation manual, competency learning assessment tool, volunteers' implementation manual etc.

Major Challenges

- High number of citizens who lack the basic skills of literacy such as reading, writing, and numeracy (low level of adult literacy rate).
- Lack of short-term vocational skill trainings for adults such as woodwork, metalwork, cooking, hairdressing, etc.)

- Lack of a transitional system that allow adults to be transferred to other alternative education and training programs after completing the basic literacy program such as regular education, evening and distance education, etc.
- Efforts to bring out of school and school dropout over-aged children to formal and non-formal education programs has been unsatisfactory.
- Lack of trained and adequate number of facilitators.
- Absence of standard adult education implementation structure in some the regions of the country

Organogram of Adult and Non-formal Education at the MoE



Major Achievements

More than any time before, the Government of Ethiopia wants to expand adult and non-formal education programs with special emphasis to basic literacy, skills training, and accelerated education program. Efforts are being made by the ministry of education to support adult and non-formal education program with government budget besides to the financial and technical support obtained from partners operating within Ethiopia to promote adult and non-formal education program. It is also an encouraging step that most regions have started allocating direct budget to adult and non-formal education program though not still sufficient.

In addition, adults' participation in all programs is progressively improving overtime signaling green light for the country's endeavor to achieving adult and non-formal education program.

Future Direction

- Expediate the rate of reading, writing and numeracy among citizens by increasing accessibility of the basic education program.
- Initiate and progressively expand vocational skills training centers for adults.
- Increasing access to accelerated education program for overaged children whose age lies between 10 to 14 years.
- Revising and putting into effect guidelines for distance and evening education programs in line with the newly revised national curriculum.
- Increasing the number sites and facilitators for adult basic education and learning program.
- Develop and implement a transitioning system for adults who complete the adult basic education course successfully to embark on the next ladder of formal education program.
- Expanding professional and standard skills training centers across the country.

Site Visit

As part of this year's celebration of the international literacy day in Ethiopia, a site visit was conducted to two adult education centers and one community learning center in Hawassa city. Organized by Sidama regional education bureau, participants of the conference who came to mark the international adult literacy day in Hawassa visited adult education classes in Nigist Fura primary school and Diaspora primary school while classes are on progress. The visit was led by Mr. Tafesse Gebre-Mariam, deputy head of Sidama Regional Health Bureau and Mr. Desta Daniel, head of the education department of Hawassa town administration health office.

During the site visit, Dr Fanta Mandefro, State Minister of Education in Ethiopia gave encouraging words to mothers who were attending adult education program at the visited sites. Dr Fanta also encouraged facilitators to make their level best to produce literate society who can practice the skills of reading, writing and numeracy.

He put himself as a living testimony for benefiting from literacy program in the 1970's during the Derg regime. He said, he can be an exemplary figure for achieving the highest rank of government position despite started from basic literacy classes.





Overview on the Progress of Accelerated Learning Program (ALP) and its Adoption by the Government of Ethiopia

Presented by Alemayehu Hailu Gebre (PHD), Country Director of Luminos Fund Ethiopia and Regional Strategic Advisor



Background

Out of school children (OOSC) has been one of the key agenda in the education sector globally and in Ethiopia. In 2018, 258.4 million children, adolescents and youth were out of school, representing one-sixth of the global population of this age group.

In 2019, there were approximately 105 million children of primary and secondary school age who were out of school in Africa – this represents

41 per cent of the global figure. According to UNICEF, close to 1 million primary and upper primary school age children are out of school in Ghana. Liberia, Niger, Mali, South Sudan, Sudan, and other dozens of African countries have significant number of OOSC. In Sub-Saharan Africa region, nearly 87 percent of children are unable to read and understand a simple text by the age of 10.

Over years, Ethiopia has increased the number of its schools from 12,000 to 30,000 and proportionally, the number of children, youth and adults enrolled into schools has been increasing. Despite this remarkable achievement in expanding education in Ethiopia, still there are millions of children remaining out of school in all parts of the country. A recent study conducted in Ethiopia (2020) revealed that there are slightly over 4.5 million primary school age children are currently out of school. This situation has been exacerbated by the COVID-19 global pandemic erupted two years ago. About six million children are currently school dropouts for reasons such as war, violence, natural disaster, economic, social and livelihood hurdles etc. For example, hundreds of thousands of children have interrupted education in Tigray region due to the ongoing war in the northern part of Ethiopia. This informs that the issue of school dropout is a pressing concern equally to overaged out of school children. However, the actions so far taken to offer these vulnerable segments of the population with alternative education program has been very poor and unsatisfactory.

Therefore, in Ethiopia, the number of out-of-school children is one of the most concerning issues in the education sector and needs intensified, coordinated and proactive action.

Accelerated Education Program in Ethiopia

Over the past ten years, AEP has been implemented in Ethiopia by NGOs targeting children between ages 8 to 14 (Speed School, Second Chance, Accelerated Learning for Africa). Scientific research undertaken by foreign and local universities, and the MoE affirmed that the implementation of ALP achieved good results in Ethiopia in terms of improving access, quality, equity and efficiency. As a result, the MoE and REBs agreed to adopt and scale up the model – but the progress and intensity of the adoption process has been too slow to address those millions of children currently out of school in different parts of the country and the government adoption in Tigray region is also on hold due to the ongoing conflict. In the government adoption, accelerated education program (AEP) targets children between the age of 10 to 14.

Adopting ALP in Ethiopia

The very question should be that in what way ALP can support the mainstream education system in the country. The government should take the lead role to scale up accelerated education program across the country as it is the main duty bearer, the utmost responsible body to offer education to its citizens. More than any time before, an enabling environment has been created to adopt ALP in Ethiopia. There are three key conditions required to scale up a new education program nationwide: the product, the buyer and the market; all of them are currently available in Ethiopia. In the first place, evidences are there ensuring the demand, usefulness, and workability of ALP. The model was tested on the ground and its workability has been ensured. Secondly, the government or the duty bearer has the enthusiasm, preparedness, and capacity to adopt and scale up the program. Last but not least is the market – which refers to the demand side of the story. For the product to be sold out, beneficiaries who conceive the importance of the product to their life should be there. There are millions of out of school children who need different modalities including accelerated education program to become literate and cope up with their peers currently attending classes in the formal education program.

Results so far Achieved

Since the adoption process was started by the government, many encouraging results have been achieved. Implementation of ALP was started in 2017 at 32 public schools. After five years elapsed, the number of schools implementing ALP in the country have grown to 1,558. Seven

regions of the country have been trying to adopt ALP with implementing close to 1200 ALP classes. Oromia and Sidama regions particularly have made a long journey in adopting ALP to their context. So far, ALP has made over 35,000 out of school children's beneficiaries in public school. With support from Geneva Global, six colleges of teachers' education have been trying to mainstream ALP methods in their curriculum. There is also a national ALP steering committee formed to provide technical guidance and support to the implementation process. Efforts are being made to mainstream ALP students' data in the education management information system (EMIS). Except Gambella and Tigray, all regions in Ethiopia have started adopting ALP this year.

ALP Progress in this Academic Year

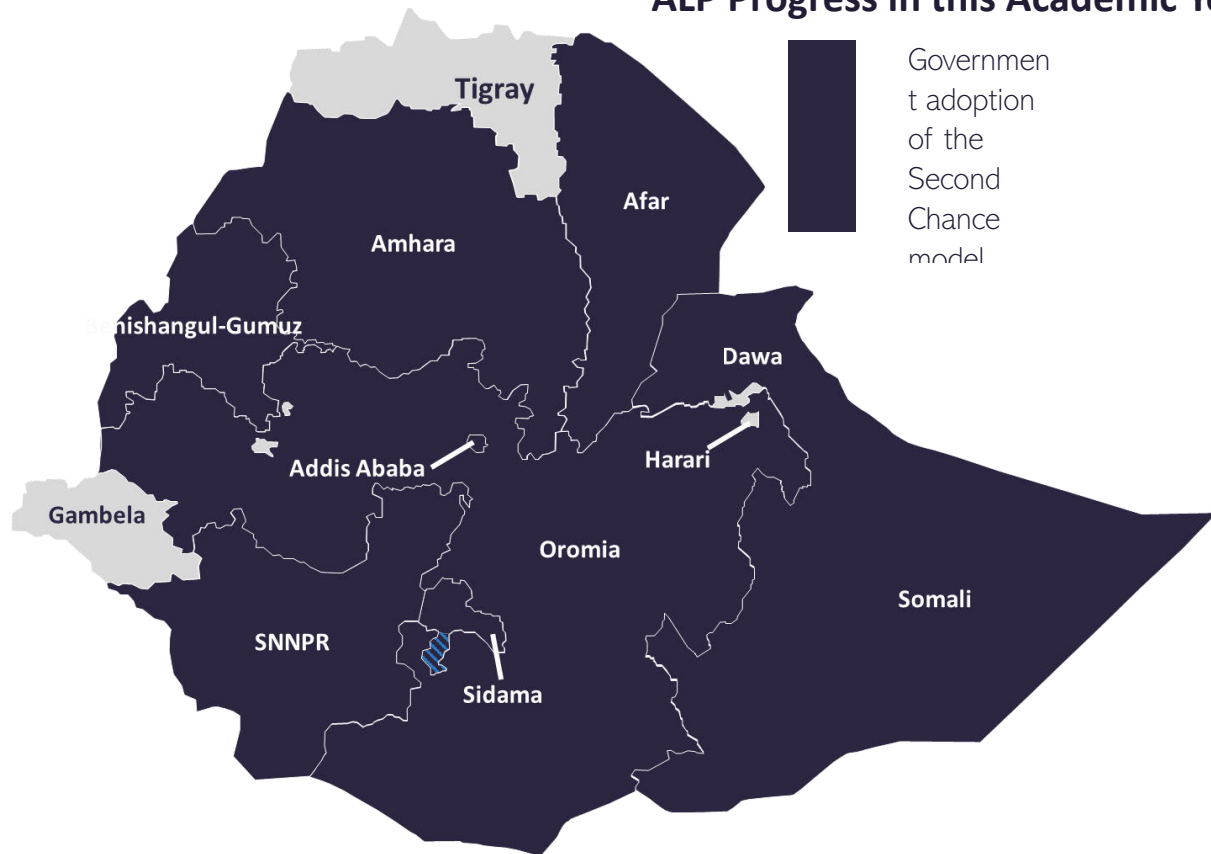


Diagram showing the planned adoption growth trajectory

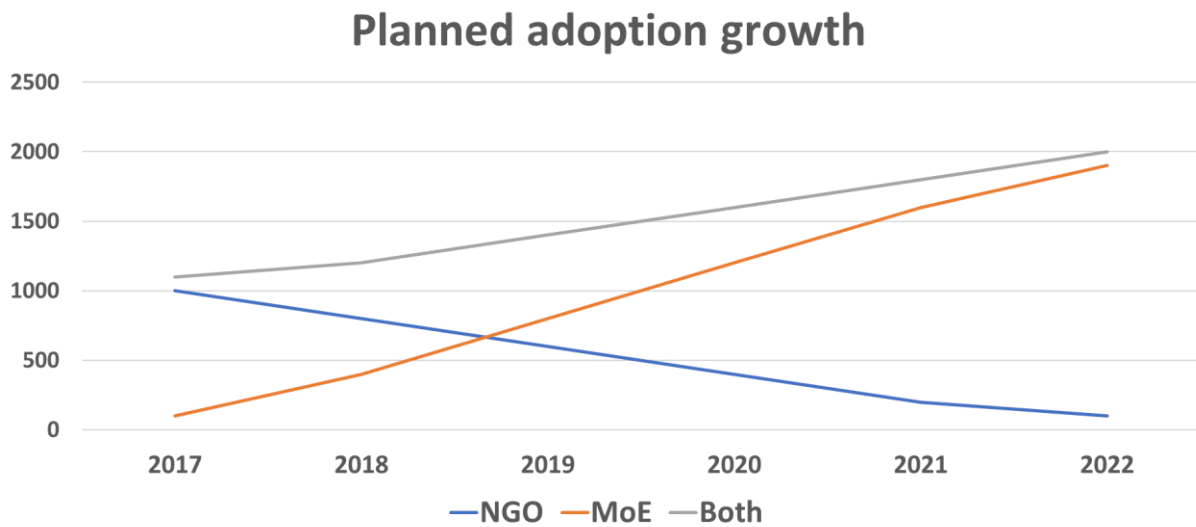
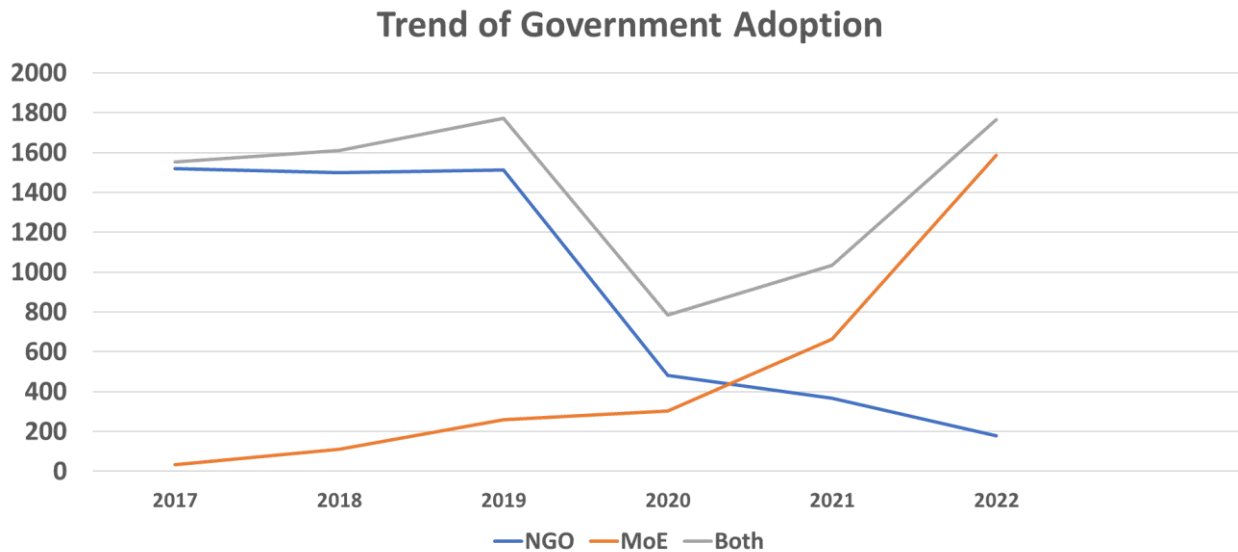


Diagram showing the actual growth of the government adoption



Opportunities, Progress and Challenges

Opportunity: there is big appetite and enthusiasm on the side of the government to up scale the ALP model with strong policy support. Also, it is becoming possible to timely implement the back-to-school project.

Progress: Regions which have shown their commitment to adopt the ALP model have grown to seven with increasingly growing number of children enrolled into ALP. Currently, the MoE is also working on the refinement process to scale up the model nationwide, including on making of the curriculum age specific, and addressing out of school children above the age of 15.

Challenge: The features and elements of the Speed School/ Second Chance Model couldn't be materialized in the conventional school system as they are.

Refine the existing ALP model: Introducing Level II and Level III with clear pathways to vocational skills, livelihood, and employment opportunities to better cater for learning needs of over-age out of school children. Another point to be underscored is that ALP/AEP has components/ strategies that address the root causes of poverty.

The Integration of Primary Schools with Community Learning Centers for Transformed Society

Presented by Eshetu Abate, Country Director of DVV International

Transitioning from Community Learning Center (CLC) to SB-CLTC

The concept of School Based Community Learning and Training Centers was originated from community learning centers pilot implemented by DVV International in three regions of the country from 2016 to 2019. Benchmarking the best experiences and lessons gained from CLCs, the Ministry of Education has been preparing for over a year to launch community learning and training centers in all primary schools across the country. In fact, some regions have already started implementing SB-CLTC program tailored under their specific local context. Mr. Eshetu recommended drawing lessons from the implementation experiences of regions who are advanced in implementing SB-CLTC if wanting to succeed in the national scale up program.

CLTCs are to be instituted in primary schools with the mandate of delivering adult literacy and vocational skills training alongside with the regular education program. The introduction of SB-CLTC has transformed the standard and structure of primary schools while at the same time accommodating new facilities and management structure to effectively deliver adult literacy, skills training and livelihood services to the community.

Why Primary Schools Identified for SB-CLTC

Primarily, community learning centers are venues where all age groups of the community can access a variety of skill trainings and learning opportunities and livelihood services in one venue. In fact, CLCs were also operationalized in other segregated public facilities. However, primary schools were proven to be the most ideal places to deliver adult education, skills training, and livelihood services to the community.

CLTCs are established in primary schools to ensure the issue of accessibility due to the fact that there is at least one primary school in one district throughout the country. Additionally, establishing CLTCs in primary schools is critical to share material, and human resources within the school jurisdiction and to establish effective coordination, monitoring and accountability mechanism with the school management body.

Major Steps in the Implementation of SB-CLTC

Based on its pilot implementation experiences, DVV International recommends four key steps to implement SB-CLTCs at large scale in Ethiopia:

- ◆ **Conceptual understanding and consensus building with implementing stakeholders and partners:** At this stage, we must answer the following questions: what is the essence of the program? To whom it is to be delivered? Who is to deliver the

service? How is the management structure organized? Who are the owners of the program? What would be the ultimate outcome of the program? Who are the stakeholders to be involved in the implementation process? etc. Continuous awareness creation workshop and consultative meeting should be organized by involving all relevant stakeholders until a consensus is reached out.

- ◆ **Foundational phase:** We must ensure availability of the necessary facilities and spaces to run the program without any difficulties. At this stage, it is critical to raise community awareness to increase their engagement in the programme implementation process. This is a stage where we should arrange demonstration sites, adequate classes, playing grounds for youth and children, and other essential inputs needed to effectively run the program. In the foundational process, the SB-CLTC management structure and operating system should be organized involving the government technical committee, center management committee and the center coordinator. Each of the management structure shall be designated with a distinctive yet complementary responsibility that goes towards ensuring the functionality and sustainability of the CLTC operation.

“During our pilot implementation period, we didn’t construct any building as new. But we renovated and equipped the buildings and existing structures in a bid to allow the venue to house the variety of CLC facilities. We were also able to design and establish the center management structure composed of center management committee, technical committee and center coordinator.

- ◆ **Operational phase:** After the program design, community need assessment and activity prioritization tasks are all well performed, the operation kicks off. During the operational phase, basic adult literacy and vocational skills training will be delivered to eligible youth and adults. Additionally, SB-CLTCs will serve as venue to hold community dialogue and provide livelihood services such as health, agriculture, youth friendly entertainment, traditional conflict management, saving, and IGA services to communities from all walks of life as applicable.
- ◆ **Sustainability and Upgrading:** The key point is not to just start but to sustain the program. If DVV International is withdrawn from the woreda or terminated its program for whatever reason, there are model woredas who can share their experience on how they are able to sustain the program by themselves. Damote Gale can be a good example in this regard. This CLC produces and sells seedlings and other consumable products to the community. It provides the income generated from this activity to eligible women who are organized under saving and credit association at the center as seed money to engage in an income generating activity. This lesson informs that CLCs such as Damote Gale can sustain the program by themselves even if DVV International is withdrawn from the woreda or phased out its program for any reason.

The gradual progress of SB-ALE/ the first 3 core steps: It seems a little bit difficult to launch the school-based community learning and training centers throughout the country at the same time. Instead, it would be easier to implement the program in a phased approach. It is highly recommendable to first launch the program in woredas where there is conceptual clarity about the program, and community participation and stakeholders’ involvement is certainly ensured.

Currently, CLTCs are under establishment process in most parts of the country except in the Oromia and Amhara region which are ahead of all regions to launch and scale up the program. Somali region has also started implementing the CLTC program on its own initiative.

Having said this, Mr. Eshetu raised two points for discussion (1). what has been done so far to make this program a success? He highlighted two of the milestone activities performed at the federal and regional level. A number of implementing guidelines and working documents have been developed by the ministry of education at the federal level. At the regional level, a few regions have shown their commitment to the program by assigning deputy school directors to oversee and coordinate the program at schools where the program was launched earlier. (2) The other discussion point brought to participants of the conference was that what challenges and opportunities are there to start CLTC program in primary schools.

Major Functions of SB-CLTCs: Under CLTC, a range of services can be delivered to the community including basic adult education and vocational skill training to youth and adults. CLTCs can also serve as venue to deliver economic pillar activities and livelihood services for all age groups of the community. These include basic health care service, on farm training, traditional conflict management, community dialogue, community friendly entertainment and sport activities, small scale saving and income generating activities, community library service, and preschool, childcare and kindergarten services, among others.

Key driving factor for establishing effective SB-CLTC: Fundamentally, programs and services to be delivered at SB-CLTC should be based on the needs of the community. That means, the potential programs and services provided at the center should line up with the unique needs and priorities of the community. Additionally, having quality program design and implementation modality, active community participation at all levels, stakeholders' active engagement, resource mobilization, clear management and accountability structure, capacity building and strong M & E system are critical to the successful operation of school-based community learning and training centers in Ethiopia.

Importance of SB-CLTC in the Ethiopian context: CLTCs have so many significances to the growth and development of the community. Most importantly, it is a multipurpose community institute that provides one stop service to all segment of the community. It also serves as venue to facilitate community dialogue to solve outstanding problems in the community. Last but not least, it encourages to forge strong social bondage and provides an enabling environment to implement need based economic activities.

Sustainability of SB-CLTC: To ensure the sustainability of school-based community learning and training centers in Ethiopia; strong leadership, need-based community services, robust monitoring and evaluation system, community participation, committed programme coordinator, policy and strategy and permanent means of income are highly required.

Major Achievements and Future Directions of Adult and Non-formal Education Program in Ethiopia

Presented by Eshetu Yimer, Adult Education Officer at the Ministry of Education

Introduction



In the past years, Ethiopia has recorded remarkable achievements in the education sector in general. Despite this, adult education has grown very little due to many reasons. Among other things, the trainings were not directly relevant to the needs of adults as they were not suitably intertwined to the daily lives of the community; the trainings were not based on the needs of adults; focus made only on the skills of reading and writing; lack of effective implementation structure, and absence of reliable and updated information.

Following the recent political transition in the country, the Ministry of Education has designed a new organizational structure that aims at solving the aforementioned impediments and this year, adult and non-formal education has become one of the four major chief executing offices structured under the ministry of education. Under the adult and non-formal education program office, two desks (adult basic education program desk and non-formal and life-long learning program desk) have been established.

Programs Implemented by the Adult and Non-formal Education Department

- Adult basic education program
- Educational torch assessment
- Short-term skills training
- Distance education program
- Evening education program
- Accelerated education program
- Home based education program
- Refugees' education program

Implemented Activities

Guidelines have been prepared and approved by the heads of the regional education bureaus for the implementation of adult basic education program at the country level. Such guiding documents comprise adult basic education program implementation guideline, adult basic education curriculum framework, adult and non-formal education strategy, educational torch assessment implementation manual and competency assessment tools. In addition to this, a total of 72 modules have been identified for skill based adult trainings, and the modules are currently being prepared by Hawassa university.

The Ministry of Education in collaboration with its international partners in Ethiopia delivered a range of capacity building trainings to regional experts on how they could help in building robust and operational adult education system. Youth and adults who have been examined by the educational torchy assessment program and passed the evaluation process are being registered for skill-based trainings as per their needs.

In 2021/22 fiscal year alone, close to three million youth and adults have participated in the adult basic education program nationwide. In the same reporting year, more than 50,000 students from 1st-12th grades are able to attend their education in the evening education program. Additionally, more than 30,000 students are attending distance education from 5th-12th grades and more than 21,000 students have attended their studies in the accelerated education program. Moreover, the Ministry of Education held a consultative meeting with regions on the enhancement of skill-based trainings and alternative education strategies.

Challenges Encountered

- Lack of ownership and independent adult and non-formal education operational system organized along the structure from regions to the district level
- Absence of responsible body to coordinate adult education and skill training program in primary schools.
- Poorly financed by the government and other funding agencies
- Failure to start vocational skills training timely
- Failure to monitor and support the implementation process of the programs at all levels
- Failure to assign the most appropriate professionals for the program
- Shortage of capacity building trainings
- Lack of strong intersectoral integration platform despite the programs are interdisciplinary in nature and involve various sector organizations and offices

Future Directions

In order to implement and achieve the global SDG2030s and agenda 2063 goals harmonized with the national goals set by the Ten-Year National Development Plan and ESDP VI, the following actions must be implemented.

- Implement adult basic education program across the nation with a one-year course period.
- Continue implementing educational torch assessment program at the national level.
- Develop a transitioning guide for adults who successfully complete a yearlong basic education program.
- Start the skill based adult trainings in the shortest possible time throughout the nation.
- Enroll 10-14 years old out of school children to accelerated education program to enable them cope up with their peers attending regular classes.
- Put into effect the distance and evening education program implementation guide revised in line with the new curriculum.
- Deploy volunteer facilitators widespread.
- Mobilize resources from government sources, private companies, NGO's, civic society organizations and the community at large for adult and non-formal education program.

- Consult with regional education bureaus to have standard and coherent implementation structure across the nation yet tailored to the unique context of each region.
- Replicate and expand best experiences identified through monitoring and evaluation process of the programs at all levels.
- Provide capacity building trainings to professionals engaged in adult education program at all levels.
- Make primary schools centers of education and training for adults and assign responsible body to coordinate the program.
- Regarding vocational skills training, it is advised to review and study those previously tested and implemented adult training programs such as 'Maxima' (community skill training center) and 'Gomata' (adult training center) and reorganize them in a way they can fit to the present context of the country.
- Since vocational skills training is too costly, it is advisable to employ graduates of technical and vocational schools on a contract basis in addition to the deployment of volunteers.
- Establish strong linkages with industries and technical and vocational training institutions in the nearby location (This particularly helps to easily access materials needed for training of trainers)
- Increase the number of adults enrolled into the program through disseminating and broadcasting demand creation and awareness media programs that promote alternative education programs.
- Work hard to have as many as possible primary schools that serve as venue of community learning and training centers

General Presentation and Reflections on the National Literacy Program in Ethiopia

Presented by Samuel Asnake, Country Director of Global Geneva in Ethiopia



According to the schedule, Mr. Samuel Asnake was supposed to present on the implementation progress of the accelerated education program in primary schools in Ethiopia. However, he changed the topic of his presentation in consultation with the organizing team as accelerated education program well exhausted by the previous presenters. So, Mr. Samuel presented by accentuating on the important historical milestones, intuitional memories, personal

reflections of his own over the national literacy program that got through a long historical process to reach where it is today. He started his presentation by reflecting on the historical context of the national literacy program in Ethiopia.

“The issue of literacy has been a paradox in Ethiopia. I and some of my colleagues here have worked for over 30 years in the areas of literacy programs in Ethiopia. It appears to me paradoxical to hear that Ethiopia is having 21 million illiterate people who lack the basic skills of reading, writing, and numeracy while the country has a long history of church education and literacy program.

As a country, we are not good in maintaining institutional memories and the national literacy program has never been exceptional. Moving forward, I strongly advise the sector organizations at all levels to diligently document their institutional memories. Institutional memories are critically important to learn where we started from, what we went through, where we are now and what the future holds along the trajectory.

Right after the conclusion of Italian occupation in 1938, Ato Mekonnen Desta was the minister of education in Ethiopia. In 1939, Ato Mekonnen appealed to the emperor Hailesilase for a total budget of 10 million Birr for launching the national accelerated education program in Ethiopia. According to his plan, illiteracy would be eliminated from Ethiopia, if his accelerated education program were implemented. However, this visionary minister was appointed as an ambassador of Ethiopia to Russia before materializing his vision in the education sector. Thereafter, the emperor himself assumed the leadership capacity in the education sector.

Next to this historical event, Professor Andreas Eshete and Professor Efrem Ishac, the two renowned scholars of young age, initiated ‘education for all citizens’ movement’. Later, General Tadesse Birru joined the two prominent scholars and together they coined the ‘Ethiopian Alphabet Army’ campaign which was later endorsed by the emperor himself. This was a big advancement in the history of literacy movement in Ethiopia.

In July 1955, Ethiopia became member of the UNESCO. Ethiopia was recognized by UNESCO as an African experiment for effectively implementing literacy programs at the national level. At the Teheran international conference, UNESCO acclaimed Ethiopia for implementing functional adult literacy program along other four African countries.

During the establishment of the Organization of African Union (OAU), the then Ethiopia’s foreign minister, Ato Ketema Yifru strongly advocated for the adoption of Amharic language as an official

language of Africa. His idea was accepted by Kwame Nkrumah and other African liberation leaders. However, the foreign diplomats rejected the proposal claiming Amharic as a language of having more (336) alphabets. They influenced member countries to adopt the 26-character English language instead of learning the 336 alphabets of Amharic language. For this reason, the idea of making Amharic an African language was aborted.

After highlighting the above historical millstones of the national literacy program, he, then, displayed story telling pictures depicting the work oriented adult literacy program in Ethiopia which had been implemented in three major routes of the country from 1954 -1960 (1. industrial belt /Modjo and Akaki/, 2. cash crop belt /Jimma and Illibabure/, 3. cereal belt /Wolayita and Arsi/. He said, he got the pictures from the ministry of education repository.

After explaining the stories engraved behind each picture, he outlined the lessons learned from those old pictures to participants of the conference. The first lesson, according to Samuel, is that institutional memory is the most critical piece in the development of the national literacy program. *"We need to build the national literacy program on the past achievements and lessons. We don't have to start everything from zero. Always, starting from the clean sheet costs us a lot. There have been a lot of achievements and lessons drawn from the implementation experiences of our literacy programs executed during various political regimes of the country. Otherwise, our effort results in zero sum game"*.

Mr. Samuel also pointed out two exemplary and bravery acts made to amplify the role of university service to the development of adult literacy program in Ethiopia.

1. Berhane Meskel Reda, one of the prominent EPRP leaders in the 1060's, was the one who founded the first public library in Assossa by advocating and collecting books from different sources. He performed this bravery act during the period when he was deployed to render the national service for the developmental endeavors of the country. He was very much passionate and had a serving mentality to the wider community in Ethiopia.
2. Haile Fida was also the one who developed Qubee Afaan Oromo alphabetical syllable. "These are our assets and histories we need to properly document for the generations to come."

Upon concluding his presentation, Mr. Samuel underscored the distinctive role of NGOs in the national adult literacy program. He said, *"by any means, NGOs can't replace the government role"*. NGOs' role should be to bring new implementation modalities, new way of doing things, test pilot projects to ensure their workability and effectiveness; and finally provide technical assistance and institutional capacity development to the sector organization at all levels to ensure government ownership.

He also said few words about the implementation process of accelerated education program in Ethiopia. In the accelerated learning program in Ethiopia, the contents of the course have been suitably harmonized with the real life of children and have been made activity-based in their approach. In this regard, he acknowledged Oromia region for mainstreaming all the courses of AEP making them activity-based and suitable for the context of children.

Another important point, he stressed on, was concerned on the need of research, evidence, and expert dialogue. According to his presentation, expert dialogue and science are instrumental to meaningfully implement any of the adult and non-formal education programs at a large scale as accelerated learning program has its own theory, practices, principles, and process open for enrichment. For instance, in adult basic education program, 320 hours have been allotted for adult learning, 50 hours for revision, 20 hours for examination and 10 hours for result management but

still can be modified based on evidence generated through research and expert dialogue to suit to the specific context of each locality. In accelerated learning program, phase-I has 288 hours, phase-II 540-hours, phase-III 540 hours and in total 1440 hours. However, in expert dialogue, we held with the Oromia region, we have made it three months for phase-I, three months for phase-II and four months for phase-III.

He finally underlined on the importance of government ownership of the accelerated education program. *“We tested and ensured the workability of activity-based learning in the accelerated education program, which we need to replicate the experience to other adult education programs as applicable,”* he remarked.

Mamo Kebede Eshetu, who is still alive and active today was honored by the presenter for introducing literacy program in Uganda. Finally, he conveyed a message to participants of the conference to give attention to institutional memories, and important figures who contributed to the development of literacy program in Ethiopia such as Mamo Kebede, Berhane Meskel Reda, Haile Fida, Professor Andreas Eshete, Professor Efreem Ishac, Ato Ketema Yifru etc.

He also urged regions to establish regional partners forum. Oromia and Amhara regions were mentioned to be exemplary for establishing such forums earlier than time.

Plenary Discussion - 1

Dr Fanta Mandefro, who is the state minister for MoE and Mr. Yosef Abera, chief executive officer of the national adult and non-formal education program jointly chaired the first-round panel discussion. Before receiving questions and reflections from participants of the conference, Dr Fanta made few remarks on the school based adult education program and accelerated education program presented by DVV International and the Luminos Fund respectively:

- The school based adult education program that was presented by DVV International exactly fits to the community centered school design which the ministry of education is trying to implement in the near future. Over 1,400 schools have been destroyed by the war that sustained for about five months in the northern part of the country excluding Tigray region. When reconstructing these schools, we will rest on the concept of community centered school design. The Ethiopian architectures associations has already sketched what the community centered school design should look like in Ethiopia. We strongly believe that the community centered school design will increase the commitment and sense of ownership of the community over schools. Therefore, be it large or small, primary school or high school; every school to be constructed in the future will be based on the concept of community centered school design approach. In the existing schools, we are planning to construct new buildings that can accommodate new facilities needed for community-centered school design as applicable.
- Accelerated learning program is indispensable to benefit 'out of school children who are unable to access formal classes at the right age due to manmade and natural crisis.

Opinions, Questions and Comments Reflected by Participants

- We have registered so many adults for skill based adult trainings. A number of adults already passed the educational torch assessment program successfully and currently, they are impatiently waiting for skill-based trainings. However, the implementation has not yet been started because of the overdue in the preparation process at the ministry of education. We have been told so many times that the modules are being prepared by

Hawassa university. What is the progress update? When are we going to start the skill based adult learning program?

- It has been nearly two years since professional licenses are suspended for distance education program with the reason that they lack standardization across the board. What have you done so far to standardize such an alternative education program? And when are you going to lift the holdup and allow schools to resume delivery of distance education.
- In the evening education program, we haven't had a standardized tuition fee scale. Schools are setting tuition fee as they want for evening students that is creating confusion. Can't the ministry set a standardized tuition fee scale to be implemented as per the context of local situations?
- In the last two years, the ministry of education has prepared a number of national working documents such as guidelines and strategies to scale up adult and non-formal education program at the national level. This is an encouraging development. However, such guidelines including the MLC and curriculum framework should be disseminated to all regions if we want them fully to embark on the implementation process.
- Community learning centers seem to be somewhat interlinked with the formal education program. As you all are aware, there is a new subject with the course title 'care and technical education' incorporated in the new curriculum. If seriously implemented, students attending the formal education program can share resources of the community learning centers for technical and vocational practical sessions. They can commonly use vocational workshops.
- When Dr Alemayehu presenting, he referred to three terms interchangeably (speed education, adult education program, and adult learning program) Should these terms be used interchangeably, or we decided to use one standard name for the program?
- The existence of strong leadership, policy framework, implementation guidelines and other factors were highlighted for ensuring sustainability of school-based community learning centers. However, he missed mentioning human resource development as an important component for ensuring sustainability of the program. There is lack of trained staff relevant to adult and non-formal education in Ethiopia. If we want to ensure sustainability of the program; we need to give attention to producing adult education experts at higher institutions level. The number of universities providing adult education courses are very much limited or almost nil in Ethiopia.
- Since 2017, I have been participating in different national programs that concern adult education. Every time, Damote Gale is raised as model and exemplary CLC. Why are we not work to produce more Damote Gales in different regions instead of celebrating the same model CLC now and again?



- In Ethiopia, 87 percent of the population lies under the age of 24, according to the CSA estimate. In this context, who are adults or illiterates in our age definition? Based on what statistical method are we estimating the number of illiterate adults in Ethiopia?
- How much time does literacy and numeracy take? How come you decide 1 year for literacy program? What were the background assumptions considered? During the Derg regime, two months were taken enough to achieve numeracy and literacy among adults. In the other story, do you think we can get volunteers who can facilitate a yearlong adult education program in different fields?
- It is an encouraging act that the ministry of education has been progressing to offer alternative education programs designed for the context of different people because it is hardly possible to address all citizens with the formal education program.
- The idea of bringing adult education program to primary schools is a much appreciable move and it is useful for operational efficiency and ownership as they can share common resources including leadership, management and other activities.
- Now, we have moved from integrated and functional adult education to adult basic literacy program. During the 30th annual review meeting convened last year, I remember, about seven sector organizations signed a memorandum of understanding to strengthen their loosen cooperation in the implementation of adult education program. Contradictorily, the adult literacy program has reduced its course duration from two to one year. How are you going to synchronize the revised course duration with the MoU signed with sector organizations last year? What will be the role of sector organizations in the implementation process of the new adult basic literacy program?
- It is great to hear that efforts are being made to bring facilitators from various sources. However, little attention has been paid to build the capacity of facilitators. No university is currently engaged in producing facilitators neither with diploma nor degree program. No career structure has been set out for facilitators. What are you thinking on these issues?

Even our plan to deploy volunteers will not be as easier as we think unless we develop some kind of incentive scheme that compensate their effort.



- Sidama region has ceased providing business license to schools which have been tasked to deliver distance education after receiving a new direction from the federal urging to standardize the courses across the country. We have been informed that modules are under preparation process, but they are too late for completion. I advise if we resume to implement distance education program in the soonest possible time; otherwise, individuals directly benefiting from this alternative education scheme will be affected.
- I call on DVV International and other International NGOs to expand their program support to Sidama region. We want to express our readiness to forge strong collaboration and cemented partnership with International NGOs in promoting adult literacy and non-formal education program in our region.
- Adult education and literacy program has a long history in Ethiopia. However, still it is at infancy stage because of several problems related to execution. Adult education has never had any legal framework that enforces institutional accountability. So, I strongly remark on the need of having solid legal enforcement mechanism that forces adult enrollment and ensure institutional accountability.
- Gambella region is behind all other regions in implementing adult education program. For years, it has never had any implementation structure for adult education program. I believe something must be done to regions like ours to accelerate the implementation of adult and non-formal education program. We need your special attention if we are supposed to cope up with other regions. Additionally, there is scarcity of international organizations which provide technical, material and financial support to the education sector in the region in general.

- We heard that Hawassa town administration has built skill development facility but lacks vocational tools, equipment, and supplies to make it fully functional. On the other hand, there are regions (Amhara and SNNPR) which are providing skill development trainings in the fields of woodwork, metal work and sewing even without having the modules. In the earlier times, Gomata and Maxima program were implemented in all regions fulfilled with vocational equipment and other tools. And we know that some of the equipment and machineries are currently locked up and stocked somewhere without purpose. Regions should make inventory of these materials. If they are not fully damaged, they can use them for skills training with minimal maintenance.
- Adult education is useful to the development of regular education program. Its role to improving the quality of education should not be underestimated.
- In the newly constituted southwest region, we recently recruited eligible out of school children to start accelerated learning program in 30 schools. But we haven't yet received teaching modules and books to kick off the program. As we are newly constituted region, we need to have as many partners as possible who would support our endeavor in the areas of adult and non-formal education program.
- Studies revealed that most of the overage out of school and school dropout children have got some issue of protective vulnerability. Not only access to education that matters to children, but protection vulnerability is also equally important to increase enrollment and reduce attrition rate of school children. UNICEF has tested accelerated learning education integrated with child protection interventions and the project was successful. But it needs to be institutionalized. Whenever accelerated education program is designed, we believe, it should be done holistically by considering social and economic vulnerability of children.
- With the implementation of accelerated education program, regular education syndrome is becoming very common in Ethiopia. Overage children who are enrolled into the accelerated learning program pass to grade 4 class in a matter of 10 months. This has created regular class syndrome on the side of regular students as they wish to achieve an outstanding performance by joining AEP in the shortest period of time. We must find some ways to resolve such paradox.
- Accelerated education program has more funders and supporting institutions than adult education. It is only DVV International providing support to the national adult education program. What have you done to increase and diversify the number of international partners who support the national adult education program technically and financially?
- Completing the skill-based training modules by itself shouldn't be seen as an end by itself. Side by side, regions need to start preparing themselves with financial, material, and human resources capacity.
- I have been working in the adult education program for over four years. Over this period, I have observed that little attention has been paid to the program. It has not been considered as core activity in the education sector. It lacks leadership and political commitment except the little progress seen in recent years. I want to urge the leadership to give attention to adult education equally with the regular education program.
- Do we really have qualified and professional experts who can execute the skill based adult trainings in regions?
- Evidence based strategy should be designed and implemented to improve the effectiveness of distance and evening education as most of the students attending this alternative education program fail in the national examination.
- Community need assessment must be conducted before grossly implementing skill based adult trainings across the country.

Responses and Reflections Made by Panelists

Replied by Yoseph Abera

- Indeed, the vocational skills training has been delayed for many reasons. Most of the time, delay occurs when transferring an assignment to a third party. It is the Hawassa University which has taken the responsibility of preparing the modules. However, the ministry of education has done a lot of activities so far. It has produced around 140 syllabus and M & E frameworks under each thematic area. We also mobilized experts from vocational training institutes and other organizations who have the capability to produce the materials. We prepared manuals that guide provision of the training. Due to such and other reasons, the vocational skills training program has been delayed. Now, I can assure you that we are on the right track. We hope the modules will be finalized recently and we will then proceed to the implementation of the program. On this opportunity, I urge all regions to get prepared themselves to immediately start the implementation process as soon as the modules are finalized and distributed to them.
- Regarding the evening and distance education programs, we prepared and cascaded implementation manuals to all regions in 2013. However, the guidelines need some kind of revision because there is a curriculum change. There are new courses added in the curriculum. In the previous curriculum, for example, distance education was started from grade five. But I don't think we will do the same way in the new curriculum. We have been analyzing which courses are to be included in the distance education program. We formed a technical committee by mobilizing experts from the curriculum unit and adult and non-formal education program. Now, the committee is almost finalizing its analysis on these and other issues and are waiting the decisions of the highest leadership body. Once finalized, we will work together with regions to revise the guideline as per the recommendations of the technical committee.
- Regarding tuition fee rate of the evening education program, there has been a prolonged debate with the lack of standardization across the country. The root problem lies with the taxation system. There has been a persisting argument over the taxation amount taken from tuition fee between 2% or 35%. I think, the issue should be settled by the highest leadership bodies.
- We are using different terminologies to describe accelerated education program such as AEP, ALP, and speed school program. Together with regional experts, we have produced a guideline of AEP. I think the guideline will answer and clear the confusion over the use of different terminologies for accelerated education.
- We always dwell on data released by CSA. CSA conducts national census every ten year. According to the statistical projection made by CSA in 2009, there are over 21 million citizens of 15 and above years of age group who lack the basic skills of writing, reading and numeracy in Ethiopia.
- We have determined the course duration of the basic adult literacy program to be one year by taking the experience of Cuba which achieved basic literacy program at the national level with the introduction of a four-month long literacy program. Cuba has managed to complete adult literacy courses within four months. There are many countries who adopted Cuba's model and gained a remarkable result. Ethiopia had a two years IFAE program until recently. With the introduction of adult basic education program, we have reduced the duration to one year by taking into account the existing contexts of the country. After a series of dialogues and discussions, we finally determined the course duration to be one year.

- We never said sectoral integration is unnecessary in the adult literacy program. However, we affirmed that it shouldn't be compulsory as before. We welcome sector organizations who want to work with us. However, we don't want to compromise the program for the sake of sectoral integration. If sector organizations are not willing to engage in the national adult literacy program, it is ok; that will never stop us from implementing the program independently. That shouldn't affect the ministry of education from executing its mandated responsibility.
- Regions should make inventory of vocational and skill training machines and equipment that have been locked up unused for years in warehouses and stores. Some of them can be used as they are. Some may need a sort of maintenance. But the point should be that these machines can be used to implement our vocational and skill-based training program to be implemented by regions.
- The AEP curriculum has been condensed and currently on the final phase for endorsement. We are organizing a validation workshop as a final procedure to put the new curriculum into effect.

Replied by Eshetu Abate

- To sustain CLTCs, I highlighted in the slides that committed leadership and center coordinator should be there.
- There are a number of experts who graduated in adult education from Hawassa, Haromaya, Ambo and other universities with diploma and degree program. However, if we go and check the adult education coordinators in each region, they are not graduates of adult education studies from any of the universities. This shows that the problem is not the lack of market. There is an adequate number of adult education graduates and experts in the market, but the right person has not been assigned to lead and execute the program in most regions. Debre Markos university has graduated a number of individuals who can assume middle level leadership roles in adult education programs. We assume these graduates will potentially serve as coordinators of CLTCs under the capacity of deputy school director position in the future. After the right personnel have been assigned to the right position, we can talk about shortage of trained human resource. If there is an acute shortage of skilled manpower to execute the school based CLTCs, short-term capacity building training can be provided to those who already assumed the position to run the center. On site and in-service trainings can improve the situation.
- Discussion must be held around questions of what kind of basic and refresher training is needed for facilitators and who should train them?
- Adult education graduates must be examined on their knowledge of the national adult education strategy, implementation guidelines, structures and other working process implemented by ministry of education before they are deployed to CLTCs.
- We always put Damote Gale as an example for best performing CLC because it is has been identified as model CLC to share its experiences to other CLCs established throughout the country. Otherwise, there are a number of CLCs replicated the experiences Damote Gale. There are a number of CLCs which demonstrated an outstanding performance under the government sponsorship program. The CLC program has been widely scaled up in SNNP region by taking the lessons and experiences of Damote Gale. It is a site sponsored by DVV International during its pilot implementation program.
- Sidama, Afar and Gambella region requested, if DVV International is able to extend its support to their respective region. On this, I want to remark that the role of NGOs is to fill gaps and introduce new modalities but not to replace the role of the government or cover

everything. Recent trends show that there will be more budget cut from European Union to Africa. Despite this, we usually involve adult education experts of all regions to participate in TOTs and other important workshops organized by DVV International. As much as we can, we will increase scope of our involvement and spatial coverage in the areas of adult education program in the future. Further than this, we are making consultation with the MoE to attract other international NGOs such as GIZ to support in the national adult education program.

- Addis Ababa TVET, Addis Ababa small enterprise and other sector organizations have conducted detailed community need assessment on the skill-based trainings. Accordingly, four training areas have been identified for the time being (woodwork, metalwork, sewing and urban agriculture). The training is provided by TVET teachers. Arrangements are made for trainees to practice in the private and government owned workshops around the nearby locality.

Replied by Dr Alemayehu Hailu

- Regarding the use of terminologies for accelerated education program, I advise we all to stick to the guidelines.
- Oromia and Sidama regions have shown better performance in implementing accelerated adult education program; perhaps because they have started it earlier than other regions. Sidama region started implementing AEP in 2004 and Oromia in 2008. Oromia region is advanced in designing the curriculum and incorporating the AEP data into the EMS system even earlier than the Ministry of Education. I advise other regions to take the good lessons from Oromia region while implementing AEP. If we take Sidama, it is a region that was able to approve budget for AEP implementation at the council level. Additionally, Sidama has been implementing AEP in all its woredas in over 700 classes. The region has also dedicated classes for research activity this year. We must encourage regions for demonstrating outstanding performance.
- The first AEP curriculum has been developed with the concerted efforts of all regions. It is a condensed curriculum. Now, the Ministry of Education is working hard to realign the AEP curriculum with the newly issued national education curriculum. We never interrupt providing accelerated education program for the reason that the new curriculum is still pending. Curriculum development is a time taking process. The worst choice, for us, is to keep children out of school. That is unacceptable.

Remarks Made by State Minister of Education, Dr Fanta Mandefro

- We have taken notes of every participant. We will take them as constructive inputs in developing guidelines and strategies and we also consider your technical reflections for improving the national adult and non-formal education program.
- Regarding tuition fee rates for evening education program, federal line offices are responsible to develop and share a broader implementation guideline to regions and zones because we are a country under the federal administration structure. We must not forget that each region or zone has its own constituency to exercise its decision making over tuition fee rate under its existing local context but without breaching the terms and statements in the national guidelines. The ministry of education can't enforce a uniform amount of tuition fee rate for all zones and regions in the country. Conceptually, federalism provides autonomy to the lower-level administrative units. My advice is that you must work together to reach into consensus at least at the regional level on a uniform tuition fee rate

for evening education program. Also, we should note that none of the ministry office is authorized to waiver taxation.

- Workshops that are established for regular education program can be leveraged for adult vocational skill training program. Integration is the essence to wisely utilize the existing national resources. We are closely working with the ministry of labor and skills on how we can wisely and maximally utilize the national resources to improve the vocational skills training program. For instance, we can leverage teachers in TVET schools to train trainers of skills and vocational training program. Despite the pedagogical differences, we can use the same resources for regular and adult education programs if we are wise enough.
- I can argue that Ethiopia is a number one country that fails to utilize its trained and skilled workforce properly. We may have shortage of skilled work force. But the question should be that_ are we properly utilizing our existing human resources in the adult education program? I don't think we are assigning the right personnel to the right job. First, we should make inventory of the existing skilled human workforce in our jurisdiction and assign the right personnel to the right job.
- I believe the national statistics service of Ethiopia has a standard definition of what 'adult' refers to. When we say someone is literate, it means he/she can apply the basic skills of reading, writing and numeracy, at least. That is the definition. As mentioned earlier, census is conducted every ten years. However, projection is made for every year using statistical techniques to determine estimated size of illiterate people in the population.
- We can't use volunteers for a yearlong adult education program. However, the adult basic literacy courses shall be provided in a divided timetable. The first volunteer may cover the first three months for a maximum and other follow in the same way. Otherwise, we can't use a volunteer for a yearlong course schedule without any incentive. That is impracticable. We are expecting that the national youth service program will be declared in Ethiopia very soon. Then, we believe the spirit of volunteerism will be well promoted in all sector areas. Appropriate experts from the ministry of education are participating in the development of the national youth service program. We can also mobilize retired teachers to engage in volunteer services.
- Accelerated education program should be incorporated in the curriculum of the regular teaching program delivered at higher institution level.
- We need to evaluate the pros and cons of issuing compulsory legal framework for adult education program. For me, I don't think it would be feasible. Instead, I recommend creating demand and interest of the community for adult education by telling them the cost of illiteracy.
- I have taken the assignment to diversify international partners who can support the national adult and non-formal education program.
- The necessary care should be taken, and awareness should be given to parents not to develop syndrome of accelerated education program by comparing with the time taken for regular education to passes grades.

Plenary Discussion - 2

Chaired by Yosef Abera, and Eshetu Abate representing the organizing team, the second plenary session was revolved around key issues presented by Eshetu Yimer, from Ministry of Education and Samuel Asnake from Global Geneva on the achievements and future directions of the national adult and non-formal education program and institutional memories of adult literacy in Ethiopia respectively.

Eshetu Abate remarked that a regular partners forum needs to be established involving all international and local NGOs who are interested in supporting the national adult education program in one way or the other. Similar to the national adult education program task force, the partners forum may give technical guidance and direction on key agendas of adult literacy program implemented in the country. He also stressed that senior and retired adult education professionals should be called in one forum to share their immense experience and living documents for compilation in order to publish the institutional memory of adult literacy program in the country. We have to bring this idea one step forward before wrapping this national conference.

The other key point he talked about was on the need of instituting national expert dialogue. He said, “since we all are working towards achieving a shared goal of producing literate society who greatly contribute to the developmental endeavors of the country, we should come together and discuss over matters of high importance on a regular schedule, be it annually, or quarterly if we want to seriously transform the national adult literacy program in the country. We must work hard to establish a regular expert dialogue program if we really want to generate new ideas, innovative way of doing things, and technical inputs for the primary implementing body (the duty bearer) to consider in its policies, strategies and guidelines.

Opinions, Questions and Comments Reflected by Participants

- Now, accelerated education program has been organized under the national adult and non-formal education program, which is an encouraging step taken by the ministry. I strongly advise if you document and share the best experiences of AEP in Sidama region for learning and scale up.
- Who are exactly the people responsible for facilitating adult education program? This needs to be clearly defined.
- Ethiopia started education in the 4th century before the birth of Jesus Christ. Whereas currently there are about 21 million illiterate people in Ethiopia. This is a paradox. The country which pioneered education in the ancient time is still having more than 21 million citizens without the skills of reading, writing and numeracy. Therefore, a clear time lined target and direction should be set by the ministry of education stating what to achieve when in order to eradicate illiteracy from Ethiopia. This figure shouldn't be repeated next year. It has to be progressively reduced to zero.



- The investments and efforts made to promote adult education in Ethiopia is enormous, but the gain is too little. Still, we have millions of citizens deprived of the basic rights of reading, writing and numeracy. I want to affirm that the lack of government commitment and standardized structure has too much costed the sub sector. I believe structure can bring a great impact. A well-designed structure can bring financial resources, skilled human workforce, and leadership commitment. Government should demonstrate its commitment to adult and non-formal education program in an organized and structured way. The commitment of government is too low for this sector. It fails to bring integration among the key sector organizations. A good instance can be of that no single sector organization is represented at this conference.
- I suggest if the photos screened by Mr. Samuel Asnake have short descriptions and captions.
- Within one year, we are able to produce a number of children who acquired the basic skills of reading, writing and numeracy under the accelerated education program. Paradoxically, we have seen not a few number students who attended classes up to grade four but unable to read, write and practice basic mathematics at the expected level. AEP employs a well-designed methodology to accelerate learning among children out of school. In the government adoption program, they are regular teachers who facilitate AEP and no one else. If these regular teachers are re-enrolled to colleges for a short-term activity-based learning, they can bring an amazing result. They can also apply the methodology that was tested and proven to be effective by AEP in the regular teaching program.
- In terms of condensed curriculum, 10-14 age group children appear to be eligible for accelerated education program. However, a recent study shows that more than 1.7 million children at the age of six have never attended preprimary classes. This figure might be exceeding after the protracted war erupted in the northern part of Ethiopia. Studies show

that students who fail to attend pre-primary school may find themselves into trouble to properly read, write and numerate until the age of ten, even if they are enrolled to primary school at the right age. To resolve this problem, UNICEF is implementing accelerated school readiness program in different regions of the country. The goal of the program is nothing but making children under the age of six ready for the formal class education. Therefore, I want to urge the ministry of education and partners supporting the AEP to think twice about the age definition. I recommend broadening the age limit for accelerated adult education program.

- Has alternative basic education, the program which had been running for years evolved? Where is it now fixed? Is it under the formal or informal education curriculum? AEB was a condensed alternative learning modality under non formal education curriculum.
- Refugee education is part of the regular education program. It is not a non-formal education.
- There is a mandate confusion between the ministry of labor and skills and the ministry of education over the ownership of vocational and skills training program implemented in the country. This needs to be cleared out.

Responses and Reflections Made by the Organizing Team

Mr. Yosef Abera from the ministry of education and Mr. Eshetu Abate from DVV International replied to the questions and reflections raised by participants as follow:

- At the national level, numerous activities have been performed to adopt accelerated education program throughout the country. Now onwards, it will be the responsibility of regions to carryout their own mobilization strategy to trace and bring out of schools' children to the program.
- At the federal level, the preparation of guideline for accelerated education program is almost in its final phase. Shortly, the AEP guideline will be distributed to regions. Until then, regions should pursue delivering accelerated education program in the traditional way.
- The new AEP guideline targets overaged children whose age lies between 10 to 14 years. However, the previous guidelines endorsed by the ministry of education targeted on children between the age of 8 to 14. Studies indicated that there are about 4.9 million children (10 -14) currently out of school who have been targeted to be addressed through accelerated education program. Those children who have not been enrolled to school at least by the age of seven are considered to be out of school children but they need to be addressed by another alternative education modality. Other ways, they must be encouraged to join formal education program before belated. AEP has been designed to resolve school delays among overaged children due to flood, recycled poverty, conflict, disease outbreak and other emergencies which are affecting children timely enrollment to school.
- Accelerated school readiness program is different from accelerated education program and the former focuses on pre-primary classes, and the later targets over aged out of school children.
- Alternative Basic Education (ABE) is basically a non-formal education program implemented mostly in the pastoralist community. No argument on that. But there is a confusion over its structural placement. In Somali, Oromia, Afar, and SNNP regions, ABE is instituted under adult and non-formal education program, whereas it has been structured under the education programs and quality improvement department at the

ministry of education. Over time, this confusion will be cleared out but until then, the program must run as it is.

- Ethiopia ranks in the second position next to South Sudan for its number of illiterates from easy African countries. Despite the long persisting challenges related to shortage of skilled human work force, shortage of facilitators and lack of adequate budget, maximum effort will be invested to address all illiterates in Ethiopia within the performance time framework of the ESDP IV and the 10 years national growth and transformation plan. Cuba's literacy rate nears 98/99% and we have taken Cuba's lesson for the national adult and non-formal education program. But it takes the concerted efforts of all regions to achieve the literacy target of the country within the stipulated timeline. Regions are expected to recruit thousands of facilitators and volunteers for this cause.
- It is true that there seem to have mandate confusion and efforts duplication between the ministry of labor and skills and the ministry of education regarding vocational and skill-based trainings. High-level discussions were held to resolve the problem. Ultimately, it has been agreed to jointly work for the promotion of vocational and skills training program in the country; for which, a memorandum of understanding has been signed by the two parties.
- There are over 139 types of accelerated education programs in sub-Saharan African region alone. For instance, if we take Tanzania, they deliver AEP in a format of tutorial class. That means, children attend regular class in the morning and tutor classes in the afternoon targeting basic literacy skills. Different accelerated education modalities can be designed to address overaged out of school and in-school children.

