

Federal Democratic Republic of Ethiopia

National Report on the Development and State of the Art of Adult Learning and Education (ALE)

**Ministry of Education, FDRE
Addis Ababa
2008
Ethiopia**

Table of Content:

Title	Page
1. Acronyms and Definition of Terms	1
2. Overview of the Country	2
3. The current state of the art of adult learning and NFE	3
3.1. <i>Concepts of ANFE</i>	3
3.2. <i>Policies, Reforms & Legal Foundations of ANFE in Ethiopia</i>	5
3.3. <i>Structures, Organization, Governance & Management of ANFE</i>	7
3.4. <i>Resources and Financial Support for ANFE</i>	8
4. The Developments in Adult Learning and Education since 1997 (CONFINTEA V)	10
4.1. Expansion of Adult Education in Ethiopia	10
4.1.1. <i>Adult Literacy Programmes</i>	10
4.1.2. <i>Community Skills Training Centers</i>	10
4.1.3. <i>National Adult Education Strategy</i>	12
4.1.4. <i>National GO-NGO Forum</i>	12
4.1.5. <i>Regional GO-NGO Forums on Education</i>	12
4.1.6. <i>Training of Adult/NFE Educators</i>	12
4.1.7. <i>Research on Adult/NFE</i>	13
4.2. <i>Agricultural Extension Efforts</i>	14
4.2.1. <i>Farmers' Training Centers of the MOA</i>	14
4.3. <i>Health Extension Efforts</i>	15
4.4. <i>Change in National Perception on the Role of Adult Education</i>	16
4.5. <i>Adult Education and the Struggle to End Poverty in Ethiopia</i>	16
5. Future Challenges for adult Learning and Education	19
5.1. <i>Population and Meager Resource</i>	19
5.2. <i>Low Number of Highly Qualified Citizens in Adult Education</i>	19
6. APPENDIX	20
7. REFERENCES	22

1. ACRONYMS AND DIFINITIONS OF TERMS

ACRONYMS

ABE:	Alternative Basic Education
ADLI:	Agricultural Led Development Industrialization
ANFEAE:	Adult and Nonformal Education Association in Ethiopia
CBO:	Community Based Organizations
CSTC:	Community Skills Training Centres
ESDP:	Education Sector Development Program
FAL:	Functional Literacy/Learning
FDRE:	Federal Democratic Republic of Ethiopia
GO:	Government Organizations
IIZ/DVV:	German Adult Education Association and Institute for International Cooperation
MDG:	Millennium Development Goal
MOARD:	Ministry of Agriculture and Rural Development
MOE:	Ministry of Education
NFE:	Nonformal Education
NGO:	Non-governmental organization
PASDEP:	A Plan for Accelerated and Sustained Development to End Poverty
SNNPR:	Southern Nations, Nationalities and Peoples' Region
TVET:	Technical and Vocational Education and Training

DEFINITIONS:

Federal Republic of Ethiopia- Ethiopia

Regional State- nine states of Ethiopia with autonomy to run their affairs

Zone- a sub-unit of a regional state

Woreda- administrative sub-unit of a zone

Kebele – local administrative unit (a sub-unit of a woreda, often times a town or cluster of villages). It is the lowest administrative unit.

Alternative Basic Education – a specific model of nonformal school equivalency program adopted by Ethiopia for children ages 7-14, in which learners cover the equivalent of the first four grades of primary school in just 3 years, and are then able to transit into the formal system. Alternative Basic Education is characterized by low-cost construction, community contribution to construction and school management, teaching in the local vernacular, selection of facilitators from the local community, accelerated learning and active and learner-centred teaching methodologies.

Pastoralist – one who is engaged in herding or livestock rearing. Pastoralists may be mobile, semi-mobile or sedentary.

Agro-pastoralist- one who is engaged in herding and livestock rearing as well as agricultural activities. Agro-pastoralists are often less mobile than pure pastoralists.

Semi-pastoralist- one who is engaged in herding or livestock rearing for only part of the year.

2. GENERAL OVERVIEW OF THE COUNTRY

Ethiopia is an ancient country, with a long history of independence. The country has mosaic of people and diverse cultures. It is situated between 3° 14' N latitude and 33° 48' E Longitude in the Horn of Africa and shares borders with Eritrea, Djibouti, Kenya, Somalia and Sudan.

A prominent feature of the country is its rugged topography, comprising alpine mountains, flat-topped tablelands, deep canyons and rolling plains. The country's population in 2008 is 73.9 million. In respect to age structure, those under 15 years old constitute 48%; those between 15 – 64 years old make up 49%. The majority of the population, about 85%, live in the highlands of the three largest regions (Amhara, Oromia, Southern Nations, Nationalities and Peoples), and Tigray. Other people are living in the relatively lowland regions of Afar, Somali, Benshangul –Gumuz, and Gambella. About 80 different languages of Semitic, Cushitic, Omotic, and Nilo-Saharan origin are spoken in the country. With regard to religion, Ethiopians are Orthodox Christians, Muslims, Protestant Christians and followers of other faiths.

Ethiopia has a federal system of government consisting of nine regional states and two city administrations. Regional states have considerable authority and responsibility which they exercise and discharge through councils at regional, zonal (in some cases), wereda and kebele levels. Currently (2008), there are over 720 weredas and close to 18,000 kebeles.

Under the federal system of government, education is a shared responsibility of the federal, regional state and wereda governments. The MoE gives technical and policy support to regional states and manages university education. Regional states and weredas have the mandate to run formal and non-formal education programmes. WEOs are responsible for primary, secondary education as well as nonformal education for adults and youth and out of school children. An Education and Training Policy was put in place (April, 1994) and a rolling Education Sector Development Programme (ESDP) was launched in 1997/78 to meet the EFA and MDGs by 2015. The current five-year ESDP runs out in 2009/10.

3. Current State of Adult and Nonformal Education in Ethiopia

3. Concepts of Adult and Nonformal Education

- ***Non-formal education***

The Education Sector Development Program III for 2005/2006 – 2010/2011, the Ethiopian national action plan on education, specifically discusses the adult and nonformal education program and defines it to include a range of basic education and training components for out-of-school children and adults. The action plan defines the content of the adult and nonformal education to include literacy, numeracy and the development of skills that enable learners to solve problems and to change their lives. The action plan also outlines three sub-component modes of delivery for adult and nonformal education:

- 1) alternative basic education for out-of-school children between the ages of 7-14
- 2) a functional adult literacy program for youth and adults over 15
- 3) community skills training centers for youth and adults

New Adult Education and Alternative Basic Education strategies have been officialized by the Ministry of Education in 2008. These strategies refer to the Education Sector Development III definitions and specifications of nonformal education.

Alternative Basic Education is a type of school equivalency program for children ages 7-14, in which learners cover the equivalent of the first four grades of primary school in just 3 years, and are then able to transit into the formal system. Alternative Basic Education is characterized by low-cost construction, community contribution to construction and school management, inclusion of disadvantaged ethnic groups, gender and special needs groups, teaching in the local vernacular, selection of a facilitator from the local community, accelerated learning and active and learner-centred teaching methodologies and flexibility in the delivery of education.

Alternative basic education will be discussed in this paper because it has been adopted in Ethiopia on a large scale by Regional Education Bureaus and by many NGOs. This is because though it targets children age 7-14, in many cases older youth up to age 18 and 19 participate in the programs, particularly in pastoral and extremely remote areas. In addition, when communities are mobilized to build a center for sending their out-of-school children to school, functional adult literacy also often takes place in that venue.

- ***Adult Education***

Adult Education is a broad field that includes basic (foundation or essential education) and continuing education, vocational and technical education, higher education and professional development and is offered through formal, non formal and informal education means and by a variety of actors - the state, civil society organizations and the market.

- ***Literacy***

The Adult Education and Alternative Basic Education strategies discuss functional adult literacy as “the practice of reading and writing put to some use.... People have attained functional literacy when they have adequate knowledge and skills to use reading and writing for any purpose for which they need those skills” (Ministry of Education, 2006). The policy documents also define functional literacy as “the acquisition and use of reading and writing to learn practical knowledge and skills useful for other aspects of life, such as agriculture, health, civic education cultural education and so on (Ministry of Education, 2006).

- ***Life-skills***

The Education Sector Development Plan and Adult and Alternative Basic Education Strategies state that the nonformal education program “focuses on literacy, numeracy and the environment to enable learners to develop problem-solving abilities and change their mode of life”. It defines some of these life- skills as, “skills useful for other aspects of life, such as agriculture, health, civic education, cultural education” and “primary health care, prevention of diseases such as malaria, HIV/AIDS, etc, family planning, environment, agriculture, marketing, banking, gender, etc (Ministry of Education, 2006).

- ***Lifelong learning***

The recently officialized Adult Education and Alternative Basic Education strategies state that, “Adult education must not be understood to mean only literacy, basic education and skills for youth and adults. In today’s fast changing society, adult education is part of the life-long education effort through which people keep up with changes and increasingly develop themselves (Ministry of Education, 2006).”

LIFELONG LEARNING: which is often associated with adults refers, in fact, to a comprehensive and visionary concept which includes formal, non-formal and informal learning which extended throughout the lifespan of an individual to attain the fullest possible development in personal, social and vocational and professional life. It views education in its totality, and includes learning that occurs in a home, school, community, and workplace, and through mass media and other situations and structures for acquiring and enhancing knowledge, skills, and attitudes.

The document also cites UNESCO’s 1976 definition of adult education.

“Adult education denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace the initial schools, colleges, and universities, as well as an apprenticeship whereby persons regarded as adults by the societies to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualification or turn them in a new direction and bring about improved changes in their attitudes or behavior in the two fold perspective of full personal development and participation balanced and independent, social, economic and cultural development.”(UNESCO, 1976)

3.2. Policies, Reforms and Legal Foundations of NFE in Ethiopia

a) The Ethiopian Education and Training Policy of 1994

The Education and Training Policy which was launched in 1994 focused on:

- expanding equitable access to primary and vocational education to meet the demands of the country and the economy;
- restructuring the education system;
- changing the curriculum to increase relevance of education to the communities; and
- improving the quality of education throughout the system

The Education and Training Policy targets the universalization of primary education. To realize the policy objectives, a three year Education Sector Development Programmes (ESDP I, II & III) were developed. ESDP I and II were completed. ESDP III is currently being implemented and it targets the achievement of Universal Primary Education (UPE) by 2015 in accordance with Ethiopia's international commitment to the education for all (EFA) goals. It designed a sector-wide approach which includes all levels of services, from primary to tertiary, all areas of education, recurrent activities and capital investments, and federal as well as regional activities. It is centred on priorities or variables, which are likely to bring about qualitative and quantitative changes to the system.

b) The Education Sector Development Programme

The first Education Sector Development Programme (ESDP I) was launched in 1997 within the framework of the Education and Training Policy to cover the period 1997/98-2001/02. The Government later developed a comprehensive Five Year Education Programme 2000/01-2004/05, aligned with the five year term of the government. ESDP II had also to be aligned with that programme and had as a result only three years 2002/03 to 2004/05. The ESDP III is now synchronized with the Government's five year planning cycle and covers the period 2005/06-2010/11.

The ESDP II Programme Action Plan was prepared to serve as a framework to enable all stakeholders and development actors to rally for the implementation of the program through coordinated interventions and mobilization. The same applies to ESDP III Programme Action Plan, which has a significant amount of elements of strategy that only need to be elaborated and systematically compiled into a strategy document for the specific components being addressed, in this case adult education.

In the situation analysis section ESDP III notes that the adult and non-formal education programme includes a range of basic education and training components for out-of-school children and adults and that it is basically focused on literacy, numeracy and other relevant skills to enable learners to develop problem-solving abilities and change their lives. Three sub-components are listed: a programme for out-of-school children 7-14 years of age; literacy programme for youth and adults aged 15 and above; and basic skills training for youth and adults in the community skills training centers (CSTCs). It is

explained in the situation analysis that the CSTCs offer specific learning skills related to the specific needs of the rural community and prepare the community to participate efficiently in the development activities and to upgrade and improve the traditional rural skills. It is reported that 58,614 adults had been trained in 287 CSTCs. It is reported that several studies had been undertaken to expand the provision of adult and non-formal education taking into consideration the experiences of other developing countries.

One of the seven goals of ESDP III is to provide increased access to Adult and Non-Formal Education (NFE) in order to combat the problem of adult literacy. The Adult and NFE programme is planned, through its functional adult literacy component, to reach 5.2 million adults in the programme period, quite an ambitious target. Moreover, it plans to train 143,500 adults in different skills in the existing 287 CSTCs. ESDP III recognizes that government alone cannot provide sufficient financial or human resources to support the programme and hence will seek support from other stakeholders: multi-lateral and bilateral development partners, NGOs, local governments and communities. The targets need a well designed, professionally implemented strategy to ensure that they are achieved.

Elements of strategy given in the document for adult education include how functional adult literacy programmes shall be expanded: each region shall organize adult literacy programme which would involve developing materials in the mother tongues of learners covering various areas of life skills. The areas listed in order to enable the population as a whole to participate in the development process are: primary health care; prevention of diseases such as malaria, HIV/AIDS etc; family planning; environment; agriculture; marketing; banking; and gender issues. On teaching arrangements, ESDP provides that teaching will be a voluntary activity organized at school, ABECs and Kebele levels. The programme, it is further explained, will utilize teachers, ABEC facilitators, literate adults, secondary and tertiary level students, while the main investments will be in the provision of literacy readers, training manuals and in the training of literacy volunteer teachers. (Pages 29-30)

These provisions will be commented on in Part III of this document when presenting the proposed strategy. Experiences from similar situations in other countries and studies carried out in Ethiopia will be drawn upon to see which of the provisions are likely to yield the desired results.

c. Ethiopia's international commitments

The National Adult Education Strategy is developed in the context to international commitment to which Ethiopia is a signatory.

Education for All – EFA (1990-2000-2015)

The world Education for All (EFA) initiative was adopted and launched in Jomtien, Thailand, 1990. Ten years later, in April 2000, the World Education Forum in Dakar, Senegal, reviewed progress in the EFA initiative and adopted a set of six goals to be met

by 2015. Two of the goals (Goals 3 and 4) refer to youth and adult literacy, basic and continuing education. However, all goals are inter-related: the education of youth and adults is related to *all* other EFA goals: early childhood care and education, universal primary education for children, eliminating gender disparities, and improving educational quality.

3.3. Structures, Organization, Governance, Management of ANFE programmes

Ethiopia is a federal republic composed of nine regions and two city administrations: Afar, Somali, Amhara, Oromia, Gambella, Benishangul Gumuz, Tigray, Harari and the Southern Nations, Nationalities, and Peoples Regions and Addis Ababa and Dire Dawa *respectively*. In 1994, the Education and Training Policy decentralized education administration to the regional states, and advocated the use of mother tongue as a language of instruction.

Following the 1994 Education and Training Policy, Ethiopia has been guided by a series of Education Sector Development Programmes I, II, and III. The Federal Ministry of Education plays a coordinating role, setting forth frameworks and policies while regions are the main implementers, and the ones who control the purse strings of education.

New National Adult Education and Alternative Basic Education Strategies call for the formation of an Alternative Basic Education and an Adult and Nonformal Education governance structure to be created and staffed at the Federal, Regional, Zonal, Woreda and Kebele levels. Currently, the Gender and Education Equity Department of the Ministry of Education is responsible for non-formal education. There are also units at regional and other levels of governmental structures. Many regions have embraced alternative basic education as a strategy for meeting the Millennium Development Goals. For instance, in SNNPR, the Regional Bureau of Education had developed a separate curriculum for sedentary and pastoralist children and youth. In February 2007, it was seeking funding for the preparation of adult-oriented regional curriculum for its literacy and numeracy classes. Regions vary greatly in their implementation capacity. Some regions like Tigray and Amhara have soared and have reached 111.3 and 98.7 gross enrolment ratios, with a large portion of this increase, due to alternative basic education enrolment. *Where as, in other regions like Afar, gross enrolment remains at 30% and below.*

When government does not have the capacity to reach all out-of-school children and youth through formal schools, NGOs or other civil society actors mobilize a community to build a school, secure enrolment and train the facilitator. When the center is operational and sustainable, it is usually then handed over to the government. In joint endeavours of multiple actors in the provision of nonformal education, the roles and responsibilities between government, civil society and community are not always clear. Some regions, like Oromia Regional Education Bureau, have developed regionalized versions of the alternative basic education strategy that specifically clarifies roles of NGO, woreda education office, community, etc.

Coordinating donor input is a major undertaking in most Regional Bureaus. While Regional Education Bureaus have main responsibility for implementation, they have, in many cases, formed Regional Forums on Nonformal Education. These forums are at different levels of functioning, usually in parallel with the implementation capacity of the regional government. The Regional Bureau plays a facilitating role; helps establish the operating guidelines of the forum and often filling many key officer positions. For instance, in SNNPR, the forum is comprised of approximately 25 NGO members who are all implementing nonformal education in different areas. The forum developed a manual on nonformal education for distribution to all those operating in the region and initiates various coordinating activities in the field of nonformal education.

Many NGOs are now in the processing of handing over nonformal education centers to government management, Woreda Education Offices. The Joint Mission Report of October/November 2006 found that regional governments often press for rapid conversion of alternative basic education centers into primary schools (Joint Review Mission, 2006).

Communities also substantially contribute to the governance of nonformal education programs. Center Management Committees are often composed of influential people in the community, usually elder men, and to lesser extent women (though women's participation is highly encouraged and set as a goal in the ESDP III). During drop-in visits in many regions, it is not uncommon to find a Center Management Committee member on the learning center site. These committees ensure that the facilitator is present and teaching and will often report to the Woreda Education Office or the implementing NGO when there is a problem. They are very active in mobilizing communities to participate, and in some areas, they call community meetings to address low attendance issues and will particularly follow the case of a student, when that student is absent.

In some areas, especially pastoral areas, local governments have made school attendance **mandatory and this law is enforced. Parents have been persuaded to send their children** to the schools or alternative basic education centers. Center Management Committees in some communities have also been active in enforcing this policy, often imposing a fine on parents who do not send their children to the alternative basic education center.

3.4. Resources and Financial Support for ANFE programmes

Since 2001/2, the Ethiopian government has allocated the highest proportion of its national budget to the education sector (Oxfam & Basic Education Association, 2006). The Education Sector Development Program III committed to increasing the contribution to adult and nonformal education from Birr 164.1 million to Birr 288.2 million in the current educational action plan. The plan advocates for the use of formal schools, alternative basic education centers and Community Skills Training Centers as the venue for NFE in order to spend the budget on teaching and learning inputs alone, rather than construction and other capital expenditures (Ministry of Education, 2005). The

Education Sector Development Plan aggregates the alternative basic education budget with primary education, as opposed to adult and nonformal education.

The administration of education is the mandate of regions. The Federal Ministry of Education plays a facilitating role, but it has little budget and regions are not accountable to the Federal Ministry of Education. The Federal Government funds regional governments. The regional governments allocate funds to regional bureaus and to woreda administrations. The woreda administration in turn allocates funds to woreda education offices. Regions have a great deal of discretion in allocating funds.

In a separate funding stream, the Regional Councils directly allocate funds to woredas through block grants. Woredas also have a large amount of discretion in how to allocate their block grants. The largest segment of woreda block grant is usually allocated to education, ranging from 33% to 66% (Ministry of Education, 1995). Woreda education Offices also have a great deal of discretion in how they allocate their education funds, be it to formal, alternative basic education or other nonformal activities. For government-paid alternative basic education facilitators, each woreda determines the amount of their salary, according to local budgeting.

Budget allocated for adult and non-formal education by the Government is just enough to cover administrators' salary costs, which means there is no fund to cover programmatic or operational costs of adult basic education programmes.

In many cases, strong NGO-government collaboration has resulted in unique progress in alternative basic education. In Amhara Region, NGOs like Save the Children Norway and Save the Children Denmark contribute funds directly to the Regional Education Bureau on a quarterly basis for alternative basic education. They collaborate with the Regional Bureaus in supporting implementation, but it is the Regional Bureau that takes the main responsibility for implementation. These funds then benefit alternative basic education activities for 180,000 beneficiaries in the region, supporting government-run alternative basic education as well as NGO-run implementation. The funds are used for printing of textbooks, supporting the monitoring capacity of the region, strengthening the capacity to train NFE facilitators, among other activities

Community contributions to nonformal education expenditure should also not be overlooked. Across the nation, communities are contributing human labour for the construction of NFE centers, in the form of locally available building materials like rocks, wood, sand and other such items. Communities also contribute human labour to the management of learning centers.

4. The developments in adult learning and education since 1997 (CONFINTEA V)

4.1. Expansion of Adult Education in Ethiopia

The FDRE government has done a lot of activities to expand adult education in Ethiopia during the last two decades. The government addresses adult education in multi-sectoral approach. Various ministries are putting adult education as the center of their agenda. More specifically, the Ministries of Education, Agriculture and Health are among the ministries that are vigorously involving in adult education in Ethiopia. The following are some of the major achievements attained by these ministries pertaining to the expansion of adult education/learning.

4.1.1. Adult Literacy Programmes

EDSP II and III put adult literacy as their major agenda. Accordingly, regional education bureaus have strived to establish low cost nonformal learning centers in which adult and nonformal education programmes are carried out. The NFE centers are meant to cater education needs of out-of-school children and adults with special emphasis on women. Thousands of rural young who are high school leavers have been recruited and trained to serve as paraprofessional teachers.

Apart from the efforts of the government, a number of non-governmental organizations and community-based organizations are engaged in expanding functional adult literacy programmes. The Ministry of Education of the FDRE is giving maximum support in terms of creating enabling working environment. Besides the provision of education, these organizations are involved in generating and testing innovative education programmes. For such innovative activities, Ethiopia, won one of the 2008 UNESCO Confucius Award for Literacy.

In spite of all these efforts, Ethiopia had faced problem of coordination among several actors. There have been several unrecognized and uncoordinated piecemeal efforts that are related to adult education in one way or another. In order to address this problem, the Ethiopian government has taken fruitful measures such as developing a national adult education strategy and establishing GO-NGO forums at various levels.

4.1.2. COMMUNITY SKILLS TRAINING CENTERS

Governance of the Community Skills Training Centers varies from region to region. For instance, in Oromia, they are governed by the Technical and Vocational Education and Training Agency. In Amhara region, Community Skills Training Centers fall under the Micro and Small-Scale Industry and Trade Bureau. Likewise, in Tigray, the centres are under Technical and Vocational Education and Training Commission. In the rest regions, the governance of the CSTCs falls under regional education bureaus.

TVET units at woreda and Woreda Education Offices are responsible for directly administering the Community Skills Training Centers.

The majority are government-funded, but some receive support from external donors (for instance, 6 of Oromia's 155 centers receive support from non-governmental organizations).

Community Skills Training Centers train unemployed youth and adults, to upgrade the skills of farmers, to introduce new technologies and expand income-generating activities.

The Community Skills Training Centers were established in the 1970s as a means of furthering the initial literacy training of the national literacy campaign, introducing and expanding appropriate technology for the rural community, providing short-term farming and vocational training and establishing a development resource center for the community.

There are 450 Community Skills Training Centers across the country. Usually there is only one center per woreda. From 2002-2005, the program sought to enroll 3.5 million learners in adult literacy programs and 65,000 youth and adults in vocational training programs. However, the centers only enrolled 778,000 learners in adult literacy and 6,697 in skills training programs.

In the model EXPRO Community Skills Training Centers supported by IIZ/DVV, 2013 learners were enrolled in 2004, 1472 of which were females and 541 of which were males. Model Community Skills Training Centers are said to have the capacity to train 100-150 learners per year.

The Community Skills Training Centers provide basic literacy and numeracy classes as well as practical skills such as entrepreneurship, handicrafts, ceramics, home economics, metalwork, traditional cloth-making, sewing, embroidery, woodwork and other trades. The model centers provide income generating and skills training for illiterate individuals, individuals with some schooling and dropouts of the formal education system.

Some trainers have been educated in the Technical and Vocational Training system and so draw upon the techniques learned there. Since many Community Skills Training Centers are not functional, there is not a clear framework of pedagogy to be put forward. Some courses utilize standard andragogy techniques.

Most classes are conducted in the language of the region in which the training center is located. One prerequisite to recruit a trainer is that the trainer speaks the language of the trainees.

The duration of the course depends on the nature of the topic and the interest of the participants. The classes are offered in increments of 15 days up to four to six months depending on the nature of the topic and the interest of the participants.

Trainers are paid on a contract basis based on the length, type of course and their background. Some may be graduates of the technical and vocational training institutions. They earn from Birr 300-600 per month, depending on their background.

4.1.3. National Adult Education Strategy

Ethiopia has launched a new adult education strategy in March 2008. The strategy was developed, enriched and finalized by involving many actors that are engaged in adult education in one way or another. For the first time in the history of the country, a national adult education strategy was endorsed by six government ministries who are involved in adult education directly or indirectly. Following the national strategy, the Ministry of Education has developed a Functional Adult Education guideline and a three-year national action plan to expand functional adult literacy in Ethiopia with the active involvement of stakeholders.

4.1.4. National GO-NGO Forum

In order to strengthen experience sharing and collaboration, the MOE and NGOs working in the education sector have formed a GO-NGO forum. This forum is serving the government and non-government actors to come together and share their experiences, jointly monitor educational efforts and devise a strategy to strengthen the sector.

4.1.5. Regional GO-NGO Forums on Education:

In regions, forums that bring the government and non-government education actors together have been established some years ago and holding their meeting regularly. Some of these forums were able to hold their meetings quarterly while others are holding their meetings bi-annually. Problems like duplication of efforts, poor monitoring and evaluation as well as replication of best experiences are being addressed in these forums.

4.1.6. Training of Adult/ NFE Educators

In the Education Sector Development Plan, the government committed itself to linking the training of non-formal education facilitators with existing regional teacher education colleges (TECs). Yet, there is currently no national framework for the training of NFBE educators and trainers.

Every region in Ethiopia trains its own teachers. Teacher Training Colleges are providing trainings to formal teachers and are increasingly becoming involved in the training of NFBE facilitators. Many Teacher Education Colleges are also becoming involved in upgrading non-formal education facilitator skills. After 2-3 intensive trainings during the mid-year break, these non-formal education facilitators become certified. For instance, Somali Region has inducted non-formal education facilitators, provides an initial induction training of 3 months, and then after attending summer sessions for 3 years, these facilitators become certified. In Amhara Region, Debremarkos College of Teachers Education has a 2 year course resulting in a diploma in Adult and Nonformal Education.

The SNNP Region has trained facilitators in Arbaminch Teacher Education College and plans to start an Adult and Nonformal Education Department at Hawassa University. Jimma Teacher Education College, in Oromia region has, been preparing to house an Adult and Nonformal Education Department which runs a two-year diploma program in adult education and build the capacity of nonformal education professionals. In addition to these, the Addis Ababa University has launched a Masters programme in Adult Education and Life Long Learning recently.

The Teacher Development Program is a 60 Euro million project, funded by six European donors. The program currently serves the formal education system by investing in in-service training, pre-service training, teacher educator training, leadership and management training, English language improvement, teacher education system development. The project is considering funding a component on nonformal facilitator training in the extension of the first phase of the project, as well as in the five year follow-on project.

Some NGOs also involve in the training of nonformal education managers. The Adult and Nonformal Education Association in Ethiopia (ANFEAE) has trained 2130 Woreda Education Office staff in an intensive training program on how to manage non-formal and alternative basic education.

The Ministry of Agriculture has 25 colleges that train agriculture extension workers. The plan is that every community of 300 households will have three development agents, one plant science expert, one natural resource management expert and one animal science expert based in over 15,000 Farmer Training Centers across the nation. There has been a growing awareness on the need to link the works of Agricultural extension agents and the broader adult and nonformal education sector. However, these linkages have yet to be formally established and materialized. However at some alternative basic education centers, there is already a blending of efforts in areas where there are development agents

4.1.7. Research on Adult and NFE

As of April 2007, the Addis Ababa University has begun a Master's level program in Adult Education and Lifelong Learning.

Some education professionals completed their post graduate studies on adult education at Addis Ababa University. Many of these individuals conducted research, drawing on their professional activities and field work in the area of adult and non-formal education. Some of these pieces have been published, but the literature, to date, remains scattered and unconsolidated.

The German Adult Education and Institute for International Cooperation, IIZ/DVV in Ethiopia, funds activities which builds knowledge and capacity in adult education, conducts research, funds pilot projects, and conducts policy and lobbying work. IIZ/DVV produces a quarterly journal and has published many papers, reports and studies on nonformal education, and houses a library on adult and nonformal education.

A great body of knowledge exists which has been commissioned by NGOs. The vast majority of this information remains dispersed among NGOs – in the form of ‘grey literature’ that must be collected, report by report. Internet access is still progressing to a state where civil society or nonformal education professionals can easily post and access Ethiopia-specific nonformal education information over the web.

4.2. Agricultural Extension Efforts

The government of the Federal Democratic Republic of Ethiopia has paid much attention to make its development strategy equitable. Since the livelihood of the majority of Ethiopians is based on agriculture, the government has to place maximum emphasis on this sector. That is why the government developed a national development strategy which is known as Agricultural Development Led Industrialization (ADLI).

ADLI is a strategy that uses labour extensively and land intensively. Therefore, in deducing this development alternative to our specific situation through the use of technologies that are labour intensive and land augmenting such as fertilizer and improved seeds, the government aims to transform Ethiopia’s agrarian economy to a modern economy.

To attain the above-mentioned objective and emancipate our country from being a charity receiving tradition, the education and training of rural farmers has been given higher priority during the last decade. Millions of adult farmers benefited from the agricultural extension programme, which is part of the national adult education endeavor.

In the same way, other interventions such as the establishment of agricultural Technical Vocational and Educational Training (Agri-TVET) and Farmers’ Training Centers (FTCs), development of Menu-based Household Packages, comprehensive Development Plan (Production to Market), Voluntary Resettlement, Water Harvesting, Cooperative Development, Research and Extension programs, small scale irrigation schemes have been launched and promotion of commercial farming have been encouraged. All these efforts are being coordinated and integrated under one national strategy-the National Adult Education Strategy of Ethiopia, which is recently endorsed by six government ministries including: Ministries of Education, Agriculture, Health, Social and Labour Affairs, Youth and Sport and Women’s Affairs.

4.2.1. Farmer Training Centres of The Ministry of Agriculture & Rural Development

The Ministry of Agriculture and Rural Development leads the programme in collaboration with the Regional Agricultural Bureaus. The Ministry established an Agricultural Extension, Technical Vocational Education and Training Department to oversee the affairs of the programme. The Farmer Training Centers will then be rolled out in various woredas.

The Ministry of Agriculture training program seeks to provide “agricultural sector workers with skills more relevant to the evolving needs of employers and the economy” and “to create business oriented and environmentally conscious farmers who can make use of modern technologies and produce quality farm products” (Tefera, 2006).

The main aims of the Farmers Training Centers are to:

- to give specialized training on modern farming techniques.
- to provide agricultural extension services easily
- to provide information/data and advisory services on market, entrepreneurship, ecological, demographical, social etc.
- to serve as permanent exhibition centers to transfer technologies (Tefera, 2006).

The Farmer Training centres target youth and adults, who have completed Grade 8 or less. The Plan for Accelerated and Sustainable Development to End Poverty (PASDEP) seeks to reach a target of 2.6 million female headed households and at least 30% of women farmers in male headed households through the agricultural extension program. The program seeks to establish another 15,000 centers and train 55,000 middle level skilled agricultural practitioners by 2011 (Tefera, 2006).

There are 14,766 existing Farmer Training Centers in Ethiopia. As the centers are still being established, there is no concrete data available on enrollment. However the Ministry of Agriculture and Rural Development seeks to reach men and women, youth and adults.

The Farmer Skills Training Centers offer various skills-oriented courses on how to improve farming techniques. More than 20 training modules have been prepared on different areas of agricultural (crop husbandry, animal husbandry, natural resource development, increasing agricultural productivity, how to use fertilizers, etc.) (Tefera, 2006). Some of these centers are currently training farmers, but some are still being established, constructed and equipped with materials.

The experts who will teach at Farmer Training Centers are graduates of the agricultural colleges, and have received technical training in various agricultural specialties.

The Farmers Training Centers expect a person to have literacy and numeracy skills to be eligible to participate in the courses. However, the vast majority of farmers who need the **skills training courses don't have the requisite literacy skills to participate. So the Farmers Training Centers should incorporate literacy and numeracy.**

The Ministry of Agriculture and Rural Development has 25 agricultural colleges that train grassroots development agents to be agriculture extension workers. The government's plan is that each Farmer Training Center will have 3 development agents - one plant science expert, one animal science expert and one natural resource manager. The Ministry proposes to utilize the existing 34,400 graduates of agricultural colleges to be adult basic education trainers in Farmer Training Centers.

4.3. Health Extension Efforts

The health status is characterized by low access to basic services like safe water, sanitation and health care services and facilities and widespread malnutrition. The health infrastructure was very weak and the distribution was urban-biased. Nearly 50% of the health services were concentrated in main towns. In order to change this scenario, the government of Ethiopia has introduced a new health policy, which gives high priority to rural areas and the emphasis is on preventive measures.

To this end, thousands of health posts and health centers have been constructed in rural areas of the country. In addition, health extension programme has been launched some seven years ago and has been serving millions of adults in the country. As a result of such vigorous moves, Ethiopia is achieving remarkable results in terms of overcoming most communicable diseases and combating HIV/AIDS and Malaria.

4.4. Change in National Perception on the Role of Adult Education

The UNESCO Fifth International Conference on Adult Education (1997) changed “organized educational processes” to “learning processes” thus making the concept broader.

Like wise, this broad concept is being understood in Ethiopian as it is getting more clarity through time. ESDP-III explains that the adult and non-formal education programme is basically focused on literacy, numeracy and other relevant skills to enable learners to develop problem-solving abilities and change their lives.

Adult education is not limited to these components offered by the MOE; other ministries such as those of health and agriculture, and other agencies in Ethiopia also carry out adult education. Cognizant of this fact, Ethiopia has developed a new national adult education strategy. The following summary shows how adult education is perceived and envisaged to be handled in Ethiopia in the forthcoming periods. Besides, the summary explains how Ethiopia perceives the role adult education can play to address multi-sectoral problems of the country.

4.4. Adult Education and the Struggle to End Poverty in Ethiopia

Youth and adults are the active and productive section of the population. However, a high percentage of the youth and adults are limited in knowledge and skills, some of them lack the important basic skills of reading and writing.

Ethiopia’s PASDEP is based upon eight elements, which all Government efforts are expected to work on during the five years 2005/06 - 2009/10. The strategy is to be implemented during the current five years, not at some future date when the children in Primary School will have graduated. The knowledgeable skilled human resources required for the implementation must be there now. So, if the present socio-economically

active population does not have adequate knowledge and skills, opportunities for that must be availed now. Ethiopia believes that adult education has a direct immediate contribution to each of the eight elements as briefly outlined below.

a) A Massive Push to Accelerate Growth

ESDP III identifies agriculture and marketing as two of the areas to be covered in FAL. Evaluation studies, including that in Uganda, revealed that participants in FAL develop more modern attitudes and skills in agriculture. PASDEP's effort to intensify marketable farm products both for domestic and export markets would therefore greatly benefit from a strengthened implementation of FAL to achieve its set target. So will the hope for the family welfare improvement that PASDEP says will come from achieving higher yields of basic food gains.

b) A Geographically Differentiated Strategy

Adult education, properly done, promotes flexibility in approach that is such an important ingredient for the geographically differentiated strategy. As provided for in ESDP III, the curriculum for adult education must "be diversified based on the needs of learners". It is this diversified learning that will effectively support the differentiated strategies.

c) Addressing the Population Challenge

Properly carried out, adult education in general and FAL in particular enables people to critically analyze their situation and take informed decisions on their lives. The challenge of rapid population growth is lack of reflection and informed decision-making on when to have children and eventually how many. Enabling youth and adults to reflect on reproductive practices and family happiness will lead to better planned decisions on children and the family and gradually reduce the population challenge. PASDEP notes that with increased awareness in urban areas, especially Addis, the statistical fertility rate has already fallen.

d) Unleashing the Potential of Ethiopia's Women

Among the interventions listed by PASDEP to "release the untapped potential of Ethiopia's 35 million women" are major efforts to improve women's health through an extensive programme of female outreach health workers who will get down to the village and family level; and intensifying the responsiveness to women clients of a wide range of programmes designed to boost productivity, including agricultural extension, micro-credit, natural resource management and small business promotion. While the Government expands these interventions, it is crucial that the women also respond favourably to them. Among the benefits of FAL revealed by various evaluations is that it increases people's responsiveness to and even demand for various life-improving services by government and other agencies.

e) Strengthening the Infrastructure Backbone

While the Government takes care of the supply side by constructing roads, expanding water supply and increasing electricity supply and telecommunications services, there are several issues to be taken care of on the demand or user side, namely: access, proper use, maintenance, and, in some cases, payment for the services. These require that people have appropriate values, adequate understanding of the infrastructure, proper usage and maintenance skills and the capacity and willingness to pay where necessary. All these can be enhanced by adult education.

f) Managing Risk and Volatility

PASDEP notes that volatility needs to be managed at three levels, one of which is referred to as the most immediate human level, to reduce the repeated swings of households in and out of poverty, mostly as a result of crop failure and major illnesses. At this level adult education can make some contribution to the solutions proposed by PASDEP, particularly diversification and irrigation. Both of these solutions need the flexibility and new skills that can be outcomes of adult education: flexibility and skills to facilitate diversification of agricultural and off-farm income sources and to manage water resources so as “to reduce the impact of drought and increase range of crops that can be grown” at household level.

g) Scaling up to Reach the MDGs

Some of the MDG targets can be approached by increasing people’s awareness and life skills. For raising the primary school completion rate and increasing gender-parity in primary education, Ethiopia’s ESDP III notes the significant role that families and communities need to play for improved performance in primary schools. Studies in many countries have shown that participation in FAL and awareness creation in communities through other educational activities significantly increases the amount and quality of family support and community participation in school activities.

h) Creating Jobs

PASDEP notes that the challenges faced by the Government in fulfilling the demand for increased employment are: managing the dynamics of population growth and expansion of labour-intensive productive activities. It however, mentions scaling up the Addis Ababa city administration initiative that is linked with TVET. This brings in the element of training for employability. Adult education, in particular FAL, emphasizes training not only for employability by others but especially for developing skills to enable people employ themselves more profitably. Through adult education, people would create jobs for themselves and to some extent for others.

5. Future Challenges For Adult Learning And Education

5.1. Population and Meager Resources

Ethiopia being one of highly populous countries in Africa, it is facing challenges in expanding quality literacy/education to its citizens. Although the country is allocating higher share of its national budget to the education sector, it is still very challenging to reach its adult populations with functional literacy programmes. The massive and complex problems related to expanding adult literacy and attaining sustainable national development cannot be solved unless regional and international partnership is strengthened.

Proposed Solutions:

- It is the conviction of Ethiopia to allocate reasonable share of the national budget to the education sector and also reasonable share of the national education budget to adult education.

Apparently, rich nations and international bilateral and multilateral organizations have also failed to maintain their promises. It is to be recalled that they have promised to support poor countries financially in achieving UPE/EFA. The fact that the fast track initiative and other international education programmes such as LIFE are underfinanced justifies the above statement. Bearing in mind how vital is such assistance to least developed countries like Ethiopia; the country strongly urges rich countries and international donor agencies to:

- Allow poor countries sufficient fiscal space to enable long-term sustainable investment in public education system;
- Fully fund the global external financing gap for the achievement of Education For All;
- Allow unconditional cancellation of debt for poor countries to enable them expand basic education with the amount of money gained from debt cancellation;
- Maximize the official development assistance and thereby minimize the financial obstacle to attain EFA goals.

5.2. Low Number of Qualified Citizens in Adult Education:

Ethiopia has paid maximum attention to expand tertiary education. The number of higher Education institutions providing training related to adult and NFE are increasing year by year. However, having sufficient number of highly qualified instructors is still remaining to be a challenge.

Proposed Solution:

There are two feasible solutions. It is important to help Ethiopia by providing free scholarship opportunities for its scholars in the area of adult education and building the capacity of higher educational institutions to strengthen higher level training programmes within the country.

Appendix 1:

NON-STATE ACTORS OF ADULT AND NONFORMAL EDUCATION ACTIVITIES

Nonformal education initiatives are being carried out by a host of implementers in Ethiopia. The following list denotes some of the more noteworthy organizations, with larger or wider coverage. However, this list is not exhaustive; as a wealth of further activities are also being conducted, especially by local community associations, local NGOs and district government units. In addition, many of the activities run by the NGOs below are umbrella projects in which a number of other actors are also involved.

Nonformal Education Implementers in Ethiopia

Action Aid
Adult and Nonformal Education Association in Ethiopia
Afar Regional State Alternative and Adult Basic Education
Afar Pastoralist Development Association
Agriservice Ethiopia
Amhara Regional State Alternative and Adult Basic Education
Amhara Development Association
Amhara Women Association
Benishangul Gumuz Regional State Alternative and Adult Basic Education
Catholic Church
Community Skills Training Centers
Development through Adult and Nonformal Education
EECMY Programs
Ethiopian Orthodox Church
Facilitators for Change
Gambella Regional State Alternative and Adult Basic Education
GOAL Reflect Circles
Harare Regional State Non-formal Education Activities
Hope for the Horn
IIZ/DVV Integrated Women's Empowerment Program
International Rescue Committee Refugee Camp Education
International Rescue Committee Pastoralist Livelihoods Initiative
Kale Hiwot Church
Ministry of Agriculture Farmers Training Centers
Oromia Regional State Alternative and Adult Basic Education
Oxfam Great Britain
Pact TEACH Project
Qu'ranic Schools
Save the Children Denmark Protection and Prevention of Children from Sexual Abuse and Exploitation Project
Save the Children-UK/Somali Region Alternative Basic Education
Save the Children US- SCOPE Project Alternative Basic Education
Society for International Missions
SOS Sahel
SIL (Summer Institute of Linguistics)
Somali Regional State Alternative and Adult Basic Education

Southern Nations, Nationalities and People's Regional State Alternative and Adult Basic Education

Tigray Regional State Alternative and Adult Basic Education

Women's Association of Tigray

WORTH Women's Empowerment Program

Target Groups of Adult Education:

Types of NFE Target Groups	Description
1. "Illiterates"	Individuals who do not fulfil the national criteria used to define the term 'literate'.
2. Basic "Literates" (basic level)	Individuals who have acquired a basic level of literacy skills, according to national criteria.
3. Advanced "Literates" (advanced level)	Individuals who have acquired an advanced level of literacy, according to national criteria.
4. Out-of-school children or those who withdrew from school	Children of formal school age who do not have access to or have withdrawn from formal schooling.
5. Marginalized adolescents and youth	Youth, including adolescents, who did not have access to or have withdrawn from formal schooling, and/or who are living in conditions of difficulty which would include social exclusion, physical disabilities, marginalization and discrimination as well as economic circumstances that make them more vulnerable.
6. Women and girls	This target group may overlap with one or several of the other categories; but it is listed here in recognition of educational development initiatives that specifically target the female gender, in order to address gender inequalities, or interventions that are specifically relevant to women and girls, such as maternal health education.
7. Rural poor	This refers to individuals living below the national poverty line in rural areas. This will often overlap with other categories.
8. Farmers	Sometimes overlaps with other categories (rural poor); can include fisherman, livestock breeders and the like.
9. Urban poor	This refers to individuals living below the national poverty line in all statutory towns and all other places which satisfy the national criteria for defining 'urban'.
10. Ethnic/linguistic minority groups	This target group may overlap with one or several of the other categories; but it is listed here in recognition of educational development initiatives that specifically target such groups. It includes tribal groups, indigenous groups, linguistic minorities, nomads, etc.
11. Groups living in special circumstances	This target group may overlap with one or several of the other categories, but it is listed here in recognition of educational development initiatives that specifically target such groups. It includes migrant workers, refugees, demobilized soldiers, etc.
12. People with disabilities	

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