



Ministry of Education(MoE)

**Ethiopia in Brief
and
Decentralized
Governance structure
of NFAE in Ethiopia**

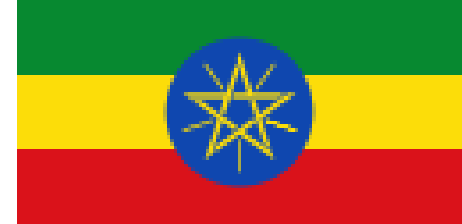
**Adane Mamo, and
Eshetu Abate**



At the Horn of Africa



Ethiopia



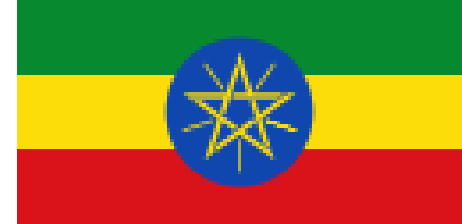
❖ Capital City: **Addis Ababa**
(the political Capital of **Africa**)

❖ Area = 1.13 mlsq.km
(27th largest in the World)

❖ Population: 80 million
2nd in Africa next to Nigeria

❖ Altitude ranges from 4550m a.s.l to 130m b.s.l

❖ Currency: Birr (ETB)
18 Birr = \$1 U.S.D =



Language

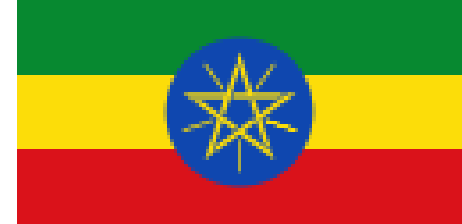
- Over 80 languages spoken and some 200 dialects
- Official language: Amharic
- English learned in school
- English is the language of instruction in schools for high school and college



The ETHiopian Feedel (ወጥ / HaPe)

according to Lion of Judah Collective's MINISTRY of EDUCATION & FINE ARTS
 LOJ Mission, Inc.'s Koldji's HAPE/ETHiopic-English Phonetics System of Learning
 by Li'ul Ras-Iudonis HAYLE-YESUS SELASSIE & Li'ulit Tshetema Girma TSTGGA-MARYAM

1.	ሀ	ha	ሀ	hu	ሂ	hee	ሃ	Ha	ሄ	hê	ሀ	h'i	ሀ	ho
2.	ለ	le	ሉ	lu	ሌ	lee	ላ	la	ሎ	lê	ለ	l'i	ሎ	lo
3.	ሐ	Ha	ሐ	Hu	ሐ	Hee	ሐ	Ha	ሐ	Hê	ሐ	H'i	ሐ	Ho
4.	መ	me	ሙ	mu	ሚ	mee	ማ	ma	ሚ	mê	ሞ	m'i	ሞ	mo
5.	ሠ	se	ሡ	su	ሢ	see	ሣ	sa	ሢ	sê	ሥ	s'i	ሥ	so
6.	ረ	re	ሩ	ru	ሪ	ree	ራ	ra	ራ	rê	ር	r'i	ር	ro
7.	ሰ	se	ሱ	su	ሲ	see	ሳ	sa	ሲ	sê	ሰ	s'i	ሰ	so
8.	ሸ	she	ሹ	shu	ሺ	shee	ሻ	sha	ሺ	shê	ሽ	sh'i	ሽ	sho
9.	ቀ	qe	ቁ	qu	ቂ	qee	ቃ	qa	ቂ	qê	ቀ	q'i	ቀ	qo
10.	በ	be	ቡ	bu	ቤ	bee	ባ	ba	ቤ	bê	ብ	b'i	ብ	bo
11.	ተ	te	ቲ	tu	ቲ	tee	ታ	ta	ቲ	tê	ት	t'i	ት	to
12.	ቸ	che	ቹ	chu	ቺ	chee	ቻ	cha	ቺ	chê	ች	ch'i	ች	cho
13.	ኀ	kHa	ኁ	kHu	ኂ	kHee	ኃ	kHa	ኄ	kHê	ኀ	kH'i	ኀ	kHo
14.	ነ	ne	ኑ	nu	ኒ	nee	ና	na	ኒ	nê	ን	n'i	ን	no
15.	ኘ	ñe	ኙ	ñu	ኚ	ñee	ኝ	ña	ኚ	ñê	ኘ	ñ'i	ኘ	ño
16.	አ	A	ሉ	U	ኢ	EE	አ	Aa	ኢ	Ê	አ	A'i	አ	O
17.	ከ	ke	ኪ	ku	ኬ	kee	ካ	ka	ኬ	kê	ከ	k'i	ከ	ko
18.	ከ	He	ከ	Hu	ከ	Hee	ከ	Ha	ከ	Hê	ከ	H'i	ከ	Ho
19.	ወ	we	ወ	wu	ወ	wee	ወ	wa	ወ	wê	ወ	w'i	ወ	wo
20.	ዐ	'a	ዐ	'u	ዐ	'ee	ዐ	'a	ዐ	'ê	ዐ	'i	ዐ	'o
21.	ዘ	ze	ዘ	zu	ዘ	zee	ዘ	za	ዘ	zê	ዘ	z'i	ዘ	zo
22.	ዘ	zhe	ዘ	zhu	ዘ	zhee	ዘ	zha	ዘ	zhê	ዘ	zh'i	ዘ	zho
23.	የ	ye	የ	yu	የ	yee	ያ	ya	የ	yê	የ	y'i	የ	yo
24.	ደ	de	ደ	du	ደ	dee	ደ	da	ደ	dê	ደ	d'i	ደ	do
25.	ደ	je	ደ	ju	ደ	jee	ደ	ja	ደ	jê	ደ	j'i	ደ	jo
26.	ገ	ge	ገ	gu	ገ	gee	ገ	ga	ገ	gê	ገ	g'i	ገ	go
27.	ጠ	T'e	ጠ	T'u	ጠ	T'ee	ጠ	T'a	ጠ	T'é	ጠ	T'i	ጠ	T'o
28.	ጠ	Ch'e	ጠ	Ch'u	ጠ	Ch'ee	ጠ	Ch'a	ጠ	Ch'é	ጠ	Ch'i	ጠ	Ch'o
29.	አ	p'e	አ	p'u	አ	p'ee	አ	p'a	አ	p'é	አ	p'i	አ	p'o
30.	አ	ts'e	አ	ts'u	አ	ts'ee	አ	ts'a	አ	ts'é	አ	ts'i	አ	ts'o
31.	ሀ	tz'e	ሀ	tz'u	ሀ	tz'ee	ሀ	tz'a	ሀ	tz'é	ሀ	tz'i	ሀ	tz'o
32.	ፊ	fe	ፋ	fu	ፊ	fee	ፋ	fa	ፊ	fê	ፋ	f'i	ፋ	fo
33.	ፕ	pe	ፕ	pu	ፕ	pee	ፕ	pa	ፕ	pê	ፕ	p'i	ፕ	po



13 MONTHS OF SUNSHINE !

Ethiopian Calendar

- ✓ 13 Months:
 - ❖ 12 months with 30 days; and
 - ❖ 1 month with 5 days (6 days in leap year)

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JUNE / JULY 2012

ሰኞ ፳፻፬ ዓ.ም

ሰኞ ፳፻፬ ዓ.ም

እውድ SUNDAY	ሰኞ MONDAY	ማኅበኞ TUESDAY	ሬቡዕ WEDNESDAY	ሐሙስ THURSDAY	ዓርብ FRIDAY	ትዳሚ SATURDAY
					፩ 1	፪ 2
፫ 3	፬ 4	፭ 5	፮ 6	፯ 7	፰ 8	፱ 9
10	11	12	13	14	15	16
፲ 10	፲፩ 11	፲፪ 12	፲፫ 13	፲፬ 14	፲፭ 15	፲፮ 16
17	18	19	20	21	22	23
፲፮ 17	፲፯ 18	፲፰ 19	፳ 20	፳፩ 21	፳፪ 22	፳፫ 23
24	25	26	27	28	29	30
፳፬ 24	፳፭ 25	፳፮ 26	፳፯ 27	፳፰ 28	፳፱ 29	፴ 30
1	2	3	4	5	6	7

፩ 8

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10/12

CLOSE

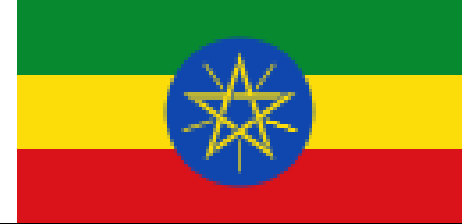
If you wants to be 8 years younger: Come to Ethiopia; it is 2005 E.C



Blue Nile(Abay)

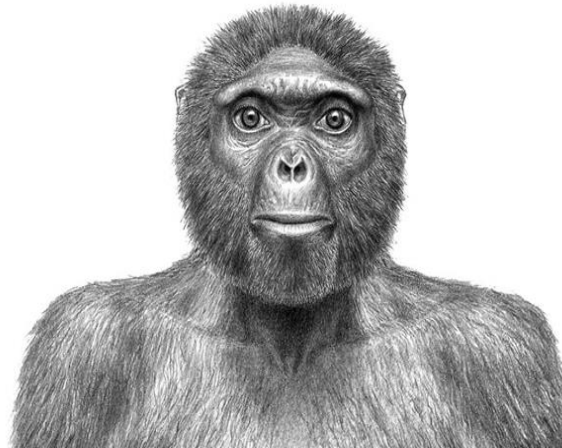
- Origins from Ethiopia: lake Tana
- Length=6650 km to Mediterranean sea
- Crosses 10 countries in Africa





ORIGIN of MANKIND!

- *Fossils found in Ethiopia:*
- *Lucy/dinkineshi/Australopithecus ramidus*
 - *Lucy lived 3.2 m yrs ago*
- *The new Fossil/ Ardi/ Ardipithecus ramidus was found in 2000*
 - *Ardi Lived 4.4m yrs ago*





The Mother Land of Coffee

*One of the precious
Contributions of Ethiopia to the
world!!!*



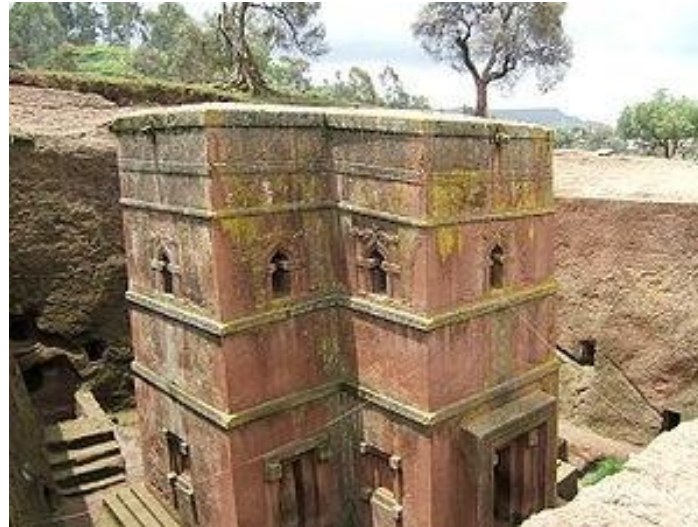
A Country of Great Athletes





Notable Places

- ◆ Lalibela
 - 11 churches carved from stone, subterranean, connected by tunnels, 800 years old
- ◆ Gondar
 - castles from the 1600s
- ◆ Blue Nile Falls
- ◆ Axum Obelisks
 - the seat of the ancient Ethiopian civilization (the palace of Queen of Sheba)





Ministry of Education(MoE)

**DECENTRALIZED GOVERNANCE STRUCTURE IN
NON- FORMAL ADULT EDUCATION IN ETHIOPIA**

***PRESENTED FOR CONFENTIA VI REGIONAL FOLLOW
UP WORKSHOP,5-8,NOV.1212,PRAIA, CAPE VERDE***

Decentralization

- ▶ Is the process of dispersing decision-making governance closer to the people and/or citizens.
- ▶ Is the policy of delegating decision-making authority down to the lower levels in an organization, relatively away from and lower in a central authority.

An overview about Ethiopia

- Is a federal country composed of 9RS and 2 SC with population of C. 80million.
- has an economy based on agriculture ,follows ADLI
- has recently launched an ambitious but achievable 5 years development program called the Growth and transformation plan (GTP). 2010–2015
- Top priority is given for edu. as it is a means to achieve our development goals

Cont...

- Implementing IFAD across the country and ensuring our sustainable development is the order of the day
- Thus multifaceted efforts are taken by GOV. and partners organization.

Education sector

Is divided in to 3 sub sectors:General ,Higher and TvET

- ✓ The general education system is framed as (8–2–2) tiers:
- ❖ Primary education of eight years (up to grade 8) from age 7 to 14;
- ❖ Two years of general education (Grade 9 & 10) for age 15 and 16
- ❖ Preparatory education (Senior secondary), grade 11 and 12, for age 16 & 17
- Structurally Adult and Non formal Education is under the general education system.

THE MAIN FUTURES OF DGS IN IFAE

- Education is the shared responsibility of the federal and RG
- The relationship between the federal and regional state governments is not hierarchical.
- MoE has no direct and line authority over the Regional Education Bureaus (REBs). It initiates and enforces policy matters and promulgates laws to be implemented by sector offices in the regions.

Cont...

- Regional state and woreda councils and their sub-units, for example, regional/state education bureaus and woreda education offices have a mandate for other levels and types of formal and non-formal education programs. They are responsible for primary, secondary education in their locality as well as non-formal education for adults and youth and out of school children
- IFAE seeks to link the 3Rs skills to livelihoods and skills training in areas such as agriculture, health, civics, tvet, cultural education, etc.

Cont...

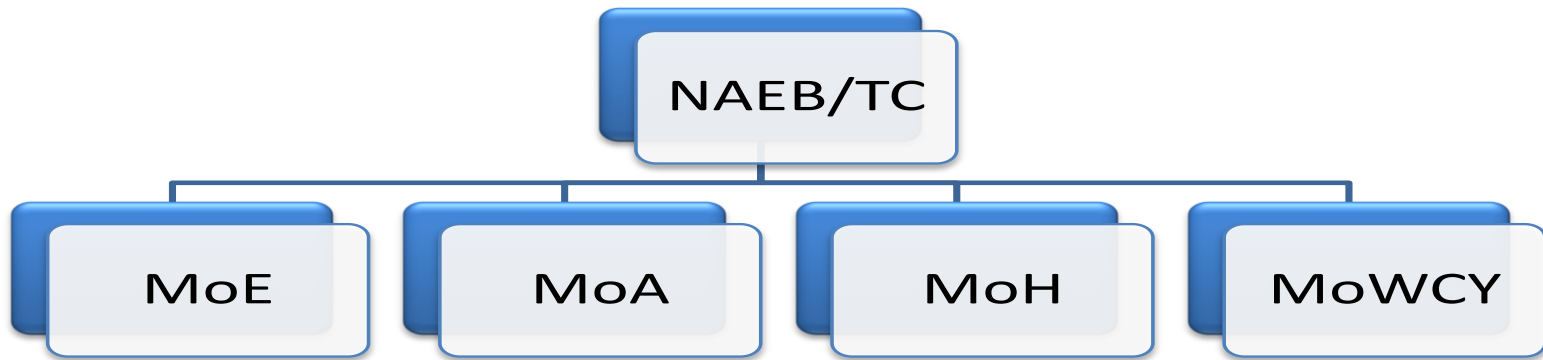
- ❖ All regional governments have the mandate to run their own ADULT AND NON FORMAL EDUCATION.
This helped them to:
 - Have their own plan, budgets, set their own targets
 - Set up contextual structure ,prepare learning materials based on their own context
- ❖ ANFE is implemented jointly by different line sector ministries , regional bureaus, NGOs with technical and financial supports of partners(dvv International)

Cont...

- Being aware this a number of activities were performed collectively:
 - signing memorandum of understanding
 - preparation of documents(NAES ,CFW,IGL,BM ,MLC, CMP,manuals ,moduls,etc
- Are used by all regions based on their own context

National/Regional adult education Board/Technical Committee

- ▶ Regions have set up same governance based on their context.



Adult Edu.Board and TC

- Are set up both at Federal and Regional level
- Are the highest governance body at their respective level
- NAEB and TC: set up among concerned 5 line ministries which earlier signed the MoU to implement the NAES : MoE, MoH, MoA, MoLSA and MoWCY.
- While the FAEB are represented by the state ministers the TC are by directors of concerned section in the member ministers
- The FAEB and TC are respectively chaired by state minister for Gen.Edu. And head of ANFEC, at MoE

Cont...

- Its founding doc.States the duties and responsibilities of each member.
- similar governance structures are erected /replicated across all regions down to kebele (lowest administrative unit)
- All member of the Board plan,implement,monitor,evaluate and work very closely
- Establishing the Board and TC helped to commonly use resources and work in integration

STRENGTH AND WEAKNESS

STRENGTH

- ❑ Enabled all partners to exercise their constitutional rights pertinent to edu.ie.develop learning materials based on their local context
- ❑ Made adult learners to learn by their mother tongue
- ❑ Implementers developed their capacities to implement the program
- ❑ Ensures quality and need based provisions

WEAKNESS

- ❑ Capacity limitation at kebele level is hindering smooth implementation
- ❑ Regular/timely meetings of the N/RAEB is probelamatic
- ❑ Limited capacities hampers IF AE implementation in 4 emerging regions
- ❑ Readiness to implement IF AE varies from sector to sector, thus it hampers smooth implementation
- ❑ As some local languages are not well developed it affects IF AE implementation

Cont...

- ❑ Inability to have appropriate structure and trained staff that can implement IFAD at wereda and some times Regional level.

Results

The implementation of the DGS of IFAE in Ethiopia

- Helped Regions and other implementers to design a program which is based on the local context
- This in turn made the adults to have easily access to quality provision of training
- Most regions through training given by MoE and dvv have created cadre of adult education who can train facilitators ,adult learners material developer, etc
- Budget is started to be allocated to IFAE

Cont...

- Made c. 1.5 million of adult illiterates to be literate and acquire basic skills related to their livelihoods, and other basic life skills .This in turn is helping them to improve their lives.
- Awareness towards IF AE is increasing and adults are demanding its provision.
- Best practices in IF AE implementation are created which could be scaled up to other parts of the country.

THANK YOU VERY MUCH!

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