



**IN ADVANCING ADULT AND NON-FORMAL
EDUCATION IN ETHIOPIA**



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Acknowledge us as follows: 30 Years of Journey in Advancing Adult and Non Formal Education in Ethiopia - DVV International.

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Frauke Heinze

FOREWORD

Adult Education in Ethiopia has come a long way since its inception, with numerous historical milestones shaping its growth. We are proud to have fostered a culture of learning and skills training in Ethiopia over the past three decades by contributing more than 50 years of our international experience in improving the functionality of counties' adult education systems. As we commemorate 30 years of partnership and progress with the Ethiopian Government, Ministry of Education and institutions and structures of adult education at federal, state and district levels in advancing adult education and promoting life-long learning in Ethiopia, it is with great pride and humility, we share to you this publication highlighting critical milestones of our cooperation.

Since our initial cooperation with Ethiopia in 1971, our commitment to training adult education personnel has remained unwavering. In 1995, we established our office in Addis Ababa. Since then, we have engaged in a close partnership with the Ministry of Education following our three-level approach:

- Policy and programme advisory services,
- Implementation of capacity development interventions
- Piloting good practices in adult education service delivery

Following Ethiopia's demand for a literate and skilled population to fuel growth and transformation at all levels of society and governance, our approach has evolved over the years. Our focus on integrated functional literacy for youth and adults, coupled with non-formal skills



and vocational education, reflects our commitment to addressing the diverse needs of Ethiopian communities. DVV International developed and piloted the IFAE (Integrated Functional Adult Education) programme with the Ministry of Education, which exemplifies our integrated approach, combining adult literacy functionally with other development skills such as health, agriculture, environment, entrepreneurship, and vocational. This integrated approach draws on a combination of adult literacy methodologies and seeks cooperation across sectors and levels of governance.

Central to our efforts has been supporting necessary structural changes through a system-building approach (ALESBA) and establishing Adult Education Boards and Technical Teams, comprising representatives from various government offices, to implement the IFAE programme nationwide. We have also supported the development of necessary national ALE strategies, frameworks, programme guidelines, and the 5-year de-

velopment plan for the education sector (ESDP).

Through capacity-building initiatives, including Training of Trainers, curriculum development, regular monitoring and supportive supervision, we have empowered government and non-government actors to deliver quality adult education services. Our adaptation of the Community Learning Centres (CLCs) model to the Ethiopian context has further facilitated community development and empowerment, serving as a beacon of good practices where citizens acquire fundamental skills in literacy, including financial and digital literacy, as well as skills for personal and community growth and vocational education.

As we celebrate the achievements of the past three decades, we recognize that our work is far from over. While DVV International may be closing its operations in Ethiopia, the legacy of our partnership will persist as the activities and initiatives we have supported continue to impact communities across the country. We fervently hope that stakeholders in Ethiopia will build upon these foundations, expanding and innovating to reach even more individuals in need of education and empowerment.

We extend our deepest gratitude to all those who have contributed to this journey in advancing adult education in Ethiopia. Together, we have laid the groundwork for a brighter, more equitable future for all Ethiopians. We wish you great success on the next phase of the collective journey as we build and reform the ALE systems. We hope you remain focused on the commitment to lifelong learning and social transformation.

Uwe Gartenschlaeger

Message From MOE

DVV International has been actively engaged in Ethiopia for the past three decades, primarily focusing on adult literacy programs. Their significant contributions to capacity building have left an indelible mark on the communities they've served. However, as of June 2024, their project in supporting adult literacy program in Ethiopia will be gradually phasing out. Despite this transition, their legacy of empowerment and education will endure.

We fondly remember DVV International's dedication and impact in Ethiopia. Their expertise and financial support have been invaluable in advancing literacy and skills development among adults. While their current project concludes, we remain hopeful that they will continue to collaborate with us on future endeavors. We extend an open invitation for them to join us in initiatives aimed at fostering the growth and prosperity of Ethiopia. Together, we can uphold our commitment to nurturing a productive and prosperous society for generations to come.

Yoseph Abera Atomsa

**CEO, Adult and Non-Formal Education Programs
Ministry of Education
Ethiopia**



ACRONYMS

| | |
|------------------|---|
| AE | Adult Education |
| ALE | Adult Learning and Education |
| ALESBA | Adult Learning and Education System Building Approach |
| ANFE | Adult and Non-Formal Education |
| CG | Curriculum Globale |
| CLC | Community Learning Center |
| CONFINTEA | International Conference on Adult Education |
| CSTC | Community Skill Training Center |
| DED | German Development Service |
| ESDP | Education Sector Development Programme |
| EXPRO | A term that represents "Poverty Reduction and Capacity Building through Livelihood Skills Training" |
| FAL | Functional Adult Literacy |
| GOMATA | "Golmasoch Maseltegna Tabia" Meaning: Adult Training Center |
| IFAE | Integrated Functional Adult Education |
| IGA | Income Generation Activities |
| IWEP | Integrated Women Empowerment Program |
| MFA | Marrakech Framework for Action |
| MoE | Ministry of Education |
| NAES | National Adult Education Strategy |
| NGO | Non-Governmental Organization |
| REB | Regional Education Bureau |
| SNNPR | Southern Nation and Nationalities People Region |
| TVET | Technical and Vocational Education and Training |
| UNESCO | United Nations Educational, Scientific, and Cultural Organization |
| WAT | Women Association of Tigray |

Adult education has deep historical roots in Ethiopia dating back to the time when traditional knowledge, skills, and values were transferred from generation to generation through oral traditions, elderly people, and religious institutions. From antiquity to date, church education has greatly contributed to literacy and adult education. This is a traditional education delivery mode that plays a crucial role in educating adults to acquire various skills, knowledge, and practices. The first modern adult education programme was initiated by Christian missionaries with the provision of basic literacy and vocational skills for adults.

However, it was during the early 20th century that adult education programmes started to take shape and become more structured and organized. In Ethiopia, national literacy programmes as part of Adult and Non-Formal Education (ANFE) have been implemented since 1936. During this period, a foundation for basic education was laid, driven by the overarching goals of eradicating illiteracy and enhancing societal hygiene.

Over the years of basic literacy programmes in Ethiopia, the realm of adult education has witnessed the introduction of various initiatives with varied nomenclatures such as *“Literacy for All,” “National Alphabet Army,” “Adult Literacy Education,” “Functional Adult Learning,” “Integrated and Functional Adult Education Programme,”* and most recently, the *“Adult and Non-Formal Education Programme.”* After passing through these historical milestones, adult education has reached its current state. This underscores the recognition given to adult education by various governments in Ethiopia.

In 1954, Ethiopia initiated the “Beherawi ‘Yefidel Serawit’ campaign,” or the “National Army of the Alphabets,” marking the beginning of student volunteerism and a significant advancement in adult education and litera-

cy. In 1959, the first Directorate of Adolescent and Literacy Education at the Ministry of Education (MoE) was established, emphasizing the government’s commitment to adult education. From 1968 to 1973, adult literacy programmes focused on functional literacy and practical skills across three Rs (reading, writing and numeracy) in the country (Ambissa, 2016).

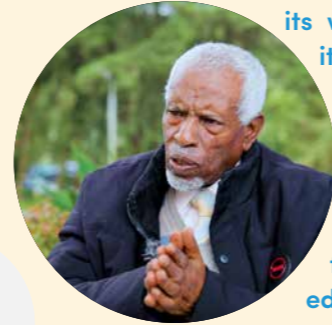
Between 1974 and 1991, Ethiopia launched three nationwide adult literacy campaigns: the “Development through Cooperation, Knowledge, and Work Campaign” (1974-1976) and the “National Literacy Campaign” (1979-1991). These campaigns involved over 25,000 students and educators, and efforts were made to develop literacy modules that were translated into 15 local languages. The Department of Adult Education at the MoE evolved into the Department of Adult and Continuing Education, boasting over 200 permanent staff. A decade after the campaigns, adult illiteracy rate increased significantly from 7% to 74% (Ibid).

As we trace this historical journey, it becomes evident that numerous citizens acquired fundamental skills in reading, writing, and numeracy through the literacy campaigns. These initiatives not only equipped adults with essential literacy skills but also laid the foundation for many of them to embark on formal education pathways. In this manner, the impact of the literacy campaigns extended beyond the realm of adult education and played a pivotal role in expanding formal education as well.

Following this event, Mr. Mamo Shenkute, who had previously led the national literacy campaign, founded the ANFE Association along with his colleagues. The aim was to revitalize the declining adult education system. DVV International had provided support for the establishment of this professional association.

“

DVV International’s support for establishing the national adult and non-formal education association demonstrated its commitment right from the start of its work in Ethiopia. In its early years, it passionately advocated for the recognition of adult education at the ministry level, concurrently raising awareness regarding the integral role adult education plays in societal development. It also provided financial support to literacy and adult education initiatives in the country.



Mr. Mamo Shenkute, Head of the National Literacy Campaign at the MoE

Highlighting notable achievements in the 2000s, a significant milestone was reached in 2003 with the introduction of Functional Adult Literacy. This step was followed by the adoption of an Integrated Functional Adult Education programme in 2008, paralleled by the establishment of the national adult education strategy (Sandhaas, 2009). Unlike other literacy programmes, the integrated functional adult education programme stands out for its emphasis on collaboration between education, agriculture, health, and social affairs sectors. This approach ensures that learners receive comprehensive education that encompasses various aspects of their lives including livelihoods improvement, health enhancement, and overall well-being.

Currently, the MoE is engaged in the promotion of adult basic education initiatives, skills training, and a range of non-formal education programmes. These initiatives are designed to meet the unique needs and circumstances of their intended target groups. Under the ANFE

executive office, there are various programmes accommodated including the basic education programme for adults, vocational skills training, accelerated education programme (for those aged 10-14), distance education and evening education programme, among others.

“

Currently, the scope of adult education has evolved beyond mere literacy acquisition to encompass comprehensive skills training across diverse vocational domains and lifelong learning opportunities. The Ministry of Education has made the necessary preparations to implement adult and non-formal education programmes across the nation. In pursuit of this, the ministry has undertaken a structural rearrangement, whereby appointing a Chief Executive Officer and two desk officers accountable for overseeing the implementation and management of the national adult and non-formal education programme.



Dr. Fanta Mandefro, Former State Minister of Education at MoE

Throughout the years, adult education in Ethiopia has undergone significant transformations in response to the shifting socio-economic and political dynamics. Adult education in Ethiopia has evolved from traditional forms of knowledge transfer to more structured and formalized systems. These improved approaches are designed to tackle literacy and numeracy with skills development, and livelihood opportunities in general. This paradigm shift reflects a holistic approach to adult ed-

DVV International in Ethiopia

ucation, which recognizes the importance of equipping individuals not only with basic literacy skills but also with practical abilities that can enhance their overall wellbeing.

DVV International, a leading organization dedicated to adult education and lifelong learning globally, has been actively involved in promoting adult education in Ethiopia since 1995 for nearly 30 years. In this process, the organization has effectively collaborated with the MoE, Regional Education Bureaus, Universities, and non-gov-

ernmental organizations (NGO) in designing and implementing a range of ANFE programmes in Ethiopia.

Adult education in Ethiopia has come a long way since its inception, with numerous historical milestones shaping its growth. In this journey, the efforts of DVV International have been instrumental in fostering a culture of learning and skills training and in improving the lives and livelihood of adult learners across the country. However, there are still lingering challenges that need to be addressed. It is therefore important to maintain the ongoing commitment and foster continued collaboration to further advance adult education in Ethiopia.

With the downfall of the Derg regime and the coming of the new government, the adult education campaign, which was once highly valued and widely supported, fell victim to the perception of being a mere political tool by the incumbent government. This led to the abandonment of the programme by the MoE at the time, leading to the gradual loss of its original purpose. The ANFE division, which had once flourished with sizable workforce of over 200 staff members and thousands of volunteers, declined to a mere team of four employees. In 1991, the organizational structure of adult education was dissolved, followed by a substantial reduction in budgetary allocations. The institutional memories of the previous adult literacy campaigns and the resource center were dismantled. This marked a turning point, as decades of dedicated efforts towards adult literacy seemed to vanish, all of a sudden.

At this critical junction, in 1995, DVV International started its engagement with a bilateral agreement of co-operation signed with the MoE in Ethiopia and opened its country office in Addis Ababa, strategically located within the MoE. The first country programme was commenced on "Supporting Adult and Non-formal Education

in Ethiopia" and becoming the beacon that revived the national adult education programme. This was followed by cooperation agreements with Regional Education Bureaus of Amhara, Oromia, Tigray, Southern Peoples and Nationalities Region and Gambella.

Through sustained consultation, awareness-raising efforts, and a series of advocacy campaigns, DVV International supported the MoE to revitalize the national ANFE programme, even in the face of skepticism from the side of the minister at the time. The Ministry's suspicion prompted to impose the condition requiring DVV International to establish its operations within a dedicated office situated in the Ministry's premises, allowing for close monitoring of its actions.

“In the middle of the 90s the programmes of literacy and skills training for out-of-school youth and illiterate adults were not systematically in place. A sort of benevolent service provision of very few activities without adequately assigning trained staff was prevalent. On the governmental side, there have been fragmented efforts, a lack of coordination, and a lack of clarity regarding roles at national, regional and local levels, besides lack of qualified staff for planning, management, monitoring of activities.



Henner Hildebrand, the first Director of DVV International in Ethiopia from 1995 – 1999

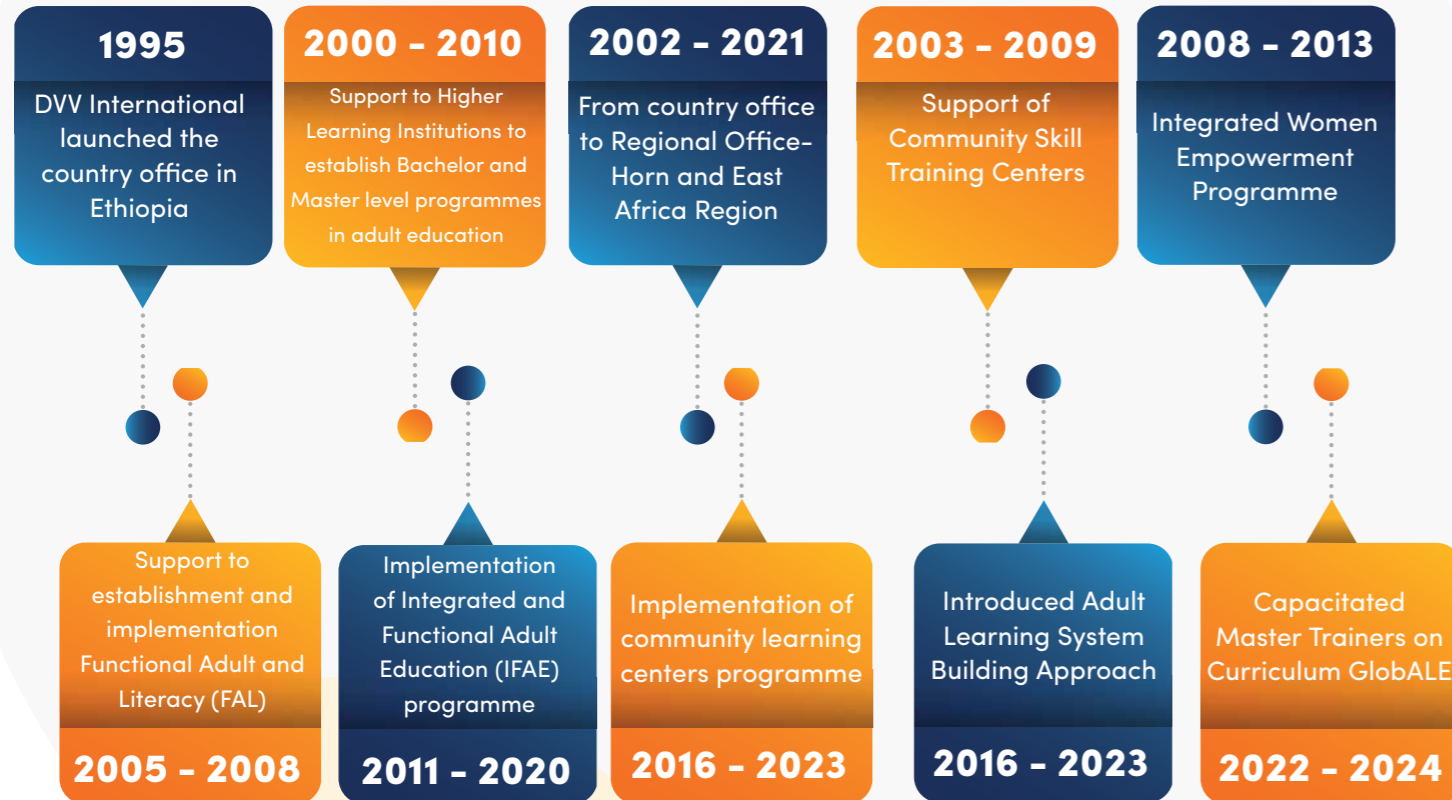
In 2002 to 2021, the DVV International Country Office in Ethiopia was promoted to Regional Office for East/Horn of Africa extending its leadership to Uganda. DVV International carried out several operational research,



introduced adult education projects and advocated higher officials at the MoE and Regional Education Bureaus to grasp the values of adult education to the country's overall development.

In March 2002, the MoE further demonstrated its support by providing additional office facilities to DVV International at the MoE's Curriculum Development Institute. This provision allowed the organization to effectively execute its commendable project activities in Ethiopia. In 2014 DVV International acquired its independent office space, outside of the MoE's premises. This development marked a crucial step in the organization's journey.

Milestone Activities and Timeline



“ DVV International dedicated significant efforts to institutionalize and professionalize the adult education programme in Ethiopia. This commitment was realized through various initiatives, including supporting pre-service training programmes for adult education at higher institutions, fortifying community skill training centers, providing in-service training for the existing adult education workforce, and sponsoring professionals for higher education abroad.

Samuel Asnake, Country Director of Geneva Global International

Partnerships, Networking and Collaboration

DVV International has cemented its partnerships with a range of governmental and NGOs operating within the adult education sector in Ethiopia. The MoE has been the key partner since the beginning. These partnerships have enabled and capacitated different stakeholders in understanding and implementing ANFE programmes across the country. These efforts have created a committed and vibrant adult education community in Ethiopia. To foster the exchange of experiences, collaboration, and networks with stakeholders in ANFE, partnerships have been established across Africa and Europe.

Capacity Development

DVV International has been building the capacity of MoE, Regional Education Bureaus, Higher Learning In-

The Role of DVV International



stitutions, Zonal and District Education and the existing workforce involved in delivery and implementation of the national ANFE programmes. The organization provides capacity building training, technical assistance, and resources to enhance the teaching skills and capabilities of educators, trainers, and programme managers operating along the structure of the national ANFE programmes from the federal to the district level.

Programme & Policy Advise

DVV International has advised the MoE in the design and implementation of ANFE programmes tailored to the needs of the specific communities and target groups in Ethiopia. The programmes focused on improving literacy and numeracy, vocational skills, agricultural, business and life skills among others, particularly for communities, youth and adults in the rural areas. Following this,

DVV International has promoted lifelong learning opportunities, integrated functional adult education and the establishment of Community Learning Centers (CLCs). Through these initiatives, DVV International has played a pivotal role in empowering adults, enabling them to improve their livelihoods, actively engage in their personal development, and contribute to the development of their communities and the country at large.

Evidence-based Advocacy

DVV International has persistently contributed to evidence-based advocacy aimed at accentuating the importance of adult education in the broader national development agendas. Towards policymakers and high-ranking government officials, DVV International advocated for the amendment of existing national policies and programmes such as the national adult edu-

cation strategy, CLCs guidelines, minimum competency learning guideline, adult education curriculum framework, adult education facilitators selection guidelines, among others. Furthermore, it created a team of dedicated experts who can constructively advocate for the promotion of ANFE in various fronts.

Innovative Approaches

DVV International employs participatory and learner-centered methods, along with initiatives such as Community Skill Training Centers and CLCs as well as a system building approach. These strategies enhance the effectiveness of the national adult education systems. These approaches have empowered partners and stakeholders to effectively execute adult education programmes, enabling learners to actively engage in the learning process and engaging stakeholders in the implementation.

Research and Evidence Based Influencing

DVV International has conducted several studies, assessments, and evaluations to better understand the context and needs of adult learners and performance of ANFE programmes in Ethiopia. The knowledge generated through this research has been shared with key stakeholders to inform the design and implementation of effective ANFE programmes, policies and strategies.

Piloting Community Learning Centers

DVV International's involvement in Ethiopia and the implementation of the CLC module has led to positive impacts on adult learners and communities. Many individuals who have participated in the programmes implemented by DVV International have gained essential skills, improved their livelihoods, and income-generating capacity, and increased their confidence and self-esteem. These positive outcomes significantly contribute

to the overall social and economic development of the country.

Sustainability and Scaling Up

Key focus of DVV International support is achieving sustainable adult education systems and programmes. In Ethiopia, it has piloted and implemented programmes and interventions in close cooperation with the MoE and its structures at federal levels. After gathering evidence, successful examples of good practices have been scaled up and replicated at the national level. DVV International has worked to establish sustainable and impactful changes in the areas of adult education. This has been achieved by building the capacity of a variety of stakeholders and through the promotion of new concepts.

“Over the past three decades, DVV International has been a prominent supporter of Ethiopia's national adult education programme, operating at the macro, meso, and micro levels. The organization's contribution to the advancement of the national adult education programme is truly commendable, going beyond mere words. We are committed to maximizing the impact of the investments made by DVV International in furthering the adult education programme in the coming years.

Yoseph Abera, Lead Executive Officer of Adult and Non formal Education at MoE



“ DVV International has exhibited remarkable success in advancing adult education in Ethiopia, achieving impactful results despite budget and personnel constraints. This invaluable experience should be shared with other NGOs operating in Ethiopia. Moreover, it is imperative to document and institutionalize the successful initiatives and achievements accomplished by DVV International. This strategic approach allows for future projects to build upon existing accomplishments, promoting continuity and maximizing the organization’s impact over the years.



Samuel Asnake, Country Director of Geneva Global International



SECTION II

Supporting Community Skill Training Centers
for Poverty Reduction

2003 to 2009



Overview

In 2002, on behalf of the World Bank, DVV International conducted a comprehensive study, on “*Skills and Literacy Training for Enhanced Livelihoods*,” across Africa. The study assessed the effectiveness of adult education and training endeavors for underserved and poor populations. One of the major findings of the study was that ANFE programmes that concentrated on livelihood activities appear to be more successful than programmes that focused exclusively on literacy and numeracy.

Driven by these findings, the Poverty Reduction and Capacity Building through Livelihood Skills Training (EXPRO) project was designed as a collaborative initiative led by DVV International. Its objective was to offer non-formal vocational training and literacy opportunities to youth and adults, particularly those who had dropped out of

school and lack access to the formal vocational training system, providing an alternative pathway. In cooperation with the MoE, Regional Education Bureaus, Technical and Vocational Education Training (TVET) Commissions, local governments, and a women association, DVV International supported the design and implementation of the project. The project was implemented from 2003 to 2009 in geographically and socio-economically diverse environments across six regions of Ethiopia: Amhara, Oromia, Tigray, Benishangul Gumuz, Southern Nations, Nationalities, and Peoples’ Region (SNNPR) and Gambella).

The EXPRO project aimed for a demand-oriented adult education and skills training that combined literacy and numeracy skills training with essential life skills such as livelihood, health, vocational and entrepreneurship aiming to alleviating the scourge of poverty. Learning opportunities were offered to youth and adults who had not completed their primary or secondary education, individuals without access to formal vocational or high-

er education, and those with no prior educational background. Emphases were given to disadvantaged youth and adults mainly residing in rural settings where the degree of poverty was more serious. The learning and training opportunities were ensured by using non-formal education centers known as Community Skills Training Centers (CSTCs).

At that time around 408 CSTCs were in existence in Ethiopia and strategically distributed across each district of the country. Even earlier to that, there existed adult training centers called ‘GOMATA’, and a substantial number of these GOMATAs were transformed to CSTCs, with the capacity building support provided by DVV International. Within the EXPRO project model, CSTCs were established that had the capacity to deliver high quality vocational, literacy and other relevant skills training to marginalized population. As part of the project interventions, these centers were equipped with a variety of machinery and toolkits required for various vocational trainings, including carpentry, welding, masonry, and sewing, among others. This enabled the centers to provide practical, hands-on livelihood and vocational training to enhance employability and support income-generating opportunities for both youth and adults. These centers served as centers of excellence with the responsibility of disseminating information, pioneering innovative practices in vocational education.

The CSTCs curriculum was designed to meet the needs of the local job market, aiming to combat unemployment and poverty. Trainees participated in intensive literacy and life skills training, lasting for a minimum of one to two months. This focused and intensive training approach enabled the MoE to successfully train 1000 individuals each year (Sandhaas, EXPRO Report, 2005).

Implementation Modalities

The following modalities were implemented within the EXPRO project:

- Close collaboration between DVV International and MoE and the Regional Education Bureaus, and engaging relevant line ministries beyond the education sector like agriculture, health in capacity building measures.
- Information dissemination, sensitization, and orientation sessions were organized for decision-makers and key stakeholders as well as communities.
- Innovative teaching and learning approaches, and strong linkages with credit institutions were implemented.
- The MoE, in collaboration with DVV International, developed a market-driven and demand-oriented curriculum based on market analysis and demand assessments conducted in the communities.
- Out of the 408 existing CSTCs, seventeen were upgraded to model CSTCs serving as demonstration centers to strategically increase their impact and accessibility in the six regions of the country (Seyoum, 2013).



The Role of DVV International

Partnerships, Networking and Collaboration

DVV International played a crucial role in coordinating the collaboration among various implementing agencies, including government, non-governmental stakeholders, and academia. This collaborative efforts aimed to synergistically maximize the full potential of the CSTCs.

Capacity Development

DVV International in cooperation with the MoE trained a cohort of training of trainers and equipped them in

non-formal vocational education at the Buryou Teaching and Technology Center. At the same time, comprehensive training was provided to CSTCs coordinators, rural TVET center personnel, and technical instructors, resulting in a substantial enhancement and strengthening of their skill sets. The training took place in all seventeen officially recognized model CSTCs that received support from DVV International, and emphasized on a wide range of topics including vocational and life skills, livelihoods, literacy, and relevant social themes. Modules on savings and credit management were also included. Further, DVV International provided ongoing technical guidance during the development of teaching and learning materials. Additionally, it supported the translation of these materials into various local languages.

Evidence-based Advocacy

DVV International implemented the EXPRO project in alignment with its advocacy for strengthening the pre-existing CSTCs across the six regions. This primary

purpose of this initiative was to fulfill the objectives outlined in the national poverty reduction strategy by the Ethiopian government. Additionally, the project sought to make a meaningful contribution to the Dakar Framework of Action on Education for All and the attainment of the Millennium Development Goals. Against this background, the EXPRO project had been designed in harmony with several guiding policy documents in the country: Ethiopia's Sustainable Development and Poverty Reduction Strategy as well as the strategic frameworks of the Education and Training Policy and the Educational Sector Development Plan.

Innovative Approaches

DVV International's comprehensive strategic intervention

introduced innovative approaches to CSTCs, revitalizing them into dynamic skill development hubs and functional literacy centers. This multifaceted support underscored DVV International's dedication to cultivating an environment where these centers could not only operate efficiently but also flourish in their mission of empowering individuals with invaluable skills and knowledge.

Research and Evidence Based Influencing

DVV International provided support for assessing the local market needs in each project area, with the objective of identifying the most relevant skills for training to enhance employability and alleviate poverty. Hence, the training programmes were adapted based on the findings of the assessment.

Piloting Community Skills Training Centers

The core objective of the EXPRO project was to pilot a new model CSTCs with the capacity to deliver high quality vocational and literacy and other skills training to marginalized population. DVV International provided financial support for the renovation and expansion of training infrastructure, as well as the procurement of essential tools, including a variety of machineries and toolkits required for various vocational tasks. This enabled the centers to deliver practical, hands-on livelihood skills and knowledge, enhancing employability and income-generating opportunities for both youth and adults.

Sustainability and Scaling Up:

At the district level, DVV International provided comprehensive trainings for TVET instructors and technicians. This equipped them with the necessary knowledge and skills to deliver high-quality training that addressed the diverse needs of the target group and adapted market demands. This not only enhanced the training but also



ensured that graduates were job-ready with the practical skills needed for success. By investing in both human capital and physical resources, DVV International laid the foundation for the sustainable and impactful expansion of CSTCs throughout the country.

“ DVV International capacitated the expertise of professionals in five selected model CSTCs, including Finote Seleam, Kutabere, Mekete, and others. It also equipped CSTCs with essential tools and resources for full scale operation and established strong partnerships with woreda development agencies facilitating the delivery of need-based skills training. And those who received CSTCs training were able to effectively cascade the knowledge and skill acquired to other professionals working in the CSTCs.

Mr. Alemayehu Demissie, Former Head of Adult Education at Amhara Regional Education Bureau

- Professional skill training centers across the six regions of the country strengthened to efficiently provide literacy, vocational and life skills, and livelihood support. Some of the model CSTCs standardized by DVV International have evolved into full-fledged TVET institutions.
- Functional adult literacy, along with non-formal education and vocational skills training was provided specifically to marginalized rural communities.
- Demand-oriented and market-oriented skills training for disadvantaged adults in rural settings.
- Poverty reduction by empowering economically disadvantaged youth and adults to unlock their potentials and engage in income-generating activities.
- Provided basic skills training to an estimated over 15,000 young people and adults in the six regions (Programme M & E Data, 2005).

“ As a result of DVV's Intervention, numerous adults who have completed courses at these CSTCs are now actively engaged in various income-generating skill activities.



Eshetu Abate, Country Director of DVV International Ethiopia

Major Achievements

“ When I came to Ethiopia as the Director for Country Office Programme of DVV International in 2000, no national strategy, no trained staff, no instructional materials, no research and no administrative infrastructure was available on the ground. After exerting much effort, adult education received better and higher attention than before. As part of the EXPRO project, which aimed at improving livelihood skill training and non-formal vocational training, more than 60 CSTCs sought assistance from DVV. Out of these more than 17 were upgraded to Model-CSTCs, enabling them to provide livelihood skill training to the poor and disadvantaged individuals.



Dr Bernd Sandhaas, Director of DVV International Regional Office East/ Horn of Africa (2000 – 2008)

Lessons Learned

Combining skills training with functional literacy programmes has emerged as an effective strategy for enhancing the economic situation of vulnerable populations in rural areas. The synergy between these two components has demonstrated remarkable achievements, attracted more learners and empowered the entire community.

The potential of CSTCs in combating poverty within rural communities became evident. The outcomes of a comprehensive impact assessment in 2009, after three years

of project implementation, underscored the substantial capacity and potential of this integrated functional adult education approach. The results showed that the CSTCs approach contributed to poverty reduction, as communities gained increased access to income generating activities. The feedback collected from local stakeholders, experts, administrative bodies and policymakers during the impact assessment was overwhelmingly positive and encouraging. These positive results convinced decision makers to expand model CSTCs throughout the country.

Another key factor that played a significant role in the success of the CSTCs was conducting comprehensive market assessments before initiating the trainings. This strategic approach ensured that the skill trainings offered were aligned with the actual market demands, making them market oriented.

The close collaboration with the Regional Education Bureaus, the regional commissions for TVET, and other relevant stakeholders ensured strong alignment with governmental poverty reduction efforts. This collaboration not only fostered commitment and ownership among the various implementing agencies but also promoted sustainability. It can, therefore, be noted that the involvement of various partners helped address community needs and contributed to the country's development agenda.

SECTION III

Integrated Women's Empowerment
Programme
2008 to 2013



Overview

Skill Training

Adult Literacy

Economic Support

Across history, Ethiopian women have faced enduring socio-cultural and economic discrimination, resulting in limited opportunities compared to men for personal economic growth, education, and employment. According to Central Statistical Agency report 2007, the number of women who never attended school was by far higher than those of men, which adversely affects the economic conditions of women. However, many literatures acknowledge the significant potential of educating and empowering women in catalyzing community development, alleviating poverty, and improving the living standards of families (CSA, 2007).

Considering this context, the Integrated Women's Empowerment Programme (IWEPP) was developed in 2008 through a collaborative effort between DVV International, Ministry of Women and Children's Affairs, Ministry of Education, TVET Commissions, Micro - and Small Enterprise, Ministry of Trade and Industry, CSTCs, regional women's associations, non-governmental organizations, and Universities.

Benefiting from the continuous support of the Royal Netherlands Embassy, the IWEPP programme expanded its reach to different regions and engaged with target groups of illiterate or semiliterate women from various age groups. The programme operated by adapting an holistic approach aimed at promoting sustainable livelihoods. The objective of the programme was to empower marginalized women through an integrated delivery of functional literacy, livelihoods and business skills training

to break the cycle of poverty and enhance their livelihood and economic resilience within their households.

Implementation Modalities

- Functional Adult Literacy Education: to enhance the basic literacy and numeracy skills and equipping them with the confidence to actively engage in the daily life and activities of women.
- Livelihood Skills Training and Non-formal Vocational Training: to equip women with practical skills that were relevant to livelihoods and vocational pursuits. These training programmes aimed to bridge the gap between theoretical knowledge and hands-on expertise, equipping women with the necessary competencies to succeed in real-world scenarios.



The Role of DVV International

- **Economic Support:** to offer a comprehensive package of economic support, including small-scale credits, grants, fundamental entrepreneurship and business skill training. This support was designed to catalyze the growth of micro-enterprises and encourage entrepreneurial endeavors of women.
- **Comprehensive market assessment:** to identify viable income generation activity and inform the type of skills training needed for women's livelihood and economy.
- **Women Group Facilitators and center management committees, Self-Help Groups and Cooperatives:** to strengthen cooperation and outcome of income-generating activities.
- **Engagement of non-governmental organizations that focus on women empowerment:** to enhance the implementation of project activities.
- **Establishment of saving and credit groups or small cooperatives for micro and small-scale credit access to be used as a startup capital.**



Partnerships, Networking and Collaboration

The actively fostering of collaboration with key stakeholders like the Ministry of Women and Children's Affairs, MoE, TVET, and regional women's associations, micro and small enterprise industrial agencies, CSTCs among others contributed to the effective implementation and success of the programme. Each stakeholder played a crucial role in achieving remarkable results in the economic empowerment of women through functional literacy and skills development in diverse areas.

Capacity Development

Tailored curricula, training modules, handbooks, manuals, textbooks, and guidelines were specifically developed for the three economic domains: Functional Adult Literacy, Livelihood Skills Training and Economic Support. These materials underwent rigorous testing, translation into local languages and proper dissemination among the communities and relevant stakeholders. In addition, orientation and capacity building training were provided to Rural Women Affairs Bureau, Women's Development Interventions Programme, Regional Education Bureaus, women's member groups, and other stakeholders actively involved in the implementation.

Programme & Policy Advise

The programme had a significant impact on the introduction of sectoral integration in ANFE programming. Various government agencies at the regional and woreda levels made joint efforts to plan in ANFE, thus strengthening the pooling of resources. In line with this, intersectoral steering committees were established at district and regional level and later, this structure has been upscaled to federal level. Today, the Adult Education Board and technical committees on ANFE are operational throughout the governance structure.

Evidence-based Advocacy

DVV International advocated for women's empowerment by prioritizing their economic opportunities through showcasing the potential of the integrated approach. This approach entailed linking functional literacy with business skills and other skills' training to ensure effective adult education programming in Ethiopia.



Innovative Approaches

To empower disadvantaged and illiterate women was guided by a holistic strategy that strategically interconnected financial capacities with literacy education and other skills training. This comprehensive approach included essential skills training, business skills development, the provision of supplementary services, and access to resources for start-up support.

Research and Evidence Based Influencing

Prior to initiating the programme, DVV International laid a solid foundation based on extensive research. A comprehensive review of existing materials and practices was conducted that helped to understand the context



and potential impact of the programme. DVV International facilitated a thorough market assessment in each locality to identify the skills most demanded by local businesses and industries. By analyzing potential business opportunities in each locality, DVV International identified the most promising economic sectors for women's entrepreneurship and growth.

Piloting Community Skill Training Centers (CSTCs)

In the initial stages, DVV International ensured that model CSTCs were equipped with the necessary furniture and tools to foster a conducive environment for integrated adult education and economic empowerment particularly for women. The equipment of CSTCs was guided by the outcomes of the market assessments, ensuring the delivery of tailored skills training that closely aligned with the existing market demands. Subsequently, DVV International identified strategic entry points within the competitive market system that offered favorable conditions for women's engagement.

Sustainability and Scaling Up

Strong linkage was established with savings and credit institutions, alongside a women entrepreneurship fund, with the aim of enhancing the economic opportunities to disadvantaged women. This initiative was devised to empower them to engage in a diverse range of income-generating activities.

Major Outcomes

- Reached out to around 29,000 illiterate women from 37 rural districts and 10 urban sub cities across the six regions in Ethiopia, encompassing 65 CSTCs and Vocational Training Centers (Mutengo Consulting, 2018).
- Socially marginalized women and their families were empowered by implementing a comprehensive approach that combines literacy and life skills training, complemented by robust entrepreneurial support.
- The establishment of women's self-help economic groups and enterprises increased productivity and enhanced the economic well-being of women and their households. These initiatives were crucial in providing financial support for income-generating activities, further strengthening women's entrepreneurship.
- Empowered women to actively participate in community development initiatives, enabled them to play a more influential role in the education of their children.
- Tested and proven the effectiveness of the functional adult education approach in empowering marginalized and economically vulnerable women to support the objectives of the government's poverty reduction strategy.
- Local multi-stakeholder collaboration established to achieve the realization of integrated women's empowerment programme.



“IIWEP which was coined as the largest women empowerment programme in Africa at that time resulted in empowering an estimated over 29,000 economically vulnerable women with literacy, livelihood skills and income generating economic activities.

Dr Bernd Sandhaas, Former Country Director of DVV International in Ethiopia (2000 – 2008)

Lessons Learned

Utilization of Existing Structures: The use of existing government structures at regional and district levels, considering regional capacities and socio-economic contexts, assisted to favoring synergies and avoids the duplication of resources.

Enhanced Efficiency through Women Self-Help Groups: DVV International's use of pre-existing women self-help groups contributed to the programme's overall efficiency.

Collaborative Partnership: Programme effectiveness was linked to collaborative partnerships with key stakeholders at regional and woreda levels. These partnerships ensured active involvement from the very beginning, throughout implementation, and during the evaluation phase. These collaborative efforts involved various stakeholders such as Ministry of Women and Children's Affairs, Ministry of Education, TVET Commissions, CSTCs, women's associations, NGOs, and universities, which contributed to the programme's success.

Testing Diverse Models: Achieving success in the economic empowerment of women involved the rigorous testing of various models across different settings. This approach entailed the integration of skills training, livelihood support, and adult literacy.

Holistic Approach: The combination of adult literacy, livelihood skill training, and economic support interventions led to substantial improvements in women's livelihoods and economic empowerment.

“ Merely acquiring literacy skills alone is not enough to overcome poverty. The key aspect lies in integrating literacy education with skills training and financial support schemes, such as savings and credit programmes, to empower women economically. Illiterate poor people, in particular rural women, greatly benefit from Integrated Functional Education (IFAL), an approach that provides literacy skills combined with practical knowledge directly related to their daily lives.



Amanuel Hadera, Former IWEF Programme Manager at DVV International in Ethiopia



SECTION IV

Adult and Community Development Teaching
Programmes at Higher Learning Institutions

1999 to 2008



Overview

In the realm of education, higher learning institutions play a pivotal role in advancing professionalization and research in ANFE, while also contributing significantly to community development. During the 1990s, a few Ethiopian universities took the initiative to the opening of departments and programmes exclusively dedicated to ANFE, with the primary aim of training and academia studies for professionals in the fields of adult education and lifelong learning. However, a significant historical shift emerged when Bahir Dar Teachers College decided to discontinue its adult education diploma programme in 1996. As a result, the Jimma Teachers College stood as the sole provider of such programmes in Ethiopia. This presented a challenge and thus, it became fundamental for DVV International to support the establishment and recognition of adult education studies and departments within higher education institutions. As a result, DVV International has made significant contributions to the revitalization and enhancement of adult education departments in teaching colleges and universities in Ethiopia since the 1990s.

In 1999, the launch of the ANFE programme at Jimma University was a landmarking event, and DVV International played a critical role in providing technical and financial assistance. This remarkable event laid the foundation for the establishment of adult and community development education programmes at three prominent universities, namely Addis Ababa, Hawassa, and Bahir Dar Universities, and later expanded to Debre Markos, Mekelle and other universities in the country. These universities introduced bachelor's degrees and master's

level programmes in adult education and community development studies. The primary objective was to produce a skilled workforce in ANFE who could contribute to reducing the national literacy rate, increasing skilled communities, and promoting overall development within Ethiopian society.

DVV International conducted situational analysis and needs assessments in Oromia, Amhara, SNNP regions and Addis Ababa city administration. The findings highlighted a significant shortage of qualified adult educators capable of effectively implementing adult education programmes and services at the regional, zonal, and district levels. To address these challenges, the MoE in partnership with DVV International engaged a team of experts comprising of scholars from universities and teaching colleges to draft a national adult education strategy. This national strategy emphasized the importance of revitalizing adult education studies within higher education institutions to produce the required cadre of professionals in adult education. To support these efforts, DVV International started an advocacy campaign aimed at raising awareness about adult education among government officials. As a result, in 2008, the strategy received official endorsement from the MoE and other relevant line ministries.

DVV International has played a significant and meaningful role in the establishment of degree and masters' programmes in adult and community development educational departments. Today, over ten universities nationwide offer degree and master's programmes, thanks to the collaborative support from DVV International. This also supported the growth and sustainability of their operations throughout the country.

Implementation Modalities

- Implementing a two-fold approach of financial and technical assistance. DVV International provided funding for programme establishment and operation at universities as well as needs assessments. Technically, its support was focused on system strengthening, curricula development and integration of technologies into the teaching process, and capacity building to ensure effective delivery and sustainability in adult and community development education at higher learning institutions.
- Provision of educational resources: This support includes providing textbooks, reference materials, and assistance in the development of ANFE curriculums.
- Practical learning opportunities: By establishing effective linkages between the higher learning institutes and CLCs, students were provided with the opportunities to apply theoretical knowledge into practice. This arrangement allowed the students to directly interact with the target groups, a more practical approach to learning.
- Comprehensive capacity strengthening: The capacity building of lecturers and tutors at the universities in adult education methodologies involves workshops, training sessions, and experience sharing programmes. These initiatives were aimed at enhancing the universities' performance in conducting adult education and community development professionalization.

The Role of DVV International

Partnerships, Networking and Collaboration

DVV International played a pivotal role in facilitating the establishment of a collaborative network and inter-sectoral collaboration among key stakeholders including the MoE, Ministries of Health, agriculture, social affairs, etc., and the universities. This collaborative effort was aimed at fostering the implementation of the 2008 national adult education strategy. This successful endeavor effectively championed inter-sectoral collaboration, which played a pivotal role in advancing adult education initiatives within higher education institutions in Ethiopia.

Capacity Development

DVV International took a central role in supporting universities and teaching colleges in the development of tailored curricula and academic programmes for ANFE. DVV International engaged in designing courses, defining learning outcomes, and incorporating best practices into the existing universities' curricula. Further, DVV International organized capacity-building for faculty members within the adult education departments, with a specific focus on andragogic approaches, curriculum implementation, and research methodologies relevant to adult education. This in-service capacity-building training was extended to staff and administrators working in adult education departments, resulting in the enhancement of their management and organizational skills.

Programme & Policy Advise

Prior to the 1990s, Ethiopian higher learning institutions failed to establish adult education departments, hindering the production of qualified professionals for the sub-sector. Recognizing this gap, DVV International advocated for prioritizing the development of a skilled workforce in adult education capable of effectively implementing and managing national ANFE programmes across all levels.

Evidence-based Advocacy

DVV International actively collaborated with relevant government authorities and policymakers in the MoE, advocating for the importance of ANFE. To bolster advocacy efforts, DVV International played a pivotal role by organizing experience-sharing programmes for university instructors and senior experts at the MoE. These programmes served as platforms for professionals from various institutes, fostering a dynamic exchange of knowledge and experiences with counterparts from African and European countries. Through active participation in these programmes, they gained valuable insights on innovative approaches used in other countries for adult education curriculum development and implementation.

Innovative Approaches

DVV International granted students access to its office library, enabling them to study and conduct research for educational purposes. In addition, DVV has extended its support to outstanding students and instructors through sponsorships to pursue their academic degrees. To enhance the learning experience, DVV International ensured the integration of modern technology into

the learning process. Consequently, through DVV International's sponsorship programmes, instructors from Addis Ababa, Hawassa, Bahir Dar, and Debre Markos Universities gained valuable experience from Uganda, and Tanzania, and applied the experience and lessons learned to the local context.

Research and Evidence Based Influencing

In the pursuit of strengthening the adult education department, DVV International worked to improving teaching methodologies, and fostering research initiatives. It provided students and instructors with opportunities to engage in operational research and participate in national surveys aimed at improving adult education programmes in the country.

Piloting Adult Education at Universities and Teaching Colleges

DVV International provided reference material, relevant literature, and library resources to Addis Ababa University, Hawassa University, and Debre Markos University to facilitate the launch of academic programmes in adult education.

Sustainability and Scaling Up

To secure long-term success, DVV International supported human resources development, as well as building institutional capacities. Although the project concluded in 2009, DVV International has persistently continued its support for universities through diverse forms of technical assistance, all geared towards sustainability of the adult education departments. In addition to this, DVV International has organized various forums that served as a platform for the MoE and higher learning institutions to

come together and align their programmes. Some of the primary objectives of these forums were to foster collaboration and facilitate joint efforts in addressing critical challenges that have direct impact on the sustainability of adult and community development education programmes within higher learning institutions.

Key Achievements

- Availability of professionals in adult education and community development at diploma, degree, and master's levels and trained individuals in government and non-governmental sectors to contribute to the advancement of ANFE programmes.
- Graduates are equipped with practical skills and knowledge to play a crucial role in the planning, execution, supervision, and assessment of adult education and community development initiatives at various levels. These graduates serve as a driving force in the continuous advancement of the national ANFE programme.
- The country's literacy rates showed a notable increase because of deploying skilled professionals in adult education across diverse sectors. In addition, the advancement of research in adult education and community development played a fundamental role to this positive outcome.
- Universities' engagement in collaboration with government agencies, NGOs, and other educational institutions rendered the adoption of a joint approach to address challenges within the ANFE programme.

“ In 2014, as we embarked on establishing the Adult Education and Community Development Department at Meda-Wolabu University, we encountered a significant challenge: a lack of reference materials for both our students and instructors. Recognizing the paramount importance of providing quality education, we reached out to DVV International for assistance. In a heartwarming response, DVV International generously provided us with a collection of 90 up-to-date books and reference materials. This invaluable support not only bolstered the confidence of our department but also played a pivotal role in the successful launch of the department.

A few years down the road, after the establishment of our department had taken root, DVV International, again, reaffirmed its commitment by generously supplying the collection of 80 up-to-date reference books to ten universities that offered courses in adult education and community development.



Kefyalew Gelalcha,
Former Instructor
at Meda-Wolabu
University

“ Generally speaking, adequate job opportunities are currently lacking for our graduates. This not only poses a potential threat to the department’s growth but also raises concerns about its possible closure in the near future. Unless there is a fundamental shift in the attitudes of both federal and regional authorities towards adult education, the substantial efforts invested in nurturing professionals in this area will continue to yield limited outcomes. Also, there is a potential decline in student interest and enrollment within the department in the upcoming years. To address this situation, I strongly advocate for the appropriate placement of graduates from the adult education and community development programme into positions that correspond to their qualifications and expertise.

Zemenay Habtu, Hawassa University, Instructor at the department of adult education and community development



“ The resource center established by DVV International in the Shiromeda vicinity held a special place in the hearts of those of us who pursued our education at Addis Ababa University. It served as our primary destination for accessing books and essential study materials that were vital to our academic endeavors.

Adimassu Abisso, Instructor at Hawassa University, department of adult education and community development



“ Thanks to DVV International, our students have been granted a unique opportunity to apply their theoretical knowledge gained in the classroom to practical action at field sites and centers established by the organization. This invaluable hands-on experience not only enhances their practical attachment programmes within the community but also reinforces their understanding of real-world application.

Mesfin Hirpo, Instructor at Hawassa University, department of adult education and community development



“ In order to bolster the impact of our national adult education programme, it is crucial to foster awareness among governing bodies regarding the potential contributions recent graduates, as skilled professionals, can make. To achieve this, we must facilitate access to employment opportunities within the job market for these graduates through collaboration with the Ministry of Education, regional education bureaus, and other relevant government entities. Currently, a substantial number of these graduates predominantly find employment in non-governmental organizations in Ethiopia. The government needs to create market opportunities for the placement of graduates emerging from adult and community development departments.

Professor Tesfaye Semela, Director for the Institute of Policy Development and Research at Hawassa University and formerly Department Head of adult and Community Development Studies at the university



Lessons Learned

- The importance of collaboration between universities, MoE, Regional Education Bureaus, and colleges was vital in the expansion and strengthening of adult education and community development programmes on a national scale.
- Universities play a crucial role in supporting ANFE given its contributions to national development. While non-governmental organizations have an important role, their efforts alone may not be sufficient to achieve the desired change.
- The number of skilled professionals in the field of adult education was increased through higher learning from diploma to master levels. This contributed to the maintenance of quality standards and professionalization within the realm of adult education.
- Specific attention must be given to the issue of employability of adult education graduates. Collaborative efforts with the National Civil Service Commission are necessary to identify potential opportunities within government offices.

Case Story: Hawassa College of Teacher Education

In 1998, a major achievement was unfolded in the SN-NPR Region when the Adult Education and Community Development Department at Hawassa College of Teacher Education successfully launched its diploma programme, marking a significant milestone. The journey commenced with the Regional Education Bureau organizing a team of experts who embarked on a 30-day tour to assess the state of adult education in the region. The findings were sobering and unveiled a stark reality - a notable absence of adult education initiatives on the ground, coupled with a shortage of skilled personnel and a lack of community ownership. The findings of the study underscored the dire need for training personnel in the field ANFE within the region. Hence, in response to the increasing demand for trained personnel in the field of adult and non-formal education, the regional education bureau in collaboration with Hawassa College of Teacher Education and DVV International launched the Department of Adult Education and Community Development at Hawassa College of Teacher Education. This prompted the Regional Education Bureau to initiate the opening of a diploma-level adult education programme within the Hawassa College of Teacher Education.

The formal launch of the department was marked by the signing of a Memorandum of Understanding involving the MoE, SNNPR Education Bureau, and Hawassa College of Teacher Education. DVV International's role was crucial in making this happen. It sponsored visits by relevant academic staff from Hawassa University and Hawassa College of Teacher Education to Debermarkos and Jimma Universities to tap experiences and lessons, as both universities had previously established Adult Ed-

ucation and Community Development Departments.

In this remarkable accomplishment, the instrumental role played by DVV International was substantial, in terms of designing the curriculum, developing course modules, providing relevant training to academic staff, supporting research activities, donating the necessary reference materials, and arranging student attachment programmes for practical application. This holistic effort signifies DVV International's unwavering dedication to the process of initiating and strengthening adult education and community development departments in universities and teaching colleges nationwide.

Case Story of Jimma Teachers College

In 1999, the Department of Adult and Non-formal Education at Jimma Teachers College was established with the objective of delivering a two-year diploma programme, primarily designed for individuals working in the civil service.

Among the various courses delivered, two of them stood out—Cottage I & II courses, dedicated to indigenous and appropriate technology, each carrying four credit hours over two semesters. However, from the outset, these courses posed a significant challenge for both the Department and the College, mainly due to the lack of qualified instructors in the field of appropriate technology.

DVV International, the primary supporter of Jimma Teaching College's ANFE programme, played a pivotal role in addressing this challenge by reaching out to the German Development Service (DED). The objective was straightforward: to find an expert who could provide his expertise to both the College and the Jimma Zone Education Department. During the second ANFE curriculum workshop held from February 20 to 24, 2002, the matter of offering cottage courses once again was top on the agenda, emphasizing the urgent need for a qualified international expert in appropriate technology.

Moving forward to the ANFE curriculum review workshop in February 2004, Jimma Teachers College formally requested assistance from DVV International to secure an expert with extensive knowledge in practical technologies. The goal was to bridge the practical gaps associated with Cottage I and II courses. After extensive efforts, in May 2004, the German Development Service via

DVV International successfully stationed a skilled expert at Jimma Teaching College, significantly enhancing the ANFE programme. With the support of DVV International, the College established a dedicated mini workshop for conducting the Cottage courses.

From 2002 onwards, the Department of Adult and Non-formal Education at Jimma Teachers' College was the exclusive institution in the country, especially within the Oromia region, to provide formal education to training coordinators in Adult and Non-formal Education at the diploma level. This training was offered through both regular day programmes and summer in-service programmes, sponsored by DVV International. The training curriculum consisted of both theoretical courses and practical training, with theoretical components making up 70% of the programme and the remaining 30% dedicated to practical training.

SECTION V

Functional Adult Literacy Programme

2005-2010

and

Integrated Functional Adult Education Programme

Since 2011



Overview

For many years, adult education in Ethiopia exclusively focused on basic literacy, limiting itself to reading, writing, and numeracy, commonly referred to as the '3R's' (Reading, Writing, and Numeracy). This resulted in large-scale literacy campaigns with the ambitious goal of 'eradicating illiteracy'. Despite attempts to link literacy with economic areas in the Work-Oriented Experimental Literacy Programme (Ambissa / AAU, 2013), all these programmes primarily targeted basic literacy skills.

The evolution from basic literacy towards Functional Adult Literacy (FAL) started from 2000s providing reading, writing and numeracy combined with practical knowledge and skills to empower rural community and address real-life challenges (Ibid). From that time, the concept of 'functional literacy' has emerged high on the agenda of the Ethiopian government and literacy was no longer seen as a standalone technical skill but essential to enable individuals and communities to participate fully in socio-economic development thereby reduce poverty.

DVV International has been a key partner actively involved in promoting functional and integrated adult functional literacy programmes in Ethiopia since 1996. From the year 2000, the MoE in close partnership with DVV International upscaled literacy programmes not only to functional but also to an integrated approach by incorporating various themes such as health, agriculture, and life skills, among others.

With reference to peer learning organized by DVV Inter-

national, a study tour of adult education experts from the MoE, the six Regional Education Bureaus and selected NGOs was conducted to Uganda in 2002. As a result, the Tigray Women Association that had participated in the visit gradually shifted its approach from traditional literacy education to a FAL approach. Inspired by the positive impact on learners, the Tigray Regional Education Bureau became the first to adopt FAL as its regional literacy approach. This brought a shift in understanding of literacy, emphasizing the link between literacy and socio-economic development.

“Both the FAL and IFAE concepts were introduced to Ethiopia by DVV International. Drawing lessons from the successful implementation in Uganda, we embraced the FAL approach in Ethiopia with the overarching goal of aligning adult education and literacy programmes with the practical needs of participants in various aspects of their lives, including social, economic, and other dimensions. Consequently, we expanded the application of FAL by incorporating it into other initiatives and programmes, such as IWEP.

Mr Kassahun Asefa, former National Programme Manager at DVV International (2010-2013)



Functional Adult Literacy Programme

The Functional Adult Literacy (FAL) programme is an approach that focuses on teaching adults' literacy and numeracy skills that directly address in their daily needs and empower them to overcome challenges. The FAL program integrated practical knowledge and skills training that are directly relevant to adults' everyday activities and needs into adults' literacy and numeracy training skills. The program focused on literacy, and numeracy and included life skills such as primary health care, prevention of diseases (such as malaria, HIV/AIDS, etc.), family planning, environmental awareness, agriculture, marketing, banking, gender issues, etc. (MoE, 2005). The program was implemented from 2005 to 2010, with the Ethiopian government expressed its intension to expand functional adult literacy initiatives.

Integrated Functional Adult Education Programme

The Integrated Functional Adult Education (IFAE) programme is an approach that builds upon the principles of FAL programme by integrating a broader range of life and vocational skills education into the adult learning process. The primary objective of the approach is to equip adult learners with a comprehensive set of knowledge and competencies that are relevant to their daily lives and livelihoods. The programme encompasses the components such as functional literacy, life skills, agriculture and livelihood skills, loan and savings management, income generation, social engagement, and empowerment, among others. By incorporating these components, the IFAE programme ensures that youth and adults acquire vocational and agricultural skills to enhance their economic well-being and livelihoods. The programme has been implemented since 2011.

“In Ethiopia, most interventions were labeled under the heading FAL which was already progressive as it took aspects of skills training for better livelihood into account. During my term, the denomination of what this “adult education” means had been changed. The wording evolved from “FAL” to “IFAL” with the “I” stand for “integrated” meaning the consideration of inputs from other sectors (mainly agriculture, TVET, business promotion, health, gender etc.), the so-called horizontal integration, which would come together over the years with the vertical integration of interventions across all layers of governance.”

Gerhard Quincke, Regional Director East/ Horn of Africa of DVV International based in Ethiopia (2009 – 2013)

Implementation Modalities

In the third Education Sector Development Programme (ESDP), the government highlighted FAL by focusing on literacy, numeracy and other life skills such as primary health care, environment, agriculture, gender issues etc. In ESDP V and IV, however, the issue of IFAE has become one of the top priorities and gives more emphasis on IFAE programmes, shifting the focus from FAL to IFAE.

In 2008, the MoE introduced the first National Adult Education Strategy, emphasizing an integrated approach towards ANFE programmes. The strategy highlighted the importance of pooling resources from various governmental sectors and organizations to achieve this goal. Based on this, the MoE together with five other

ministries decided to develop a programme that integrates further learning areas into the existing national FAL programme. These ministries demonstrated their commitment to resources sharing and integrating ANFE into their development strategies and promoting inter-sectoral cooperation, dialogue, and implementation.

As a result, the MoE in collaboration with DVV International designed and launched the national IFAE programme and identified model sites for piloting. To foster robust sectoral collaboration and streamline the programme’s successful implementation, the intersectoral adult education boards and technical committees were established at national as well as regional, zonal, and woreda levels. These boards and committees included representatives from different government ministries operating under the leadership of the MoE. Today, the IFAE programme serves as an umbrella initiative under which several ANFE programme components are implemented to address the various needs of youth and adults in non-formal education settings.

“Through efforts made by DVV International, the FAL programme evolved to an IFAE programme aimed at fostering sectoral integration in the implementation of adult education. When we look at this development, it is evident that DVV International’s role has been substantial in transforming the concept of adult education in Ethiopia, marking a significant stride towards making adult education more relevant and impactful in the Ethiopian context.

Mr Kassahun Asefa, former National Programme Manager at DVV International (2010-2013)

The Role of DVV International

DVV International has provided technical and financial support to the MoE in developing and piloting both the FAL programme and the IFAE programme.

Partnerships, Networking and Collaboration

DVV International played a pivotal role in facilitating intersectoral collaboration among a range of sector ministries and organizations. By doing so, DVV International supported cross-sectoral collaboration between the education, health, agriculture, social affairs, and justice sector, among others.

Programme & Policy Advise

DVV International actively engaged in policy and programme development at the national and regional levels. This involved strong collaboration with government authorities and other key stakeholders in the sector.

Regarding the FAL programme, DVV International facilitated the development of programme guidelines and curricula that contributed to the effective implementation of pilots. DVV International alongside other like-minded partners assisted in the establishment of around fifteen FAL pilot sites in five regions of the country. These efforts were supported by various stakeholders in the respective regions.

In relation to the IFAE programme, DVV International provided technical assistance during the strategic pro-



gramme planning phase. As member of the national task force, DVV International actively contributed to the development of a feasible strategy and key documents that guided the implementation of the IFAE programme including the IFAE curriculum framework, facilitators' training manual, minimum learning competencies, learners' profiles and benchmarks.

Throughout this process, DVV International piloted the IFAE programme in selected model districts from 2012 to 2016. These pilot sites served as valuable testing grounds for identifying best practices, enabling the MoE and DVV International to refine its approach and expand the programme across various regions. The lessons learned from these testing sites played an important role not only in enhancing the effectiveness of the IFAE programme

but also served as an input for guiding ANFE policy and strategy development in Ethiopia.

Monitoring and Evaluation

DVV International supported the supervision of model woredas including advisory support to the technical teams in the regions. This assistance was typically provided through supportive supervision and monitoring visits of DVV International together with MoE and Regional Education Bureaus in the regions where the programme was underway.

Evidence-based Advocacy

IFAE programme has proven the importance of providing an approach that is related to daily life, health, income generation, individual development and other

aspects of life. Through this approach, the IFAE programme exhibits the empowerment of the community in all aspects of development and brings about significant improvements. Evidence-based advocacy enhanced the integration of different government sectors offices in IFAE programme implementation at the grass root level.

Innovative Approaches

The IFAE programme builds on indigenous knowledge and seeks to link writing, reading, and numeracy skills to livelihoods and skills training in areas such as health, civic, cultural education, etc. Such an approach requires intersectoral collaboration, contribution and commitment of resources from various government sector offices and stakeholders. IFAE programme is innovative by following this kind of intersectoral approach and employing innovative joint sectors' plans that address the specific learning needs of the community instead of relying on separate sector plans. In addition, IFAE programme methodology applies a diverse range of participatory facilitation tools.

Capacity Development

DVV International provided capacity building to government entities and organizations that were involved in promoting FAL and IFAE programme. Through capacity-building workshops and in-service trainings, personnel from MoE at the national, regional, and district levels along with district adult educators, supervisors, facilitators, and practitioners in the field of ANFE, were equipped with necessary technical skills. These comprehensive trainings ensured the effective and qualitative implementation of the FAL and later the IFAE programme.

As part of the extensive capacity building endeavors, in 2005, DVV International and the Women's Association

of Tigray (WAT) organized intensive training courses for master trainers in two rounds in Mekelle, Tigray. Similarly, in 2006, the Training of Trainers programme was organized in Jimma, primarily for partners operating in the southern regions of the country.

Piloting Community Learning Centers

As part of IFAE piloting phase, DVV International extended its support to Regional and Woreda Education Bureaus in the six pilot regions by helping them to establish CLCs. These CLCs served as suitable venues for conducting IFAE programme related learning activities, and interventions such as non-formal skill trainings, and livelihood services for the local community.

Sustainability and Scaling Up:

DVV International's comprehensive support in capacity building of government structures and stakeholders, programme guidelines and strategy development as well as the development of training manuals and educational materials, is instrumental to ensure sustainability of the IFAE programme. Hence, DVV International's holistic support and its positive impact on the lives of the targeted communities contribute to the continuity of the programme, crucial for achieving its long-term goals.

“Throughout the implementation of the IFAE programme, several key documents were developed, including the adult education master plan, AD curriculum framework, guidelines for adult education, a minimum competency assessment tool, a supervision manual, and training modules. This extensive undertaking was made possible through the crucial technical and financial support provided by DVV International.



Preceding this phase, DVV International played a vital role by making substantial technical contributions to the development of the first national adult education strategy. This strategy served as the foundational document guiding the implementation of the IFAE programme.

Mr. Yoseph Abera, Lead Executive Officer of Adult and Non formal Education at MoE

Major Outcomes

- **Enhancement of health and well-being of communities:** Positive health outcomes in relation to the IFAE programme have been observed. For instance, parents have shown willingness to vaccinate their children, and mothers have become more aware of family planning methods, leading to improved reproductive health practices. Furthermore, there has been an improvement in mothers attending pre- and post-natal care, a positive impact on maternal and child health.
- **Improvement of agricultural outputs and income:** Farmers enhance their agricultural practices, including the use of fertilizers and the adoption of new agricultural practices. As a result, this has a positive impact on the income and nutritional status of households.
- **Increasing awareness of parents towards education of their children:** Parents' attitude towards education has changed and school drop-out rates decreased within the participating communities in IFAE programmes. As parents become better educated by the programme, they

tend to support their children's education by encouraging school attendance and providing them with necessary educational materials.

- **Promoting a Culture of saving:** The result of IFAE programme review show that learners have developed better understanding on the process and importance of saving money. The financial and business skill trainings provided by the programme have helped participants to engage in small scale income generating activities.
- **Empowerment of women:** The IFAE programme has played a key role in raising awareness among women about their rights and potentials. As a result, the social status of women has enhanced, and they have gained decision-making power within their families and communities.



- **Increasing demand for adult education:** The demand for ANFE among community members has significantly increased mainly due to the effectiveness of the business and livelihood-based training offered by the IFAE programme.
- **Increased awareness of Gender-Based Violence:** IFAE programme enhanced awareness among learners about gender and gender-based violence. By integrating these components in the IFAE learning cycle, learners have gained a deeper understanding of gender issues and the importance of addressing gender-based violence that contribute to creating safer and more inclusive communities.

“Subsequently, thanks to the dedicated efforts of DVV International, the FAL programme underwent a transformative evolution, becoming an IFAE programme. This evolution aimed at addressing the identified weaknesses by fostering sectoral integration in the implementation of adult education. Through these developments, it is evident that DVV International played a pivotal role in transforming the landscape of adult education in Ethiopia. The organization's contribution has been substantial, marking a significant stride towards making adult education more relevant and impactful in the Ethiopian context.

Mr Kassahun Asefa, former National Programme Manager at DVV International (2010-2013)

Lessons Learned and Challenges

The IFAE programme design is strongly recommended as it increases the willingness and motivation of youth and adult learners to participate in the learning processes. This willingness plays a vital role in fostering sustainable national development. The following summary shows the main lessons learned and challenges from the overall implementation of the IFAE programme:



- The IFAE multi-sectoral delivery model, which involves shared responsibilities across various sectors, has not yielded the anticipated results. Despite collaborative efforts and the signing of Memorandum of Understanding among ministries, the primary responsibility for implementing IFAE programme has still mainly fallen on the MoE, and the educational sector.
- The Adult Education Boards and multi-sectoral technical committees were established from national to district levels but have struggled to function sustainably, resulting in a lack of effective support for the integrated approach of IFAE programme implementation. Moreover, other sector ministries have demonstrated a lack of consistent commitment in fulfilling their designated roles. Consequently, the MoE has been perceived as solely responsible for the implementation of IFAE programme.
- Inadequate budget allocations hampered the countrywide implementation of the IFAE programme. For instance, one of the major challenges has been the shortage of skilled facilitators, both in terms of quantity and quality. Many facilitators lacked the required knowledge and skills to execute the IFAE learning cycles as intended.
- The shortage of skilled facilitators is one critical aspect that needs to be addressed. One effective approach, for instance, is to provide in-service trainings for adult educators and offer regular refresher trainings to continuously secure and enhance their skills and expertise. To support this effort, it is important to engage higher education institutions in the trainings of adult educators at diploma and degree levels.

- Absence of a standardized recruitment process and incentives system for facilitators has resulted in programme interruptions. These issues combined with the overall deficiency in competency, incentives, and pre-service and in-service capacity-building trainings for facilitators significantly contributed to programme closures.
- Lack of conceptual understanding of IFAE programme and methodology and the absence of standardized parameters negatively influenced the programme implementation. Drawing from past experiences, the programme should be revisited to make it more understandable to all stakeholders as well as making its implementation easier. It is advisable to assess the successes and challenges of the programme in order to provide valuable insights for improvement.



SECTION VI

Delivery of Adult Education Services at
Community Learning Centres

Since 2016



Overview

DVV International supported the MoE and its education offices at regional and district levels to address challenges such as low literacy rates and increasing numbers of unemployed youth and adults through different modalities. One successful modality introduced by DVV International in Ethiopia has been the delivery of adult education services through Community Learning Centers (CLCs). These centers allow for effective implementation of the IFAE programme besides other lifelong learning opportunities. Further, CLCs provide continued learning opportunities for IFAE programme graduates in a conducive environment, preventing literacy relapse among newly literate and semi-literate learners.

The Ethiopian CLC model was introduced after a study visit with key stakeholders from Ethiopia to Morocco in 2016. Following peer learning opportunity offered by DVV International among African countries, these group of experts and practitioners learned more about the CLC model that DVV International had successfully introduced in Morocco. Drawing from this exemplary practice, DVV International Ethiopia in collaboration with the MoE and its Education Bureaus at regional and district levels, adapted the Morocco CLC model to suit the Ethiopian context. This model was then piloted in four regions (Amhara, Oromia, SNNPR, and Addis Ababa city administration), each region representing diverse geographic, ethnic, linguistic, and religious backgrounds.

The aim of the Ethiopian CLC model is to empower the entire community through a one-stop, multi-purpose adult education service delivery offering a variety of

learning opportunities to the community including practical skills, sport activities, library services, among others. The introduction of kindergarten to the CLCs helped mothers seeking education to be ensured that their children are well taken care of. This initiative not only provides a nurturing environment for the children, but also creates a supportive space for the mothers, enabling them to fully focus on their own learning goals.

The CLCs provide a diverse range of community educational services, and the following are among the most commonly offered ones:

- Functional adult literacy based on IFAE programme.
- Livelihoods and vocational skills training.
- Loan and savings opportunities.
- Kindergarten including preschool services.
- Sports and games for youth.



- Socialization opportunities for young and the elderly.
- Venue for community meetings and community development actions.
- Library service, among others.

2023).

Another key move in expanding the CLCs in Ethiopia was made when the CLC model was incorporated into the revised Primary School Standards as an integral part in the school system. Based on this, it is a requirement that one of the three designated zones within each school to function as Community Interface Zone, also referred to as School-Based CLCs.

Implementation Modalities

After a piloting phase of two years, CLCs have been endorsed by the MoE as appropriate institutions for delivering a range of lifelong learning services for community development. Against this background, the MoE decided to expand the model to other regions and woredas within the country. To achieve this, the MoE allocated its own resources, such as coordinator salaries and funding for trainings. Today, a total of 21 new CLCs have been successfully established in Oromia, 42 new CLCs in Amhara, and around 45 new CLCs in SNNPR (DVV International,

“The pilot model CLCs serve the community as a one-stop service delivery center and also used as a multi-purpose institute for all development partners working in the area. In the model CLCs and at the district level we can observe model integration of development partners and government offices in executing their joint plan

Eshetu Abate, Country Director of DVV International Ethiopia

The Role of DVV International

Based on the CLC model, the establishment of CLCs is conducted along two phases: the foundation phase, and the operational phase.

The Foundation Phase:

DVV International technically and financially supported the following processes required for the establishment of a CLC:

- **Development of joint criteria:** In consultation with the Education Bureaus guidance was provided on the selection of existing government structures that are easily accessible to the community.
- **Renovation of the buildings and surrounding compound as well as the provision of equipments:** This aims to ensure that the necessary facilities for a conducive learning environment are in place.
- **Introductory training and sensitization:** The purpose is to inform local governments, stakeholders, and the communities about the benefits of the CLC model including its coordination and management structures.
- **Community mobilization:** Aims to foster ownership. For instance, community members contributed labor and other resources during the establishment process of the CLC.
- **Conducting community needs assessments and**

market analysis: This aims to introduce adult education services that are tailored to the needs of the target group.

- **Training of CLC coordinators and CLC management committee:** This helps to ensure the successful operation of the CLC. In line with this, DVV International also defined clear roles and responsibilities for the CLC management teams.
- **Development of joint plans and budgets with the local authorities:** This assisted to ensure the delivery of diverse adult and non-formal education services based on the findings of the needs and market assessments.

The Operational Phase:

In the operational phase DVV International supported in:

- **Capacity building measures for managers and community facilitators,**
- **Development of guidelines and training manuals,**
- **Provision of training materials,**
- **Provision of qualified facilitators and trainers,**
- **Community mobilization**
- **Support for effective management and coordination of the center.**
- **Conducted regular support supervision and monitoring for ensuring learning outcomes and quality assurance.**

Through consistent support of DVV International to the MoE and the respective Regional and District Education Bureaus, CLCs have become places where government sector offices as well as other stakeholders effectively provide a variety of ANFE services to the community. These stakeholders are able to significantly enhance the impact of their community outreach activities. The per-



formances of the CLCs were regularly evaluated during review and monitoring visits to address any challenges encountered during the implementation process. This led to a continuous improvement of the CLC model in Ethiopia.

Major Achievements

- **Literacy and Numeracy Skills:** CLCs offer a conducive environment for implementing functional literacy and learners have experienced significant improvements in their literacy and numeracy abilities.
- **Post Literacy and Skill Training Opportunities:** CLCs play a vital role in providing post-literacy opportunities for learners who have completed the two-year IFAE programme learning cycle. Prior to the CLCs, IFAE programme graduates often faced challenges in maintaining their literacy and numeracy skills.
- **Job Creation:** CLCs stimulate job creation opportunities by providing to unemployed individuals market-oriented livelihood and vocational skill trainings. This support has facilitated their ability to find employment.
- **Enhanced Income and Quality of Life:** CLCs contribute to enhancing the living standards of community members through various initiatives such as loan and savings schemes, skill-based training, improved agricultural practices, and income-generating activities.
- **Youth friendly activities and engagement:** CLCs play a crucial role in diverting young people from



“ The Government of Ethiopia started to up-scale CLCs in different regions with its own budget. This enabled DVV International to focus on technical support and reach more areas. On top of this, the CLC pilot programme in Ethiopia provided a learning ground for Ugandan and Tanzanian delegations who visited Ethiopia for experience sharing.

Sonja Belete, Former DVV International Regional Director for the East and Horn of Africa (2014 – 2021)

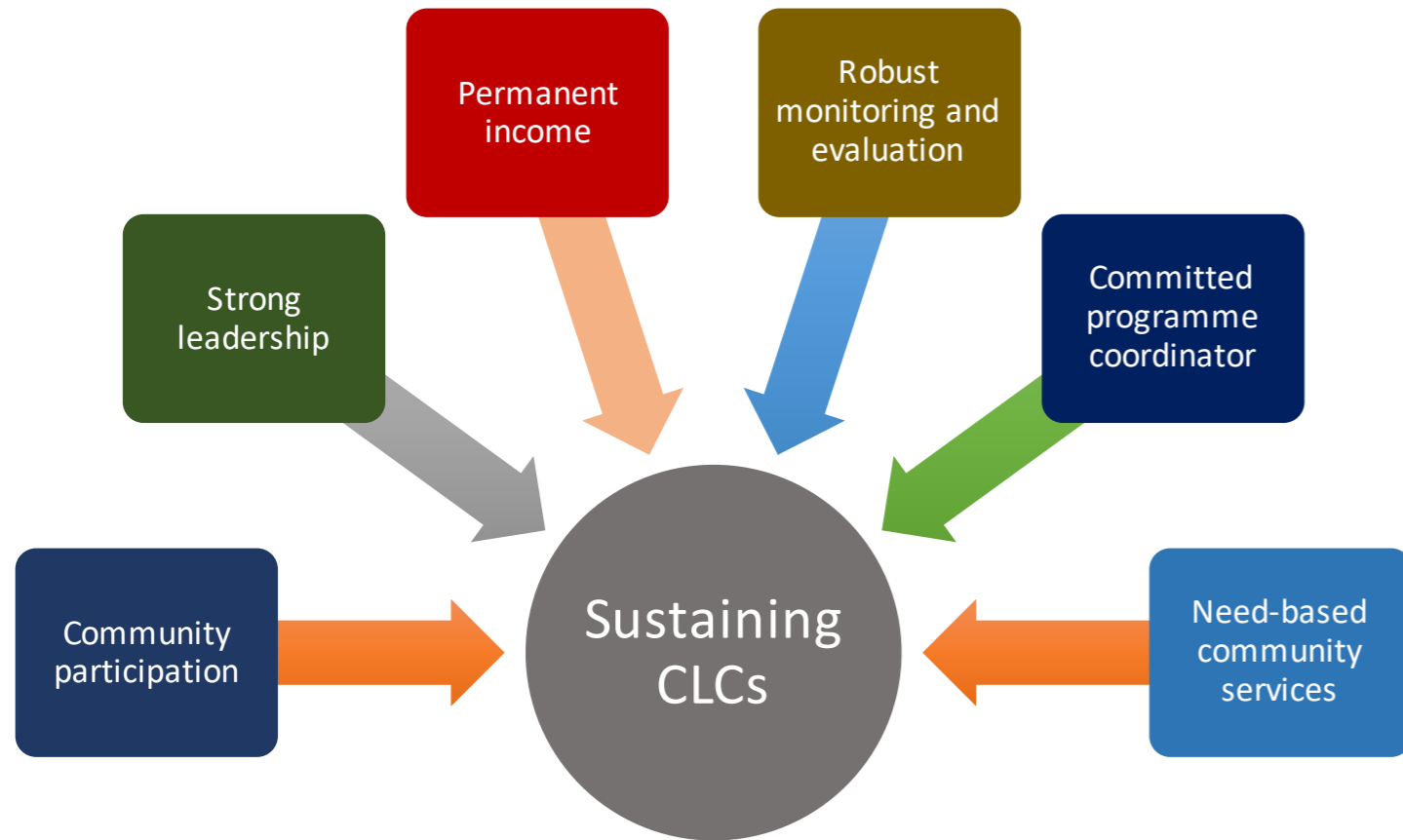
Lessons Learnt

- environments where harmful activities such as substance abuse and crime are prevalent. CLCs offer a variety of youth-friendly entertainment and sports activities, providing them with healthy and enjoyable alternatives to engage in during their free time.
- Enhanced Intersectoral Collaboration: The CLC model operates through enhanced collaboration among various sectors such as education, health, agriculture, cooperatives, and justice sector offices. This collaboration facilitates the effective implementation of the IFAE programme.
- Scaling up of CLCs: Inspired by the success of model CLCs, various regions have started scaling up CLCs and SNNPR, Amhara, and Oromia regions have successfully implemented new CLCs in additional woredas.
- Family Education Programme: CLCs encourage family education by promoting joint learning opportunities for parents and children, and thereby enhancing literacy and life skills for the whole family.
- New Agricultural technology: CLCs have provided learning on modern agricultural technology and practices to the community, leading to a notable increase in agricultural productivity and income.
- Volunteerism: CLCs encourage community members to volunteer and provide services and assistance to those in need within their vicinity.
- Environmental Stewardship: CLCs play a substantial role in promoting environmental protection by raising awareness on eco-friendly activities such as tree planting and waste management.
- Basic Health Care: CLCs facilitate access to basic healthcare services, such as family planning, vaccination, and other health prevention efforts conducted by government health extension workers.
- Traditional Conflict Resolution: The CLCs fosters a culture of resolving disagreements through peacebuilding discussions, leading to resolution of conflicts and reduction of violence within the community.

- Enhanced Community Participation and Income for CLC sustainability: CLCs foster increased community participation. Additionally, CLCs have started to generate their own sources of income, contributing to their long-term sustainability.
- Infrastructure Development: The majority of CLCs have access to water and electricity, thanks to collaborative efforts between communities and kebele/woreda administrations. This collaborative approach should be maintained to ensure the long-term viability of CLCs.
- Mobilizing Resources Through Community Engagement: The majority of CLCs have demonstrated success in mobilizing financial and material resources through active community participation. Newly established CLCs should adopt this commendable approach to ensure the effectiveness and long-term sustainability of their operations.
- Government’s Continued Support: The govern-

ment’s commitment in promoting ANFE is evident in its initiative to establish school-based CLCs in selected primary schools across the country. As per the new adult education reform issued by the MoE, deputy primary school directors have been appointed as CLC coordinators. This innovative approach contributes to the sustainability of CLCs by enabling the sharing of resources between schools and CLCs.

- Referring to Model CLCs as Guiding Experience: The valuable experience gained from the existing model CLCs are used to guide the establishment of new CLCs throughout the country.
- Strengthening TVET Partnerships: To increase the demand of CLCs among youth and unemployed individuals, it is important to strengthen the existing collaboration with woreda TVET colleges. This collaboration helps to provide skills training in various fields such as tailoring, pottery, metalwork, woodworking, and other relevant areas.
- Securing Official Space Designation: All CLCs should actively work to obtain official documentation from municipal authorities, confirming their designated space. This recognition will significantly contribute to ensuring their sustainability.



The picture depicts the key elements needed to ensure the sustainability of CLCs in Ethiopia



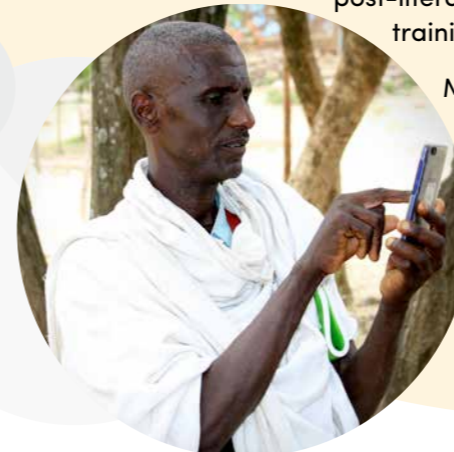
Case stories from the field:

The five case stories highlight the wide array of services and programmes offered by CLCs, as well as the positive impact experienced by the community through these initiatives:

Case study: Integrated Functional Adult Education, post-literacy and library services

Melke Tadesse, a resident of Fogera woreda in the Amhara region, has relied on agriculture to support himself and his family for many years. Three years ago, he successfully completed the two-year IFAE programme. However, despite this accomplishment, Melke faced challenges in finding opportunities to apply the literacy, numeracy, and other skills he had acquired. Over time, he gradually lost his hard-earned knowledge and skills, relapsing into illiteracy.

At this critical juncture, a CLC was established near Melke's residence. For him, this marked a golden opportunity to regain his momentum and further enhance his skills. The CLC provided a supportive environment where he could practice literacy and access post-literacy and other life skill training programmes.



Melke's story serves as a testament to the transformative power of education and highlights the crucial role of CLCs in

supporting lifelong learning. Through his access to the CLC, Melke has not only regained his lost skills but also developed the confidence to pursue new opportunities and make a more impactful contribution to his community.

Case study: Basic health care service provision to communities

Alem-Ber Kebele, located in Fogera woreda, had long struggled with limited access to primary health care services and public health education. Community members were forced to travel long distances on foot to access basic health care, negatively impacting their overall wellbeing. This situation was significantly improved with the establishment of a CLC within the school compound in the nearby location.



W/ro Mulu Bire is a prime example of how the CLC has transformed access to healthcare for the community. She has been recognized by the Woreda as a model woman for actively demonstrating the health promotion and prevention packages at the household level, based on the teachings she received at the center. W/ro Mulu regularly visits the CLC, which is a few minutes' walk from her residence. In addition, as a member of the Community Management Cen-

ter, she plays a pivotal role in ensuring that other community members benefit from the wide range of services offered at the center.

The establishment of the CLC has brought about a substantial improvement in the lives of the residents of Alem-Ber Kebele, ensuring that they no longer have to travel long distances in search of basic healthcare services. The center has also empowered community members, including W/ro Mulu to become advocate for health, actively promoting preventive practices and raising awareness about various health issues.

Case study: Agricultural extension services

In Damot Gale Woreda, agriculture serves as the backbone of the economy, and the agricultural extension service delivered through CLCs serves as a lifeline for small-holder farmers like Mr. Abate Abake. Being an enthusiastic participant in the center's theoretical learning and practical demonstration sessions, Mr. Abate has experienced a remarkable transformation in his farming practices and overall livelihood.

By adopting the best agronomic practices he learned at the CLC, Mr. Abate has effectively utilized his farmland, leading to continuous growth in crop production and productivity. His success has not gone unnoticed; his neighbors, inspired by his achievements, are eagerly following in his footsteps.



The agricultural extension service provided by the CLC has empowered Mr. Abate and countless others to make informed decisions, adopt sustainable farming practices, and enhance their agricultural productivity. Consequently, this has resulted in improved livelihoods, increased food security, and a renewed sense of hope for the future of the community.

Case study: Traditional conflict resolution services

Mr. Bekele and Mr. Biratu are not only members of the same community sharing common values in Debrelibanos woreda; but they are also neighborhoods who share a common farmland boundaries. These two individuals had peacefully coexisted as friends for many years. Most recently, however, they have turned to rivals. They have started to dispute ownership of a pastureland where cattle that belong to one of the conflicting parties have crossed over.

Before the situation escalating to an open conflict, Mr. Bekele and Mr. Biratu have brought the case to the community-appointed elderly fathers who were responsible for investigating the case and making a final decision. Under the shade of a large tree within the compound of the CLC, the two men presented their arguments before the "judges", chosen by the community for their wisdom and impartiality, attentively listened to the arguments presented by the two men. The silence surrounding the gathering, protected from the harsh sunlight,

fostered an atmosphere conducive to calm and rational discussion.

This gathering symbolized the hope that through dialogue and respect for tradition, even the most profound conflicts could be resolved peacefully. As the two men presented their perspectives, the judges listened attentively, carefully weighing each piece of evidence and argument put forth.

The conflict resolution process, conducted within the premises of the CLC, embodied the community's commitment to peace and harmony. It demonstrated their unwavering faith in traditional wisdom and their belief in finding solutions that are advantageous to all parties involved.

Case study: Pre-school, Childcare and Kindergarten Services at Menelik-II Pre-primary School CLC

Recognizing the need for childcare service within the community, Menelik-II Pre-primary School CLC took great pride in offering a dedicated preschool and childcare facility since 2019. This service was initially envisioned to support mothers attending CLC classes, providing a safe and nurturing environment for their young children. However, the service rapidly surpassed its original purpose due to the overwhelming demand.

Mothers seeking employment or income-generating activities saw the CLC's potential to offer affordable childcare service, and the idea gained support from the

woreda education office. Understanding the significance of addressing this crucial need, the Menelik-II primary school CLC team established a nursery center. The primary aim was to alleviate the economic burdens faced by mothers and empower them to pursue their goals.

In order to assess the community's interest, the CLC expert team conducted a survey that revealed over 100 children under the age of four, with an overwhelming majority of parents expressing a desire for nursery services. Recognizing this significant demand, a dedicated committee was formed to oversee operations. After careful deliberation and site selection, the staff café was repurposed to create a welcoming daycare space within the school.

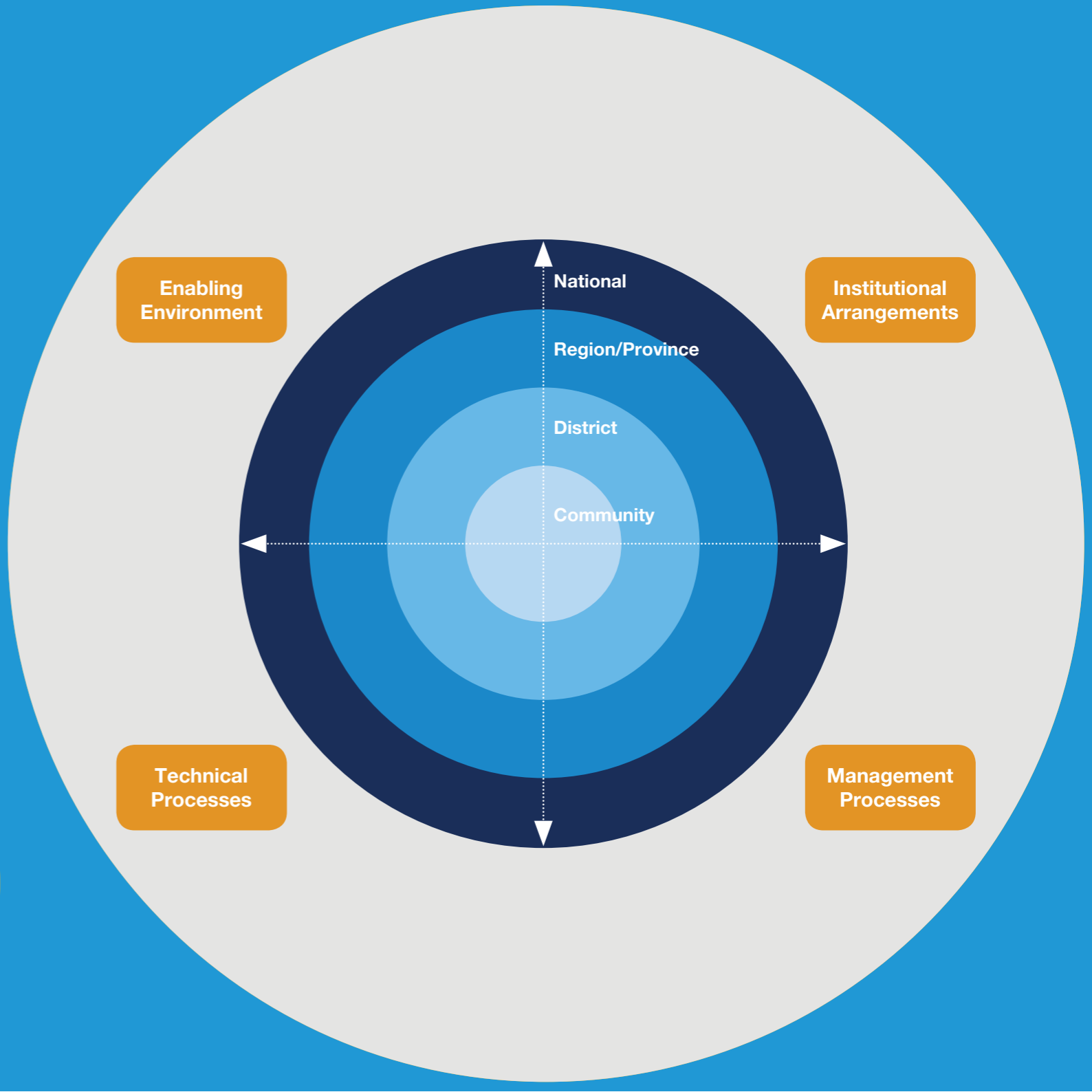
With the dedication of three trained babysitters, the service launched with an initial group of eighteen children. Today, the nursery center proudly serves five times that number, offering a nurturing foundation for the children's early development and serving as a source of empowerment for their mothers.



SECTION VII

Adult Learning and Education System Building Approach in Ethiopia

Since 2016



Overview

Despite receiving comprehensive multi-level-sectoral and -stakeholder support to enhance adult education system in Ethiopia, the desired results were not fully achieved after ten years of implementing the IFAE programme. Several challenges were observed, including the lack of uniform and standardized implementation structure, poor leadership commitment, weak sectoral integration, lack of capacities and motivation of facilitators, and a weak system of accountability, among others. As a result, there were no significant increase in literacy rates among youth and adults. In 2019, the national data indicate approximately 21 million illiterate adults in Ethiopia (CSA, 2019).

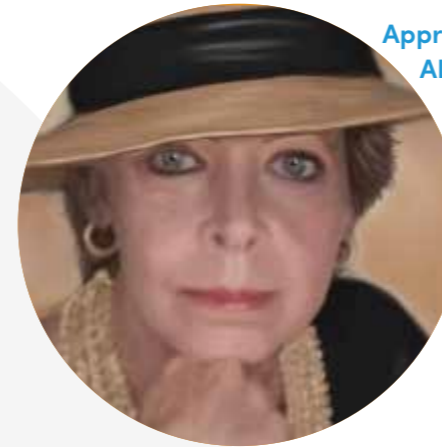
Given this context and the complex nature of implementing an integrated adult education programme like IFAE programme, DVV International identified the need for a systematic approach to strengthen the adult education system. Starting in 2014, DVV International engaged in an action learning process with its key partners in Ethiopia, which resulted in a holistic system approach called the Adult Learning and Education System Building Approach (ALESBA). This approach aims to assess and establish well-functioning elements and building blocks of an adult education system to ensure the sustainable delivery of adult education services for youth and adults at community level. ALESBA takes a holistic perspective of the adult education system and its delivery of services to youth and adults, focusing on governance aspects and the multifaceted nature of the IFAE programme.

ANFE experts and management bodies from the MoE,

Regional Education Bureaus and various stakeholders, including higher education institutions actively participated in shaping and testing the conceptual framework of ALESBA. In a series of consultative workshops facilitated by DVV International, the ALESBA was developed in collaborative efforts. In 2017, the ALESBA methodology was tested in Ethiopia and Uganda, which yielded valuable insights into the functionality and adaptability of the approach.

In 2018, based on ALESBA phase 2, a peer review was conducted to assess the status of Ethiopia's adult education system. This review identified the strengths, weaknesses, and areas for improvement of the system. Furthermore, in 2020, an assessment was conducted to measure the perception and demands for adult education services among learners in the communities. This assessment captured the needs and expectations of the beneficiaries. The combined results of the peer review (2018) and the assessment of Learners' needs (2020) provided a comprehensive understanding of the adult education system from the supply and demand side. Based on the findings of the system assessment, DVV International designed its interventions to effectively address the challenges. The results of the system strengthening interventions contributed to the enhancement of the IFAE programme implementation.

“ Since 2014, regional and national workshops across the East/Horn of Africa region have explored new concepts in adult learning and education. Through an action-learning process in Ethiopia and Uganda, these workshops led to the development of new concepts, tools, and ultimately, the Adult Learning and Education System Building

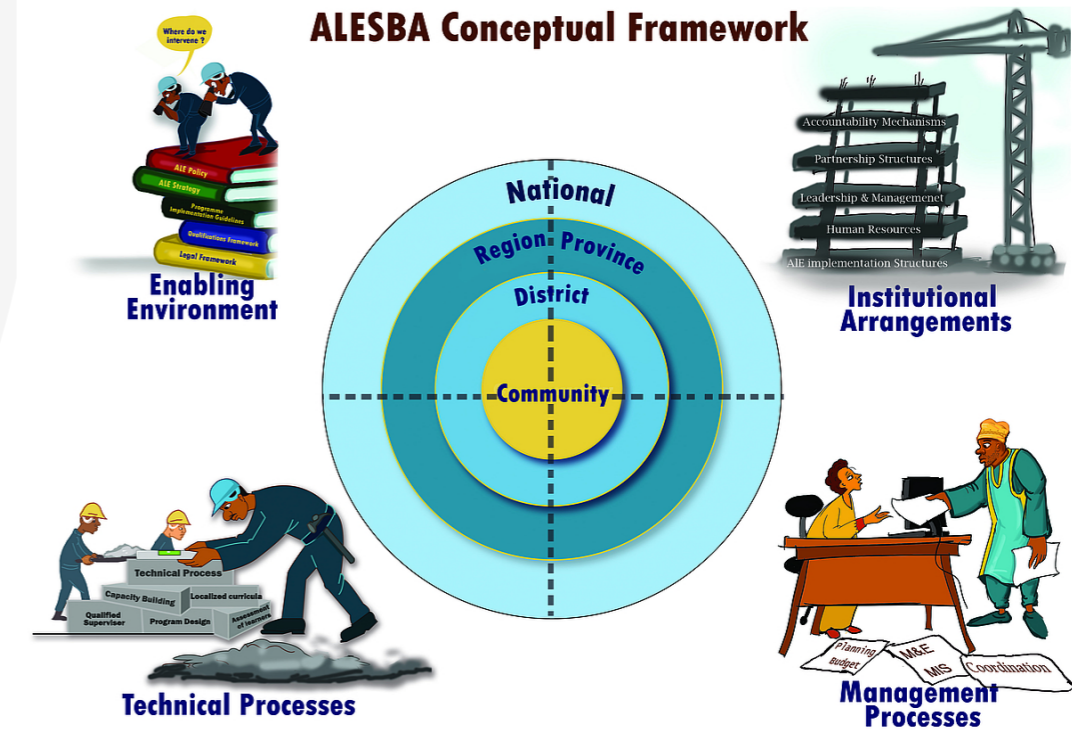


Approach (ALESBA). In 2021, ALESBA was documented in a series of six booklets.

Sonja Belete, Regional Director of DVV International for East/Horn Africa (2014 – 2021)

Implementation Modalities

The conceptual framework of ALESBA classifies the system into four major elements namely, enabling environment, institutional arrangement, management process and technical process. Each of these elements is further divided into five building blocks, resulting 20 building blocks across the framework. The elements and building blocks are interconnected and interdependent, forming feedback loops within the system. It is important to note that the system and its building blocks primarily refer to the structure established by the government, as it bears the primary responsibility for providing national ALE services.



The Role of DVV International

| ENABLING ENVIRONMENT | INSTITUTIONAL ARRANGEMENTS | MANAGEMENT PROCESS | TECHNICAL PROCESS |
|---|---|--|---|
| ALE Policy | ALE Implementation Structures | Participatory Planning Processes | Localized Curricula |
| ALE Strategy | Human Resources | Appropriate Budget and Resource Allocation | Clear ALE Programme Design & Methodology |
| ALE Programme Implementation Guidelines | Leadership & Management | M&E System | Capacity Development at all Implementation Levels |
| Qualifications Framework | Accountability Mechanisms | Management Information System | Material Development |
| Legal Framework | Partnership Structures between State/Non-state Actors | Coordination and Cooperation Processes | Learner Assessments |

Table 1 –Adult Education Building Blocks and System Elements

“By placing the three countries in the region on a similar trajectory within the framework of the ALESBA as an umbrella concept, we fostered greater exchange and deeper learning, while still contextualizing the learning process according to each country’s needs. It also led to the East/Horn of Africa region to serve as a learning experience for other African countries such as South Sudan and other DVV International African regions.

Sonja Belete, Regional Director of DVV International for East/ Horn Africa (2014 – 2021)

The Five Phases of ALESBA Approach:

Phase One: Consensus Building: Before embarking on a long-term process of ALE System Building, all stakeholders need to agree on a common interest, vision, and the necessity to improve the adult education system for optimized adult education service delivery.

Phase Two: Diagnosis: A comprehensive peer review is conducted to assess the status of each building block of the adult education system. Once the assessment has been carried out, several challenges might be identified which help to define effective interventions to overcome these challenges.

Phase Three: Alternatives Analysis and Design: Once a clear picture of the system and its challenges has been generated through the assessment, stakeholders can

begin to identify alternative options to unblock challenges, ease the flow of implementation processes, and change approaches and structures.

Phase Four: Implement and Test: The newly designed structures, approaches and processes are implemented over a certain timeframe like three to six years. Throughout this period the functionality of the new system should be closely monitored and evaluated at the end.

Phase Five: Review, Adjust and Up-scale: The tested new system will be compared with the baseline data of the first assessment, and adjustments will be made to address any additional challenges identified. The newly tested structures, approaches and processes can be up scaled.



Partnership, Networking and Collaboration

DVV International formed partnerships with the MoE, Regional and District Education Bureaus, and other key stakeholders to implement ALESBA in Ethiopia. This partnership involved organizing consultative workshops and discussions and ensuring that interventions are aligned with national education policies and strategies. In 2021, DVV International in collaboration with the MoE convened a national peer review by applying ALESBA which enabled stakeholders to identify interventions to address system challenges through alternative processes and structures.

Capacity Building and Training

As part of consensus building, DVV International has organized training sessions, consultative workshops, discussion forums, and action learning opportunities. These initiatives were aimed to enable them to better understand the existing system’s elements, building blocks and processes and the necessary requirements for a well-functioning adult education system. This helped to foster consensus on the way forward for the improvement of the system and IFAE programme implementation.

Evidence Based Advocacy

DVV International conducted a national assessment of the adult education system and the demands of adult

learners. Comprehensive data were collected on various aspects of the existing system including, the services provided, and the challenges faced in delivering adult education services. The collected data serve as valuable inputs for evidence-based advocacy and decision-making processes.

Innovative Approaches

ALESBA is an innovative system strengthening approach for effective, qualitative and sustainable adult education service delivery in Ethiopia.

Research and Evidence Based Influencing

Since 2014, DVV International has been involved in the development and implementation of ALESBA conceptual framework in Ethiopia. By using ALESBA, the status of the adult education system has been transparently documented which includes a thorough analysis of the challenges faced within the system.

Sustainability and Scale up

The MoE and respective Regional Education Bureaus have followed the findings of ALESBA peer reviews. They have initiated structural changes, aiming for effective and sustainable implementation of IFAE programme. Currently, the Bureaus are reassessing and restructuring the adult education service delivery within their specific contexts by using the ALESBA tools.



Major Achievements

- After undergoing several consultations, learning opportunities, and pilot testing, the MoE has recognized ALESBA as a reliable approach for optimizing the ANFE services in Ethiopia.
- The MoE has initiated a restructuring process of the building blocks of the adult education system based on the findings of the ALESBA peer review. For instance, as part of this restructuring process, two desk officers and one Chief Executive Officer were dedicated to the ANFE department within MoE.
- The partner regions, namely, Oromia, SNNP, and Addis Ababa City Administration Educational Bureaus have undergone restructuring and have been elevated to the directorate level.
- The results of the ALESBA peer review influenced the revision of various components, including the existing ANFE strategy, the Adult Basic Education Curriculum Framework, the Minimum Learning Competence, the Implementation Guidelines, and skill training modules.

Lessons Learned

- Government and stakeholder engagement is crucial: The active involvement of government entities at national and federal level, NGOs, Academia and community representatives was crucial for the implementation of ALESBA. This collaborative engagement fostered a sense of ownership and ensured the sustainability of any changes and im-

provements made to the system.

- National peer review for valuable data: The national demand and supply side assessments offered a holistic view of the adult education system in Ethiopia. They provide valuable insights into the structures, processes and approaches associated with the delivery of adult education services as well as detailed information regarding the learners' perceptions and expectations in the realm of adult education.
- Prioritization is key for effective implementation: Identifying and prioritizing intervention areas allows for targeted and immediate actions to address critical issues in the adult education system.

- Continuous dialogue promotes system improvement: Continuous consensus building among stakeholders through dialog has fostered a culture of collaboration and shared responsibility, enabling stakeholders to work together towards common goals.



SECTION VIII

Professionalisation in Adult Education through
Curriculum globALE

Since 2022



Overview

A globally applicable curriculum for training adult educators is not only an ambitious goal, but it is also in high demand internationally. The Marrakech Framework for Action, which was adopted at CONFINTEA VII in Morocco in 2022, once again emphasized the crucial role of professionalisation in adult learning and education (ALE) / ANFE. The professionalisation of adult education is recognized as a major challenge around the world, including in Ethiopia. According to the statement by UNESCO (2019) the lack of professionalisation and training opportunities for educators has had a detrimental impact on the quality of ANFE provision. Despite these challenges, ALE / ANFE still lacks a systematic effort to develop common standards for knowledge and competencies for the diverse teaching staff.

DVV International provides support for professionalisation in ANFE through the Curriculum globALE (CG). The CG is a modularised and competency-based framework curriculum designed to train adult educators worldwide. The learning outcomes defined in the curriculum represent those competences comprehensively which adult educators should possess, regardless of their geographical, institutional, or domain-specific context they work.

In September 2022, the CG was officially launched for East/ Horn of Africa during a regional Conference organized by DVV International in Tanzania. The conference focused on the opportunities and challenges in the post-CONFINTEA VII era. The event was attended by representatives of universities, ministries and training institutions in Tanzania and Uganda, as well as representa-

tives of the MoE and Bahir Dar University in Ethiopian. In that meeting it was agreed on the implementation of CG in the respective countries with the aim of establishing a well-informed training structure for adult educators in these countries, thereby advancing the professionalisation agenda in ANFE. This decision is particularly important for Ethiopia, where CLCs and other accessible spaces for lifelong learning rely on qualified adult educators to provide high-quality learning opportunities for Youth and adults.

“**Professionalisation is one key aspect to ensure the quality of adult education services at the CLCs. We are glad that our three partner countries have joined hand and committed themselves to undergo the regional CG Master training in 2023. The module 0 training in Tanzania served as an eyeopener for decision makers of Ethiopia, Tanzania and Uganda how the CG training can benefit the quality of adult educators by establishing a well-informed train the trainers system in respective countries.**”

Frauke Heinze, Regional Director DVV International East/ Horn of Africa since 2021

The implementation modalities

The journey towards professionalism in ANFE in the East African region was progressed through regional CG Master training programme in 2023. This training played a pivotal role in driving the path to professionalization in the East/ Horn of Africa region. Five selected potential Master Trainers from their respective countries participated in the CG’s comprehensive training, which consisted of five modules, each focusing on key aspects of adult education. While modules one was conducted in Ethiopia in March 2023, covering the broader concepts, stakeholders and the funding structure of adult education, module two took place in Uganda in July 2023 addressing learning theories and principles in adult education. Module three and four of CG was conducted in respective countries to allow more context specific discussions on perceptions of communication and group dynamics and effective teaching methods.

Culminating as the final module, module five, was conducted in Tanzania, and served as a cornerstone in shaping the training process. Participants delved into the training cycle, navigating through its five phases - needs assessment, curriculum development, planning and organization, delivery, and evaluation. Through practical sessions, participants gained hands-on experience and developed a comprehensive understanding of the interconnectedness of these phases within the professional cycle of an adult educator. After participating in CG’s five-module cycle and a final practical exam, candidates were certified as CG Master Trainers in December 2023. Among the certified trainers were representatives from the MoE, and three Master trainers from Bahir Dar University, and DVV International Ethiopia.



Paving the Way for Professionalization of Adult Education in Ethiopia

To localize the GlobALE curriculum for the local context in Ethiopia and to promote professionalization in adult education, DVV International has involved experts from the MoE, Hawassa University, Bahir Dar University, and regional education offices in the CG training. This group of lead experts has attended trainings organized in-country and outside of Ethiopia, focusing on the CG. These experts along with the certified master trainers are going to proceed with applying the concept of CG in Ethiopia. The overall goal is to improve adult educator trainings at all levels of implementation and set standards for the qualification of adult educators working in ANFE programmes that align with the specific and local context of the country.

“The regional trainings on the five modules of the CG provided comprehensive insights on all areas related to adult education. It will be upon the CG master trainers to apply the newly acquired knowledge and skills to enhance the existing adult educators qualification standards in respective countries. In Ethiopia, the CG master trainer of Bahir Dar University be able to use this knowledge to upscale their internal training and study programme for adult educators and support the MoE to implement a quality train



the trainer programme countrywide. DVV International will support the country in this process through regional exchanges and peer learning opportunities, even after the project in Ethiopia is closed.

Frauke Heinze, Regional Director DVV International East/ Horn of Africa since 2021

Senior adult education experts at higher institutions and MoE reflecting on CG East and Horn of Africa master trainer programme.

“From the CG Master Trainers’ programme, we acquired extensive theoretical and practical knowledge in adult education. We learned the broader concept of adult education from lifelong learning perspectives, the role that can be played by varied stakeholders, budgetary issues, important learning theories, methods of facilitation, basic andragogical principles and the way we should communicate and handle group dynamics during the delivery of adult education. We’ve come to realize that adult education comprises both pre-service and in-service components, encompassing various skill and competency areas.

Additionally, the training attracted participants from three different countries, including Ethiopia. This diverse group provided a unique opportunity for us to exchange country-specific implementation

experiences and glean valuable insights, thanks to the multicultural nature of the group.

Leveraging the GlobALE curriculum as a valuable resource, we have been exploring ways to design a medium-term (three to six months) pre-service adult education programmes and short-term summer training sessions for the existing adult educators in the country. Furthermore, we must work hard to enhance the knowledge and skills of adult educators through the provision of both basic and refresher in-service training. And the knowledge and skills of adult educators can be assessed and strengthened regularly through the provision of basic and refresher in-service training.

I firmly believe that if we are able to design and strictly implement such pre-service and in-service training packages, we will significantly expedite the attainment of the necessary competency, qualifications, and professional capabilities among the current workforce of adult educators.



Mulugeta Awayehu (PHD Candidate), Assistant Professor at Bahir Dar University

“For me, CG stands as a potent instrument for elevating the competency and professional standards of adult educators as a whole. DVV International made a thoughtful decision to involve experts from universities and the MoE in the CG master of trainers’ programme.

This opportunity has given us the means to integrate international experiences and benchmarks into the process of revising our curricula. The principles, methodologies, and content of CG can seamlessly be adopted in our adult education curriculum framework. This will, in turn, lay a foundation for the advancement of professionalism and excellence within the realm of adult education.

We have now assumed the role of resource persons in the domain of CG. We can collaboratively work as a team during the revision of curricular frameworks for higher learning institutions, basic adult education, non-formal education, and TVETs, ensuring that our adult education curricula align with the international standards outlined in CG.

Using CG, we are planning to unite efforts with Bahir Dar university and other higher academic institutes in the country to



cascade this package of trainings to all adult education facilitators and coordinators across the country. Realizing the full potential of CG holds the promise to pave the way for professionalization of adult education in Ethiopia.

Zelalem Alagaw, Adult, Non-Formal and Lifelong Education Desk Officer at MoE

“ Numerous studies have consistently highlighted that one of the underlying factors contributing for the poor performance of adult education programme in Ethiopia is the lack of qualified, skilled and professional facilitators.

At the district level, most of our adult educators lack the necessary qualifications and have not been capacitated through on-the-job or in-service training. It is astonishing to note that many of these facilitators come from educational backgrounds in subjects such as mathematics, biology, Amharic, or other unrelated fields, yet they are assigned to adult education roles. What is more concerning is that even in some higher learning institutions, where instructors for adult education are often selected from unrelated fields without having the proper qualification in the field of adult education.

In some districts, adult education is delivered by individuals who have completed only 10th-grade education, with no further training in the field.

This implies the systemic neglect of adult

education in Ethiopia, evident in the lack of budgetary allocation, and political commitment to elevate adult education in Ethiopia to the level it deserves. I firmly believe that CG stands as the optimal solution to address the deeply rooted problems and misconceptions regarding professionalism in the field of adult education.

Upon finishing the master trainers' programme, our aim is to foster strong collaboration with the MoE, regional education bureaus and other stakeholders to design a new in-service training delivery framework targeting to reach out all the existing adult educators. This approach promises to be an effective means of enhancing their andragogical skills, facilitation competencies, and overall proficiency in the field.



Abiy Menkir, (PHD Candidate), Assistant Professor at Bahir Dar University

“ The master trainers' programme has been instrumental in reshaping our perspective on adult education, aligning it with the lifelong adult education framework. In our case, adult education has traditionally been limited to individuals aged 15 to 60 who are illiterate. However, this restricted notion is conflicting with the principles of the CG, which emphasizes that adult education should be inclusive and accessible to individuals of all ages, even those literate persons.

From my understanding of the CG, the successful implementation of adult education demands several critical components including a firm political commitment, sufficient budgetary support, active collaboration with stakeholders, a cadre of qualified professionals, and suitable adult education centers across the nation.

In the Amhara region alone, we have around ten universities and ten teachers' colleges. I think we have the potential to extend CG training to reach all of these institutions, thereby playing a pioneering role in professionalizing adult educators nationwide. Through partnership with the regional education bureau, we can cascade the training to adult education experts and coordinators operating at the regional, zonal and district levels.

Moreover, we have the opportunity to actively engage in operational research, by examining the implementation experiences

of other countries in the domain of CG. Given that this concept is relatively new to Ethiopia, there is considerable potential for future studies and exploration. Such research endeavors could significantly broaden our understanding and pave the way for an expanded range of research in the field of adult education within Ethiopia.

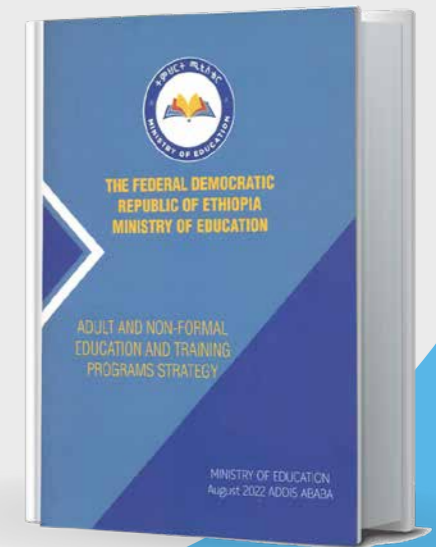
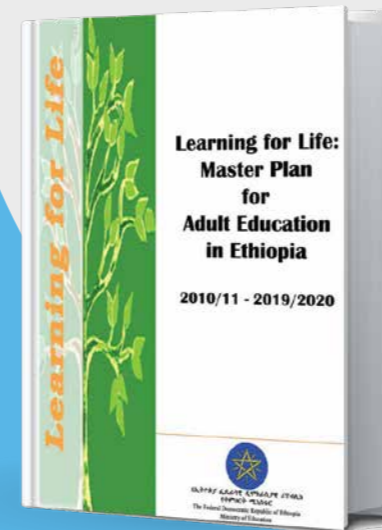
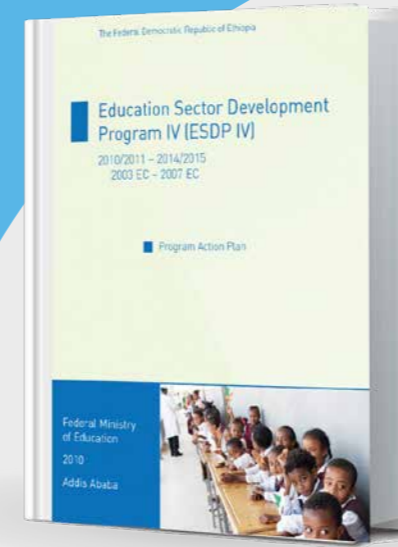
Koye Kassa, Assistant Professor at Bahir Dar University



SECTION IX

Technical Assistance in the Development of National Policies, Strategies, and Guidelines

Since 1995



Overview

Under the federal government system, the responsibility of education is shared among the federal, regional state, and district/ woreda governments. The MoE provides policy guidance, and technical assistance to the regional states. Additionally, the MoE is responsible for administration and management of higher education institutions. The regional states and woredas have the mandate to manage and coordinate the formal and non-formal education programmes. Particularly, the Woreda Education Bureaus are responsible for the implementation of primary, secondary education, as well as non-formal education for youth and adults, and out-of-school children.

DVV International has provided valuable technical assistance to the MoE in developing national strategies, programme guidelines, manuals and curricula relevant to the ANFE sector. By leveraging its expertise and offering technical advice, DVV International largely contributed to the development and revision of these documents. DVV's support has been instrumental in the creation of an enabling environment for ANFE and lifelong learning opportunities at community level. Over the course of nearly three decades, DVV International played a key role in guiding the planning, implementation, and evaluation of the ANFE programmes.

DVV International has been at the forefront in providing financial and technical support for the development of various policies, strategies and guidelines essential to

Ethiopia's progress in adult education. I firmly believe this work has established a strong foundation at the national level. My hope is that the Ministry of Education and regional education bureaus will build upon these accomplishments to ensuring the continued advancement of adult education in Ethiopia."

Eshetu Abate, Country Director of DVV International in Ethiopia

“ Since DVV International launched its country office in Ethiopia in 1995, it has consistently proven itself as the Ministry's most trusted and reliable partner in the areas of adult education. Their unwavering technical support during the development and revision of key documents like, strategies, and guidelines has been instrumental in shaping our current adult education and lifelong programme at the national level. DVV's impact at the national level has been tremendous and we are very much grateful for their partnership and technical support over the past three decades in Ethiopia.

Yoseph Abera, Lead Executive Officer of Adult and Non formal Education at MoE

The Role of DVV International

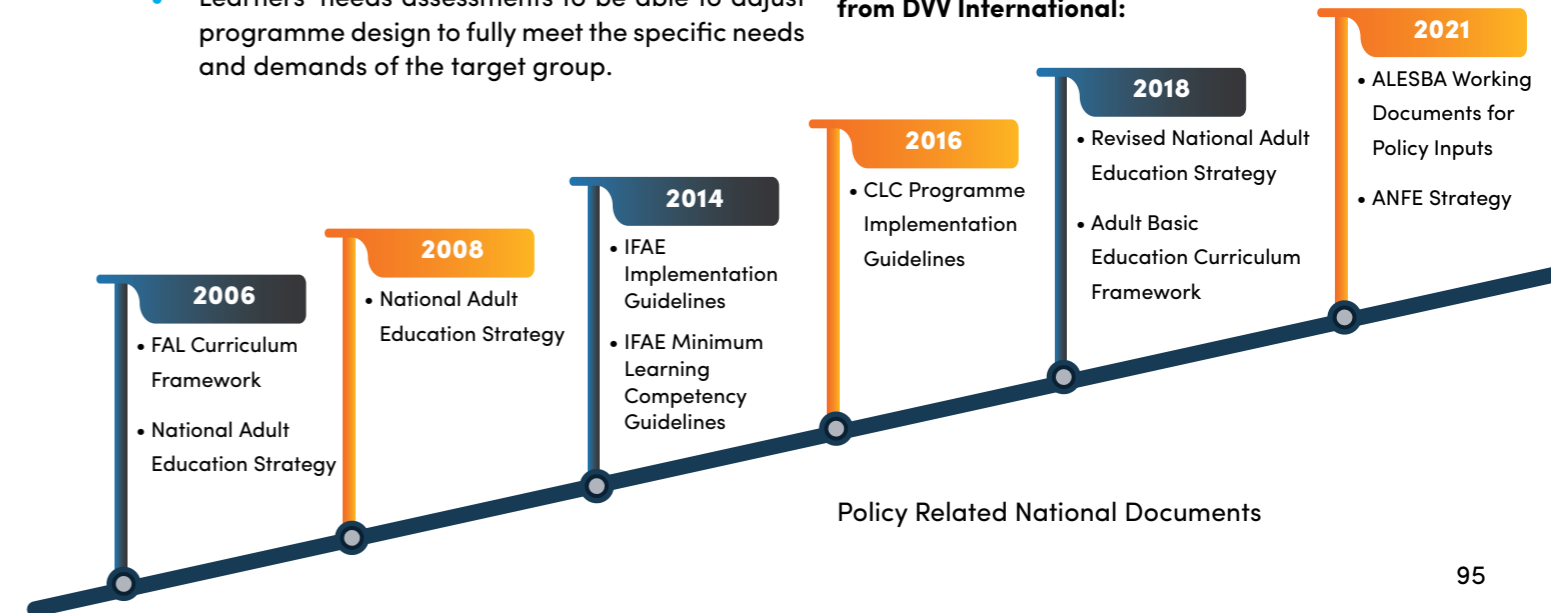
DVV International provided immense technical and financial support during the development and revision of national strategies, guidelines, manuals and curricula to guide the implementation of ANFE programmes in Ethiopia:

- Evidence-based lobbying and advocacy to inform the enabling environment and fostering innovative interventions and programmes in ALE.
- Qualitative research to identify gaps and opportunities for the improvement of the ALE system and programmes.
- Learners' needs assessments to be able to adjust programme design to fully meet the specific needs and demands of the target group.

- Peer learning among countries in Africa to adopt good practices in ALE to the Ethiopian context, thereby enrich ALE strategic directives and programming.
- National workshops and forums to facilitate and enhance dialogue and collaboration between key stakeholders operating in the adult education sector.
- Policy briefs to present crucial facts, figures, and recommendations to inform decision-making processes related to ALE policy and programming.

Through these diverse efforts, DVV International have significantly contributed to the enhancement of policies, strategies and programmes. Further, DVV International in cooperation with the MoE played a leading role in the development of new national directives, such as the first national adult education strategy in 2008.

List of National Policies and Strategic Documents Developed by the MoE with Technical and Financial Support from DVV International:



SECTION X

Global, Regional, and National ALE Conferences
and Workshops

Since 1995



Overview

DVV International believes in the importance of establishing platforms that facilitate the exchange of knowledge and experience among its teams, partners, and other stakeholders in the countries as well as promoting peer learning between countries, e.g. in the East Horn of Africa region. Throughout its engagement in Ethiopia, DVV International organized several relevant conferences and workshops both at country and international levels, aiming at the following objectives:

- To create an enabling environment for the implementation of ANFE and lifelong learning.
- To support development and implementation of innovative programmes and approaches.
- To encourage the exploration of new concepts and effective implementation strategies through the experiences of other countries and global best practices.
- To strengthen advocacy and lobbying in ANFE through establishment of partnerships and networks,

Through creating these platforms, close cooperation and networks have been established between Ethiopian experts and international professionals, thereby significantly shaping and promoting ANFE in Ethiopia. In the East and Horn of Africa region, Ethiopia's good practices have strongly influenced DVV International's technical support in the partner countries such as Uganda and Tanzania.



Key Conferences, Symposiums and Workshops organized by DVV International in the timeframe 2005 to 2022:

| Date | Conference/Symposium Topics | Thematic Area | Place |
|---------------------------|---|---|--|
| December 13-15, 2005 | Regional AE Conference | The Training of Adult Educators in East African Countries | Nairobi, Kenya In collaboration with University of Nairobi |
| December 5-8, 2006 | Regional Conference | Regional Conference on Public-Private Partnership (PPP) in Adult Literacy | Addis Ababa, Ethiopia |
| January 28-30, 2008 | Regional Conference | Capacity Building Training for FAL Personnel and the Development of Related Educational Materials | Jinja, Uganda |
| April 24-25, 2008 | National Conference on Youth and Adult Learning in Kenya | Global Perspectives of Youth and ALE | Kenya |
| June 8-14, 2011 | National Conference on IFAE and Non-formal Skill Training | Experience Sharing in Non-formal Skills Training to Fostering Sustainable Livelihoods | Addis Ababa, Ethiopia |
| March 25 - 29, 2013 | International AE Conference/ Workshop | Strategies to Enhance the Professional Status of Literacy Teaching Personnel, | Addis-Ababa, Ethiopia |
| September 16-18, 2014 | Regional Workshop East/Horn of Africa-Uganda | Adult Education Service Delivery Optimization | Jinja, Uganda |
| December 19-21, 2018 | National Symposium | Status of IFAE and the Necessity of AE System for Nationwide IFAE programme | Addis Ababa, Ethiopia |
| September 30-Oct. 4, 2019 | Africa System Building Conference | Adapt the System-Building Approach for Adult Learning and Education (ALE) to Suit the Contexts of African Countries | Sululta, Ethiopia |
| February 26-27, 2021 | National ALE Conference for 2020 | Implementation Status of Adult and Non-formal Education Programmes | Adama, Ethiopia |
| November 4-6, 2022 | National ANFE Conference | Achievements, Challenges, and Prospects of ANFE in Ethiopia | Hawassa, Ethiopia |

“Attending regional, national, and international adult education workshop and conferences organized by DVV International has profoundly impacted both on my personal professional development and our organization’s growth. This positive impact extends further, contributing to the advancement of the adult education sub-sector as a whole through knowledge exchange, best practice dissemination, and the fostering of collaborative networks.

Zelalem Alagaw, Adult, Non-Formal and Lifelong Education Desk Officer at MoE

“Thanks to the generous sponsorship of DVV International, I’ve had the invaluable opportunity to travel to other African countries for knowledge exchange and professional development. My own work has directly benefited from these experiences, allowing me to gain new insights and expertise. Without their unwavering support, many crucial adult education initiatives – at national, regional, and university levels – would have faced significant financial and technical limitations.

Mulugeta Awayehu (PHD Candidate), Assistant Professor at Bahir Dar University

Major Outcomes

Participation in DVV International’s conferences and workshops has brought about numerous impacts in Ethiopia:

- Knowledge and Experience Sharing: Key stakeholders in ANFE were able to share innovative approaches, lessons learned, and best practices during these events. This exchange has enriched and supported the effective implementation of ANFE in Ethiopia.
- Fostered Professional Networking and Advocacy: Professional networks and partnerships have been established and maintained among ANFE experts, policymakers, researchers, and practitioners and facilitated the sharing of resources and expertise. Further, these networks supported actively advocacy and lobbying in ANFE and thereby contributed to the improvement of the enabling environment for ANFE in Ethiopia.
- Attracting the government’s attention to ANFE. The extensive media coverage of these national conferences not only raised public awareness but also improved understanding of ANFE and thereby influencing the decision-making process.
- Policy Influence: In the context of national ANFE conferences, key stakeholders were intensively involved in discussions on policy issues related to adult education. They played a vital role in informing policy decisions and reviewing processes, leveraging their expertise to address various issues.
- Diverse Perspectives in Adult Education: The exchange of experiences between Ethiopian experts,

practitioners, and individuals from other contexts has fostered an understanding of the diverse perspectives and concepts of ANFE and lifelong learning in Ethiopia. This understanding of the diversity of approaches and challenges within adult education is reflected in the contextualization of local approaches to address specific needs.

- Sharing of Research: Experts from universities have made valuable contributions to the scientific debate in adult education by sharing their research results to the country’s and outside country’s professional communities. In this context, evaluations of the experiences gained from the implementation of IFAE programme and the CLC model in Ethiopia remain highly significant and offer opportunities for further assessments.

“The 30 years journey, from 1995 up to today, has transformed the system and the approaches and also enhanced the professional capacities of adult education in Ethiopia. This was a collective journey, all challenges were addressed collectively, all progress made together, all achievements attained by close cooperation across different roles and by seizing opportunities.

Participatory approaches to learning arrangements should continue to guide the practice. The strength of adult education remains its flexibility and its potential to respond to changing interests and learning needs in changing environments. I imagine that, for example, in response to the impacts of climate change, new learning arrangements could integrate

local indigenous knowledge with academic expertise to address the causes and explore possible actions for climate change mitigation.

Henner Hildebrand, the first country director of DVV International in Ethiopia (1995 – 1999)

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