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Portrait Adult Education Ethiopia

Bernd Sandhaas (Ed.)

SPECIAL EDITION

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Abbreviations and Acronyms

AA	Addis Ababa
AAU	Addis Ababa University
ABE	Adult basic education and also, in Ethiopia, alternative basic education
ABET	Adult Basic Education and Training (Programme in South Africa)
ACCESS	Appropriate Cost-Effective Centre for Education within the School System
ADEA	Association for the Development of Education in Africa
ADET	Addis Education and Training
AE	Adult Education
ANCEFA	African Network Campaign on Education for All
ANFE	Adult and Non-Formal Education
ANFEAE	Adult and Non-Formal Education Association in Ethiopia
APAL	African Perspectives on Adult Learning
APDA	Afar Pastoralist Development Association
ARM	Annual Review Meeting
ARDU	Arsi (Arrusi) Rural Development Unit
ASE	Agri-Service Ethiopia
ATLM	Adult Training and Learning Manuals
BA	Bachelor of Arts
BBTC	Burayo Basic Technology Centre
BDE/C	Basic Development Education/ Centre
BE/BLN	Basic Education / Basic Learning Needs
BEA-E	Basic Education Association - Ethiopia
BMZ	Federal Ministry for Economic Cooperation and Development (Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung)
CADU	Chilalo Agricultural Development Unit
CEES	College of Education and External Studies, University Nairobi
CIDA	Canadian International Development Agency
CIRAC	International Reflect Circle
CODE	Canadian Organisation for the Development of Education
CPIU	Central Project Implementation Unit (IWEP)
CSA	Central Statistical Agency
CSOs	Civil Society Organisations
CSTC	Community Skills Training Center
CONFINTEA	International Conference on Adult Education
DACE	Department of Adult and Continuing Education
DFID	Department For International Development
DIE	German Institute for Adult Education (Deutsches Institut für Erwachsenenbildung)
DSE	(former) German Foundation for International Development (now under InWEnt)
<i>dvv international</i>	Institute for International Cooperation of the German Adult Education Association (Institut für Internationale Zusammenarbeit des Deutschen Volkshochschul-Verbandes) – until end of 2006 IIZ/DVV

EAL	Ethiopian Airlines
EC	Ethiopian Calendar
ECA	Economic Commission for Africa
ecbp	(Ethio-German) Engineering Capacity Building Programme
EELPA/C	Ethiopian Electric and Light Power Authority/Corporation
EFA	Education for All
EMPDA/E	Education Materials Production and Distribution Agency/ Enterprise
EOC	Ethiopian Orthodox Church
ESDP	Education Sector Development Programme
ESR	Education Sector Review
ESS	Education Sector Strategy
ETP	Education and Training Policy
EU	European Union
FAL	Functional Adult Literacy
FAO	Food and Agriculture Organisation (UN)
FAWE	Forum of African Women Education
FE	Formal Education
FEMNET	African Women's Development and Communication Network
FMoE	Federal Ministry of Education
GDCDR	General Department of Curriculum Development and Research (MoE)
GMR	Global Monitoring Report
GTZ	German Technical Cooperation (Gesellschaft für Technische Zusammenarbeit)
HEIs	Higher Education Institutions
HEW	Health Extension Worker
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
HNo	House Number
HOACBP	(OXFAM Canada's) Horn of Africa Capacity Building Programme
IACE	Institute of Adult and Continuing Education, Makerere University, Kampala
IAE	Institute of Adult Education, Dar es Salaam
IALLA	International Academy for Lifelong Learning ...
ICAE	International Council of Adult Education
ICDR	Institute for Curriculum Development and Research
ICT	Information communication technology
ILD	International Literacy Day
IIZ/DVV	Institute for International Cooperation of the German Adult Education Association (Institut für Internationale Zusammenarbeit des Deutschen Volkshochschul-Verbandes) – since beginning of 2007 <i>dvv international</i>
InWEnt	Capacity Building International – Germany (Internationale Weiterbildung und Entwicklung)
IRC-KURET	(American) International Rescue Committee
IRC	International Red Cross
IWEP	Integrated Women's Empowerment Programme
JRM	Joint Review Mission

KAEA	Kenya Adult Education Association
KfW	German Development Bank (Kreditanstalt für Wiederaufbau)
LIFE	Literacy Initiative for Empowerment
LitNet	Literacy Network in Uganda
LST	Livelihood Skills Training
MA	Master of Arts
MoU	Memorandum of Understanding
MDGs	Millennium Development Goals
MoA / MoRAD	Ministry of Agriculture/Ministry of Agriculture and Rural Development
MoE	Ministry of Education
MoEVT	Ministry of Education and Vocational Training, Tanzania
MoFA	Ministry of Foreign Affairs
MoEFA	Ministry of Education and Fine Arts
MoFED	Ministry of Finance and Economic Development
MoI	Ministry of Information
MoNCD&SA	Ministry of National Community Development and Social Affairs
MoLSA	Ministry of Labour and Social Affairs
MoWA	Ministry of Women's Affairs
MSEIPA	Micro Small Enterprises Industrial Promotion Agency, Amhara
NAES	National Adult Education Strategy
NFAE	Non-Formal Adult Education
NFBE	Non-Formal Basic Education
NFBEC	Non-Formal Basic Education Centre
NFE	Non-Formal Education
NFPE	Non-Formal Primary Education
NFTVET	Non-Formal Technical Vocational Education and Training
NGO	Non-Governmental Organisation
NLC	National Literacy Campaign
NLCCC	National Literacy Campaign Coordinating Committee
OREB	Oromia Regional Education Bureau
PAALAE	Pan African Association for Literacy and Adult Education
PASDEP	Plan for Accelerated and Sustainable Development to End Poverty
PHRD	Policy and Human Resource Development
PMO	Prime Minister's Office
PRSP	Poverty Reduction Strategic Plan
REB	Regional Education Bureau
REFLECT	Regenerated Freirean Literacy through Empowering Community Techniques
RNE	Royal Netherlands Embassy, Addis Ababa
R(S)EB	Regional (State) Education Bureau
SIDA	Swedish International Development Agency
SIL	Summer Institute for Linguistics

SNNPR	Southern Nations National and Peoples Region
SWAP	Sector Wide Approach
TEACH	Transforming Education for Adults and Children in the Hinterlands
TGE	Transitional Government of Ethiopia
ToT	Training of Trainers
TTC	Teacher Training College
TVET	Technical Vocational Education and Training
UGAADEN	Uganda Adult Education Network
UIL	UNESCO Institute for Lifelong Learning
UK	United Kingdom
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USA	United States of America
USAID	United States Agency for International Development
USD	United States Dollar
UPE	Universal Primary Education
VSO	Volunteers Service Overseas
VTC	Vocational Training Centre
WAT	Women's Association of Tigray
WCEFA	World Conference on Education For All
WDIP	Women Development Initiative Project
WEO	Wereda Education Office
WOALP	Work Oriented Adult Literacy Project/Programme
WOFED	Wereda Office of Finance and Economic Development
YDA	Yebrehan Development Associates Pls
YMCA	Young Men's Christian Association
YWCA	Young Women's Christian Association

Key to the PASDEP and ESDP III Calendar:

Ethiopian Calendar	Gregorian Calendar
1998	2005/06
1999	2006/07
2000	2007/08
2001	2008/09
2002	2009/10

Foreword

The Institute for International Cooperation of the German Adult Education Association (IIZ/DVV), since 2007 *dvv international*, is a special institute of the DVV that serves the national, European and international goals, functions and practices of adult education. The institute supports the design and implementation of adult education programmes in numerous partner countries, fosters cooperation between German and international adult education, and promotes the exchange of information and experience in this field.

In Ethiopia, *dvv international* is supporting adult and non-formal education (ANFE) with the overall goal of contributing to the reduction of poverty and mainly by assisting the Ministry of Education (MoE), regional education bureaus (REBs), non-governmental organizations (NGOs) and civil society organizations (CSOs). Projects and activities are carried out mainly in the following areas:

- Promotion of understanding adult and non-formal education at national and regional levels and related policies;
- Capacity building for adult and non-formal education staff at national, regional, zonal and district level in various fields;
- Development and printing of training and learning materials in different national and local languages;
- Literacy education and initial technical training for the livelihood of illiterates, semi-illiterates and school dropouts.

Since mid 2001, the *dvv international* Regional Office East Africa / Horn of Africa has started documenting various events such as planning, training and other exercises as an additional service to its partners. These documents are mainly reports produced either by the staff of partners' institutions/ organizations, local consultants or the staff of *dvv international* Office; they are simply ring-bound, and are called "Internal Papers". Such means are supposed to strengthen the flow of information between the *dvv international* Office and partners themselves. At the same time, the reports are part of an overall project monitoring system. Please note that opinions expressed by individual authors do not necessarily contain *dvv international's* opinion.

The Internal Papers are not meant for the general public but rather for partners, members of partner organizations and interested individuals. Copies might be obtained from:

dvv international
Regional Office East Africa / Horn of Africa
c/o ICDR
P.O. Box 34743
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Fax: 251 - 1 - 23 61 17
E-mail: iiz.dvv@ethionet.et

Dr Bernd Sandhaas
Director

Preface

Why was this book produced? First of all, by the time of going to print two teacher's training colleges and two universities were offering diploma, BA and MA programmes on training of adult educators in Ethiopia. Three more universities are in the process of starting such programmes. Both lecturers and students are lacking literature and in particular an overview of the national system of adult education in particular since the inception of the new Education and Training Policy (ETP) of the government in 1994. Colleges and universities hardly possess all policy documents, lack important reports or books on adult education in their libraries and hardly have access to literature via internet or other media.

Since most of the lecturers did not undergo training in adult education, rather contributing to it from the perspective of other disciplines, new genuine knowledge has so far not been produced and thus no book published. At the same time those few Ethiopian trained and/or experienced adult educators that are familiar with the discipline and the international debate are retiring from active engagement thus leaving a generation's knowledge gap on the subject.

Demand for professional knowledge is growing with the implementation of national poverty reduction strategies and education sector development programmes and specifically with the launching of a first national adult education strategy in early 2008 and the start of the first adult education programmes of semi national or national scope during the last years. Those working in adult education in governments and different ministries such as education, agriculture, health, women affairs, youths, capacity building and others, members of civil society organisations (CSOs) and non-governmental organisations (NGOs), development and women associations and the like are asking for literature and information about the reality of adult education.

A debate of almost three years on the development and implementation of a national strategy has revealed clearly two worrisome trends, to which this book intends to respond: (i) lack of knowledge about the basics or foundations of adult education as discussed in the African or international arena, and (ii) confusion about the national background and the essentials of adult education as a system or a sub-system of the national education system. Many years of neglect have even affected the understanding of the basic terms of the discipline.

The background, against which the book was produced, are eight years of a unique form of development cooperation by its editor with the Ministry of Education (MoE), aiming at the development and establishment of a national system of adult education covering advocacy and policy development, curriculum and materials development, pre- and in-service training, community based skills training/non-formal technical and vocational education and training (TVET) and functional adult literacy as main programme areas.

This included initiating, assisting and supervising a number of studies undertaken by the MoE, regional education bureaus, regional associations, higher education institutions and a number of consultants; lecturing and examining at universities; supervising Ph.D. candidates; organising national and international workshops and conferences; editing some 15 comprehensive newsletters on support to adult and non-formal education in Ethiopia; preparing and publishing more than 70 reports on planning and training events, assessments and other research studies; editing some 12 book publications and preparing own presentations and publications on the topic.

Eight years of active participation in the activities of the education donor group (now Education Development Partners and Technical Working Group Education), which has been assisting the country in developing the education sector, have provided further insights as has the involvement in the development and discussions of the national poverty reduction strategies, the education sector development programmes and of course the national adult education strategy.

Quite a number of colleagues from government offices, universities, colleges, NGOs and consulting firms have contributed different types of expertise over the years by means of papers on different aspects, research reports (published and unpublished) and valuable comments on first and second drafts

of various chapters. Numerous brainstorming and other workshops have helped to explore the field of study and to clarify the terminology. Symposia and conferences inside and outside the country have debated various aspects such as the relationship between development and adult's learning, adult and lifelong learning, skills training and functional adult literacy, training of adult educators, public-private partnership, funding, contacts and cooperation in adult education or research and research promotion and the like.

The publication at hand is the result of years of discontinuous work of searching, collecting, documenting and analyzing information and data of different aspects of adult education in Ethiopia. These information/data are available as literature both published and unpublished, in particular literature such as ring bound policy papers, study reports or BA or MA theses of students. Most of it is now available in a special library at *dvv international*'s Regional Office in Addis Ababa that is open to anyone interested in adult education.

The book presents outcomes of almost eight years of ongoing discussion with colleagues involved in planning, implementation, monitoring and evaluating and partly also researching adult education projects and programmes of federal and regional governments, associations, NGOs, higher education institutions, donors or consulting firms in the country and from abroad.

The German Adult Education Association (*dvv*) and its Institute for international Cooperation (*IIZ*, since 2007 *dvv international*) has helped a number of countries developing or strengthening their adult education system over the years by among other means systematically describing it and making these publications available to everyone interested. The publication at hand is another attempt to assist in this line. A small country report called "Portrait Adult Education Germany", published by the German Institute of Adult Education (*DIE*) (Nuissl/Pehl 2000) has triggered the initial idea for it.

Books in printed versions are indispensable given the state of the discipline, information technology and infrastructure in the country. However, it should be noted that as a medium of pure information they are lagging behind faster media that are less costly to produce. This "portrait" is primarily meant to provide clear and up-to-date information as far as possible and for the time being. It is hoped that readers will give feedback as to what additional information is needed, and where and how presentation and updating can be improved. We furthermore hope it stimulates the general debate and further research on adult education and subsequent publications by national writers.

The book does not attempt to cover all documents and literature prepared and written on the topic. This will be left to a more in-depth research of national experts who are supposed to join the discipline. It is obvious that only those materials accessible are covered. Some documents of actors others than *dvv international* and the MoE might have been overlooked or partly forgotten. The fact that many sources referred to or quoted are less than accurate and consistent between themselves poses a general problem. Nevertheless, responsibility for choosing sources and thus the general content rests with the editor unless otherwise indicated.

The book includes two special chapters in addition to the main text. A "Glossary of Terms" was developed in order to improve understanding of key adult education terms. Through that, as requested by the CONFITEA VI Africa preparatory conference in Nairobi, November 2008, it will contribute to the "standardization of the terminology and concepts relating to literacy, adult basic education, non-formal education and lifelong learning" (Aitchison and Alidou 2008, p. 4) not only in general but in particular in Ethiopia. A first step towards this end was already undertaken by *dvv international* in 1997 when a comprehensive "English-Amharic Glossary of Adult & Non-formal Education Terms" (Tilahun W. 1997a) was developed and distributed for comments. Unfortunately, no single comment was received at that time.

The second element is a "Directory of Institutions and Organisations Providing Adult Education", which also had a forerunner published by the then *IIZ/DVV* (Hildebrand 1997). The former one had concentrated on both adult and other forms of non-formal education whereas the current directory contains institutions and organisations that are working exclusively or at least predominantly in adult

education today. We would like to remind our readers that it needs a regular updating to be of ongoing value.

Though concerned and somehow familiar with the Ethiopian education system and culture since 1991 it should be noted that for Amharic and other national language sources the editor fully relies on national translators and consultants. The spelling of frequently used Ethiopian personal names, places or institutions has been guided by a book titled “Language in Ethiopia” (Bender et al 1976). Dates and years including the references are following the Gregorian, not the Ethiopian calendar except for Amharic publications. How the Ethiopian Calendar relates to the Gregorian Calendar in particular in official government documents (such as PASDEP and ESDP) is noted under “Abbreviations and Acronyms”.

A last remark regards the title of the publication. We are talking of “adult education” but using “education” in the sense of “learning” following the international custom. The editor is deeply indebted to all those who have helped in producing this publication. The number of those includes almost all who consider themselves as adult educators or are concerned with it in Ethiopia and is thus too big to be mentioned by name. I wish to dedicate this book to all of them.

June 2009

Bernd Sandhaas

dvv international, Regional Office East Africa / Horn of Africa

PORTRAIT ADULT EDUCATION ETHIOPIA

Part One

Introduction and Context

Introduction

This is a desk study based on accessible documents and literature on adult education (AE) including training in Ethiopia. The work attempts to portray current (1991-2008) AE as understood and operated in Ethiopia under the Federal Ministry of Education (for convenience, MoE) and/or Regional Education Bureaus (REBs). The study is about provision and practice. It is not about answering a set of research questions. The purpose of the effort is to fill a gap on the subject of AE in the country. Requests for such a document have been made by those working in AE, AE professionals, education professionals, those interested in education, and the MoE. This response to the requests partially fills a gap and contributes to knowledge in AE.

There are three principal reasons for choice of this period by *dvv international*. One, sustained and regular *dvv international* support to AE, formal and non-formal, in Ethiopia started in 1995 with the opening of a project office in Addis Ababa with a bilateral agreement with the MoE. Two, the Transitional Government of Ethiopia (TGE) issued an Education and Training Policy (ETP) in 1994, which is a very important national reference document. Three, a timeframe is necessary; going to pre-1991 days would mean extending the discussion to many decades of AE for which documents are less readily available. The aim is to focus on the most current period where documents are relatively well accessible. There is however a part on the past of AE because history offers a vantage point both on the present and the future.

The MoE is the sole point of reference of the study, though not the sole agency responsible for AE, (especially beyond Part Two) because it, together with the REBs, has the official mandate for national education affairs while other government and profit and non-profit non-government organisations complement its work. In AE, the MoE is expected to cause the provision of services through the education offices across the country. It is expected to provide funds, train the needed human resources, provide policy and strategic leadership and guidance, and identify and fill gaps in provisions, etc. In February 2008, the MoE issued a National Adult Education Strategy (NAES), an act of discharging its mandate and responsibility for adult education especially functional adult literacy (FAL). Still another reason for focusing on the MoE and the REBs is that their provisions are fairly well known and visible in policy and planning documents, reports and budget lines. Finally, to try cover the numerous and diversified providers and provisions, which can be studied from different dimensions or perspectives, will lead into lack of focus.

Organised adult education, formal and non-formal, is the focus of the study because both the MoE and *dvv international* are interested in it. The work is intended for the AE reader, national or international, emerging adult education training institutions in Ethiopia, those in education leadership positions, AE providers, government and otherwise, and the general education community. The chapters in this work cover and are organised along major topics or points of interest and discussion in international AE practice and discourse. The effort in the work has been to treat major ideas in AE topics to keep the work within a reasonable length and focus.

This study is organised into thirteen parts including this one. Parts Two and Three lay the foundation by presenting terminology and historical bases of AE. The policy environment, provision and providers, participation, funding, staffing, training and higher education institutions, teaching and learning materials development, and research and evaluation follow Part Three each occupying a

separate part. The last two parts are on international contacts and cooperation, and trends and challenges. A glossary of AE terms concludes the work. The directory of providers is also annexed.

The Country

Ethiopia is an ancient country with a rich diversity of peoples and cultures and an alphabet and a calendar of her own. Ethiopia is located in the Horn of Africa. A large part of this large country (1.1 million square kilometres) consists of high plateaus and mountain ranges dissected by the major rivers of Abay (the Blue Nile), Tekeze, Awash, Omo, and Wabe Shebele and their tributaries.

The country's population in 2007 was about 73 million (2007 Census). Regarding the age structure, those under 15 years of age constituted 48%; those between 15 – 64 years of age made up 49%; and the rest account for 3%. The majority of the population, about 85%, lives in the highlands of the three largest regions (Amhara, Oromia, Southern Nations, Nationalities and Peoples / SNNPR), and Tigray. People living here and in the relatively low lands in Afar, Somali, Benishangul-Gumuz, and Gambella speak about 80 different languages of Semitic, Cushitic, Omatic, and Nilo-Saharan origin. Ethiopians are Orthodox Christians, Muslims, Protestants and followers of several other faiths (see CSA 2005).

About 85% of the population is rural, eking out a living from a very underdeveloped agriculture, the principal economic activity and employer. The most recent demographic and health survey quoting the World Bank said the gross per capita income was, in 2006, US \$ 110 (CSA, 2005). According to the CSA 2005, the majority of Ethiopians have little or no education. 52 percent of males and 67 percent of the females have never attended primary school (p. 17). Adult literacy is less than 40%. In relation to other social indicators, life expectancy is 45 years and infant mortality is 77 per 1,000 (CSA, 2005). Ethiopia was one of the seven priority countries selected by the Millennium Project to prepare a scaled-up investment plan, hence a Plan for Accelerated and Sustainable Development to End Poverty (PASDEP), 2005/06-2009/10 and its predecessor, that would allow the country to meet the Millennium Development Goals (MDGs) targets in 2015. The PASDEP consists of eight strategic pillars. Among these is strengthening human resource development. For education this means higher levels of education and increasing access to quality primary education (FMoFED 2006).

Ethiopia has maintained uninterrupted independence except for the short Italian invasion of 1936-1941. Towards the end of the nineteenth and beginning of the twentieth century, the government was first organized along modern western and sector lines, with sector ministers responsible for different national affairs. This system was further developed and elaborated during Emperor Haile Sellassie's rule (1930-1974). A Socialist military government ruled the country between 1974 and 1991. Since 1991, Ethiopia has a federal government consisting of nine regional states and two city administrations, Addis Ababa and Dire Dawa. The government administrative tier, in descending order of hierarchy, is federal, regional state, zonal (in case of three regions), wereda, and qebele. Regional states ('nationalities') are defined along ethnic-linguistic lines. They have considerable authority, responsibility and accountability which they exercise and discharge through councils at these levels. In 2008, over 600 weredas and close to 18,000 qebeles are counted.

Under this system, education is a shared responsibility of the federal, regional state and wereda governments. The MoE gives technical and policy support to REBs and manages university education. REBs and wereda education offices (WEOs) have the mandate over other levels and types of formal and non-formal education programmes. Weredas are responsible for primary, secondary education, and non-formal education (NFE) in their localities. Since April 1994, there is an Education and Training Policy (ETP) with a rolling Education Sector Development Programme (ESDP) first launched in 1997/98 to meet the MDGs by 2015. The current five-year ESDP runs out in 2009/10.

Education

Education in Ethiopia is as old as the country. The Ethiopian Orthodox Church (EOC) has been the principal custodian and dispenser of organized education for centuries. Its provision has been

supplemented by Quranic schools of Islam of the seventeenth century, and others by Christian missionaries particularly since the mid-nineteenth century.

The development of a western style formal school system and the provision of tuition free and compulsory education by government, the principal provider, were well stated at the opening of Menilik II School in Addis Ababa in January 1907. Formal education is still tuition free but registration and attendance are yet to become compulsory. The foundations of school education were laid and major strides were made during **1907-1974**, particularly between 1942 and 1974. The education system was used to enhance national integration. Integration was for example promoted through the use of one of the indigenous languages, Amharic, as a medium of instruction in primary schools which later was contested. During the next three decades, the formal education system expanded from primary to university levels and, to a limited extent, this expansion included various types of NFE opportunities for adolescents and adults which are covered in Part Three.

On the eve of the Education Sector Review (ESR), in 1970/71, the government, the EOC, different missionary bodies, private agencies, and foreign communities run primary and secondary schools, technical and vocational education institutions, teacher training institutes/institutions, university colleges and universities awarding certificates, diplomas, and first, second, and third degrees as well as a diversity of part time learning programmes. The total full time enrolment then was about 800,000 of which 655,521 was at the primary level. Second level enrolment accounted for 17% of the total. Third or higher level institutions had a little over 5,000 students (ESR 1972).

There were also challenges. The partnership between governments, private, NGOs, and faith-based agencies, remained loosely defined except for the missionary groups, which had to work with some restrictions. The formal system had problems concerning equity, quality, relevance, unemployed and unemployable youth, and shortage of funds, for example (Taddesse 1964; Aylew 1964; Mulugeta 1967). The national illiteracy rate remained very high. Although these problems and others persisted over many years and were identified by persons both within and without the MoE a decade or so earlier, there was only one major and comprehensive review of the system, the ESR of 1972. This was the first ever education commission of the period and remains to be so to date. The ESR was the product of a team of senior, independent, and professional persons, national and international. The thrust of the recommendations was to deliver relevant education to the rural communities. Unfortunately and because of sheer coincidence with political uprising, and lack of advocacy, the ESR was politicized and shelved at least for a while.

Respecting AE, the government sponsored and opened the first evening school for adults in Addis Ababa in 1948. An earlier effort in evening education was aborted by the Italian invasion. Otherwise, all AE, formal or non-formal, has been left to voluntarism. The ESR described out-of-school or non-formal education directed particularly towards adolescents and adults as consisting of basic literacy programmes, work-oriented or functional literacy, academic programmes, vocational and technical programmes in specific areas, basic courses in home economics, child care, and hygiene, comprehensive community development programmes, etc. Alternative II and more so, Alternative III of the ESR gave considerable attention to NFE including an expanded meaning to community skills training centres (CSTCs or practicum then). Alternative III recommended that NFE get a substantial amount of funds from the MoE (ESR 1972).

The government of **1974–1990** nationalized almost all education and training institutions and cautiously started to translate elements of the ESR recommendations, deliberately or otherwise. One of the major recommendations of the ESR for example was for mass education, anchored in the philosophy of “hullum yimar”, (literally let all learn), or in modern parlance, education for all, from the times of Menilik II and Haile Sellassie I. The new government’s policy document, the National Democratic Revolution Programme of 1976, advanced a two-pronged approach of mass primary education and adult literacy in particular and adult education (which is covered in the later Part Three) in general to tackle the education problems of Ethiopia.

Through the nationalized and centralized institutions and newly established ones during the same period school enrolment increased substantially, for example from 19% in 1973/74 to 43% gross

enrolment at the primary level in 1981/82 (SIDA 1983) but was unable to keep pace with continued population growth. This growth, the internal conflict, and economic problems affected education quality and the development of the planned TVET. The adult literacy rate was reported at 75% ten years after the launch of the national literacy campaign. The figure however was disputed both within and without the MoE. University education received relatively low priority. Nevertheless there was quantitative growth here from 4,758 in 1977/78 to 14,985 in 1981/82 (SIDA 1983). Only the College of Agriculture and Mechanical Arts was up-graded, by the order of the national president, to university level. Addis Ababa University (AAU), whose charter dates back to 1950, started to develop graduate level programmes during this period. University education was put under a new commission for higher education with a board made up of and functioning like the board of what up to then was Haile Sellassie I University but was christened AAU with the fervour of the times.

In terms of institutions supporting education, the population was organized along economic, professional, residential, age and sex lines. These organizations served and continue to serve largely, among other things, as education delivery points and politico-administrative management structures. Examples are urban and rural qebeles, youth, peasant, and women associations. Within the education sector, several facilities were established. Among these were the Education Media Agency, Education Materials Production and Distribution Agency, Awraja Pedagogical Centres, Basic Education Development Centres, the Burayo Basic Technology Centre, CSTCs, and rural reading rooms. In addition, the first national programme to train adult educators was opened in Bahir Dar (various MoE documents; Tilahun S. 1994; Tilahun W. 1989; SIDA 1983).

One also needs to make notes of developments in AE outside of the sector. Rural Ethiopia had farmers' training centres, the Agra Multi-Purpose Farmers' Training Institute in Bale training about 2000-4000 farmers annually, and the Ardayta Farmers Management Institute in Arsi, both still active in one form or another. In Addis Ababa, there were the Yekatit Political Education Institute, with a branch in Gonder, now AAU's Faculty of Business and Economics, and the Ethiopian Management Institute. Weekly, subsequently monthly, political discussions in all organizations with ten or more employees, and similar but quarterly meetings at qebeles were instituted nationally. An Amharic weekly, "Serto Ader", a party paper, reached some of the remotest villages and reading rooms.

There is no doubt that this was a period of mass basic education through a double pronged approach of primary education and adult literacy and other adult education provisions with a considerable raise in public awareness about public affairs. Some of the other specific positive elements were: (1) there was political commitment for education of the highest level as demonstrated in the adult literacy campaign from which women benefited more than men; (2) primary education expanded as recommended in the ESR; (3) the foundation for the development and use of 10 hitherto unwritten nationality languages was laid and later used in formal education; (4) education was rural focused, again as recommended in the ESR (UNESCO 1994; Tilahun S. 1994; Tilahun W. 1989).

The current government came into power in May 1991 and instituted the ETP in 1994 to address the persisting problems of access, quality, equity, efficiency, management, and funding (FMoE 1999). The ETP is implemented through a rolling ESDP to 2015, the MDG deadline for Universal Primary Education (UPE), which for Ethiopia has become a moving target (Shetty 2008). As part of this rolling plan, the first one aimed at providing equitable access in primary and vocational education. There is considerable progress in primary (grades 1-8), secondary (grades 9-12), and tertiary level enrolments and especially that of girls, but the system is plagued by inter and intra regional differences in participation rates and poor quality of education (various Joint Review Missions and JRM reports).

Pressure for more places in secondary schools is also increasing. Shortage of qualified teachers, shortage of textbooks, and classrooms, for example, continue to hamper quality improvement. Education management is decentralized to wereda level, a new layer closest to the school, but the management capacity here is still weak (JRM 2007). Twenty-two local languages are used as medium of instruction in primary schools but teaching and learning are very much textbook and examination oriented. Two consecutive national learning assessments have shown decline in performance. Wastage is still worrisome; in 2005 survival rate to Grade 5 was 60%; dropout was highest at Grade 1

level (31%); and repetition rates average 10%; only one third of Grade 1 entrants complete grade eight as consecutive JRMs have reported. The massive expansion of university education and TVET during the last three or four years has been welcome to some and worrying to others (JRM reports and the political parties' debate in November 2004).

Tuition free education lasts up to the completion of grade ten after which a cost sharing mechanism is introduced. Financing education is mainly the responsibility of federal, regional state, and wereda governments, which are allowed to retain some money from certain categories of collections and ask for supplementary funds from the central government. At the wereda level, community contribution, over and above taxes, is more and more becoming an important component in education financing. For example, community contribution is expected to cover 11.1% of the cost of ESDP III. A field study commissioned for the 2005 JRM said communities were making substantial in-kind and cash contributions (JRM 2005). The 2007 JRM however did not corroborate this (see JRM 2008).

The 2007 JRM has highlighted many of the persisting challenges of formal education. Some of these are budgetary constraints, too academic and overloaded curricula, English as a language of instruction becoming a language of no or minimum communication, weak management (capacity and communication), and inequity.

In summary, during the 1907-1974 period not only was the foundation of modern education and/or training laid but many of its institutions were expanded; the period up to 1991 was one of mass basic education; the 1991-2008 period is generally one of UPE and relative rapid expansion of university education.

Part Two

Conceptualization: Key Adult Education Concepts and Terms

A commonly shared understanding, among trainers, researchers, policy makers and planners, readers and practitioners, of concepts and terms as used internationally is a solid basis for the delivery and advancement of AE. In other words, if a profession is to emerge, AE must develop clear career patterns, attain general recognition and acceptance by those who will be served, and identify a body of knowledge to profess, all three of which depend, in turn, on precision of definition (Smith et al 1970). Some like Torres (2003) have pointed to conceptual and terminological difficulties in AE in Africa. In the more recent past, the CONFINTEA VI Africa preparatory conference meeting in Nairobi, Kenya in November 2008, said “There is a need for a pan-African clarification and standardization of the terminology and concepts relating to literacy, adult basic education, non-formal education and lifelong learning” (Aitchison and Alidou 2008, p. 4). In Ethiopia, Tilahun Workineh (1997b) has once made a start in compiling and distributing, for comments and finalizing, a bilingual (English and Amharic) glossary of AE concepts and terms to help minimize such difficulties.

This part presents selected key concepts and terms very frequently used in formal and non-formal AE literature, documents, and discourse and in this book. A lot more other terms are defined in the glossary. Along with most definitions of concepts and terms, immediately below is a comment/explanation on their operational evolution and use in Ethiopia. The latter is a ‘be careful’ message for the reader, national and international. The difficulty of matching a concept/term from a source language and culture, English, with one in the receiving language, Amharic, comes to the forefront here. The influence of this on the development of AE is painfully recognized and calls for the utmost attention as we are dealing with an AE knowledge gap and linguistic proficiency.

A short anecdote might illustrate this issue. In February 2006, a workshop was organized to draft the NAES. It brought together educators from higher education institutions, education bureaus, task force on Adult and Non-formal Education (ANFE) of the MoE, Curriculum Department, UNESCO Cluster Office in Addis Ababa, *dvv international* Regional Office, and NGOs. The gathering was asked to define AE, NFE, and alternative basic education (ABE). It turned out that there was considerable confusion across the group, including those with direct responsibility for AE and, NFE (Darroch 2006; INTERNAL PAPER 36/ 2006).

Adult

Who is an adult, a thorny question internationally? In many countries, an adult is generally one who is 18 years of age and older. The Ethiopian constitution and its subordinates like civil law, and family law define an adult in exactly the same way. The Ministry of Labour and Social Affairs (MoLSA) refers to all under-eighteens as children.

In educational terms, adulthood is perhaps best regarded as the age at which a person himself/herself feels to be an adult and is regarded as an adult also by his/her social group. This is a combination of the social and individual perception/attitude/behaviour, but relative to society and not necessarily biologically or chronologically determined (Jarvis 1999). An Amharic saying provides a similar relative social definition. It states that an adult is one who is mature enough to play the role/s of Adam or Eve. Adulthood therefore is not an absolute conception outside of judicial contexts.

Adulthood is the period following childhood and adolescence/youth and extending to the end of life. The challenge however has been to find, for AE purposes, the closest concept/s and term/s in a local language, for example in Amharic, to cover the several stages of adulthood each one of which is associated with marked physical, psychological, and social maturity and need/interest on one hand and behaviour on the other. Adult development and the associated behaviour is the heart of AE.

One of the 1972 ESR papers for example stated that the English word ‘adult’ has no Amharic equivalent. This is not always correct. There is one: ‘awaqi’, one of whose meanings contrasts with child, ‘lij’ in Amharic. ‘Awaqi’ means mature, knowing, grown up, fully grown, old enough. Lij and awaqi are part of the every day life and language in the Amharic speaking community. ‘Awaqi’ refers to at least youth/adolescents, adults, and the elderly. The professional literature in English has other classifications of adulthood, for example early, middle, late, late late adulthood, etc. The practice in Ethiopia is that in all AE documents and mass media, ‘adult’ is translated into the Amharic word/concept and term, ‘golmasa’ which represents only one segment of adulthood, maybe between 30-40/45 years old (Tilahun W. 1997). The use of ‘golmasa’ leads us to treat adults as a homogeneous group, yet adults are the opposite. This is a major barrier to understanding the adult learner, planning and delivering adult learning, and studying AE. For example, one study whose expatriate author did not understand the language problem complained that enrolment figures on AE classes did not “differentiate between adolescents (youth) and adults” (Burckhardt 2000a, p. 25) but stopped short of asking and explaining why.

An Amharic book by a well educated one time prime minister of Ethiopia published in 1953/54 is the only source that discusses the different development stages of mankind (and by extension Ethiopians), roughly divided into age-brackets of ten, with implications on the life, including behaviour. This beginning remains unexamined, unexplored and un-researched in and for education. In the meantime, the MoE continues to use different age brackets, a minimum of 8 and a maximum of 49 years of age in literacy programmes. In recent years, the MoE has mainly tended to use 15 years of age as the lowest limit for defining an adult participant/learner without discussing the stages of adulthood as they affect the programme(s) and programming. Persons of wide age differences are put to one group. While this approach may be expedient, it hurts programme delivery and perpetuates and breeds conceptual and terminological difficulties. The difficulty is, to some extent, appreciated given the lack of a sustained tradition of AE (provision and research and training) and the huge illiteracy and therefore some interest in adult literacy only.

Adult Education (Training/Learning)

The AE literature offers several competing conceptual definitions including this one, also used here.

“AE denotes the entire body of on going learning process, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society. Adult learning encompasses formal and continuing education, non-formal learning and the spectrum of informal and incidental learning available in a multicultural leaning society, whereby theory and practice based approaches are recognized” (UNESCO 1997, p. 21).

The concept AE refers to the provision, the learning/teaching process, the study and research, and the movement (learners, institutions, organizations, researchers) all of which present a challenge to capture in a short simple and memorable definition. AE is characteristically voluntary part time learning provided by educational or other organizations, with a functional, responsive, and flexible orientation to meet the education/learning/training needs of the adult learner who has or is normally expected to have a primary role. There is no historical, conceptual, and operational basis for AE referring to adults enrolled as full time university students.

An operational definition for developing countries, which is useful in the context of this book, is that “AE is literacy classes, field days for farmers, correspondence courses, day release courses for administrative workers, leadership courses, study vacations, public lectures, seminars, workshops, evening courses for scientists, better house keeping courses for women, folk high schools, extramural centres, evening institutes/programmes, community development centres, farmer training centres and the list of activities and institutions may be increased ...” (Prosser 1966, p. 1). Organized AE is formal or non-formal; there is formal adult education and non-formal adult education. One can pursue either or both separately or simultaneously at a given time.

MoE sources give no conceptual definition of AE. Operationally, AE is subsumed under NFE and for the MoE, since 1994, in the main, it has meant adult literacy with general knowledge around some aspects of life and with or without skills training. In the NAES, AE is used more or less to mean FAL. This understanding restricts conceptualisation, communication, planning and management including AE delivery. The use of 'golmasa' for 'adult' which is inadequate exacerbates the problem. 'Adult education' is always translated into 'yegolmasoch timhirt'. Not everyone in literacy or other AE classes is a 'golmasa.'

Adult Basic Education (ABE)

There are several international definitions of ABE, which in essence are very similar. For example:

1. ABE is education of adults in the area of primary knowledge such as literacy and numeracy, of social and life skills, of understanding of community life, necessary to responsible participation in society (Titmus et al 1997).
2. ABE "refers to foundation or essential education aimed at meeting and expanding the basic learning needs of adults" (Torres 2003, p. 34).

In the Southern Africa Developing Community, the discussion is around an extended ABE: ABET (training), ABEL (learning, literacy), and ABED (development) (Centre for Adult Education, University of Natal 2002). As a nomenclature, adult basic education (ABE) belongs to the lexicon of adult education in Anglophone Africa, Asia, Europe, and the USA.

The Ethiopian education sector generally used ABE with this international meaning up to about 2000 and sparingly beyond that. For example, one study by the Oromia Regional Education Bureau (OREB) in 2001 and another by UNESCO (2007) used ABE along international lines. An IIZ/DVV study of NFE provisions in 1992 E.C used 'adult basic education' (Burckhardt 2000b). For unknown reasons however, the MoE and the education development partners are popularizing the confusing use of ABE to refer to a delivery structure of non-formal education for out-of-school children. There is now a national ABE strategy for these children. ABE in Ethiopia has acquired a new meaning.

Adult and Non-formal Education (ANFE/A&NFE)

This is obviously a combination of two different but related concepts/terms: AE and NFE. Accessible literature and documents however offer no definition at the national and international levels. As a unit 'ANFE' is an unusual mix of a clientele category, AE, and a strategy category, NFE, serving children, youth, and adults.

'ANFE' is very much used in Ethiopia especially since the 1990s. A senior SIDA adult education advisor attached to the Department of Adult and Continuing Education (DACE) of the MoE completing his tenure in September 1994 wrote a report on "Non-Formal Education in Ethiopia" (Magnusson 1994). The document introduced for the first time in writing at least 'ANFE'. The advisor used it very sparingly and hesitantly. A new development partner especially in AE, now *dvv international*, arrived in Ethiopia in 1995 with a mandate to support adult and non-formal education. In 1996, a new local NGO, Adult and Non-formal Education Association in Ethiopia (ANFEAE), was established. In both ESDP II and III, ANFE operationally means NFE for adults, youth and children. The government of Ethiopia and the World Bank commissioned a study on 'provision of non-formal alternatives for the expansion of educational services' in February 1998 which made no mention of ANFE. Nonetheless, by 1999 and 2000, ANFE has now found itself well established in the discussions around NFE.

ESDP I and II introduced the combination ANFE by listing only the constituent parts. There was neither definition nor clarification for the combined phrase. Two of these could comfortably sit under non-formal adult education. An operational description appeared late. ESDP II (2002-2005) Article 4.5, described ANFE as comprising the three programme types described below. 'ANFE' appears in titles of written speeches, papers, reports, and even in *dvv international* NEWSLETTER. Beyond the

titles however, the discussion of the substance, almost invariable, drops the 'A' of 'adult' and revolves around NFE. NFE is a strategy serving adults, youth, and children and the use of 'adult' is redundant. Formal adult education is a separate category and should be treated as such. So is informal adult education. Alternatively, formal and non-formal adult education are subsumed under AE. ANFE is a bare tag with no meaningful purpose and function. Popularizing it with less careful scrutiny is problematic and quite confusing as was correctly pointed out (Darroch 2006). In a sense, two ESDPs are completed and the third one spans the 2005/06–2009/10 period. ESDP III continued with the same tradition; no definition and no clarification on the combined phrase. The education bureaus by this time had started to use the combination with confidence nonetheless with much less clarity and consistency.

Basic Education/Basic Learning Needs (BE/BLN)

This is now understood as:

1. essential learning tools (e.g. literacy, oral expression, numeracy, and problem solving);
2. basic learning needs (knowledge, skills, values, and attitudes) required by human beings to be able to live and grow in a modern world (WCEFA 1990; UNESCO 1997; Torres 2003).

Operationally, Article 3.2 of the ETP stipulates that basic education comprises the first four years of the eight-year primary school and that this education will focus on literacy, numeracy, environment (read, study of family and community), agriculture, crafts, home science, health services, and civics.

According to ESDP II, both out-of-school children and adults cover this content/curriculum in three years of part time study. What this means is that the content and the pace for both groups is more or less predetermined. Moreover, the Amharic rendering of 'basic education' is a challenge. Three related concepts and terms, that is, fundamental education, basic education, basic literacy, and literacy education are translated into "meserete or meseretawi timhirt" which is a factor in understanding, differentiating, and practicing.

(Basic) Literacy

(Basic) literacy is the ability to use and benefit from printed and written language (Tilahun W. 1997).

A person is considered literate/illiterate if he/she can/cannot read and write with understanding a simple statement related to his/her life (UNESCO 2003/04).

Sometimes a distinction is made between and due attention is given to literacy and numeracy, the ability to handle arithmetical operations. Literacy, like development, is a moving target and has now come to include mastery of social and livelihood skills.

In Ethiopia, literacy education has not always meant only the acquisition of the mechanical skills of the 3Rs. There have been and still are elements of knowledge of religion, health, family planning, agriculture, and rudimentary carpentry and other knowledge and skills. This combination was functional literacy as understood for many years.

Functional [Adult] Literacy (FAL)

This is a relative concept whose definition has been and is evolving. A UNESCO monograph in 1992 argued that making literacy functional implies placing people at the centre of their environment and giving them the means to take an active part in community life. Now it has come to have three elements:

- *Literacy* referring to reading, writing and arithmetic skills put to use;
- *Functional* dealing with economic skills taught within the context of income generating activities;

- *Awareness/empowerment* referring to awareness creation about participants' social, cultural and political life (Bhola 1994; Fordham et al 1995).

As an approach to literacy education, FAL in Ethiopia is now being understood (a) as the practice of reading, writing, and arithmetic put to some use; (b) the acquisition of these skills to learn practical knowledge and skills useful for other aspects of life, such as agriculture, health, civic education, cultural education and so on; and (c) the third element, often attracting less attention, is the active participation of the learner which leads to empowerment and programme sustainability (various *dvv international* documents).

For the 1996 workshop of the MoE on developing an implementation strategy for NFE, 'functional' meant the content is directly related to adults' roles, concerns and problems (MoE 1996). Education bureaus have always tended to describe their programmes as functional ('tigbarawi' or 'muyawi' in Amharic) although none of those programmes had all three elements above. The Amharic version of the 2008 NAES translates FAL into 'tigbar tikor yigolemasoch meseret timhirt' and 'muya tikor yigolemasoch timhirt' interchangeably. The English version of the same document uses 'practice-focused' and FAL interchangeably and confusingly. While recognizing the difficulty in finding an exact Amharic equivalent, already one sees differences in the documents and their different versions with implications for practice. More seriously, neither version anywhere brings in empowerment, the centrality of the participant/learner, and the demand driven character in the approach.

Non-formal Education (NFE)

As a strategy, "Non-formal education is any organized, systematic, educational activity, carried on outside of the framework of the formal system, to provide selected types of learning to particular subgroups in the population, adults as well as children (underlining supplied). In operational terms, some of the major areas delivered through NFE include, for example, agriculture and farmers' training programmes; adult literacy programmes; occupational skills training given outside of the formal system; youth clubs with substantial educational purposes and various community programmes of instruction in health, nutrition, family planning, cooperatives" (Coombs and Ahmed 1975 as quoted in Coombs 1985, p. 23; Sandhaas 1986); education programmes for children and vocational training for adults; out of school TVET; home economics and child care training for women; agricultural cooperatives, etc.

As will become clearer in Part Three, there were, in Ethiopia, NFE activities long before the term was coined and applied and before organized religion and western formal school arrived. The term 'NFE' first appeared in writing in the 1972 ESR when it was used alternately with out-of-school education chiefly for youths and adults. The ESR mixed up formal and non-formal education describing out-of-school or non-formal education as consisting of adult literacy, adult or continuing education for formal qualification through for example evening programmes of the formal education system, vocational and professional development programmes, and other programmes of the Ministries of Agriculture, Health, and Labour and Social Affairs for families and individuals with elements of literacy (ESR 1972).

The Department of Adult and Continuing Education (DACE) organized a familiarization national workshop in 1982 EC, the last major event in AE before the change of government. There was a mix up here too. The discussion during the workshop revolved around principally adult literacy, skill-oriented programmes (through CSTCs, and others). The head of the DACE used adult education, not non-formal adult education, throughout his presentation. Only one presentation by the agriculture ministry appropriately used the Amharic equivalent of 'NFE' (MoE 1990 / Genbot 1982 E.C).

NFE reappeared after ten years and started to be part of the formal discourse on education in the 1990s. Both the December 1992 USAID Education Sector Review and the 1994 UNESCO team reports described NFE as comprising of adult literacy, community development (including Basic Development Education (BDE), CSTC, environment education and population education), and continuing education which includes distance and evening learning.

Obviously, these discussions and studies reflected the ideas and the practice in Ethiopia up to 1990. Otherwise, evening, distance education and continuing education leading to state recognized qualifications in Ethiopia do not entirely fall under NFE; they fall under formal adult education. The delivery mode or one might say arrangement, evening, kiremt, distance education/learning, face to face instruction/learning and teaching, or use of information communication technology (ICT), or combinations of these, is the conveyor belt carrying formal education content leading to government recognized qualification, as well as non-formal education content whose object is not government qualification. Continuing education is a different category in many countries. When mandatory, it can become formal leading to official qualification for continued practice of a profession. Because non-traditional modes of delivery have broken the spatial and temporal barriers to access, one can learn/study prescribed or non-prescribed content in his/her bedroom, university or under a tree.

The ETP provides for the promotion of “relevant and appropriate education and training through formal and non-formal programmes which would follow/reflect the structure of the formal education” (TGE, MoE 1994, p. 6). Interpretation of the policy which was concerned with universalizing primary education brought in, unlike in the past, school aged children into the clientele system of NFE. In the preparatory work leading to ESDP I (1997/98-2001/02), it was discussed that NFE would be one component with these priority programmes: (1) complementary education for out of school children, (2) basic education and functional literacy for youth and adults, 15-40 year olds, and (3) skills, knowledge, and values development for youth and adults, and (4) post-literacy for neo-literates and school dropouts, all reminiscent of the World Bank thinking of the 1980s.

When the MoE reorganised the former DACE into a NFE Panel these four were collapsed into three. The new Panel was made in charge of three programme types (1) adult literacy (sometimes also confusingly referred to as non-formal basic education), (2) skills training, and (3) NFE for out-of-school children. This was not only a change in office tag but more importantly a major shift in interest in clientele and programme type/category which became very clear especially after 2000. For the education sector, NFAE came to mean only literacy and skills training, but since about 1995 NFE became fashionable. Commissioned studies, and seminars and workshops revolving around the theme of NFE were satisfied to remain confined to and discuss these three components (Habtamu et al 1999; ICDR 1999). Hence, ‘NFE’ in conceptual and operational terms can safely be identified more with the MoE. Because what happens at the centre is often mimicked at the regional level, the MoE and the regional education bureaus now use NFE to generally refer to one or the three programme components. Within the education sector and one might add in the other sectors, both AE and NFE generally have very reduced meanings.

Finally, the phrase ‘NFE programme’ is used in Ethiopia as a short and popular form of ‘educational programme or activity’ delivered via the non-formal strategy. The phrase ‘NFE programme’ does not suggest content or substance, only strategy. NFE is juxtaposed to formal education; there are non-formal education programmes just as there are formal education ones. As a final point, it is worth noting that the meaning of ‘NFE,’ for long and in many countries of Africa, Asia, and South America, has been taken as a development strategy, not only an educational one.

Non-formal Basic Education (NFBE)

There is no conceptual definition for this in Ethiopian education literature and documents or elsewhere.

In advance of the formulation of ESDP I, the MoE organized in June 1996 a workshop to develop an implementation strategy for NFE, which up to then meant ABE and skills training. The reports and discussions revolved exclusively around regional programmes for adults. This workshop extended the meaning of NFBE to mean basic education for out-of-school children (7-14 year olds), basic literacy/education for adults (15-45 years old) and basic life skills training for adults. NFE now came to have three programme types instead of two, one for children, with different labels like non-formal basic education for children (NFBEC), non-formal primary education (NFPE), appropriate cost-effective centre for education within the school system (ACCESS), etc; and two for adults (literacy and skills training). Up to this time and a bit beyond that, ABE was used to mean adult basic education (FMoE 1996).

Evening Education/Learning

This is learning/study conducted or undertaken in evening and therefore outside of the normal working hours, enabling working and non-working persons to learn (Tilahun W. 1997a). Evening programmes are by definition part time study arrangements. Internationally, they come under different tags: evening schools, evening institutes, night classes, night schools, university extension /continuing education, etc.

In Ethiopia, evening education programmes, which were initiated by non-government bodies, are in the main comparable to and/or substitute programmes for full time study mostly at primary (or even literacy level), secondary, and university levels, by and for any one but for fee/s. These lead to formal qualification.

Part Three

Historical Overview

This historical overview of AE up to 1991 is a foundation to post-1991 developments covered in the subsequent parts. As a foundation and unlike the subsequent ones, the part covers agencies/organizations other than the MoE. Education is used here and subsequently in its broad sense to include training.

Adult Education up to 1942

Education opportunities/provisions for adults have deep but discontinuous roots in Ethiopia. Ethiopia had indigenous NFAE practices long before the arrival of organized religion and western style modern formal education. Family and community problems, conflicts and common concerns have been resolved through meetings of elders. These fora afforded learning exercises, opportunities, and duties. The Borena of Oromia for example still have a practice of educating its youth. Age cohorts of for example 16-31 and 32-40 are taken through different stages of education at the end of which they emerge able to assume different family and community adult roles.

The Ethiopian Orthodox Church (EOC) has been the organized provider of AE since King Ezana was taught Christianity and baptized around 330 AD. That event represents the first instance of an adult, a royal tutor, teaching another adult, the king. The action is NFAE in current parlance. That royal tutor is survived today by the family “Soul Father”, the confessor, who is a religious teacher occasionally visiting and teaching families the Word and administering the Holy Bread and Water. Church services have often been followed by teachings to those in attendance. Today, some EOCs in Addis Ababa at least conduct late afternoon teachings (usually after 5 pm) and Sunday schools for youth and adults. In the EOC’s system of education, formal, hierarchical, and rigorous in its own right, some of the learners who had to work for their professors by day had to go to evening classes (Girma 1967). Islam added another qualitative dimension to NFAE by teaching a secular subject. Quranic schools taught Arabic to children during the day; in the evenings, adults learnt Islamic law.

Earlier European missionaries gave religious instruction and to some extent skills training to adults in Adwa, Taqussa, and Fremona. More western missionaries arriving in the nineteenth century gave another impetus for NFAE. Religious debates (hence mutual learning as befits adult learning) between the nationals and expatriates emerged; missionaries and Ethiopians learnt each other’s languages and cultures. Samuel Gobat said in 1830, he had religious dialogues with a string of court people, church authorities, polite farmers, soldiers, women, young persons and elders from 6:00 am to 8:00 pm (Pankhurst 1955). When missionary schools became inadequate, the missionaries opened evening schools/programmes and satellite centres which were described as centres of cultural and spiritual adult education. “As vehicles of literacy and adult education, these evening schools were like lamps burning brightly” (Aren 1978, p. 317). As a group, the missionaries added more qualitative elements to NFAE. They introduced (a) skills training such as sewing, woodwork and metalwork, etc principally to satisfy their interests; (b) firmly established evening study/learning; and (c) in some areas, opened special schools for girls and women (Aren 1978; Pankhurst 1955).

AE came into the orbit of modern/secular nation building with the spontaneous beginnings of NFAE activities during the first three decades of the twentieth century, most supply driven and others demand driven by government and non-government bodies. A palace school was opened to teach young courtiers, 20-23 years old, like Ras Teferi, law, good manners, reading, and writing, calligraphy, religion, Ethiopian history and Geez. At Teferi Makonnen School (established in 1925) adult basic education was given for members of the Imperial Body Guard in the afternoons, evenings, and the wet or rainy months (kiremt in Ethiopia) of June-September. In 1931 the Awraja governor of Asebe Teferi, Dr. Worqineh Eshete, granted the request by a group of government employees for evening learning. Free instruction started immediately in the subjects of English language and mathematics under the

supervision of Amanuel Abraham, then director of the school (Pankhurst 1955) and later Director General of Education in the MoE. This event marked the start of (a) a demand or popular driven formal evening education and (b) part time learning/study. The subject of evening education engaged the government up to 1991. In brief, faith based organizations started off by offering 3Rs for reading the Bible and the Quran with occasional sprinkles of skills training and other secular subjects. The major features of AE as a field of practice, that is diversity (content and clientele), flexibility (content and management, time), and demand and supply of programmes had already been laid before the Italian invasion in 1936.

Adult Education 1943-1974

During the first decade or so of liberation, modern education went through a period of improvisation. The driver was the motto ‘mass education at all costs’. Modern education was to be re-established and expanded. In what appears to be part of the scheme, the government issued in 1944 a Memorandum on Education Policy, which inter alia, provided not only for education of all ages and both sexes but also “instruction in mother tongues in due course” (Maaza 1966). In terms of AE, the latter was to be effected beyond 1974. School principals took the initiative to offer evening classes beginning 1943 in Addis Ababa. Already a community school in Tebasse Koso was offering day and evening classes (Pankhurst 1955). The then Ministry of Education and Fine Arts (MoEFA) sponsored and opened the Berhaneh Zere New Institute, 1948-1978, (literally, your light is today), an adult evening school. This action marked formal or official government involvement in AE. Initially, the Institute received minimal financial support from the government; learner fees soon replaced government subvention which since became the norm for evening learning/programmes. This opening of the Institute gave tacit approval and caused the development of evening adult education. The University College of Addis Ababa accepted and recognized AE as a field of provision when it opened evening classes both at degree and sub-degree levels in 1951-52. The schools, this Institute, and the University College of Addis Ababa, led part time formal adult evening learning at primary, secondary, and tertiary levels (Tilahun W. 1991).

A second major AE development, which led to the participation of illiterate adults, occurred following a Public Notice by the government on fundamental education/adult literacy in 1955. The Notice is most often mistakenly referred to as a proclamation, decree, etc. The notice appeared in an Amharic weekly, Sendeq Alamachin (literally, our flag), in conjunction with the Emperor’s silver jubilee coronation festivities. The Public Notice provided for (a) all illiterate adults (18-50 years old) to become literate through their own efforts/arrangements; (b) the literate community including all employers to assist in the drive; and (c) the MoEFA to coordinate the efforts (Imperial Ethiopian Government 1948 EC). A spate of literacy activities followed such as organizing classes, mobilizing resources, learners, identifying teachers, getting books, which engaged many government and non-government organizations some of which were hitherto “underground” or low profile. With external support and in a bid to implement the Public Notice, the MoEFA opened two institutions to support the general area of AE/community development: a Community Development Teacher Training School at Debre Berhan, and a Community Development Workers’ Training Centre at Majete (Pankhurst and Endreas 1958; MoEFA 1955; Maaza 1966). Graduates were teamed up and deployed to rural communities.

The third development in this area was influenced by an external factor with a special bearing on functional literacy. The functional component of the literacy education programme was introduced and strengthened by the arrival and implementation of the MoEFA/UNESCO/UNDP Work-Oriented Adult Literacy Project (WOALP) 1967-1973. The project actually ran from 1970 to 1973 (Head and Negash 1976). It accentuated vocational/functional literacy especially within the agricultural and industrial sectors (Brooks 1970). The government appointed a National Council of Adult Education chaired by the Prime Minister, and a director general for adult education and literacy in the MoEFA. A monthly Amharic paper, free for the neo-literates, was designed by the MoEFA (Andargachew 1973). Both marked government’s formal entry into AE and more specifically into adult literacy for the second time. Nevertheless, the MoEFA had neither the resources nor the authority to coordinate other line ministries. Within the MoEFA itself, the management structure was not only weak at the headquarters but also stopped at the provincial literacy office level and did not go down any further. Both concerns were

reported to and by the 1972 ESR (ESR 1972).

Outside of the MoEFA, almost every government agency had an AE programme for its employees as they currently do. Among the other principal government ministries externally involved in AE in ‘on a less ad hoc basis’ were the Ministries of Community and National Development and Social Affairs (MoNCD&SA, now MoLSA), Agriculture, and Health. These ministries were always offering AE without recognizing it as such. The MoNCD&SA was the second government agency charged with education of the larger community at its establishment in 1957. Among other education activities directed at adults, the new agency trained development officers at university level and village level workers at a newly established community development centre at Awassa. These trained teams were assigned to selected urban and rural (agricultural) communities to promote self-help projects, cooperative development, better food and nutrition, cottage industries, youth recreation clubs and, women’s programmes (Andargachew 1973; Niehoff and Wilder 1974). The new ministry, while advancing AE in broad terms, perhaps contributed to the decline of MoEFA’s interest in and responsibility for NFAE or otherwise. Broadly defined AE work as such fell between the cracks; it was neither in the portfolio of the MoFEA nor in that of the MoNCD&SA until 1974.

In terms of still reaching the rural population and specifically concerned with improving agricultural productivity for rural and national life, the then Ministry of Agriculture (MoA), had and still has the largest and longest involvement in non-formal agricultural education in the highlands of Ethiopia since the early 1950s. Agriculture extension/education was a cooperative undertaking of the MoA and Alemaya College of Agriculture and Mechanical Arts. This engagement has been called agricultural extension, not adult education of course. In the 1960s, the agricultural extension service had the largest participation in terms of adult educators or extension workers and the people affected, though no one knows whether the former were trained in adult education approaches and methods. While the core of the programme was agriculture, there were attempts to make it multi-disciplinary. There were efforts to integrate literacy, health, and family planning and home science. Agriculture agents were trained in higher education institutions for agriculture in Alemaya, Ambo and Jimma. The extension service led to the development of field-tested improvements in farm technology such as hand pumps for irrigation, animal drawn carts, improved breed of seeds and farm animals (Niehoff and Wilder 1974).

Part of the responsibility of the Ministry of Health, once Ministry of Public Health, was and still is to give health education and services to the public. In addition to hospitals where general health education is offered as a secondary activity by the health personnel, the Ministry instituted in the 1960s two delivery mechanisms for health education and services: the Health Centres and the Malaria Eradication Services. Health centres which had a physician or a health officer, a community nurse and a sanitarian (the team was trained at the then Gonder Public Health) were meant to serve the community in basic maternal and child services, control of diseases, environmental sanitation, health education and medical care. The Malaria Eradication Services, a semi-government agency, gave mass education especially in the low land areas, about the spread, prevention, control, and treatment of malaria (Andargachew 1973; Niehoff and Wilder 1974).

While literacy education dominated the scene to the point of almost becoming a voluntary national movement though uncoordinated, there was an array of other AE programmes especially by the private, semi-government, and NGO sectors. The table below is indicative of additional major clusters of offers, participants, and providers up to 1974.

Table 1: Adult Education Programmes, Target Groups and Providers

Programme Area/Theme	Target/Participant	Provider
Specialized topics, themes	1. Own staff: prospective and current 2. Training for others for fee	Ethiopian Electric and Power Authority, Telecommunications Authority, and Highway Authorities, Ethiopian Air Lines
	1. Own staff: prospective and current 2. Training for others for fee	Private business and industry
Management /administration	1. Government employees 2. Others employed and unemployed	Institute of Public Administration, university and commercial school evening programmes
Credential driven academic studies	All interested and able to pay fees	Evening programmes of the formal school system
In-prison education	Inmates	Correctional/rehabilitation institutions
Literacy, vocational training, agriculture, health, family planning, general knowledge, etc	As defined by provider or individual interest or proximity of education centre, incentive, etc	NGOs like National Literacy Campaign, Family Guidance Association, Ethiopian Women's Welfare/Work Association, Evangelical Mekane Yesus Church, YMCA, YWCA, Centre for Entrepreneurship and Management

AE programmes and institutions proliferated during these three decades with little or guidance from government as in many other countries. Government management of AE was laissez faire. AE was too low an education and development agenda item to attract policy/legal attention. Consequently, organizations, departments, including those within the MoEFA, and training institutions were set up in an ad hoc manner. On the eve of the 1974 revolution, 25-30 different government and non-government organizations offered AE meaning the 3Rs for or with economic and, to some extent, social development (for example, family life education, health, etc), agriculture, general education, and other programmes related to the mandate of the agency. In the main, AE meant literacy and the provision was made - with the exception of the Arsi Development Unit (ARDU), the Chilalo Agricultural Development Unit (CADU), and the Welayeta Agricultural Development Unit (WADU) - within rural development projects of the MoA and SIDA, and WOALP, uni-sectoral; multi-sectoral approach was to be picked up and developed during the following period (Niehoff and Wilder 1974).

Adult Education 1974-1991

In direct contrast to the gradual approach of the period just covered, the government of this period made education a mass movement for national development, of course within a Socialist framework. Soon after taking power in 1974, the government mobilized about 60,000 senior secondary school students and their teachers as well as students and staff of tertiary level education institutions for a two-year rural service programme to organize rural communities to promote the new ideology and manage their affairs. The Department of Adult Education was strengthened and its role expanded. It became the Department of Adult and Continuing Education. The National Literacy Campaign (NLC) 1979-1991 became the flagship of the government. The adult literacy rate was reported at 75% ten years after its launch, a figure contested both within and without the MoE (NLCCC Meskerem 1972; Tilahun W. 1989; Tilahun S. 1994).

Technically speaking, the NLC was driven by neither a specific policy nor a proclamation, contrary to popular thinking but by a shower of directives executed to the spirit and letter by the lowest level of

administrative units (qebele). On one occasion the then Minister of Education said "We make this revolutionary call to all government and mass organizations to conduct the literacy campaign without any delay, because, although the obligation to teach and learn is not legislated, we believe and recognize that revolutionary decisions require revolutionary attention and implementation of the highest order" (NLCCC Meskerem 1972, p. 6). The NLC laid the foundation for the use of more than 13 indigenous languages as media of literacy and primary instruction as well as the writing of teaching materials in these to reach the linguistically diverse population. The NLC was one of the reasons for the establishment of an organizational/administrative structure going down to the qebele, the smallest unit of government, and the subsequent formalization of decentralization and deconcentration of education responsibility to lower units, weredas and qebeles.

In practice, the NLC generally tended to be compulsory and there were illegal punitive measures associated with attendance such as fines, imprisonment or detention, at least withholding learners' food ration cards and those of their families, all intended to give a semblance of the force of law (Tilahun W. 1989; Tilahun S. 1994). But one of the most serious criticisms of the NLC was that it was politicized. In all fairness, this is not peculiar to this government except perhaps to say that the politicization was overplayed or better still over emphasized in some reports. All systems of education both in socialist and capitalist countries have an element of political education. Besides, other aspects of life in Ethiopia were just as politicized. But one UNESCO report submitted to the new government in 1994, on the eve of the issuance of an education and training policy, had this to say: "The experience in Ethiopia in NFE in many ways is considered one of the most successful in Africa, particularly in literacy. ...It will be a pity if the rich and very illustrious experience of Ethiopia is ignored or underestimated simply (or mainly) because in part it was associated with a political phase in the history of Ethiopia that has left many unpleasant memories" (UNESCO 1994, p. 4).

It is recognized that the NLC efforts were also immensely constrained by economic problems of the time and the conflict in the north of the country. Nevertheless, and in terms of broader AE, the NLC (1) demonstrated that with political commitment and with no written policy much can be done; (2) created incalculable awareness, social, political, and economic among the people which itself is AE; (3) laid a solid foundation for literacy work as well as for general adult education in the later years; and (4) created a national awareness of the scope, significance and magnitude of illiteracy in Ethiopia and the measures taken to fight it (NLCCC Meskerem 1972; Tilahun W. 1989).

Other developments of the period in putting the broad area of AE at the service of all Ethiopians were the establishment of basic development centres, over 400 community skill training centres (CSTCs), farmers' training centres, the Agrafo Multi-Purpose Farmers' Training Institute in Bale training about 2000-4000 farmers annually (now an agriculture TVET), the Management Institute, the Ardayta Farmers' Management Institute in Arsi (all still active in one form or another), the Yekatit Political Education Institute in Addis Ababa with a branch in Gonder, the establishment in Bahir Dar of the first national programme to train adult educators (1980-1995), placing AE as an agenda on MoEFA meetings and annual conferences, the introduction of weekly, subsequently monthly, political discussions in all organizations with ten or more employees, and similar but quarterly activities at qebeles (various MoEFA documents). In terms of the volume of attention, work, and money and participation, this period was the zenith of AE, or at least limited components of it.

The government of the time issued several sectoral proclamations to reorganize life and development in Ethiopia with enabling clauses for AE activities, adult basic education included. To conclude, this government made AE a mass movement for national development; had the clearest political commitment for adult basic education and the drive for literacy took centre stage; AE was conceived and operationalised broadly during this period; and obviously, AE was largely funded and managed by the government. In short, this government came closest to operationalising the 'hullum yimar' (education for all) motto of Menilik II and his predecessors.

Training, Research, and Evaluation up to 1991

That the period up to 1974 was very weak with respect to training for AE work is only a fitting generalization. There was only one attempt to install long-term training programmes related to AE/community development in the late 1950s. Two special training programmes one at Debre Berhan (Debre Berhan Community Development Teacher Training School assisted by the then Point Four) and another at Majete were launched in 1957-58. The Debre Berhan programme attempted to train two persons in one; i.e. the same person was to teach children as well as adults. The one in Majete (Community Development Workers' Training Centre assisted by UNESCO) was to produce village level workers. A team of the graduates from the two institutions was assigned to rural villages to teach children and adults as well as promote community development work. By 1961, the former programme was converted into a regular teacher training institute; responsibility for the Majete one was transferred to the MNCD&SA which converted it into a community development and demonstration centre at Awassa. Interestingly, both programmes were training for work at the grassroots level (Andargachew 1973).

Short-term training was also almost non-existent especially for classroom persons. The Institute for International Cooperation of the German Adult Education Association in 1969 and in the early 1970s provided short and medium term trainings on functional literacy both in Germany and in Ethiopia to those assigned as provincial literacy officers. Other short term and medium trainings, mostly in country, were conducted, for their own use, by the CADU, the farmers' training programmes of the missionaries, the Family Guidance Association of Ethiopia, the Ethiopian Nutrition Institute, and to a much lesser extent, by the different government and non-government agencies, which had literacy programmes in the early 1960s.

In the 1980s, two developments brought the Addis Ababa University (AAU) into the orbit of AE as a field of training and research. First, upon the request of the MoE, AAU's Bahir Dar College of Pedagogy opened in 1980 a two-year diploma level programme to train mainly coordinators for CSTCs. The MoE discontinued placing new entrants into the department of AE in the mid-1990s, thus effectively shutting it down. Second, beginning in 1980, AAU's Education Faculty gradually introduced one general AE course in its educational administration programme at the diploma, BA, and MA levels. The offer experienced considerable attitudinal difficulty among the teaching staff beginning in 1992 when AE came to be regarded as a waste of time for educational administrators. An effort to start a full-fledged programme in the Faculty was in the main resisted to die a natural death.

Numerous short-term trainings, often less than a month, are associated with the NLC. Literacy teachers and coordinators received orientations from untrained trainers at the beginning of each round of the NLC. In addition, towards the end of the 1980s, two persons were sent abroad, through SIDA assistance, for training at the MA level. Neither is now with the MoE. Overall, the training during the 1974-1991 period fell too short of the demands of the task both quantitatively and qualitatively.

If training was weak, research and evaluation have been even weaker and unsystematic. Three Ethiopians completed their doctoral dissertations abroad before 1974. One advocated for a mass literacy programme in his 1956 study; a second one proposed the application of radio in community education in his 1963 study; the third one explored the contribution of agricultural education to the rural development of Ethiopia in 1964; and another one was written around a related theme (Elliot 1973). Brooks wrote descriptive articles on literacy in Ethiopia (Brooks 1967, 1968, and 1970). Niehoff and Wilder completed a field study of non-formal education in 1974 (Niehoff and Wilder 1974). Four more doctoral level dissertations were also written on AE between 1977 and 1992 at foreign universities, one on continuing teacher education at AAU, another on the NLC, a third on the provision and management of continuing professional education, and a fourth on motivation of continuing education participants in Haile Sellassie I University. Some studies of a base-line nature were undertaken by the DACE of the MoE, for example the study on CSTCs.

Some observations on these studies will close this discussion. First, many were undertaken to satisfy academic requirements. Second, literacy research is very rare; nor do they cover such topics as motivation and the need for literacy, resources and curriculum, implementation process, and outcomes

particularly impact on at the individual, family and community levels, providers and facilitators (teachers). Third, even as they are, these studies are quantitatively nowhere near research on formal education or those in other countries. A comprehensive evaluation or any evaluation attempt at that, of AE in general and adult literacy in particular is lacking in all of these.

Support for AE

("...as We celebrate the liberation of our people, we lay the foundation of the liberation of their minds", Haile Sellassie I, opening the National Library in 1930.)

A discussion of AE is incomplete without reference to public libraries and/or reading rooms, the press, and publishing because these give a significant support to persons with little or advanced schooling. Where resources are scarce, media and libraries are useful means of extending education. In addition to providing reading services, libraries do occasionally sponsor lecture programmes, film shows, and exhibitions. Libraries and reading rooms support a literacy effort by stocking (a) appropriate (language, content, and letter size, etc) learning/teaching and follow up materials and (b) general literature where public reading is enhanced.

A National Library was inaugurated in 1930 in Addis Ababa (Pankhurst 1975). Apart from this, public libraries did not exist up to 1974 or if they did, were inaccessible to the general public. There were libraries in Addis Ababa belonging to educational institutions, specialized agencies, and government ministries. The void in reading literature and therefore in reading culture was recognized by a 1966 special committee of the Council of Ministries set up to study the illiteracy problem (Brooks 1970). This body called for, among other things, a vastly increased output of new, appropriate, affordable, and motivating materials. The 1972 ESR was critical of the role of the national Information Ministry, then in full control of the mass media, in this regard and recommended that it produce and distribute rural newspapers for neo-literates, use vernaculars on radio programmes, etc. The MoEFA itself was busy working on school textbooks. Even at the peak of the literacy programme of the 1960s, reading materials and rooms were unheard of. The providers were oblivious to the fact that a literacy hostile environment speeds up relapse.

The government of 1974-1991 set up an Educational Materials Production and Distribution Agency (EMPDA) and charged it with producing materials for the Literacy Campaign. Local newspapers were launched to motivate registration, supplement the learning/teaching process, and offer general reading materials. Addis Zemen, an Amharic daily, carried a section for the neo-literate though the content was monotonously repetitive and in praise of the government of the time. Was there a template? There were some party publications too like the Serto Ader, an Amharic weekly. A publishing house and the first one, Kuraz, was established, though again the literature on sale was generally expensive, ideological and political.

The educative function of radio was not recognized by the national Information Ministry well into the 1960s when the MoEFA managed to institute its own independent radio transmission facilities. By mid-1970, eleven educational radio transmission stations were established. Since then, programmes for adults in such general topics as agriculture, health, general knowledge, politics/civics, family life education, home science, community development, law, and more recently, HIV/AIDS, have been carried between these facilities and those of the Information Ministry (Head and Negash 1976). Two radio stations, Radio Voice of the Gospel and one owned by the Imperial Bodyguard were also active in broadcasting general AE programmes until 1974. In 2008, the MoI, regional states, and three FM radio stations whose services are limited to Addis Ababa, regularly broadcast general education programmes to about 20% of the radio owning public in Amharic, Afan Oromo, and Tigrinya. Radio has a lot more potential for AE.

Finally, theatre, drama, and cinema have a potential yet to be exploited in Ethiopia. There was some use of mobile theatre groups, cinemas, and musical groups. Whatever support these media give to AE in Ethiopia even today (2009) is in its embryonic stage and the general service remains limited to the urban elite.

Part Four

Policy Environment

Part Four is concerned mainly with how the principal documents, which describe the policy environment, treat AE. These are the national poverty reduction and development plan, the PASDEP, and official education sector documents, the ETP, the ESDPs, and the NAES of 2008. Secondly, implementation of these policies will be described as far as possible.

What is Policy and what is the Role of Government?

Policy is a set of guidelines, which determine and underline the way individuals, or groups of persons think and behave in a certain social, cultural, economic, and political environment (Commonwealth Secretariat 1998, p. 3). It is an agreed position or a course of action to be followed by a government, an organization or a party. A government identifies major concerns and issues that are crucial to the different areas of national life and addresses them through policy, which also manifests government's political will, commitment and the direction of the nation. In relation to AE, government is a policy maker, legislator, planner and strategizer, financier, and/or a direct provider and manager.

Many may refer to government plans and strategies as the policy of government. While plans and strategies are major feature of a policy, they are not the policy itself. A policy is the basis of legitimacy to provisions and providers; provides broad outlines on roles and responsibilities with forms of organizational structure; ensures resources and flows; and finally yet importantly, a policy is the basis of accountability. A government policy is a basis and framework for its plans, strategies, and legislations as well. A plan is a scheme that intends to translate a given policy into action. Strategy is about specific ways of accomplishing a plan. The ESDP is one such plan. It contains a number of programmes and projects that will be implemented over a given period through specific strategies.

Ideally, policies are published in official documents of a government dedicated for the purpose. For example in Ethiopia, proclamations, decrees and orders, legal and general notices in favour of government programmes are published in Amharic and English in the Negarit Gazette which carries a serial number.

National Development Plans

Two such plans have been formulated since 1997, one, the Poverty Reduction Strategy Plan (PRSP), for three years and the current one, the PASDEP for 2005/06-2009/10. Both national plans provide for more or less the same for ANFE with of course differences in quantitative dimensions. The following points from the education section of the PASDEP are relevant for this discussion.

Pages seven and eight summarise the achievements of ESDP II with no reference to AE. Goals and strategies for ESDP III are discussed in pages 108–114 where

- there is one statement stating that NFE and other alternatives “will be used to expand primary education coverage” and another stating that “adult education will be used to address problems of overage school population to enable them to complete primary education in short time”;
- under ‘strategy’ these four are listed as ANFE:
 - increase community participation;
 - provide professional assistance in preparation and supply of literacy curriculum guides, learning materials;
 - curriculum will be designed based on the needs of learners/adults and the conditions of the community;
 - standardize NFE [read, NFE for out-of-school children] certificates with FE.

Conceptual and terminological difficulties aside, it is clear that this section of the PASDEP offers scanty reference to AE. One would expect at least a national baseline literacy rate and the target rate at the end of the plan period in such a document. There is no discussion of adult illiteracy, a national agenda worthy of consideration at the highest national level.

The Education and Training Policy of 1994

The current government instituted a transitional constitution providing for, inter alia, basic services to be available to citizens (emphasis added). The government formulated and issued an ETP in 1994, which makes no direct reference to the broad area of AE. During the policy formulation process, six policy issues were identified and assigned to six teams. AE was missing from this list (Martin 2000).

AE appears, in part, in the general education sub-sector of the ETP where ‘non-formal programme’ is operationally defined as adult literacy, NFE programmes for out-of-school children and community skills training. Adult literacy and community skills training are only two programme types among the broad area of AE that the policy identifies. These two also could have been better subsumed under NFAE or even still better under AE to become direct and visible.

The policy gap on AE, which the MoE itself is fully aware of, has been pointed out on several occasions. A former minister of education used to say in public that adult education is not a priority and is therefore left to NGOs and communities. A UNESCO team of experts who, on the invitation of the Federal Government, visited Ethiopia in 1994 bemoaned the total neglect of AE in the policy. The official report submitted to the government stated that it was regrettable to see all of the country’s AE experience remaining unexploited for ideological reasons (UNESCO 1994).

The policy gap has been raised repeatedly at national fora in recent years too, for example at two national seminars in 2002 (see Sandhaas August 2003, p. 138ff). The workshop organized in December 2004 by the MoE on developing a strategy on ANFE avoided the use of ‘lack of policy’ but pointed to the fact that little attention has been given to AE despite its potential contributions to poverty reduction and national development (Ayele 2004a). The first national workshop on skills, literacy and education for youth and adults which convened on the next year’s International Literacy Day resolved that “The current ETP has of course addressed many crucial education issues pertinent to the socio-economic, ... Nevertheless, the focus given to adult and non-formal education is highly marginalized as compared to the sub-sector attention given to the formal, which together makes up the whole of education system of the country” (see Sandhaas October 2007b, p. 185). A 2005 symposium on Adult Education and Development, passed yet another resolution stating “AE of the country needs to assume (be given) its rightful place in the whole education system of the country” (Zelleke 2007, p. 546).

In October 2006, a consultative workshop was organized by the MoE and its partners to develop a NAES. Reflecting the earlier concerns, this workshop agreed that “the strategic guideline should consider an education act so that AE programmes can have a legal ground for their implementation. It is only then that the policy can have legal support for effective implementation and contribute to poverty reduction” (Darroch 2006, p. 12).

The Education Sector Development Programmes (ESDPs)

In order to universalize primary education (UPE) by 2015, one of the MDG targets, and to translate the ETP into action, the government has prepared and instituted rolling ESDPs strongly tied to the national plans. In preparation of ESDP I (1997/98-2001/02), the principal actor was the Social and Administration Sub-Sector of the prime minister’s office. MoE played a collaborative role by providing the necessary information to the consultant. The review of the study (consultancy) was also done by the same office (Martin 2000).

In the earlier phase of formulating ESDP I, there was a discussion around making NFE (with a programme for out-of-school children, basic education for adults, and skills training for youth and

adults, a World Bank model of the 1980s but abandoned since), a component of the plan just like primary, secondary, tertiary, and TVET (see Aide-Memoire March 1998). The component is there but with insufficient attention. Incidentally, this is the only document, which had the internationally accepted and used conceptual definition of NFE.

A synthesis of donor comments on ESDP I flagged the concern that “there appears to be a lack of sufficient emphasis on NFE (now meaning adult education/literacy). In a country where there is a very high rate of illiteracy, and a high rate of dropout of children, and very low level of women’s participation, the need for NFE cannot be underestimated” (Aide-Memoire February 1998, p. 2). A Mid-Term Review (Joint Review Mission since) of ESDP I in February and March 2001 further reiterated this concern from the field with a slight change in the nomenclature. It stated “... reviewing the implementation of non-formal basic education, it is clear that insufficient attention has been given.” The Review added that even “the low budget allocated was often not available” (FMoE 2001, p. 16-17). This is the first and last Joint Review Mission Report (government and donor team annually reviewing the performance of the sector) that commented on adult education/literacy and performance.

During the formulation of ESDP II (2002/03-2004/05), some of the education donors commented that ESDP I had a complete disregard for AE in spite of many donors advising to the contrary. In March 2002 some of the donors commented that policy development (for government and NGOs) can be a major undertaking for the plan period while offering adequate guidance and support for regional governments and NGOs. The comment added that ESDP II needs to establish the national adult literacy rate base and define what to achieve by the end of the plan period towards meeting the EFA goals.

In terms of elaboration of NFE, all three ESDPs say more or less the same thing. All three describe the ‘non-formal programme’ of the ETP as having more or less the three elements identified earlier. Sometimes the programmes for out of school children and adults are subsumed under ‘basic education’, the content of which, according to both the ETP and ESDPs, is the first four years of the primary school, that is literacy, numeracy, language, and the environment science (meaning community/social studies) to be covered in three years or stages using the NFE strategy. No empirical study or evaluation has backed such a scheme however.

One notices at least two further pronounced shifts in ANFE since ESDP II. The programme for out-of-school children is given much more attention than adult literacy because of continued pressure from different sources such as UNICEF and Save the Children Alliance and concern for the MDG target. In the words of both ESDP II and the PRSP “Non-formal education is delivered as an alternative to the formal education in order to provide basic primary education for all (and one might add, children). The basic education programme has a three-year cycle and is equivalent to the formal basic education (Grade 1-4). Under this programme, education is provided for out-of-school children and adults. To achieve UPE by the year 2015, expansion and effective use of this program is of paramount importance” (FMoE 2002, p. 16). The children’s programme is now almost a component of formal primary education. A table showing the recurrent and capital cost by programme has one line for “primary education (formal and ABE)” (FMoE 2005).

In relation to funding, all three ESDPs have budget lines for ANFE but its share, as shown in this table, is very low. These are the bottom three components of the sector. The ESDP III shows the biggest reduction for all three. In the case of ANFE, it is well known that salaries eat up more than 90% of the budget, leaving very little for programme development and improvement.

Table 2: Adult and Non-formal Education Budget in the Three ESDPs as a Percentage of the Education Budget

Component	ESDP I 1997/98- 2001/02	ESDP II 2002/03- 2004/05	ESDP III 2005/06- 2010/11
ANFE	1.3%	1.1%	0.56%
Capacity Building, MoE	1.0%	1.0%	0.31%
Special Education	0.0%	0.4%	0.01%

Source: FMoE 1999, 2002, 2005 (ESDPs I, II, III)

The ESDPs elaborate strategies for each constituent component including the so-called ANFE. In unprecedented manner, however adult education became the subject of a separate strategy document.

The National Adult Education Strategy

In 1996 the MoE had formulated a strategy (FMoE 1996). Eight years later a NFE strategy draft developed by the NFE panel was presented to a national workshop (Ayele 2004b). A National Adult Education Strategy (NAES) was completed and approved in a national validation workshop in September 2006 (FMoE September 2006; for details see INTERNAL PAPER 39/ October 2006) and printed and publicized as a much shorter version, both in Amharic and English, in February 2008, for the first time ever (FMoE February 2008). This is the final and official document. At the NAES launching function, which was opened by the Minister of Education, representatives, all at the State Minister level, of the Ministries of Agriculture and Rural Development, Health, Women's Affairs, Culture, Youth, and Sport, Labour and Social Affairs, all of which were consulted in the drafting, signed a Memorandum of Understanding to collaborate in its implementation.

Among the strengths of the Strategy is that it

- has as its core only the delivery of quality, equitable, relevant, and well resourced AE and in particular FAL programme to enhance the country's sustainable development;
- addresses technical aspects of FAL such as strategic objectives, 'curriculum', teachers/instructors, certification for learners, teaching materials and methods, management, monitoring and evaluation etc.

But the Strategy also

- presents a non-committal funding scenario; funding is the litmus test for any commitment by any government;
- has no baseline literacy figure and indicators against which progress can be monitored;
- as a major pace setter, needs to have a clear definition of AE visa vis FAL and as well be clear whether the 'adult education' described here is a sub-sector, a sector, or a system or a programme;
- has left skills training through CSTCs unelaborated although it has references to skill training.

The focus on only adult literacy without even acknowledging other types/forms of AE by the MoE continues to send the message that AE is FAL or literacy only.

Although the final and official document is silent on financing, in the September 2006 copy of the NAES, the longer English version, the implementation of FAL between 2005/06 and 2010/11 requires a sum of Birr 686,899,200 (roughly 64 million USD). Raising this sum can be a formidable task at least for the remaining years of ESDP III and PASDEP. Under present economic circumstances, MoFED is very unlikely to have new money. Government agencies represented at the launching of the NAES have their plans budgets well into the third year, a time to difficult to re-channel funds.

This is probably partly why none of them pledged any funds. Bilateral and multilateral agencies already have their plans and budgets most of which go directly to MoFED, leaving little money if at all for projects like this one. Most seriously, the MoE itself has closed the door for new government money for the NAES. The long-term version of the NAES states “The government does not have to raise additional funds to cover the whole budget” (FMoE 2006, p. 40). In March 2006, IIZ/DVV together with the Women Association of Tigray (WAT) and the Tigray Regional Education Bureau (TREB) had a planning workshop on FAL pilot projects for partner organizations. One person highlighted literacy activities between 2002 and 2006 and went on to say: “After 15 years of total neglect, the FAL approach is now highly wanted. As much as we welcome the move we are a bit afraid about the practical implications of ...” (NEWSLETTER 18/19/ 2006, p. 48).

According to a MoE commissioned recent study however, the NAES and efforts associated with it appear very inadequate relative to the task of fighting illiteracy, functional or otherwise. UNPD’s Human Development Index ranked Ethiopia in 2005 as number 169 out of 177 countries and recorded that in terms of adult literacy, Ethiopia is the lowest. The study calculated that Ethiopia has to achieve an adult literacy rate of 57%, 65%, and 88% in 2005, 2015, and 2030 respectively to clear the backlog (CINOP Team June 2008).

In 2009 the MoE created a task force consisting of MoE and dvv international and local NGO experts as well as representatives of the six ministries that had signed a memorandum of understanding during the launch of the NAES in 2008. This group developed a curriculum framework, adapted the international benchmarks on adult literacy and prepared a guide on how to implement the FAL and the NAES. The intention is to organise an event to start up the nation-wide implementation of FAL and to introduce the new documents later in the year.

In relation to AE management, the former DACE was renamed Non-formal Education Panel with a huge and drastic reduction in human resources after the ETP. The focus of the Panel became adult literacy as will become clear later. In terms of management structure, the Panel became itinerant. First it reported to the new Department of Education Programmes and Supervision and then to the Education Programmes and Teacher Education, under a Vice Minister for Education and then a State Minister for General Education. Today, there is no NFE Panel; adult education is under the Department of Gender and Educational Equity reporting to the Minister and/or the State Minister for General Education; the NFE programme for out of schoolchildren is under the State Minister for General Education. Non-formal TVET, whose clientele is largely the adult population, is under the State Minister for TVET. Community skills training and evening education have fallen between the cracks; and distance education appears attached to Education Mass Media, otherwise it is nowhere. All three were previously coordinated under DACE. Some work is under progress to bring FAL and children’s programme under General Education. In the REBs, FAL, children’s programme, evening and distance education are under NFE Panels/Units. In the regions the structural location of CSTCs varies as does TVET, formal and non-formal. In some REBs, TVET is inside and in others, it is outside (various MoE documents). The location of a unit in the management structure of any agency matters. The farther away it is located from the centre of power, the less attention it gets and the less influence it has.

Non-Formal TVET Implementation Strategy

The government has made two policy elaborations especially regarding NF TVET. In 2003/04, a proclamation allowed both public and non-public bodies to offer short NF TVET. The second one is a TVET reform process to establish an independent TVET agency which, among other things, will streamline the current formal training and also link it to NF TVET (FMoE and ecgp July 2006a). Already, one outcome of this process is the development of a separate implementation framework for NF TVET (FMoE and ecgp July 2006b) which identified the CSTC as one of the providers. With respect to financing, the document promises new funding mechanisms for NF TVET to be developed. It appears that NF TVET will have to be self-financing. The strategy nevertheless is clear about providing bridge, guidance, support, capacity building, accreditation, quality bench marking,

competence based testing and certification regardless of whether or not training was formal or otherwise (FMoE and ecbp 2006a and 2006b). The coordination of these activities may be the responsibility of a NF TVET unit under the State Minister for TVET and this may change the current situation regarding CSTCs in the regions and REBs. What the 2007 JRM, which focused on post-primary education and the transition to the world of work (Sandhaas January 2009), had to say on CSTCs however does not point to major positive developments: “The image is worrying and it seems that opportunities are lost” (JRM 2008, p. 13).

Regional ESDPs

In the recent past REBs used to write their ESDPs to be integrated into the framework of the national one. This practice seems in the decline. For example, two REBs said they have no more such documents. Another REB had a draft FAL strategy only in 2007 that is difficult to comment on. Where such documents exist, they are not accessible either for language reasons or geography.

The Education Statistics Annual Abstract

The introduction of this document is very revealing on the nomenclature used to refer to what the ESDPs call ‘adult and non-formal education’. The first report that carried any statistics under the topic was the 1996 E.C (2003/04) education statistics abstract. The introduction in this document uses the phrase non-formal and alternative basic education. The following two years “non-formal adult basic education and alternative basic education” were used. All three documents however have three things in common. They each treat ‘alternative basic education’ or NFE for children more elaborately than ‘ANFE’. Also, each treats the former and adult and non-formal education as separate categories, not under one constituent of ANFE as in the ESDPs. The difference requires clarification. Third, there is no discussion on community skills training.

There is evidence of an effort by the MoE to annually get and report enrolments in adult literacy in the “Abstracts”. The response from the REBs however has been discouraging. The best crop was in 2003-04 when seven of the eleven REBs reported. Only Oromia and Tigray reported the following year. In 2005-06 it was only Oromiya and Benishangul-Gumuz. The school year 2006-07 was better again with eight not reporting. The conclusion is (1) that there is not a single year all REBs reported; and (2) there were two lean years and two better harvest years. The MoE’s explanation for the poor reporting is that adult literacy is “conducted by NGOs and that the REBs are not yet fully sensitized to the use of this type of education”. There may be another or alternative explanation. For the REBs, adult literacy may not be as important politically as UPE.

Finally, in kind of parallel requirement to the REBs, there may be yet another explanation for poor reporting, the NFE Panel of the MoE also collected and reported enrolment data on adult literacy to be published in *dvv international* NEWSLETTER starting in the May-August 1997. The best harvest was in December 2000 when nine REBs reported; the lowest was in 2003 when only six reported. The best NEWSLETTER was No. 14/15 of December 2004 which carried a compilation of a seven-year enrolment in Amhara, 1996/67 to 2003/04 but not gender disaggregated. The NEWSLETTER is now late publishing. On the basis of the issues to date, it appears more REBs report to the NFE Panel as a consequence of perhaps follow ups. In some of the years however enrolment figures for adults and children are combined at best or mixed up at worst. Further, some regions submit incomplete figures. Clearly, there are challenges whichever channel one pursues. Reporting on evening and distance education fell off from both channels in the early stages of the exercise.

Partnership with other Stakeholders and Funding Agencies

As outlined above additional ministries other than the MoE have committed themselves to collaborate

in the implementation of the NAES. In addition, other institutions and organizations are also involved in providing AE service. The draft NAES proposes to establish inter-ministerial committees at federal level and similar committees at regional and wereda level to promote and ensure joint action. It is also proposed to form a national coalition of NGOs in AE to work closely with the inter-ministerial committee. Furthermore, in order to mobilise resources for AE the MoE is expected to encourage a dialogue with interested education funding agencies to form a partnership to contribute to financing of AE (FMoE September 2006). Whether this is going to happen remains to be seen; so far no attempt has been undertaken to put such bodies and mechanism in place.

The need for partnership in the provision of AE services is well grounded in international declarations and commitments since 1960. The most recent came out of CONFINTEA V and will definitely be emphasized and reiterated by CONFINTEA VI. The development of adult learning requires partnership between government departments, intergovernmental and non-governmental organisations, employers and trade unions, universities and research centres, the media, civil and community-level associations, facilitators of adult learning and the adult learners themselves. (UNESCO, Hamburg 1997, C Agenda for the Future, Paragraph 3:26)

Ethiopia still has a long way to go to forge partnership/solidarity with NGOs and major actors/partners based on willingness to respect the viewpoints of other partners, identification of common tasks, and collaboration to accomplish these. Partnership with government and NGOs is needed to generate sustainable solutions to development challenges by combining interests and resources of different actors. Local education organizations have to work to foster partnership. The experience of *dvv international* in terms of reciprocity of cooperation/collaboration has not been very encouraging. Despite continued effort, its partners are, unfortunately, generally satisfied with regarding themselves as recipients, not partners. The bases of partnership are self-interest and its bi-directional character. These have been difficult to understand and realize.

Finally, it is crucial that some challenges in partnership are recognized and openly discussed. They include inadequate policies and guidelines, competition for resources, lack of accountability, unequal relationships, lack of capacity of partners, unclear and/or conflicting goals and objectives, and lack of transparency. The newly promulgated law on “Charities and Societies Proclamation” (FEDERAL NEGARIT GAZETTA No. 25, 13st February 2009) may provide guidance on some of these concerns.

Part Five

Provisions and Providers

AE providers are usually categorized into the government with its vertical and horizontal structures, statutory agencies legally established just for that responsibility, private-for-profit organizations, and voluntary organizations (Lowe 1975; Coles 1977; Harris 1980). This part focuses in particular on government (MoE) provisions and therefore begins with a very brief background on shared responsibility for education, and then the discussion revolves around the concept of provision, the major provider(s) within the government education sector and finally, programmes offered.

Shared Education Responsibility for AE

The constitution of the Federal Democratic Republic of Ethiopia assigns responsibility of providing national education to the Federal Ministry of Education. The MoE maintains an oversight over the nation's education, gives technical and policy support to REBs, and manages university education. Regional councils and their sub-units, for example, REBs, have the mandate in their respective regions, over almost all other levels and types of education, including AE.

The division of responsibility was further defined and published in June 1993, before the ETP. A quarterly publication of the MoE, "ketimhirt alem (from the world of education), carried this. According to this publication, the MoE, in regard to AE, (a) will "in cooperation with the appropriate organs, devise ways and means of providing special assistance in rendering education services to minority nationalities, women, children and adults" (b) "will encourage and give technical assistance to Regions in the preparation of such projects" (FMoE June 1993, p. 22). The meaning of "special assistance" requires elaboration. Clarity is needed whether the "special assistance" means over and above the regular call of duty with regard to AE or whether this assistance is extra judicial, nonetheless it must be given. The same publication says the REBs will "devise the means to provide the opportunity to attend schools in the region to all those who have attained the required age and enhance the provision of adult education to all" (emphasis added) (FMoE June 1993, p. 22). While this is a focused statement, it does not make REBs directly responsible providers as for school education. What is a more serious gap is that there is nothing like these for Wereda Education Offices (WEOs) which are the loci of AE especially adult literacy and skills training.

At the federal level, education is managed by three state ministers and one minister. The structural location as well as the naming of the unit responsible for AE here has been outlined in Part Four. At the next lower level, Regional States have REBs responsible for education matters there. The naming of the unit responsible for AE here varies but AE is very much less visible than at the federal level. At the WEO level, AE is subsumed under NFE. WEOs receive policy guidance, advice and support from the REBs but are accountable to their elected wereda councils. Regional councils allocate education budgets to the WEOs in the form of block grants. Wereda councils vote on sectoral allocations. Most of the WEO budget goes into salaries including for NFE incumbents. As the 2007 JRM reported, the WEOs had only six percent left to spend on formal education activities in 2000 E.C. Even where there are some more funds, wereda councils rarely vote for AE.

In relation to office designations, the NFE panel was the designation of the office at the federal level. This was at first duplicated at all levels. There have been different and changing designations subsequently. For example, the office was called NFE Unit in Somali, Gambella, Tigray; NFE section in Addis Ababa; Oromiya used NFE Panel and Adult and Continuing Education Panel. They now appear to have settled on Adult and Non-formal Education Panel or Department. Whether these differences in designation are intended to reflect substantive differences in programme content only time will tell; but the 'adult' element has generally been underplayed, to say the least.

Objectives of providing AE

Under ideal circumstances, an AE policy provides the architecture for the long, medium and short range vision, goals and objectives of AE programmes and provisions in a country. In its absence in Ethiopia, one has to be guided by the ESDPs. All three identify two types of AE programmes: functional literacy and skills training. The latter is being renamed livelihoods skills training, a nomenclature making its way into the terminology of AE in Ethiopia since about 2002 and 2003 (see Sandhaas August 2003). At any rate, the objectives stated for these two programme types are only short term objectives and these are expected to contribute to the national goal of poverty reduction as articulated in the PASDEP, the first in the series of plans to put Ethiopia among the middle income countries within three decades.

The education section of the PASDEP is silent on AE goals. The stated goal of AE in the current ESDP, which runs out in 2010/11, is to combat the problem of adult illiteracy. According to the same document, the objectives are to

- Offer functional literacy to 5.2 million illiterate youth and adults. The elements of the adult literacy part to enable the population to participate in the national development endeavour are: “literacy, numeracy, and environment [studies] to enable learners to develop problem-solving abilities and change their mode of life” (FMoE August 2005, p. 39); and
- Give skills training to 143,500 youth and adults.

Provisions

Provision refers to the total system which serves a community, its institutions, organizations, and activities. Provider means individuals and bodies, associations, structures, statutory or voluntary, which organize and offer programmes either as their primary (core) or secondary or additional activity. ‘Individuals’ mean a range of personnel engaged in the delivery of AE in all its varieties: adult educators, agriculture extension workers, cooperative educators, health and family life educators, labour educators, media people, army education corps, pastors/ministers, etc (Knowles 1962; Smith et al 1970; Coles 1977; Harris 1980; Jarvis 1999).

Providers

Like in many other countries, AE in Ethiopia started as a non-government activity and much of it even today takes place outside of the MoE. Provisions by the non-government sector predated the establishment of Birhaneh Zere New Institute by the government in 1948 (see Tilahun W. 1991). That event ushered the state as an indispensable actor in the provision of AE. More AE, one might add, was and is provided by other government ministries (for example, agriculture, health and labour and social affairs); government educational institutions; parastatal agencies (for example, Ethiopian Airlines, Ethiopian Electric and Light Power Corporation, Ethiopian Telecommunication Corporation, the Ethiopian Management Institute); faith-based institutions (for example, Ethiopian Orthodox Church, Evangelical Church of Mekane Yesus); voluntary bodies (for example, Young Men and Women Christian Associations, women’s associations, the Family Guidance Association); the army and the police; and private organizations (International Business Machine and private education institutions); prisons, teacher and student groups, etc. Nevertheless, it is rarely argued, if at all, that agencies other than the education ministry have the primary responsibility for AE (Niehoff and Wilder 1974).

This study cannot but recognize the contribution of these and others supplementing and complementing the work of the MoE and the REBs. For reasons stated in the introduction of the study, the latter are identified as the AE providers for the purpose of this study.

Programmes

MoE’s education programmes for adults are offered through formal and non-formal strategies as usual.

Formal education programmes and non-formal education programmes refer here, as in the international literature, to those using the former and the latter strategies respectively. ‘NFE programme’ does not refer to programme contents like skills training, adult literacy, family life education, etc but to the strategy used to deliver these and others. Literacy, skills training, and training/education in seminar and workshop learning formats, all falling under NFE, are discussed immediately below.

Non-formal Education Programmes

In Part Four the point was made that AE is not the subject of the ETP. As a way to compensate for the lack of an AE policy and since the change of government however, both the MoE and REBs do conduct first, programmes for youth/adolescents and adults, and second organize workshops and seminars around AE and NFE for the sake of management and support and the general public. For the purpose of this study, two sub-types are identified and discussed both, in general, leading to no state/government certification and qualification: (1) literacy education and livelihood skills training (planning, monitoring and evaluating of project/programmes and training of related staff, (2) briefing, orientation, planning and training of decision makers and management staff via conferences and workshops.

In terms of programmes, the initial two principal programme types identified in the 1996 workshop (FMoE March 1996), basic education and skills training evolved, especially beyond 2003, into three corresponding to the three types in the table below. All three remained largely supply driven up until 2002 and 2003 when a change has been set in motion to turn them into demand driven programmes. The programme for school age children falls outside the realm of this study and is not discussed here.

Table 2: Two Components (non-shaded) of Non-formal Adult Education

No.	Programme type*	Target group	Delivery structure*
1	Basic education for children	7-14 year-olds out of school	Non-formal basic education centre ^N
2	Basic education for adults	15-40 year old illiterate adults	Literacy centre
3	Skills training for youth and adults	Youth and adults 15-40 years old	Community skills training centre / vocational training centre

Adult Literacy

The first of these programmes involving the non-formal strategy is literacy education for adults, which is given tuition free. Various designations such as literacy, adult education, non-formal basic education, basic literacy education, adult basic education, functional adult literacy, etc have been used for this category. Earlier on, this offered the 3Rs and essential knowledge, skills and attitudes to enable adults to function in society. In the 1996 workshop, the curriculum was defined as 3Rs, the vernacular (language), mathematics (computing), and environment science (or better still community studies) which was a hotchpotch of everything that did not fit into the other three. In some documents, the constituent elements are identified as agriculture, crafts, home science, health, and civic education.

This content is very similar, if not identical, to the content of basic education for children as described both in the ETP and ESDP II and III (TGE 1994; FMoE June 2002, August 2005). Right now REBs offer nearly universally this content in a three-stage three-year scheme. Each stage is equated to one and one-third school grade. There is a universal recognition that this education (675 hours) when completed is equivalent to the fourth grade of formal schools as a result of which learners, children or adults, wishing to do so, have access to the fifth grade of the second cycle (grades 5-8) provided there is a primary school nearby.

* various and changing designations are found in documents except for ‘CSTCs

^N centre refers to the place where classes meet

Functional literacy has a long history in Ethiopia. Even in recent days, some of the REBs conducting literacy programmes have been reporting about their functional adult literacy programmes when in fact these were still offering traditional or basic literacy. However, these REBs with *dvv international* technical and material support are now in the process of rethinking FAL and trying to operationalize it. FAL in Ethiopia is taking an expanded meaning as described in Part Two and a number of papers (MoE and *dvv international* November 2007; Sandhaas December 2008; NEWSLETTER 22/23, 2008).

An important component of the rethinking is the training of FAL personnel. This is now considered a precondition for launching FAL. Promoting FAL, among other things, *dvv international* has conducted two rounds of training master trainers and programme coordinators covering all the REBs interested in FAL. This training was meant to reach out to classroom teachers/facilitators/instructors in a cascade mode. It covered a range of relevant topics such as the meaning of FAL, teaching/learning methods used in FAL, management of FAL, and assessment (INTERNAL PAPER 32/ 2005 and 34/ 2005).

Last but not least, both in adult literacy and livelihood skills training, the mother language is used as medium of teaching/training. The previous government had used some 14 of these languages for adult literacy education. Since the formulation of the ETP, some 22 old and newly coded indigenous languages are used as a medium of instruction in the lower levels of formal education. Adult literacy education programmes, when offered, also use these or some of them.

Systematic and regular statistics on adult literacy and/or skills training is hard to come by. The Amhara table below, which is not gender disaggregated, may be indicative of enrolment in adult literacy programmes. This is a seven-year compilation, the best so far available, that appeared in the December 2004 edition of the NEWSLETTER, and it is reproduced here as it appeared then. The enrolment figures, not say anything about completion, are very small for a region that was significantly illiterate.

Table 3: Statistics of Participation in Adult Basic Education in Amhara Regional State

No	Year Ethiopian (G.C.)	No of participants	No passing examination	Percent pass	Facilitators	Centres
1	1990 (1997/98)	455601	236655	52%	9103	5648
2	1991 (1998/99)	646542	312420	48%	10738	6514
3	1992 (1999/2000)	387718	208218	54%	5879	3249
4	1993 (2000/2001)	433383	229816	53%	6656	3867
5	1994 (2001/02)	90896	71505	78.67%	3064	3202
6	1995 (2002/03)	55629	289211	52%	8702	3921
7	1996 (2003/04)	93111	54086	58%	1662	809

Source: Takele 2004, p. 71

Skills Training / Livelihood Skills Training

This is one programme type based on a non-formal strategy and made available tuition free. There are nationally between 280 and 300 (FMoE August 2005, p. 48), out of the original 410, CSTCs of different status whose origin goes back to the mid-1970s. They were then launched as integrated rural community development institutions to upgrade rural technical skills and improve rural life via an inter-sectoral planning and management body (Albinson 1987; ADET 1998; Tassew et al 1995). CSTC offerings were the most responsive and therefore least structured, changing their short term objectives, course offerings and duration according to changing circumstances. The duration of both skills training and development related programmes ranged from one day or half a day to 12 weeks or more. CSTCs have concentrated on training for and improving as many as 18 different traditional skills such as weavery, metal and wood work, pottery, carpet making, leather work, sewing, etc (Albinson 1987; Tassew et al 1995)

Moreover, training (and education) was also offered to adults in more than a dozen development topics such afforestation, poultry, bee-keeping, cooperative education, mid-wifery training, literacy,

bookkeeping, civics education, and so on. Both the skills training programmes and the development topics were, however, supply driven. Perhaps CSTCs have trimmed down their offerings in fairly recent times. An evaluation conducted in 2007 concluded that most of these offered training in construction, woodwork, carpentry, metal work and tailoring but did not include detailed information on how many trainees found employment and improved their livelihoods (Okech et al 2007).

The CSTCs are in new and old crises as an institution primarily for reasons extraneous to them. In terms of institutional home base, these were regarded as appendages to the MoE which however never recognized them as such (Tassew et al 1995). Today their institutional home base is scattered (UNESCO 2007). In Amhara Regional State they are transferred to Micro Small Enterprises Industrial Promotion Agency (MSEIPA). The eighteen CSTCs under the Addis Ababa Education Bureau are an important component of TVET. In Gambella and Benishangul-Gumuz they are under the REBs (Abera 2007; Kindu 2007). Those in the SNNPR have rejoined the education bureau in September 2008. At any rate, the old, persistent, and related problems are lack of attention, funds, trained personnel, and underutilization (Albinson 1987; Tassew et al 1995; OREB 1997). To top all this, CSTCs are falling out of MoE's favour in recent years because the NAES and its associated documents hardly make any reference to them despite the provision in ESDP III that "more than 143, 500 adults will be trained in different skills in the existing 287 CSTCs" (FMoE August 2005, p. 48; the JRM 2007 reported a figure of 290).

As things stand now CSTCs are the only government NF TVET providers; and there are also promising developments. The establishment of MSEIPA promises to address both the home base and funding issues. The NF TVET implementing strategy when rolled out will address the question of certification and qualification. The 2007 JRM has also suggested that CSTCs can be instrumental in preparing people for employment. On ground, an effort to revamp 39 of these so far, largely driven by *dvv international* in cooperation with selected REBs, under the rubric of EXPRO, is in progress with some initial success. Details of this effort are available in a special edition of the INTERNAL PAPERS number 33 (Sandhaas 2005).

Training/Education in Conference, Workshop, and Seminar Formats

Starting in 1996, there were events of this nature in several regional states and in Addis Ababa. Most of it had quite technical agendas and were conducted for different target groups at national, regional, zonal and wereda levels. Some, rather few, were aiming at policy development and provided advocacy for AE in general and for a national system of AE in particular. Almost all of these events have been financially and in most cases also technically supported by *dvv international*.

Advocacy and policy development: The first of these was the June 1996 workshop sponsored by the MoE, *dvv international*, and UNDP on NFE which brought almost all REBs, to participate in and produce a Non-formal Education (then meant adult basic education) Programmes Implementation Strategy although there was no reference to AE (FMoE March 1996). For example, the document produced shied away from using AE in its title. This was alright to some extent but it was signaling things to unfold. This document nonetheless laid the foundation for non-formal education for children and adults. It (a) defined the broad objective of NFE as increasing access to education and training opportunities to children (7-14 age group), literacy and skills training for youth and adults (15-40 years old) so they become useful to themselves, their communities, and country; and (b) proposed a curriculum frame as literacy or adult basic education and training in essential life skills through CSTCs.

Two briefing seminars for regional education bureaus on necessities and possibilities of adult & non-formal education in poverty reduction were organized by the then IIZ/DVV Project Office and MoE in October 2002. These seminars marked the launching of two initiatives in the field of AE: first linking AE and in particular literacy education to poverty reduction and thus to the national poverty reduction strategy; second starting a systematic approach on livelihood skills training (livelihood led) for the poor by revitalizing CSTCs and VTCs in six regions for "better livelihoods" (Oxenham J. et al 2002). Additional funding was provided via *dvv international* by the German government (BMZ) for an extra

adult education programme simply named EXPRO. Among other events was the development of a strategy for ANFE with participants from all stakeholders in the Southern region (SNNPR) in March 2004 (INTERNAL PAPER 26/ 2004).

The MoE, *dvv international*, and the UNESCO cluster Office in Addis Ababa organized a national workshop in September 2005 for close to 200 participants, educators at all levels of the system, bi-lateral and multi-lateral organizations, and NGOs. The theme of the workshop which was the first and only financially supported by the Education Donor Group (EDG) was ‘Skills Training, Literacy, and Education for Youth and Adults in Ethiopia’ (see Sandhaas October 2007b).

A month later a symposium was organized by *dvv international* and the AAU at the German Cultural Institute to mark two events: 100 years of diplomatic relations between Ethiopia and Germany and thirty five years of cooperation in adult education between the MoE and IIZ/DVV/*dvv international* (Sandhaas November 2007a). The theme of the symposium was ‘Adult Education and Development’. The objectives were, inter alia, to:

- demonstrate the general relationship between adult education and development;
- present what is known about AE in Ethiopia;
- formulate recommendations towards the establishment of a national AE system.

Like in the ILD national workshop among the papers presented to and discussed in this symposium, one has come to influence skills training for years to come. This was on ‘Livelihood Skills Training for Youth and Adults in Selected Regions (EXPRO)’ a review of field work that was started as a pilot three to four years before in Ethiopia (Sandhaas June 2005). The core ideas are

- enabling poverty stricken youths and adults generate income;
- making the training demand driven;
- revamping many of the existing CSTCs into model CSTCs using “a ten basic activities” approach and eventually make them professional training providers for
 - mainly illiterate people from rural environment e.g. landless women and geared towards livelihood needs enabling them to directly improve on their personal living situation;
 - people with some sort of school education and geared mainly towards market needs and thus enabling them to produce marketable products and provide marketable services; and
 - groups of mainly young school leavers and dropouts of both sexes who primarily want to improve their educational qualification by acquiring new skills and thus geared towards training needs (see Sandhaas November 2007c).

In a bid to develop and frame a national adult education strategy, the MoE and *dvv international* supported by the UNESCO Cluster Office organized a series of workshops between 2006 and 2008, summarized below.

Table 4: Workshops/Conferences Developing a National Adult Education Strategy and Planning its Implementation

Topic	Sponsor/ Organizer	Venue /Date	Participants /Institutions /Organisations
Developing a Guideline on a National Adult and NFE Strategy – brainstorming workshop	MoE, <i>dvv international</i>	Adama Ras Hotel, Adama, 1-2 February 2006	20; MoE, REBs, NGOs, UNESCO, AAU
Validation of Draft National Adult and NFE Strategy – workshop	MoE, <i>dvv international</i>	Adama Ras Hotel, Adama, 1-5 April 2006	37; MoE, REBs, universities, NGOs, UNESCO, MoYS, MoARD

Topic	Sponsor/ Organizer	Venue /Date	Participants /Institutions /Organisations
Developing (Approval) of the National Strategies for Adult and NFE Education – national workshop	MoE, UNESCO, <i>dvv international</i>	Furra College, Yirga Alem, 21-22 September 2006	48; MoE, REBs, NGOs, MoH, MoLSA, MoARD, MoWA, UNICEF, UNESCO, universities
Developing Guidelines for the Implementation of the NAES - workshop	MoE, <i>dvv international</i>	Adama Ras Hotel, Adama, 15-17 May, 2007	37; MoE, REBs, NGOs
Developing FAL Minimum Learning Competency (MLC) – workshop	MoE	GDCDR-MoE, Addis Ababa, 1-3 October, 2007	25, MoE, REBs
Developing of FAL Teaching/Learning Materials – workshop	MoE, <i>dvv international</i>	GDCDR-MoE, Addis Ababa, 5-7 December 2007	23, MoE, REBs, NGOs
Launch of the National Adult Education Strategy (NAES) – national conference	MoE, <i>dvv international</i> , UNESCO	UN Conference Centre, Addis Ababa, 22 March 2008	66; MoE, MoH, MoARD, MoYS, MoLSA, MoWA, REBs, multilateral and bilateral agencies, NGOs, House of Representative, Human Rights Commission, universities
Developing a NAES Implementation Plan	MoE, <i>dvv international</i>	Palace Hotel, Adama, 3-5 December 2008	64; MoE, REBs, TVETs, NGOs, UNESCO, MOFA, HEIs, CSTCs, universities

Source: INTERNAL PAPERS 36/ 2006, 39/ 2006, 58/ 2008, 68/ 2008 and reports of GDCDR

Capacity building for management staff: NGOs, national and international, supplementing/ complementing the work of the MoE and REBs do fund and sponsor workshops and seminars with the same characteristics but with more defined participants and closer to the grassroots level. *dvv international* may be the leading agency in promoting funding, sponsoring and organizing such education and training events under the title of capacity building. The proceedings are published in INTERNAL PAPERS of which there are now 70 editions and in a book series called ADULT EDUCATION, 23 editions. Most events from either of these are reported in the bi-annual NEWSLETTER. The list below gives an overview of major types of provisions, its topics/themes and sources covered in these three types of learning events up to date. The list is a selection of those that have been systematically documented.

Table 5: Overview of Selected Conferences, Workshops and Seminars for Decision Makers and Management Staff

Types of training / education event	Topics/themes	Sources
Orientation (via conferences and workshops)	Foundations of Adult Education for Instructors of University of Hawassa (SNNPR)	INTERNAL PAPER 40/2006
	Adult Education and Development (federal)	ADULT EDUCATION 22
	Poverty Reduction and Capacity Building through Livelihood Skill Training at CSTCs and VTCs – the EXPRO in Ethiopia (federal)	INTERNAL PAPER 33/2005
	Public-Private Partnership in Adult Literacy	CROSS-NATIONAL

	(international)	ENCOUNTERS IN AE 2/2009
	Participatory Skill Training Management for new Model CSTC Coordinators (6 regions)	INTERNAL PAPER 59/2008
	EFA, Global Literacy, ICAE (regional and international Conferences)	NEWSLETTER
Training (including also planning)	Project Planning through Project Cycle Management and Logical Framework Approach (6 regions)	INTERNAL PAPER 5/2002
	Cooperative Project Planning by NGOs and Regional Education Administration (Oromia)	INTERNAL PAPER 8/2003
	Training of Master Trainers for Livelihood Skills Training at CSTCs and VTCs (6 regions)	ATLM 3/2009
	Training of Trainers on REFLECT (federal plus 6 regions)	INTERNAL PAPER 24/2004
	Training of Master Trainers for FAL (6 regions)	INTERNAL PAPERS 32/2005 AND 34/2005
	Training of CSTC Coordinators for Non-formal TVET Programmes at CSTCs and VTCs (6 regions)	INTERNAL PAPER 51/2007
	Training of Workshop Moderators and Facilitators (national)	INTERNAL PAPER 56/2008
	Gender Sensitive Skills Training for Adult Education Personnel (6 regions)	INTERNAL PAPER 66/2008
	Development of a Monitoring & Evaluation / Management Information System (national)	INTERNAL PAPER 13/2003
	Curriculum Development and Revision in Adult Education at Teachers Colleges (2 regions)	ADULT EDUCATION 18
	Training of Adult Educators and Ethiopian Higher Education Institutions (national)	INTERNAL PAPER 55/2007
Training on the job	Market Analysis and Training Needs Assessment in Various (38) Weredas (in 6 regions)	e.g. INTERNAL PAPER 64/2008
	Situational, Institutional, Market Analysis and Training Needs Assessment at Various (39) CSTCs/VTCs	e.g. INTERNAL PAPER 54/2007
Planning of projects/ programmes	Joint Planning of a Comprehensive Wereda Adult Education Programme (Amhara)	INTERNAL PAPER 14/2003
	Joint Skills Training Programme Planning for Amhara Region	INTERNAL PAPER 35/2005
	Planning and Establishing an Adult and Non-formal Education Training Programme at Debre Marqos CTE (incl. Needs Assessment Survey)	INTERNAL PAPER 38/2006
	Functional Adult Literacy (FAL) Pilot Project Planning (7 regions)	INTERNAL PAPER 37/2006

	New Partnership (MSEIPA) and Joint Planning of a Regional Programme – EXPRO Amhara	INTERNAL PAPER 52/2007
Planning of surveys and studies	Non-formal Adult Education for Pastoralists and Semi-Agriculturalists (in 6 regions)	ADULT EDUCATION 20
	Review of the ANFE Diploma Programme of Jimma Teachers' College (Tracer Study)	ADULT EDUCATION 19
Field visits	Adult Literacy Training for Better Livelihoods in Uganda (MoGLSD, NGOs, IACE/MUK etc) (for REBs from 6 regions)	ADULT EDUCATION 17

Regardless of the length, content, and organization of these group learning/training, at least three comments can be made about most of these organized by the MoE, the REBs and *dvv international*. First, because of lack of follow up, it is not possible to say how much is implemented or has trickled down. Second, those recommended to participate are not always the relevant persons. Third, there is a high turn over of government personnel, making on the job-training through workshops and seminars a monstrous retooling machine swallowing huge funds.

Formal Education Programmes for Adults

The following two types of AE, evening education and adult boarding schools, use the formal education strategy.

Evening Education

The school/education system from primary to university levels, under the jurisdiction of the MoE and REBs, offers part time study/learning opportunities, on demand basis, mainly but not exclusively for credential/qualification. Evening education, class, programme, school, institute, and extension are some of the more general and familiar designations used to refer to this delivery mode whereby courses designed for full time learners are also offered, generally but not historically, to part timers in the evenings and/or weekends, kiremt (vacation sessions), holidays, afternoons and/or through distance learning or combinations of these (Lowe 1975).

Whatever the designation, this has been the second type of programme operated by education institutions from primary to university levels serving all those (there are thousands of these) in electrified localities and able to pay the fees. The programme has always offered a meeting ground for those seeking part time education and those willing to offer it for humanitarian or pecuniary reasons (Tilahun W. 1991).

The MoE's role in this provision has generally been marginal. It allows the free use of educational institutions and their facilities where most of these programmes operate. The MoE tolerates these institutions affixing their official seals (approved and given to them) on the certificates of part time learners validating the value of the certificates issued therein. In terms of management, that is programme, finance, and staffing, evening education programmes are pretty much on their own with little or no MoE supervision (Tilahun W. 1991; Deribssa 2007).

Adult Boarding Schools

The MoE and the REBs maintain some programmes/facilities. One of this is two special Adult Boarding Secondary School in Addis Ababa and Arba Minich. Here government employees from the educationally disadvantaged regions of Afar, Benishangul-Gumuz, Somali, and SNNPR are brought to study full time at the secondary level after which they return to serve their home regions.

Three facilities of the education sector give support services to AE in its broad sense. One, the MoE has a library in its headquarters whose services are practically limited to MoE employees. Second, the MoE and the REBs maintain radio stations. The chief function of the facilities is to supplement school teaching but they also run, within the school calendar, programmes of interest to the general public especially during weekends and public holidays. Finally, there is the Education Materials Production and Distribution Agency, now Enterprise. The Enterprise produces school furniture and prints school books on order that are also used by adults in literacy and evening education programmes.

Part Six

Participation and Participants

Two questions are pursued here. What is the profile of the participants in major programme types? What is the gender and spatial difference like?

Participant and Participation

A participant is an adult studying/learning individually or in a group. This is the preferred term in adult education, not pupil or student (Tilahun W. 1997, p. 40). Alternatively, a participant is a course or group member, a member of a teaching and learning session (Jarvis 1999, p. 138).

A participant is a person who is learning in an AE programme, formal or non-formal. Beneficiary, target group, participant and, occasionally, learner and student are all used interchangeably in the documents to refer to both potential and actual learners (various AE and MoE documents). In the context of major AE provisions by the MoE and REBs, it is not just any person; generally this person is one who is within 15-45 years of age range. As discussed earlier, all persons within this age range are grouped together. This poses difficulty in learning/teaching, rarely the concern of providers.

One of the tasks of the February 2006 workshop, organized by the MoE and *dvv international*, was to identify priority programme areas for AE (used in its broad sense because it was not defined). The group listed 11 areas which actually could have been merged and reduced (Darroch 2006). What was more striking however, was that the workshop, judging by these items, was principally thinking of adult literacy/adult basic education.

Participation in AE in Ethiopia like elsewhere is influenced by a number of factors, some external to the learner/person and others internal. These include the individual's perception of the value of education and motivation and/or the particular programme type and relevance, programme accessibility (financially and geographically, admission/entrance requirements), and time frame, and supply or demand driven nature of the programme (Johnstone and Rivera 1965; Cross 1981; Coles 1977; Courtney 1992; Darkenwald and Valentine 1985; Merriam and Caffarella 1991). Participation is, according to the literature on AE, the most studied aspect in developed and developing countries but not non-participation. There are few participation studies but none on non-participation in Ethiopia. Also participation in AE in Ethiopia, unlike elsewhere, is rarely a function of active marketing by the provider or competition by learners. The general practice is that a programme is offered and people enroll. Recent skills training differs slightly as discussed below.

Programmes and their Participants

Literacy

The number of youths and adults to receive literacy education nationally and therefore to participate in the programme is set in the recent ESDP II and III. This number is theoretically a composite of plans of the REBs which are expected to offer the programme in their respective regions. Two or three activities fall under one budget line of 'adult and non-formal education' which itself comes under primary education:

1. In ESDP II (2002/03-2004/05), the literacy programme was planned for 3.5 million adults, skills training for 65,000 youths and adults.
2. In ESDP III (2005/06-2009/2010), the plan is to give functional literacy for 5.2 million adults, and skills training for 143,500 youths and adults.

It is assumed that the lower levels of each region in particular the WEOs get their quota of persons to become literate in proportion to their adult illiterate population. The WEOs and the qebeles implement

the plans and in this sense the programme is the closest and most accessible, relatively speaking. The literacy programme has always been open to men and women, and many times children, occasionally with some sort of inducement (sometimes this is called mobilization) as for example when a programme representative goes out to the villages to encourage people to participate. Participation has further been enhanced by the use of more indigenous languages since 1991 as was noted in Part Five. In a tuition free programme such as this one, availability of space, funds and teachers, rarely pedagogical considerations, limit participation.

Planning is one thing; implementation is another. The literacy programme is neither regular everywhere nor always available; this depends on the initiative and resources of the local education office. Invariably, shortage of funds is given as an explanation if a programme is not running. According to figures submitted to a national workshop on experience sharing in 1997, and reproduced by ADET in 1998, Gambella and Harari reported on one year participation, when seven other regions reported on two to five years (1992-1996). The total participation during these years, according to this report, was 928,693 (about 34% females) in both literacy and post-literacy programmes (ADET 1998, p. 29). There is double counting here; many persons participate in both stages. Perhaps a better picture emerges from an ICDR field study of 1999 in five regions. This study reported 62,779 participants (of which 17,672 were females) in literacy for the 1994-1998 years. Whichever figure is taken, it is clear that (a) the discussion is only around participation or enrolment, not achieving a defined level, and even worse, (b) these figures are insignificant compared to the national adult illiterate population.

Progress in adult literacy is yet to be part of the annual education review missions and annual review meetings of the ESDPs. It is rare that complete statistics even on enrolment and completion are regularly recorded and reported to the MoE or even the particular REB. When figures on adult enrolment are available both the MoE and *dvv international* report them in the NEWSLETTER. Not all REBs report which may be due to their WEOs or those NGOs working with them not reporting; the enrolment figures for example rarely compare the enrolment against the adult population of the region and are rarely segregated by gender or even age. A good example comes from the Amhara REB which appeared in the 2004 issue of the NEWSLETTER (see Table 4 in Part Five) with pass figures. This was neither gender nor age disaggregated. Parenthetically, the pass rate is less than 60% in all years except 1994, indicating considerable wastage though the Table is less consistent in reporting all levels (Takele 2004).

The first and largest report ever, since 1991, was received and published in the May-August 1997 issue of the NEWSLETTER. Six of the twelve REBs reported. The reporting period covered 1992-97 though not for every region. The enrolment figures from three of the six, Addis Ababa, Gambella, and Harari, were not gender disaggregated. Tigray submitted only completion figures. Female completers were higher, a little over 50%, in these figures. Amhara also did the same and almost an equal number of males and females completed the literacy programme. Oromia submitted registration figures on Qubee classes where females constituted one-third to one-fourth of the males (NEWSLETTER 2/ 1997).

The December 2000 NEWSLETTER carried better figures for the 1999/2000 school year from nine REBs, with SNNPR missing. The figures were also gender disaggregated. According to this issue

in the first level of the literacy class

- Out of a total 812,641 registrants, 294,463 were females;
- Females accounted for 23% of the dropouts; males, 29%;

in the second and third levels

- Out of a total of 380,663 enrollees, 111,513 were female;s
- 25% of the females and 23% of the males dropped out; and
- Out of a total of 290,192 who completed the 2nd and 3rd levels, 83,066 were females (Abinur 2000).

The June 2003 issue of the NEWSLETTER has two-year (1999/2000 and 2000-2001) enrolment figures from eight REBs, with one of the large regions, the SNNPR, missing. The figures must be read with caution because they appear to have combined enrolment of children and adults. What is of particular interest in this issue is that it shows considerable decline in the enrolment, not disaggregated, between

1999/2000 and 2000/2001. In five of these REBs the decline in registration ranged from about 6,000 to 33,000 while in three the rise ranged from about 700 to 25,000. It is worth noting that 1999/2000 figures in this issue do not tally for any of the REBs, with those published in the December 2000 issue, highlighting the inconsistency in some of these reports which is yet another problem (Abinur and Ayele 2003). According to the December 2005 issue, where seven REBs reported with another large region, Amhara, missing, 477,664 adults were enrolled in literacy classes out of which 170,156 were females.

All the statistics reported in the NEWSLETTER have their limitations mentioned above. However, another quite comprehensive report of the NFBE programme for the years 2001/2002 although incomplete and sketchy shows the general trend in success and failure in that it provides figures on enrolment and pass rates of the three levels and gender segregated for most of the regions. Out of a total of 388,626 registered in the first round, 258,647 passed. Out of 152,274 registered in the second round, 97,371 passed. The final third round enrolled 70,493 learners, out of which 45,699 passed (see Ayele and Fantaye 2002). In other words, and not considering the fact that the pass figure in one of the largest regions includes children between the age of 7-14, less than 12 percent of those enrolled in the programme succeeded and could be considered literate (see also Sandhaas 2005).

UNESCO commissioned a study in 2005 on literacy in Ethiopia. This study reported the national literacy rate in 2001 which (1) must be the result of school education and participation in adult literacy classes and (2) covered those 10 years and older. According to the study, and as one might expect, the literacy rate is higher in the highlands, urban areas, and among males (Mammo 2005a, 2005b). The 2005 CSA report generally also corroborates this finding.

The overall picture one gets from ESDPs however, is that, notwithstanding the problems around reporting,

- global adult literacy targets are set but progress is neither monitored nor reported at national fora;
- there is very low participation in the literacy programme compared to the total illiterate population;
- females' participation is much lower than that of males;
- there are regional variations in programme availability; Afar and Somali, two of the largest pastoralist regions, which consistently do not report, most likely do not offer adult literacy classes;
- adult participants are lumped together as those 15 years old and over, which does not help profiling (younger, or middle age, elderly, etc).

In the absence of profile studies and with incomplete reporting, one may make a hazardous statement: The literacy programme participant is most likely to be within the 15-45 age range residing in highland regions; likely to be male in urban areas and female in rural areas; and generally lives most likely, rather in rural than in urban areas.

Skills Training

Both literacy programmes and skills training have for long been supply driven. The most recent figure for CSTCs by the MoE is 287 out of about 480 some of which may have already been transferred to another agency (ESDP III), hampering data collection. CSTCs were initially meant to be rural institutions and most of them are located in weredas, not very far from the principal wereda towns (Albinson 1987; Tassew et al 1995; OREB 1997; Alemayehu 2005; Jemallu 2009). Skills training are accessible to a much lesser extend because of the limited number of CSTCs, their location, small budgets, and their continued ill-functioning if not total collapse. Villagers away from these sites are very unlikely to participate because boarding services have been discontinued.

Notwithstanding their enduring malaise (Albinson 1987; OREB; 1997; Tassew et al 1995), ESDPs continue to plan to offer skills training through CSTCs as follows.

Table 6: ESDP Projections for Skills Training at CSTCs

ESDP	Number	Training targets
ESDP I	47 new CSTCs, 42 to be renovated	no training target
ESDP II	46 new CSTCs	65,000 persons to be trained
ESDP III	287 existing CSTCs	143,500 persons to be trained

It is the WEO, which is responsible for the implementation of training plans. WEOs get their share of the training from the REBs. Alternatively, WEOs with or without NGOs take own initiatives. While government pays salaries, other costs have to be covered, according to the MoE, by other stakeholders i.e. development partners, local governments, NGOs, and communities. Again, resource availability, management and coordination determine whether or not WEOs provide the training.

If adult literacy is inadequately reported, there is even less reporting on skills training which partly suggests less programming and participation as well as less monitoring. Since the Annual Education Abstract of the MoE, JRM and Annual Review Meeting (ARM) do not, as a matter of general practice, include skills training in CSTCs, monitoring and reporting is left to the REBs and WEOs. These reports have the same characteristics as those on the literacy programme. The 2007 JRM whose theme was post-primary education, TVET, formal and non-formal, also reported about its general dissatisfaction around CSTC records and reports.

According to the 1997 NEWSLETTER, six REBs reported on skills training. In Addis Ababa, about a third of the participants were females; in Oromiya, half were females; All 61 trainees in Gambella were females; in Tigray, about half were females; and in Amhara about a third of the trainees were females (IIZ/DVV, NEWSLETTER 1997). A 1999 ICDR field study reported that overall 1611 (of which only 453 were females) persons participated in skills training during the five years of 1994 -1998. The December 2000 NEWSLETTER had more and better data from seven REBs. In the 1999-2000 school year, of the 9070 persons trained, females constituted about 43% with Addis Ababa and Benishangul-Gumuz attracting the largest number of females. Overall, while the national participation in CSTC-based skills training has been extremely small, female participation in these has been better than in literacy.

Currently, there are two differing trends regarding CSTCs. The MoE and some REBs have not decided whether skills training at CSTCs should be considered as adult education or rather TVET and are thus not exercising proper ownership. At the same time however some regions, their REBs or TVET Commissions or other bodies in Addis Ababa, Amhara, Benishangul-Gumuz, Gambella, Oromiya, and Tigray in cooperation with *dvv international* have set in motion a process of improving CSTCs and their programmatic contents under the umbrella of model CSTCs, first 17 but have since expanded, to thirty-nine, most with satellites. Most of these pilot programmes are located in the highlands of Ethiopia. Participation in trainings is limited by a person's proximity to one of these locations. The recruitment base includes the illiterate, semi-literate, school drop out, and those who have completed the ten-year general education but can't have access to formal TVET. These CSTCs have a special orientation towards females. *Dvv international* reported in a special edition of its INTERNAL PAPERS (33/ 2005) that in 2004 alone 2,242 persons had participated in trainings offered in the 15 model CSTCs in the six REBs in 2005 (Sandhaas June 2005). The number of females was more than three times the number of males. The model CSTCs which are encouraging are but a project now. Will these be scaled up and become a sustainable government programme as in for example Amhara and partly Tigray instead of a project to help alleviate national development problems? Their history is less than encouraging.

Evening Education

This learning/studying is pursued in schools, colleges, technical colleges, and universities in electrified communities to earn a state recognized qualification. Most programmes are at the primary and secondary levels. In Addis Ababa, almost all education institutions, government or otherwise, have evening education programmes. AAU is a pioneer in tertiary level evening education. Since these facilities are located in urban and semi-urban communities, participation is an opportunity for (a) urban and semi-urban residents, (b) those able to pay the tuition and other associated fees and costs, (c) those

who meet the admission requirements, and (d) those who can stand up to the many challenges and inconveniences of evening learning. Although evening education is mainstream education except for the schedule, it is neither monitored by the ESDP mechanisms nor reported in the annual education statistics. Nonetheless, the size of the enrolment is considerable and the participants have different characteristics (Tilahun W. 1991; Mekonnen 2007).

A few studies, most at the BA level theses at AAU, of participants in Addis Ababa have been conducted in the early 1990s. Most of these were profile studies covering primary, secondary, teacher training and a college of commerce attendance. The findings of some of the profile studies, variegated as they are, are highlighted below.

1. A study of vocational and technical schools found out that females were over represented; two-thirds were between 18 and 28 years old; and 72% were unemployed.
2. A study of learners in a Junior College of Commerce found out that the learners were 48% females; 81% were under 30 years of age; and about the same number were studying to improve their income.
3. One study covered 320 female learners in vocational/technical stream of a secondary school. According to this study, the typical female learner was between 20 and 30 years old, had a monthly income of 250 Birr and her fees were paid by someone else.
4. A study of evening learners in the academic stream of a secondary school found out that 28% were females; 46% were less than 20 years old; about 51% were jobless; and the majority had their fees paid by someone else.
5. A study of primary evening learners found out that of the respondents, females constituted 51%; 60% were between 15 and 20 years old; housemaids made up 41%; and 96% of the employed earned 150.00 Birr or less per month.

Participation in evening education programme is most circumscribed, both for females and males, by the location of educational institution, its space, and learner's ability to pay. As a general rule, females tend to be fewer as one goes up the education ladder except in teacher education programmes where special considerations are made (Tilahun W. 1991; Deribssa 2007).

Workshops/Seminars

These also constitute one variety of in-service or on the job education under the non-formal education strategy. The MoE has an annual education conference open only to the education management usually preceded by a similar conference in each region. At the regional and wereda levels there are several workshops organized by the local education office and some NGOs. Unfortunately, the details of the participants are not accessible. As far as *dvv international* has supported them information on participation are in principle documented.

The MoE and/or REBs and partners like *dvv international* offer technical assistance, organize and sponsor numerous workshops/seminars for a wide variety of objectives, content, duration, and audience of its constituencies and others. Participants to these are invited and nominated by their respective office and, mainly, are males. However, whether or not they are systematically selected and their training recorded and acknowledged by the regional offices is unknown. The table below is suggestive, not exhaustive, of those events organized by the same trio between 2005 and 2008. It illustrates the type of participants, their number and gender representation.

Table 7: Participation in Workshops / Seminars

No	Year	Theme/Topic	Participants	Number (female)	Duration (days)
1.	2005	Skills Training, Literacy and Education for Youth and Adults	Managers, trainers/ lecturers, decision makers	169 (27)	3
2	2005	Adult Education and Development	Managers, trainers/ lecturers, decision makers	32 (7)	3
3	2005	Training of Trainers for FAL in two Rounds	Managers/coordinators, trainers /lecturers	25 (10)	10
4	2006	National Consultation on Adult and NFE Strategy	Managers, lecturers, decision makers	48 (4)	2
5	2006	Planning of FAL Pilot Projects	Managers, coordinators, lecturers	15 (1)	5
6	2006	Foundations of AE for Instructors of Hawassa University	Lecturers	59 (2)	3
7	2006	Public-Private Partnership in Adult Literacy	Decision makers, managers/coordinators	20 (2)	2
8	2007	Training of Adult Educators in Higher Education Institutions.	Lecturers, researchers	13 (1)	3
9	2007	Training of Moderators and Facilitators	Lecturers, trainers, managers	14 (4)	4
10	2008	Launch of the National Adult Education Strategy	Decision makers, politicians, managers	66 (20)	1
11	2008	Gender Sensitive Programming for CSTC Coordinators	Coordinators, managers	21 (3)	4
12	2008	Management of FAL Projects for FAL Coordinators	Coordinators, managers	24 (3)	5
13	2008	IWEP National Introduction Workshop	Federal and regional managers	42 (19)	2

Source: various *dvv international* INTERNAL PAPERS and NEWSLETTER

Besides, some 340 persons at wereda level have received special training on the job. They have participated in some thirty eight integrated market and training needs analyses conducted by *dvv international* around model CSTCs between 2003 and 2008, each involving the training of 8-10 persons for 8-10 days for the fieldwork.

Part Seven

Staffing: Recruitment, Qualification, and Remuneration

Introduction

The task of providing AE requires at the minimum three categories of human resource: (1) university level trainers / educators / researchers, (2) managers at different levels of AE delivery, and (3) trainers/teachers/facilitators (used here as a handy label to refer to those guiding adult learning/training). This section is about the last two categories. Two general statements are made here to provide a background to the discussion. First recruitment, placement, remuneration and promotion of government personnel are generally based on a national civil service framework which recognizes qualification and not specific specializations especially in AE. Second, the idea of a separate AE specialization and remuneration scheme has been proposed and sought on several fora.

Management Staff

A core trained management staff is the heart of any AE delivery. The acute scarcity of properly trained full time personnel capable of assuming a broad range of responsibilities continues to plague the delivery of AE programmes. Under such circumstances, in the absence of a planned and long range training programme/s, and in the absence of attractive career prospects (Lowe 1975) full time administrative staff at different levels have been recruited from among the rank and file of school teachers or formal education personnel. These (a) leave the assignment for the next available attraction and worse still in the meantime (b) bring in and transfer their formal education background experience.

Nevertheless, the education offices continue to recruit most persons from the formal education system. During the last three to four years, there has been only one person responsible for AE at the federal level. This is at a time when the MoE has plans to offer literacy education to 5.2 million adults. In addition, some workshops organised to develop the NAES have proposed and agreed on a very systematic management structure covering the major tasks of the sub-sector. However, this one expert left the job towards the end of 2008. The replacement has no training in AE but is in addition also responsible for another cross-sectoral task, that of gender (girls) education. In other words, half of a post of an education expert seem to be sufficient to manage the sub-sector. Only recently, a second expert was assigned to it.

The REBs recruit and assign persons in their offices and to lower level management posts. The vast majority are recruited from the school system. One criterion for recruitment is education qualification, not specialization or any training in AE. Right now AE positions are advertised as and filled by diploma or degree holders of any discipline. The better of the REBs have one person each, designated as experts, for adult literacy, evening education, distance education, skills training and programmes for out of school children under a NFE Department/Panel/Unit. Others may have one or two persons. In the meantime however, according to the current nation wide Business Process Re-engineering Scheme, specialization at the management or coordination level appears undervalued and many of the functions are being merged. Consequently, three NFE posts for example could become one or worse still, AE or NFE functions may be absorbed by another department, say curriculum, in the REB. This has happened in AA and SNNPR REBs and the current is hitting the WEOs.

At least 600 WEOs exist nation-wide in charge of education in their areas, formal and non-formal, inaugurated in the post-1991 days for the first time. A centrally approved organogram provides, in many places, for a NFE Desk with three persons, one expert and two or three others depending on the population size of the wereda. The posts at the WEO level, whose job descriptions require clarity, are middle level management posts requiring professional qualification (this does not mean AE) with any first degree. As recently as December 2007, one Amhara WEO had a BSc in charge of adult literacy.

Where there are three persons, one handles education of out-of-school children; another adult education/literacy; and a third skills training. Few WEOs have all three positions filled with experts, most lacking training in AE.

In 2004, the MoE and *dvv international* commissioned an assessment of WEO level ANFE personnel. This revealed that between 65-75% of the persons recruited and assigned to NFAE came from the school system (Ayele 2004a). In a bid to improve such conditions, an AE diploma programme was designed by the Amhara REB as an in-service/on-the-job training for incumbent NFAE personnel at Debre Marqos College of Teachers Education of Amhara Regional State. The College admitted its first batch of AE diploma candidates in the summer of 2007. Of the first batch of 45 candidates unfortunately however, only 18% had NFAE responsibility the year they were admitted.

In the case of coordinators at CSTCs official job descriptions are lacking (Albinson 1987; Tassew et al 1995; OREB 1997). There is an acute shortage of qualified persons at this level. Tigray, Oromiya, Gambella made presentations at the September 2005 ILD workshop in Addis Ababa, organized around skills training, literacy and education for youth and adults in Ethiopia. Accordingly, CSTC coordinators in Tigray hold teacher training diploma; in Gambella all three CSTCs have coordinators with teacher training diploma; only Oromiya had 33 AE diploma holders against 123 who hold teacher training diplomas (Melaku 2007). Many of those trained for Oromiya have been given other assignments or have left the education sector altogether (see Sandhaas March 2004b).

At the centre level, literacy centres are normally left to the teacher and a committee. But committees are generally very weak. CSTCs also have committees and at least a full time coordinator. More seriously, CSTC coordinators are in general not qualified for their jobs. In 2002, the MoE rolled out a Guideline for the Organization of Education Management, Community Participation and Educational Finance (GOEMCPEF) for weredas and schools. This is certainly a very useful step. Unfortunately, it makes no reference to AE in whatever form.

Moreover, reporting and data management on AE is very important just as it is for school education. Because of the problems outlined above, there is hardly any systematic reporting and data on AE programmes and activities. The effort by the MoE and REBs, complemented by NGOs, and *dvv international* to publish annual figures on enrolments in different AE programmes has proved irregular and incomplete. The last such data was published in the 2005 NEWSLETTER of *dvv international* and the MoE. What partially accounts for poor or lack of data is the weak communication and reporting, vertical and horizontal, in the sector as regards AE.

Finally, it is clear that overall, and as has been highlighted on many occasions, AE planning and implementation at all levels is constrained by, very much like in pre-1991 days, the lack of institutional framework, human, material, financial resources and, toping it all, by lack of political commitment and clear policy. The MoE itself says “There are very few professionally trained adult educators in Ethiopia” (FMoE 2006, p. 24).

Training/Teaching/Facilitating Staff

AE programmes, especially adult literacy, are in a dilemma as regards this category of human resources. On the one hand, teachers hold a central place in determining the ultimate success or failure of the literacy programme. Their qualification, subsequent training, retention, and morale are crucial to the quality of its delivery. Poor quality instruction is a cause for volunteer learners to vote with their feet, leading to the demise of programmes. On the other hand, the size and transient nature of the teaching force and financial limitations for AE are such that qualified, experienced and committed teachers are hard to recruit, train, and retain. The international practice is therefore to identify trainable persons with little or no orientation or teaching experience in adult teaching/learning, train, retrain and use them as part timers (Coles 1977; Lowe 1975). Presentations made at the January 2008 International Conference on the ‘Training of FAL Facilitators and Related Materials Development’, in Jinja, Uganda, where Ethiopia also participated, were hard and most recent reminders that things have not changed in this regard over the last three decades (see Sandhaas 1/2008).

The size of the literacy teaching staff is, nationally and regionally, enormous. WEOs and centre level persons/committees are responsible for recruiting, training, assigning and remunerating literacy teachers. Studies/papers/reports from the field submitted to workshops and seminars in 1996, 1998, 1999, 2000, and 2005 appear to generally converge on the fact that the principal sources of recruitment for adult literacy teaching have been

- students of primary and secondary schools, teacher training institutes, colleges and universities with educational levels from grade six and up;
- teachers from primary and secondary schools recruited preferably from the community;
- whether teachers or students, preponderantly from the lower levels of the education system.

Education background, gender (favouring females), and residence are more or less universal criteria used in the selection of literacy teachers.

According to the same sources, the training given has these characteristics:

- pre-service training ranged from 2 to 15 days (in rare cases four or more weeks) mostly by formal education personnel;
- in-service training was overwhelmingly lacking apart from occasional supervisory support while teaching, again by formal school personnel.

The sheer number of these, the payroll and other implications, and the part time nature of the task combined make full time training and employment very difficult or even impossible in Ethiopia as elsewhere in the developing world. Remuneration even for the part timers is another dilemma of AE and particularly adult literacy. All round the world, literacy teaching is done by voluntary people but too often with tokenish emoluments (Bhola 1994). Teachers are needed but they cannot be paid. Government programmes have depended on volunteers. There is a limit to volunteerism, as Ethiopia learnt from the last Literacy Campaign. Some bureaus like Oromiya's still count on volunteers or wish to use some similar approach to get the services of students and teachers. Others like Amhara that hitherto was giving some differential honorarium for literacy teachers and skill trainers, now makes remunerating unpredictable when it said in its ESDP that the NFE programme would be run and financed mainly by NGOs, the community and volunteers. Others like Addis Ababa and Benishangul-Gumuz have at least tried to budget for remuneration however little, although they are not sure where the funds will come from.

Pay or no pay, REBs are in competition with NGOs and parastatals whose offer ranges from 150–300 Birr or more per month. Government is also in competition within itself. Some of the externally funded programmes for out-of-school children, who are considered more important than those in AE, pay about twice more for those teaching there than those teaching adults.

Most CSTCs still depend on part time trainers recruited from the locality. Payment is negotiated Master trainers or trainers of trainers for livelihood skills training and to a smaller extend technical instructors for model CSTCs as well as coordinators/managers are trained through short courses and seminars. *Dvv international* had organized and funded six training packages around adult education and sustainable livelihoods, market and need analysis, adult learning methods, participatory rapid assessment, project planning, and entrepreneurship promotion. Remuneration after this training is subject to the national civil service provisions.

Part Eight

Funding

Introduction

Theoretically, the education of children and the education of adults are two sides of the same coin, the national system of education and of lifelong learning, and should be treated as such. In practice however AE has been given very much less, if at all, attention and especially budgets. It is often left to live on crumbs, the left-overs from the table of school education. The 1972 Third International Conference on AE bemoaned the fact that in most countries expenditures for AE were considered to be optional expenditures (emphasis added). The Conference, which did not notice any substantial improvement in the financing of AE in more than three decades, made a number of calls to member states in 1997. Among these calls were that governments allocate an equitable share of the education budget to AE; an equitable share of resources to women's education; development ministries assign a share of their budget to AE; and governments mobilize funds from all stakeholders including learners. The Conference argued that AE contributes to adults' self reliance, personal autonomy, to the exercise of basic rights and to increased productivity and labour efficiency and should therefore be treated as investment in human resource development (UNESCO 1997). An international workshop on literacy in 2007 in Abuja, Nigeria, adopted 12 benchmarks for adult literacy one of which is a proposal for a per capital cost between US\$ 50 and US\$ 100 per year for three years. The workshop also resolved that governments dedicate 3% of the education budget to adult literacy (ADULT EDUCATION AND DEVELOPMENT 71/ 2008).

AE in both developed and developing countries is in principle funded by a variety of sources:

- the government (in Ethiopia: federal ministries and in particular the MoE, regional bureaus and in particular the education bureaus, districts/weredas, and communities);
- the (private) economy;
- the private households, that means the learners;
- other bodies such as foundations, regional and women associations, trade unions etc;
- non-governmental organizations (NGOs);
- (education) development partners or donors.

Ethiopia is one of these countries where in the past decade and half AE expenditures by the MoE and education bureaus are much less than the volume of AE works would require. The funding of AE is, like AE management, least treated in the documents reviewed with occasional generalities. But the shortage is always identified as one of the most serious problems. One such general statement is that AE is and should be funded by government, communities, and NGOs. There are good reasons for the inadequate coverage and generalities. There is insurmountable difficulty in accessing information on budget allocations and expenditures even within the MoE and education bureaus. Literacy and skills training are always lumped under non-formal education; much government literacy work relies on voluntary services which are rarely monetized. Evening education depends on its own income generating activities and evening education is rarely the subject of the adult education discourse. Some education bureaus are supported by NGOs and to some extent by bilaterals but the volume of support from these bodies are rarely established and publicized (YDA 2008). Notwithstanding these difficulties, the effort immediately below is to discuss first of all government funding (through the MoE and education bureaus) of literacy, skills training, and evening education, without slighting the supplementary role of other bodies.

Government

Unlike school education, the education of adults has no single management and budget source (Coombs and Ahmed 1975). A number of factors influence the source and level of government funding. These are national commitment, availability of resources, other sectors competing for funds, the type/level of programme, and the financial ability of the learner to pay for his/her education. For social and political reasons, literacy education and basic skills training, both least attractive for private venture and generating very little income or none of their own, are generally the responsibility of government (Coles 1977; Lowe 1975; Smith et al 1970). There are merits and demerits in government funding of AE. For example, the strongest argument for government funding is that of sustainability. The downside is that AE in developing countries generally is accorded the lowest priority and because of that it is the first candidate for the cuts during financial drought. The principal source of much of AE money in Ethiopia, as elsewhere in the developing world, is, in principle, government, national, regional and local. This is in focus here. To some extent, the role of NGOs, the business community, international development partners, communities, and participants' fees is considered because these are supplementary sources. But tracking AE budgets from the diverse sources is immensely difficult both in Ethiopia and elsewhere.

A brief statement is in order on the broad strokes of government education budgeting and fund flows especially since the introduction of decentralized budgeting. Education funds from internal and external sources in general start with the MoFED which synthesizes and consolidates budget plans received upwards from hundreds of weredas. Once government (Parliament and the Council of Ministers) approves the national budget and regional subsidy, the MoFED makes block transfers to regional councils which in turn make wereda transfers. It is the wereda council which makes budgetary decisions. The wereda council whose high profile member is the Wereda Office of Finance and Economic Development (WOFED) decides on inter- and intra-sectoral allocations in reference to the budget proposals made by each sector earlier (see ESDP Programme Implementation Manual 2004). These allocations are rarely adequate for the formal schooling, much less can they accommodate non-formal adult education, and very few wereda councils are generally known for their votes for AE.

The official utterance on AE is that it is left to regions, NGOs, and communities. This is often printed and reflected in ESDPs. Examining the two most recent ESDPs, one learns that ESDP II, had a total budget of 156,332.8 Birr, or 1.1% of the education budget, for NFE for the three years, of which 137,202.3 Birr was for recurrent cost. The budget was to cover literacy education for 3.5 million adults, skills training for 65,000 youth and adults, and non-formal education for 500,000 out of school children (p.38). The same document encourages education bureaus "to expand non-formal education programmes with the full participation and contribution from communities and NGOs." Government budgetary provision here is absolutely inadequate because this recurrent cost largely represents government's commitments to pay its employees, not to develop and offer programmes.

ESDP III has 0.56% of the total education for NFAE. In absolute terms, this cost showed a gradual increase giving a total of 288.2 million Birr, all recurrent cost and therefore largely salary payments, over the five-year period. The plan was to give literacy education to 5.2 million adults and skills training to 143,500 youth and adults. A very crude calculation of this recurrent cost yields a per capita cost of 22.80 Birr. This is awfully low especially when compared with the Adult Literacy Benchmark of 50-100 USD per learner per year. Again appeal is made to development partners, NGOs, and local governments, and communities to offer financial support because "government alone cannot provide sufficient financial and human resources". The draft NAES is more direct about government's expectations of extra-government funds.

At the September 2005 International Literacy Day national workshop on skills training, literacy and education for youth and adults in Ethiopia, a then well placed MoE official pointed out that one of the challenges in non-formal adult education was that it is left to the NGOs. One appreciates the forthrightness but the critical question is where the structure to coordinate these various groups is. It appears that government is planning a huge programme like this one on hopes that others will finance it. There is also one overarching challenge related to funds in ESDPs: it is unclear how the small funds are distributed to education bureaus and WEOs.

Government funds for NFE are not only inadequate but have shown a declining trend as seen between the two ESDPs. In fact it appears the tradition of decline and/or leveling off predated the ESDPs. According to primary data from four education bureaus, Amhara, Oromiya, SNNPR, and Tigray, the four large regions, and Addis Ababa, the share of the NFE budget allocated to that of the regional education budget declined in all but two between 1995/96 and 1996/97. The two improvements were from 1.52% to 1.57% (Addis Ababa) and from 0.22% to 0.91% (Tigray). In the second one however, there was a reduction in absolute terms of 515,600 Birr (ADET 1998). Another study by the ICDR in 1998 reported that out of the five education bureaus participating in it, only Addis Ababa and Amhara gave better data for the five years 1993/94 – 1997/98. According to this study, the annual NFE budget in both regions was relatively constant with no significant increase over the five year period.

Shortage or lack of government funds for NFAE has been the refrain of every gathering on AE, often times with little or no appreciation of government's constraints. The most recent was in 2005. At the workshop referred to immediately above, all presentations from the regions said their problem was shortage of funds. At the same workshop a representative of the Oromia Regional Education Bureau told the same gathering that "...for non-formal mode of delivery the source of funding is based on NGOs and donors. The NGOs and donors engage in constructing centres, hiring and training of facilitators. They also help the bureau in printing textbooks. Government is involved in coordinating the programme and assigning experts up to wereda level to run the programme smoothly." (Nuria 2007, p. 102) On CSTCs, a representative of Tigray in the same gathering said that "CSTCs (or rural TVET centres) are under-funded and under-used, and without a clear role, objective, and destination. (...) Most of the centres which are operational have an annual budget of no more than Birr 5,000, which must cover all running costs, including trainers' salaries, training materials, allowances paid to the trainees, and other running costs of the centre (e.g. water, electricity and guard, etc). As a consequence, training activities are very limited. Most centres do not provide more than one training course per year." (Berhane 2007, p. 55) Trainings are cut short or made shorter for lack of funds. Another representative from Tigray said "if NGOs had not been involved the situation of the programme would have been more severe" (Desta 2007, p. 44).

Communities

Communities and NGOs are always identified as supplementary sources of funds. In fact on one occasion a very imaginative education bureau said the share should be 1/3, central government; 1/3, regional government; and 1/6, each for communities and external donors. There is no rationale for this distribution. There is no empirical basis either. With regard to communities, at one recent workshop one presenter said "the contribution of people is very small due to poverty." The poverty of the people has always been highlighted in discussions on community contribution. There is a limit to community and NGO help because both are in one of the poorest countries in the world. Communities contribute labour and local construction materials to put up learning centers and oversee all education/training activities there. Sometimes they also provide shelter for unpaid or meagerly paid literacy facilitators. But this is not systematically captured. In fact the 2007 JRM said in relation to formal education, "there was no indication of community participation in income generating activities other than through school fees" (p 19). If and when communities are willing and able to contribute to their own education, there is the equity issue. All communities are not equally positive, cooperative, and competitive to contribute to the effort. One community presses on, another makes no move. One can not plan and deliver AE under these conditions. Concerns about the level of poverty of communities, different inter- and intra-sectoral demands being made on them, whether or not these are forms of double taxation, and about the manner cash contributions are collected are always expressed.

NGOs

There is a tendency in Ethiopia to mix NGOs and bilaterals and multi-laterals. The latter two are discussed under Education Development Partners or international community. Always working under a poor government-non-government relation partly because of their weaknesses, NGOs in Ethiopia

have continued to support AE complementing and supplementing government provision of NFAE and in particular literacy programmes, sometimes rescuing them as was reported above. Unfortunately, there are still very few and in fact less than 10 organizations that could be considered as NGOs working predominantly on AE. A few NGOs are also involved in different approaches of community development that may or may not include literacy education and/or skills training but often also basic education for out-of-school children. This must be also considered when looking at the “Directory of Adult and Non-formal Education in Ethiopia” (Hildebrand 1997) which lists up NGOs that are in fact more or less working on “non-formal education” which means basic education for children.

However, their funds are not recorded and accessible (YDA 2008). One study concluded that they have very small funds (4%) for education, water, and sanitation (Berhanu 2004). The same study said that NGOs in Ethiopia are ill-distributed, generally favouring some regions (Oromiya, Addis Ababa, SNNPR, and Amhara in that order), urban and semi-urban communities; and education of children to the education of adults. Under present circumstances, that means also considering the implication of a new legislation on the status of NGOs, it is difficult to establish NGOs as a source of funds for AE.

Education Development Partners

Respecting the role of the development partners supporting the government in funding AE, one generalization that can be made is this. The government or MoE does not negotiate for AE with external assistance. It is focused on MDGs or UPE in particular, not EFA. The first ESDP brought together major education development partners, bilateral as well as multi-lateral, to rally around the education [school] sector through the Sector Wide Approach (SWAP). One plan was established but one basket for all education, formal and non-formal has yet to be realized or woven. Most donors support education through the MoFED (budget support or Protecting Basic Services) i.e. through the government treasury or through the MoE (sector support). Sectoral and subsectoral allocations are made at the wereda level where AE is not as obligatory a budget line as school education. Since 1994, education sector development partners, multi-lateral and bilateral, have been as a whole reluctant to support AE; very few do so especially by partnering with MoE and/or selected education bureaus and/or WEOs.

Current supporters of AE are, in varying degrees, UNESCO, USAID, the Netherlands Government through the Royal Netherlands Embassy (RNE), to a much smaller degree the German Development Bank (KfW), and *dvv international*. There are some similarities and differences. In a way, all are project supports although UNESCO and *dvv international* have over the years been trying to help establish a national system of adult education. The current supports fall within the ESDP III time line. The support of USAID covers a few mainly pastoralist or otherwise vulnerable regions only, RNE’s support works nation wide, *dvv international* is present in about six or seven regions but all together cover always some selected weredas only. Unfortunately, all five could be operating within the same region if not the same wereda without any coordination. USAID support is channeled to indigenous NGOs through Pact Ethiopia. The overall amount of the TEACH programme is US\$ 11 million over a five year period, 2005-2009, the major part going to local government capacity building and education of out-of-school children. How much of this amount goes to AE is unknown (Pact-Ethiopia 2004/2006).

The KfW has been supporting over the last two years via the ecbp and its TVET pillar a few of the best performing model CSTCs with funds for expanding the training capacity of the centres. *dvv international*’s partner model CSTCs are understood by the KfW and the TVET sector of the MoE as non-formal TVET providers (whereas the general education sector of the very same ministry understands them as adult education providers).

Only two development partners support adult education specifically. The only agency solely supporting AE is *dvv international*. *dvv international* is the veteran of them all though the funds might not quite compare with the others. Support to non-formal adult education started in 1995 and has continued uninterrupted with an expanding scope. *dvv international* works closely first and foremost with the MoE, education bureaus, WEOs and then directly with some higher education institutions

and NGOs (see Sandhaas November 2007b). Annual support has averaged 360,000 Euros excluding implementation costs, a scholarship programme, participation in an East Africa / Horn of Africa regional programme, freely distributed journals, textbooks and publications, a national AE resource center and library. The second development partner which has a specific programme for AE is the government of Netherlands via the RNE. The RNE support, which is targeted at women specifically, was planned by and is implemented through *dvv international* and the MoE under their bilateral agreement (IWEP). The amount is 8.25 million Euro for the 2006-2011 five year period (Sandhaas March 2008).

Private Economy and Other Bodies

The private economy that is currently developing in order to change or strengthen the state driven economy does not play a role in supporting adult education. First rather hesitating attempts of mainly vocational training are company or sector based and still financed by donors as part of the national Ethiopian Capacity Building Program (ecbp). Only parastatels such as Ethiopian Airlines, Ethiopian Telecom, the National Management Institute, national banks etc and very few hotels and private banks are running some sort of in-service training. The increasing number of private trainings providers such as computer or language training schools is all charging their trainees or learners to the fullest extent.

The funding base of “other bodies” such as regional development associations or women associations is not easy to establish. Literacy education or skills training activities are carried out by only a few and are more or less completely funded by external sources such as *dvv international* or by other international NGOs. The same is true with regard to the religious denominations in the countries; figures are not available. However, all three Christian Churches and the Islam provide to a differing extent some sorts of adult education, often associated with basic services and food supply. These contributions are neither officially considered as contributions to a national AE system nor included in any national plan such as the ESDP.

Private Households / Learners

Learners and their households not only have to cover the costs of trainings offered by private training providers but also the costs of evening education be it compensatory learning or continuing education. It is apparent that evening education exists outside the orbit of the MoE. The discussion on education at the level of government and its development partners does not include evening education. ESDPs are silent about evening education. Evening education is not part of JRM and ARM. The MoE does not collect statistics since 1991.

Evening education has always been demand driven. There was some support to evening education initially, that is some fifty years back. All such support however was dropped by 1964. In a kind of de facto response, the MoE has traditionally allowed the continued free use of its education facilities and official seal for evening education, both of which have never been monetized. There is a policy of live and let live between evening education operators and the MoE and education bureaus, with some occasional supervision by the latter. Since then, learners have borne the cost of their education from primary to tertiary levels. Fees of different sizes and types are collected, often with constant increases, to cover different expenses. At the level of primary and secondary schools at least there is some surplus which has been a source of conflict among different parties involved except the learners: the school administration wanting to get a share for school maintenance, the education bureau to supplement its income, teachers to increase their take home, the school guards wanting to join the crowd around the cake (Tilahun W. 1991, 1994).

Expenditures

Raising appropriate funds for AE requires first of all a clear picture as to what is needed in terms of finance in order to implement programmes. As outlined before, the ESDPs are operating more or less without self explaining budgets; not only because of general lack of funds or because programmes have always been supply driven but also because costs for running functional literacy or livelihood skills training programmes are hardly known in the respective ministries or regional bureaus.

There is very little and fragmented information on expenditures on literacy and skills training. First, there is capital expenditure. AE programmes and activities take advantage of existing facilities, buildings, grounds, furniture, and libraries of educational and non-educational establishments. In other words, AE rides on existing resources and facilities and therefore it does not require much capital investment, certainly much less than school education. This may be true especially for evening education. Second, there is the recurrent expenditure. This is cost that recurs year after year such as salaries, per diems, honorarium, materials, supplies, and sometimes maintenance within a fiscal year. This represents the most expensive budget line.

On literacy, one source is the draft NAES which calculated a five year cost of 686,899,200 Birr (about 68 million US\$) for a FAL programme for 5.2 million adults. This yields a per capita cost of about 136 Birr (about 13-15 US\$) which is much better than the ESDP III estimate. The 136 Birr is to cover needs study, a very small subsistence allowance for teachers/facilitators, most expected to volunteer, initial training, travel and per diem for trainers, furniture where this is unavoidable, supply of all sorts of materials, supervision, evaluation, etc.

Costs of *dvv international* supported FAL pilot projects in various regions and areas of the country have been analyzed; they vary greatly according to the area, the venue, the situation and professionalism of the organizer/stakeholder (see INTERNAL PAPER 37/ 2006). Costs of project proposals of government offices (regional education bureaus), regional women associations and NGOs are another source. These costs are of two kinds. One is the costing done by an organization and submitted to a funding agency like *dvv international*. Such cost estimates are invariably inflated, if not over inflated. In 2005/06 one education bureau submitted a one year FAL project proposal. The sum requested was a little over one third of the annual budget of *dvv international* itself. Among the major cost items were training 424 teachers, printing of the strategy in three languages, furniture and stationery, revision of nine textbooks for adults, and awareness workshop for college students. The grant was one tenth of the request.

Another proposal to give FAL in six months to 140 adults in 2007 carried a price tag of 60,000 Birr. This was approved and granted generating a per capita cost of Birr 428.57 per person including some investment in infrastructure. A 2008 proposal submitted by the same organization/institution to *dvv international* to give FAL to 140 adults had a price tag of Birr 124,000 of which Birr 74,000 was granted after appraisal. This yields a unit cost of Birr 528.57. In another project at another site the unit cost was Birr 500. In each case, the cost is on the high side, daunting for scaling up, and government takeover.

Unit cost in skills training in existing or new or rehabilitated CSTCs, one expects, to be more than the unit cost in FAL. Cost of training in a CSTC per course varies according to scope of training needs assessment, duration/length of training, number of trainees, type of training, the raw materials required, the small intakes due to number of equipments for example sewing machines available, and trainer fees. The 2007 plan of one CSTC was to give training in three trades for a total of 30 trainees. The project proposal was costed at Birr 61,050, yielding an average unit cost of Birr 2,035 which is about fourfold to that of the FAL. Another proposal for training in three trades for 45 adults, regarded as more modest, was estimated at Birr 21,295. This gave a unit cost of Birr 473.22 which is very close to the FAL unit cost referred immediately above which is of course debatable.

Model CSTCs can be even more expensive than old ones partly because they are better equipped and costed and partly because they are supposed to play the role of models for other CSTCs in the zone or area. Average cost per model CSTC in Birr (as of 2005) can have this form.

Table 8: Average Costs per Model CSTC (as per 2005)

Market and training needs study	6,250 – 10,000
Training coordinators/supervisors	7,000
Renovation/maintenance/upgrading	50,500 – 90,000
Tools/equipment	28,500 – 65,000
Material input	9,600 - 15,500
Trainer	2,900 – 4,000 per month
Accommodation	5 – 20 per trainee
Administration	2,250 – 3,000 for three months
Evaluation	1,000

In sum, initial investment in renovating and re-equipping will require 85,000 – 120,000 Birr while an additional 40,000 – 80,000 Birr may be needed for a new CSTC (Sandhaas 2005).

dvv international has also cost figures of courses based on the systematic analysis of the costs of courses run by *dvv international* funded model CSTCs. These figures reflect the costing situation in 2005. Given the current high inflation rate all these figures will as of now (2009) be two to three times higher than in 2005. Accordingly and generally, a three month course including provision of materials, payment of trainers, accommodation and administration irrespective of the type of the skill area costs about 18,500 Birr. Otherwise the average running cost for three-month courses for specific areas can have this range:

Table 9: Average Running Costs for Three-month Skills Training Course

1.	A livelihood-agriculture related course for example fattening, horticulture	Birr 7,000–12,000
2.	A technical skill related course such as woodwork, carpentry, metal work	Birr 25,000–30,000
3.	Seed or credit money needed per trainee to enable him/her to start self-employment depending on the skill area	Birr 250–1,500

(Sandhaas 2005; Sandhaas October 2005a, pp 143/144)

So far costs are fairly known for the two areas, FAL and skills training or non-formal TVET only. Expenditure for other types of AE programmes e.g. civic education, cultural education, environmental and health education, population and gender, education in prisons, savings and credits or the entire range of life skill education are hardly known due to the fact that they are either not practiced, not recognized by the government or not documented by the few (in most cases) non-governmental stakeholders. This fact explains partly also why cost sharing models in AE are not developed and publicly discussed as in other countries.

Part Nine

Training and Higher Education Institutions

The importance of training and respective remunerating of AE personnel has been subject of the international conferences on adult education since 1960 (Bhola 1988). The conference in Hamburg, Germany in 1997 expressed their commitment to improve the conditions for the professional development of adult educators and facilitators by

- elaborating policies and taking measures for better recruitment, initial training and in-service training, working conditions and remuneration of the personnel engaged in youth and adult education programmes and activities in order to ensure their quality and sustainability, including the contents and methodology;
- developing in the area of continuing education innovative methods of teaching and learning including interactive technologies and inductive methods involving close coordination between working experience and training;
- promoting information and documentation services, ensuring general access and reflecting cultural diversity (UNESCO 1997, pp. 29-30).

The adult educator as well as his/her role and competency, the demand and supply of training, short and long term training, pre-service and in-service, are the points covered below. The titling of the Part is not to suggest that training for AE work is done and should be done only in Higher Education Institutions (HEIs) as their strong presence at the 2005 international conference in Nairobi may have suggested (see Sandhaas 1/2008). As outlined in Part Seven three different categories of staff are needed for the systematic and professional provision of AE. However, in many countries HEIs are not only providing academically trained experts but are also assisting in designing training curricula and materials for supervising, coordinating and short-term training in particular of the teachers/facilitators/instructors.

The Adult Educator, Roles and Competencies

In its broadest sense, the term “adult educator” refers to a person with multiple roles and functions working in very diversified and changing contexts of AE. “Adult educator” is a generic and inclusive term embracing several groups of persons whose role is to help adults learn/study for different reasons/motivations in a variety of arrangements. These persons have different functions/roles in agriculture and health extension, marriage and family, community development, business and industry, social services/work, education, religion, government and politics etc. By definition, all those whose role/function involves helping adults to learn/study are adult educators (Boshier 1985). This suggests that training for AE work has to be multi-sectoral in content.

The task of providing AE requires at the minimum three categories of human resources (summarized in the table below) with different names: (1) teachers/facilitators/instructors (as defined earlier), and (2) managers at different levels of AE delivery services, and (3) university level trainers/educators/researchers. This Part is mainly about the first two categories. The literature on roles/functions groups the ten or so of these into three to five categories. The most common and one that is useful for this discussion is the three-way broad classification. Those working directly with learners constitute the first and largest category. Whatever the label, teacher, facilitator, instructor, animator, development agent, this category (a) needs to have mastery of the subject(s) to teach and (b) must be well trained in the teaching methods appropriate to adults, and (c) be aware of learners’ needs and feelings and those of the society to which they belong (Boshier 1985; Sandhaas December 2008b).

The second group is management with two sub-classifications. The first are responsible at higher levels for the broad or bigger picture, thinking, and anticipating and responding to the ever changing

needs of the AE service. They need to work with a range of stakeholders. The other is organizers and coordinators of services at the grassroots level. These support programme development, organize, and coordinate delivery of services. With varying degrees of depth, both need to have an understanding of aims and principles of AE and of AE educational management with all its dimensions. To this must be added an understanding of the fundamentals of counselling, sociology and knowledge of teaching methods appropriate for adults (Boshier 1985). The third category, a small one and briefly treated here because training is just beginning, is professional leaders whose sole role is to train, research, and disseminate new findings for improved understanding and policy formulation. Depending on the level of the development of the AE, details in the classification and differences in nomenclature of categories of persons are discernable (Boshier 1985).

Table 10: Summary of Indicative Roles and Competencies

Category	Role	Competency in AE	Size
A	Facilitator, teacher, instructor, trainer, animator, change/ development agent	<ul style="list-style-type: none"> - Mastery of the subject matter, content, topic, theme - Training in the teaching methods appropriate to adults - Awareness of learners' needs and feelings and those of the society to which they belong 	Largest category working at the grassroots level
B	Management	<ul style="list-style-type: none"> - Planning, implementing, reporting at different levels - Knowledge of broad or bigger picture, thinking, and anticipating and responding to the ever changing needs of the service; work with range of stakeholders - Developing projects and programmes - Organizing and coordinating delivery of services at the grassroots level 	Medium to large depending on management levels
C	Professional leader for professional advancement <ul style="list-style-type: none"> - Train adult educators - Research, and disseminate new findings for improved understanding and policy formulation 	<ul style="list-style-type: none"> - Specialization in 'core' AE - (theory and practice in AE) - Theory and practice in cognate disciplines, e.g. development, sociology, government, communication, leadership, philosophy, etc 	Small in universities/ colleges/ training institutes, research institutes, and agencies of AE

Sources: Coles 1977; Knowles 1977; Boshier 1985

Recent Training Demand/Need

The importance of an enabling policy environment receives considerable attention in all international discourse on AE. In Ethiopia, the ETP and ESDPs as well as the PASDEP are silent on training adult educators. In terms of demand/need and since the mid-1990s at least, numerous surveys, evaluations, needs assessment studies, workshops, and seminars have been conducted on AE and NFE or related themes (MoE March 1996; ICDR 1999; Habtamu et al 1999). What was common to all these is that each identified, mainly in global terms, the lack of trained persons as a serious bottleneck and each recommended more and better training programmes.

A 2003 study by the Oromiya REB stated Oromiya needed close to 11,000 trained persons (Teshome 2003), almost two times above the national need defined by the MoE. Again, according to a needs assessment for SNNPR in 2005, about 87% of the responds said the need was urgent (Markos and Amare 2005). The MoE NFE Panel conducted in 2004 a training needs study survey covering 34 weredas in Amhara, Oromiya, Tigray, Addis Ababa and SNNPR regions which also said training was an urgent issue. This survey focused on the training needs assessment of ANFE personnel working at the wereda level. It found out that 65-75% of the office and field ANFE personnel, coordinators and experts had no training in AE, having come to the assignment for pecuniary and other reasons (Ayele 2004a) from the school system. The 2004 International Literacy Day workshop echoed the concern

and pointed to the lack of a serious attempt by the MoE to provide the minimum training (pre-service and inservice), hence lack of policy, of institutional and professional development (NEWSLETTER 14/15, 2004, pp. 45-51).

The MoE itself said “There are very few professionally trained adult educators in Ethiopia” (FMoE 2006, p. 24). Most of those in management positions were recruited from the school teaching force, and as indicated previously, lack training in AE. Hawassa University conducted a training needs study in 2007 covering SNNPR, Oromiya, Addis Ababa, Harari, and Dire Dawa regions. In terms of regions covered, this is the largest study. Its conclusion repeated what all its predecessors had stated, namely, there is a need for training (Tsfaye 2007).

The new NAES, the core of which is FAL, is a very positive step and most welcome. It recognizes the need for training and has the objective of enhancing “the capacity of providing institutions, programme managers, and adult trainers, facilitators and instructors to meet the requirements of AE in the country” (FMoE 2006, p. 24). About 660 persons, the vast majority with a diploma in AE, are reported needed for AE government/MoE management positions in the country before 2011 (FMoE 2006). This figure however does not tally with regional needs, for example Amhara’s and Oromiya’s. In addition, this figure is a partial reflection of the need of the government education sector for FAL. In as much as it is an AE document, it overlooks the need of evening and distance learning programmes and HEIs which are part of the education sector. Nor is there any reference to the needs of the non-government sector. Where and how the 660 will be trained requires clarity. Besides, there is no clear strategy/plan for degree level training. Out of 20 or more universities in the country only one has been training of very inadequate numbers of AE degree holders. The responsibility is unspecified; despite of earlier proposals (Ashcroft 2005) no university has been designated as a lead institution.

On the quality side and in the context of implementation of FAL, the MoE has set these minimum requirements for training under its capacity building programmes.

Table 11: Minimum Requirements for Training of FAL Personnel

Category of Personnel	Minimum Academic Requirement	Duration of Training	Certification
National trainers	First degree or above Participation in FAL activities	3 weeks	National trainers’ certificate
Trainers of trainers (training of facilitators)	First degree or above Service as TT instructor or TVET colleges	4 weeks	Training of trainers’ certificate
Facilitators /instructors	10 grade completed and selected by community	6 weeks	Facilitators’/instructors’ certificate

Source: FMoE and *dvv international* November 2007

In the context of delivering livelihood skills training or non-formal TVET at CSTCs and VTCs training requirements are not defined by either the department in charge of adult education or the TVET sector of the MoE nor any other agency in charge of it within the regions. Nevertheless, some 560 coordinators or deputy coordinators and a much larger number of technical instructors are in need of both pre-service and in-service training. *Dvv international* in its EXPRO has defined and provided in-service training to staff of the model CSTCs/VTCs and lecturers of Jimma Teachers’ College (JTC) and Debre Marqos College of Teacher Education (DMCTE). Considering the unclear responsibilities within the MoE and frequently changing responsibilities within the regions the NAES does not elaborate on those needs.

The NAES also does not take into account the need for trained persons by the non-government (private and NGO) sector. Outside of the sector there are also non-formal education provisions where both individuals and organizations sponsoring/conducting them require familiarization with AE and training by trained staff. These include

- Agencies and persons who organize and/or lead numerous seminars/workshops on major

development topics like health, population, women, environment, and unemployment. More often than not the seminars and workshops have a formal school format, beginning with the seat arrangements, and approach/methodology;

- Organizations and persons assisting and sponsoring their employees to catch up, keep up, and forge ahead in their different vocations/professions;
- Persons in public leadership positions who have little or no understanding, appreciation, advocacy, and commitment on the positive impact of adult education in national development;
- Organizations which support or are potential sources of support of the regions AE efforts.

Recent Training Supply

On the supply side, the supply of full time formal training nationally and in the regions has been both derisory and discontinuous. Training for management/coordination of CSTCs however has been an exception to a limited extent. Between 1980 and 1995, CSTC coordinators were trained at a diploma level in Bahir Dar College of Pedagogy, then under AAU. Some 300 persons had graduated from this national programme before the MoE closed it 1995 (Samuel 2007, 2008). Jimma Teachers College, one of the more than 20 colleges under regional administration, started to train, but for only Oromiya, CSTC coordinators and facilitators of other adult education programmes in 1999 (see Sandhaas March 2004b; Samuel 2007, 2008). Initially, this was an in-service training. But because of pressure from secondary school graduates, new recruits have started to come directly from this source.

As of 2008, over 300 persons have graduated from the full and part time offerings (Okech et al 2007; JTC records). Production has been slow (it takes three years to complete the diploma level requirement) and small, however. As part of the general requirement for the college diploma, many courses less relevant to AE work take disproportionately much time from the professional training. The technical component of the training has always been inadequate. Worse still most of these graduates work outside of either the CSTCs or the education sector. The education sector itself has often taken these trained persons from field to office assignments (Sandhaas March 2004b). Since the summer of 2007 Debre Marqos College of Teachers Education has commenced a diploma level training. This has the first two batches of 75 persons in the pipe line (Tilahun W. 2008).

As regards universities the Higher Education Strategy Center of the MoE in 2005 published a study on the mission of the then 13 new HEIs recommending that “at least three of the new HEIs should include the training of adult education teacher trainers and administrators within their portfolio of courses and develop teaching materials suitable for adults” (Ascroft 2005, p. 33). In 2008 Ethiopia has 22 old and new universities under the MoE. At university level, an introductory AE course introduced as part of a degree level programme at AAU, the oldest university, in 1980 was discontinued 1993-94 by the Education Faculty, according to reliable sources, because adult education was the least relevant course for the professional preparation of educational administrators who were being prepared to serve the formal system and because the course was hampering the objectives of the department. Over 1,000 university graduates have been sensitized before this event.

In a contradictory move, the Faculty later started to offer a similar course in one of its graduate level programmes. In 2006/07 the Faculty launched a full-fledged MA programme in AE and Lifelong Learning under the Department of Curriculum and Professional Studies (Dessu 2008). The size of its first two intakes is about 40. Some of the new universities like Bahir Dar and Hawassa are at different stages of preparations to offer first degree level trainings in AE and kin disciplines (INTERNAL PAPER 55/ 2007). Graduates of these programmes, it is hoped, will provide the long awaited professional leadership in AE

While full time (long term) training in HEIs is evolving, short term training, short in-service and pre-service, has continued to dominate the landscape of training for AE in Ethiopia in the post-1991 period as well as in the past. Short term trainings, seminars and workshops have been organized to familiarize different levels of education managers about AE. This has been made possible particularly by the cooperative efforts of the REBs and *dvv international* in particular its capacity building component of “Support to AE in Ethiopia”.

Full time training of programme managers and those for higher level leadership posts is definitely weak; the training of literacy teachers is even worse. The sheer number of these persons, the salary and other implications, and the part time nature of the task combined make full time training and employment very difficult or even impossible in Ethiopia as elsewhere. The limited training that is offered appears to begin and end with pre-service. A 1998 study, which covered 99 such teachers in selected sites nationally, reported that about 80% of them had less than a month of training in AE methods and approaches (ADET 1998). Lack of sufficient training, pre-service and in-service, hampers effective teaching and learning. This is more so when there is no regular refresher course and supervisory assistance or other support schemes. Presentations made at the January 2008 International Conference on the Training of FAL Facilitators and Related Materials Development, in Jinja, Uganda (Sandhaas 2/2009), where Ethiopia also participated, were hard and most recent reminders that things are similar and have not changed across the countries represented.

Familiarization workshops and seminars appear to be mounted frequently. Over the last ten or so years, *dvv international* has supported REBs train their office personnel and training of trainers (ToTs) for literacy / FAL / REFLECT / skills training coordinators/teachers/facilitators/instructors in a cascade format (see for example, INTERNAL PAPERS 24/ 2004, 32/ 2005, and 34/ 2005). In the absence of national or regional programmes for literacy teachers/facilitators and CSTC coordinators/instructors, ToT becomes and is less than satisfactory and thus only the second best choice. Once the piloting of FAL is completed and FAL is scaled up, the quality of training of FAL teachers may improve.

According to a training manual jointly prepared by MoE and *dvv international* in 1996 the following themes were to be covered in training adult literacy teachers (see MoE Tahesas 1989):

- Understanding who is the adult, the what and why of NFE, objectives of NFE, and NFE programme types;
- Communication processes;
- Understanding adult behaviour, methods and techniques of teaching;
- Lesson planning, preparation and use of teaching aids, evaluation, data collection and utilization.

According to a very recent Adult Training & Learning Manual (ATLM) of *dvv international* for the training of trainers for FAL programmes, the following nine units are the major themes covered in training of national trainers and trainers of trainers for FAL (see INTERNAL PAPER 32/ 2005; ATLM 3/2009):

Table 12: Curriculum for Trainers of Trainers for FAL Programmes

<ul style="list-style-type: none"> • Concepts: AE and non-formal adult education • Psychological foundations of adult learning • Traditional approaches to teaching adults • The functional approach to literacy • Methods of facilitating adult literacy • Development of curriculum and literacy materials • Literacy in development • Special learning needs • Management of FAL
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Another similar ATLM manual of *dvv international* for the training of trainers for livelihood skills training / non-formal TVET will be published in 2009.

Studies/papers/reports from the field submitted to workshops and seminars in 1996, 1998, 1999, 2000, and 2005 appear to generally converge on these two characteristics of such short-term trainings:

- Pre-service training ranged from 2 to 15 days (in rare cases more) mostly by formal education personnel,
- In-service training was overwhelmingly lacking apart from occasional supervisory support while teaching is done, again by formal school personnel.

At the regional level, an impact assessment of short term in-service trainings (7-15 days) conducted in Oromiya between 1997/98 and 2001/02 was undertaken in 2003. This assessment showed that the trainings were relatively expensive but poorly planned and implemented. Other major drawbacks included lack of training objectives and strategy, new faces appearing at subsequent trainings partly because of frequent staff turnover and partly because the right person was not recommended and sent for the training, inappropriate training venues and facilities, lack of training materials, very poor multiplier effect, and lack of follow-up (INTERNAL PAPER 22/ 2004; Samuel 2007, 2008).

In addition to improving short term trainings, one possibility is to institutionalize their training by making literacy teaching part of teacher training curricula so that trainees can teach adults as well. Such schemes have been tried and abandoned in Ethiopia and Tanzania out of objection from teacher education institutions. A good dose of adult learning methods in all programmes training adults can also help meet to some extent the need for teachers. Whatever is tried, the huge obstacle has been the perception that anyone literate can teach adults. Finally, the question of who trains trainers including those in universities has to be an important agenda of the training discourse.

Part Ten

Teaching and Learning Materials Development

Teaching and learning materials “refers to the print and non-print resources needed to drive and enhance the teaching and learning experiences of adult learners. Print materials (are) all textual or printed teaching and learning resources, such as books, journals, newspapers and magazines. Non-print materials (are) all teaching and learning resources that do not come in textual or printed form, including chalk-boards, overhead projectors, audio or visual materials, audio-visual materials, radio and television.” (Gboku and Lekoko 2007, p. 109) Although rarely available in the context of adult learning in Africa, modern information and communication media such as personal computers, LCD projectors or moderation equipment should also be seen as means to enhance the teaching and learning process (see Flechsig and Sandhaas 1986).

Given this broad definition the questions to be answered will be

- (1) what materials are available and used in Ethiopia (print or non-print, programme area, subject matter);
- (2) for what type of learners and teachers;
- (3) how were they developed and by whom;
- (4) who was/is financing them;
- (5) who provides training on materials development.

Reference is made to the deliberations of the January/February 2008 international conference on “training of FAL personnel and related material development” in Jinja, Uganda, (see Part Twelve) where it was evidenced that written materials for literacy learners has been the primary concern of Ethiopia up to day. Thus in the following we shall concentrate on print materials and only briefly discuss non-print materials.

Print Materials

Type of Materials

As part of its services to the MoE the *dvv international* Regional Office in Addis Ababa is running a special library on adult education which is supposed to develop into a national adult education resource centre. It is open to everyone who is in need of written information on AE. Most likely, this is the only place in the entire Ethiopia where materials from abroad and within Ethiopia are collected, documented and exposed and thus accessible.

As regards materials for the Ethiopian context the majority of these tend to be reading materials such as primers and textbooks and a few post-literacy readers as well as demonstration materials such as alphabetical charts etc produced by regional education bureaus in different national languages for participants of literacy programmes. Of course, not all of them which have been developed in particular for the national literacy campaign in the 1970s and 1980s or those developed by special agencies such as the Summer Institute for Linguistics (SIL) or the churches are still available. Some have not yet been included in the documentation. Only very few reading texts could be considered as materials for post-literacy programmes.

A small number of manuals and guides are dealing with the orientation or training or guidance of personnel of literacy programmes such as planners, trainers, coordinators and facilitators predominantly in Amharic and a few in English.

There are much less written guides and manuals in Amharic or English for skills training or non-formal TVET in different trades for technical instructors and coordinators or managers at CSTCs.

Similar materials deal with skills training in rather agricultural oriented learning areas such as animal fattening, bee keeping etc at vocational training centres (VTCs) of women associations or local NGOs in different national languages. The only distance learning modules for training and self-learning of literate farmers still active have been produced and utilized by a local NGO, Agri-Service Ethiopia financed by *dvv international* (Sebsibe 2007).

Prototype handbooks, manuals and guides mainly on literacy, community development etc form the fourth category of materials available in the library but hardly to those who are supposed or wish to develop such materials in-country. They are produced by multinational organizations or bilateral development agencies and randomly distributed.

Prototype handbooks, manuals and guides are produced by multinational organizations like UNESCO or FAO or bilateral development agencies such as for example the former German DSE (now part of InWent) or GTZ, DFID, Pact, Action Aid etc or by other national governments such as Uganda or Kenya or national associations or networks e.g. the Kenya Adult Education Association (KAEA), Labe/LitNet in Uganda, ABET in South Africa plus specialized national training institutions like the Institute of Adult Education (IAE) in Dar es Salaam or the Nsamizi Institute for Social Development in Uganda.

Written practical resource materials like folders which often use extensive illustrations and photographs such as for example the Reflect pack of CIRAC (the International Reflect Circle) belong to the same category but are rarely known and used (ActionAid and IIZ/DVV 2003).

No books have been developed in Ethiopia so far that are meant for the professional education or training of educators of adults in particular at institutions of higher education/learning such as universities and teacher training colleges. The few institutions involved in such training (see Part Nine) are intensively utilizing the so-called APAL books that are made available by *dvv international* to all training institutions.

The African Perspectives on Adult Learning (APAL) Series developed by the UNESCO Institute for Lifelong Learning (UIL), the University of Botswana and *dvv international* provide so far five textbooks in English for use in the training of adult educators. Each book in the Series provides an African perspective on an important area of knowledge and practice for the educator or trainer of adults at a higher education institution or outside. However, the books can also be used as self-instructional materials for the learners or students.

A special category of learning materials for adults are simply books meant for reading – books that are usually found in libraries. In Ethiopia, these were once community ‘libraries’ / community reading / information centres stocked with a variety of materials; basic and post literacy materials, extension literature, rural or community newspapers, newsletters, wall newspapers, supplementary reading materials among others. The materials are placed here for general readership but are especially important for the promotion of post-literacy and creating a literate environment. Some of such centres still exist in some parts of the country; they have been supported by the Canadian Organisation for the Development of Education (CODE) programme or Oxfam Canada’s Horn of Africa Capacity Building Program (HOACBP). However, their number is by far not sufficient to offer such service to all in need. Unfortunately, the Education Donor Group is not aware of this gap, only of the gap on school books. Even *dvv international* can only help higher education institutions which offer adult education trainings with library books for lecturers and students.

The fact that materials are available does not mean that they are widely known and thus used in the country. Only *dvv international* via its library and bi-annual newsletter, Pact Ethiopia and ANFEAE have somehow published lists and/or descriptions of relevant materials to a wider readership. It is not known how many learners or teachers/trainers are benefiting from it.

Learners and Teachers

As already mentioned most materials are meant to be used as reading materials by the illiterate and to a lesser extend by semi-literate adult learners in whatever type of literacy programme. Their teachers are usually literacy facilitators and often primary school teachers. Very few materials target semi-literate or literate adults, in most cases farmers and women in predominantly rural areas. Their learning is often facilitated by agricultural extension staff.

The targeted beneficiaries of guides and manuals are trainers, coordinators, technical instructors and class teachers etc of projects and programmes for income generating / skills training and community development.

Development of Materials

The Ethiopian constitution and the Education Training Policy of 1994 provide for the use of the mother tongue in the schools and more specifically up to the end of the primary level. This provision formalized, extended, and deepened the practice in the previous literacy campaign which had already introduced in phases at least 12 or 13 newly coded indigenous languages. Millions of copies of many titles were printed for the literacy campaign but unfortunately, even a list of these is not accessible. The mass production of literacy materials was one of the tasks of the Educational Materials Production and Distribution Agency, now Enterprise (EMPDA/E).

Unlike recent experience in countries like Uganda and Kenya where materials development is a shared responsibility of government, non-government offices and universities and institutions training adult educators, in Ethiopia materials development for AE is the responsibility of the regional education bureaus. Initially this meant adapting or even copying school materials, which included hurried translations from Amharic into the language of the regions. This was encouraged by the fact that the content of literacy education was and to a large extent is regarded as very similar to that of the first four grades of the schools, or basic education defined as consisting of language/vernacular, numeracy (maths), science, and environmental studies, which in turn subsumes agriculture, crafts, home science, health, and civic education. Civic education has since become a separate examinable school subject.

The second phase, launched about 1994 was meant to introduce some standard across the regions. The ICDR in Addis Ababa, whose expertise is in formal education, revised the adult literacy curriculum and syllabi framework in Amharic in 1994 for regional education bureaus to localize/contextualize and develop teaching/learning materials irrespective of whether or not they have the capacity. Localization/contextualization first and foremost means use of the relevant vernacular. The content, which had to be equivalent to grade four of the school system, was to be covered in 675 hours over three years. It is useful to note that these quantifications have no empirical basis, to say nothing about whether or not this is in accord with adult learning/teaching principles.

The findings of a ICDR and SIDA co-sponsored study, the only status study so far, referred to earlier were, inter alia, that:

- four of the five education bureaus surveyed had received the revised curriculum;
- all four have prepared curricular materials;
- materials development has been commissioned to school teachers mostly untrained for the task;
- adult learners were missing in the process;

- the education bureaus and their lower units identified the followings as their major problems: lack of adequate budget, lack of reference materials, and inability to recruit adequate numbers of textbook writers, and discontinuity in literacy programmes.

The study also pointed to the fact that curricular materials so developed were available for 27% of the subjects and that only 7 of the 30 literacy teachers asked said learners had these materials. Whether or not the teachers were trained to use the materials was not explored; but the shortage was highlighted by a textbook learner ratio of 1 to 12-15 (ICDR 1999), a glaring indication that the investment has not gone down to end-users.

The few materials developed by non-governmental organizations also need some sort of approval from the government bodies. Not much is known how these materials were developed, whether rather accidentally as part of project implementation or by applying a systematic approach. Literacy materials development is understood here as purposefully writing and/or adopting of texts in indigenous language(s) for adult literacy learners to enhance use of literacy and numeracy skills in daily life, sustain or improve these skills, and eventually to actively participate in a literate environment. For that purpose, material development should follow a certain sequence of steps.

As exercised in *dvv international's* trainings of master trainers for FAL in 2005 as a basic principle learning materials should be developed based on a curriculum or national framework and should address the learning needs of adult learners. Developing the curriculum means first of all assessing adult learners' needs by using different methods and actively involving the learners and the communities of the target groups. Next, the various needs or key concern are identified by analyzing the information obtained from the needs assessment. Then out of these key concerns themes are developed as broad key areas and broken down into topics to make them teachable units. Only then, the development of teaching and learning materials should start following the same principles as for the development of other materials used in and out of schools.

Materials development requires at the minimum curriculum development experts, content specialists, writers, editors, and illustrators and involves several steps such as identifying the target group, content area(s), delivery modes, forming a multidisciplinary team, specifying key roles and partners, and training material developers and users. In Ethiopia, the availability of local printers is of paramount importance in the process.

Almost all literacy materials reviewed whether those of government offices or NGOs are neither based on a curriculum nor has there been any learning needs assessment beforehand. They are either oriented at primary education textbooks or written with a view towards the specific project objectives (that means also limited to the lifespan of the project) and do hardly care for the learners' needs thereby following the old and out fashioned centralized supply driven curriculum and textbook approach. The authors are either school personnel or in most cases consultants who may or may not have expertise in producing textbook for formal education and are thus not familiar with the psychology of adult learning. Furthermore, partly because of time pressure of the financing donor, materials are developed rarely involving the learners and their communities, rarely using local experiences, knowledge and skills nor are they referring to indigenous knowledge of the learners. In addition, they are not field-tested and revisions are typically not foreseen.

A similar approach is being used for the development of guides and manuals for the training of support staff; in some cases materials are just copied (and translated) from other prototype materials mentioned above. Of course, NGOs have been left alone; the MoE or the ICDR have not been able to issue guidelines as to how to develop materials. It is only recently after the launching of the NAES that efforts have started preparing curricula and guidelines for materials development.

As already mentioned not all materials and their producers are known, especially those NGOs which have produced just one or two materials for the purpose of a single project. Apart of UNESCO, the MoE and its ICDR, regional education bureaus and TVET commissions only a handful of organizations have been involved in development and production of materials (more than just one single material) in Ethiopia to a differing extend.

Table 13: Materials Developed by International and National NGOs

<p>International NGOs:</p> <ul style="list-style-type: none"> • Pact Ethiopia - e.g. financing materials for literacy education and livelihood training of adults and in particular women in Amharic and Afan Oromo languages; • <i>dvv international</i> - e.g. financing primers, reading and post-literacy materials in different languages, blackboards, posters and alphabetical charts; developing training manuals and guides on livelihood skill training and FAL in English and Amharic languages; • International Rescue Committee (IRC-KURET) – e.g. guides and learning materials for skills training in English and Amharic; • Summer Institute of Linguistics (SIL) – e.g. reading materials in newly transcribed languages.
<p>National NGOs:</p> <ul style="list-style-type: none"> • ANFEAE – e.g. guides and learning materials for literacy education and income-generating projects in Amharic language; • Agri-Service Ethiopia (ASE) – e.g. distance learning materials for farmers in Amharic; • Afar Pastoralist Development Association (APDA) – e.g. reading and learning materials in Afar language; • Somali Community Literacy Center – e.g. reading and learning materials in Somali language.

Financing Materials Development

No single member of the Education Donor Group finances deliberately teaching and learning materials for adult education. Again, although materials development is not a key area of *dvv international*'s support to adult education (see Part Twelve) it has funded so far the development and printing of about 150,000 copies of close to fifty different topics of materials (mainly reading materials and primers) in ten languages including English for the MoE and particularly for the education bureaus (e.g. Tigray, Oromia, Gambella, Benishangul Gumuz) and through them for rural communities (Teshome/Asnake 2007, p. 22). Furthermore, modules, guides and manuals developed by partners of the FAL component and partners of the skills training component were also financed. Own productions (jointly with the MoE) are manuals and handbooks for training or teaching partner staff on these areas; they are published and distributed nation wide as 'Adult Training & Learning Manuals (ATLM)'.

All of them can be used to implement the main programme areas of the national adult education strategy. Pact Ethiopia and ANFEAE have in the main financed materials utilized in the intervention areas of the TEACH programme. It should also be noted that NGOs in general do not have enough funds to print larger numbers of materials.

Non-Print Materials

Teaching methods and styles in Ethiopia are still characterized as traditional where the blackboard, the spoken word and sometimes books are the dominant and often only teaching and learning materials used. This is true not only in schools but also in adult education, continuing education and all sorts of training and teaching adults. Classes, seminars, workshops are still organized as teacher oriented with the teacher or trainer playing the active and the learners rather a passive role. The blackboard or chalkboard as it is also called is a good example of a non-print material that makes teaching adults easier. This is why *dvv international* has also helped regional education bureaus to procure them - often for dual use at schools, teaching children in the morning and afternoon and the adults afterwards. Literacy classes outside of schools, in centers, under the tree etc often don't have proper blackboards and enough chalk and have to use cartons and other means. Only FAL pilot projects and some NGO supported literacy programmes including the few Reflect Circles that were established among them with trained facilitators use somehow self-made teaching and learning materials such as those using the spoken word (cassette or video recorders, radio), pictures, drawings and images and numbers for learning numeracy. The use of cards, walls, wall paper, scissors, markers, natural items such as stones

and sand etc (for drawing simple maps) especially in literacy education is hardly known and only practiced by those who have participated in relevant trainings.

Other non-print materials (or media) such as overhead or LCD projectors, audio or visual materials, audio-visual materials, radio and television or laptop computers are not used in literacy programmes at all and hardly used in training literacy or adult education staff. Facilitation and moderation methods using visualization techniques (wall papers, cards, markers, flip charts) are practiced by international NGOs or donors only; only donor supported events can employ professionally trained moderators.

Training for Materials Development

Most people involved in teaching and learning materials development for adult education are not trained for the task. This fact creates the biggest challenge apart from the lack of trained adult educators to the implementation of the national AE strategy and the FAL programme. The MoE and regional education bureaus are using if at all teachers and personnel involved in textbook production for schools without further training. It is assumed that some NGOs which have been producing teaching and learning materials have organized some sort of orientation or even training to their materials developers but there is no prove of that. Again, such an approach does not contribute much to sustainable capacity building in the adult education sub-sector as intended by the MoE and *dvv international*.

It is unfortunate that those higher education institutions that are now offering training programs for adult educators (diploma, BA and MA) do not train on materials development. So far the Jimma Teacher's Training College in Oromiya is the only institution which offers half a course and in addition, trains their students practically in traditional and appropriate technologies for rural development. Students are learning how to construct and utilize simple devises by using mainly locally available materials. Because of the absence of institutionalized training and despite of limitations in terms of funding and capacity *dvv international* has over the last years organized a number of trainings for people who are supposed to work as trainers of trainers, multipliers, intermediaries and moderators of planning and other events (including college and university lecturers) that have included components on curriculum and materials development: objective oriented project planning / project cycle management (using visualization and the log frame approach), training of master trainers for FAL, training trainers for Reflect, training of workshop moderators and facilitators.

Summarizing the chapter, what is still left as a big challenge is (1) collecting, documenting, categorizing and analyzing teaching and learning materials already developed and used; (2) developing a master plan on materials needed for the implementation of the national adult education strategy including the FAL programme; (3) deciding and agreeing between government, higher education institutions, NGOs and other stakeholders of AE as to who could develop them; (4) higher education institutions offering training on material development (in addition to curriculum development and teaching methods) in AE.

Part Eleven

Evaluation and Research

The paragraphs below cover first evaluation and then research. In both cases, the purpose is to record evidence, as much as available documents permit, of what studies have been pursued and are available without commenting on their theoretical bases. While neither may measure up to rigorous research or evaluation standards, there is no doubt that both are part of the foundation for evaluation and research; they definitely constitute an important, rich, and useful reference. It may be useful to add that all evaluation is or requires research but not all research is evaluation.

Evaluation

Evaluation of AE programmes is checking whether things are going as planned and whether the planned outcomes/results have been achieved (Coles 1977; Gboku and Lekoko 2007). In recent times, ‘outcome/result’ has come to mean impact of intervention, meaning consequences on life. Unfortunately, the documents reviewed here reflect this shift to a very limited extent only. This process of assessing programme performance and impact, whether externally or internally conducted, is a judgment made in reference to objectives, individuals, programmes, and institutions with a view to deciding at a national level or elsewhere whether to improve or maintain or discontinue that programme.

On the whole, there is a paucity of AE impact evaluation undertakings in Ethiopia. The principal reasons are lack of government attention for AE, lack or acute shortage of human resources especially at the REB and WEO levels which are the principal actors, and discontinuity in interventions. What is more serious is that most studies while called ‘evaluation,’ have more the character of progress reviews and have nothing on consequences of interventions as illustrated below.

The then Region 3 Regional Education Bureau (Amhara REB) commissioned in 1995 an evaluation of CSTCs and BDCs to an external team of consultants, but this had practically nothing on impact; it turned out to be an in-ward looking activity. Among its findings were that untrained and inexperienced teachers have influenced the standard of instruction and quality output; training courses were irrelevant to local skill needs; and training equipment and materials were in short supply. It was recommended, inter alia, that in-service training be offered; government budget should increase; curriculum reflect learners’ needs; and provide for a follow up mechanism (Tassew et al 1995). Benishangul-Gumuz commissioned in 1998 an evaluation of its CSTCs and non-formal basic education (adult literacy) which, like that of the Region 3 REB, pointed to many problems around both programmes (Alebachew 1998). In 2001, the Oromiya Regional Education Bureau (OREB) conducted an “evaluation of the impact of adult basic education” in the region. The objectives were “to assess the impact of adult basic education ... and to identify factors that affect the success of the programme”. The over riding conclusion was that ABE has been successful and generally has achieved its objectives (OREB 2001, p. 40-43). The report however did not specify objectives, though it is not hard to guess that these were about participation in ABE

There were three studies which approximated to impact evaluation. The first two were commissioned by *dvv international*: An impact assessment of a pilot project that became the starting point for *dvv international*’s so-called EXPRO (Berhanu and Mengistu 2003), and the second one a follow up study on trainee recruitment, placement, and further training needs of the graduates and trainers of the AE diploma programme in the Jimma College of Teachers’ Education. The study noted (1) the mismatch between the design and operation of the first two topics; (2) many graduates are not in positions they were trained for; and (3) the need for further training both for trainers and graduates (Sandhaas 2004). As a third study OREB had commissioned an “Impact Evaluation of Short-Term Trainings given over a five year period (1998-2002) in Oromiya”. The consultant said the project was driven by availability of funds as opposed to a careful plan. With respect to impact the consultant wrote, “all those concerned

admitted that it was not possible to say how much of the life skills were used to improve the life situation of the beneficiaries and caused the desired changes” (INTERNAL PAPER 22/ 2004, p. v).

Research

Research is a systematic formulation of working hypotheses, processing and disseminating information about important findings and interesting experiences to, among other things, inform AE planning, implementation and evaluation (Kreitlow 1960). “Research is a systematic method of inquiry to expand our knowledge about a particular issue of interest” is a simpler definition of a more recent source (Chilisa and Preece 2005, p. 4).

Research, especially applied or action oriented research, into the different aspects of AE is needed for several reasons. First, such research increases understanding of the process by which AE institutions adapt or fail to react to contexts. Second, a study and knowledge of the process of AE will lead to developing new forms and spreading and adapting old ones to new environments where these may not have been recognized and appreciated before. Third, systematically recording, preserving and making these available will help to (1) develop a tradition and an historical background, (2) prevent making the same mistakes again, and (3) provide a perspective on the whole field of AE (Axford 1969; Lowe 1975; Prosser 1966; UNESCO 1997).

Research in AE has several challenges, expertise and funds for example. In spite of the challenges, one can relatively easily compile a list of at least 60 items of research/study/work done around AE between 1989 and 2008 (see Annex: Overview of Selected AE Research). One way of getting a handle on the variety of these studies is to examine the simple classification and short profiling in clusters in a chart at the end of this chapter. Some of the 60 items have been covered in Studies of Education in Ethiopia 1994-1997 commissioned by the European Union Horizon 2000 Initiative (Tilahun W. et al 1999). Most of the 60 and a lot more are accessible at the *dvv international* library/resource centre in Addis Ababa, the only such collection in one location in the country.

For the purpose of the discussion now the long list may be discussed in four categories. The first category of studies was undertaken to inform the formulation of the education and training policy and education sector development programme. All of these have international authorships. Among these was one consultancy report by a UNESCO mission that focused on AE. A USAID team in 1993 produced a concept paper on maintaining literacy and identified NFE as the greatest challenge for Ethiopia. USAID’s Education Sector Analysis in 1997 gave some attention to non-formal education and adult education. Sweden had maintained long time interest and involvement in AE in Ethiopia. A consultancy report submitted to SIDA and the MoE in 1995 had an analytical section on adult non-formal education and training. In its recommendation for future SIDA support however the report chose to skip AE following the letter and spirit of the ETP (Noonan 1995). A senior SIDA AE expert assigned to the MoE from 1990-1994 submitted a final report on AE which revolved mainly but not exclusively on the need for policy, resource mobilization and staff training.

In the second category are mainly commissioned studies on NFAE in particular and to a limited extent NFE for children. These have two elements in common. Most of these were sponsored by external agencies such UNESCO (1), Irish Aid (1), *dvv international* (2), REBs of Amhara, Oromiya, SNNPR, Tigray, and Benishangul-Gumuz (5). Second, all were written two or three years within the formulation of the ETP perhaps to help AE secure space within the new scheme of things. The third category is associated with AAU. Satisfying an academic requirement, for graduation or promotion or professional interest, has always provided a motive for research in AE. AAU and especially the Faculty of Education have recognized many BA level theses on several AE topics as partial fulfilment for the degree requirement. The practice started in the 1980s and continues to date. In the process about 40 BA level and five to ten MA level studies dealing with AE have been completed and approved. This tradition is now upgraded with the Faculty offering an MA study in adult and lifelong learning. At the level of the teaching staff, and up to 2001, some six articles on specific AE topics have been published in national and international journals.

The cooperative effort of the MoE, REBs and *dvv international* under the latter's capacity building schema accounts for considerable literature/documentation, the fourth category, with research elements. Unlike the preceding categories however, this fourth one is a local product and covers many more aspects of NFE than any other. There is a donor motive of course for all of this but the overriding and shared motive, under this umbrella, is to build and leave institutional memory in experimentation and diffusion of non-formal adult education forms and practices.

This fourth category is in turn subdivided into four groups by production/publication titles (reference documents), following the *dvv international* practice: (1) the INTERNAL PAPERS series since 2001, (2) the ADULT EDUCATION book series (since 1996), (3) the NEWSLETTER (since 1997), and (4) the Adult Training and Learning Manuals. The first three are produced and distributed on a more or less regular basis, albeit with considerable difficulty. In recent times, a new book series on CROSS-NATIONAL ENCOUNTERS IN ADULT EDUCATION and a series of IWEP OCCASIONAL PAPERS presenting research papers and documenting subsequent discussions among experts was added to this list.

The INTERNAL PAPER series, intended for a limited number of national and international readers, is now in its 70th issue. It has a report and workshop proceedings format. The vast majority of the topics covered fall under situational, institutional, needs, marketing studies/analyses of different weredas of different regions, with or without special reference towards females. Improvements are needed in these encouraging beginnings. For example, many of these studies require follow up activities which are ambitious to undertake. Some of the studies themselves are very ambitious. A good example is the recent (February 2006) study by the Amhara Women's Association which set out to achieve nine specific objectives with six expected outcomes. One of the specific objectives of the study was to establish whether or not needs varied by gender. This study however didn't pursue this variable. One of the outputs was an elaboration of the programme funding requirements and possible sources of funding which is missing in the final report (Sandhaas November 2007d).

The second group is the ADULT EDUCATION book series, now in its 23rd print. This is always printed and is meant for national and international readers. Among the themes/topics covered so far are the development of AE in Ethiopia, concepts of AE in Amharic, training needs assessment, curriculum development and adult education and national development, education for pastoralist communities etc. The books document survey studies, impact assessments, thirty years of Ethio-German Cooperation, study of AE institutions and AE in other countries. Most issues are devoted to one theme/topic developed by a single author. Four issues, 16, 18, 21, and 22 are single-theme and multi-author publications. Numbers 21 and 22 have non-formal adult education status reports from REBs which were invited to contribute, on remuneration, to workshops whose agendas were predetermined. Neither these two nor their predecessor "Non-formal Education in Ethiopia" which is a status report of 1999 say anything about the progress made in the adult literacy rate, nationally or otherwise. Further, management of programmes has remained equally untreated.

Support to Adult and Non-formal Education NEWSLETTER is the third group of publication/ products. The NEWSLETTER is normally a biannual publication. It is not a research paper but carries statements on research undergoing or completed. The NEWSLETTER covers fresh AE information on international and national events. The different columns or sections are 'Main Topic', 'from the MoE' 'from the Regions', 'News', 'Training' and 'Publications'. One of popular pages was the page on statistics on adult participation in literacy programmes. The NEWSLETTER very much depends on the contribution of REBs and consequently has not been easy to keep its regularity and completeness.

Last but not least, there is one study which needs to be singled out. It is different from those in that group because of its scope (involving five REBs, Addis Ababa, Afar, Amhara, Oromiya, and SNNPR and many aspects of NFE). It was apparently undertaken/sponsored by the then Institute for Curriculum Development and Research (ICDR) of the MoE and SIDA in 1999 to understand the situation of NFE (adult literacy, skills training, and programme for out of school children) in the post-1991 period. This is the first study of this scale known on AE, and undertaken by the government and its development partner. Appreciation is due to the cosponsors. Although there is a great deal of lumping of these three throughout the chapters, which is understandable given the conceptual difficulty outlined earlier on, a huge chunk of

the study deals with adult literacy and, to some extent, skills training. There is also undue attention given to curriculum and materials aspects but without indicating the extent of the provision. The study concluded that these three programmes were running which is a credit for the REBs.

To conclude this section, whether one adopts a rigorous or loose definition, AE research in Ethiopia gives a mixed picture. On one hand, an AE research culture has yet to emerge and develop. There is limited training in AE; there are very few trained adult educators. Research institutions, funds, publishers and publishing outlets, documentation and dissemination have yet to be part of the landscape of education in Ethiopia. On the other hand, there is some research/study that has focused predominately on adult literacy provision, generally under the rubric of NFE or AE and its contribution or role in national development and the identification and description of associated concerns. This is mostly descriptive. The studies/works highlighted in the foregoing paragraphs, whose number is more than one would expect (60+ items at least), are essentially of this type. These not only reflect the national discourse but are also foundations for further research.

Elsewhere, for example in West and East Africa, research in AE is not only pursued but researchers have started to focus their attention and specialize in certain themes such as distance education, workers' education, political economy of AE, materials development, evaluation of literacy as in Uganda, etc (Omolewa 1995; Okech 2004). Now that Ethiopia is linked to AE in other countries in the Eastern / Horn of Africa sub region through *dvv international's* Regional Programme East Africa / Horn of Africa and some universities are introducing training for adult education work, there are possibilities and opportunities for collaboration and mutual learning and undertakings in research and evaluation and materials development (Chilisa and Preece 2005; Sandhaas 1/2008).

Some Research Challenges and Agendas

The research challenges can be research agendas. There can be as many agenda items as there are challenges or vice versa. The socio-economic and political context influences both the challenges and agenda as well as whether or not research can be undertaken. Described briefly below are some of these under both categories with the fundamental ones mentioned first. Several dimensions of both are shared with at least some of the other African countries.

Challenges

AE is low priority. Within the education sector, AE has the least attention (in political, financial, and institutional terms) now. Political commitments are for varied internal and external reasons (to AE) at the lowest ebb. AE has been a very low priority as a service delivery. Part of the reason is that the contribution of AE to national development is a long way away from recognition.

AE is yet to be institutionalized. AE has yet to secure a place in the scheme of education in Ethiopia. The MoE's immediate concern is only FAL. Only one university has a small unit appended to one department. AE programmes come and go with no owner and direction. A researcher has the huge and mostly unrewarding task of knocking many doors only to find very little data. The few middle level field personnel with training in AE are most probably waiting to leave. This state of affairs is a barrier to AE research and development.

Capacity is weak. Ethiopia has a huge capacity gap (institutional, personnel, and financial) to manage, teach and research AE, the latter two being two sides of one coin. Currently middle level management positions are filled mostly by those not trained in AE and therefore unable to carry out any meaningful research. What is currently produced as research leaves a lot to be desired. Long term training of adult educators is still at its infancy; and research in AE is in its embryonic stage.

Gap in AE database. Basic information on, say, national literacy is unavailable and when available, inaccessible. There may be a limited number of problem-oriented research products but these are more often than not unknown and inaccessible to readers/researchers. It would be very useful to have an accessible data base which can be updated at regular intervals.

Gap in comprehensive understanding of AE. There is a knowledge gap about the contribution of AE to national development. Within those working in AE, the terminological/conceptual confusion and limited understanding of AE stand in the way of even minimum communication. Most basic and everyday terms like “adult, adult education, adult educator, literacy, functional literacy, training, and facilitating” enjoy no shared understanding. At a workshop organized around the 2005 ILD Celebration, a then highly placed person in the MoE said one of the challenges was “having different names” (associated with adult education: ABE, NFE, adults, literacy). Finding good translations/equivalencies in mother tongues is another task. As if this is not enough, coinages like adult learning and education, adult and lifelong learning, learning society, learning organization are finding their way into our discussions. An important task of research is to systematize and express the different and changing working definitions of AE and associated terms and concepts.

AE is not a budget line. AE funding is marginal and not prioritized by the MoE and donors. There is lack of knowledge about how much is needed for AE, what is available, what is the source, what are the cost and expense lines of different AE programmes, how much “unmarked” funds are going into AE.

Research Agendas

Baseline survey. There is very little shared knowledge about the state of adult literacy in the country. Systematic collection and analyses give a firm foundation and are beneficial to all parties concerned.

Budgeting and financing of AE. AE funding is marginal and not prioritized by government and donors. There is lack of knowledge about how much is needed for AE, what is available and from which source, what are the cost and expense lines of different AE programmes, how much “un-earmarked” funds are going into AE. How much of the ESSDP III budget for NFE is going into AE?

Adult learning/training needs. Research in this area has first to address fundamental questions like who defines needs and relevance, who has knowledge, and what is knowledge. Research for programme planning and delivery is interested in answering such questions as what AE programme is relevant to offer, how does one establish needs that are not changing between time of study or planning and implementation. In the area of literacy who needs literacy, which persons are and are not interested in adult literacy (profiles), and for what good/value are research pursuits of practical significance. Of equal value are answers to questions like who needs other forms of AE and which persons are and are not interested.

Impact study. Literacy programmes/projects as well as skills trainings of different descriptions have been organized and offered over the last decade and half. The impact of such programmes so far on the improvement of human life, social, economic, and political is a research agenda.

Materials development. Given the experience in literacy education so far and the new interest in FAL by government, research into materials development i.e. content and level, design, writing, illustration, editing, publishing, distribution and orientation would be of utmost service and contribution.

The education of adult women. There is little or no research in this area though women and their diverse and changing roles and place in development have long been recognized. The development agenda can benefit from research into their education and training needs as individuals, members of a community, and the country.

Institutional arrangement for training. Ethiopia now has universities of which AAU is identified as the locus of graduate studies and research. There are two /three year colleges, and teacher training colleges under different jurisdictions. It is assumed and often argued that universities should train adult educators. Research into understanding who the adult educator is, and where he/she should be trained in a separate institute, a teacher education/training institute or a university, or all of these best serve the purpose would be a useful input for planning training.

Examples of Clusters of Research/Studies

The following table is listing up a number of titles of research studies and publication of the last 20 years independent of whether or not published. The list does not intend to be exhaustive. The table groups titles according to their focus thereby applying a simple classification. The respective authors and the sponsors are indicated.

Table 14: Examples of Clusters of Research / Studies

	Date and Title	Author/s or Editor/s	Sponsor/s
A. Historical			
1991	Ethiopian Pioneering in AE 1948-1978	Tilahun W	Self
1997	AE in Ethiopia: A Historical Sketch	Solomon I	IIZ/DVV
2007	The History of AE in Ethiopia	Zelleke W/M	<i>dvv international</i>
2007	Thirty-five Years of Ethio-German Cooperation	Sandhaas B	<i>dvv international</i>
B. Programme Assessment/Evaluation/Review			
1995	Assessment of Literacy and Post-Literacy Programs in Region 3	Agedew R, et al	Amhara REB
1995	Evaluation of CSTCs/BDCs in Region 3	Tassew Z, et al	Amhara REB
1999	A Study of the Status of NFE in some Regions	Fikre et al	MoE and Sida
2001	Evaluative Study of the Impact of Adult Basic Education Program in Oromia Regional State	OREB (consultant)	IIZ/DVV
2004	A Review of the ANFE Diploma Programme of Jimma Teachers College	Sandhaas B	IIZ/DVV
2004	An Impact/Outcome Evaluation of Short-Term In-service Adult Training Programs in Oromia	OREB (consultant)	IIZ/DVV Oromia REB
2007	Evaluation Study of the EXPRO	Okech A, et al	<i>dvv international</i>
C. Adult Education Needs Assessment			
1996	New Assessment of NFE in SNNPR	Amare S, et al	SNNPR REB
2005	NFAE for Pastoralists and Semi-Agriculturalists	Sandhaas B	MoE, IIZ/DVV
2005	Market Analysis and Training Needs Assessment in Lafto Sub-City in Addis Ababa	IIZ/DVV	IIZ/DVV
2006	Needs Assessment for FAL of Women in Kutaber etc, Amhara Region	AWA (consultants)	IIZ/DVV
2008	Situational and Institutional Training Needs and Market Analysis of Adi Daro CSTC, Tigray	<i>dvv international</i>	<i>dvv international</i>
D. Training Needs Assessment			
1996	Training in ANFE: An International Experience	Mammo K	IIZ/DVV, SNNPR REB
1997c	A Needs Study and Program Proposal for Training Adult Educators for Oromia	Tilahun W	IIZ/DVV
2005	Needs Assessment Study on the Training of ANFE personnel in SNNPR	Markos M, et al	IIZ/DVV
2008	Debre Marqos College of Teachers Education Adult Education Training Needs Assessment	DMTEC (consultant)	<i>dvv international</i>

Part Twelve

International Contacts and Cooperation

International contacts and cooperation in adult education of countries in the global South are possible and happening in different dimensions or arenas or at different levels of the international system:

- World wide (across the globe and mainly within the UN system)
- North – South (between developed countries and developing countries)
- South – South (between developing countries)
- Sub regional (within East Africa or Horn of Africa in the case of Ethiopia) or with neighbouring countries, and as
- Development cooperation (institutionalized between governments or government-sponsored agencies).

Whereas contacts within the first four dimensions or arenas take on different forms, have different durations, are often one-time events and are taking place both within and outside a country, cooperation is understood as an institutionalized partnership within the country only. International cooperation of the countries of the global South has in general long been extended from a North to South format to include a South-South format, including regional and sub-regional cooperation; and secondly from assistance or aid to partnership, and mutual engagement with national government leadership and ownership.

The first sub-chapter describes what contacts have been established and how and to what extent Ethiopia participates in programmes or activities that are happening within the first four dimensions. The second sub-chapter concentrates on development cooperation as taking place in today's Ethiopia.

International Contacts

Worldwide

Unlike in general education and other education sub sectors only few actors are working in AE world wide. Within the UN family, it is UNESCO and its Institute for Lifelong Learning (UIL) in Hamburg that is supporting AE (and lifelong learning) mainly through governments. Like almost all countries around the globe, Ethiopia is a member of UNESCO and as such maintains a permanent delegate to UNESCO in Paris, France and a national UNESCO commission/secretariat in the MoE.

UNESCO assists its members by different means, among them international conferences such as the World Conference on Education for All in Jomtien, Thailand in 1990 and the follow up World Education Forum in Dakar, Senegal in 2000. UNESCO via the UIL is also organizing a special International Conference on Adult Education (CONFINTEA) that meets every 12 years.

Ethiopia is a signatory country to the Jomtien Declaration on EFA. Ethiopia has participated in the Dakar Conference on EFA. Ethiopia receives huge funds for HIV/AIDS prevention and treatment, both largely targeted at the adult population. Under present circumstances, Ethiopia's participation in international fora is limited to and through UNESCO. There is plenty of room for improvement. For example, although always invited by the organizing agencies Ethiopia's attendance at subsequent meetings on EFA or at preparatory meetings for CONFINTEA VI to take place in Brazil 2009 appears limited. Invitations to international conferences e.g. the one organized jointly by UNESCO, the World Bank, *dvv international*, the International Council of Adult Education (ICAE) and the University of Botswana on Poverty Reduction and Adult Education in Botswana 2004 (ADULT EDUCATION AND DEVELOPMENT 2004) were simply ignored.

UNESCO furthermore, assists those of its member countries that are in need with special programmes such as the United Nations Literacy Decade 2003-2013 and UNESCO's Literacy Initiative for Empowerment (LIFE). The observation has been made that though Ethiopia is a LIFE country, the MoE's activity in LIFE has been invisible for quite some time, even though it participated in the African Regional Conference in Support for Global Literacy, and that the MoE is not active in UNESCO's Literacy Decade (2003-2012). Arguably, these are concerns addressed in the NAES whose focus is on functional adult literacy.

Another key player in the worldwide promotion of adult education is the ICAE. The ICAE is a global network created in 1973, composed of non-governmental organizations, regional, national and sectoral networks in more than 75 countries, recognized by UNESCO as an international NGO. It is a strategic network that promotes adult and lifelong learning as a tool for active and informed participation of people. In Ethiopia only one local NGO, ANFEAE, sponsored by *dvv international*, is a member of the ICAE and thus somehow linked to international adult education. In 2008, again sponsored by *dvv international*, two adult educators working with local and international NGOs participated in ICAE's annual international training course IALLA for the very first time.

North–South

Contacts between institutions and organizations of the global North and Ethiopia are rare; those few which exist are selective and isolated undertakings. Institutionalized cooperation are not known. In recent years, a few Ethiopians were trained at German universities and received a doctoral degree – in two cases even in adult education – and after their return have played a very instrumental role in establishing the first AE programmes at Ethiopian universities. Some German students have spent up to half a year in Ethiopia to study the adult education system or special aspects of it. All these exchanges were individual initiatives, not institutionalized cooperation between institutions of higher education.

Two managers of an adult education NGO were invited to a four week training of the German development agency InWent in Germany on managing TVET providers. This was possible simply because TVET is part of the ecbp and their work in the area of non-formal TVET or skills training were considered relevant. If it was considered as adult education it would not have been relevant.

A few women or adult education associations or NGOs receive support more or less regularly from German NGOs or Third World initiatives to assist the poor and most disadvantaged in particular women. Some embassies of mainly governments of the North based in Addis Ababa or foreign initiatives also support often small-scale individual community development and/or women empowerment projects. They are neither systematically documented nor recognized by the regional education bureaus or the MoE as support to AE.

South–South

The African continent has the second largest number of illiterates of all continents and the greatest proportion of illiterate adults worldwide. Networking and partnership like in the global North are crucial. Africa has established a few organizations working on education and even on adult education such as the Association for the Development of Education in Africa (ADEA) and the Pan African Association for Literacy and Adult Education (PAALAE) respectively. Whereas ADEA has among others a working group on non-formal education which includes adult education and meets regularly, PAALAE concentrates fully on literacy and adult education. The work of both organizations is significant for Ethiopia; the ADEA 2008 Biennale in Maputo, Mozambique, for example, deliberated on post-primary education and training, which has been a central topic of the 2008 joint mid term review of the ESDP III of the MoE and the education donor group. Although NGOs like ANFEAE and the BEA-E have partly participated in one or two events there is no continued participation on the

Ethiopian side and no linkage to the MoE.

Other adult and women education networks such as the African Women's Development and Communication Network (FEMNET) or Pamoja Africa (the Africa wide network on REFLECT) are not known in Ethiopia; FAWE (Forum of African Women Education) has a national branch but is hardly linked to the national adult and women education movement.

The African Network Campaign on Education for All (ANCEFA) is a civil society campaigner rallying for the implementation of the Hamburg Declaration of CONFINTEA V (skills development, literacy and adult learning) thereby asking governments reform adult learning and civil society organizations to play a vigilant role in facilitating synchronized action towards adult literacy goals through a Global Campaign for Education. In Ethiopia during the last years ANFEAE is playing the role of a national coordinator in organizing a Global Week.

A loose form of partnership has been established via *dvv international* between the Jimma Teacher's College in Oromia Region which until recently was running the only college based (diploma) training programme for adult educators with the University of Natal in South Africa. A known professor for AE advised the college and the regional education bureau on how to develop and revise respective curricula (Sandhaas 2004a). In return, lecturers from that college were sponsored by *dvv international* for long and medium training in South Africa in order to help fill the huge gap in trained adult education experts in the country.

Apart of training, Ethiopian adult education has not been involved in Africa wide developments such as the production of the text book series African Perspectives on Adult Learning (APAL) that *dvv international* jointly with the UIL and the University of Botswana has been developing and distributing all over Africa. The general lack of trained experts has not only prevented the development of training curricula and quality training, teaching and learning materials, but also participation in regional and sub-regional research. A unique exception is the evaluation of the Africa wide scholarship programme of *dvv international* in which an Ethiopian researcher participated though not in Ethiopia itself (Fordham 1997).

Sub-regional

In Europe it is a common picture to see adult education centers cooperating with each other across borders. Equally, mutual visits in order to know each other and to learn from each other are frequently organized across borders and not only in neighbouring countries. Most university programmes are internationally oriented. This is not yet the case in Ethiopia although first study tours have been organized by *dvv international* to Uganda with mainly adult and non-formal education planners from regional education bureaus and representatives of a few NGOs (Sandhaas October 2003). *Dvv international* has been supporting adult education in Uganda and in particular the national functional adult literacy programme (FAL) that has thus become a model for Ethiopia. Pact-Ethiopia while implementing its TEACH programme has followed this model; Ethiopian university and college staff involved in adult education have just recently visited the Institute of Adult and Continuing Education of the Makerere University in Kampala.

In 2005, the *dvv international* Regional Office East Africa / Horn of Africa launched a so-called Regional Programme that is aiming at bringing countries, institutions and organizations and in particular people involved in adult education together across borders in order to initiate experience sharing and mutual learning and to offer opportunities for cross-border and sub-regional cooperation in the countries of East Africa and the Horn of Africa. This programme has so far resulted in four international conferences (Nairobi 2005, Addis Ababa 2006, Jinja 2007/08 and Dar es Salaam 2008). In addition, consultation visits have taken place providing special services and/or assistance upon request by different partners. The topics of the conferences are always chosen after consultations with partners in the host country and according to their relevance to the countries in the region. As a principle, a topic must be relevant to more than just one country and a host country must actively contribute to the

organization and financing.

- The first one was jointly organized with the College of Education and External Studies of the University of Nairobi (CEES) in collaboration with the Department of Adult Education of the Ministry of Gender and Children's Affairs and with support of the UNESCO Cluster Office in Addis Ababa and took place in Nairobi on „The Training of Adult Educators“ in 2005 (Sandhaas 1/2008).
- The second one took place in Addis Ababa in 2006 on the topic of „Public-Private Partnership in Adult Literacy“ and was jointly organized with the Ministry of Education and UNESCO Cluster Office Addis Ababa (Sandhaas 2/2009).
- The third conference was jointly planned and organized with the Ugandan Adult Education Network (UGAADEN) and the Institute for Adult and Continuing Education (IACE) at the Makerere University – the main partners of *dvv international* in Uganda - in collaboration with the Ministry of Gender and Community Development, Kampala and again supported by the UNESCO Cluster Office Addis Ababa in Jinja, Uganda, in January/ February 2008 (postponed from 2007) on the topic of “The Training of FAL Personnel and related Materials Development” (Sandhaas 3/2009).
- The fourth one took place in Dar es Salaam, Tanzania by the end of 2008 and was jointly planned with the Institute of Adult Education (IAE), the Ministry of Education and Vocational Training (MoEVT), the Department of Adult Education of the University of Dar es Salaam on the topic of “Challenges of Adult and Lifelong Learning in the 21st Century”. The MoEVT and the IAE as well as the UNESCO Office in Dar es Salaam contributed to the costs of the conference (to be published in 2009).
- A fifth one is planned for 2009; all event are documented and published in a series on “Cross-National Encounters in Adult Education” of the *dvv international* Regional Office.

The Regional Programme has enabled adult education stakeholders both at national levels as well as at sub-regional level to meet, exchange and learn from each other who otherwise have not met for many years (such as in Tanzania and also in Kenya). Governments, national networks and NGOs, universities and donors, who participated in the conferences have debated and agreed on follow up activities that are partly supported by *dvv international*.

The conferences and consultancy/advisory services had different impacts that are obvious in the case of the first conference in Nairobi. In Uganda, the IACE has developed and now offers the first MA programme on adult education and community development in the region, which can be studied even from a distance. Kyambogo University in Kampala has started a BA programme with emphasis on adult education for people with special needs – presumably the first one in Africa.

Last but not least, Ethiopia which has never had a training programme at university level, a number of universities and two teacher training colleges are in the process of establishing programmes in adult education. Among them, the Addis Ababa University is now running the first ever MA programme on adult and lifelong learning, and the Bahir Dar University has just started the first BA programme on adult education and community development.

An important impact of contacts, conferences and consultations has been different cooperation between countries and adult education experts. Ugandan consultants have helped in the development of the national adult education strategy in Ethiopia and have deepened the understanding of literacy as functional adult literacy (FAL). In return the Integrated Women's Empowerment Program (IWEP) in Ethiopia has enriched the debate on women adult education in the other countries and the Ethiopian skill training program EXPRO is now bearing fruits in Uganda. The Kenyan Literacy Survey is now known in the neighbouring countries and may soon become a model there. Countries at the periphery of the region like Djibouti are frequently participating in conferences and other meetings and request assistance from their neighbours.

Development Cooperation

The participation of the international community in education policy and plan preparations expanded and deepened with the progress of ESDPs. Some 15 bilateral and multi-lateral donors are partnering with the government via the “Education Donor Group”, now renamed “Education Development Partners” which meets regularly among themselves and then with the MoE. It is through this forum that donors discuss education issues and make recommendations and pledges (financial and technical) to the government. This group is also linked to the larger Donor Assistance Group of heads of diplomatic missions and/or their representatives which is chaired by UNDP. Bilateral and multi-lateral financial support (grant/loan) to education is channelled partly through Protecting Basic Services (through MoFED) and through sector or sub-sector support through the MoE.

The sheer number of donors however has created the perception that Ethiopia is a donor darling country. At any rate, AE is no baby of any particular donor. It is very rarely if ever that AE appears on the donors’ and donor-government meeting agendas, annual JRMs and ARMs. In spite or because of this state of affairs the MoE expected about 31% and 26% respectively of its ESDP II and III financing from external sources excluding debt relief.

In respect of AE the MoE persistently calls on NGOs (in many cases this means bi-laterals, multi-laterals and NGOs proper) to finance AE. Under the section of adult and non-formal education, the same idea is reflected thus:

“... it is obvious that government alone cannot provide sufficient financial or human resources to support the program and hence there is a need to get support from other stakeholders. In this connection, multilaterals and bilateral development partners, NGOs, and local governments, communities will be encouraged to offer various kinds of adult and NFE and training. The involvement of this diverse array of stakeholders can maximize the local responsiveness and relevance of the programs” (FMoE 2005, p. 48).

On financing AE/FAL the most recent document states “The required resources, including funds, will to a great extent be raised through integrated use of existing government resources, such as government field agents, farmer training centres, skills training centres and collaboration with NGOs and external funding partners. The government does not have to raise additional funds to cover the whole budget”, about 700 million Birr (FMoE 2006, p. 40).

This gives the impression that education donors or other bilaterals and multi-laterals and even international agencies or NGOs for that matter support education or other sector development programmes as projects evolve or are designed, which generally is not the case. External support is negotiated at the start of the sector or national or both plans, usually five-year support duration and is mostly channelled through the MoFED and to a lesser extend through the MoE for the sector and sub-sectors. Otherwise, the MoE expects donors or Education Development Partners to have or get extra money from their headquarters for AE.

The **Education Donor Group** offers limited technical and financial support to AE. In terms of one specific aspect of technical support, the education donor group participated in the formulation of ESDPs and PRSP/PASDEP where education constitutes a section. This was minimal in ESDP I and consultations improved in the next two. For example, one collective input by the education donors on the first draft of ESDP III was that its strategy was silent on adult basic education although it is well known that the illiteracy rate amongst adults is high and that education of adults enhances the education of children. On the PASDEP, the donors said, for example, that

- “it lacked clarity about the conceptualization and elaboration on adult literacy education although there appeared to be some acknowledgement of the value of adult education/ literacy for poverty alleviation; The importance of literacy is not reflected in the policy matrix.
- while the group admitted that government alone could not provide sufficient resources to support

the programme [AE and NFE programmes]” (MoFED 2006, p 82), it did not state who/which body will then be responsible for delivering AE services.

Investment in AE by international agencies if any is hard to establish for reasons given earlier. In a December 2006 mapping done by the education donor group, four agencies had indicated that they supported (grant) NFE but only one specified AE. A draft report on health, education and HIVAIDS resource mapping exercise prepared for UNICEF/Ethiopia, however had recorded that among the 28 multilateral and bilateral donors included in the study, one has indicated to support NFE (which may or may not include AE). Another had indicated support to the Adult and Non-formal Education Association in Ethiopia which as the name indicates is not committed to AE only. The same document reported that for adult and non-formal education (not defined) the difference/gap between the estimated cost and commitments (from all sources) was US\$ 111,000.06 over the remaining period of ESDP III (Abt Associates 2008). At any rate, the number of external agencies supporting AE is four or less.

While collective donor support (so far only once through the Education Pooled Fund of the Education Donor Group) remains much less than desirable, there is some support from single countries/agencies. In the study referred to immediately above, **UNESCO** is listed as supporting basic education. UNESCO also promotes literacy and life skills training for youth and adults and has jointly with *dvv international* supported the development of a national AE strategy. UNESCO is an active participant in the annual International Literacy Day functions. Because of these links for example Ethiopia was one of the four project countries for the UNESCO/EU 2000 *Horizon Initiative* Pilot Study.

One steady support, but less acknowledged, specifically for AE at least since 1995, has come from *dvv international*. Although being a member of the Education Donor Group *dvv international* does not regard itself as a donor rather as a professional partner in the development of AE. *Dvv international* is supported by the German government through the Federal Ministry of Economic Cooperation and Development (BMZ). DVV had supported AE in Ethiopia mainly through training of experts already since the end of the 1960ies from afar. When it opened an own Country Office in 1995 it was filling the gap created by the SIDA’s departure in 1994 when the last adult education Swedish advisor to the MoE returned home. This was a major loss of an AE partner with long standing reputé in AE and poplar education as well as international experience.

Unlike other agencies discussed here, *dvv international* has a bi-lateral agreement with the Federal Ministry of Education in support of AE specifically to focus on the Dakar EFA goals no. 3 of meeting the learning needs of all young persons and adults, no. 4 improving literacy levels by 50 percent, and no. 5 achieving gender equality. The agreement on cooperation also aims at contributing to both UN initiatives, the UN Literacy Decade and the LIFE as well as to the Millennium Development Goals. It contributes to Ethiopia’s Adult Education with two different programmes: (a) Support to Adult Education funded by the German government since 1995 and (b) Integrated Women’s Empowerment Programme (IWEP) funded by the Netherlands government since 2006 (functioning since 2008). Given the limitations in terms of the size of the country and the funds available all *dvv international* programmes and activities are more or less piloting approaches and developing models which can guide large scale implementation at regional or even national scale.

Although not intended as such by *dvv international* the MoE considers the German government funded programme as the only sustained support on the ground on a national scale. Support to AE includes participation in an Africa wide scholarship programme plus journals and books. In 2002, the Country Office was upgraded to a Regional Office, East Africa / Horn of Africa, making Ethiopia part of the *dvv international*’s Regional Programme support and opening opportunities for international cooperation and collaboration.

The German government supported programme aims at poverty reduction for mainly the poor and educationally disadvantaged people, in particular women, by improving literacy skills, livelihoods and income, and strengthening self-help mechanisms. To achieve this aim, the programme concentrates on four areas:

1. Promotion of understanding of adult and non-formal education at national and regional level and advocacy for relevant policies through e.g. experience sharing, advisory service, lobbying, research, monitoring and evaluation.
2. Initial and in-service training of adult educators (planners, trainers, managers, coordinators, facilitators) at central and regional levels including universities, TTCs, education bureaus and TVET commissions and NGOs, and development and production of teaching-learning and training materials.
3. Community based non-formal livelihood skills training / non-formal TVET for youths and adults at CSTCs / TVET centers / VTCs (called EXPRO) through e.g. establishment and development of model skill training centers and assistance in planning and running of training courses (non-formal vocational training within TVET).
4. Development of a functional adult literacy (FAL) approach and programmes in particular with regional women associations and women NGOs and increasingly with regional education bureaus through among other things training of personnel for functional adult literacy programmes and projects and initiating and supporting substantial pilot projects in mainly rural areas.

Details on activities and specifics of the four areas are described in some of the publications mentioned under the reference section (also see Sandhaas 2007b, p 307ff).

While only some projects are based at federal or regional levels, most projects are running at district (wereda) or even qebele levels. Apart from the respective communities and target groups the following institutions / organizations are currently partners in the implementation of the programme: the federal government (mainly MoE), in particular the education bureaus and TVET commissions of up to seven regional states, institutions of higher education (teacher training institutes, universities), regional development and women associations and NGOs and networks (Sandhaas 2007b).

In 2005, *dvv international* was requested by the “Women Development Initiative Programme” of the Ethiopian Women Development Fund (formerly under the Prime Minister’s Office), a nation wide mainly World Bank supported programme to help in their endeavour to economically support Ethiopian women and their households in poor weredas. The Integrated Women’s Empowerment Programme (IWEP) now piloting, is initially planned for five years and is funded by the government of the Netherlands through the Royal Netherlands Embassy (RNE) in Ethiopia. The project is a nation-wide pro-poor programme within Ethiopia’s overall development strategy to empower poor women and their households by combining three traditionally separate areas:

- functional adult literacy education (FAL),
- livelihood skills training (LST) or non-formal vocational training, and
- economic support via small-scale credits, grants and basic entrepreneurship/ business training.

This programme supports not only gender and women-related international and national development goals in particular towards the MDGs, it also intends to directly support the implementation of the national AE strategy by mainly establishing models and structures as the basis of an adult education system with special emphasis on women. As such it is the largest adult education intervention in Ethiopia and also one of the largest in Africa.

The project is planned to be implemented in close collaboration with a great number of partners at all levels by a Central Programme Implementation Unit (CPIU) in Addis Ababa and with regional coordination units (RCUs). Apart of the partners mentioned already above the Ministries of Foreign Affairs (MoFA) and Women Affairs (MoWA) and all regional bureaus of women affairs are additional partners in the implementation (Sandhaas March 2008; IWEP OCCATIONAL PAPER 2/2008).

The third supporter of AE apart of UNESCO and *dvv international* is **USAID**. Its support to AE is channelled through the American NGO Pact Ethiopia. Pact Ethiopia aims at enhancing the capacity of development partners to ensure the attainment of social justice and improved economic opportunities for a peaceful co-existence, by

- forging partnership with development actors,
- employing a range of innovative development models and tools with the aim of replication, and
- enhancing capacity, networking and advocacy.

In 2004, USAID has awarded Pact Ethiopia a five-year cooperative agreement called “Transforming Education for Adults and Children in the Hinterlands” (TEACH) that among others concentrates on adult literacy and women empowerment in disadvantaged (including pastoralist) communities in selected regions. The support has components on local government capacity building, education for out-of-school children and “adult functional literacy”, the Pact term for FAL. In a few target areas Pact intends to adapt its internationally acclaimed women’s empowerment model WORTH, which links literacy with savings, village banking, and small business development.

Whereas UNESCO and *dvv international* are closely cooperating with each other and jointly together with the MoE, USAID and Pact Ethiopia are working more or less on their own. Most *dvv international*’s local partner NGOs which have been trained in piloting and establishing FAL projects and/or skills training are also implementing the adult functional literacy component of the TEACH programme. Despite of Pact staff participating in *dvv international* training of master trainers of FAL, efforts to coordinate and join hands in training of staff, development of curricula and development of learning and training materials for the sake of the establishment of a systematic national adult education system have been ignored.

A unique form of cooperation has been provided to the MoE by the British Volunteers Service Overseas (VSO) over the last two years or so. An expert has been advising and assisting the Department of Gender and Educational Equity and in particular, on mainly adult education related matters.

Whether the government of the Netherlands should or could be regarded as a donor of AE is a matter of opinion. However, the **RNE** is not only funding *dvv international*’s IWEP but also supporting a few local NGOs and the Basic Education Association – Ethiopia (BEA-E) the only national network that though not as a priority somehow cares for AE.

Part Thirteen

Trends and Challenges

Trends/Prospects

AE and adult literacy in particular was a government priority for almost two decades before 1991. In direct contrast to that the programme has since remained a very low priority. While the pendulum is unlikely to swing back, some signs, highlighted below, in the positive direction are discernable.

1. Adult literacy. Internationally, the interest in universal literacy continues to be pursued, despite age old challenges, in the old twin track of universal primary education and adult literacy programmes. Literacy is also being contextualized; there is literacy and income generation and literacy with livelihoods. There are signs of this in Ethiopia. As the MoE has taken a new initiative to launch the national implementation of FAL by education bureaus and WEOs with NGOs supplementing it appears that interest in literacy might be rekindled. Adult literacy by the MoE has moved from 3Rs only to basic education to functional adult literacy.

2. Collaboration/cooperation. There are developments on two fronts in this area. First, the ministries of education and health have been collaboratively working on the training of health extension workers (HEWs). This collaborative effort now appears to be expanding in favour of FAL. The MoE now has a memorandum of understanding signed among five relevant ministries at a high level national meeting. Once rolled out, it is hoped that this will make FAL content multidisciplinary and the undertaking multi-agency. Past experience however advises one to be more cautious.

Second, the NGOs in the education sector have long been not taken seriously as partners. Recently, the MoE has been working to have a government-NGO forum up and running. The MoE also had a consultative meeting on two new strategies with the NGOs. Some of the education bureaus have already established or are working to establish such fora. These opportunities remain to be exploited by both parties. In a kind of twist of things however, the government has issued a proclamation on NGOs/CSOs, rechristening them as charity organizations, which has attracted little positive comment from the latter. An organ to coordinate/link the above two loose bodies is however missing.

3. Skills training for poverty reduction. Again here is a development in two directions. The first relates specifically to CSTCs. These seem no more on the radar screen of the MoE. They are more or less forgotten in the new NAES and have also been experiencing crisis in terms of both ownership and institutional base and funding. In the meantime however, a small number, thirty-nine, of these are being strengthened and revamped through external support as non-formal TVETs or VTCs, etc. There is also a NF TVET strategy promising standardized training, testing, and recognition of qualification earned through both formal and non-formal training.

The last few years, have also witnessed major developments in skills training particularly for youth leaving the school system and adults. Skills provision has become an urgent task of the government in the context of poverty reduction, unemployment, the mismatch between what formal education offers and what youth can or can't do with it. For example, taking advantage of the huge construction boom in progress in Addis Ababa, the education bureau is training thousand of youth in construction related trades through CSTCs or basic level TVET Skill Training Centres as they have most recently been designated. Another example comes from Tigray whose TVET Strategy has identified 10 different groups of targets for skills training (Berhane October, 2007). Here the former CSTCs are re-designated as basic TVET. At least half of these are those exiting the school system at different levels. Other education bureaus supported by *dvv international* are using some CSTCs to offer income generating and livelihood skills trainings to youth and adults with emphasis on females.

In the second development which has focus on women, *dvv international* was requested in 2005 by the Women Development Initiative Programme and the Ethiopian Women Development Fund to help in their endeavour to economically support Ethiopian women and their households in poor weredas. The pilot project, now running, aims at empowering poor women and their households by combining three traditionally separate entities: functional adult literacy, livelihood skills training, and economic support via small scale credits, grants, and basic entrepreneurship/business training.

4. HEIs training adult educators. Training at sub-degree level in regional colleges holds a promise for middle level AE personnel. These institutions are less influenced by though not completely free, federal level decisions and therefore may have latitude in introducing diploma level training programmes as they see fit. Jimma Teacher's College has already accumulated nine year diploma-level-training experience though it has yet to extract itself from dependence on *dvv international*. Another college in Debre Marqos has just introduced training for adult educators in the summer of 2007 (kiremit 1999). The annual intake in each of these is very small and their training has to meet region specific needs. One formidable challenge for these is lack of trained personnel as well as the degree to which these are treated as true colleges by their education bureaus.

AAU is leading the universities in starting in 2007 an MA programme in adult and lifelong learning. Bahir Dar has launched a BA programme in early 2009. Others like Hawassa, Adama and Haramaya are working on launching BA/BSc level programmes, though this appears rather individual than institutional initiative. Of these, one is at a stage of curriculum development and the others are working towards it.

Currently university education is undergoing a process of reform and development. First, government has decided, effective September 2008, to channel 70% of all new undergraduate admissions into science and technology and natural sciences and 30% into the social sciences. Second, the education specialization is now a top up offer after students have done three years of subject matter study. Third, the government will have greater say on admissions into MA/MSc and PhD level studies. There may be elements of this reform that will have implications for training adult educators.

On the development side, if the Ashcroft recommendation on 13 new HEIs is implemented, and there is enough indication this is happening or has happened, Adama, Dilla, Semera, and Debre Birhan Universities will develop curricula around training high level adult educators as well as training for non-formal education in the short to the medium term (Ashcroft 2005). In addition to the 21 institutions, the construction of ten or more is contemplated for 2008/09. With three of the older universities now leading or seriously considering training adult educators, training may engage seven or more universities once training curricula are centrally approved and resources are available. This appears quite promising.

Challenges

The discussion here is around those that have engaged major AE fora and have been highlighted in documents of the post-1991 period, especially those associated with workshops in 1993, 1998 (a PHRD project study), 1999, 2002 and 2005 where many persons responsible in particular for AE in the MoE, education bureaus, higher education institutions, and some NGOs participated. The top three of these are policy gap, shortage or lack of funds and trained personnel. Many of the major challenges, at least, are also shared in the Africa region as a whole (Hautecoeur 1997; UIL 2008) and in particular countries like Uganda (Okech 2004).

1. Policy gap on AE. A national AE policy is the basis of legitimacy, defined roles and responsibilities, resources and flows, accountability, institutional home base with mechanisms and structures for coordination and collaboration, and political and structural visibility. The lack of a comprehensive policy on AE has been pointed out in several documents and by many professionals and practitioners over the decades. Due to this gap for example it has remained difficult to coordinate provisions and providers and to compile very basic data on AE. The most recent strategy, not a policy as some portray

it, and follow up activities by MoE are important steps in the right direction. Political attention has focused on UPE and has yielded impressive successes. In the second half of 2009, however, the MoE is working on a five-year programme on adult education for translation. This promises to increase capacities to respond to the high demand for adult literacy and provision of skills training for youth and adults. The MoE intends to implement the programme by relying on regional and local ownership and solicits the participation of different sectors as well as of NGOs. This is an important step towards reaching the respective EFA goals but is only the first steps towards the broader AE and lifelong learning.

2. Inadequate funding. Money speaks; it is the indicator of commitment, national and international. At the heart of the funding issue is the enduring imbalance in the allocation of government funds, unresolved even by the recent draft strategies, between formal and non-formal education. Formal education gets the lion's share as always. In the words of the political leaders in education, "AE and non-formal education is for NGOs and the community". To date however, these and local governments have proved unable to raise funds commensurate to the task of providing adult literacy/FAL, to say nothing about other forms/types of AE. If AE practitioners were to identify the top three challenges they face, shortage or lack of funds will no doubt be one of these.

Most documents on NFE reviewed here argue that NFE programmes, especially for adults, have attracted less political attention and are consequently abysmally under-resourced (monies, personnel, and materials). A good example comes from the recent draft strategy of the MoE on adult education. The MoE reckons that about seven hundred million Birr or roughly sixty-four million USD will be needed to make 5.2 million adults functionally literate in five years. But the MoE also says that "the government does not have to raise additional funds to cover the whole budget". Existing government resources e.g. field agents, NGOs and external funding partners are expected to provide the necessary monies. In the same vein, the document says: "Unless a significant amount of extra money comes from somewhere, the proposed funding will not enable the country to meet the proposed targets" (FMoE 2006, p. 27). Such dependence on external sources is neither realistic nor sustainable.

3. Low human resource base. Education programmes are human intensive and require expertise. The WEOs are relatively new and under resourced and continue to be so both in qualitative and quantitative terms. Persons trained for AE are very rare at all levels. A 2005 Pact Ethiopia and ANFEAE sponsored training needs assessment study, covering 22 sample weredas in seven regional states, and presented to a workshop at the end of 2007, reported that WEOs have serious human resource limitations to implement and manage NFE programmes. A capacity building programme was recommended and has been implemented by Pact. This shortage is exacerbated by frequent changes in structures and people leaving their assignments and/or the education sector and lack of systematic training for different categories of trainers and functionaries. The current picture is that the country has no sustained programme of professional development and appropriate implementation structures for AE. What is proposed in the draft NAES, if implemented, can go some way in professional development.

Thousands of adult literacy teachers/facilitators are needed. They have always been employed as part timers and volunteers. The part time and transient nature of their engagement affects programme continuity and quality. Government resources limit their becoming permanent employees; however, a solution is needed. In addition, training/teaching and learning materials of all types and for all levels should be prepared in different languages and made available to those working in AE.

4. Weak management and communication. Management embraces planning, organizing and coordinating, implementing, staffing, and monitoring and evaluating. AE in Ethiopia continues to suffer from several 'lacks' in this area. First order of these is the lack of institutionalization, mandate, and ownership. Where in the government system is AE structurally located? Who is responsible for AE and/or different types of AE? The MoE has always argued it is not responsible for AE. For the MoE, AE is for the NGOs and communities or as a former department head of the MoE disputed his own institution by saying "being left to NGOs" as one of the challenges.

At present adult literacy provisions by the MoE and the education bureaus are plagued by lack of trained

personnel, planning, weak implementation, communication and networking, continuity, follow up, data collection and dissemination, and changes in structures. For example, the NFE panel in the MoE was practically non-existent during the last two or three years. These changes have also meant distance from decision making organs and processes. Currently, there are indications that the former NFE panel may be reconstituted at the federal level but even then four persons can hardly provide the necessary national leadership especially if Ethiopia is to join the rank and file of countries organizing for lifelong learning. Another example relates to plans and implementation.

Although education bureaus report about their plans and implementation of adult literacy programmes, they give no baseline figures for example. Things are no better in the NGO sector either. According to the same person quoted above, "The road map of each NGO is unknown to the others." Education bureaus and NGOs conduct literacy projects year after year but the result and impact/effects are unknown. One reason is the lack of coordination. Coordination (partnership, cooperation, collaboration for AE) constitutes a major management challenge.

Another reason for weak management is the weak or low level of communication both inter- and intra-sectoral as well as vertical and horizontal. Previous JRM's as well as the 2007 one have drawn this problem to the attention of relevant bodies in education. The experience of *dvv international* corroborates this with particular reference to AE. Delegation of responsibility, chain of command and accountability, individual commitment, and the diversity of languages may partly explain the weak communication or its gaps.

5. Gap in research and evaluation. Research in AE such as recording, storing, retrieving, and sharing data and information for decision making and other activities is extremely weak. Policy formulation, planning, decision making, and programming are constrained by lack of empirical research and information on the different aspects of AE such as funding, programmes and their contents, needs and interest studies, provisions, participation, teaching and learning, assessment, materials development, and teacher training and development, just to mention some macro-level topics. For example, no one can speak authoritatively about the changes in the national literacy rate and differences along the male and female and urban and rural divides.

Whatever exists in the way of research and documentation on AE is mostly inaccessible to interested parties. In present day Ethiopia, one has generally to travel to weredas (about 600 nationally) to get any bit of current empirical data. Over the last decade *dvv international* has been trying to document and make accessible most documents on adult and non-formal education work it supports. But there is also considerable work done by public and non-public bodies that has gone either unrecorded or is recorded but is sitting in inaccessible corners.

Evaluation, both process and impact, is generally weak. Past programmes have not been evaluated; nor are the current ones; and yet offers in adult literacy continue. The lack of evaluation of current adult literacy programmes conducted by the education bureaus and NGOs is a telling example of this gap. Nor is this gap seriously discussed. Training and management are the bedrocks for pursuing both.

6. Lack of comprehensive knowledge of AE and key concepts/terms. One dimension of the knowledge gap relates to understanding the nature, scope of AE and its relation to national development and poverty reduction in current parlance. This gap also influences our understanding of lifelong learning and organizing for it. In a recent survey of AE providers with offices in Addis Ababa, some of the agencies did not know that what they are doing is AE. Others and this is the vast majority understand AE to mean adult literacy and accord it very low priority as much as government does. AE is understood as sole responsibility of the MoE which perpetuates a single sector approach; what other sector ministries do is often not understood as AE. The prevailing illiterate environment, the very slow pace of national development, and the absence of serious discussion on the subject compound to increase this gap in awareness of AE and its value in national life.

The other dimension is the lack of technical knowledge which is simply overwhelming and abundantly clear. Within the MoE and in the field, AE is subsumed under NFE and refers to adult literacy. Adult

education providers use technical words and phrases loosely and this has been a cause for misunderstanding and confusion. Take for example, the case of non-formal education given to out of school children. The MoE now uses ABE to refer to NFE programmes for these children whereas earlier they had been using ABE, in accordance with international practice, to refer to adult basic education. In relation to functional literacy, USAID and Pact Ethiopia use ‘adult functional literacy’ while the MoE and the education bureaus use functional adult literacy. There is a confusing use of terms even within one document talking about the same thing as illustrated by this statement from the new draft strategy on adult education: “...this is rather small to ensure the ambitious targets the PASDEP and the ESDP have adopted: 4.2 million [children] to be reached through non-formal education and 5.2 million [adults] through adult education” (FMoE 2006, p.23). Documents reviewed are replete with very many similar instances. The media are most powerful for educating or otherwise and they use technical terms with the least attention. In short, it appears that the part is used to stand for the whole and vice versa. Or as in the case of this last quotation, the strategy and the target age group are mixed up. NFE is a strategy serving both children and adults. The underdevelopment of AE, lack of training and research in AE, and lack of professional/technical guidance underlie both gaps.

7. Low demand for AE. In the absence of empirical studies, one cannot ascertain the demand for AE, felt or real. There is however, a perception that adults in general lack awareness and appreciation of the value of education in general and adult education in particular. Adults have their own pressing needs and priorities. Motivated adults have no means either of expressing their needs. Moreover, a developing environment creates the demand for AE; a developing AE does not only meet such a need but also generates one. Evening education is an exception to this general rule. Evening education emerged out of popular demand on which it still strives especially in urban and semi-urban communities.

8. The recouping adult illiteracy. According to one of the generous figures floating, the national adult illiteracy rate is about 60%. This is rather high to diffuse through school education which is government’s principal plan. Besides, this effort is continuously eroded by the poor quality of school education and literacy provisions both contributing to relapse into illiteracy, population growth which leaves many children out of school, and increase in the number of underserved adults because of inadequate provisions or lack of motivation or both.

9. Multiplicity of languages. Without undermining the value of using mother tongue in initial education, and without getting into the emotional and rational lines of the argument, a multi-linguistic country has to face the challenges of inter alia teacher training, developing in or even translating teaching/training materials into a number of languages, and creating a learning environment to enhance lifelong learning. Cost is not the only consideration but equally important is the time taken for these materials to be printed. There is the challenge of researching. Besides, as a Ugandan experience showed, a gap in the provision of reading materials in the post-literacy stage can generate demand for another language which offers better opportunities.

10. Others. Population growth is not a problem for AE only. It affects many more areas of life. There are other challenges, which like population, cut across all dimensions of national life and militate against government’s efforts. Among these are HIV/AIDS, generally low qualification of the human workforce, unemployment, low status and participation of females, inter-ethnic conflicts, the deteriorating environment, recurrent drought and famine, resource constraints (worsened by undelivered international commitments and, more recently, by the international financial/ economic crisis), new priorities emerging, and government’s campaign approach to the solution of national problems and issues.

References

Explanatory note

Publications of the *dvv international* Regional Office East Africa / Horn of Africa are listed up at the end of this book in full. For convenience, quotations and contributions without authors are quoted in the text and referenced as follow:

- as “ADULT EDUCATION No/Year, p. ...”
- as “INTERNAL PAPER No/Month/Year, p. ...”
- as “NEWSLETTER No/Year, p. ...”
- as “ADULT TRAINING & LEARNING MANUALS No/Year, p. ...”
- as “IWEP OCCASIONAL PAPER No/Year, p. ...”
- as “CROSS-NATIONAL ENCOUNTERS IN ADULT EDUCATION No/Year, p. ...”
- as “ADULT EDUCATION AND DEVELOPMENT No/Year, p. ...”

Also note:

Up to the end of 2006 *dvv international* Regional Office East Africa / Horn of Africa was called IIZ/DVV, from beginning of 2007 *dvv international*. Until end of 2001 it was a “Project Office Ethiopia”, from 2002 onwards “Regional Office East Africa” and “Regional Office East Africa / Horn of Africa” respectively.

Furthermore, the ministry in charge of adult education among others during the Emperors time until 1974 was the Ministry of Education and Fine Arts hence referenced as MoEFA. During the time of the Derg it was called Ministry of Education and thus referenced as MoE. Today’s Federal Ministry of Education colloquially called MoE is referenced as Federal Ministry of Education (FMoE).

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GLOSSARY OF TERMS

Introduction

The aim here is to develop and improve common understanding of current knowledge and practice for basic reading of most frequently used terms in literature and documents, national and international. There are two types of items in this collection: those that are in the 'core' AE field and those that are most affiliated to AE. The basis of the subjective selection has been primarily what is most commonly found in Ethiopian documents and literature as well as general AE literature. The choice of one definition among several others is for example professional experience and reading. Some items may not appear in this list because they belong rather to other disciplines. For those that clearly belong to another discipline, the reader is encouraged to refer that.

The Glossary

Aa

Adolescent. A person between the ages of (about a low of) eleven and (a high of) twenty one; a person between puberty and maturity or legal majority. (also, youth, young adult).

Adult. (a paraphrase of the definition given in Part One).

1. One who has achieved biological maturity;
2. One who achieved the legal chronological age, which a society has legislated as adulthood;
3. The age at which a person feels him/herself to be an adult; to behave in a mature manner;
4. To be adult is to be treated in a mature manner by the social group.

Adult education/learning. (additional) In the study of adult education, this refers to at least three ideas: a field of provisions/practices (including programmes, adult educators and agencies/ institutions), a field of study and research, and the whole movement (of learners, institutions, adult educators, associations, communities, practices, etc) making it possible for adult to learn/study

Adult and Non-formal Education Association in Ethiopia. An association (NGO) of Ethiopian educators established to promote AE, formal and nonformal. In other countries, especially western ones, such organizations do not only offer AE programmes but also have partly taken the lead role in doing this.

Adult development. 1. The sequence of continuous change and growth through the various stages of adulthood. 2. The multidisciplinary study of the physical, psychological, sociological and intellectual changes in people during adulthood.

Adult Education and Development. The half yearly international journal of *dvv international* published in English, French and Spanish.

Adult Education Council. An elected or appointed body of representatives of organizations and agencies, public or private, engaged in the advancement of adult education generally in an advisory capacity.

Adult Education Quarterly. A professional journal dedicated to advancement of theory and practice of AE.

- Adult educator.** 1. One who is involved in the teaching of adults or facilitating their learning;
2. One who is involved in the organization of adult education service;
 3. One for whom AE is an area of research and teaching/training.

Adult learner. A participant in a programme of education of adults, or someone pursuing a self directed learning programme.

Adult literacy. Adult education to teach adults to read and write including computing. Also, adult basic education.

Adult psychology. The study and understanding of adults in as much as this relates to learning and teaching of adults. See also psychology of adult learning.

Adult school. A separately organized school for adults and young people beyond the age of formal schooling.

Adult vocational education. Education that is designed to provide either training or retraining for adults in order to assist them in gaining employment or advancement in their career.

Advocacy. The act of speaking out on behalf of another. Often adult educators need to perform this role or to prepare others to perform it.

Agricultural extension / agriculture extension education. Adult education and counseling given to and in farming communities by institutions of agriculture to improve practices in agriculture.

Andragogy. 1. Defined as the art and science of teaching adults. Most popularized by an American adult educator but vigorously contested and debated since. 2. Approaches, principles and methods of adult learning and teaching. Also used with different meanings in Europe or at least parts of it.

Animateur / Animator. Community education worker, an adult educator, facilitator, teacher.

Apprentice. A person serving a period of time, usually attached to a master, in order, to learn a trade or occupation. Apprenticeship is the concept/term for this process and conduct.

Attention span. The length of time a person can continue to concentrate without interruption.

Assessment. 1. The process of placing a value on or deciding the impact of, the need for an educational experience. 2. The process by which one measures the quality and quantity of learning and teaching using various techniques such as assignments, projects, and tests.

Autonomy. The belief and principle that an individual's will and actions are governed only by his/her own principles and laws rather than by external constraints.

Bb

Banking education. 1. A form of education in which knowledge/information is presented by teachers to be merely memorized by learners in uncritical manner. 2. Professional education of those working in the banking sector.

Barriers to participation. Obstacles preventing or discouraging learning/studying.

(Adult) **Basic education.** Education and training in the 3Rs and social/livelihood skills and community responsibilities.

Basic skills. The types of social and other skills that are required to function in contemporary society.

Basic vocational education/training. The first stage of training for a job or occupation, aimed at imparting the fundamental skill, attitude, knowledge to the required standard.

Behavior. 1. An observable act. 2. A response to a stimulus.

Brainstorming (as a technique). 1. A technique to enhance creativity in group problem solving. Participants are encouraged to contribute relevant ideas freely without critical examination which comes at a latter stage. Ideas are recorded in manner visible to every one. Then they are analyzed. 2. The

process of bringing learners together to generate new ideas about any specific area of interest in an open and unstructured manner.

Brain washing. Literally, to wash the brain clear so that it can be reprogrammed according to the ideological viewpoints of those who are in control.

Bridging course. A course designed to assist a student transfer from one course to another of a higher level.

Brochure. 1. A publication containing the list of courses being given by an educational institution over a specified period. 2. Any similar document announcing and/or explaining something.

Buzz group. A teaching and learning technique in which members of a class or seminar briefly break off in small groups to discuss a point that has been raised during the session.

Cc

Career. The occupation, vocation or profession chosen as one's lifetime engagement.

Career education. Education designed to promote the individual's career and life development in any subject.

Case study. A method or an approach to a problem in which the learner selects (or has selected) an actual situation in professional practice and has to prepare a report for discussion and assessment.

Case study method. A research process of studying, analyzing and reporting findings from an empirical investigation of a case study.

Certificate (also qualification). An award from an educational institution or an authorized agency indicating/stating that an individual has successfully completed a prescribed course or programme. Kinds of certificates are certificates of attendance (with no academic validity), completion (not tested for competency), and competency (attained a specified standard as proved by a test or examination).

Certification. The process by which an awarding body confirms that a candidate has met the requirements for the award of a qualification. The process of issuing the certificate to the candidate.

Civil society organizations. (sometimes also identified as the third sector). 1. Groups that mediate between public and private interests and try to influence government for improvement of the life of a nation. 2. Civil society organizations that operate independently from the state. 3. As defined in a recent Ethiopian law, these are (1a) Ethiopian charities or societies of Ethiopians formed under Ethiopian law; (1b) foreign charities or societies of foreigners formed under foreign laws and (2) mass based societies include professional associations, women's and youth associations and other similar Ethiopian associations, all operating under the Charities and Societies Agency.

Citizenship education. Education to make individuals aware of their rights and duties as members of a society.

Community. In adult education this has four meanings: a) a group of people who live or work together, b) a residential area, c) a locality where people live and interact, d) an ideal arrangement of people living and working in harmony.

Community development. Deliberately planned and organized efforts aimed at improving community life or solving particular problems in a community.

Community education. 1. Body of social, recreational, cultural, and educational activities organized outside of the formal school system for people of all ages, intending to improve the quality of a community. 2. The principle that all education should originate in and be designed to meet the interests of the community; most of all improve the quality of life. There is capacity building and identification in this process.

Community educator. One who is involved in teaching and learning with people outside of the formal educational system.

Community problem solving project. A form of community education in which the residents of a local area are helped to solve a particular problem by engaging in relevant learning activities and then putting their learning into practice.

Community school. An early and short lived venture (a kind of pilot) in Ethiopia of an institution to give education to children and adults and as well as serve as a community centre/a hub for all sorts of community development activities.

Community needs. The difference between the state or condition of a community now and the desired condition.

Community participation. Three meanings: 1. contributing in cash or kind, 2. consulting (decision is made elsewhere), 3. Controlling or managing as when a community manages an AE programme.

Community skills training centres. 1. In the past CSTCs were multi-purpose educational and training institutions established in Ethiopia to improve skills knowledge and attitude through specifically targeted training and general education programmes. 2. TVET institutions providing nonformal skills training for educationally disadvantaged youth and adults based on market and training needs assessments.

Continuing education. 1. Education and training pursued after full time initial education. 2. College and university education. The emphasis is more on education than completing the cycle of full time education.

Conscientization. An educational process, promoted by Paolo Freire, meaning to raise the level of awareness of an illiterate public living in extreme deprivation about social structures/forces with the ultimate aim of enabling it to achieve freedom and mastery over its own destiny. Over time and especially since the 1980s, a process and discourse has set in to redefine Freire's ideas in the context of changes in Latin America and elsewhere.

Curriculum (of formal education). 1. All the experiences, both in class and out of class which learners are given to acquire knowledge or skill in any subject. 2. The sequence of prescribed studies designed to attain specific educational aims, such as academic or vocational curriculum or science or social science curriculum.

Dd

Dance. Dance is an informative rhythmic movement of the body and used both as a teaching and learning method. It is used to communicate information to the learners in an entertaining manner and hence enhancing perception and retention.

Demonstration (method). Carefully prepared presentation by an expert to show learners precisely how something works and the procedure followed therein.

Delivery mode. The arrangement or manner by which learning/studying is made available to more part time learners. These are generally extensions of the full time studies. The regular programme is one delivery mode but primarily for full time learners. Summer schools or kirimt programmes, evening programmes, and distance learning have been the principal delivery modes for part timers. Delivery modes are responses to human, time, and space constraints.

Development. 1. In psychology, it is simply defined as a pattern of movement or change that begins at conception and continues throughout life. 2. A general enhancement and growth in an individual's knowledge, skills, and attitudes through conscious and unconscious learning. 3. In sociology, a process of social change in a society.

Developmental stages (of adulthood). Orderly and sequential changes in characteristics and attitudes that adult experience over the span of their lives.

Distance education/learning. A system or mode of education in which the learner is separated by time and or location from the more typical face-to-face learning environment. Instruction normally takes place through the open modes such as printed course materials, radio or television programmers, video conferencing and the Internet. The forerunner was home study and then correspondence education.

Documentation centre. A resource centre that stores and makes available documents and literature for study.

Drama. Is a method that uses a play to depict a certain conflicting situation or character. It is an entertaining and effective way to get people to discuss and solve problems.

Ee

Early adolescence. Stage of human development, usually from 12 to 16 years of age (in the western culture).

Early adulthood. Stage in human development, usually from 22 to 40 years of age, when people learn to choose, create and maintain their own life (in the western culture).

Education for All. A commitment, a drive and vision to make education accessible to all children, youth, and adults.

Education of adults. Refers generally to liberal adult education as practiced in Europe especially in the UK.

Environmental adult education. A deliberate involvement of adults and youths in the community in understanding, appreciation and up-keep of the natural and artificial aspects of one's environment as well as tackling problems and issues therein.

Experience. 1. process of creating an understanding or perception through a direct participation in an event. 2. The consciously or unconsciously acquired and stored knowledge, skill and attitude.

Extra-mural department. 1. A unit of a university responsible for taking the university to the community. Typically, this offer/service is noncredit. 2. Such a department offering university type courses to the general public. Other designations are university extension, university continuing education, university evening programme, extra-mural programme, and even, university department of adult education.

Ff

Facilitate. To make easier; to simplify; to smooth the path of.

Facilitator. One who assists in the learning process without being the (sole) provider of information or the demonstrator of skills; one who creates the opportunity to learn.

Family life education. Education designed to enrich family life or education to prepare young adults for adult family life.

Farmers' training centre. An institution giving agriculture education and training to farmers and/or field persons.

Feasibility study. An initial study in order to examine the practicality of a project.

Education fee. Money charged to individuals, groups, or agencies for instruction/tuition and training and/or associated services. In adult education in Ethiopia such fees are generally associated with evening

studies/education leading to a qualification.

Felt need. Is a subjective experience of need which may be related to want.

Flash card. Card used in teaching reading especially word recognition.

Flow chart. Diagram depicting the interrelationships between the parts of a more complete whole.

Fish bowl. A teaching/learning technique in which group discussion is employed in two ways. Initially, a small group of participants sits in a circle within the larger circle of the remainder of the group. The first discusses the topic under consideration and the larger group listens. Meanwhile any member of the larger group can join or replace any member of the smaller group and join the discussion. The replaced member sits in the outside circle. At the end of the session the whole group discusses both the process and content.

Flexibility. 1. The degree of responsiveness to changing/different circumstances. 2. The ability to adapt pre-arranged and prepared content and procedures to the circumstances.

Focus group discussion. A group examining specific subjects, which have been prepared and pre-tested, with a moderator who keeps the group to the subject under consideration.

Formal education. The institutionalized, chronologically graded, and hierarchically structured education system from primary to and including university studies/learning.

Formal adult education. Education given or pursued by adults for the purpose of earning a qualification.

Forum. 1. A period of open discussion carried on between a learning group and one or more persons bringing special knowledge of the subject under discussion. 2. A platform, a place, an opportunity for discussion and deliberation.

Functional literate. One who has acquired the basic skills in the 3Rs and other fundamental knowledge and skills and he/she is able to participate actively in such activities requiring such skills.

Gg

Gender. Refers to the assumptions and expectations people have because someone is female or male. It means the cultural and social construction of sexual differences.

Generative word. Word identified as most relevant and stimulating to the learners in literacy training/education.

General adult education. All forms of education in all areas of life not for advancement in specific vocation or profession pursued and gained throughout life.

Grassroots personnel. Those education or development persons working directly and daily with the adult learners/participants.

Hh

Health education. Creating awareness and practice of better knowledge, skill and attitude to health and well being.

Human Rights. As contained in the United Nations declaration of 1948, natural and inalienable rights of persons i.e. those that are neither granted nor denied by law.

II

Ice-breaker. A group technique to enable people to relate to each other in a group, usually used at the start of a course or a session.

Identity. A social construction in which a person comes to see how she/he is seen in the social world; also how each person sees him/herself.

Income generation / non-formal vocational training. Training in income generating productive and service skills and trades, also referred to as livelihood skill training, with the aim to increase productivity and income, and to provide skills and knowledge for self-employment and employment. This type of training may be linked to access to micro-credit schemes and to corresponding training. It will include basic industrial training in both rural and urban settings such as carpentry, tailoring, car mechanics, iron smith, etc. Rural economic development refers here to agriculture extension services carried out primarily to improve agricultural practice, animal husbandry, vegetable gardening, natural resource management (water, soil, forestry) and to promote new activities such as fish farming and forestry.

Informal education. Is unorganized, often unsystematic and generally unintentional learning/training from the environment through out life.

Informal adult education. Education adults acquire from daily experience, the educative resources of the environment, from the family and neighbours, work and play, mass media, library, theatre.

Illiteracy. Inability to use and benefit from the written language.

Interdisciplinary. Approach to or knowledge about a phenomenon that combines two or more disciplines.

Integrated programme of education. Refers to the integration of (1) theory and practice and (2) education content reflecting the bearings of relevant disciplines in a thematic manner.

LI

Labour education. Systematic development of attitudes, knowledge and skill patterns necessary for effective participation as a member of a trade union.

Learner. A person actively participating in an adult education programme.

Learning environment. The total set of conditions that influence learning.

Learning needs assessment. The identification of learner, community and provider needs and the syntheses of those into a specification of the problem.

Liberal adult education. Education intended to equip the adult with a broad general culture, which will enable him/her to realize him/herself as an individual and a citizen.

Lifelong learning. A comprehensive concept which includes formal, nonformal, and informal learning extended throughout the life span of an individual to attain the fullest possible development in personal, social, and professional life. It seeks to view education in its totality and includes learning that occurs in the home, school, community and workplace, and through the mass media and other situations and structures for acquiring and enhancing social and individual development.

Life skills. Life skills refer to the individual's ability to fully perform his/her functions and participate in daily life. Essential life skills are like learning tools. Life skills is learning generic skills such as information gathering, problem solving, critical thinking, team work, negotiation, interpersonal skills, self-awareness, assertiveness, handling emotions, conflict resolution, and living in harmony and peace with neighbours.

Life skills training. Specific programmes and activities organized to develop the capability to function

more effectively in daily life and improve society: e.g. health and hygiene, HIV/AIDS prevention and care, family planning, environmental sustainability, cognitive skills, interpersonal skills, citizenship, gender, and other forms of social learning. Community development programmes aimed at improving the quality of life of the local community in both rural and urban contexts (wells water pumps training, roads, housing, public participation in local government etc) will be included here.

Life span. The maximum number of years an individual can live.

Literacy. 1. The ability to use and benefit from the written language. 2. The ability to read and write in the mother tongue.

Literacy campaign. Organized imitative, usually by government, designed to promote the importance and acquisition of literacy skills by the maximum number of adults within a specified time.

Literate environment. 1. A surrounding or an atmosphere where most people read and write and where reading literature and writing materials are available to help maintain or even improve newly acquired skills. 2. The prevalence of literacy in households and communities.

Literacy project. Small scale literacy education/training with specified objectives, procedures, and time frame.

Literacy programme. Education/training in the 3Rs built into and going on as part and parcel of a larger development programme. Literacy programmes are usually more general and longer than projects.

Livelihood. Traditionally it means making a living in a predominantly agrarian society. It covers the dimension of the human capital, which is the knowledge, skills and methods used to produce or obtain the food, water, clothing and shelter necessary for survival and wellbeing, whether the economy is subsistence, monetized, or a mixture of both.

Livelihood skill training. Training for especially illiterate people from rural environments, such as e.g. sewing, embroidering, making of fuel-saving stoves, making of mud-blocks, pottery, home-management or horticulture, fattening, poultry etc are geared towards livelihood needs and are thus meant to enable the trainees to directly improve on their and their families' personal living situation.

Mm

Materials (for teaching and learning). Print and non-print resources needed to drive and enhance the teaching and learning experience of adult learners such as books, journals, newspapers, posters, models, charts and chalk-boards, overhead projectors, audio or visual materials, radio and television etc. and helping better communication in education.

Mass education. Educational programmes and activities aimed at the majority of the people instead of the few.

Mass media. Newspapers, radio, TV, the Internet carrying/imparting information to large numbers of people.

Moderator. An individual who introduces and guides discussion and audience participation during a workshop, a panel or similar forum.

Mode of delivery. (see delivery mode).

Motivation (of an adult). The internal or external state that drives a person to behave in specific manner, consciously or unconsciously.

Nn

Need. In adult education this implies that there is a gap in a person's knowledge, skill, and attitude.

Needs assessment. Finding out in a systematic way and through different means what a particular community, or group of potential learners/participants considers is its unsatisfied needs.

Non-formal education (simplified definition). Education organized outside the formal educational system, often to respond to *learning needs* of specific groups of people. Occasionally mixed up with informal education.

Non-formal TVET. All structured short and long term TVET programmes that are not registered as formal TVET by the FMoE, e.g. TVET in CSTCs, TVET programmes by NGOs, employer-based programmes, commercial TVET schools, etc.

Non-formal adult education. Education of adults provided outside the formal education system. As one dimension of NFE, NFAE is education and training of adults provided outside the framework of formal system irrespective of its purpose, content, and provider. The targets or beneficiaries of NFAE are illiterates and graduates, youth/adolescents and adults, the poor and the rich, and the urban and the rural people participating in non-credit (non-qualification) learning/ training activities. In the practice in Ethiopia, the term has little currency; it tends to be subsumed under AE or NFE.

Non-participation. Non-enrolment in adult education.

Numeracy. Written computation and understanding of the wider mathematical concepts of time, space, volume, approximation,, proportion, etc; an element in adult basic education concerned with skills in elementary “everyday” handling of numbers.

Oo

Occupational education. Education/training for an occupation, profession, vocation, and trade, formal and non-formal.

Older adult. One who is 65 years of age or older (as defined by US Congress).

Out-of-school education. Education outside of the school and higher education system.

Pp

Panel discussion. A method whereby an identified group of experts/resource persons discuss a topic in front of an audience and then answer questions.

Parenthood education. Providing the necessary knowledge for, and preparing young people generally in the art of parenthood.

Participant. An adult studying/learning individually or in a group. This is the preferred term in adult education not pupil or student.

Participatory method. A method of learning/teaching whereby understanding and appreciation of content is developed not through telling but through contribution of the adult learner in the discussions, investigation, examinations of issues, analysis and conclusions.

Planning. The process of preparing in advance for making design, cost calculations, timing, resources, implementation, and follow-up.

Population education. Education intended to increase understanding of demographic questions (especially in relation to social and economic conditions) and the ability to resolve problems arising

from them.

Political education. Awareness raising. Education and training, not brainwashing, in political ideologies, systems, operations, and institutions.

Prison education. Adult education conducted in prison often to facilitate the rehabilitation of prisoners; it can have four functions: educational, personal growth, amusement, and personal behaviour.

Problem-based adult learning. A reflective approach in which learners are encouraged to make decisions and judgments based on their own experiences, learning needs and obstacles so that they can fulfill these needs.

Profile of learner. A set of measures of different characteristics of a learner that have been standardized to allow comparison.

Programme area. Content, topic, issue, problem, theme presented, discussed, explored; most preferred term in nonformal adult education instead of 'curriculum'.

Professional development. Education to update or upgrade ones competence in the particular profession.

Project proposal. Plan of what one wants to do.

Provider. An organization or individual which organizes and runs educational programmes for adults.

Post-literacy. This incorporates all measures taken to enable the neoliterate to put into practice the skills acquired and to increase the knowledge obtained during the previous stage.

Psychology of adult education. Study and understanding of adult psychology in relation to adult learning/teaching.

Public library. A collection of books or other learning materials which is open to the general public.

Rr

Reading circle. A vehicle of adult education through contributing and sharing literature.

Resource centre. A room storing and/or offering access to different kinds of documentation, materials and equipment relevant to study and research in general or specific area.

Resource person. An expert who is willing to be consulted during a learning project.

Relapse into illiteracy. Become illiterate again.

Remedial. Pertaining to measures or driven by measures which will help to correct a weakness.

Reskilling. 1. Retraining. 2. Continuing vocational education in which new skills or even skills for a new occupation are gained.

Role play. A teaching/learning technique where participants are presented with a situation which requires acting out roles of those individuals involved.

Ss

Statutory organization or authority. A body charged or established by law to offer AE services.

Second chance education/learning. Educational opportunities to compensate for lack of success in or opportunity for initial education.

Skill centre. A centre offering training for workers, often for the unemployed.

Skill training. Training for work or better performance in a particular trade or vocation for example leather work.

Self-concept. The way in which people perceive themselves in relation to others.

Seminar. A discussion upon an expert presentation, project report, research papers.

Study visit. Teaching/learning/ training method, visit to a place of interest usually following or arising from a discussion.

Tt

Target group. Population for whom an AE programme is intended; potential clientele, object of marketing.

Training. Systematic development of the attitude, knowledge, and skill patterns required by an individual to perform a specific task satisfactorily.

Training of trainers. The professional preparation of those who will become trainers, training officers.

Training needs. Knowledge, skill and attitude that persons need to acquire to be proficient in their professional, vocational, occupational role.

Traditional literacy. The teaching of reading and writing, accompanied by in most cases by elementary arithmetic.

Uu

University adult education. AE provisions by a university, credit and noncredit.

University department of adult education. The unit whose purpose is the study of AE and the training of adult educators.

University extension. AE activities of a university, off campus or on campus, and often part time.

Ww

Workers' education. Systematic development in working-class adults of knowledge, attitude, and skill to enable them to fulfill the roles and responsibilities both at work and home.

Workshop. A forum that offers opportunities for persons with a common interest or problem to meet with specialists to receive first hand information and to undertake practical work.

Yy

Young adult. In the western culture, a young person between the ages of about 16 to 25. In Amahric, this may be equivalent to gobz (male form) or gobzazit (young male adults).

DIRECTORY OF INSTITUTIONS AND ORGANIZATIONS PROVIDING ADULT EDUCATION

Introduction

The purpose

The sole purpose of this Directory is to capture and share information on providers of AE for whatever constructive use organizations/persons can make of it. This is the very first Directory that concentrated on adult education only. Information is vital for decision making, planning and evaluating and development in general. With the cooperation of all stakeholders, it should be possible to update and extend this edition at regular intervals.

The source and limitation of information

The work first consulted and took advantage of Directories of CRDA, BEA (2007), and IIZ/DVV and MoE (1997). There was also one incomplete directory from 2003 prepared by MoE and supported by *dvv international*. All of them are covering project and programmes of 'adult and non-formal education' which means both programmes for adults as well as for out-of school children. Project proposals submitted to *dvv international* Regional Office East Africa / Horn of Africa and brochures given to the same were also consulted.

From these, seventy five organizations were identified. Sixty of these have headquarters in Addis Ababa but operate nationally. A questionnaire annexed to this report was designed to get the information needed. For organizations in Addis Ababa, the instrument was hand delivered and collected by data collectors who carried a proper identification. Those outside of Addis Ababa received the same via email and/or fax. Completed sheets were faxed back to *dvv international* Regional Office, East Africa/Horn of Africa in Addis Ababa. The latter group were few and far between. This experience is not new to the Office.

The product is unavoidably incomplete; there are omissions since one can't do otherwise. Not all organizations were covered this time since *dvv international* did not know who is out there. Organizations and their activities are dynamic, coming and going. This is one reason for the need for frequent updating. But this is an internally imposed element. An external element that put some limitation on the product is the type of information given or not given by organizations responding to the questionnaire and their willingness to respond to the request. One example for this comes from the question on funds. This proved very sensitive and much protected by many organizations, for no reason at all as far as this Office is concerned. Those who responded to the item gave only vague answers like government, community, NGO or just an agency name. Another example comes from organizations especially outside of Addis which took inordinately long time, more than twelve weeks, to respond, or did not respond at all, in spite of repeated reminders.

The draft directory was sent to all who responded for comments or, in other words, to confirm. Comments were incorporated into this final version provided they were on items missed and/or misrepresented during first data entry.

The coverage

A spectrum of organizations was covered in this Directory: state and parastatal agencies, educational institutions of various descriptions because they offer part time adult education throughout the nation; NGOs, national and international; and associations. Another dimension of the coverage is this. Although most organizations are located in the city, their programmes have a national coverage. One good

example is the Family Guidance Association whose services are quite spread. And more, although not all agencies were included in the survey, there is sufficient information to indicate what is happening where. Hence this is a national directory. Finally, what is provided under formal and nonformal adult education covers a wide spectrum of national and individual activity and life

The columns

The list of educational establishments is perhaps longer. This intended to include all levels and types (private, government, public as well as academic and TVET) of institutions offering part time education and training for qualification wherever circumstances permit. The participation in these programmes is considerable.

Under address, all contact details including names of persons, which were not always easy to get, are included. Readers must be aware of the fact that these change because NGOs in particular are constantly changing and moving.

Two points are worth making about programme emphasis. First some sort of explanation/list or alternative naming was given in parenthesis because different names are used by different agencies for the same thing. This had definitely helped as the pencil marks in the response sheets tell. Second, one would have expected a maximum of say three areas of emphasis per agency. Several agencies have listed many more which raises the question of whether or not they were spreading too thin in one given year or whether they paid little attention to the response.

The geographical coverage of AE programmes appears extensive as the zone and wereda names listed show although and obviously some regions are much less served than others.

Finally, there are three points about the column on source of funds. First, only three sources are shown as was required; there was some editing to show the first three. Second, this column is the least informative because the information is the most inaccessible and in some cases vague. Third, government's contribution to evening education is only in kind, allowing free use of facilities for example.

The lessons learned

- Several organizations were more than willing to share information; on the other hand, there is a certain amount of reluctance to do so including by some partners of *dvv international*.
- The topic of funds is the most sensitive one; and not all agencies were willing to indicate their major sources of funds.
- Getting or obtaining information is still a huge challenge especially via media.

The next steps

dvv international thanks all those who cooperated in this effort. Jointly we can do better next time. The plan is to update this every other year. The next year to report about will be 2010 or 2002 E.C. Therefore every other Hamele (roughly July)

1. agencies in the list are requested to send their updated information using the same format;
2. others who may learn of this effort and wish to be included, are encouraged to use the same format and send in theirs to *dvv international* at the address below.

***dvv international* Regional Office East Africa / Horn of Africa**
P.O. Box 34743, Addis Ababa
Tel + 251 011 123 22 39/40/41
Fax +252 011 123 61 17
e-mail: iiz.dvv@ethionet.et / website: www.dvv-international.de

Directory of Organizations and Institutions Providing Adult Education
2000 EC (The Millennium) School Year

No	Name	Type	Contact Details	Programme Emphasis/Focus	Operating in	Source of Funding
1	Action for Development	Local NGO	-Kifele ketema : Bole -Qebele 06/14 -H.No 363 -Tel.(Off) 011 - 662 59 76 -P.O.Box 19859 Contact person: Ato Yoseph Negasa, Executive Director	- General education -Education/training for income generation -Health education -Skills training -Agriculture education -Civics education -Environment education -Business education - Non-formal basic education - Programmes for women and young adult girls	1. Oromia (most of Borena Zone 2. SNNPR (South Omo, South Arsi, Maali, Nayangatom, Dasenech)	International donors
2	Addis Ababa Hagere Sibket Office, EOC	Faith based local NGO	-Kifle Ketema : Arada -Qebele -17 -House. No -Tel. (off.) 011 156 32 88 0911 12 86 97 -P.O. Box 31245 Contact person:	- General education -Education training for income generation -Health education training - Skills training -Agriculture education/training -Civics education -Environment education -Business education -Adult basic education -Programmes for women	Addis Ababa	Addis Ababa Hagere Sibket

No	Name	Type	Contact Details	Programme Emphasis/Focus	Operating in	Source of Funding
3	Addis Ababa University College of Commerce	Government	- Kifle ketema : Kirkos - Qebele – - Tel. 011 551 80 20 - P.O. Box 3131 Contact Person: Ato Estifanos G/ Hawariat, Academic & Research Vice Dean	Part time education/training for initial or more government qualification.	Addis Ababa	1. Government (use of facilities) 2. Internal revenue (tuition and other fees)
4	Addis Ababa University College of Education	Government	College Dean -Tel: 011 1239780	BA level programmes for evening learners	Addis Ababa	1. Gov/t (use of facilities) 2. Tuition and other fees from evening learners
5	Adult and NonFormal Education Association in Ethiopia	Local NGO	- Kifle ketema : Arada - Qebele – 13/14 - Tel. 011 124 86 34 011 124 80 35/36 - P.O. Box 14578 Contact Person: Ato Alemayehu Hailu	- Education and training for income generation - Adult basic education	1. Oromiya (N.Shewa, Bereh& Alettu) 2. Amhara (N.Shewa, Ankober) 3. Gambela (Gambela, 8 weredas)	1. NGO 80% (international agencies?) 2. Local Source 20 %
6	Agri-Service Ethiopia	Non faith based local NGO	- Kifle ketema : Kirkos - Qebele – 02/03 - Tel. 011-465-12-12 011 466 64 17 - P.O. Box 2460 Contact Person: Ato Amanuel Asema	- General Education - Education/training for income generation - Health education and training - Skills training - Agriculture education/training - Environment Education - Adult Basic Education	1. Amhara (E. Gojjam, Enebse Sarmedir); (N. Shewa, Tehwledere Lalomama, South Wollo) 2. Oromia (Bale Goro; Guji,Gelana) 3. SNNPR (Amaro Special Wereda)	1. EED 2. Novib 3. <i>dvv international</i>
7	Affar Regional Education Bureau	Government	Semra Adult Education Expert -Tel 038 6660119	None in 2000 E.C		

No	Name	Type	Contact Details	Programme Emphasis/Focus	Operating in	Source of Funding
8	All African Leprosy and Rehabilitation Training Centre	Government	-Kifle ketema : Kolfe Keranio - Qebele – 02/03 - Tel. 011 321 13 41 - P.O.Box 365 Contact Person: Dr. Eshetu Kebede	- Education/training for initial or more Gov qualification in relevant areas - Short term trainings in health prog. management	All Regions	1. Government 2. Internal revenue
9	Amhara Development Association (A.A Office)	Non-faith based local NGO	- Kifle ketema : Kirkos - Qebele – 02/03 - Tel. 011 551 78 86 0911 200 570 - P.O. Box 13685 Contact Person: Ato Degarege Siyum	- General Education - Education/training for income generation - Health education/training - Skills training - Agriculture education/training - Environment education - Adult functional education	All over the Region	1. Membership fee (10%) 2. Donors (Project based) (90%)
10	Amhara Development Association (Bahir Dar Office)	Non-faith based local NGO	Bahir Dar -Tel: 058- 2201008	-Education for income generation -Health education -Adult basic education -Programmes for women	81 weredas in Amhara	1. Packard Foundation 67% 2. Pact Ethiopia 31% 3. Pact Ethiopia 19%
11	Amhara Region Education Bureau	Government	Bahir Dar -Tel: 058 220 13 00 NFE Team Leader	adult basic education	All over the Region	1. Wereda council 2. NGO 3. Communities
12	Amhara Women's Association	Local NGO		- Empowering programme for women -Health education -Skills training -Agriculture education -Environment education -Adult basic education -Programmes for women	All over the Region	1. <i>dvv international</i> 45% 2. IWEP 45% 3. membership fee 10%

No	Name	Type	Contact Details	Programme Emphasis/Focus	Operating in	Source of Funding
13	(Dej). Belay Zelleke No. 1 Primary & Secondary School	Public	- Kifle ketema : Arada - Qebele – - Tel. 011 556 52 46 - P.O. Box 30164 Contact Person: Ato Meseret G/ Mariam	-Education for initial or more government qualification	Addis Ababa	Internal income (tuition and other fees)
14	Benishangul-Gumuz Regional Education Bureau	Gov	Assosa -Tele: 057 77 50 431/432 ABE Expert	-General Education -Skills training -Agriculture education -Adult basic education	-Assosa -Metekel -Wombera -Kamashi	1. <i>dvv international</i> 50% 2. Pact 30% 3. IRC 20%
15	Canadian Physicians for Aid and Relief	Int'l NGO	-Kifele Ketema : Bole -Qebele - 10 -House.No -Tel.(off) 0116 29 49 20 011 629 22 89 -P.O. Box 2555 Contact person: Ato Bantirgu H/Mariam, country director 0911 20 73 41	- General Education - Education/training for income generation -Health education -Skills training -Agriculture education -Civics education - Environment education - Business education - Adult basic education - Programmes for women	1. Benishangul -Gumuz (Metekel, Dibate) 2. Oromiya (N.Shewa, Jarso)	1.CIDA, Canada 2. NED, America
16	Cheshire Services Ethiopia	Non-faith based local NGO	- Kifele ketema : Arada - Qebele – -House.No - Tel. 011 123 47 97 - P.O. Box 8901 Contact Person: Ato G/Medhin Bekele, Project Manager	- General education - Education/training for income generation - Health education/ training (Primary health care & disability prevention) -Civics education -Programmes for Women	1. SNNPR (Hawassa) 2. Oromiya (Menagesha rehabilitation center) 3. Dire Dewa (Dire Dewa)	1. International donors (CBM Ethiopia Aid) 2. Fund Raising (Local Sources/ CBR)

No	Name	Type	Contact Details	Programme Emphasis/Focus	Operating in	Source of Funding
17	Denmark Church Aid	Faith- based Int'l NGO	- Kifle ketema : Kirkos - Qebele – 02 -House.No - Tel. 011 55140 47 - P.O. Box 28772 Code- 1000 Contact Person:	- Education/training for income generation - Agriculture education/training - Environment education -Programmes for women	1. Oromiya (Bale: Goro, Borena- Dugde dawa, etc.) 2. Amhara (N.Wolo: Wadla, Habro, Kobo, Dhura)	1. Danish Government 2. EHCO
18	Dire Dawa Education Bureau	Government	ABE Expert -Tele:0913 457789 -P.O. Box : 232	ABE for adults	Some rural and urban areas	None; activities are all voluntary
19	Developing the Family Together	Local NGO	-Kifle Ketema : Arada -Qebele - 17/13 -House. No - Tel 0111 24 57 26 0116 55 29 76 -P.O. Box 81233 Contact person - w/o Kidist Belete, Executive Director	-General education -Education/training for income generation -Health education/training -Skills training -Agriculture education -Environment education -Business education -Adult basic education -Programme for women	1. Amhara (North Shewa, Bosona worna, Kewet wereda) 2. Addis Ababa (Yeka)	1. Stephen Lewis Foundation 2. Project Concern International 3. Geneva Global
20	Education for Development Association	Local NGO	-Kifle Kelema - Gulele -Qebele - 09 House No 457 -Tel.(off.) 011 127 39 04 - P.O. Box 25 725 code 1000 Contact person Ato Hailu Benti, Managing director	Education/training for income generation	-Oromia (East Wollega, Jimma Horro; South West Shewa, Weliso 2. Benishangul-Gumz (Assosa, MaoKomo)	Donations

No	Name	Type	Contact Details	Programme Emphasis/Focus	Operating in	Source of Funding
21	Emanuel Development Association	Local NGO	- Kifle ketema : Yeka - Qebele – 17 - Tel. 011 646 01 88 011 646 14 26 - P.O. Box 908 Contact Person: Ato Tesema Bekele	- Education & training for income generation - Health education/training - Skills training - Civic Education - Business Education - Adult basic education - Programmes for women	1. Addis Ababa (Akaki Kifle ketema) 2. Amhara (North Shewa, Tarmaber)	Data not given
22	Entoto TVET College	Government	- Kifle ketema : Gulele - Qebele – 02 - Tel 011 123 8765/66 - P.O. Box 1033 Contact Person: Ato G/Kiristos Tesfaye, Adm. & Finance V/Dean	- Education / training for initial or more government qualification	Addis Ababa	1. Government 2. Internal revenue (tuition and other fees)
23	Ethiopian Catholic Church/Medhin Social Centre	Faith based NGO	-Kifle ketema : Kolfe Keranio -House.No -Qebele 02/03 -Tel.(off.) 011 321 13 79 011 321 13 80 -P.O.Box 704.35 Contact person: Sister Sinkinesh G/Mariam, Directress	-Education & training for income generation -Community based tutorial NFE programme for school leavers and adults -Tutors training -Vocational training	-Addis Ababa (Kolfe Keranio, Nifasilk Lafto	Multi-donor sponsorship

No	Name	Type	Contact Details	Programme Emphasis/Focus	Operating in	Source of Funding
24	Ethiopian Evangelical Church Mekane Yesus	Faith based NGO	-Kifle Ketema : Arada -Qebele 02 -House. No Tel. 011 155 20 01 - P.O. Box 81064 Contact person: Dr. Abeya Wakwoya, Capacity Building & PME Coordinator Tel 011 155 13 27 E-mail abeyaw@eecmy.org.	-General education -Education and training for income generation -Health education/training -Skills training -Agriculture education and training -Civics education -Environment education -Business education -Adult basic education - Programmes for women	All Regions	1. Partner donors (LWFL/ DMD, EED, NCA, NLM, NMS, BfW FELM...) 2. Community contribution and others
25	Ethiopian Muslims Relief and Development Association	Non-faith based Local NGO	-Kifle Ketema : Kirkos -Qebele - 01 -House No -234 -Tel.(off.) 011 552 08 03 -P.O. Box 7515 Contact person Haji Adane Mamuye Mob. 0911 24 15 90 Executive Director	- General education -Education/training for income generation -Skills training -Agricultural education -Civics education - Business education -Adult basic education -Programmes for women	1. Amhara (South Wello: Kalu, Medinar, Dessie , Fursi Dawa Chefa; Gonder; Bahir Dar) 2. Oromia (Arsi, Djksis, Sude, Hetosa, Jimma & Nekpemt) 3. SNNPR (Hawassa, Hosaena) 4. Affar (Zone 3, Dulecha and Amibara)	1. IWW/BLF CA, PACT (90%) 2. Members contribution (10%)
26	Ethiopian Rural Self Help Association	Local NGO	- Kifle ketema: Kirkos - Qebele- 04 - House No 173/174 - Tel. 011 466 14 53 - P.O.Box 102367 Contact Person: Ato Eshetu Yimer	- Education/training for income generation - Health education/training - Agriculture education /training - Civics education - Environment education - Programmes for women	1. Oromia (W.Shewa ,Ambo; W.Harerga, Dobo) 2. SNNPR (Gamugofa) 3. Amhara (N. Shewa, Argoblana Tera, Hageremariam)	1. Oxfam Novlb 2. KNH – German 3. Action Aid

No	Name	Type	Contact Details	Programme Emphasis/Focus	Operating in	Source of Funding
27	Facilitator for Change -Ethiopia	Local NGO	-K/K-Bole Qebele -05 -Hos.No ___ -Tel.(off.) 011 662 14 38 -P.O. Box 24199 Code 1000 Contact person: Ato Fantahun Tarekegen	- Education and training for income generation -Health education -Skills training -Adult functional literacy	1. Amhara (East and west Gojjam, 7 weredas) 2. Oromia (Jimma; East Shewa; S.W.Shewa, 8 weredas)	1. KNH (44%) 2. PCF (13%) 3. SOS-FAIM (10%)
28	Family Guidance Association of Ethiopia	Non-faith based local NGO	- Kifle ketema : Kirkos - Qebele – 02/03 - Tel. 011 467 23 00 011 467 16 75 - P.O. Box 5716 Contact Person: Ato Adisu Chane	- Health education/training - Training on Basic SRH - Client oriented provider efficient (COPE) -Adolescent reproductive health courses -Training in counseling	1. Oromia 2. Amhara 3. Addis Ababa 4. Tigray 5. SNNPR 6. Somali 7. Dire Dawa	1. Packard Foundation 70% 2. CORHA 15% 3. UNICEF 15%
29	FARM-Africa	Int'l NGO	-Kifle ketema: Kirkos - Qebele – 04 - Tel. 011 416 96 98 011 416 09-01 - P.O. Box 5746 Contact Person: Mr Jonatan Napir	Programmes for women	SNNPR (Hosanna)	Data not given

No	Name	Type	Contact Details	Programme Emphasis/Focus	Operating in	Source of Funding
30	Federal Prison Administration	Government	- Kifele ketema : Arada - Qebele – 02/03 -House.No - Tel. 011 155 35 33 011 11 72 43 - P.O. Box 2237 Contact Person: Ato Abdulelif Abdulahi	- General Education - Education/training for income generation - Health education/training - Skills training - Agriculture education/training -Civic Education -Business Education - Adult basic education -Higher distance education for government qualification	1. Oromia (Zeway) 2. Amhara (Shewa Robit) 3. Dire Dawa (Dire Dawa) 4. Addis Ababa (Kaliti)	Government
31	Food for the Hungry International Ethiopia	Non-faith based Int'l NGO	- Kifle ketema : Kirkos - Qebele – 03/05 -House No. 2417 - Tel. 011 662 19 77 - P.O. Box 4181 Contact Person: Ato Addisu Chane	- Health education and training	1. Oromia (East Shewa,Adami Tulu; Zeway; West Welega,Sasiga) 2. Benishangul-Gumuz (Belo; Gangoy)	Data not given
32	Gambella Region Education Bureau	Government	Gambella Tel 047 5510023 047 or 5510187	-Education for income generation -Skills training -Agriculture education -Environment education -Adult basic education -Programmes for women	All over the Region	1. Government 30% 2. NGO 60% 3. Community 10%

No	Name	Type	Contact Details	Programme Emphasis/Focus	Operating in	Source of Funding
33	Gibe Awash Nile Basins Children and Women Dev't Association	Local non-faith based NGO	-Kifele Ketema : Lafto -Qebele 10/18 -House No 1664 -Tel. 011 443 13 01 Mob 0911 44 62 62 -P.O. Box 1983 AA Contact person: Ato Dinku G/Marima, General Manager	-Education training for income generation -Environment education -Adult basic education -Programmes for women	Oromia (South west Shewa Wonchi)	1. Donation (60%) 2. Internal revenue (40%)
34	Gudina Tumsa Foundation	Local NGO	-Kifle ketema : Bole -Qebele 12/13 -House.No 445 -Tel.(Off) 011 646 0953 0911 20 39 57 -P.O. Box 4003 Contact person: Ato Tekelu	-Education/training for income generation -Health education -Skills training -Agriculture education -Environment education -Adult functional education -Programmes for women	Oromia (East Shewa, Fentale; North Shewa, Berake)	Donations (100%)
35	Gurage Peoples' Self-Help Development Organization	Local NGO	-Kifle ketema : Arada -Qebele 04 -House No 083 -Tel 011 155 84 84 011 111 22 06 Fax 0111550085 E-mail: gpsdo@ethionet.et -P.O. Box 1718 Contact person: Ato Bedru Jemale 0911 17 61 16	-General education -Education/training for income generation -Health education/training -Agriculture education -Civics education -Environment education -Adult functional literacy -Programmes for women	SNNPR (Gurage Zone, 9 weredas)	1. Donors 2. Membership contribution 3. Community contribution (Matching Fund)

No	Name	Type	Contact Details	Programme Emphasis/Focus	Operating in	Source of Funding
36	Harari National Regional State Education Bureau	Government	Shenkor Qebele 10 -Tele: 025 6660490/025 6661889	-Adult basic education	All over the Region	- Government 100%
37	Hope Enterprises	Local NGO	Kifle ketema : Kolfe –Keranio - Qebele – 01/05 - Tel 011 348 25 34 - P.O. Box 30153 Contact Person: Ato Daniel Teshome	- Skills training - Adult basic education - Programmes for women	1. Gambela 2. Oromiya (Bokoji/Hirar) 3. Amhara (Dessie)	1. NGOs, International 2. Individuals
38	HUNDE Oromo Grass Root Development Initiative	Non-faith based local NGO	- Kifle ketema : Kirkos - Qebele – 01 - House No. 932/03 - Tel. 011 551 90 26 011 553 52 08 - P.O. Box 9062 Contact Person: Ato Zegeye Asfaw	- General Education - Education/training for income generation - Health education and training - Skills training - Agriculture Education/training - Environment Education - Adult functional literacy	Oromiya (North and South Shewa and West Arsi)	Donors
39	Integrated Service for AIDS Prevention And Support Organization	Local NGO	- Kifele ketema: Arada - Qebele - 13 - House. No 033 - Tel. 011 123 32 52 - P.O. Box 27320 Contact person: W/o Beletu Mengistu	- Education/training for income generation -Health education -Agriculture education/training - Adult functional literary -Programmes for women	Addis Ababa (Yeka, Addis Ketema, Arada)	1. Geneva Global (GG) (67%) 2. BftW (21%) 3. Pact by Choice (14%)

No	Name	Type	Contact Details	Programme Emphasis/Focus	Operating in	Source of Funding
40	International Institute of Rural Re-Construction	In'l NGO	- Kifle ketema : Bole Keble - 13 - H.No - New - Tel.(off.) 011 647 72 38/40 011 647 72 40 - P.O. Box 793 Contact person: Ato Firew Kefyalew, Country Director	Training/capacity building for programme officers, internal and external	1. SNNPR (Hawassa) 2. Addis Ababa	Training/tuition fees
41	Kirkos Kifle ketema education & training office	Government	- Kifle ketema : Kirkos - Tel. 011 551 8800 Contact Person: Ato Fikade H/ Gebriel,	-Education training for income generation - Skills training for youth and adults -Adult functional literacy - Introductory training for facilitators and trainers	Addis Ababa	Government
42	Kotebe College of Teachers Education	Government	- Kifle ketema : Yeka - Qebele - 19 - Tel. 011 660 09 22 - P.O.Box 31248 Contact Person: Ato Zeleke Beyero	Part time education/ training for initial or more government qualification	Addis Ababa	1. Government 2. Internal revenue 3. Donors and NGOs
43	Kulich Youth Reproductive health& Development Association	Local NGO	- Kifle kitema: Lideta - Qebele-15/16/17 - House No. - Tel.(off.) 011 515 62 20 - P.O. Box 28511/1000 Contact Person- W/t Tinos Kebede	- Education/training for income generation - Health education/training - Skills training -Programmes for Women	1. Oromiya (Welmera/Holta, Alemgena; Ada Lome) 2. Addis Ababa (Qebele 15/16/17)	1. Pact Ethiopia 2. World Learning 3. DSW

No	Name	Type	Contact Details	Programme Emphasis/Focus	Operating in	Source of Funding
44	Lutheran World Federation	Int'l NGO	<ul style="list-style-type: none"> - Kifle ketema: Arada - Qebele – 02 - House No – 910 - Tel. 011 155 32 88 011 155 62 25 - P.O.Box. 40132 Contact Person: Ato Buli Feyisa - 0911 81 97 44	<ul style="list-style-type: none"> - Education/training for income generation - Health Education /training - Skills training - Agriculture education/training - Environment education - Adult basic education - Programmes for women - Programmes on Gender and HIVAIDS - Food Security (River Diversion) 	1. Ormiya (Bale; Goro Borena; Abaya; E.Hararge; Chinaksen) 2. Somali (Jijiga) 3. Affar (Zone 1 Chifra)	1. FCA, COS, DCA (50%) 2. EED, CLWR,ELCA (35%) 3. UNHCR & others (15%)
45	Marie Stopes	International Ethiopia Int'l NGO	<ul style="list-style-type: none"> - Kefle Ketema : Bole - Qebele 03 - House.No 214 - Tel. 0116 63 41 52 - P.O. Box : 5775 Contact person	Health education and training	1. Addis Ababa 2. Oromia 3. Amhara	1. Anonymous donors (74%) 2. Service charges (20%) 3. DFID/IPPF (6%)
46	Menschen fur Menschen Foundation	Int'l NGO	<ul style="list-style-type: none"> - Kifle ketema : Kirkos - Qebele – - Tel 011 440 16 66/67 - P.O. Box 2568 Contact Person:	<ul style="list-style-type: none"> - Education/training for income generation - Health education/training - Skills training - Agriculture education/training - Environment Education - Adult functional literacy 	1. Oromia (Ilibabour, all weredas; E.Harerge Babile wordea ;N.Shewa Derra wereda) 2. Amhara (N-Show Merhabete, Asagirt, Hageremariam & Mede Woremo)	International private donations

No	Name	Type	Contact Details	Programme Emphasis/Focus	Operating in	Source of Funding
47	Meserete Kiristos Church Relief and Development Association	Faith based local NGO	- Kifle ketema : Bole - Qebele10 - House. No - Tel. 011- 629 84 37/39 - P.O. Box 2282 Code 1110 Contact person Ato Zeray Kahsay Tel. 011 629 57 50 Ato Kibatu Rella Tel. 011 629 89 92	- Education and training for income generation - Agriculture education/training -Environment education -Adult basic education...	1.Oromia 2. SNNPR 3. Amhara	1. Donations 2. Community contribution 3. Local churches
48	Micro & Small Industries Enterprises Promotion Agency (MSIEPA)	Gov	- Kifle ketema : Kirkos - Qebele - 10 - Tel. 011 551-11-22 011-515-38-96 - P.O.Box 1463 Contact Person: Ato Andachew Kuma	- Education/training for income generation. - Skills training for youth and adults - short trainings in entrepreneurship	1. Addis Ababa 2. Amhara 3. Harari	Government
49	Menilik II Preparatory School	Government	- Kifle ketema : Arada - Qebele – 13/14 - Tel. 011 123 42 28 011 122 28 61 - P.O.Box 30146 Contact Person: Ato Kebede G/ Medhin	- Education/training for initial or more gov qualification at Prep. Level	Addis Ababa	1. Government 2. Internal revenue (tuition and other fees)
50	Ministry of Agriculture and Rural Development - Agricultural Extension	Government	- Kifle ketema : Kirkos - Qebele – - Tel. 011 551 01 90 - P.O.Box 62347 Contact Person: Ato Wendiyar Mandefro, Department Head	-Agriculture extension -Training of Development Workers -Farmers training	All Regions	1. Government 2. Donors (project funding)

No	Name	Type	Contact Details	Programme Emphasis/Focus	Operating in	Source of Funding
51	Ministry of Health (MoH)	Government	- Kifle ketema : Kirkos - Qebele – old (53) - Tel. 011 553 0516 - P.O.Box 1234 Contact Person: Sister Almaz Siraj,	-Professional inservice training for own staff (professional continuing education) -Short health education and trainings for different target groups -Training of health extension workers -Health education at qebele and household levels through HEWs	All Regions	1. Government 2. Multi-lateral agencies
52	Ministry of Labour and Social Affairs	Government	- Kifle ketema: Kirkos - Qebele – - Tel. 011 551 70 80 - P.O.Box 2056 Contact Person: Ato Mekibib Negash	- General education - Occupational safety & health for own staff - Civic education -Professional inservice training for own staff	All Regions	1. Government 2. Multi-lateral agencies 3. International NGOs (Help age, Handicap, International, IOM)
53	Ministry of Work & Urban Development	Goveernment	- Kifle ketema : Kirkos - Qebele - 07/14 - Tel 011 553 16 88 011 553 16 72 - P.O.Box 24134 Contact Person: Ato Kebede Biru	Professional inservice training for own staff	All Regions	1. Government 2. External funding

No	Name	Type	Contact Details	Programme Emphasis/Focus	Operating in	Source of Funding
54	New Vision in Education Association	Local NGO	<ul style="list-style-type: none"> - Kifele ketema - Qebele - 02/03 - House No -176 - Tel. 011 123 6739 011 124 77 97 - P.O.Box 28480 Contact person: Ato Dessalegn Lemessa, Executive Director 0911 40 71 17	<ul style="list-style-type: none"> -Education training for income generation -Adult functional literacy 	Oromia (E-Wollega, Sibre Sire)	German Development Service (ded) (100%)
55	Norwegian Church Aid	Faith based Int'l NGO	<ul style="list-style-type: none"> - Kifle ketema : Kirkos - Qebele – 02 - House. No - Tel. 011 551 29 22 - P.O.Box 1248 Contact Person:	<ul style="list-style-type: none"> - Education /training on sanitation & hygiene 	1. SNNPR (Hadia, Sidama, KAT) 2. Oromia	Norwegian Government
56	Organization for Women in Self Employment (WISE)	- Local NGO	<ul style="list-style-type: none"> - Kifle ketema : Nefasilk - Qebele 11 - Tel. 011 442 35 86 011 442 35 86 87 - P.O.Box 19933 Contact Person: W/o Tsigie Haile	<ul style="list-style-type: none"> - Education/training for income generation - Health education/training - Skills training - Agriculture education/training - Civic education - Business education - Environment education - Adult functional literacy - Programmes for women 	Addis Ababa	1.Action Aid 2. Concern Ethiopia 3. Mercy Corps

No	Name	Type	Contact Details	Programme Emphasis/Focus	Operating in	Source of Funding
57	Oromia Development Association	Non-faith based local NGO	- Kifle ketema : Kirkos - Qebele – - Tel. 011 550 68 37 011 553 52 46 - P.O.Box 8801 Contact Person: Ato Awash Jibril	- General Education - Health education/ training - Skills training - Agriculture education/training -Civic Education - Adult Basic Education - Need based programmes for women	All over Oromia	1. Membership fee 2. Donors 3. Packard Foundation
58	Oromiya Education Bureau	Gov	Kifle ketema Nefas Silk Lafto, Qebele 11 -Tel: 011 4401 380	-General educ -training for income generation -Civics education -Adult basic educ	All weredas	1. Ethio-Italy 59% 2. UNICEF 32% 3. Save the Children Denmark 10%
59	Pastoralists Concern Association Ethiopia	Non-faith based local NGO	Kifle ketema: Kirkos Qebele - 02/03 House No. 0762 Tel. 011 554 58 27/ 554 58 28 - P.O.Box 123034 Contact person: W/ro Roman Legese	Education/training for income generation	Somali (Libo, Filtu, Dolo, Afder, Hargessa, Chireti and Gura Dhamoe)	1. Oxfam International (80%) 2. Swan City Rotary club (20%)
60	Progress Integrated Community Development Organization	Local NGO	- Kifle Ketema : Yeka - Qebele 03/04 - House No - Tel. (off.) 011 114 01 08/114 07 51 - P.O.Box 25205 Contact person: Ato Demeke Debebe, Ato Taye Shiferaw,	-Education training for income generation -Health education, HIV/AIDS -Skills training -Agriculture education in urban agriculture -Environment education -Programmes for women	Addis Ababa (Yeka)	1. CRDA/ SIDA 2. CRS 3. TROCAIRE/ CAFOD

No	Name	Type	Contact Details	Programme Emphasis/Focus	Operating in	Source of Funding
61	Rift Valley Children and Women Development Association	Local NGO	- Kifle ketema : Bole - Qebele – 14/15 - Tel. 011 647 83 82 - P.O.Box 12916 Contact Person: Ato Birhanu Geletu	- General Education - Education/training for income generation - Health education/training - Agriculture education/training - Environment education - Business education - Adult basic education - Programmes for women	1. Oromia (E.Shewa, Adamitulu; Jido Kombolcha; Bale, Legehidha, Sewena; Arsi - Ziway Dugda; W.Arsi; Arsi Negele)	1. Banisan Tree-KNH 2. American Jewish World Services 3. Pact Ethiopia
62	Selam Technical and Vocational College (STVC)	Local NGO	- Kifle ketema : Kotebe - Qebele 18/19 - House No - Tel: 011 646 29 42 - P.O. Box 8075 Contact person: Ato Teshager Zelelew, College Dean 0911 60 29 45	-Education and training for government qualification - Nonformal Skills training for youth and adults	Addis Ababa (Yeka)	Donations (Switzerland and Germany)
63	Shiromeda Junior Level Technical and Vocational Training Center	Government	- Kifle Ketema: Gulehe - Qebele: 03/04/05 - House No 641 - Tel. (off.) 011 122 25 57/8 - P.O.Box 333 and 35	Part time skills training	Addis Ababa (Gulele)	1. Government 2. Training/tuition fees
64	Society for Women and Aids; Africa Ethiopia	Local NGO	- Kifle ketema : Gulele - Qebele - 08/16 - House No - 267 - Tel: 011 155 85 57/155 01 08 - P.O.Box 1702 67 Contact person: Belen Mekonnen	-General education -Education training for income generation -Health education -Environment education -Adult functional literacy -Programmes for women	1. Addis Ababa (Gualele: Qebele 07/17&08/16; Arada: Qebele 04/05 & 03/09) 2. Oromiya (North Shewa Fiche, Qebele 01 & 02; Torbanashe Farmers Association)	1. Donors 2. Sponsors

No	Name	Type	Contact Details	Programme Emphasis/Focus	Operating in	Source of Funding
65	Society of International Missionaries	Int'l faith based NGO	- Kifle ketema : Lideta - Qebele – 12 - House No. 598 - Tel.-011 550 38 99/515 02 31 - P.O.Box 127 Contact Person: Ato Nebiyu Mesfin 0911 31 60 77	- Education/training for income generation - Health education/training - Skills training - Adult basic education -Programmes for women	1. Somali (Jijjiga) 2. Benishangul- Gumuz (Metekel, Debati)	SIM (Individuals and Churches) 100%
66	SNNPR REB	Government	Awasa Tel: 011 046 20 54490 P.O.Box 506	-Training for Income Generating activities -agriculture education -environment education -FAL -programmes for women	SNNPR (Soth Omo, Bench Maji, Silite, Sidama, Gamu Gofea)	
67	Timret Le Hiwot Association	Local NGO	- Kifle ketema / kolfe keranio - Qebele – 01 - Tel. 011 122 08 48 011 123 63 09 - P.O.Box 101150 Contact Person:	- General Education - Education/training for income generation - Health education/training - Skills training - Agriculture education/training - Environment Education - Adult basic education -Programs for women	Addis Ababa	1. Concern Ethiopia 95% 2. HAPCD
68	Unity University Coll (UUC)	Private	- Kifle ketema : Bole - Qebele – - Tel. 011 629 81 55/629 81 58 - P.O.Box 6722 Contact Person:	Part time education/training for initial or more government qualification	All Regions	Internal revenue e.g. tuition fees and other charges

No	Name	Type	Contact Details	Programme Emphasis/Focus	Operating in	Source of Funding
69	Urael Primary School	Government	- Kifle ketema : Kirkos - Qebele - 01/19 - Tel. 011 515 17 29 - P.O.Box 5649 Contact Person: W/o Almaz Makonnen	Education/training for initial or more government qualification	Addis Ababa	1. Government (use of facilities) 2. Internal revenue (tuition and other fees)

QUESTIONNAIRE

Who Gives Adult Education/Training? Directory of Adult Education/Training Providers/Implementers

The Ministry of Education and *dvv international* are in the process of preparing a national directory of adult education/training providers/implementers in the country. The aim is to compile a list of providers and what they give. This directory will subsequently be up-dated at regular intervals and may even be placed in a website.

The information required here is only on education/training programmes/projects for adults (15 years old and over) during 2000 EC school year. Please complete this information sheet only if you are implementing/providing one or more AE/Training programmes/projects.

I. Name of providing/implementing institution / agency / organization

Office location: KK/wereda _____

Qebele _____ House No. _____

Office telephone: _____ or _____

Office P.O. Box: _____

Job responsibility of the person replying to this questionnaire:

Sex of this person: _____

II. Type of institution / agency / organization, please mark X on one on the space to the left

_____ 1. Government (ministries, education institutions, authorities, agencies, etc)

_____ 2. Parastatal (government and private owned)

_____ 3. Private/business

_____ 4. NGO/CSO

_____ faith based

_____ Non-faith based

_____ Local

_____ International

_____ 5. Police or military

_____ 6. Other, please write in _____

III. In the space to the left, please mark X on the major adult education programme/s you implement

- _____ 1. General education only for the sake of general knowledge improvement
- _____ 2. Education/training for income generation (sewing, embroidery, weaving, poultry, animal fattening, basketry, savings and credits, etc)
- _____ 3. Health education/ training (general health education, MCH, and family planning)
- _____ 4. Skills training (crafts, woodwork, metalwork, brick making, electricity, plumbing, masonry, entrepreneurship, etc)
- _____ 5. Agriculture education/training (crop and livestock improvement, beekeeping, etc)
- _____ 6. Civics education (civil rights, human rights, right of the child, etc)
- _____ 7. Environment education (protecting the environment, population education, water, etc)
- _____ 8. Business education (computer training, secretarial science, starting a business, marketing, office management, etc)
- _____ 9. Adult basic education, adult literacy, adult functional literacy
- _____ 10. Programmes for women (those 15 years old and over)
- _____ 11. Academic education/training for initial or more qualification
- _____ 12. Other, please specify: _____

IV. Which Regional States or localities are your top three target programme/project sites/locations?

Region_____ Zone_____ Wereda/s_____

Region_____ Zone_____ Wereda/s_____

Region_____ Zone_____ Wereda/s_____

V. Please indicate your major sources of funds and the percentage share of each

- a. _____ %
- b. _____ %
- c. _____ %

Thank you very much for completing this information sheet.

ANNEXES

Overview of Selected Adult Education Research 1989-2008

Date and Title		Author	Sponsor
1989	Road to Literacy: An Assessment of Some Aspects of the Ethiopian NLC	Tilahun W	Self
1990	Thirty Years of University Based Inservice Teacher Education	Tilahun W	Self
1991	Ethiopian Pioneering in AE 1948-1978	Tilahun W	Self
1994	Issues and Practices in NF Training for Secondary School Leavers	Zaudneh Y	Self
1994	Training of Adult Educators in Ethiopia	Tilahun W	Self
1994	Share of Evening Program Money	Tilahun W	Self
1994	The Challenges of the Profession and Need for Continuing Professional Education in HE	Yalew I	Self
1994	Adult Literacy for Development in Ethiopia	Bhola H S	UNESCO
1994	Nonformal Education in Ethiopia	Magnusson S	Sida
1994	A Study of Basic NFE Provisions and Demands in Tigray	Abebe G et al	Tigray REB
1994	Report of Assessment of FTP/PAT Training Programmes in Amhara Region	Ethio-Consultants	FINNIDA
1994	A Critical Examination of the 1979-1991 Ethiopian Literacy Campaign	Tilahun S	Self
1994	Assessment of Literacy and Post-Literacy Programs in Region 3	Agedew R et al	REB
1995	Evaluation of CSTCs and BEDCs in Region 3	Tassew Z et al	REB
1995	Adult and Nonformal Education Practices, Trends, and Experiences of Some Developing Countries	Tesgaye T	IIZ/DVV
1996	Issues and Experiences in Human Resources Development in Adult Education	Hildebrand H	IIZ/DVV
1996	International Experiences in the Development of Adult and Nonformal Education System	Hilderbrand H	IIZ/DVV
1996	Training in ANFE: An International Experience	Mammo K	IIZ/DVV
1996	Situation Analysis: The Case of Two CSTCs: Needs for their Revitalization	Abebe G	IIZ/DVV
1996	Creating a Literate Environment	Mammo K	IIZ/DVV
1996	Nonformal and Adult Education Concepts Content, and Processes: Experiences of Tigray and Amhara Regional States	Zelleke WM	IIZ/DVV

1996	An Assessment of Training Needs in Adult Education	Jember WM et al	IIZ/DVV
1996	New Assessment of NFE in SNNPR	Amare S et al	SNNP REB
1996	Functional Adult Literacy Project in Sidama	Makokha A	Irish Aid
1996	Functional Adult Literacy Project in E. Tigray	Makokha A	Irish Aid
1996	Manpower Training Needs in ANFE: An International Perspective	Mammo K	Self
1996	The Education of 'golmasoch' (adolescents) or the Education of 'awaqiwoch' (adults)?	Tilahun W	IIZ/DVV
1996	A Needs Study and Program Proposal for Training Adult Educators for Oromia	Tilahun W	IIZ/DVV
1996	Nonformal Education in Ethiopia Conference Proceedings	Habtamu W et al	EERA + IIZ/DVV
1997	Challenges in NF Training Centres in Preparing the Productive Youth of AA	Fikru Wele	Self
1997	NF Basic Education for Pastoralist Communities	Abebe G	Self
1997	Survey of CSTCs in Oromia	OREB	Oromia REB
1997	AE in Ethiopia: A Historical Sketch	Solomon I.	IIZ/DVV
1997	Psychological Freirian Approach to Functional Adult Literacy	Melesse D	IIZ/DVV
1997	Survey of the CSTCs in Oromia	OREB	IIZ/DVV
1997	Glossary of English-Amharic Terms	Tilahun W	IIZ/DVV
1997	Managing NFAE by NGOs in Ethiopia	Kassahun A	IZZ/DVV
1997	Directory of A and NFE in Ethiopia	Mammo K	IIZ/DVV
1998	Some Determinants of Rural Adult Voluntary Participation toward NF training	Samuel A	Self
1998	An Evaluation of CSTCs and Nonformal Basic Education in Benishangul-Gumuz	Alebachew T	REB
1999	A Study of the Status of NFE in Some Regions	ICDR	ICDR and Sida
2001	Evaluative study of the Impact of Adult Basic Education Program in Oromia Regional State	OREB	OREB
2001	Effectiveness of Bahir Dar Special Zone CSTC	Alemneh A	Self
2001	A Study of Female Evening Learners	Tilahun W	Self
2001	Managing NF Adult Basic Learning Programmes in Ethiopia: A Comparative Study of Government and NGO Learning Programmes	Zelleke WM	Self
2002	Adult –Evening Education in Ethiopia	Deribssa A	Self

2002	Organizational Management of CSTCs...	Guluma Balcha	Self
2003	Adult Evening Education in Ethiopia	Deribssa A	Self
2003	NFBE and CS Training in ... A Report of an Impact Assessment of a Pilot Project	Berhane G and Mengistu M	IIZ/DVV
2003	ANFE Programs and Manpower Needs in Oromia	Teshome S	Self
2004	A Review of the ANFE Diploma Programme of Jimma Teachers College	Sandhaas B	IIZ/DVV
2005	Literacy in Ethiopia	Mammo K	UNESCO
2005	Needs Assessment Study on the Training of ANFE personnel in SNNPR	Makos M and Amare B	IIZ/DVV
2005	NFE for Pastoralists and Semi-Agriculturalists	Sandhaas B	IIZ/DVV, MoE
2007	Adult Literacy in Ethiopia: Situations, Statistics, Trends and Policies	Mammo K	UNESCO
2007	The History of AE in Ethiopia	Zelleke WM	IIZ/DVV
2007	The Legal Basis of AE in Ethiopia	Zelleke WM	IIZ/DVV
2007	Adult Education of Ministries and in Sector Programs of the Government ...	Dessu W	IIZ/DVV
2007	Provisions and Participants of AE	Dessu W	IIZ/DVV
2007	Compensatory Education in the Evening	Deribssa A	IIZ/DVV
2007	Adult Education by the EOC	Haftu W	EOC
2007	Thirty-Five Years of Ethio-German Cooperation	Sandhaas B	IIZ/DVV
2007	Institutionalized Training of ANFE Experts	Teshome T	IIZ/DVV
2007	Learning and Reading Materials for National Languages	Teshome D and Samuel A	IIZ/DVV
2007	Ethiopia Non-formal Education	UNESCO	EFA GMR
2007	Functional Literacy for the Poor in Food Insecure Areas of Amhara	Teshome D	Agri-Service Ethiopia
2007	Livelihood Skills Training for Youth and Adults	Sandhaas B	<i>dvv international</i>
2008	Debre Marqos College of Teachers Education AE Training Needs Assessment Report	Consultant	DMCTE / <i>dvv international</i>
2008	Adult basic literacy in Ethiopia: practitioners' conceptions and concern over adults' participation	Ambissa K	<i>dvv international</i>

Editor / Author

Dr Bernd Sandhaas is Director of *dvv international*, Regional Office East Africa / Horn of Africa in Addis Ababa, Ethiopia since 2001.

He is an educational researcher with long experiences in international, intercultural and comparative education at the Universities of Tuebingen and Goettingen, Germany and UNESCO. He was the national coordinator of the International Literacy Year (ILY) 1990 in Germany and the advisor of the German government on the Education for All (EFA) process.

Since the early 1990ies, he has been actively involved in planning and managing developing cooperation strategies and programmes in a number of countries with the AfDB, GTZ, KfW and the German Federal Ministry for Economic Cooperation and Development (BMZ).

List of Publications, Newsletters, Internal Papers etc. of dvv international Regional Office East Africa / Horn of Africa

NEWSLETTERS

- No. 1 / Jan.-Apr. 1997: Focus on Adult and Non-Formal Education in Ethiopia
No. 2 / May-Aug. 1997: Focus on Adult and Non-Formal Education in Ethiopia
No. 3 / Sept.-Dec. 1997: Focus on Adult and Non-Formal Education in Ethiopia
No. 4 / Dec. 1998: Focus on Adult and Non-Formal Education in Ethiopia
No. 5 / Focus on Adult and Non-Formal Education in Ethiopia
No. 6 / Focus on Adult and Non-Formal Education in Ethiopia
No. 7 / Dec. 2000: Focus on Adult and Non-Formal Education in Ethiopia
No. 8 / May 2001: Focus on Adult and Non-Formal Education in Ethiopia
No. 9 / Dec. 2001: Focus on Adult and Non-Formal Education in Ethiopia
No. 10 / June 2002: Focus on Adult and Non-Formal Education in Ethiopia
No. 11 / Dec. 2002: Focus on Adult and Non-Formal Education in Ethiopia
No. 12 / June 2003: Focus on Adult and Non-Formal Education in Ethiopia
No. 13 / Dec. 2003: Focus on Adult and Non-Formal Education in Ethiopia
No. 14/15 / Dec. 2004: Focus on Adult and Non-Formal Education in Ethiopia
No. 16/17 / Dec. 2005: Focus on Adult and Non-Formal Education in Ethiopia
No. 18/19 / Dec. 2006: Focus on Adult and Non-formal Education in Ethiopia
No. 20/21 / Dec. 2007: Focus on Adult and Non-formal Education in Ethiopia
No. 22/23 / Dec. 2008: Focus on Adult and Non-formal Education in Ethiopia

INTERNAL PAPERS

INTERNAL PAPER No. 1 / September 2001: Project Planning for the period Sept. 2001 - Aug. 2002. Report of a Seminar held at Gedera Hotel, Addis Ababa, on August 15, 2001

INTERNAL PAPER No. 2 / February 2002: Adult & Non-Formal Education Program Jimma TC and Jimma Zone. Report of a Planning Workshop held at Hamdiya Pension, Jimma, on February 20-24, 2002

INTERNAL PAPER No. 3 / March 2002: Situation Analyses of Adult & Non-formal Education (A&NFE) in Jimma Administrative Zone, Oromia Regional State. January 10-16, 2002

INTERNAL PAPER No. 4 / May 2002: Non-Formal Basic Education and Community Skill Training as Income Oriented Integrated Adult Education. A Report of an Impact Assessment of a Pilot Project in Kolba-Gode PA and Mojo Town, Oromia, carried out in February/March 2002

INTERNAL PAPER No. 36 / February 2006: Developing a Guideline on a National Adult and Non-formal Education Strategy. Report of a Consultative Brainstorming Workshop Organized by the Federal Ministry of Education (MoE) and the Institute for International Cooperation of the German Adult Education Association (IIZ/DVV). The workshop held at Adama Ras Hotel, Adama/Nazareth February 1-2, 2006

INTERNAL PAPER No. 37 / April 2006: Functional Adult Literacy (FAL) Pilot Planning Program Workshop. Organized by the Institute for International Cooperation of the German Adult Education Association (IIZ/DVV). Report of a two Planning Workshops organized by the Institute for International Cooperation of the German Adult Education Association (IIZ/DVV), Adama Mekonnen Hotel, Adama/Nazareth, March 6-10 and November 22-23, 2006

INTERNAL PAPER No. 38 / July 2006: Establishment of Adult and Non-formal Education Program at Debre Markos College of Teachers Education. Report of a Workshop Organized by Debre Markos College of Teachers Education and IIZ/DVV at DMCTE Hall, June 5-6, 2006

INTERNAL PAPER No. 39 / October 2006: Developing National Strategies for Adult and Non-Formal Education. Report of a Workshop Sponsored by UNESCO and IIZ/DVV, Held at Furra College Hall, Yirga Alem, SNNPR, September 21-22, 2006

INTERNAL PAPER No. 40 / November 2006: Orientation on the Foundations of Adult Education for Instructors of University of Hawassa. Organized by the Institute for International Cooperation of the German Adult Education Association in collaboration with University of Hawassa. October 13-15, 2006

INTERNAL PAPER No. 41 / August 2006: Market Analysis and Training Needs Assessment of Arsi Negelle Woreda, Oromia Regional State. August 2006

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INTERNAL PAPER No. 42 / August 2006: Situation, Institutional Training Needs and Market Analysis of Machakel Community skill Training Centre, Amanuel, September 2006.

INTERNAL PAPER No. 43 / September 2006: Situation, Institutional Training Needs and Market Analysis of Wonka Community skill Training Centre, Debre Markos, October 2006.

INTERNAL PAPER No. 44 / September 2006: Situation, Institutional Training Needs and Market Analysis of Wogera Community skill Training Centre, Ambagiogis, October 2006.

INTERNAL PAPER No. 45 / October 2006: Situation, Institutional Training Needs and Market Analysis of Bahir Dar Community skill Training Centre, Bahir Dar, November 2006.

INTERNAL PAPER No. 46 / October 2006: Situation, Institutional Training Needs and Market Analysis of Tehultedere Community skill Training Centre, Haik, November 2006.

INTERNAL PAPER No. 47 / November 2006: Situation, Institutional Training Needs and Market Analysis of Dembiya Community skill Training Centre, Koladiba, December 2006.

INTERNAL PAPER No. 48 / November 2006: Situation, Institutional Training Needs and Market Analysis of Ankober Community skill Training Centre, Ankober, December 2006.

INTERNAL PAPER No. 49 / December 2006: Situation, Institutional Training Needs and Market Analysis of Kemisse Community skill Training Centre, Kemisse, December 2006.

INTERNAL PAPER No. 50 / December 2006: Situation, Institutional Training Needs and Market Analysis of Gubalafto Community skill Training Centre, Woldiya, December 2006.

INTERNAL PAPER No. 51 / March 2007: Annual Model CSTCs Experience Sharing Workshop on EXPRO. The workshop organized by *dvv international* in collaboration with Model CSTCs. The workshop Held at Babile Model CSTC's Hall, Babile East Hararge March 27-31, 2007

INTERNAL PAPER No. 52 / May 2007: New Partnership and Joint Planning Workshop - EXPRO Amhara. The Workshop Organized by *dvv international* Regional Office East Africa in collaboration with Amhara Region Micro-Small Entrepreneurship Industry Promotion Agency. The Workshop Held at AMSEIPA's Hall, Bahir Dar, May 7-10, 2007

INTERNAL PAPER No. 53 / September 2007: Situational, Institutional, Training, Learning Needs and Market Analysis for DANFE - Ethiopia Project, Adama District, Oromia National Regional Sate, August

2007

INTERNAL PAPER No. 54 / November 2007: Situational, Institutional, Training, Learning Needs and Market Analysis for Arjo Community Skill Training Center, Oromia National Regional State, September 2007

INTERNAL PAPER No. 55 / December 2007: Brainstorming Workshop on the Training of Adult Educators and Ethiopian Higher Education Institutions. A Workshop Organized by *dvv international* Regional Office East Africa in Collaboration with Faculty of Education, University of Hawassa, Awasssa, November 29, - December 1, 2007

INTERNAL PAPER No. 56 / January 2008: Training of Moderators / Facilitators. A workshop organized and sponsored by *dvv international* Regional Office East Africa / Horn of Africa, Ras Amba Hotel, Addis Ababa, November 7–10, 2007

INTERNAL PAPER No. 57 / February 2008: Situational, Institutional, Training Needs and market Analysis of Nefas Mewcha Community Skill Training Centre, Amhara Regional State, December 2007

INTERNAL PAPER No. 58 / January 2008: Launch of the National Adult Education Strategy. Held at the United Nation Conference Centre (UNCC), Addis Ababa, March 22, 2008

INTERNAL PAPER No. 59 / January 2008: Orientation Workshop on Participatory Skill Training Management for Model CSTC Coordinators. Sponsored and Organized by *dvv international* Regional Office East Africa. The Training Workshop held at Ghion Hotel, Bahir Dar, January 1-5, 2008

INTERNAL PAPER No. 60 / January 2008: Follow-up Workshop for Higher Education Institutions (HEIs): Training of Adult Educators. The Workshop Held at *dvv international*/IWEF Meeting Hall, Addis Ababa, May 8-9, 2008

INTERNAL PAPER No. 61 / June 2008: Situational, Institutional, Training Needs and Market Analysis of Shire Woreda, Adi Daro Community Skill Training Center, Tigray National Regional State, June 2008

INTERNAL PAPER No. 62 / August 2008: Situational, Institutional, Training Needs and Market Analysis of Enderta Woreda, Quha Community Skill Training Center, Tigray National Regional State, June 2008

INTERNAL PAPER No. 63 / August 2008: Situational, Institutional, Training Needs and Market Analysis of Kilite Awlalo Woreda, Agula Community Skill Training Center, Tigray National Regional State, June 2008

INTERNAL PAPER No. 64 / August 2008: Situational, Institutional, Training Needs and Market Analysis of Hintalo Wajirat Woreda, Adigudom Community Skill Training Center, Tigray National Regional State, June 2008

INTERNAL PAPER No. 65 / August 2008: Situational, Institutional, Training Needs and Market Analysis of Lailay Michew Woreda, Mayaho Community Skill Training Center, Tigray National Regional State, June 2008

INTERNAL PAPER No. 66 / September 2008: Gender Sensitive Skill Training for CSTC Coordinators, TVET Experts and FAL Coordinators. The Workshop Held at Ziway Tourist Hotel, August 11-14, 2008

INTERNAL PAPER No. 67 / December 2008: Training of CSTC/VTC Coordinators and Supervisors on the Concept and Management of Functional Adult Literacy (FAL). The Workshop Held at Ziway Tourist Hotel, December 15-18, 2008

INTERNAL PAPER No. 68 / December 2008: Implementation of the National Adult Education Strategy. Workshop Held at Palace Hotel, Adama/Nazareth, December 3-5, 2008

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