

Education for All Global Monitoring Report 2008

NONFORMAL AND BASIC EDUCATION: ETHIOPIA COUNTRY PROFILE



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ACRONYMS

ABE –Alternative Basic Education
ESDP- Education Sector Development Program
IIZ/DVV- German Adult Education Association and Institute for International Cooperation
NFBE – Nonformal and Basic Education
NFE –Nonformal Education
NGO- Non-governmental organization
PASDEP-The Plan for Accelerated and Sustainable Development to End Poverty
SNNPR- Southern Nations, Nationalities and Peoples’ Region

DEFINITIONS:

Federal Republic of Ethiopia- the nation of Ethiopia
Regional State- nine decentralized provinces of Ethiopia with significant autonomy in their decision-making and governance
Zone- a sub-unit of a regional state
Woreda- district administrative unit (a sub-unit of a zone)
Kebele – local administrative unit (a sub-unit of a woreda, often times a town or cluster of villages)

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

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

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

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

PART A: SYNOPSIS OF NONFORMAL AND BASIC EDUCATION IN ETHIOPIA

Nonformal and Basic Education (NFBE) in Ethiopia has mushroomed in recent years. The Ethiopian government has officially endorsed adult and nonformal basic education and other mediums as viable methods of striving to reach the Millennium Development Goals. Government, donors, civil society, communities and other actors are highly engaged in and financially committed to the provision of nonformal and basic education. Below follows a summary of the current state of nonformal and basic education in Ethiopia.

CONCEPTUALIZATION OF NONFORMAL AND BASIC EDUCATION IN ETHIOPIA

- *Non-formal education*

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

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

New Adult Education and Alternative Basic Education policies were to be officialized by the Ministry of Education in spring 2007. These policies refer to the Education Sector Development III definitions and specifications of nonformal education.

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

Alternative basic education will be discussed in this paper because it has been adopted in Ethiopia on a national large scale, by many NGOs as well as Regional Education Bureaus, and because though it targets children age 7-14, in many cases older youth up to age 18 and 19 participate in the programs, particularly in pastoral and extremely remote areas. In addition, when communities are mobilized to build a center for sending their out-of-school children to school, functional adult literacy also often takes place in that venue. When these centers are run by NGOs that provide a stipend for fuel, particularly in pastoral areas, youth and adults who are busy engaged in herding during the day, will attend nonformal education classes in the center at night.

- *Literacy*

The Adult Education and Alternative Basic Education draft policies discuss functional adult literacy as “the practice of reading and writing put to some use.... People have attained functional

literacy when they have adequate knowledge and skills to use reading and writing for any purpose for which they need those skills” (Ministry of Education, 2006).

The policy documents also define functional literacy as “the acquisition and use of reading and writing to learn practical knowledge and skills useful for other aspects of life, such as agriculture, health, civic education cultural education and so on (Ministry of Education, 2006).

- *Life-skills*

The Education Sector Development Plan and Adult and Alternative Basic Education Strategies state that the nonformal education program “focuses on literacy, numeracy and the environment to enable learners to develop problem-solving abilities and change their mode of life”. It defines some of these life-skills as, “skills useful for other aspects of life, such as agriculture, health, civic education, cultural education” and “primary health care, prevention of diseases such as malaria, HIV/AIDS, etc, family planning, environment, agriculture, marketing, banking, gender, etc (Ministry of Education, 2006). However, it does not define limits to the universe of life-skills.

- *Lifelong learning*

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

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

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

(UNESCO, 1976)

LEGAL FOUNDATIONS OF NFBE POLICIES IN ETHIOPIA

The Federal Ministry of Education and House of Representatives are currently intending to endorse education law, and this law will include mention of adult and nonformal basic education.

The current Education Sector Development Program III advocates for the use of functional adult literacy, alternative basic education, and multi-grade classrooms, and other alternatives as a means of expanding universal access to education. The action plan issues a directive that alternative basic education and functional adult literacy programs will be expanded and that regional states will organize adult literacy programs and develop materials in the mother tongue. The action plan states that the learning materials will cover the areas of primary health care, prevention of diseases such as malaria, HIV/AIDS, etc, family planning, environment, agriculture, marketing, banking, gender, etc (Ministry of Education, 2005).

Ethiopia's national action plan states that functional adult literacy will be a voluntary program, taught by teachers, ABE facilitators, literate adults, secondary students and university students. It will be conducted in schools, alternative basic education centers and kebele facilities and the main costs of the program will be teaching and learning materials, training manuals and the training of literacy volunteer teachers (Ministry of Education, 2005).

The government set the target of reaching 5.2 million adults between 2005-2011 through functional adult literacy and 143,500 adults through the nation's existing 287 Community Skills Training Centers. In the Education Sector Development Plan III, the government committed itself developing an equivalence system between skills gained through nonformal education and those gained through formal education. It calls on the support of multilateral and bilateral development partners, NGOs, local governments, communities to assist in funding and implementing these activities to reach the targets.

The government has also adopted alternative basic education as a strategy to increase enrollment and ensure greater equity for "disadvantaged children including girls, children with special needs, and children from pastoralist, semi-agriculturalist and in isolated rural areas" (Ministry of Education, 2005). Following recommendations published in a Ministry of Education study, *Alternative Routes to Basic Education*, in 2000 and the UNESCO/IIEP Nomadic Education in East Africa research, a resolution was passed at the National Education Conference, to incorporate Alternative Basic Education as an alternative to formal primary school. National guidelines for the implementation of the program were developed and by 2003, guidelines had been developed how to roll out alternative basic education in pastoralist and semi-pastoralist communities (Ministry of Education, 2003).

Following the release of the Education Sector Development Program III, a series of workshops and validation gathering resulted in the production of policy specific to Adult and Nonformal Education. In February 2007, the strategy had been officialized by parliament and the ministry was developing a timeline to roll out the launch of the new policy and planned to formulate National Coalitions of Stakeholders for Adult Education and Alternative Basic Education.

The draft Adult Education policy delineates activities for rolling out the strategy across Ethiopia, including enhancing a national commitment to adult education, establishing a sustainable management framework for adult education, building capacity in adult education, expanding adult education provision, establishing and sustaining effective networking and partnerships, mobilizing resources and ensuring effective budgeting and financing.

The draft Adult Education policy also delineates strategies to guide program and curriculum development including: developing learner-responsive programmes, developing special programmes to ensure equitable access, improving delivery systems and techniques for more effective adult learning, creating and a sustain a literate environment, developing a sound knowledge base of research, implementing effective monitoring and evaluation, and instituting an appropriate adult learning accreditation system.

The draft Alternative Basic Education Strategy states that alternative basic education should be defined by principles of: linkage and integration, equal access, gender and equity, inclusive education, learner-orientation and relevance to learner context, flexible delivery, involvement of stakeholders and public-private partnerships, and cost-effectiveness.

The Alternative Basic Education policy also delineates strategies of action for: strengthening the management framework of alternative basic education, building capacity in alternative basic

education, expanding alternative basic education provision, ensuring the right to education for children with special needs, establishing and sustaining effective collaboration and public-private partnership, mobilizing and ensuring effective budgeting and financing, developing learner-responsive curriculum and programs, improving delivery systems and techniques for more effective learning, providing for effective monitoring and evaluation and action research, and instituting an appropriate alternative basic education evaluation system.

These plans existed in draft form at the time of writing of this paper. However prior to the officialization of this national policy, regional implementation plans existed in dispersed forms. Amhara and SNNP, regions had developed strategic plans which set forth the guidelines of alternative basic education, including the type of curriculum to be used, facilitator guidelines, number of hours etc. (Amhara Regional Education Bureau, 2003 & SNNPR Regional Education Bureau, 2005). The Oromia region has produced a regional *Adult and Non-formal Basic Education Strategy*, which will be finalized after being aligned with the soon-to-be-released National Adult and Alternative Basic Education policies. Certification and in-service upgrading of facilitators will be clarified in the new strategy. However, other “emerging regions”, like Gambella and Afar, had no such regionalization of policy.

Simultaneous to the development of an Adult Education and Nonformal Education policy, the Minister of Education was also pressing for the development of national education policies on Pastoral Education, Special Needs Education and an HIV/AIDS and Education. In addition, the 2006 Special Needs Education Program Strategy states that special needs education should be an integral part of alternative basic education (Ministry of Education, 2006). The development of a pastoral education policy is particularly relevant to the discussion of nonformal education because is particularly pastoralists that swell the ranks of out-of-school population.

Different sources estimate that between 10-15 million of Ethiopia’s almost 80 million people are pastoralists (Pastoralist Forum Ethiopia, 2006). In the latest published and officialized data from the Ministry of Education, Afar and Somali Regions, majority pastoralist areas, had gross enrolment ratios of 30% and 23.4% respectively, compared to a national ratio of 79.8 (Ministry of Education, 2005). In 2003, guidelines were developed on how to roll out alternative basic education in pastoralist and semi-pastoralist communities (Ministry of Education, 2003). These guidelines follow the standard alternative basic model, but with specific adaptations to increase accessibility of education to the pastoralist population. Oromia, Somali, Afar and South Omo zone of SNNPR have been particularly active in developing policy adaptations, strategies and frameworks that cater to the needs of pastoralists.

The area of vocational training has been moved into a ministry separate from general education, with its own state minister. Most of the vocational and technical education opportunities require trainees to have “10+1”, “10+2” or “10+3” education, i.e. advanced secondary education. However, in 2006, this ministry developed a Nonformal Technical and Vocational Training Implementation Framework that systematically integrates nonformal education as part of further skills training and livelihoods. The framework links vocational training and education more directly with poverty reduction and delineates implementation steps and guidelines for delivery. This strategy targets youth ages 14 and above, school dropouts and those with grade 8-education or lower including illiterate people, small and micro-entrepreneurs with few informal employees, self-employed persons, wage workers in small and micro-enterprises, commercial sex workers, vulnerable youth, unemployed persons, subsistence farming families, disadvantaged groups, and people with special needs.

GOVERNANCE OF NFBE PROGRAMS

Ethiopia is a federal republic composed of nine regions: Afar, Somali, Amhara, Oromia, Gambella, Benishangul Gumuz, Tigray, Harare and the Southern Nations, Nationalities, and Peoples Region. In 1994, the Education and Training Policy decentralized education administration to the regional states, and advocated the use of mother tongue as a language of instruction. Since then 22 languages are reported to be used as languages of instruction.

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

New National Adult Education and Alternative Basic Education Strategies call for the formation of an Alternative Basic Education and an Adult and Nonformal Education governance structure to be created and staffed at the Federal, Regional, Zonal, Woreda and Kebele levels. However at the time of this Global Monitoring Report, these structures had not yet been instituted.

Currently a Gender and Equity Department exists within the Ministry of Education with certain staff assigned to nonformal education. Yet, governance of nonformal education is largely decentralized. Many regions have “regionalized” their approach to nonformal education and, in particular, embraced alternative basic education as a strategy for meeting the Millennium Development Goals. For instance, in SNNPR, the Regional Bureau of Education had developed a separate curriculum for sedentary and pastoralist children and youth. In February 2007, it was seeking funding for the preparation of adult-oriented regional curriculum for its literacy and numeracy classes. Regions vary greatly in their implementation capacity. Some regions like Tigray and Amhara have soared and have reached 111.3 and 98.7 gross enrolment ratios, with a large portion of this increase, due to alternative basic education enrollment. Whereas, in other regions like Afar, gross enrollment remains at 30% and below. In these regions, many Woreda Education Office staff as well as Level 3 graduates of alternative basic education programs, can sometimes be found to be illiterate themselves.

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

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

Many NGOs are now in the processing of handing over nonformal education centers to government management, by Woreda Education Offices. The Joint Mission Report of October/November 2006 found that regional governments often press for rapid conversion alternative basic education centers into primary schools (Joint Review Mission, 2006). However, community members across various remote areas, complained of a decrease in quality after the hand-over, citing sometimes a long delay in securing teachers, more frequent absence of teachers, inflexibility with the teaching schedule, the cessation of night classes, etc.

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

In some areas, especially pastoral areas, local governments have made school attendance mandatory and this law is enforced. Parents have been imprisoned when they did not send their children to the school or alternative basic education center. Center Management Committees in some communities have also been active in enforcing this policy, with villagers imposing a fine on parents who did not send their children to the alternative basic education center.

FINANCING OF NFBE PROGRAMS

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

The administration of education in Ethiopia is regionalized. The Federal Ministry of Education serves a facilitating role, but it has little budget, and regions are not accountable to the Federal Ministry of Education. The Federal Ministry funds Regional Governments which allocate funds to Regional Education Bureaus which in turn allocate funds to Zonal Education Offices. Regions have a great deal of discretion in allocating funding. For example, the Southern Nations, Nationalities and Peoples Region, allots 85% of its education budget to formal education, while 5-10% is allotted to nonformal education.

In a separate funding stream, the Regional Councils directly allocate funding to woredas through block grants. Woredas also have a large amount of discretion in how to allocate their block grants. The largest segment of woreda block grants is usually allocated to education, ranging from 33% to 66% (Ministry of Education, 1995). Woreda Education Offices, at the district level,

also have a great deal of discretion in how they allocate their education funding, be it to formal, alternative basic education or other nonformal activities. For government-paid alternative basic education facilitators, each woreda determines the amount of their salary, according to local budgeting.

One Regional Bureau manager lamented the tiny size of funds allocated from Federal level to Regional Bureaus for adult and nonformal education, noting that what is allocated is just enough to cover government administrators' salary costs- - there are no funds left over for programmatic or operational costs of adult basic education programs.

International donors have been quite active in funding nonformal education in Ethiopia. USAID has funded nonformal education for \$11 million from 2005-2009. The Italian Cooperation Agency has bilaterally allocated \$2 million euros to alternative basic education over a 3 year period and The Netherlands Embassy dedicated \$8.2 million euros to fund Literacy Education, Skills Training and Entrepreneurship Support for adult women. The World Bank – Government of Ethiopia Pastoralist Community Development Program has been a major funder of nonformal education. In SNNP Region alone, this program contributed \$750,000 to nonformal education over the last three years. Donors often contribute and pool their financing, as in the case of the Teacher Education Program. The main thrust of this program was to enhance the skills of formal teachers, but many alternative basic education facilitators benefited from the training offered as well.

NGO financing of nonformal education is huge and because the landscape is so diverse, it is difficult to estimate the overall contribution of NGOs to the nonformal education sector. A 2006 study on education financing found that all the woreda education officials in selected sample sites affirmed that their respective woredas were receiving support from NGOs for education. However, none of the officials were able to state the exact amount nor an estimate of the amount of their contributions (Oxfam and Basic Education Association, 2006).

In many cases, strong NGO-government collaboration has resulted in unique progress in alternative basic education. In Amhara Region, NGOs like Save the Children Norway and Save the Children Denmark contribute funds directly to the Regional Education Bureau on a quarterly basis for alternative basic education. They collaborate with the Regional Bureaus in supporting implementation, but it is the Regional Bureau that takes main responsibility for implementation. These funds then benefit alternative basic education activities for 180,000 beneficiaries in the region, supporting government-run alternative basic education as well as NGO-run implementation. The funds are used for printing of textbooks, supporting the monitoring capacity of the region, strengthening capacity to train ABE facilitators, among other activities. In the Somali region, Save the Children UK began with direct project implementation but has gradually moved into a partnership with the Somali Regional Education Bureau in which the Regional Bureau commits to train ABE facilitators, print teaching and learning materials and pay facilitator salaries, while Save UK implements a five-year plan to support the education activities of the regional government, with particular focus on woredas that are remote and pastoral. In one new innovation in government-non-government collaboration, the Amhara Regional Bureau has awarded financing to a local NGO to implement alternative basic education.

Community contributions to nonformal education expenditure should also not be overlooked. Across the nation, communities are contributing human labor for the construction of alternative basic education centers, locally available building materials like rocks, wood, sand and other such items. Communities also contribute human labor to the management of learning centers. In the TEACH project alone, USAID has funded \$11.7 million USD for nonformal education, but this is

conditional on a 15% matching funds, or \$1,755,000 USD to be contributed by communities. The Education Sector Development Program cites that while the government contributed 12.5 million birr to education in the previous educational plan, the input of community contributions substantially increased the value of input to the education sector, though financial figures were difficult to document.

A 2006 education financing study found that 89.3% of school principals received material, labor and cash contributions from the community and 75 % of school principals identified contributions from parents and communities as a main source of finance for local schools. But over half were not able to estimate the value of contributions received from community (Oxfam and Basic Education Association, 2006). The current education action plan aims to increase the estimated community contributions from a value of 857 million Birr in 2005/06 to 967million birr in 2009/10.

SUPPORT AND MANAGEMENT OF NFBE PROGRAMS

Consciousness and political will around support for nonformal education has rebounded in recent years. While it has not reached the level of unreserved enthusiasm witnessed in national literacy campaigns of the 1970s and 1980s, nonformal education professionals do rally around the Millenium Development Goals and go beyond rhetoric in use them as motivating factors and rationales for implementing plans of action. The association of adult literacy with the former socialist regime has been gradually eroded, and Regional Education Bureau and NGOs alike will cite the statistics that show the increases in overall gross enrolment being due to the mushrooming of alternative basic education. Regional Bureaus have issued “directives” as opposed to “recommendations” regarding the provision of nonformal basic education, indicating their formal adoption of the nonformal education as policy.

NATIONAL MONITORING & EVALUATION MECHANISMS FOR NFBE

The new National Alternative Basic Education Strategy advocates that alternative basic education be integrated into Ministry of Education’s Education Management Information System, since this program is grouped with primary education. The Adult Education Strategy calls for the establishment of a Management Information System for adult education. Both policies also set forth principles to guide effective monitoring and evaluation.

However, in the official Ministry of Education Statistical Abstract for 2004/5, the main indicators reported included neither alternative basic education nor adult nonformal education statistics. Furthermore, the Statistical Capacity Building Program does not predict that adult and nonformal education indicators will be ready to be included in the next edition of the Statistical Abstract.

Over the past decade, IIZ/DVV has made significant efforts to collect national level information on adult education when this was not being collected by any other systematic means. However, the Statistical Capacity Building Program is currently supporting the enhancement of education management and information systems at federal and regional levels. The project is mainly concerned with general education but is trying to develop better quality for adult and nonformal education as well and will focus on adapting the existing data collections forms.

Nonformal data collection sheets, the “Annual Census Questionnaire for Alternative and Adult Basic Education Programmes” and the “Annual Census Questionnaire for Skills Training Programmes” were developed. However, except in Tigray and SNNPR, there was little recovery of the data forms. Previously forms were printed at a national level and distributed. Recently the

printing of data collection forms was decentralized to the regions and it is currently not clear whether these forms have actually been printed in every region or not.

Statistical Capacity Building Program finds that the capacity of most regions is under-developed in adult and nonformal education statistics, with one exception- SNNPR. The Program hopes to use the case of SNNPR to disseminate good practice. SNNPR assigns 1 supervisor to cover 10 learning centers—with the ratio usually being approximately 7 formal schools and 3 nonformal education centers. The region then conducts sample monitoring of sample monitoring of nonformal education each year. In Tigray province, school directors are assigned not only to their own school, but to all the nonformal education schools in their jurisdiction—and their personnel evaluation is tied to the performance of all centers in their jurisdiction. Yet in Afar, a Woreda Education Office head, commented, “Yes, I’ve seen there is a school in that place. I have passed it. But I have never been there. I have no idea what is happening inside.” In Gambella, one educator stated, “When we get money, we go out to monitor and evaluate. When there is no money, we don’t. There is not really any programmed monitoring and evaluation.”

However, the Statistical Capacity Building Program is currently seeking strategies to develop better quality and coverage of data collection. It may approach the National Coalitions of Stakeholders in Adult Education and Alternative Basic Education, once the new adult and alternative basic education national strategies are launched.

Woreda Education Offices are responsible for monitoring all formal and nonformal education activities in their jurisdiction. However, many Woreda Education Offices are greatly constrained by budget. From north to south, woredas everywhere complain of lack of vehicles and lack of fuel transport. Problems are often compounded by the fact that the particular woredas that have the least resources for transport, human resources and other monitoring inputs, are the most remote and marginalized. And it is these woredas that have the most dispersed nonformal education centers, located in terrains that are most difficult to pass.

A new manual for woredas on Nonformal Education Monitoring and Evaluation by is currently being developed by Ministry of Education Statistics staff. The Adult and Nonformal Education Association will train 400 additional woredas using this manual and the sample data collection sheets. In addition, IIZ/DVV has developed some manuals and training resources on monitoring and evaluation of nonformal education programs.

Most NGOs have their own system of monitoring and they often share their data with Woreda Education Offices. However there is not a standardized system of reporting for NGOs. The Statistical Capacity Building Program hopes to further involve civil society into data collection process as it find that government structures alone, do not have access to all the relevant data on adult and nonformal education.

The Education Sector Development Program III calls for the national learning assessments to be conducted in the final grade of first cycle and second cycle primary education (Ministry of Education, 2005). A national tool for assessing adult and nonformal education does not currently exist. However, a learning assessment tool is currently being designed to track the performance of over 90,000 nonformal education participants in the TEACH project.

NFBE RESEARCH ACTIVITIES

Addis Ababa University inaugurated a Master's level program in Adult Education and Lifelong Learning. The program began in April 2007 and has 20 seats. It is housed in the Department of Teacher Education and Curriculum Studies, but is implemented in collaboration with the Department of Educational Planning and Management.

However, prior to the commencement of this program, many education professionals were currently completing Master's level degrees at Addis Ababa University, and many of these individuals conducted research, drawing on their professional activities and field work in the area of adult nonformal education. Some of these pieces have been published, but the literature, to date, remains scattered and unconsolidated.

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

A great body of knowledge exists which has been commissioned by NGOs. The vast majority of this information remains disbursed among NGOs – in the form of 'grey literature' that must be collected, report by report. Some NGOs have their own development libraries, but these are not widely accessed. Internet access has still progressed to a state where civil society or nonformal education professionals can easily post and access Ethiopia-specific nonformal education information over the web.

A December 2006 assessment showed that Regional Teacher Training Colleges by and large have not developed their nonformal education teaching departments, much less research units (ANFEAE, 2006). However, the Adult and Nonformal Education Association in Ethiopia is currently working with 10 teacher training colleges to develop their library resources and professional capacity.

When several Regional Education Bureaus was queried about whether they conduct any nonformal education research, the response was 'none.'

FRAMEWORK FOR THE TRAINING OF NFBE EDUCATORS & TRAINERS

In the Education Sector Development Plan, the government committed itself to linking the training of nonformal education facilitators with existing regional teacher training institutes. Yet, there is currently no national framework for the training of NFBE educators and trainers.

As education provision is regionalized in Ethiopia, likewise training is regionalized. Teacher Training Colleges are increasingly becoming involved in providing training to NFBE facilitators, by default, as well as formal teachers. Many Teacher Colleges are also becoming involved in upgrading nonformal education facilitator skills, so that after 2-3 intensive trainings during the mid-year break, these nonformal education facilitators can become certified. For instance, Somali Region has enrolled nonformal education facilitators, provides an initial induction training of 3 months, and then after attending summer sessions for 3 years, these facilitators can become certified. In Amhara Region, Save the Children Denmark and Norway have funded the Amhara Regional Education Bureau to support the training of facilitators in the region's four teacher training colleges. One of these colleges, Debremarkos College, has a 2 year course resulting in a diploma in Adult and Nonformal Education. The SNNP Region has trained facilitators in

Arbaminch Teacher Training College and plans to start an Adult & Nonformal Education Department at Awassa University. Jimma Teacher Training College in Oromia region has been supported by IIZ/DVV to house an Adult and Nonformal Education Department which runs a two-year diploma program in adult education and build the capacity of nonformal education professionals.

In December 2006, the Adult and Nonformal Education Association conducted an assessment of eight regional Teacher Training colleges to assess their preparedness to support nonformal education. The TEACH project plans to invest resources in enabling eight teacher training colleges to develop nonformal education departments, open a basic nonformal education library and become more directly involved in the training of nonformal education facilitators. The current formal school teacher trainers will be given an induction training in adult and nonformal education teaching methods.

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

In terms of the training of nonformal education managers, The Adult and Nonformal Education Association has trained 445 Woreda Education Office staff in an intensive training program on how to manage non-formal and alternative basic education and will train an additional 1600 woreda staff over the upcoming three years.

The Ministry of Agriculture has 25 colleges that train grassroots development agents to become agriculture extension workers. The plan is that every community of 300 households will have three development agents, one plant science expert, one natural resource management expert and one animal science expert based in over 15,000 Farmer Training Centers across the nation. There has been a growing awareness of a desire to collaborate between Ministry of Agriculture extension agents and the broader adult and nonformal education sector. However, these linkages have yet to be formally established and materialized. However at some alternative basic education centers, there is already a blending of efforts where the development agents will often be found carrying out their duties, residing at or passing their time around the vicinity of the alternative basic education center.

PART B. NONFORMAL AND BASIC EDUCATION ACTIVITY DESCRIPTIONS

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

Nonformal Education Implementers in Ethiopia

Action Aid

Adult and Nonformal Education Association in Ethiopia Nonformal Education Activities

Afar Regional State Alternative and Adult Basic Education

Afar Pastoralist Development Association

Agriservice Ethiopia

Amhara Regional State Alternative and Adult Basic Education

Amhara Development Association

Amhara Women Association

Benishangul Gumuz Regional State Alternative and Adult Basic Education

Catholic Church

Community Skills Training Centers

Development through Adult and Nonformal Education

EECMY Programs

Ethiopian Orthodox Church

Facilitators for Change

Gambella Regional State Alternative and Adult Basic Education

GOAL Reflect Circles

Harare Regional State Nonformal Education Activities

Hope for the Horn

IIZ/DVV Integrated Women's Empowerment Program

International Rescue Committee Refugee Camp Education

International Rescue Committee Pastoralist Livelihoods Initiative

Kale Hiwot Church

Ministry of Agriculture Farmers Training Centers

Oromia Regional State Alternative and Adult Basic Education

Oxfam Great Britain

Pact TEACH Project

Qu'ranic Schools

Save the Children Denmark Protection and Prevention of Children from Sexual Abuse and Exploitation Project

Save the Children-UK/Somali Region Alternative Basic Education

Save the Children US- SCOPE Project Alternative Basic Education

Society for International Missions

SOS Sahel

SIL (Summer Institute of Linguistics)

Somali Regional State Alternative and Adult Basic Education

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

Tigray Regional State Alternative and Adult Basic Education

Women’s Association of Tigray
 WORTH Women’s Empowerment Program

Comparable information has been compiled on the following nonformal and basic education activities:

Comparative Data on Nonformal Education Programs in Ethiopia

Adult and Nonformal Education Association in Ethiopia Nonformal Education Activities
 Amhara Regional State Adult Basic Education
 Benishangul Gumuz Regional State Alternative Basic Education
 Community Skills Training Centers
 Gambella Regional State Alternative Basic Education
 GOAL Reflect Circles
 IIZ/DVV Integrated Women’s Empowerment Program
 Ministry of Agriculture Farmers Training Centers
 Oromia Regional State Adult and Nonformal Basic Education Activities
 Oromia Regional State Alternative Basic Education
 Pact TEACH Project
 Qu’ranic Schools
 Save the Children Denmark Protection and Prevention of Children from Sexual Abuse and Exploitation Project
 Save the Children-UK/Somali Region Alternative Basic Education
 Save the Children US- SCOPE Project Alternative Basic Education
 WORTH Women’s Empowerment Program

Terms and Definitions

The following definitions and terms are utilized below, as a means of systematically comparing existing nonformal education programs.

Type of NFE Programs

Literacy and numeracy programmes
 Equivalency, ‘second chance’ or alternative schooling
 Life skills and community development
 Income generation programmes, non-formal vocational training and rural and community development

Types of NFE Providers	Description
1 Government Level 1	An agency or department directly administered by government at central level.
2 Government Level 2	An agency or department directly administered by government at sub-national level, e.g. Province-level (Cambodia), State-level (India), Regional-level (Tanzania).
3 Government Level 3	An agency or department directly administered by government at the sub-national level below the above, e.g. district-level.
4 Co-operative	An agency or society set up for the production or distribution of

	goods, in which profits are shared by contributing members.
5 Public enterprise	A public enterprise in the areas of industry, agriculture or services.
6 Private enterprise	A private enterprise in the areas of industry, agriculture or services.
7 Educational/ training institutions	A public or private training institution, e.g. schools, vocational training institutions, Folk Development Colleges, agricultural colleges, etc.
8 Professional association/ trade union	An autonomous or semi-government association or union set up for certain professional groups.
9 Religious bodies/ missions	A religious organization or an agency administered by a religious organization; the religious organization may be Buddhist, Christian, Hindu, Islamic, Jewish, etc.
10 International organisation/development agency	A multilateral agency, e.g. UNESCO, UNICEF, UNDP, etc.; or a bilateral agency, e.g. DFID, USAID, CIDA, SIDA, DANIDA, GTZ, etc., or an official international Donor agency, e.g. World Bank, African Development Bank, etc.
11 National branch of International Non-Governmental Organisation (INGO)	The branch or area office administered by an international NGO office headquarters at national level.
12 National NGO	The national office of a national NGO
13 Local branch of national NGO	The branch or area office administered by a national NGO office headquarters at sub-national level.
14 Local NGO	An NGO with only one office at sub-national level
15 Community based organization (CBO)	An organization or association formed at community level, i.e. within or between villages.
16 Private bodies/ individuals	Single individuals or groups of individuals undertaking NFE activities.

Types of NFE Target Groups	Description
1. "Illiterates"	Individuals who do not fulfil the national criteria used to define the term 'literate'.
2. Basic "Literates" (basic level)	Individuals who have acquired a basic level of literacy skills, according to national criteria.
3. Advanced "Literates" (advanced level)	Individuals who have acquired an advanced level of literacy, according to national criteria.
4. Out-of-school children or those who withdrew from school	Children of formal school age who do not have access to or have withdrawn from formal schooling.
5. Marginalised adolescents and youth	Youth, including adolescents, who did not have access to or have withdrawn from formal schooling, and/or who are living in conditions of difficulty which would include social exclusion, physical disabilities, marginalization and discrimination as well as economic circumstances that make them more vulnerable.
6. Women and girls	This target group may overlap with one or several of the other categories; but it is listed here in recognition of educational development initiatives that specifically target the female gender,

	in order to address gender inequalities, or interventions that are specifically relevant to women and girls, such as maternal health education.
7. Rural poor	This refers to individuals living below the national poverty line in rural areas. This will often overlap with other categories.
8. Farmers	Sometimes overlaps with other categories (rural poor); can include fisherman, livestock breeders and the like.
9. Urban poor	This refers to individuals living below the national poverty line in all statutory towns and all other places which satisfy the national criteria for defining 'urban'.
10. Ethnic/linguistic minority groups	This target group may overlap with one or several of the other categories; but it is listed here in recognition of educational development initiatives that specifically target such groups. It includes tribal groups, indigenous groups, linguistic minorities, nomads, etc.
11. Groups living in special circumstances	This target group may overlap with one or several of the other categories, but it is listed here in recognition of educational development initiatives that specifically target such groups. It includes migrant workers, refugees, demobilized soldiers, etc.
12. People with disabilities	

ADULT AND NONFORMAL EDUCATION ASSOCIATION IN ETHIOPIA NONFORMAL EDUCATION ACTIVITIES

Description incorporates information on activities of the following projects:

- Taking Education To The Needy (Project Ten)
- Partnership Effort On Promoting Livelihood-Related Education (People Project)
- Promoting Equitable And Quality Basic Education For Out-Of-School Children And Adults

In which core category or categories is the NFE programme or activity to be placed?

Literacy and numeracy programmes

Equivalency, 'second chance' or alternative schooling

Life skills and community development

Income generation programmes, non-formal vocational training and rural and community development

Who are the main providers of the NFE programme?

National NGO - Adult And Nonformal Education Association In Ethiopia

What are the main objectives/aims of the NFE programme? To what extent have the programme's aims changed over time?

The aim of the three projects is to overall raising the living standard of participants. The baseline survey of the project area found that the average household of five to seven individuals earns less than 100 birr per month per household (\$12.00). Some families rent their children under age 9 as herders for wealthier families. These families earn \$17.00 per year for the child laborers.

Adult education is sought to be a means of alleviating poverty and raising the female decision-making power in the household. Alternative basic education is used as a strategy to deliver education to a wider group of children who have no other means to education.

Which groups does the NFBE programme target?

Project TEN and Project People:

“Illiterates”

Basic “Literates”

Advanced “Literates”

Out-of-school children or those who withdrew from school

Women and girls

Rural poor

Farmers

Project Promoting Equitable And Quality Basic Education For Out-Of-School Children And Adults:

“Illiterates”

Basic “Literates”

Advanced “Literates”

Out-of-school children or those who withdrew from school

Women and girls

Urban Poor

What age groups do they target? Is there a ceiling for participation?

Adults are targeted and there is no ceiling for participation.

Are different groups targeted in different regions of the country?

No. The projects operate only in Oromia region and Yeka Sub-City of Addis Ababa.

How many people does the programme reach?

Project TEN reaches a total 35,000 beneficiaries, with 14,700 of these being female.

5400 participants are children in the alternative basic education program

3000 participants are youth and adults in the Literacy Plus program

6000 participants meet regularly in radio listener groups.

26,600 participants are beneficiaries of the Rural Radio Programming.

32 learning centers exist, and 10 radio listener groups meet regularly.

Project PEOPLE has enrolled:

2400 out-of-school children received access to quality education through alternative basic education.

622 illiterate adults enrolled in reading, writing and numeracy.

10 alternative basic education centers established.

Project Promoting Equitable And Quality Basic Education For Out-Of-School Children And Adults has enrolled:

2400 participants are enrolled in adult basic education, and 1900 of these are female, and 500 male.

18 centers, which operate in evening hours, have been established in formal schools.

What kind of teaching and learning activities exist in the NFBE programme?

What are distinctive features of the provision, especially innovative learning materials or methodologies/approaches? The main activities of the NFBE programme

Project TEN:

Alternative Basic Education for Children

The program provides equivalency schooling for out-of-school children up to age 14.

Adult Education and Livelihoods

The program educates adults on literacy, numeracy, HIV/AIDS, poverty, gender issues, the importance of adult education, etc.

Enhancing Girls Education

The program engages in lobbying for the provision of girls' toilets, providing female guidance counsellors for girls, assigning female teachers, organizing girls' club for girls under the age of 15.

Rural Radio Forum –

Last year the organization aired 20 program sessions via the closed circuit rural radio programming. The programs are aired 3 times per week for 30 minutes. Radio animators are provided with radio sets, and they organize participants to listen to the radio under shelters. In two project sites without power, solar power is provided.

Project PEOPLE implements alternative basic education, as well as adult basic education in reading, writing and numeracy.

Project Promoting Equitable and Quality Basic Education For Out-Of-School Children and Adults:

The project implements adult basic education. In addition to literacy and numeracy, the program also teaches: life skills, family planning, HIV/AIDS, reproductive health, human rights, environment and Amharic.

What types of teaching-learning methodology are employed and how do these differ from those conventionally used at primary school?

The programs found that most adult education programs failed and adults were reluctant to enroll. Project Ten therefore used action research to link literacy and numeracy, making these prerequisites for participation in the income generation and livelihoods program.

Which language(s) is/are used in the NFBE programme? Is this the home language of the participants?

Project TEN and Project PEOPLE: Participants learn in their home language, Afaan Oromo.

Project Promoting Equitable and Quality Basic Education for Out-Of-School Children And Adults: Participants learn in Amharic in Addis Ababa.

With what frequency is the programme offered? How many hours, days, weeks or years are learners supposed to participate in the programme?

The literacy / numeracy course is held 2 hours per day, 3 days per week. Participants decide the timing of classes, according to their schedule.

Project Promoting Equitable and Quality Basic Education Ffor Out-Of-School Children And Adults: The course runs 1-2 hours per day.

What is the intended (overall) minimum duration of the NFBE programme?

Literacy and numeracy are prerequisites for the income generation courses. Adults learn literacy and numeracy continuously for 6 months. The next 6 months, they are organized into savings and

credit groups. In the credit groups, participants form by-laws, appoint officers, record accounts in passbook. ANFEAE provides vegetable, sheep and poultry input, as an initial investment. Following the completion of the course, the participants are encouraged to continue functioning on their own and they are linked with the local microfinance institute, where they become direct clients and are responsible for their own negotiating.

How flexible are participation rules of the programme? Does the intended timetable meet the needs of the targeted groups?

In Project TEN and Project People, meeting times are established according to needs of participants. Participants must adhere to the rules of the savings and credit groups in order to participate in the program. However, in Project Promoting Equitable and Quality Basic Education For Out-Of-School Children And Adults, classes are held in formal schools where there is no flexibility in timing. Evening is the only time classes are held.

What is the background of educators/trainers—e.g., are they school teachers, “experts”, students, local volunteers, government officials and/or community leaders?

The facilitators in the adult education program are recruited by the community. Most are 12th grade completers, who have graduated and are unemployed. Sometimes Grade 10 completers must be employed. Few females are found with the requisite background to be facilitators.

What is the remuneration for NFBE educators, especially as compared to school teachers?

Project TEN and Project People: Facilitators are considered volunteers and are paid an honorarium of 215 birr per month.

Project Promoting Equitable and Quality Basic Education for Out-Of-School Children And Adults: Facilitators are given a stipend of 120 birr per month. If they participate in the adult class they are given priority for entrance into government colleges.

Information about the outcomes of the NFBE programme—data on completion rates, withdrawal figures and/or learning outcomes with the source of the evidence.

Both projects do not have standard assessment tools to measure learning outcomes.

Project Ten: Dropout (i.e.withdrawal) in similar adult education programs was previously more than 60 percent; the introduction of the income generation component has reduced dropout to between 2-4 %. Literacy Plus graduates are able to write simple letters and are competent using their newly learned literacy and numeracy skills in recording accounts and conducting the affairs of the savings groups. Savings groups have accumulated more than 5000 birr in savings.

PEOPLE Project: 622 individuals developed skills in income generation and food product generation, which had a significant impact on family income and diet.

The drop-out rate for girls in alternative basic education decreased by 20%, and girls' participation increased from 25% to 46% over 2 years. Once the project transfers alternative basic education graduates to formal school, the project tracks their performance. The project has

received formal school feedback that they are sometimes weaker in English and exceptional in environmental science.

Project Promoting Equitable and Quality Basic Education for Out-Of-School Children And Adults: The drop-out rate is high, sometimes reaching 18 %. There is no data on learning outcomes.

AMHARA REGIONAL STATE ADULT BASIC EDUCATION

In which core category or categories is the NFE programme or activity to be placed?

Literacy and numeracy programmes

Who are the main providers of the NFE programme?

Government Level 3- In Amhara Region, the Adult Basic Education component falls under the jurisdiction of the Regional Education Bureau. However the program is administered at the woreda level by the Adult Basic Education and Community Skills Training Center Coordinating Committee. At the kebele level, it is administered by the Adult Basic Education Coordinating Committee. Other NGOs are involved in the provision of adult basic education at alternative basic education centers. However, the government is solely responsible for the government-sponsored adult basic education programs.

What are the main objectives/aims of the NFE programme?

To what extent have the programme's aims changed over time?

The program aims to give adults the skills of reading, writing and numeracy.

Which groups does the NFBE programme target?

“Illiterates”

Basic “Literates”

Advanced “Literates”

Marginalised adolescents and youth

Rural poor

What age groups do they target? Is there a ceiling for participation?

The adult basic education program targets youth and adults 15 and above. The program recommends adults up to age 45-50 or participate, however there is no ceiling on participation.

Are different groups targeted in different regions of the country?

No.

How many people does the programme reach?

Program administrators estimate that the program has reached 300-350,000 adults during the period of Education Sector Development Program I, II, and III.

What kind of teaching and learning activities exist in the NFBE programme?

What are distinctive features of the provision, especially innovative teaching-learning materials or methodologies/approaches? The main activities of the NFBE programme

The program teaches language, maths and environmental science. The curriculum content areas are similar to the formal school content areas with the exception of English. The courses do not include life skills or income generation. There are three levels of each subject content area.

What types of teaching-learning methodology are employed and how do these differ from those conventionally used at primary school?

Facilitators receive some orientation to andragogy, adult psychology and related topics.

Which language(s) is/are used in the NFBE programme? Is this the home language of the participants?

Adult basic education classes are taught in the language of the local area. The Amhara Region had developed learning materials in four languages, Amharic, Afaan Oromo, Hamtenya, and Awinya.

With what frequency is the programme offered? How many hours, days, weeks or years are learners supposed to participate in the programme?

Adults study 3 hours per day, 3 times per week.

What is the intended (overall) minimum duration of the NFBE programme?

Courses run from between 6-9 months, depending on harvesting season. A learner may progress through three levels, after which the learner receives a certificate and can transition to formal school if he or she chooses.

How flexible are participation rules of the programme? Does the intended timetable meet the needs of the targeted groups?

Class is scheduled around local factors, in particular, the harvesting season.

What is the background of educators/trainers—e.g., are they school teachers, “experts”, students, local volunteers, government officials and/or community leaders?

In Amhara region, facilitators are sought with an education level of 10th grade or above. However, in remote areas, the highest level available are 8th grade completers. Most of these individuals are those who have recently completed secondary school and are unemployed.

What is the remuneration for NFBE educators, especially as compared to school teachers?

In Amhara region, the adult basic education facilitators are paid an honorarium of 100-220 birr per month.

Information about the outcomes of the NFBE programme—data on completion rates, withdrawal figures and/or learning outcomes when available.

There is very little data available on learning outcomes. However, it is reported that the program has very high dropout.

**BENISHANGUL GUMUZ REGIONAL STATE
ALTERNATIVE BASIC EDUCATION**

In which core category or categories is the NFE programme or activity to be placed?

Equivalency, 'second chance' or alternative schooling

Literacy and numeracy programmes- The region is still deliberating on adult education.

Income generation programmes, non-formal vocational training and rural and community development -Some TVET centers exist, but to a limited degree.

Who are the main providers of the NFE programme?

Government Level 2

Government Level 3

National branch of International Non- Governmental Organisation (INGO)

National NGO

Alternative Basic Education in Benishangul Gumuz is operated as a joint endeavor of NGOs and government. Training for facilitators is prepared by the Regional Bureau of Education, while NGOs cover implementation funds. The government has clustered alternative basic education centers with formal primary schools so that they are monitored jointly and can draw upon one another's resources.

What are the main objectives/aims of the NFE programme?

To what extent have the programme's aims changed over time?

The program aims to:

- extend basic education to all school-age who have been deprived of a basic primary education or who have dropped out
- enable children to read, write, compute and understand their environment
- motivate and prepare children for further education
- increase girls' access to education
- meet the Education For All targets before 2015.

Which groups does the NFBE programme target?

Out-of-school children or those who withdrew from school

Marginalised adolescents and youth

Women and girls

Rural poor

What age groups do they target? Is there a ceiling for participation?

The region targets children ages 7-10 and after this point, the children are encouraged to join the formal school. There is no limit on age ranges, if older youth wish to join the classes.

Are different groups targeted in different regions of the country?

No.

How many people does the programme reach?

There are 178 alternative basic education centers, whether operated by government or NGOs. During the 2006/7 school year, 14,500 were enrolled and 47% of them female. In 2005/6 school year, female enrollment was 49%, but when access increased the following year, the female proportion dropped slightly.

*What kind of teaching and learning activities exist in the NFBE programme?
What are distinctive features of the provision, especially innovative teaching-learning materials or methodologies/approaches?*

The Regional Education Bureau has developed a “regionalized” version of the alternative basic education strategy which delineates guidelines for training of facilitators, timetable, mode of delivery, etc. which serves as a guiding tool for both NGO and government –run centers.

The main activities of the NFBE programme

Alternative basic education covers the same subjects covered in first cycle primary education including: English, Math, Local Language, and Environmental Science. The Regional Bureau is considering extending alternative basic education activities to cover 2nd cycle of primary school, in addition to the 1st cycle.

What types of teaching-learning methodology are employed and how do these differ from those conventionally used at primary school?

The Regional Education Bureau trains facilitators in the teaching methodology common to alternative basic education, including learner-centred teaching, activity-based approach, use of locally available resources as teaching aids, flexibility in delivery, etc. However, the Regional Bureau finds that the capacity and experience of facilitators is weak, so they are not always able to immediately incorporate what they learn. However, their skills in utilizing the alternative basic education approach has grown over time.

Which language(s) is/are used in the NFBE programme? Is this the home language of the participants?

Benishangul Gumuz is home to various ethnicities speaking the following languages: Barta, Gunuz, Shimelsha , Maho, and Fomo. The Regional Bureau has not been able to develop materials in all of these languages so teaching materials are developed in Amharic and most classes are delivered in Amharic. However, some indigenous trainees have been able to attend facilitator training so the number of facilitators who can use native language in the classroom is increasing.

With what frequency is the programme offered? How many hours, days, weeks or years are learners supposed to participate in the programme?

The Regional Bureau mandates that classes should be held 4 hours per day. However, the timing of class is flexible. Classes usually occur 6 days a week.

What is the intended (overall) minimum duration of the NFBE programme?

The duration of the course over the year is flexible- -there are not a set number of months that children need to study. However learners will cover the content of one level each year, and will complete the alternative basic education program in three years.

How flexible are participation rules of the programme? Does the intended timetable meet the needs of the targeted groups?

The timetable of the classes is flexible. The region is home to semi-agriculturalists so the exact timing of the classes is built around seasonal community needs.

What is the background of educators/trainers—e.g., are they school teachers, “experts”, students, local volunteers, government officials and/or community leaders?

The region seeks to find facilitators with Grade 10 education, but sometimes only Grade 9 and Grade 8 level facilitators are found. However, in some cases, facilitators are post-secondary “certificate-holders”. Facilitators are usually recent graduates rather than older or more experienced community members.

What is the remuneration for NFBE educators, especially as compared to school teachers?

The region-wide policy is to pay 300 birr to all facilitators. Alternative Basic Education in Benishangul Gumuz is operated as a joint endeavor of NGOs and government. Therefore, some facilitators are paid by NGOs, some by government, and some are paid jointly by government and NGOs.

Information about the outcomes of the NFBE programme—data on completion rates, withdrawal figures and/or learning outcomes when available.

The Regional Bureau is not able to quantify dropout at this time, but it feels it is very low, especially in comparison to dropout rates in regular primary schools.

No learning assessments have been conducted. In the future, the Regional Bureau of Education plans to prepare an assessment tool to compare regular primary school and alternative basic education center performance.

COMMUNITY SKILLS TRAINING CENTERS

In which core category or categories is the NFE programme or activity to be placed?

Literacy and numeracy programmes
Life skills and community development
Income generation programmes, non-formal vocational training and rural and community development

Who are the main providers of the NFE programme?

Government Level 2- The Community Skills Training Centers have been placed under different sections of governance, according to the region. For instance, in Oromia, they are governed by the Technical and Vocational Education and Training Unit of the Oromia Regional Education Bureau. However, in Amhara, they are governed by the Micro and Small-Scale Industry and Trade Bureau. In some regions, Community Skills Training Centers fall under Regional Education Bureaus or city administrations.

Government Level 3- Woreda Education Offices are responsible for directly administering the Community Skills Training Center located in its jurisdiction.

National branch of International Non- Governmental Organisation (INGO) -In the EXPRO project, IIZ/DVV works as a partner to support 18 model schools that function as a model for other centers in the region.

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

What are the main objectives/aims of the NFE programme? To what extent have the programme's aims changed over time?

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

The Community Skills Training Centers were established in the 1970s as a means of furthering the initial literacy training of the national literacy campaign, introducing and expanding appropriate technology for the rural community, providing short-term farming and vocational training and establishing a development resource center for the community (IIZ/DVV, 2005).

Model EXPRO centers seek to enable landless youth and adults to engage in income-generation and thereby reduce poverty. Model EXPRO centers run all year long, receive technical assistance and professional training, and seek to make skills training more effective by linking it with market's needs assessment.

Which groups does the NFBE programme target?

“Illiterates”
Basic “Literates”

Advanced “Literates”
Rural poor- (especially those who are landless)
Farmers
Marginalised adolescents and youth (especially dropouts)

What age groups do they target? Is there a ceiling for participation?

The Community Skills Training Centers target rural youth and adults above age 15.

Are different groups targeted in different regions of the country?
No.

How many people does the programme reach?

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

Among model EXPRO Community Skills Training Centers, 2013 learners were enrolled in 2004, 1472 of which were female and 541 of which were male. Model Community Skills Training Centers are said to have the capacity to train 100-150 learners per year.

What kind of teaching and learning activities exist in the NFBE programme? What are distinctive features of the provision, especially innovative teaching-learning materials or methodologies/approaches? The main activities of the NFBE programme where possible

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

What types of teaching-learning methodology are employed and how do these differ from those conventionally used at primary school?

Some trainers have been educated in the Technical and Vocational Training system and so draw upon the techniques learned there. Since many Community Skills Training Centers are not functional, there is not a clear framework of pedagogy to be put forward. Some courses utilize standard andragogy techniques. When the current Oromia training centers were located within the Adult and Nonformal Education Department, the trainers received training in andragogy. However, since being moved to the Technical and Vocational Training and Education Department for that region four years ago, the trainers have not received any further training in teaching methods.

Which language(s) is/are used in the NFBE programme? Is this the home language of the participants?

Most classes are conducted in the language of the region in which the training center is located. However, there are no restrictions; when the vernacular of the trainer and the participants differs from the regional language, the course may be conducted in that language, especially in areas of mixed-language populations. One prerequisite of trainer recruitment is that the trainer speaks the language of the participants.

With what frequency is the programme offered? How many hours, days, weeks or years are learners supposed to participate in the programme?

Learners study in different frequencies according to the program. For instance, in some centers in Amhara, it is reported that learners study eight hours per day, while in Oromia, learners studied for 2-3 hours a day, for 3 or 4 days a week for a total of 192 hours.

What is the intended (overall) minimum duration of the NFBE programme?

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

How flexible are participation rules of the programme? Does the intended timetable meet the needs of the targeted groups?

Functional literacy and numeracy are prerequisites for participation in higher level skills classes. Many of the Community Skills Training Centers are not functional or do not offer this kind of training, however the EXPRO model centers offer literacy and numeracy as a prerequisite to other courses.

What is the background of educators/trainers—e.g., are they school teachers, “experts”, students, local volunteers, government officials and/or community leaders?

The background of the educators varies. Sometimes Technical and Vocational Training Instructors may teach a course, while at other times, instructors are recruited from local craftspeople with low levels of education.

What is the remuneration for NFBE educators, especially as compared to school teachers?

Trainers are paid on a contract basis according to the length and type of course, and according to their background training. Some may be graduates of the Technical and Vocational training system. They earn from 300-600 birr per month, depending on their background.

Information about the outcomes of the NFBE programme—data on completion rates, withdrawal figures and/or learning outcomes when available.

Little data is available on the learning outcomes or dropout rates of the Community Skills Training Centers. However, data from the 2001/2 school years show that while the centers sought to enroll 3.5 million in adult literacy courses, only 56,000 passed the three levels, showing a 7% success rate. Of the 6,697 individuals enrolled in skills training, no data was available on whether these learners found employment after graduation (IIZ/DVV, 2005)

The Oromia Regional Bureau is attempting to collect statistics but has not yet received full feedback on the forms it distributes. The EXPRO Model Community Skills Training Centers were awarded a prize by the European Adult Education Association for the exemplary working in contributing to the achievement of the Millennium Development Goals.

GAMBELLA REGIONAL STATE ALTERNATIVE BASIC EDUCATION

In which core category or categories is the NFE programme or activity to be placed?

Equivalency, 'second chance' or alternative schooling

Who are the main providers of the NFE programme?

Government Level 3- Under the auspices of the Regional Education Bureau, alternative basic education is implemented through the Woreda Education Offices. The Regional Education Bureau cites that, besides these government run centers, the only other implementer of alternative or adult basic education in the region is Pact Ethiopia.

What are the main objectives/aims of the NFE programme? To what extent have the programme's aims changed over time?

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

Which groups does the NFBE programme target?

Out-of-school children or those who withdrew from school

Marginalised adolescents and youth

Rural Poor

Women and girls

Ethnic/linguistic minority groups- (in particular indigenous populations such as Anwya, Nuer and Majanga)

What age groups do they target? Is there a ceiling for participation?

According to the national strategy, alternative basic education is targeted to children ages 7-14. However, some educators estimate that as much as 15-20% of alternative basic education centers enrolments may be youth above 15, ranging up to age 19.

Are different groups targeted in different regions of the country?

No.

How many people does the programme reach?

The Regional Education Bureau acknowledges 60 alternative basic education centers to be operational, 30 in 2005/6 and an additional 30 were established in 2006/7. These figures include government and NGO-run centers.

In 2005/6, there were 3000 students, 700 of which were girls.

In 2006/7, the majority of alternative basic education participants are female.
4 of the woredas in which these centers operate are located in pastoral areas.

*What kind of teaching and learning activities exist in the NFBE programme?
What are distinctive features of the provision, especially innovative teaching-learning materials or methodologies/approaches?*

Of the 30 alternative basic education in the 2005/6 school year, 12 were mobile schools and 18 are stationary centers. In the mobile schools, the facilitators move with the schools. He carries, teaching learning materials and blackboard with him. These grassroots schools often occur under a tree. These are most often in pastoral areas, especially Nuer areas.

The main activities of the NFBE programme

The Alternative Basic Education program teaches English, Math, Environmental Science and local language. Children are able to study the equivalent of 4 years of formal school at an accelerated pace, and complete first cycle primary school in just 3 years.

What types of teaching-learning methodology are employed and how do these differ from those conventionally used at primary school?

The alternative basic education facilitators are trained in child-centered techniques. They are trained to use practical, action-oriented methods rather than lecture.

Which language(s) is/are used in the NFBE programme? Is this the home language of the participants?

Because of recent conflict within the last three years in Gambella, much attention is given to selecting facilitators who are from the community of the learners and who share the same traditions, culture and language. Alternative basic education classes are taught in Anwya, Nuer or Majanga, depending on the ethnicity of the class participants. The Regional Bureau of Education has prepared materials in Nuer, Anywa and Majanga languages for Levels 1, 2 and 3 for both the alternative basic education system as well as the adult basic education system.

With what frequency is the programme offered? How many hours, days, weeks or years are learners supposed to participate in the programme?

The exact timing of the courses differs from woreda to woreda and from class to class. Generally class is held 4 hours a day. Some areas hold classes 6 or 7 days a week but the majority of centers hold classes 5 days a week.

What is the intended (overall) minimum duration of the NFBE programme?

The learners must cover 675 hours of instruction over the three levels of the program. This averages out to 225 hours per year.

How flexible are participation rules of the programme? Does the intended timetable meet the needs of the targeted groups?

The general guidelines of the course are that should for 9 months of the year but this varies according to woreda. There is a great difference in timetables comparing between pastoral, agro-pastoral and agriculturalist woredas.

What is the background of educators/trainers—e.g., are they school teachers, “experts”, students, local volunteers, government officials and/or community leaders?

The alternative basic education program seeks to find grade 10 completers. In areas where they cannot be found, particularly along the Sudan border, the program accepts Grade 8 and Grade 9 completers.

What is the remuneration for NFBE educators, especially as compared to school teachers?

Salaries differ from woreda to woreda, usually ranging around 285- 300 birr per month. Facilitators in the government-sponsored nonformal education program received a salary of 285 birr per month at the time of interviewing, whereas facilitators in similar NGO-sponsored nonformal education programs received a salary of 400 birr. This was causing many of the government facilitators to threaten to quit or refuse to teach.

Information about the outcomes of the NFBE programme—data on completion rates, withdrawal figures and/or learning outcomes with the source of the evidence.

The Regional Bureau feels that drop-out does occur, but that it has decreased within alternative basic education programs compared to earlier times. There is no data on learning outcomes currently available.

GOAL REFLECT CIRCLES

In which core category or categories is the NFE programme or activity to be placed?

Literacy and numeracy programmes

- 1) Equivalency, 'second chance' or alternative schooling
- 2) Life skills and community development
- 3) Income generation programmes, non-formal vocational training and rural and community development

Who are the main providers of the NFE programme?

National branch of International Non- Governmental Organisation (INGO)- GOAL

GOAL works in partnership with local government, usually the Woreda Education Office and the community.

What are the main objectives/aims of the NFE programme?

To what extent have the programme's aims changed over time?

The project seeks to empower participants to guide their own lives and change their circumstances. The project also aims to make participants, literate and numerate, and provide an income generation opportunity where this additional income can be used for empowerment purposes.

Which groups does the NFBE programme target?

"Illiterates"

Basic "Literates"

(basic level)

Advanced "Literates" (advanced level)

Women and girls

Rural poor

Ethnic/linguistic minority groups

Groups living in special circumstances (pastoralists)

What age groups do they target? Is there a ceiling for participation?

The REFLECT circles target adult women. However a small number of men, boys and younger girls also participate in the group. There is no ceiling for participation.

Are different groups targeted in different regions of the country?

The two woredas in which GOAL operates are pastoralist. For pastoralist women to participate in the programs, they need the consent of elders, and the approval of local community.

How many people does the programme reach?

GOAL runs two REFLECT projects in pastoralist areas, 8 circles in Fantale, Afar and 16 in Borena, Oromia. The program has a total of 1000 beneficiaries (767 women, 93 girls, 140 boys) who are enrolled in the 24 REFLECT circles.

*What kind of teaching and learning activities exist in the NFBE programme?
What are distinctive features of the provision, especially innovative teaching-learning materials or methodologies/approaches?*

- *The main activities of the NFBE programme*

GOAL runs REFLECT circles which include literacy, numeracy and income generation for women. The projects are pilots in preparation for possibility of future larger-scale operations. The REFLECT circles form savings and credits groups and are supplied with seed capital. The women are organized in saving and credit groups. The group appoints its own leader, chairperson, secretary, cashier, etc. The group administers small loans to individuals who repay these loans. Centers are constructed using local materials within the community, while GOAL provides corrugated sheet iron. The local government is actively involved in this process and takes responsibility after GOAL phases out.

- *What types of teaching-learning methodology are employed and how do these differ from those conventionally used at primary school?*

GOAL provides training to local facilitators, then these facilitators provide literacy to community. The curriculum is developed locally by the facilitator and participants in the local language and according to the local context. GOAL uses the internationally adopted REFLECT method in which literacy and education are used as tools for empowering and changing participants' lives.

- *Which language(s) is/are used in the NFBE programme? Is this the home language of the participants?*

Programs are operated in the local language, using Afar in Fantale and Afaan Oromia in Borena. The facilitator must be selected from the community

- *With what frequency is the programme offered? How many hours, days, weeks or years are learners supposed to participate in the programme?*

The REFLECT circles meet for a minimum of 6 hours per week. They choose the speed at which they learn.

- *What is the intended (overall) minimum duration of the NFBE programme?*

The duration of the REFLECT circles is 18 months, with the possibility to continue to the next phase.

- *How flexible are participation rules of the programme? Does the intended timetable meet the needs of the targeted groups?*

The timing of REFLECT circles is established according to the needs of the community.

- *What is the background of educators/trainers—e.g., are they school teachers, “experts”, students, local volunteers, government officials and/or community leaders?*

REFLECT circles are usually secondary school drop-outs who have not continued further to university and college. REFLECT prefers secondary school completers, Grade 10 or 12, but finds this is not always realistic. Facilitators are determined flexibly but usually have at least Grade 9 education. Some facilitators have had some short term training in some institutes, especially agricultural institutes.

- *What is the remuneration for NFBE educators, especially as compared to school teachers?*

The facilitators are paid 250 birr per month in Borena, Oromia and 150 per month in Fantale, Afar. Their incentive is much less than a regular school teacher, because they work a limited number of hours per day.

Information about the outcomes of the NFBE programme-data on completion rates, withdrawal figures and/or learning outcomes with the source of the evidence.

GOAL expects the basic outcome of the course, to be that women can they can read and write and better manage their home. Participation in savings and credits groups also demonstrates that they can record income, and perform basic numeracy skills. After completing the reflect circles many women are able to read signs and messages coming from local government. The REFLECT project has been evaluated by external consultants in fall of 2006, with the intention to see whether it is viable to scale-up to other project areas.

IIZ/DVV
INTEGRATED WOMEN'S EMPOWERMENT PROGRAM

In which core category or categories is the NFE programme or activity to be placed?
Literacy and numeracy programmes
Life skills and community development
Income generation programmes, non-formal vocational training and rural and community development

Who are the main providers of the NFE programme?

National branch of International Non- Governmental Organisation (INGO)- IIZ/DVV (Institute for International Cooperation of the German Adult Education Association)

Staff from Women's Affairs and Education Bureaus, Technical Vocational Education and Training (TVET) Commissions, the Women's Development Initiative Project (WDIP) of the Ethiopian Women's Development Fund (EWDF), intermediaries and women groups

The project has not yet been fully operationalized so further definition of partners is to be determined.

What are the main objectives/aims of the NFE programme?
To what extent have the programme's aims changed over time?

The IWEP Program aims to empower poor women and their households by combining three traditionally separate areas: (1) functional adult literacy education (FAL), (2) livelihood skills training (LST) or non-formal vocational training and (3) economic support via small-scale credits, grants and basic entrepreneurship/business training. The program seeks to develop and test an integrated approach for women empowerment as well as for adult education at national level.

Which groups does the NFBE programme target?

Women (as well as the household and husbands of the women who participate)
Illiterates
Basic Literates
Advanced Literates
Rural poor

What age groups do they target? Is there a ceiling for participation?

The program targets adult rural women. There is no ceiling for participation.

Are different groups targeted in different regions of the country?

No.

How many people does the programme reach?

The program has not yet started operations, so data on enrollment is not yet available. Funding for the project over 5 years is estimated at \$8,215,783 euros. However, project documents cite that 100 pilot REFLECT circles will be started in Tigray and Oromia. Enrollment will be 100% women.

*What kind of teaching and learning activities exist in the NFBE programme?
What are distinctive features of the provision, especially innovative teaching-learning materials or methodologies/approaches?*

The main activities of the NFBE programme

Female participants will acquire skills in reading, writing and numeracy, integrated with practical knowledge and skills through FAL and/or REFLECT education through participation in the program.

What types of teaching-learning methodology are employed and how do these differ from those conventionally used at primary school?

This component remains to be fleshed out during implementation.

Which language(s) is/are used in the NFBE programme? Is this the home language of the participants?

The details of language of instruction will be finalized when the program is fully operational.

With what frequency is the programme offered? How many hours, days, weeks or years are learners supposed to participate in the programme?

The IWEP program seeks to deliver 360 hours of instruction. The courses will be organized over one to three years, according to the needs of the women and their circumstances.

*What is the intended (overall) minimum duration of the NFBE programme?
How flexible are participation rules of the programme? Does the intended timetable meet the needs of the targeted groups?*

The details of duration and timetable will be finalized when the program is fully operational.

What is the background of educators/trainers—e.g., are they school teachers, “experts”, students, local volunteers, government officials and/or community leaders? What is the remuneration for NFBE educators, especially as compared to school teachers?

The details of facilitator remuneration and background will be finalized when the program is fully operational.

Information about the outcomes of the NFBE programme - data on completion rates, withdrawal figures and/or learning outcomes with the source of the evidence.

As enrollment has not started, there is no data available on learning outcomes or drop-out.

**MINISTRY OF AGRICULTURE
FARMER TRAINING CENTERS**

In which core category or categories is the NFE programme or activity to be placed?

Income generation programmes, non-formal vocational training and rural and community development

Who are the main providers of the NFE programme?

Government Level 1, 2 and 3-The Ministry of Agriculture and Rural Development leads the program, in collaboration with the Regional Agricultural Bureaus. The Ministry established an Agricultural Extension, Technical Vocational Education and Training Department to oversee the affairs of the program. The Farmer Training Centers will then be rolled out in various woredas.

What are the main objectives/aims of the NFE programme?

And, if the information is readily available, to what extent have the programme's aims changed over time?

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

The main aims of the Farmers Training Centers are to:

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

Which groups does the NFBE programme target?

Rural poor
Farmers
Women and girls
“Illiterates”
Basic “Literates”
Advanced “Literates” (advanced level)

What age groups do they target? Is there a ceiling for participation?

The Farmer Training centers target youth and adults, who have completed Grade 8 or less.

Are different groups targeted in different regions of the country?

No.

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

There are 14,766 existing or “proposed” Farmer Training Centers. As the centers are still being established, there is no data available on enrollment. However the Ministry of Agriculture and Rural Development seeks to reach both men and women, youth and adults. Some in the Ministry estimate that about 80% of these are said to be “operational”, whereas others estimate that only 30% are operational. However, few are offering the new training program that is proposed by the Ministry of Agriculture due to budget constraints.

*What kind of teaching and learning activities exist in the NFBE programme?
What are distinctive features of the provision, especially innovative teaching-learning materials or methodologies/approaches?*

The main activities of the NFBE programme

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

What types of teaching-learning methodology are employed and how do these differ from those conventionally used at primary school?

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

Which language(s) is/are used in the NFBE programme? Is this the home language of the participants?

Training will be offered in the official language of the region. If the trainer knows the local vernacular of the area, the trainer will teach in that language.

With what frequency is the programme offered? How many hours, days, weeks or years are learners supposed to participate in the programme?

Many of the centers teach for 2 hours a day, 2 days a week. The training program offers modules that last from 3 week up to 6 months, for more advanced course material. For the learners who have Grade 4 level education and above, courses will be offered for 3-6 months.

What is the intended (overall) minimum duration of the NFBE programme?

After completing the requisite number of modules related to their specific occupational field, learners receive a “Green Certificate”.

How flexible are participation rules of the programme? Does the intended timetable meet the needs of the targeted groups?

The Farmers Training Centers expect a person to have literacy and numeracy skills to be eligible to participate in the courses. However, the vast majority of farmers who need the skills training courses don't have the requisite literacy skills to participate. Some predict that the demand for services of the centers will be exhausted within four years, unless the Farmers Training Centers incorporate literacy and numeracy.

What is the background of educators/trainers—e.g., are they school teachers, “experts”, students, local volunteers, government officials and/or community leaders?

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

What is the remuneration for NFBE educators, especially as compared to school teachers?

The amount of salary depends on the region and the background and experience of the trainer. Many start at 600 birr per month, but may later earn 800 or over 1000 birr.

Information about the outcomes of the NFBE programme. Data on completion rates, withdrawal figures and/or learning outcomes existing information and reference the source of the evidence, when available.

There is no drop out data available since the Farmer Training Centers have not been fully operationalized. Learners will receive a “Green Certificate” upon completion of relevant courses.

**OROMIA REGIONAL STATE
ALTERNATIVE BASIC EDUCATION**

In which core category or categories is the NFE programme or activity to be placed?

Equivalency, 'second chance' or alternative schooling

Who are the main providers of the NFE programme?

Government Level 3- Under the auspices of the Regional Education Bureau, alternative basic education is implemented through the Woreda Education Offices.

What are the main objectives/aims of the NFE programme?

To what extent have the programme's aims changed over time?

Oromia region's draft *Adult and Non-formal Basic Education Strategy* states that the aim of alternative basic education is to:

- extend basic education to all school-age who have been deprived of a basic primary education or who have dropped out
- enable children to read, write, compute and understand their environment
- motivate and prepare children for further education
- increase girls' access to education
- meet the Education For All targets before 2015.

(Oromia Regional Bureau, 2006)

Which groups does the NFBE programme target?

Out-of-school children or those who withdrew from school

Marginalised adolescents and youth

Women and girls

Rural poor

Groups living in special circumstances (pastoralists)

What age groups do they target? Is there a ceiling for participation?

Oromia's alternative basic education targets children age 7-14. Youth above 14 are directed to the adult literacy and numeracy program.

Are different groups targeted in different regions of the country?

No.

How many people does the programme reach?

Below follows data for the 2005/6 academic year.

	Students: Female	Students: Male	Facilitators: Female	Facilitators: Male	Centers
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Level 1	143,690	165,845	2,260	6,667	2,548
Level 2	23,565	29,679	627	1,081	650
Level 3	5,843	8,605	288	799	206
Totals	173,098	204,129	3,175	8,547	3,404

This data is the combined total of enrolment for all alternative basic education in the region, including program implemented government and civil society.

*What kind of teaching and learning activities exist in the NFBE programme?
What are distinctive features of the provision, especially innovative teaching-learning materials or methodologies/approaches?*

The main activities of the NFBE programme

Oromia region's draft *Adult and Non-formal Basic Education Strategy* states that the curriculum is:

- Based on the formal basic primary school curriculum of Grades 1-4
- Condensed so that 4 grades are covered in 3 years
- "selected to include only basic knowledge and skills necessary for the development of socially desired life skills"

(Oromia Regional Bureau, 2006)

What types of teaching-learning methodology are employed and how do these differ from those conventionally used at primary school?

Oromia region's draft *Adult and Non-formal Basic Education Strategy* states that alternative basic education will be "supported by relevant teaching-learning aids prepared based on the nature of the disciplines to be taught" (Oromia Regional Bureau, 2006). In general, this teaching-learning style seeks to be more learner-centered, more active and more flexible than the teaching of formal primary schools.

Which language(s) is/are used in the NFBE programme? Is this the home language of the participants?

Afaan Oromo is common across Oromia region, so this language is used as the medium of instruction.

With what frequency is the programme offered? How many hours, days, weeks or years are learners supposed to participate in the programme?

Oromia region's draft *Adult and Non-formal Basic Education Strategy* recommends that each subject is to be covered for 50 minutes so that learners study 3 hours and 20 minutes per day, 5 days a week.

What is the intended (overall) minimum duration of the NFBE programme?

Learners are to study no less than 766 hours in one year. This class time can be scheduled and adjusted according to local needs but must be no less than 766 hours.

How flexible are participation rules of the programme? Does the intended timetable meet the needs of the targeted groups?

Classes times can be scheduled according to the needs of the learners and communities.

What is the background of educators/trainers—e.g., are they school teachers, “experts”, students, local volunteers, government officials and/or community leaders?

Facilitators are sought with a Grade 10 level of education. However, in some areas, the highest level of facilitators to be found are Grade 8 completers.

What is the remuneration for NFBE educators, especially as compared to school teachers?

Payment of alternative basic education facilitators varies according to woreda, generally from 250-347 birr per month.

Information about the outcomes of the NFBE programme—data on completion rates, withdrawal figures and/or learning outcomes when available.

Little data is available on drop out and completion rates. Woreda Education Offices collect this information but it is not yet compiled at a regional level. Learning assessment measurements have not, as yet, been developed.

OROMIA REGIONAL STATE ADULT BASIC EDUCATION PROGRAM

In which core category or categories is the NFE programme or activity to be placed?

Literacy and numeracy programmes

Who are the main providers of the NFE programme?

Government Level 3- Under the general guidance of the Oromia Regional Education Bureau, Oromia Woreda Education Offices administer the provision of adult basic education.

What are the main objectives/aims of the NFE programme? To what extent have the programme's aims changed over time?

The aims of the program are to equip adults and older youth with the skills of reading and writing. The Oromia Regional Education Bureau's draft policy speaks of building "citizen's creative and productive capacity" and extending "educational opportunity to all citizens as one of the best means of development". Specifically the region's strategy documents states that the participating adults will:

- "understand their family, communal, regional, national and international rights and obligations and will attain the necessary knowledge and skills for socio-economic and cultural development.
- Based on the information obtained on production and productivity, will develop sense of productivity and will be able to improve their life style through their own efforts
- Will acquire modern production techniques and increase their creative capacity
- Using their reading, writing and computation skills, will be able to attain modern information and make use of it the efforts to improve their living styles and standards
- Will be ready to drop their traditional outlooks and enhance the development of new culture to protect their environment".

Which groups does the NFBE programme target?

"Illiterates"

Basic "Literates"

Advanced "Literates"

Marginalized adolescents and youth

Rural poor

What age groups do they target? Is there a ceiling for participation?

Adults and youth above age 15 are target and there is no ceiling for participation.

Are different groups targeted in different regions of the country?

No.

How many people does the programme reach?

Data on the number of enrolments in the NFE programmed and, if possible, broken down by gender, age and region.

The Oromia Regional Education Bureau's Nonformal Education Unit reports the following data for the 2005/6 school year.

	Students: Female	Students: Male	Facilitators: Female	Facilitators: Male	Centers
Level 1	63,885	96,625	949	2566	930
Level 2	13,264	26,580	401	835	363
Level 3	5,838	10,832	344	550	129
Totals	82,987	134,037	1,694	3,951	1,422

However, some have questioned the reliability of the data.

*What kind of teaching and learning activities exist in the NFBE programme?
What are distinctive features of the provision, especially innovative teaching-learning materials or methodologies/approaches?*

The main activities of the NFBE programme

The Oromia Regional Bureau has developed its own curriculum of materials for adults from Levels 1-3, covering Math, Environmental Science and Language. Unlike curriculum for children, books have not been developed for English language.

What types of teaching-learning methodology are employed and how do these differ from those conventionally used at primary school?

Facilitators are trained to use a participatory approach, using methods of andragogy as opposed to pedagogy. A full set of facilitator's guides exists.

Which language(s) is/are used in the NFBE programme? Is this the home language of the participants?

Afaan Oromo is common across the Oromia region, so this language is used as the medium of instruction.

With what frequency is the programme offered? How many hours, days, weeks or years are learners supposed to participate in the programme?

The Oromia Regional Education Bureau's draft policy states that, based on the needs and availability of learners, one learning segment can be 3-6 months long and it is recommended that learners study 2-4 hours per day for 3-5 days per week.

What is the intended (overall) minimum duration of the NFBE programme?

The intended length of the program is 12-18 months, and the minimum time required to complete the program is 192 hours.

How flexible are participation rules of the programme? Does the intended timetable meet the needs of the targeted groups?

The timetable is adjusted according to the needs of the learners. Participation rules for learners are flexible. However, others are obligated to take part in assisting the program. The Oromia Regional Education Bureau's draft policy states that "we would like to remind all educated and capable citizens that it is a national obligation to take part in this program and assist adults to attain education aimed at changing their lifestyle." School teachers are also mandated to give professional assistance, monitoring and evaluation to the basic nonformal education centers in their area.

What is the background of educators/trainers—e.g., are they school teachers, "experts", students, local volunteers, government officials and/or community leaders?

The Oromia Regional Education Bureau's draft policy recommends that facilitators be recruited from the ranks of:

- Regular school teachers
- Rural development workers
- Health professionals
- Social affairs specialists
- Other government agency employees,
- Grade 9 completers and above
- Completers of lower grades, when a shortage of human resources exists.

What is the remuneration for NFBE educators, especially as compared to school teachers?

Each region complains of lack of budget for this area. Some formal school teachers teach without salary. Communities will often offer volunteers to teach the program. Some formal school teachers are obliged to take on adult basic education. But some report that they take on this additional responsibility without interest, without additional salary, and if they do teach, they use the same materials as for formal school children.

Information about the outcomes of the NFBE programme—data on completion rates, withdrawal figures and/or learning outcomes when available.

There is very little data available on learning outcomes or completion rates. However, it is reported that the program has very high dropout. The Oromia Regional Education Bureau's draft policy states that, "although it has been prescribed in the strategy that individuals who have completed level three of the adult education program can join grade five of the formal schools, situations have not practically been facilitated for adult education leavers to join formal schools at different levels."

**PACT'S TEACH PROJECT-
TRANSFORMING EDUCATION FOR ADULTS AND CHILDREN
IN THE HINTERLANDS**

In which core category or categories is the NFE programme or activity to be placed?

Literacy and numeracy programmes
Equivalency, 'second chance' or alternative schooling
Life skills and community development
Income generation programmes, non-formal vocational training and rural and community development

Who are the main providers of the NFE programme?

National branch of International Non- Governmental Organisation (INGO)- Pact Ethiopia, with 27 Ethiopian NGOs

National NGO - Abebech Gobena, Action for Development, Adult and Non Formal Education Association in Ethiopia,, African Development Aid Association, Amhara Development Association, Emmanuel Development Association, Ethiopian Evangelical Church of Mekane Yesus - South West Synod, Ethiopian Muslim's Relief Development Association, Gurage People Self-Help Development Organization, Kind Hearts Children Aid Development Organization, Love In Action Ethiopia, Meserete Kristos Church Relief and Development Association, Oromiya Development Association, Pastoral Development & Relief Association, Professional Alliance for Development In Ethiopia, PROGYNIST, RATSON Women, Youth and Children Development Program, Relief Society of Tigray, Rift Valley Children & Women Development Association, South Ethiopia Peoples' Development Association, South Omo People Development Association, Women Support Organization, Wabi Children's Aid and Training, Hope for the Horn, Benishangul Relief and Development Association, Pact Gambella Field Office, Afar Pastoralist Development Association, Basic Education Association-Ethiopia, with coordination with Regional Bureaus of Education

Community based organization – (Center Management Committees)

What are the main objectives/aims of the NFE programme?

To what extent have the programme's aims changed over time?

- Reaching children through alternative basic education
- Reaching adults through adult functional literacy
- Fostering innovative teaching and learning
- Supporting the development of innovative teaching and learning materials
- Involving communities in education construction and management
- Building the capacity of government education offices to implement non-formal education

TEACH advocates that education can reach the unreached, not only through provision of education services to children, but through three mutually reinforcing pillars of capacity building—educating children, educating the parents and community members that support them,

and educating the government's woreda education offices that are responsible for the provision of education.

Which groups does the NFBE programme target?

Target Groups include:

Illiterates

Literates (basic level),

Literates (advanced level),

Out-of-school-children and school-leavers,

Marginalized adolescents and youth,

Women (50% target of adult learners) and girls (40% target of child learners)

Rural poor (in particular food-insecure populations)

Ethnic/linguistic minority groups (in particular pastoral populations)

What age groups do they target? Is there a ceiling for participation?

In its alternative basic education program, TEACH targets children age 7-14, while it targets youth and adults through its Adult Functional Literacy Program. Many will continue learning if they are 15- 19. Normally, these youth prefer to attend classes in the morning with the children in the alternative basic education course, so that can consider themselves as more closely linked to formal education, rather than as joining the evening classes for adults.

Are different groups targeted in different regions of the country?

Yes. TEACH targets remote, pastoral, sedentary and food-insecure areas in the rural areas of all regional states of Ethiopia. These groups differ according to the area.

How many people does the programme reach?

518 alternative basic education centers operational, and the majority of these centers run both alternative basic education as well as adult functional literacy courses. 68,645 children and youth, 44.3% of these girls, are enrolled in the alternative basic education program. 21,470 adults enrolled in functional adult literacy program, 56.9% of these being women.

Regions	No. of ABECs	Enrollment	
		Children and Youth	Adult
Afar	16	3143	512
Amhara	106	12123	1969
Benishangul	10	703	0
Gambella	10	575	0
Oromia	177	26134	6113

SNNPRS	141	18076	3952
Somali	18	1986	874
Tigray	40	5905	0
Total	518	68645	21470

*What kind of teaching and learning activities exist in the NFBE programme?
What are distinctive features of the provision, especially innovative teaching-learning materials or methodologies/approaches?*

The main activities of the NFBE programme

Reaching Children and Youth through Alternative Basic Education: TEACH covers the first four years of the formal school's curriculum at an accelerated pace. This enables learners to complete the equivalent of four years of formal schooling in three years. These learners are then able to transition into the formal system at the 4th grade level. Learners study English, Math, Local Language and Environmental Science.

Reaching Adults through Adult Functional Literacy: TEACH provides functional literacy to adults with the objective of addressing daily challenges and establishing a culture of family learning. Learners study Math, Local Language and Environmental Science. English is not included in the adult curriculum but some industrious adult classes organize English on a case by case basis, when it is desired.

What types of teaching-learning methodology are employed and how do these differ from those conventionally used at primary school?

TEACH seeks to foster innovate teaching and learning through:

- Learner-centered approach
- Accelerated curriculum
- Flexible delivery of education
- Emphasis on locally available teaching materials
- Activity-based approach
- Integrated and accelerated curriculum
- Content made relevant to local needs
- Facilitators selected from local community

Facilitators are taught to use a participatory learning methodology in which all learning starts with their actual experiences, based on surrounding environment and information. Facilitators are expected to place themselves as learners. Facilitators are trained in child pedagogy as well as andragogy.

When large groups of older youth are enrolled, some efficient teachers teach their classes in a multigrade fashion and group the youth together giving them more challenging work. However, multigrade is not systematically introduced through the TEACH training program as a standard teaching methodology.

Which language(s) is/are used in the NFBE programme? Is this the home language of the participants?

TEACH follows the language policy of each region in which it works. The facilitator is usually selected by the community. Being able to use the language of instruction is a high priority.

With what frequency is the programme offered? How many hours, days, weeks or years are learners supposed to participate in the programme?

Alternative Basic Education classes follow the interval cycles of the formal school year, however the community chooses the timing and frequency of classes in accordance with the needs of the community and of working children and youth. Some classes may study from 2-3 hours per day, with alternative basic education studying 5 days a week and adult education courses generally running 3 times a week. Some adult education groups will study 2-3 hours of supplemental literacy on weekends.

What is the intended (overall) minimum duration of the NFBE programme?

The course usually 260 hours over the year. Alternative basic education runs for three years, for a child to complete the equivalent of first cycle primary education. In terms of adult functional literacy, the average takes 6 months to master the first level of literacy. Learners can then continue for three years. Some adult learners transfer into the formal system after completing the course.

How flexible are participation rules of the programme? Does the intended timetable meet the needs of the targeted groups?

The classes of both alternative basic education and adult functional literacy are organized according to the community's needs. Participation in adult functional literacy is impacted by government-sponsored conferences for adults, religious ceremonies, cultural engagements, etc.

What is the background of educators/trainers—e.g., are they school teachers, “experts”, students, local volunteers, government officials and/or community leaders?

TEACH recruits facilitators with the collaboration of the local community, targeting those who have completed grade eight or above, except when this level of background is not available. In Afar particularly, some facilitators are found with only Grade 7 education. TEACH seeks to find facilitators who are from the local community, especially in pastoralist and semi-mobile areas. A few may be part-time teachers, but usually TEACH facilitators are young secondary school graduates. Many leave their work with TEACH to go on to seek further certification from regional teacher's colleges. Sometimes facilitators are individuals who have completed some secondary education and have chosen to stay in their community and teach in traditional church education or qu'ranic schools.

What is the remuneration for NFBE educators, especially as compared to school teachers?

Facilitators salaries vary usually from about 300-400 birr, depending on the region and the implementing NGO.

Information about the outcomes of the NFBE programme—data on completion rates, withdrawal figures and/or learning outcomes with the source of the evidence.

Alternative basic education participants have not yet been systematically examined. However, a learning assessment tool is currently being designed to track the performance of over 80,000

participants in the TEACH project. The tool is being created by staff from Ethiopia's National Organization of Examinations.

QU'RANIC SCHOOLS

In which core category or categories is the NFE programme or activity to be placed?

Literacy and numeracy programmes

Who are the main providers of the NFE programme?

Private bodies/ individuals - (Local communities in Muslim areas)

What are the main objectives/aims of the NFE programme?

To what extent have the programme's aims changed over time?

- To learn to read and write in Arabic
- To be able to complete the recitation of the Qu'ran by memory (hefz ul Qu'ran)
- To become educated in the *tafsir* (explanations), and *hadith* (traditions)
- To demonstrate commendable conduct and become a good community member

Which groups does the NFE programme target?

Young Muslim Boys

Young Muslim Girls

Out-of-school children and youth

What age groups do they target? Is there a ceiling for participation?

Generally young children are sent to Qu'ranic school. In Afar region, children would stay in Quranic school as long as it took them to complete the memorization of the Qu'ran. Sometimes it will take a child one year for a fast learner or up to three years for slower children. Some older youth are also found in the program. Youth are also found who will continue their learning, to better understand the *hadith* (traditions) and *tafsir* (explanations) after completing memorization of the Qu'ran.

Are different groups targeted in different regions of the country?

Yes. In regions like Somali and Afar, almost all communities have Qu'ranic schools, and in other villages, girls participation was not emphasized. In other regions of the countries, Qu'ranic schools were found, but were not as prevalent and well-attended.

How many people does the programme reach?

Data is not available on exact numbers of enrollment. However, Qu'ranic schools are prevalent in Afar, Somali and in many Muslim communities in other regional states, for instance, Bale zone of Oromia region. In some communities in Afar, universal enrolment had been achieved and all children, boys and girls, had been enrolled in Qu'ranic school. In other regions, enrollment was less widespread.

*What kind of teaching and learning activities exist in the NFBE programme?
What are distinctive features of the provision, especially innovative teaching-learning materials or methodologies/approaches? The main activities of the NFBE programme.
What types of teaching-learning methodology are employed and how do differ from those conventionally used at primary school?*

Rather than studying with a primer, the students study the text of the Qu’ran and the sheikh provides additional teaching from his additional studies of the Qu’ran. Rather than being child-centered, learning is text-centered.

Which language(s) is/are used in the NFBE programme? Is this the home language of the participants?

Arabic language is learned and used in Qu’ranic schools, as well as the local language of the participants. The Qu’ranic teacher almost always speaks the language of the students because he is recruited from the local community or a nearby community.

With what frequency is the programme offered? How many hours, days, weeks or years are learners supposed to participate in the programme?

Frequency of learning varies from community to community.

What is the intended (overall) minimum duration of the NFBE programme?

A learner will continue in Qu’ranic studies until he or she has completed the memorization of the Qu’ran. Some may learn very quickly, completing the memorization in one year, while others may take 3 years to complete the task.

How flexible are participation rules of the programme? Does the intended timetable meet the needs of the targeted groups?

Parents in some communities, particularly in Afar, feel that when a child has become literate in reading the Qu’ran and can recite the 30 surahs of the Qu’ran from memory, then the child is ready to go to formal school. . The priority is that children should attend Qu’ranic school first, and then transition into further basic education. But sometimes youth with no educational background, start both simultaneously.

What is the background of educators/trainers—e.g., are they school teachers, “experts”, students, local volunteers, government officials and/or community leaders?

The Qu’ranic school teacher is also often the local imam, the one leads the prayer. He has completed extensive study of the Qu’ran, its traditions and its explanations before becoming a teacher of Qu’ranic schools. Some Qu’ranic school teachers report they have had no formal school training, while other report that the last formal school training was when they became literate during the Ethiopian Literacy Campaign of the 1970s. Many still have their literacy certificate from this time.

What is the remuneration for NFBE educators, especially as compared to school teachers?

Qu'ranic school teachers are sometimes paid a small fee or given animals to raise, or supported in other ways by the community.

Information about the outcomes of the NFBE programme-data on completion rates, withdrawal figures and/or learning outcomes when available.

Completion rates vary, but some communities report that many children are required to complete Qu'ranic school before they are enrolled in formal school. When they have demonstrated completion of the memorization of the Qu'ran, they are viewed as prepared for secular education and further schooling, and they were then enrolled in formal school or alternative basic education.

Some Qu'ranic school teachers feel that those who have attended Q'uranic school do better in formal school and conversely that those who have attended formal school do better in Qu'ranic school. But Qu'ranic schools teachers felt that students do not become educated when they simply memorize the 30 surahs. "When they learn the meaning of the verses explained in their vernacular, they understand the Qu'ran much better and become better citizens and exhibit better behavior in the community. From school, they also learn many important things that enable them to become more responsible members of the community."

SAVE THE CHILDREN DENMARK
“PROTECTION AND PREVENTION OF CHILDREN FROM SEXUAL ABUSE AND EXPLOITATION”

In which core category or categories is the NFE programme or activity to be placed?

Literacy and numeracy programmes
Equivalency, ‘second chance’ or alternative schooling
Life skills and community development
Income generation programmes, non-formal vocational training and rural and community development

Who are the main providers of the NFE programme?

National branch of International Non- Governmental Organisation (INGO)
National NGO
Local NGO
Community based organization (CBO)- (Especially *idir*- traditional community funeral support associations)

*What are the main objectives/aims of the NFE programme?
To what extent have the programme’s aims changed over time?*

The program seeks to provide a safe haven and basic education and life skills training for sexually exploited youth. The program also engages in preventative education for secondary school girls

Which groups does the NFBE programme target?

“Illiterates”
Basic “Literates”
Advanced “Literates”
Out-of-school children or those who withdrew from school
Marginalised adolescents and youth (especially sexually exploited youth)
Women and girls
Urban poor
Groups living in special circumstances (children in prison with their mothers, orphans and vulnerable children)

What age groups do they target? Is there a ceiling for participation?

Save the Children’s mandate is to work with children and youth under the age of 18.

Are different groups targeted in different regions of the country?

Yes. In some regions, the project serves children in prison with their mothers, in other regions it serves sexually exploited youth and at-risk girls.

How many people does the programme reach?

The program serves 400 sexually abused and exploited girls and does preventative education through guidance counselling and reproductive health education to 4000 school girls. 100% of program participants are female. The project operates in Amhara, Oromia and SNNPR Regions.

What kind of teaching and learning activities exist in the NFBE programme?

What are distinctive features of the provision, especially innovative teaching-learning materials or methodologies/approaches?

The main activities of the NFBE programme

The project works to build the institutional capacity of community-based organizations to support orphans and vulnerable children. The project sponsors drop-in centers for youth which provide literacy education and alternative basic education. The project also works in schools to provide guidance counselling and reproductive health education to 4000 school girls participating in primary and secondary girls' clubs. In another related intervention, the project provides safe homes for children and youth who come out of sex work. These safe homes provide more focused life skills training by professionals.

What types of teaching-learning methodology are employed and how do these differ from those conventionally used at primary school?

The project sponsors Drop-In Centers for youth which provide literacy education and nonformal education. Learners are placed in levels according to their literacy rate. For those who can read and write, the project uses the alternative basic education methodology. Those who are not literate are instructed according to nonformal education methods. The Drop-In Centers use the alternative basic education curriculum used by other Save the Children large-scale alternative basic education projects. The Drop-In Centers also provide group guidance and counseling sessions on teaching youth how to protect themselves from sexual abuse and rape.

Which language(s) is/are used in the NFBE programme? Is this the home language of the participants?

Classes are delivered in Amharic in Amhara region, and Afaan Oromo in Oromia region.

With what frequency is the programme offered? How many hours, days, weeks or years are learners supposed to participate in the programme?

Youth may stay in the drop-in center all day, 5 days a week. Nonformal education instruction is offered for 3-4 hours per day and the rest of the time is filled with recreation, group discussions, storytelling, self-awareness raising, and guidance and counselling.

What is the intended (overall) minimum duration of the NFBE programme?

Participation in the center is totally voluntary. The youth participate when they come to the center and there is no minimum duration for study. The center is "drop-in, drop-out".

How flexible are participation rules of the programme? Does the intended timetable meet the needs of the targeted groups?

Participants choose to study in the center according to their needs and life circumstances.

What is the background of educators/trainers—e.g., are they school teachers, “experts”, students, local volunteers, government officials and/or community leaders?

The literacy and alternative basic education facilitators are volunteer youth. They are given some training in how to teach nonformal education. The instructors of the life-skills and guidance courses are professional counsellors, social workers, nurses and other health professionals.

What is the remuneration for NFBE educators, especially as compared to school teachers?

The life skills and guidance counsellors are professional full-time employees of local NGOs. Their remuneration, depends on the salary scale of the particular NGO. The literacy and alternative basic education facilitators are volunteer. However, they are paid a small daily allowance.

Information about the outcomes of the NFBE programme—data on completion rates, withdrawal figures and/or learning outcomes when available.

Some children have been promoted to formal schools in 5th grade in most of the towns where the project operates. Of the sexually abused youth, who were transferred to “safe homes”, some have transferred into grade 7. The alternative basic education program has, by nature, high drop-out because attendance at the Drop-In Center is voluntary. However, some Drop-In Centers have children who began one and half years ago and are still following the course of the program.

SAVE THE CHILDREN -UK/ SOMALI REGION ALTERNATIVE BASIC EDUCATION

In which core category or categories is the NFE programme or activity to be placed?

Equivalency, 'second chance' or alternative schooling

Who are the main providers of the NFE programme?

Government Level 2- Somali National Regional State Regional Bureau of Education

International organisation/development agency- Save the Children UK

What are the main objectives/aims of the NFE programme?

Save the Children UK previously worked with formal schools, but they have shifted into complete support of the alternative basic education approach. Save the Children UK previously took a more active role in direct implementation in 20 alternative basic education centers in six woredas in which the organization piloted customizing the alternative basic education model to the pastoralist lifestyle. The organization recently shifted to focusing their efforts solely on two woredas, and moving away from direct implementation but rather to targeting all intervention to supporting the government counterparts to implement. For instance, Save UK will provide support to the teacher training institute and support to the woreda to purchase textbooks, but the government will organize and run the trainings or purchase the textbooks. Save UK is also implementing a national and regional-level advocacy initiative on alternative basic education for pastoralists and agro-pastoralists.

Which groups does the NFBE programme target?

Out-of-school children or those who withdrew from school
Marginalised adolescents and youth
Women and girls (54 % girls target)
Rural poor
Groups living in special circumstances (pastoralists and agro-pastoralists)

Save the Children UK focuses its input on Shinile and Aw Bare woredas. It targets primarily pastoral populations and out-of-school children and youth.

What age groups do they target? Is there a ceiling for participation?

Alternative Basic Education in Somali targets a 7-18 age group.

Are different groups targeted in different regions of the country?

No

How many people does the programme reach?

Previously Save UK implemented 20 centers in six woredas. Save UK will now direct all of its support directly to the Woreda Education Office in two woredas, and it is the Woreda Education Office that will implement.

*What kind of teaching and learning activities exist in the NFBE programme?
What are distinctive features of the provision, especially innovative teaching-learning materials or methodologies/approaches?*

The main activities of the NFBE programme

The Alternative Basic Education program follows the curriculum of the Somali region, using learner-centered participation as a teaching methodology. Participants in alternative basic education learn English, Somali language, maths and environmental science for three years at an accelerated pace, giving them an education equivalent to four years of primary school.

What types of teaching-learning methodology are employed and how do these differ from those conventionally used at primary school?

The Alternative Basic Education Program serves to:

- rapidly expand the provision of basic education, in particular the content of first cycle primary school
- facilitate meaningful community participation in which community members develop ownership and become decision makers on educational issues.
- increase the participation of girls of education and narrow the learning gap between boys and girls
- localize the curriculum to meet the needs of the community, in particular pastoralists and agro-pastoralists

The program incorporates the following principles:

- Learner –centered teaching methodology
- Activity-based approach
- Integrated and accelerated curriculum
- Flexibility of approach
- Adaptability of delivery
- Localizing content and making it relevant to local needs
- Gender equity
- Use of locally available resources
- Continuous assessment and evaluation

Which language(s) is/are used in the NFBE programme? Is this the home language of the participants?

All alternative basic education classes are conducted in Somali, the language of the participants.

With what frequency is the programme offered? How many hours, days, weeks or years are learners supposed to participate in the programme?

The minimum learning time, duration of courses, and number of subjects, is comparable to the formal system. The average time is 3.5 hours per day, 5 days per week, for 7-8 months of the year. Classes are held Saturday to Wednesday, following the Muslim calendar. The class may be held in the morning, afternoon or evening. Afternoon most often suits the needs of girls.

However all of these elements of the academic calendar are adapted to the settlement patterns of the pastoralists.

What is the intended (overall) minimum duration of the NFBE programme?

Learners may continue in the program for three years, completing Levels 1, 2, 3 after they are able to pass into 5th grade, into the second cycle of primary education.

How flexible are participation rules of the programme? Does the intended timetable meet the needs of the targeted groups?

Classes are held during the rainy season. During the dry season, families disperse and may move in different directions outside of the village. Men, young boys and older children may move or whole families. Save UK considers this a period of stress on families, and so no classes are held during this time. Class sessions are designed around mobility and related availability of the community.

What is the background of educators/trainers—e.g., are they school teachers, “experts”, students, local volunteers, government officials and/or community leaders?

The facilitator must be from the community and must have a minimum grade 8 education.

What is the remuneration for NFBE educators, especially as compared to school teachers?

Alternative Basic Education teachers earn 280 birr, while graduates of the Teacher Training Institute teaching in formal school earn 420 birr per month. However, when facilitators complete their certification, they are able to increase their salary. A recent workshop brought together key staff from the “emerging regions” of Somali and Afar and the outcome of the workshop resulted in recommendations to raise facilitator salaries to make them more comparable to government teacher salaries.

Information about the outcomes of the NFBE programme—data on completion rates, withdrawal figures and/or learning outcomes

Save the Children UK reports that 40 children have gone on to formal school second cycle. Save the Children UK conducts project specific monitoring and evaluating as well as Global Impact Monitoring Framework in which they measure seven dimensions of quality that assess the overall impact of the project upon the child’s life. They also identify gaps in delivery by the government. The first Global Impact Monitoring was scheduled for spring 2007.

**SAVE THE CHILDREN US- SCOPE PROJECT-
STRENGTHENING COMMUNITY GOVERNMENT PARTNERSHIP FOR
EDUCATION**

In which core category or categories is the NFE programme or activity to be placed?

Equivalency, 'second chance' or alternative schooling

Who are the main providers of the NFE programme?

Save the Children USA and 7 local implementing NGOs.

Adult and Nonformal Education Association in Ethiopia-(Oromia)

Help For Persons With Disabilities Organization (Oromia)- specializing in reaching out-of-school children with hearing and listening and sight and physical disabilities.

African Development Aid Association (Oromia)

Oda- Organization For Development In Action (Oromia)

Gudina Timsa Foundation (Oromia)

Ethiopian Muslim Relief Development Association (Afar)

Pastoralist Concern Association (Somalia)

National branch of International Non- Governmental Organisation (INGO)

National NGO

What are the main objectives/aims of the NFE programme?

The Alternative Basic Education Program serves to:

- rapidly expand the provision of basic education , in particular the content of first cycle primary school
- facilitate meaningful community participation in which community members develop ownership and become decision makers on educational issues.
- increase the participation of girls of education and narrow the learning gap between boys and girls
- localize the curriculum
- reduce wastage in education

Which groups does the NFBE programme target?

What age groups do they target? Is there a ceiling for participation?

Are different groups targeted in different regions of the country?

The program targets:

Out-of-school children or those who withdrew from school

Marginalised adolescents and youth

Women and girls

Rural poor

Ethnic/linguistic minority groups- (minorities in "emerging" regions)

Groups living in special circumstances (pastoralists)

People with disabilities

Pastoralists are targeted in Afar, Somali, Gambella and Oromia. Alternative Basic Education usually targets children 7-14, but over-aged youth are welcome to attend. However, Save the Children's mandate is to work with youth under 18. Sometimes older youth and young adults will assist in the construction and mobilization of the center, because they themselves also have interest to attend.

How many people does the programme reach?

Below follows final enrollment information for the SCOPE Project

	Levels	Centers	M	F	Total
Oromiya	I		1,605	1,320	2,925
	II		513	386	899
	III		411	213	624
Total		37	2,529	1,919	4,448
Percentage			57%	43%	
Somali	I		-	57	57
	II		-	27	27
	III		-	20	20
Total		2	-	104	104
Percentage			-	100%	
Afar	I		57	74	131
	II		45	5	
	III		35	5	
Total		3	137	84	221
Percentage			62.0%	38.0%	
Grand Total		42	2,666	2,107	4,773
Percentage			56%	44%	

*What kind of teaching and learning activities exist in the NFBE programme?
What are distinctive features of the provision, especially innovative teaching-learning materials or methodologies/approaches?*

The main activities of the NFBE programme

The program teaches local language, mathematics, English and environmental science. The early alternative basic education curriculum was developed by Rift Valley Children and Women Development Organization, and the curriculum also incorporates HIV/AIDS, civic education and other life skills areas. Later, the Oromia Regional Education Bureau, Save Norway and other NGOs developed curricula. SCOPE has continued to use the Rift Valley alternative basic education curriculum

What types of teaching-learning methodology are employed and how do these differ from those conventionally used at primary school?

The program incorporates the following principles:

- Learner –centered teaching methodology
- Activity-based approach

- Integrated and accelerated curriculum
- Flexibility of approach
- Adaptability of delivery
- Localizing content and making it relevant to local needs
- Gender equity
- Use of locally available resources
- Continuous assessment and evaluation

Which language(s) is/are used in the NFBE programme? Is this the home language of the participants?

The programs always use the local language of the community, Afaan Oromo, Somali, or Afar or the local language of the ethnicity in Gambella.

With what frequency is the programme offered? How many hours, days, weeks or years are learners supposed to participate in the programme?

The targeted duration is 200 days (11 months) of learning per year, 5 days of learning per week, 3-4 hours per day. The program may be organized into shifts or whole days depending on the needs of the community.

What is the intended (overall) minimum duration of the NFBE programme?

The Alternative Basic Education Program covers three years, after which a children graduates from Level 3, and is qualified to enter the second cycle of formal primary school. The program was originally designed to be conducted 11 -12 months of the year, but the exact yearly duration varies according to community.

How flexible are participation rules of the programme? Does the intended timetable meet the needs of the targeted groups?

The timetable is chosen in accordance with the needs of the community. A basic model of alternative basic education is presented, but local community members are involved in center managements and so have decision making authority on the participation rules of the programme.

What is the background of educators/trainers—e.g., are they school teachers, “experts”, students, local volunteers, government officials and/or community leaders?

Facilitators with grade 10 level of education are sought, but this is not always available. Therefore facilitators from the community or nearby area, with the highest level of education possible are selected. In Afar, in particular, there is difficulty in finding facilitators with appropriate level of education. Some are found with Grade 8 education, but individuals with Grade 8 have greater opportunities as local government officials. So, in many cases, the level of facilitators’ education is Grade 5 or 6.

What is the remuneration for NFBE educators, especially as compared to school teachers?

Remuneration depends from organization to organization. Some facilitators are given honorariums. In some cases, facilitators are paid comparable to government post salaries.

Information about the outcomes of the NFBE programme-data on completion rates, withdrawal figures and/or learning outcomes when available.

Sometimes alternative basic education students transferred to formal schools during the midst of alternative basic education enrollment. Sometimes a formal school would be built in the vicinity of the center, making the ABE center redundant. Schools would need to demonstrate enrollment in order to justify their existence. 200-300 students are estimated to have transferred mid-year.

The SCOPE Project ran from 2002 through 2007. All the local implementing NGOs except Gudina Timsa Foundation have, as of February 2007, transferred the centers to the management of Woreda Education Offices. These Woreda Education Offices have begun assigning formal teachers and have started conducting formal and nonformal education in the centers.

WORTH WOMEN'S EMPOWERMENT PROGRAM

In which core category or categories is the NFE programme or activity to be placed?

Literacy and numeracy programmes
Life skills and community development
Income generation programmes, non-formal vocational training and rural and community development

Who are the main providers of the NFE programme?

National branch of International Non- Governmental Organisation (INGO)-
(Pact Ethiopia in collaboration with the following Ethiopian NGOs)

Local branch of national NGO-

Adult and Nonformal Education Association
Ethiopian Rural Self Help Association
Hundee (Grassroots Development Association)
AGOHELD (Abebech Gobena Hezanat Enalezoch Dirijit)
Rift Valley Children and Women Association
Ethiopian Muslim Development and Relief Association
Women Support Association
Emmanuel Development Association
Progynis

What are the main objectives/aims of the NFE programme? To what extent have the programme's aims changed over time?

WORTH seeks to empower over 7000 women in the Amhara, Oromiya and SNNP regions through action-oriented literacy, numeracy, savings and credit, and problem-solving, by the end of June 2008.

Which groups does the NFBE programme target?

Women and girls
"Illiterates"
Basic "Literates"
Advanced "Literates"
Rural poor

What age groups do they target? Is there a ceiling for participation?

The WORTH targets adult women and there is no ceiling for participation.

Are different groups targeted in different regions of the country?

No. WORTH works with poor, rural women in Oromiya, SNNPR and Amhara regions.

How many people does the programme reach?

The WORTH pilot program has organized over 8500 women in 322 groups in Oromiya, SNNPR and Amhara regions.

What kind of teaching and learning activities exist in the NFBE programme?

What are distinctive features of the provision, especially innovative teaching-learning materials or methodologies/approaches?

The main activities of the NFBE programme

The program combines savings and credit with literacy. Women first train for 6 months in literacy and numeracy skills. Using their newly acquired skills, members then set up a village bank. They use a simple bookkeeping system to track loans, interest and repayment, with the dividends earned periodically distributed among the members.

What types of teaching-learning methodology are employed and how do these differ from those conventionally used at primary school?

The WORTH Program has developed a series of learning materials that combine women's empowerment with literacy and savings and credit. Some of the learning materials studied include the following titles: *Selling Made Simple, The Road to Wealth*, etc.

Which language(s) is/are used in the NFBE programme? Is this the home language of the participants?

WORTH groups use the local vernacular in the savings group. Current WORTH sites are operating in Amharic and Afaan Oromo –speaking areas.

With what frequency is the programme offered? How many hours, days, weeks or years are learners supposed to participate in the programme?

During the first stage of literacy, the group must study the literacy materials for 6 hours per week and they are free to choose how to distribute those hours. They meet from 1-3 days per week. The initial round of pre-literacy training is to last six months. However, in practice, the program's managers find that women in sub-cities close to rural areas are taking 3-4 months to complete literacy, while women living in areas where the latin script was recently introduced (whereas Amharic script was previously being used) are taking at least seven months to complete the initial literacy course.

What is the intended (overall) minimum duration of the NFBE programme?

Literacy and numeracy courses are offered as a prerequisite for a period of 6 months before starting the micro-banking component. When participants start the savings and credit component, it may take them between 4-6 months to complete a segment of learning materials for the course. One complete banking cycle consists of 6 months. Participants are then able to commence and commit to another full banking cycle. The duration of the entire course is 1.5 years.

How flexible are participation rules of the programme? Does the intended timetable meet the needs of the targeted groups?

Women schedule the sessions at times that are convenient and compatible with their daily schedules.

What is the background of educators/trainers—e.g., are they school teachers, “experts”, students, local volunteers, government officials and/or community leaders?

Literacy Volunteers are women from the local community. WORTH seeks 10th or 12th grade completers to teach the initial pre-banking literacy section of the course. Once the WORTH group women are literate, Literacy Volunteers are found from the participants in the class. After complete the first cycle of literacy, participants start the banking cycle. This savings and credit group is led by members of the group themselves.

What is the remuneration for NFBE educators, especially as compared to school teachers?

The facilitators are volunteer.

Information about the outcomes of the NFBE programme—data on completion rates, withdrawal figures and/or learning outcomes when available.

Learning assessment has not yet been conducted. However 6-8 of the WORTH participants have joined formal school. 48 women in two groups were selected for employment in a factory because of their newly acquired literacy skills. Other case studies describe how WORTH participants refused to allow their daughters to be married at an early age.

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LIST OF INTERVIEWS COMPLETED FOR GLOBAL MONITORING REPORT

1-23-07	Makda Getachew	Worth Women's Empowerment Program, Pact Ethiopia
1-26-07	Bahereh Smith	International Rescue Committee
1-31-07	Liza Darroch	Ministry of Education
2-1-07	Gemma Wilson Clark	Save the Children, UK
2-1-07	Desta Asmare	Regional Education Bureau-Southern Nations, Nationalities and People's Region
2-2-07	Elias Tadesse	Save the Children, Denmark
2-2-07	Darge Teshome	Save the Children, Denmark
2-2-07	Debebe Belay	GOAL Ethiopia
2-3-07	Zewdu Desta	Pact Ethiopia
2-3-07	Dessu Wirtu	Addis Ababa University
2-3-07	Anwar Ahmed	Afar Regional Education Bureau
2-5-07	Ato Habishu	Oromia Regional Bureau, Program and Supervision Division
2-5-07	Kidane Tolchaa	Oromia Regional Bureau, Nonformal Education Unit
2-5-07	Bizunaa Addunyaa	Oromia Regional Bureau, Technical and Vocational Education and Training
2-5-07	Beserat Robi	Oromia Regional Bureau, Technical and Vocational Education and Training
2-5-07	Mohammud Mohammed	Save the Children UK, Somali Office
2-5-07	Mark Bernal	UNESCO Statistical Capacity Building Program
2-7-07	Meskerem Shibelaw	SNV
2-7-07	Alemayu Demissa	Previously Amhara Regional Education Bureau
2-7-07	Bernd Sandhaas	IIZ/DVV
2-7-07	Samuel Asnake	IIZ/DVV
2-9-07	Zemed Agenyaw	Gambella Regional Education Bureau
2-11-07	Jember W/Mariam	Pact Ethiopia
2-11-07	Julia Schmidt	GTZ/Ministry of Education, Department of TVET
2-12-07	Mulugeta Girma	Save the Children US
2-12-07	Mariarita Capirci	Cooperazione Italiana
2-12-07	Mulugeta Deresa	Benishangul Gumuz Regional Bureau of Education

2-12-07	Ibrahim Mohamed	Ministry of Agriculture
2-13-07	Richard Webber	Teacher Development Program
2-15-07	Florence Ssesero	UNESCO

Preparatory Interviews

A series of background interviews have been conducted , not specifically for this GRM activity, but rather for other nonformal education and education for pastoralists research that I have been conducting. However information collected in these interviews is relevant to this report and has been included when relevant.

DATE	Person	Affiliation
10-9-06	Aija Ahlberg	SIL
10-9-06	Alan MacDonald	SIL
10-13-06	Seleshi Getahun	SEPDA
10-14-06	Valerie Gardo	Afar Pastoralist Development Foundation
10-14-06	Abdul Karim Guleid	Hope for the Horn
10-14-06	Jaffar Mohammed	Hope for the Horn
10-18-06	Anwar Ahmad	Afar Regional Education Bureau
10-19-06	Ato Pal Tut	Gambella Regional Education Bureau
10-19-06	Abeba Jira	Oromia Education Bureau
10-19-06	Hashim Abdille	Save the Children US
10-20-06	Andrew Catley	Tufts University
10-22-06	Zewdu Desta	PACT
8-7-06	Abdi Abdullahi Hussein	Pastoralist Concern Association
9-10-06	Melese Delelegn	Save the Children Norway
8-7-06, 11-15-06	Ulrike Beyer	SIL
10-24-06	Alie Jarta Basho	Pastoral Student, Kay Afar Boarding School
10-25-06	Abiot	Facilitator, Kaysa Shade Tree School
10-25-06	Teshala	Facilitator, Shala Alternative Basic Education Center
10-25-06	Aba Aono	Committee Member, Shala Alternative Basic Education Center Management Committee
10-25-06	Uno Laiba	Birth Mother of Alie Jarta Basho, Shala, SNNPR
10-25-06	Boya	Mother by 2 nd Marriage of Alie

		Jarta Basho, Shala, SNNPR
10-25-06	Barginde	Level 3 Student, Shala Alternative Basic Education Center, Shala, SNNPR
10-25-06	Ole Dole	Grade 5 Disabled Pastoral Student, Kay Afar Boarding School
10-26-06	Paulos Bura	Jinka Boarding Facility
10-26-06	Ari	11 th grader, Jinka Boarding School
10-26-06	Tsegai	Prisoner/Facilitator, South Omo Zone Jail
10-26-06	Genet	Prisoner, South Omo Zone Jail
10-26-06	Nesselech	Prisoner, South Omo Zone Jail
10-26-06	Mekonnen Terfe	Education Program Supervisor, SOPDA
10-27-06	Doctor Telila	South Omo Zone Education Board
10-27-06	Meserat	Female Facilitator in Bura Pastoral Village
10-28-06	Wandefar Dawit	Banna Tsemai Zone Administration
11- 3-06	Rahel Bekele	Oxfam GB
11- 3-06	Brooke Yemane	Oxfam GB
11-7-06	Ato Yusuf	Action for Development
11-7-06	Ato Habto	Action for Development
11-7-06	Ato Habishu	Oromia Regional Education Bureau
11-8 – 06	Saifas Ali	UNICEF
11-8 – 06	Setotaw Yimam	UNICEF
11-8 – 06	Elsa Lindtjorn	EEKMY
11-9-06	Abeba Jira	Oromia Regional Education Bureau
11-10-06	Ato Ayana	Oromia Pastoralist Development Commission
11-10-06	Abeba Wolde	Oromia Pastoralist Development Commission
11-10-06	Shimeles Worku	World Bank
11-14-06	Habtamo Teka	Oromia Pastoralist Development Commission
11-15-06	Awol Muthussein	Ethiopian Muslims Relief and Development Association
11-16-06	Ingo Weiderhofer	World Bank PCDP
11-16-06	Tezera Getahun	Pastoralist Forum Ethiopia

11-20-06	Aleke Diga	Action for Development –Yabelo Field Office
11-20-06	Worknu Tebabu	Action for Development
11-20-06	Makbib Doggaalaa	Borena Zone Education Office
11-20-06	Dullacha Jiloo	Yabelo Education Office
11-20-06	Wako Dobo	CARE Borena Office
11-20-06	Waki	Borena Pastoralist Hostel, Grade 10 student
11-20-06	Didena	Borena Pastoralist Hostel, Grade 8 student
11-20-06	Wako Molo	Borena Hostel Student Committee Representative
11-20-06	Takito Gayeshola	GOAL Borena Office
11-20-06	Milion	Oromia Pastoralist Development Commission- Borena
11-20-06	--	Belal Development Center- Orphan Support Unit
11-21-06	Jamar	Afura Primary School, Director
11-21-06	Tareke	Afura Primary School, Teacher
11-21-06	Bori	Afura Primary School, Cook
11-21-06	Aberra Mebiba	Action for Development –Arero Field Office
11-21-06	Ramisa Daba	Action for Development –Arero Field Office
11-21-06	Haleke	Diri Badama ABEC Facilitator
11-21-06	Dhaki	Diri Badama ABEC, Mother
11-21-06	Girma Kabbadda	Arero Woreda Education Office Head
11-21-06	Berhane Gebre	Arero Woreda Education Office NFE Expert
11-22-06	Rufa Jatani	Action for Development- Dire Field Office
11-22-06	Asharafi Tadese	Action for Development- Dire Field Office
11-22-06	Boro	Agerte Herder Boy
11-22-06	Liban	Agerte Herder Boy
11-22-06	Loho Debeze	Teso Dhirbu ABEC Student

11-22-06	Chiri Galgala	Teso Dhirbu ABEC Student
11-22-06	Dida	Teso Dhirbu ABEC Facilitator
11-22-06	Wanderson Nadau	Dire Woreda Education Office
11-23-06	Mabraatee Dabalaa	Teltele Woreda Education Office
11-23-06	Takele Makonnen	Goal Reflect Circle Project-Teltele Woreda
11-23-06	Tia Miyo	Action for Development, Yabelo Development Facilitator
11-23-06	Aklilu Adele	Gochame Handed Over ABEC/Formal Primary School, Teacher
11-23-06	Alo Oyda	Gochame Handed Over ABEC/Formal Primary School, Teacher
11-23-06	Galamo Wako	Gochame Handed Over ABEC/Formal Primary School, Former Student
11-23-06	Abdul Karim	Belal Development Center
11-29-06	Ato Getahun, Curriculum Development Team Leader and ABE Focal Person	Afar Regional Education Bureau
11-29-06	Jamal Abdul Qadir, Director	Afar Language Studies and Enrichment Center
11-29-06	Abdu Sulaiyman, Director	Pastoral Community Development Project- Afar Office
11-29-06	Said Mohammed, Head of Education Support Services	Regional Education Bureau- Afar
11-29-06	Amin Yahyo, Administrator	Afar Pastoralist Development Association
11-30-06	Kalil Saleh, Education Supervisor	Afar Pastoralist Development Association
11-30-06	Valerie Gardo, Program Coordinator	Afar Pastoralist Development Association
11-30-06	Belete Assefa	Integrated Development for Pastoralists and Agro Pastoralists
11-30-06	Ali Hamed Woldai, Head of Education Office	Dupti Woreda Education Office

11-30-06	Hassan Muhi Bashir, Head of Education Supervision	Dupti Woreda Education Office
11-30-06	Said Adam, Head of Education Support	Dupti Woreda Education Office
11-30-06	Kadir Nega, Examinations Expert	Dupti Woreda Education Office
11-30-06	Kabir Ali, Trainer of Alternative Basic Education Facilitators	Afar Language Studies and Enrichment Center
11-30-06	Ali Sahle, Education Supervisor	Afar Pastoralist Development Association
11-30-06	Nur Ali,	15 year old student of Beyahale Quranic and formal school
11-30-06	Yasin Abu Bakr	Beyehale Quranic School teacher
11-30-06	Fatima	Facilitator of Beyehale Adult Women's Literacy and Health class
11-30-06	Fatime	Student of Beyehale Adult Women's Literacy and Health class
11-30-06	Abdullah, 26,	Male Student in Beyahale Women's Literacy and Health Class
12-01-06	Hussein,	Facilitator, Araro Hanakis Government ABEC
12-01-06	Ali Nur	20 year old Level 1 student, , Araro Hanakis Government ABEC
12-01-06	Mohammed Hamid	15, Disabled Student at Araro Hanakis Government ABEC
12-01-06	Medina	10, Newly enrolled girl, Araro Hanakis Government ABEC
12-01-06	Medine	9, Newly enrolled girl, Araro Hanakis Government ABEC

12-01-06	Sole Wori	School Management Committee Head, Araro Hanakis Government ABEC, Afar
12-02-06	Ali Hamed,	Facilitator, Mahi Village Mobile School
12-02-06	Daud Ali	Sheikh, Mahi Village Quranic School & Student, Mahi Village Mobile School
12-03-06	Abdu Dulah	Former Adult Literacy Student, Suli Village Handed -over ABEC, Afar
12-03-06	Asoho Ahamed	Community Member, Suli Village Handed -over ABEC, Afar
12-03-06	Amina	Mother of Student, Suli Village Handed -over ABEC, Afar,
12-03-06	Aba Hina	Student , Suli Village Handed -over ABEC, Afar
12-03-06	Ato Girma	Education Desk, Amibara Woreda Education Office
12-03-06	Hassina, Adida, Hawa, Kadiga	Out of School Girls, Kala'al Village
12-03-06	Wandina	Mother with girls in School, Kala'al Village
12-03-06	Ahmed Ali Omar	Kebele Chairperson, Kala'al Village
12-03-06	Mohamed Galala	Community Member, Buri Village Formal School
12-03-06	Ali Hamed,	Facilitator, Mahi Village Mobile School
12-03-06	Daud Ali	Sheikh, Mahi Village Quranic School & Student, Mahi Village Mobile School