

# THE MID-TERM EVALUATION OF USAID/PACT/TEACH PROGRAM REPORT

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*Piluel ABE Center - Itang*

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## ACRONYMS

|                  |   |
|------------------|---|
| <b>ABEC</b>      | <i>Alternative Basic Education Center</i>   |
| <b>ADA</b>       | <i>Amhara Development Association</i>   |
| <b>ADAA</b>      | <i>African Development Aid Association</i>  |
| <b>AFD</b>       | <i>Action for Development</i>   |
| <b>ANFEAE</b>    | <i>Adult and Non-Formal Education Association in Ethiopia</i>                             |
| <b>BES</b>       | <i>Basic Education Service</i>  |
| <b>CMC</b>       | <i>Center Management Committee</i>  |
| <b>CTE</b>       | <i>College of Teacher Education</i>   |
| <b>EDA</b>       | <i>Emanuel Development Association</i>  |
| <b>EFA</b>       | <i>Education For All</i>  |
| <b>EMRDA</b>     | <i>Ethiopian Muslim's Relief and Development Association</i>                              |
| <b>ESDP</b>      | <i>Education Sector Development Program</i>   |
| <b>FAL</b>       | <i>Functional Adult Literacy</i>  |
| <b>FDG</b>       | <i>Focus Discussion Groups</i>  |
| <b>IP</b>        | <i>Implementing Partner</i>   |
| <b>KCADO</b>     | <i>Kind Heart Children Aid Development Organization</i>                                   |
| <b>LIA-ET</b>    | <i>Love in Action - Ethiopia</i>  |
| <b>MDG</b>       | <i>Millennium Development Goal</i>  |
| <b>MoE</b>       | <i>Ministry of Education</i>  |
| <b>MOFED</b>     | <i>Ministry of Finance and Economic development</i>                                       |
| <b>ODA</b>       | <i>Oromiya Development association</i>  |
| <b>RFA</b>       | <i>Request for Application</i>  |
| <b>REST</b>      | <i>Relief Society of Tigray</i>   |
| <b>RSBE/RSEB</b> | <i>Regional State Bureau of Education or Regional State Education Bureau</i>              |
| <b>SEPDA</b>     | <i>Southern Ethiopia Peoples Development Association</i>                                  |
| <b>SNNPR</b>     | <i>Southern Nations Nationalities and <b>Peoples Region</b></i>                           |
| <b>SOW</b>       | <i>Scope of Work</i>  |
| <b>TEACH</b>     | <i>Transforming Education for Adults and children in the Hinterlands</i>                  |
| <b>TWG</b>       | <i>Technical Working Group</i>  |
| <b>USAID</b>     | <i>United States Agency for International Development</i>                                 |
| <b>WCAT</b>      | <i>Wabi Children's Aid and Training</i>   |
| <b>WEO</b>       | <i>Woereda Education Office</i>   |
| <b>WEOCB</b>     | <i>Woreda Education Office Capacity Building</i>  |
| <b>WORTH</b>     | <i>A Global Initiative to Address Gender in Equality and Women's Economic Empowerment</i> |

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## **EXECUTIVE SUMMARY**

### **1. BACKGROUND AND INTRODUCTION**

#### **1.1 Background**

Ethiopia is a developing country trying hard to get out of poverty to join the middle income countries as a result of which improvement is taking place at a faster rate in various areas of development including education of various levels.

Since education is a means for social and economic development, Ethiopia is committed to meet Education For All (EFA) goal by the year 2015. The primary school gross enrollment ratio and net enrollment ratio are 91.7% and 79.1% respectively. The adult literacy rate is 50%. The Ethiopian Government has planned to reach 5.2 million non-literate adults by 2011. But only 0.5% of the education budget is allocated for adult and non-formal education.

The remaining 20% out of school children found in very remote and inaccessible areas cannot easily be reached through expanding access to formal primary education by 2015 due to various constraints like cost of school construction, limitation of resource, difficulties for children to attend school due to long distances of walking from homes in scattered settlements to school and vice versa. The solution is ABE which is flexible and adaptable to local conditions to provide Education For All (EFA) with less cost and short time frame.

#### **1.2 Introduction**

The USAID provides development assistance that includes non-formal education for children and adults.

A request for application by USAID was issued in November 2004 to implement alternative basic education for children, functional literacy for adults and woreda capacity building program. PACT responded by submitting its proposal entitled "Transforming Education for Adults and Children in the Hinterland (TEACH). USAID accepted PACT's proposal and signed a five-year cooperative agreement to reach 275,000 out of school children and 220,000 adults and to strengthen the capacity of personnel in at least 70 WEOs. As a result of baseline survey these figures were later revised to 150,000 and 55,000 targets for children and adults respectively.

In the last three and a half years 550 ABECs have been built, providing learning opportunities to nearly 80,000 children for the first time in their life.

The mid-term evaluation of the program based on the guideline provided by USAID is carried out in 6 regions, 13 woredas and 26 ABECs by ETEC. Data is also gathered from eleven PACT partner NGOs.

## **2. OBJECTIVES OF THE EVALUATION**

The evaluation aims at looking into the planning, management, inputs, processes and results of the TEACH program with emphasis on the following:

- assess whether the necessary inputs, organizational set-up, procedures and guidelines have been in place to achieve intended results of the TEACH program;
- determine the effectiveness of the planning, management and monitoring processes of the TEACH program to achieve intended results;
- measure progress and results of the TEACH program as per the objectives and targets set;
- identify and analyze implementation challenges, issues and opportunities; and
- identify lessons learned and make recommendations for future implementation.

## **3. METHODOLOGY OF THE EVALUATION**

### **Data Sources, Data Collection Process and Sampling**

Primary data collection instruments like questionnaires, interview guides, observation guides, and forms were developed to gather responses from appropriate sources. Data collectors were given orientation on how to use the instruments for collecting data. Relevant documents from appropriate sources have been reviewed by the study team.

Based on the criteria set for sampling 6 Regions, 13 Woredas, 11 NGOs and 26 ABCs were selected for evaluation. Of the six regional offices contacted, the Amhara and Gambella Regional State Education Bureaus heads were able to give their time for interviews while the remaining three were unable due to being too busy in other works. But later the required data were made available by the concerned bodies.

## **4. LIMITATIONS OF THE EVALUATION**

### **4.1 Time Limitation**

The scheduling and shortage of time have set some limits to the study. Some key persons needed for interviews were difficult to get because of engagement in various activities.

The shortage of time has not allowed the team members to cover more distant woredas and sites. These limitations did not, however, affect the conclusions reached at and the recommendations given although they could have enriched the findings.

#### **4.2 Access to Up-to-date Data**

There is limitation related to getting up-to-date data on enrolment, attendance, contribution of communities, etc. For example getting the reaction of the Regional State Bureau of Education (RSEB) heads of Oromya, Tigray, Southern nations Nationalities and Peoples Region (SNNPR) was difficult.

### **5. FINDINGS**

#### **5.1 The Ministry of Education (MoE)**

USAID/PACT/TEACH program, according to the MoE, has great contribution in expanding access to education in pastoral and semi-agricultural least developed regions. The MoE's emphasis given to adult literacy program is relatively low, while the USAID/PACT support to the program and the WEO personnel capacity building has highly been appreciated.

#### **5.2 Regional State Education Bureaus (RSEBs)**

##### ***i) Amhara RSEB***

The bureau believes that NGOs activities are considered part and parcel of the regions development efforts. As far as the TEACH program is concerned, the bureau plans and works in close cooperation with PACT's partner NGOs, especially with ADA.

During the implementation, the RSEB fills gaps uncovered by USAID/PACT like providing additional facilitators and books with no cost to the USAID/PACT and partner NGOs. The bureau indicated that the region has found the program extremely useful in reaching the unreached communities and that it is grateful to the USAID. It was also pointed out that due to the deep rooted educational problem in the region, still more assistance is needed.

ADA, a PACT partner NGO as an implementing agency of TEACH works very closely with REB and other government bodies. It has assigned a highly qualified and experienced professional for TEACH programs who makes regular visits to woredas and checks on supervisors' work. The woreda TEACH supervisors work closely with the staff of WEO. The other partner organizations also work closely with the RSEB and WEOs.

## ***ii) Gambella Regional State Education Bureau***

According to the head of the RSEB, the initiator of TEACH in Gambella is PACT-Ethiopia. The RSEB has contributed to the plan. The head of the bureau indicated that the bureau's contribution and opinions were received into the formulation of priorities. The USAID/PACT/TEACH program is incorporated in the five year plan of the region.

The program implementers are WEOs and the partner organization ANFEAE/Gambella. The RSEB supports in the area of textbook provision, and selects and recruits facilitators.

So far the accomplishment of TEACH is said to be successful except in the area of adult education where accomplishment is not as expected. The practice related to adult education at RSEB level needs strengthening since there is inadequate staffing at WEO level.

## ***iii) Tigray Regional State***

In Tigray Relief Society of Tigray (REST) runs 40 ABECs financed by USAID/PACT. REST and the RSEB have agreed that REST will operate non-formal education programs as part of its integrated development program by securing funds from funding agencies.

Prior to starting the ABEC program, REST identified the most needy communities with collaboration and participation of the WEO. It has also made arrangement with the RSEB for the sustainability of the program.

The role of ANFEAE in the region as in the other regions is to provide training to WEO staff. The training has helped in promoting the non-formal education in the region.

## ***iv) Afar Regional state***

Ethiopian Muslim's Relief and Development Association (EMRDA) is the partner of PACT in Afar Region. EMRDA is the first NGO to work in the education sector. Until very recently Dulecha was one of the deprived woredas in the region.

Due to budget constraints the woreda administration started approaching NGOs to be involved in the provision of education to deprived communities in the woreda. The first NGO involved was EMRDA. The first ABEC was completed in 2006 and children started enrolling. It is now three years since the TEACH program started. According to the program evaluation of the 2007/8 academic year by a team composed of officials from EMRDA, Regional Education Bureau, PACT/Ethiopia, the Woreda Administration and WEO, a change in the administration of TEACH program was proposed to increase the direct involvement of WEO as a result of which the technical and financial contribution of PACT will be channeled directly to the woreda education office.

Due to the drought in the region, the enrollment of children has been low. So far the construction of the second phase of ABECs did not go as planned.

**v) Oromia**

The RSEB of Oromia has fully participated in planning of the TEACH program and has incorporated the same as part of its education bureau plan. During the implementation, the RSEB is involved in giving directives to WEOs. It participated in ANFEAE training of WEO staff. It also organized training of facilitators and CMC members. As far the accomplishment of TEACH program in the region is concerned, it is very satisfactory according to information supplied by the bureau.

**vi) SNNPR**

The evaluation team has contacted two of the PACT partners in the SNNPR - Southern Ethiopia People's Development Association (SEPDA) and Love in Action Ethiopia (LIAE). The RSEB has evaluated the TEACH program in the region and is very well accepted as part of the regional education plan.

The TEACH program is incorporated in the five year education plan of the region. SEPDA and the RSEB work jointly and closely in planning and implementing the TEACH program. The program has made education accessible to children and adults who did not have any access in the past. Despite this, the FAL program is not strong as expected.

The ANFEAE training of CMC members and facilitators has direct impact on the improvement of the education system in the regions.

### **5.3 PACT**

At head office level PACT has four professionals and one intern directly responsible for TEACH program. Staff from other departments also participate in the implementation of the program. PACT's staffs are not enough to monitor all the centers under the 27 implementing partners.

Planning ABE, FAL, and building the capacity of woreda education personnel are prepared in consultation with the 27 partner NGOs carefully identified by PACT. The project is implemented by local NGOs selected by PACT. PACT monitors the implementation through quarterly field reports and periodic field visits to some centers.

## **5.4 WEO Capacity Building**

The importance of building the capacity of WEOs is not questionable. It is crucial for the implementation of TEACH - functional adult literacy and the ABEC program for out of formal school children. The government has realized the important role of the woredas.

### ***i) Planning of WEO, CAB***

Initially PACT planned to cover a total of 52 woredas for TEACH program and delegated ANFEAE to carryout the WEO capacity building program. So far ANFEAE has trained a total of 1893 WEO staff and has covered 521 woredas.

ANFEAE, prior to commencing the training program has carried out WEO capacity and training needs assessment. Based on findings of assessment of capacity needs, prepared 17 training modules and one manual which were refined on the basis of feedback from validation workshop.

### ***ii) Management of WEO Capacity Building Program***

ANFEAE carried out the assessment in 22 woredas in six regions. After the findings based on the assessment, ANFEAE employed professionals to develop 17 modules used for delivering the training.

### ***iii) The Training***

The training was provided in two phases of five days duration each; during phase 1 participants from 521 woredas were trained and during the 2<sup>nd</sup> phase 55 TEACH woredas were added. Trainers were selected from 11 colleges and given a five-days training of trainer course.

### ***iv) Progress and Results of WEOCB***

The target set for training was 600 staffs from 60 woredas. The task of training these staffs was found to be difficult due to their educational level differences. The variation of the qualifications of the trainees was from grade 6 primary education up to college degree level. Training all these together were found to be difficult as confirmed by ANFEAE. Another problem was the turnover of some of those trained during the first phase of training who did not show up for the second phase of the training.

The target set for training was 600 staff from 60 woredas but those trained is reported to be 1,893.

#### ***v) Training Materials***

The training materials are useful to promote quality education for adults and children. The manuals are written in four local languages - Amharic, Afan Oromo, Tigrigna and Somali.

#### ***vi) Monitoring of Woreda Education Capacity Building Program***

The program does not include a monitoring component which should have been part and parcel of the program. Although field monitoring of woreda CB was carried out by ANFEAE and PACT in 2006/7 that resulted in providing copies of the training materials to be kept and used by WEO staff for reference, there is still a need for more regular follow up of the program.

### **5.5 The ABEC Program**

#### ***i) The Planning and Management of ABE Program***

The planning and management of ABE program for children and adults is done by the same organization and persons for practical purpose.

At head office level of PACT there are four professionals and one intern directly responsible for TEACH programs - one leading the programs, one responsible for adult education program, one responsible for documentation and communication.

In all ABECs 2-4 facilitators are assigned for each center. The number of the facilitators is enough, the problem is their qualification.

Alternative strategies are suggested to raise the enrollments of children and adults and spread of coverage e.g. use of double shift and better approach to pastoral areas (refer to recommendation 9.26)

#### ***ii) Monitoring of ABECs***

#### **PACT Monitoring Mechanism**

PACT has clearly laid mechanism for monitoring the activities of the ABECs. Each partner NGO has assigned one supervisor per woreda to visit each center at least once a month.

## 5.6 Challenges

### MATRIX THAT SHOWS CHALLENGES OF ABE AND FAL PROGRAMS AND CAPACITY BUILDING

| S.N | ABE Program   | S.N | FAL Program   | S.N | Capacity Building  |
|-----|---|-----|---|-----|--|
| 1   | <p><b>Child Labour</b></p> <p>1.1 Lack of parents' knowledge about the effect of child labour to school attendance and achievement</p> <p>1.2 Child labour as obstacle to school attendance</p> | 1   | <p><b>Motivation and Poverty</b></p> <p>1.1 Lack of motivation of adults to attend literacy</p> <p>1.2 Poverty of parents in deprived communities and drought prone areas</p> <p>1.3 Life style of communities in pastoral area</p> | 1   | <p><b>Capacity Building</b></p> <p>1.1 Strengthening WEO capacity building through training</p> <p>1.2 Improvement of training manuals</p> <p>1.3 Strengthening capacity of CMC members</p> <p>1.4 Improving teaching methodology of facilitators</p> <p>1.5 Making PACT/TEACH project flexible</p> <p>1.6 Exchange of experiences of best examples of practices on a continuous bases</p> <p>1.7 Sustainability of ABE and FAL program through training and handling over the ABEC to WEO</p> <p>1.8 Use of multimedia approach<br/>- advocacy of child right<br/>- promotion of basic education (through print media, radio, television, etc)</p> <p>1.9 Turnover of trained WEO staff</p> |
| 2   | <p><b>Textbooks and Writing Materials</b></p> <p>2.1 Lack of provision of adequate writing materials</p>  | 2   | <p><b>Policy and Guidelines</b></p> <p>Absence of clear policy and guidelines for FAL program</p>   |     |  |

| <b>S.N</b> | <b>ABE Program</b>  | <b>S.N</b> | <b>FAL Program</b>   | <b>S.N</b> | <b>Capacity Building</b> |
|------------|---|------------|--|------------|--------------------------|
|            | 2.2 Shortage of textbooks<br>2.3 Shortage of teaching aids  |            |  |            |                          |
| <b>3</b>   | <b>Inaccessibility</b><br><br>Some ABECs are inaccessible to vehicle and difficulty to transport education materials and supervise  | <b>3</b>   | <b>Supervision and Monitoring</b><br><br>3.1 Inadequate supervisory service<br>3.2 Shortage of budget for supervision<br>3.3 Shortage of logistic and finance for monitoring at PACT level |            |                          |
| <b>4</b>   | <b>Supervision and Monitoring</b><br><br>4.1 Inadequate supervisory services<br>4.2 Shortage of supervisory budget<br>4.3 Shortage of logistic and finance for monitoring at PACT's level | <b>4</b>   | <b>Inaccessibility</b><br><br>Some ABECs are inaccessible to vehicle and difficulty to transport education materials and supervise   |            |                          |
| <b>5</b>   | <b>Salary of Facilitators</b><br><br>Low salary compared to government salary scale   | <b>5</b>   | <b>Salary of facilitators</b><br><br>Low salary  |            |                          |
| <b>6</b>   | <b>Qualification of Facilitators</b><br><br>Problem of getting qualified and experienced facilitators   | <b>6</b>   | <b>Qualification of Facilitators</b><br><br>Problem of getting qualified and experienced facilitators  |            |                          |
| <b>7</b>   | <b>Splitting Woredas</b><br><br>Woredas made to split into two require more resources   | <b>7</b>   | <b>Splitting Woredas</b><br><br>Woredas made to split into two require more resources  |            |                          |

| <b>S.N</b> | <b>ABE Program</b>   | <b>S.N</b> | <b>FAL Program</b>   | <b>S.N</b> | <b>Capacity Building</b> |
|------------|--|------------|--|------------|--------------------------|
| <b>8</b>   | <b>Soaring Costs</b><br><br>8.1 Acute shortage of budget for construction and purchase of furniture<br>8.2 Shortage of desks                                     | <b>8</b>   | <b>Soaring Costs</b><br><br>Acute shortage of budget for the construction of ABECs and purchase of furniture |            |                          |
| <b>9</b>   | <b>Database Limitation</b><br><br>9.1 Establishment of database for Educational materials, finance, property and enrollment<br>9.2 Training on record management | <b>9</b>   | <b>Database</b><br><br>Establishment of database   |            |                          |
| <b>10</b>  | <b>WORTH &amp; Women Literacy Program</b><br><br>10.1 Expanding and strengthening the program to unreached communities   |            |  |            |                          |
| <b>11</b>  | <b>Sustainability</b><br><br>Most ABECs have no reading rooms  | <b>10</b>  | Same   |            |                          |
| <b>12</b>  | Raising the present ABEC enrollment 76,000 to the planned target (150,000)   | <b>11</b>  | Raising the present FAL enrollment 32,109 to the planned target (55,000)                                     |            |                          |

## 5.7 Opportunity

### MATRIX THAT SHOWS OPPORTUNITIES FOR ABE AND FAL PROGRAMS AND CAPACITY BUILDING

| S.N | ABE Program  | FAL Program | Capacity Building                |
|-----|--|-------------|----------------------------------|
| 1   | Support provided to TEACH program by MoE;<br>- Provision of strategic guidelines<br>- Inclusion of non-formal education statistics in the Education Statistics Annual Abstract | Same        | Provision of strategic guideline |
| 2   | Demand for Abe and FAL programs and Capacity Building by RSBES   | Same        | Same                             |
| 3   | The CMC availability to provide the leadership   | Same        | -                                |
| 4   | NGOs willingness to participate in providing education in remote areas   | Same        | Same                             |
| 5   | The current experience of USAID/TEACH Project that can serve as a starting point to work in remote unreached areas   | Same        | Same                             |
| 6   | The commitment made by the Ethiopian government to meet EFA and MDGs   | Same        | Same                             |
| 7   | Availability of dedicated and hardworking facilitators and supervisors and commitment of local officials at woreda level to the TEACH approach                                 | Same        | Same                             |
| 8   | Willingness and acceptance of TEACH by the community   | Same        | Same                             |
| 9   | The provision of data entry forms provided to the programs that can serve as a nucleus to establish a database system  | Same        | Same                             |
| 10  | Selection of Teacher Training Colleges to strengthen the non-formal education program by initiating separate department  | Same        | Same                             |
| 11  | Cost sharing approach by community to expand ABECs   | Same        | -                                |
| 12  | Creating job opportunity to higher local facilitators and supervisors  |             |                                  |

| <b>S.N</b> | <b>ABE Program</b>  | <b>FAL Program</b> | <b>Capacity Building</b> |
|------------|---|--------------------|--------------------------|
| <b>13</b>  | WORTH & Women Literacy Program have great potential to make the functional adult literacy program meaningful to the beneficiaries through enhancing various life skills |                    |                          |
| <b>14</b>  | Various training manuals were prepared in four language (Amhara, Tigrigna, Oromigna and Somali)   | Same               | Same                     |
| <b>15</b>  | Collaboration between government, community and NGOs to implement the program   | Same               | Same                     |

### **5.8 Lessons learned**

- That the Alternative Basic Education Approach works and is useful to help meet the MDGs
- With adequate guidance and supervision the ABEC approach is an effective mechanism to make education accessible to remote communities
- The Functional Adult Literacy requires more effort and perhaps a new approach to attract rural people to attend the program
- The Women Literacy and WORTH programs will have a great potential to succeed
- Collaboration among government, NGOs and communities to start Alternative Basic Education in the underserved rural areas.
- Preparation of various training manuals in four languages (Amharic, Oromigna, Tigrigna and Somaligna) to build the capacity of WEOs.
- The three triangular pedagogical approaches, i.e. ABE children program, FAL program and Capacity Building are complementary and enforce each other as found the field.

### **USAID/PACT/TEACH Project's Effort towards Influencing Government Policy**

PACT has carried out various activities at federal and regional levels to promote education development and in particular non-formal basic education and adult education and contribute its part to influence government policy. Recently developments show that more and more emphasis is given to non-formal adult education as shown in the ESDP III.

# **THE MID-TERM EVALUATION OF USAID/PACT/TEACH PROGRAM**

## **1. BACKGROUND AND INTRODUCTION**

### **1.1 Background**

Ethiopia, a landlocked country, with a population of about eighty million and a land area of 1.1 million sq.km., is trying hard to get out of the poverty and join the middle income countries. However, resources are scarce, and the recurring drought, wars and conflicts, terrorism, uncontrolled population growth and so many other constraints add up to its enormous challenges. Despite these challenges the country is showing some progress. The economy is improving, schools and colleges are expanding, health institutions, especially health posts and health centers are increasing, housing and road construction is progressing at a faster rate for the country. These are encouraging signs of sustainable development that needs to be supported and encouraged.

Ethiopia's commitment to Education-For-All (EFA) by the year 2015 and the higher social return of basic education necessitated a much higher focus on primary education. Accordingly, Ethiopia has been expanding access to primary education in the last fifteen years reaching a gross enrollment ratio of 91.7% and a net enrollment ratio of about 79.1% by 2006/7. However, the remaining 20% are mostly found in the remote pastoralist and semi-pastoralist areas of the country. This target group will be the most difficult to reach using only the formal education system alone. The cost of school construction alone will be a major hindrance let alone coupled with so many other constraints the Government had to face and the limitation of resources.

One of the major obstacles for children, especially girls from so many scattered settlements, to attend school is distance of schools from their home. One of the means to encourage children to attend school is to bring the school closer to them in both distance and relevance. The ABEC can play an important role in this regard. The ABE is an ideal approach for creating a literate and knowledgeable society that is necessary for local and national development.

### **1.2 Introduction**

The U.S government and people, through the United States Agency for International Development (USAID) have provided needed support to the development effort of Ethiopia in various fields and education is one of them. To help meet universal primary education (UPE), USAID has adopted a program that takes schools closer to the children through alternative basic education centers, introduce a curriculum that meets the needs and interests of the learners and use flexible approaches to teaching that respond to communities' economic and cultural realities. Since education is critical to overcome negative factors of sustainable development such as population growth, environmental degradation, poverty, lack of good governance and conflict, etc., the centers are also

intended to serve as community development centers, where functional adult literacy on population and family planning, the environment, HIV/AIDS, and agricultural extension information and other skills could be imparted.

A request for application by USAID was issued in November 2004 to implement alternative basic education for children, functional literacy for adults and woreda capacity building program. PACT responded by submitting its proposal entitled "Transforming Education for Adults and Children in the Hinterland (TEACH). USAID accepted PACT's proposal and signed a five-year cooperative agreement to reach 275,000 out of school children and 220,000 adults and to strengthen the capacity of personnel in at least 70 WEOs. As a result of baseline survey these figures were later revised to 150,000 and 55,000 targets for children and adults respectively.

PACT was awarded the TEACH program through an agreement signed with USAID/ETHIOPIA in November 2004. Following this agreement, PACT developed an overall five-year plan and identified the 52 target woredas in close consultation with regional education bureaus and woreda education offices. It then selected 27 local non-government organizations (NGOs) to implement TEACH in the 52 disadvantaged woredas of the country. Implementation began in June 2005 through the agreement with the local NGOs and included the formation of Center Management Committees (CMC) in each identified community, consultation with the wider community on the objectives of TEACH and community support, followed by the construction of the ABECs the recruitment and training of supervisors and facilitators.

The total budget for TEACH is \$11,783,865 (Birr 111,946,717.50) with \$8,942,974.00 (Birr 84,958,253.00) obligated to-date.

In the last three and a half years 550 ABECs have been built, providing learning opportunities to nearly 80,000 children for the first time in their life.

The mid-term evaluation of the program is carried out in 6 regions, 13 woredas and 26 ABECs. Data is also gathered from nine PACT partner NGOs.

The mid-term evaluation of USAID/PACT/TEACH program is based on the guideline provided by USAID for the effectiveness and efficiency of implementation with regard to planning, management, monitoring, input, organizational setup, progress and results as suggested in the TOR and the technical proposal for all the three programs: ABEC children's program, Functional Adult Literacy program and woreda education office capacity building program.

Following the award to carryout the mid-term evaluation of USAID/PACT/TEACH program by USAID/Ethiopia, Ethio-Education Consultants (ETEC) carried out the evaluation in Afar, Amhara, Gambella, Oromia, SNNPR and Tigray regions and covered a total of 13 woredas and 28 ABECs. Of the 27 partner NGOs data is gathered from nine of them: ADA, REST, ODA, EDA, ANFEAE, KCADO, LIA/Ethiopia, SEPDA and WCAT.

This report includes an executive summary, background and introduction, objectives of the evaluation, the methodology, limitations, findings, conclusions, lessons learned, recommendations and references. Annexes are included in Part II of the report.

## **2. OBJECTIVES OF THE EVALUATION**

**The evaluation is aimed at looking into the inputs, processes and results of the TEACH program with emphasis on the following:**

- assess whether the necessary inputs, organizational set-up, procedures and guidelines have been in place to achieve intended results of the TEACH program;
- determine the effectiveness of the planning, management and monitoring processes of the TEACH program to achieve intended results;
- measure progress and results of the TEACH program as per the objective and targets set;
- identify and analyze implementation challenges, issues and opportunities; and
- identify lessons learned and make recommendations for future implementation.

## **3. METHODOLOGY OF THE EVALUATION**

### **3.1 Document Review**

The study team has looked at various pertinent documents from PACT Ethiopia, Basic Education System Overhaul (BESO) project, Education Sector Development (ESDP), Ministry of Education (MoE), UNESCO and documents from Non-Government Organizations (NGO), etc.

### **3.2 Primary Data Collection Instruments**

For primary data collection, questionnaires, interview guides, observation guides, and forms were developed to gather responses from MoE, RSEB, PACT, partners, WEOs, supervisors, CMC member's facilitators and pupils. The questionnaire items covered planning, management, monitoring, inputs, progress and results of TEACH program.

### **3.3 Sampling**

Criteria were set for sampling regions, woredas and sites. As much as possible attempt has been made to cover as many regions as possible to represent regions from north, south, east and west of the country, and also more developed and relatively less developed regions. Attempt is also made to cover resettlement sites, pastoral, and safety net areas.

**TABLE 1: REGIONS, NGOS, AND CENTERS COVERED FOR THE MID-TERM EVALUATION OF TEACH PROGRAM**

| <b>Regions</b>   | <b>WERDA</b>                | <b>NGOs</b>    | <b>No. of ABECs</b> |
|------------------|-----------------------------|----------------|---------------------|
| Afar             | Dulecha                     | EMERDA         | 2                   |
| Amhara           | Lay Gaint                   | ADA            | 3                   |
|                  | Tach Gaint                  | WCAT           | 1                   |
|                  | Tarma Ber                   | EDA            | 2                   |
| Gambella         | Gog & Itang                 | ANFEAE         | 4                   |
| Oromiya          | Gemechis                    | ODA            | 2                   |
|                  | Sirara Aje                  | ADAA           | 2                   |
|                  | Shashamene Zuria            | KCADO          | 2                   |
| SNNPR            | Arbaminch Zuria and Derashe | SEPDA          | 4                   |
|                  | Lemo                        | LIA            | 2                   |
| Tigray           | Wukro                       | REST           | 2                   |
| <b>6 Regions</b> | <b>13 Woredas</b>           | <b>11 NGOs</b> | <b>26 ABECs</b>     |

\*FAL program is conducted in ABECs using the same facilities (classrooms, seats, etc).

As shown in table 1 above a total of 6 regions, 13 woredas, 11 NGOs and 26 ABECs are covered by the evaluation. Of the six regional education offices only Afar is not visited although Dulecha woreda and two ABECs within the woreda were visited. Therefore, woredas and ABECs from all the six regions have been covered in the evaluation. In other words of the six regional education offices five were visited, but the evaluation has covered the woredas and ABECs in all the six regions.

### **3.4 Data Collection and Orientation**

A total of five consultants/evaluators were deployed to the field for data collection. ETEC professionals gave a half-day orientation on how to fill-out questionnaires and forms and provide summary of their findings, before their departure for field work. At field level, 11 local facilitators assisted the data collectors. The ETEC management staff, in addition to coordinating the evaluation work, has taken the responsibility of data collection in Addis Ababa, from the MoE, PACT Ethiopia, and from 6 PACT partners head offices, i.e., ODA, EDA, LIA Eth, KCADO, WCAT and ANFEAE. Upon the return of the evaluators from the field, there was a debriefing session where problems, challenges and experiences were discussed.

## **4. LIMITATIONS OF THE EVALUATION**

### **4.1 Time Limitation**

The scheduling and shortage of time have set limits to the study. Since the evaluation of the study was carried out towards the end of the academic year difficulties were encountered as those people needed for the interview were engaged in other activities such as supervising national examination, preparing for the end-of-the year final examination and planning for the coming year.

The shortage of time has not allowed the teams to cover more distant woredas and sites. These limitations however did not affect the conclusions reached at and the recommendations given although they could have enriched the findings. Despite the crowded time table of the officials and experts in the different government offices, they have managed to sit with the evaluation teams to respond to questionnaires and interviews and carryout lengthy discussions on the TEACH program.

#### **4.2 Access to Up-to-date Data**

Very serious limitation faced was getting up-to-date data on enrolment, attendance, contribution of communities, cooperation of community, etc.

### **5. DATA SOURCES**

A total of 13 woredas and 26 ABE centers under eleven NGO partners were covered in six regions for data gathering.

In addition to responding to questionnaires and filling out forms, some of the NGOs: Amhara Development Association, Southern Ethiopia Peoples' Development Association and Relief Society of Tigray have provided additional information about the activities of their organizations.

### **6. FINDINGS**

#### **6.1 Findings from MoE, RSEBs and PACT**

The following section includes findings based on the responses from MoE, RSEBs, and PACT in brief.

##### **6.1.1 The Ministry of Education**

The Ministry of Education, through the steering committee established to approve plans and monitor accomplishments, makes direct contribution to USAID/PACT TEACH programs. It monitors the implementation of the programs through the Technical Working Group. The MoE, in its annual report includes the contribution of USAID/PACT TEACH program.

USAID/PACT/TEACH program, according to the MoE, has had great contribution in expanding access to education in pastoral and semi-agriculturalist regions. During the past Education Sector Development Programs (ESDPs) of the MoE emphasis given to adult literacy program has been relatively low and USAID/PACT support to this program has been highly appreciated as a result. Similarly, the contribution of USAID/PACT to

build the capacity of educational personnel in the regions has received high appreciation by the MoE.

### **6.1.2 Regional State Education Bureaus (RSEBs)**

#### *i) Amhara State Education Bureau*

Head of the Amhara Education Bureau who was very busy at the time of the visit had to arrange a meeting outside office hours. The meeting lasted for about one hour. According to questions presented to him, the Regional State Education Bureau plans education projects with the NGOs operating in the region. The NGOs' projects are RSEB's projects. As far as TEACH program is concerned RSEB plans with the NGOs and especially with Amhara Development Association that operates the largest number of ABECs. RSEB officials discuss with them and select the most deprived woredas with prevalence of communities where education has not reached.

During implementation the RSEB has filled gaps uncovered by USAID/PACT: it has provided additional facilitators where the enrolment becomes more than the PACT assigned facilitators can handle. The RSEB has provided books with no cost to the USAID/PACT partner NGOs. The RSEB has also participated in up-grading the capacity of CMC members and facilitators.

The TEACH program is part of the regional state education plan. The RSEB has found it very useful. Many NGOs operate education projects in the region. Unfortunately they resist working in the remotest parts of the region where their help is most needed. But USAID/PACT/TEACH program has gone where others are not willing to go. The region has found the program extremely useful in reaching the unreached communities and is grateful to USAID.

But relative to the educational problem the region has, the bureau would like to have more assistance. In this regard the assistance required includes:

- More ABECs as a priority;
- Upgrading some of the existing centers to full-fledged primary school; and
- Help in improving the quality of teaching staff and ABE center management committees.

#### **PACT Implementing Partners in Amhara Regional State**

The Amhara Development Association (ADA), a PACT partner NGO implementing TEACH has a strong organization capacity, a broad constituency of over 140,000 members and works very closely with the regional education bureau and other government bodies. It has a board and a secretariat. ADA has assigned a highly qualified and experienced professional for TEACH programs. He makes regular visits to the woredas and supervises the work of the supervisors and visits the centers as well. At woreda level people with experience and qualification to supervise and help in the implementation of the programs make regular visits to ABECs and provide guidance to

the facilitators and CMC members and the community at large. The woreda TEACH supervisors work closely with the staff of the WEO and in particular with the NFE supervisor. They in fact work as a team.

The other PACT partners operating in the Amhara Region are WCAT and EDA.

WCAT is responsible for ten ABECs in Tach Gaint Woreda. The head of WCAT is in Addis Ababa and their branch office in Lay Gaint. The office in Lay Gaint coordinates the various projects administered by the NGO WCAT. In each office there is a person responsible for the education program. Reports from the woreda level supervisor are sent to the head office through the branch office in Lay Gaint. The work of the WCAT education person in Lay Gaint is to coordinate all the education project financed by different donors. The supervisor assigned to Tach Gaint is stationed in WEO and is directly responsible to WEO although his salary is paid directly by the Lay Gaint WCAT coordinating office.

Emanuel Development Association operates in North Showa Zone of the Amhara Region in Tarmaber Woreda. It is responsible for ten USAID/PACT financed centers. EDA like WCAT has projects coordinating office in Tarmaber and the ABEC supervisor works in the coordinating office.

In implementing the ABE program of TEACH EDA works with the relevant offices from woreda to the center level. The planning process starts from the Regional Education Bureau and EDA plans the implementation in consultation with the Woreda Education Office.

#### *ii) Gambella Regional State Education Bureau*

According to the head of the RSEB, the initiator of TEACH in Gambella region is PACT Ethiopia. As one of its partners and program implementers, the RSEB had the chance to see and contribute to the already made plan. The head of the bureau said that the bureau believes its contribution and opinions were assimilated and received into the formulation of priorities. Local needs have been adequately incorporated into the TEACH plan. TEACH is not singled out in the plan. The five-year regional plan shows what development partners will do in the life span of the plan, so the USAID/PACT/TEACH program is incorporated in the five-year plan.

The actual program implementers are WEOs and the partner organization ANFEAE/Gambella. The RSEB supports in the area of textbook provision. The professional development or capacity building program aimed at achieving continuous improvement to properly manage the ABE program is in our domain. The RSEB selects and recruits trainees. So far 52 professionals from the region and woredas have benefited from the arrangement that enabled them to carryout their management tasks like planning, working in team, resource management and community mobilization.

So far the accomplishment of TEACH is good and encouraging except in the area of adult education where accomplishment is not as expected, though there is an understanding and agreement of the usefulness of functional adult literacy (FAL). PACT and its partner ANFEAE have not translated this recognition of the importance of the program into concrete and practical action. The practice at the RSEB level is weak and fragmented. The adult education program is taken care of by alternative basic education or non-formal education in the absence of professionals assigned to it. There is inadequate staffing at WEO level as well. PACT plans to reach "55,000" adults countrywide in five years time but little has been done in Gambella.

PACT mentioned: conflict, poverty, mobility, settlement pattern, general awareness (lack of), readiness (not being ready) and human resource capacity of the respective offices as reasons for not meeting the target in Gambella.

ANFEAE, the implementing partner of PACT in Gambella is responsible not only for WEO capacity building program, but for all the three TEACH programs, i.e. the children ABEC program, the functional adult literacy program and WEO capacity building. For the implementation of these programs ANFEAE has a branch office in Gambella. The Gambella office is responsible to coordinate the ABEC program in 18 centers distributed over six woredas of the region. From the six woredas ANFEAE has trained 21 WEO staff as part of its capacity building program.

At head office level in Addis Ababa ANFEAE has the manpower and the organizational set up, but has shortage of transport facilities and had to rent cars for field work. The accomplishment in Gambella is regarded by the REB head as encouraging with the exception of the adult literacy program.

### *iii) Tigray Regional State*

REST runs ten ABECs in Wukro woreda financed by USAID/PACT. Currently, it has 68 centers financed by various organizations and so far has handed over 137 ABECs to the WEOs.

REST has a strong organizational set up that helps the successful implementation of development projects. At head office level it has a program coordinator and an assistant for the education unit. At Wukro woreda level there is an education supervisor within REST woreda coordinating office. REST has a working procedure and guideline that accommodates the participation of the various relevant offices from the regional level to the kebele level. The CMC members are active. The implementation of ABEC program financed by USAID/PACT is successfully underway.

REST and the RSEB have agreed that REST will operate non-formal education programs as part of its integrated development program by securing funds from funding agencies.

Prior to starting the ABEC program REST makes careful assessment of the communities. Since the needy communities are numerous, REST prepares an order of priority and

identifies the most needy communities as first priority. The whole process of identifying communities is done with the collaboration and participation of the WEO, and the kebeles.

Tigray did not have the curriculum for ABECs when REST started the program; it followed the formal education curriculum. Eventually it worked out the curriculum and prepared the textbook. This is one area where REST made a contribution to the REB ABEC program.

REST has also made arrangement with the REB for the sustainability of the program. Facilitators are undergoing training during the summer vacation that qualifies them as full/fledged lower primary school teachers. ABECs are constructed following the primary school standard as much as possible. In addition, the facilitators follow short training programs that include initial training for 15 days followed by refresher courses of 10 to 15 days once or twice a year.

Other inputs provided to ABEC that can help to upgrade the ABECs to regular primary schools included provision of water, latrines, desks, the construction of more durable centers, etc. REST is confident that these inputs will facilitate the smooth upgrading of the ABECs to regular primary schools.

Success of the ABEC program in Tigray region that contributed to overachievement include: the effort of REST to develop a sense of ownership among the beneficiary communities, close follow-up and monitoring and REST readiness to effectively use feedback of PACT field report recommendations.

### **The Role of ANFEAE in Tigray**

The role of ANFEAE in the region as in the other regions is to provide training to WEO staff. Training provided by ANFEAE has helped in promoting the non-formal education program in the region. ANFEAE has conducted capacity building training program in different venues within the region. This has contributed in alleviating the problem of awareness and incompetence to manage the program. Training materials of ANFEAE are effectively utilized. There is a demand for additional reading materials and references induced by the manuals provided by ANFEAE.

#### ***iv) Afar Regional State***

The Ethiopian Muslims Relief and Development Association (EMERDA) is the partner of PACT in Afar region. According to the head of the Dulecha woreda education office, who has worked in the woreda for some seven years, EMERDA was the first NGO to work in the education sector. Until very recently Dulecha was one of the deprived woredas in the region. But since the Government decentralized the administration to the woreda level, the woreda administration has tried to make education accessible to deprived communities. But due to budget constraints it could not do much by government budget alone.

The woreda administration started approaching NGOs to be involved in the provision of education to deprived communities in the woreda. The first NGO that responded was EMERDA. Working modalities were agreed upon and the construction of the first ABEC was completed in 2006 and children started enrolling.

The activities of the centers is monitored monthly by a committee composed of CMC members, TEACH supervisor and WEO staff. Staff from EMERDA and PACT planned to monitor the program every three month, but so far they have managed to come only twice a year.

Although it is only three years since the TEACH program started it has contributed to the improvement of the education program in the woreda. At the beginning of the 2007/8 academic year, the program was evaluated by a team composed of officials from EMERDA, Regional Education Bureau, PACT/Ethiopia, the woreda administration and WEO. Following the evaluation, a major change was made in the management of the program. It was agreed that the WEO will be directly involved for the implementation and that the technical and financial contribution of PACT will be channeled directly to the woreda education office.

Constraints: Due to the drought the enrolment of children has been very low and many could not continue to the next level. The capacity of the community is weak to make the necessary contribution as they promised. The TEACH supervisor is weak to follow up the program as desired. Both the EMERDA program coordinator and the TEACH supervisor are not interested in the program. Because of them the second phase of the construction of ABECs did not go as planned. It is also due to their negligence that the facilitators were not paid on time and they are not receiving the required training. This situation has affected the ABEC program seriously and the facilitators are not doing their work as required of them.

#### *v) Oromia Regional State*

The RSEB of Oromia region has fully participated in the planning of TEACH program. According to the regional officer responsible for the non-formal education program, the office has discussed the plan and has fully accepted TEACH for implementation in the region. To this end the RSEB has carried out the following activities:

- Identified pastoralist zones and other deprived woredas
- Developed implementation strategy with the NGOs
- Prepared the curriculum for pastoralist and semi agricultural communities
- Developed curriculum for FAL

The TEACH program is incorporated in the RSEB regional education plan

During the implementation the RSEB provided directives for implementation to the WEOs. It participated in ANFEAE training of WEO staff and also organized training of facilitators and CMC members.

As far as the accomplishment of TEACH is concerned it is so far very good. The communities have participated in the implementation. They have provided separate toilets for boys and girls in many of the ABECs, they have allotted spacious area for the construction of ABECs and the CMCs have made the time table flexible. All these efforts of the communities have contributed for the success of the program and increase of enrolment. But the success of the FAL program is not progressing as expected.

Among the strong points of TEACH pointed out by the gentleman from the non-formal education section include:

- Support provided by the NGOs and PACT
- Follow up and supervision
- Training provided by ANFEAE

The following suggestion is forwarded for improvement:

- Cluster supervisors should attend the training along with WEO staff
- More effort to help the communities become aware of the importance of FAL
- Stronger coordination with the RSEB to avoid problems at lower levels
- More training for facilitators focusing on methods of teaching
- Further strengthening of community participation
- Training of CMC and Kebele board members.

#### *vi) SNNPR*

The evaluation team has covered two of the PACT partners operating in the SNNPR. These are, Southern Nations Nationalities People's Region Development Association (SEPDA) and Love in Action Ethiopia (LIAE)

A representative of the REB in the region has the following to say during an interview. The regional state education bureau has evaluated the TEACH program for the region with the technical working group (TWG) and is very well accepted as part of the regional educational plan. The program target - the pastoralist and needy communities in the region are also priority areas for the RSEB. The curriculum was prepared that can address the needs of the target communities.

During the implementation of the program the RSEB approached the College of Teacher Education at Arbaminch to train locally recruited facilitators for the ABECs. The expense for the training of the facilitators was covered by PACT. So far 190 facilitators are trained.

The TEACH program is incorporated in the five year education plan of the region. SEPDA and the RSEB work jointly and closely in planning and implementing the TEACH program.

The achievement of TEACH is very good. It made education accessible to children and adults who did not have any access in the past. Despite the constraints many of the peripheral communities have managed to contribute their labour and local materials and

the program has created a sense of ownership. They now feel the program is theirs. The communities feel more confident now than before the start of the program.

Currently the FAL program is not as strong as expected, but the program has started and it may improve in the course of time. According to PACT, that FAL is not very strong as expected in the South is true, but mainly due to lack of appropriate initiative, support and action by the RSEB. No curriculum and textual materials have been developed by the RSEB to date, despite PACT's support to the initiative.

### **The Role of ANFEAE**

ANFEAE has contributed a lot to improve the quality of education in the region. The training provided by ANFEAE to WEO and zonal education office staff plays a great role in closing the know how and skill gap of staff members. It has helped not only the non-formal education but the formal education as well.

The ANFEAE training has a direct impact on the training of CMC members and facilitators and the improvement of the education system in the region as a whole.

### **6.1.3 PACT**

At head office level of PACT there are four professionals and one intern directly responsible for TEACH programs: one heading the programs, one responsible for the adult education program, one responsible for documentation and communication. Staff members from other programs: WORTH, capacity building, HIV/AIDS, etc, collaborate for implementing the TEACH program.

According to TEACH supervisors PACT has too many partners that could not be managed by existing staff of PACT particularly administration and finance. PACT's staffs have not been enough to monitor the 27 implementing partners.

### **Planning**

According to PACT the planning for TEACH is done on the basis of the request-for-application (RFA) from USAID. PACT's proposal for the implementation of the three programs, i, e., alternative basic education for out of school children; functional adult literacy and build the capacity of woreda education personnel to enable them to effectively manage both non-formal and formal education programs, are prepared in consultation with the 27 partner NGOs carefully identified by PACT.

According to PACT, the program is progressing satisfactorily. But, as a new venture in new and deprived areas, the challenges are many and progresses have been made. Most of implementation challenges were faced in less developed regions and in areas where the leadership is not strong. PACT is also learning in the process and is trying out more innovative methods such as the women literacy to focus more on the women.

PACT is not the implementing agency of TEACH. The project is implemented by local NGOs, whom PACT selected on the basis of their track record in implementing projects at the local level and their willingness to take part in the program. Occasionally USAID Basic Education staff monitors the TEACH project.

PACT monitors the implementation through quarterly field reports from the implementing partner NGO and also monitoring visits to sample sites

According to the agreement with USAID/Ethiopia, TEACH is a five year project lasting from 2004 to 2009. But the actual implementation period is only about three and half years as a result of the late start of actual implementation. The time has been very short for such wide spread program that requires more extended time.

## **6.2 Finding on Individual Programs**

### **6.2.1 Woreda Education Office Capacity Building (WEOCB)**

The importance of building the capacity of the woreda education office cannot be over emphasized. It is important for all aspects of education in the woreda. It is crucial for the implementation of the other two programs of TEACH, i.e. functional adult literacy and the ABEC program for children. The Government has realized the important role the woredas can play to promote national development and has decentralized most responsibilities to the woredas. As gathered from government officials' statements this process of decentralization is likely to go as far as the kebeles.

#### ***i) Planning of WEOCB***

In the WEO capacity building program of TEACH, PACT planned to cover a total of 63 woredas selected for TEACH program. It delegated Adult and Non-Formal Education Association in Ethiopia (ANFEAE) and contracted a specialist to carryout the WEO capacity building program. So far, ANFEAE has trained a total of 1893 WEO staff and has covered 521 woredas without requiring additional finance, an achievement that should be appreciated. Details are shown in table 2 on page 14 below.

ANFEAE, prior to commencing the training program, has carried out WEO capacity and training needs. ANFEAE developed tools passing through the following stages: pre-capacity assessment visit to develop data collection tools, this is done in four woredas within four regions. The assessment aimed at identifying capacity gaps of WEOs in the planning, management and implementation of non formal education for both children and adults. It developed and tested the tools for data collection.

The data collected were analyzed and a validation workshop involving all the 52 woredas was conducted in two sessions to confirm the capacity and human resources development needs of the target woredas. The workshop resulted in identifying 17 training topics around non formal education planning and management capacity development of WEOs.

### *ii) Management of the WEO Capacity Building Program*

ANFEAE developed the assessment tool for the purpose of examining both the institutional and programmatic capacity of the WEOs using different capacity related factors related to the work of the WEOs. The responses to the data collection instruments to the factors such as: WEO organization structure and systems, Human resources, educational management, planning, supervision, etc. were rated using six point rating scale. ANFEAE carried out the assessment in 22 woredas in six regions.

After analyzing and synthesizing the findings, ANFEAE employed professionals to develop the 17 modules used for delivering the training and used as a reference for the WEO staff.

The instruments used for needs assessment included questionnaires and discussions. It seems that the primary purpose is to find out how much they know about the work they are suppose to do.

### *iii) The Training*

The training was provided in two phases, each of five days duration. For the first phase participants attended from a total of 521 woredas. For the second session only the 63 TEACH woredas were included. The first part of the training included the following 8 topics:

- Concepts, Approaches and Principles of NFE
- Planning and Implementation of NFE
- Concepts of Adult Functional Literacy
- Community Mobilization of NFE program
- The role of leadership on NFE programs
- Gender mainstreaming in NFE programs
- Facilitation skill and participatory training
- Supervision of NFE programs

The second part of the training treated the following set of topics and is provided to TEACH targeted woredas

- Generation, processing and utilization of the educational information
- Human resource management and development
- Community-Based project development for the expansion of quality NFE
- Monitoring and evaluation skills in improving the quality of NFE programs
- Documenting best practices for the expansion of quality NFE programs
- Advocacy and lobbying skills for the expansion of quality NFE programs
- Action research on NFE

Qualified staff from REB and zones, teacher education college deans were given orientation on NFE for three days in Adama. ANFEAE had to do three training sessions based on the assessment of findings they provided the orientation stated earlier, trained

33 college staff from 11 colleges as trainers. At first ANFEAE selected individuals from Addis Ababa as trainers/facilitators, but later on considering the problem of sustainability of recruiting individuals and the advantage of attaching the training to institutions, it resorted to teacher training colleges and qualified staff from regional education bureaus to conduct the training.

ANFEAE assessed the capacity and ability of 8 colleges and found out that the colleges do not have experience in non-formal education and adult literacy programs and that they do not have library materials. ANFEAE had to do two things: first to prepare the colleges by providing a four-day training of trainers course to 33 college staff from 11 colleges, and second to purchase reference materials, including books and electronic materials for 20 colleges and five universities for which USAID/PACT provided the funds.

#### *iv) Progress and Results of WEOCB Program*

Relative to the target set for training 600 woreda staff from 60 woredas, and the final tally of trained staff surpassed it by many fold as shown in table 2. The task of the training must have been difficult considering the variation of the qualification of the trainees as shown in table 3. This is confirmed by ANFEAE during consultation.

Another major problem pointed out by ANFEAE was the turnover of some of those trained. They are not sure where those dropouts have gone; what they know is that many of those who were supposed to appear for the second phase of the training did not show up.

**TABLE 2: WEOs COVERED AND STAFF TRAINED FOR CAPACITY BUILDING PROGRAM**

| S.No | Regions           | No. of Woredas Planned | No of Woreda Covered | Number of Participants Planned |           |            | Number of Participants Trained Actual |            |              |
|------|-------------------|------------------------|----------------------|--------------------------------|-----------|------------|---------------------------------------|------------|--------------|
|      |                   |                        |                      | M                              | F         | T          | Male                                  | Female     | Total        |
| 1    | Afar              | 10                     | 25                   | 39                             | 1         | 40         | 87                                    | 2          | 89           |
| 2    | Benishangul Gumuz | 3                      | 19                   | 10                             | -         | 10         | 71                                    | 1          | 72           |
| 3    | Gambella          | 6                      | 15                   | 21                             |           | 21         | 53                                    | 3          | 56           |
| 4    | Oromiya           | 90                     | 193                  | 303                            | 44        | 347        | 626                                   | 65         | 691          |
| 5    | SNNPR             | 46                     | 100                  | 148                            | 33        | 181        | 318                                   | 47         | 365          |
| 6    | Amhara            | 47                     | 102                  | 169                            | 4         | 173        | 355                                   | 30         | 385          |
| 7    | Somali            | 15                     | 33                   | 52                             | -         | 52         | 115                                   | 4          | 119          |
| 8    | Tigray            | 18                     | 34                   | 53                             | 3         | 56         | 113                                   | 3          | 116          |
|      | <b>Total</b>      | <b>235</b>             | <b>521</b>           | <b>795</b>                     | <b>85</b> | <b>880</b> | <b>1,738</b>                          | <b>155</b> | <b>1,893</b> |

The trained participants have shown a total increase of 115% over the planned target while the female increase, over the planned target was 182%.

The female trained participants are 8.2% of the total trained WEO personnel.

As shown above in table 2, the regional distribution of trainees is reasonable. But in table 3, below the academic qualification of the trainees is wide apart. In Afar 15 of the woreda "professional" staffs are below grade 6 level and 35 of 89 trainees are grade 10 and below. Trainees for Somali woreda education office capacity building are 31 below grade 6 and 55 grade 10 and below. Whereas in Oromiya the lowest qualification of the trainees is graduation from TTIs and the large majority are college diploma holders. During the training all the trainees have to study the same material irrespective of their educational qualification, i.e. the degreed and the participant of grade six qualifications.

Although the absence of qualified staff in some regions is beyond the control of the implementing NGO, it would have been much more effective if the trainees were treated separately by fitting the training and the training material to their level of qualification

The female participation in the training is pointed out by ANFEAE as a weak point that requires attention. Only 155 were females out of the 1893 trainees (see table 2).

**TABLE 3: TRAINEES ACADEMIC QUALIFICATION**

| S.N | Regions      | <Grade 6  | Grade 7-10 | TTI        | Diploma      | Degree     | Total        |
|-----|--------------|-----------|------------|------------|--------------|------------|--------------|
| 1   | Afar         | 15        | 20         | 10         | 42           | 2          | 89           |
| 2   | Benishangul  | 0         | 24         | 12         | 31           | 5          | 72           |
| 3   | Gambella     | 0         | 8          | 15         | 29           | 4          | 56           |
| 4   | Oromiya      | 0         | 0          | 59         | 510          | 113        | 691          |
| 5   | SNNPR        | 0         | 0          | 15         | 216          | 134        | 365          |
| 6   | Amhara       | 0         | 0          | 64         | 253          | 68         | 385          |
| 7   | Somali       | 31        | 24         | 26         | 34           | 4          | 119          |
| 8   | Tigray       | 0         | 0          | 12         | 58           | 46         | 116          |
|     | <b>Total</b> | <b>46</b> | <b>76</b>  | <b>213</b> | <b>1,182</b> | <b>376</b> | <b>1,893</b> |

v) *The Training Materials*

As a result of the assessment mentioned in previous sections, the major findings indicated the need for training in the areas of:

- NFE program approach, objectives, principles and work procedures;
- Management and leadership approaches of NFE;
- Planning of NFE programs;
- Decision making skills; and
- Monitoring and evaluation and community mobilization.

Each of the seventeen manuals deals with different aspects of how to promote quality education for adults and children like the nature of non-formal education, how it should be planned, managed and implemented, etc. The manuals are written in four local languages: Amharic, Afan Oromo, Tigrigna and Somali

vi) *Monitoring of Woreda Education Capacity Building Program*

The program does not have a monitoring component which should have been part and parcel of the program.

It is necessary to find out how much the training has helped: improve the expansion and management of the non-formal education; find out if those trained are on their jobs, the adequacy of the training, etc. To the question of whether the WEOCB training has helped, those trained responded that the training has helped them not only for the non-formal education program but also for the improvement of their work in the formal education sector. They also said the training modules have helped them as a reference guide. In general they are appreciative of the training provided.

## 6.2.2 The ABEC Program

### *i) Planning of ABEC Program*

Since the planning and management of ABE program for children and adults is done by the same organization and by the same group of people they are treated together for practical purpose. The two programs have different clientele, different programs and inputs.

One of the intermediate results required to meet "Human Capacity and Social Resiliency" (USAID/Ethiopia's Strategic Objective 14) is "Use and Provision of Quality Primary Education Service Enhanced", the achievement of which is dependent upon community participation. So the planning for the provision and use of quality primary education on a sustainable basis has to focus on the participation/ownership of the community.

The first requirement, therefore, is to know the community. Clear answers have to be sought for questions like:

- In what kind of community is the program intended to be implemented?
- To what extent can the community make available the required manpower, material and finance?
- Where do they need help from outside?
- Do they see the need and importance of education for the development of their community and improvement of their condition of living?
- How can awareness for the need of education be created within the community?

The purpose of TEACH non-formal education program is to help communities, especially deprived communities, to have sustainable educational service as much as possible using their own resources with some input from the program. But not all communities are at the same level of social and economic development. It will be difficult to require them to provide similar input for the successful implementation of TEACH program. This situation has been observed in the communities where the ABECs are located. Some communities are better off and can afford relatively more facilities than others who are poorer and can hardly afford anything more than their labor and local material. One example of a better off community is Gemechis in Oromiya. This is a chat, (a cash plant) growing community.

Planning is done in partnership between communities and NGOs. This is why CMC's are able to mobilize available resources.

**TABLE 4: AGGREGATED RESPONSES ON THE INVOLVEMENT OF COMMUNITIES IN PLANNING**

| Questionnaire respondents | ABE-Table | Qn. No. | Responses on Community Involvement on Planning |    | ABE Level of Response |
|---------------------------|-----------|---------|--|----|-----------------------|
|                           |           |         | Frequency                                      | %  |                       |
| CMC                       | 5         | 1.8     | 12/14  | 86 | Highly Involved       |
| Facilitators              | 4         | 1-8     | 13/17  | 76 | Involved              |
| Supervisors               | 3         | 1.8     | 9/12   | 75 | Involved              |
| WEO                       | 2         | 1-4     | 8/13   | 62 | Involved              |
| Partners                  | 1         | 1.1     | 6/9  | 67 | Involved              |

Table 4 above shows that the communities have participated in planning the ABEC program in their communities through their centers management committees (CMC). Of the 14 responses from CMC members 12 of them i.e. 86% confirmed the participation of CMC in planning. Similarly the response of facilitators, supervisors, WEO and partners 76%, 75%, 62 and 67% respectively confirm the involvement of community in planning. The initial plan is prepared by PACT and approved by TWG. NGO partners are entrusted to implement the plan in consultation with RSEB and WEO. The communities are required to participate by implementing the program and providing local material and labor for the construction of ABEC and manage the center when alternative basic education and functional adult literacy programs are established in their community.

The plan for providing education to children deprived of any educational program has worked. Children are attending class in thousands. Although still much work is required to help communities become prime movers of the educational development in their communities, the work carried out by USAID/PACT in alternative basic education is commendable and useful according to officials at various levels and the beneficiary communities where the evaluation was carried out.

**Roles of the different actors in the planning process**

- PACT sets targets approved by TWG as a guideline for implementation. The guideline includes the following: targets approved by TWG, i.e., 10 ABECs per woreda, Birr 17,000 for construction for each ABEC, a pupil population of 50 children per class and assignment of one supervisor for each TEACH woreda.
- Identified 27 NGOs working at grassroots community level as partners to implement the TEACH program

**Role of Partner NGOs**

- Select woredas with communities deprived of educational services in consultation with Regional State Bureau of Education
- Work with woreda education offices to select deprived communities where education service has not reached
- Provide guidance to the woreda to select one qualified supervisor to follow up implementation of TEACH program in the woreda

**Role of WEO**

- Select deprived communities where educational services have not reached
- Assist the people in the selected community to implement alternative basic education program

**Role of the community**

- Elect the CMC members
- Select site for the construction of the ABEC
- plan for the provision of local material and labour for the construction of the center
- Recruit facilitators
- carryout baseline survey

**TABLE 5: AGGREGATED RESPONSES ON ELECTION OF CMC MEMBERS**

| Questionnaires Respondents | ABE- Table | Qn. No. | Responses on election of CMC Members |     | ABE Level of Response |
|----------------------------|------------|---------|--------------------------------------|-----|-----------------------|
|                            |            |         | Frequency of Positive Responses      | %   |                       |
| CMC                        | 5          | 1.2     | 17/19                                | 89  |                       |
| Facilitators               | 4          | 1.2     | 15/15                                | 100 |                       |
| Supervisors                | 3          | 1.8     | 6/6                                  | 100 |                       |
| WEO                        | 2          | 1.8     | 11/11                                | 100 |                       |
| Partners                   | 1          | 1.1     | 10/10                                | 100 |                       |

Table 5 shows responses to whether the CMC members were elected by the general assembly of the community members. 100% of the responses from facilitators, supervisors and WEOs and partners show that the members of the CMC are elected by the general assembly of the community, proving that they are genuine representatives of their communities.

## *ii) Management of ABEC*

### *- Organizational Set Up and Personnel Management*

As indicated above under section on PACT, at head office level of PACT there are three professionals and one intern directly responsible for TEACH programs: one heading the programs, one responsible for the adult education program, one responsible for documentation and communication. Staff members from other programs: WORTH, capacity building, HIV/AIDS, etc, collaborate for implementing the TEACH program.

At the head offices level of partner NGOs, they have departments for the education program. Those having their head offices in Addis Ababa have coordinating offices at regional or woreda level where their activities are concentrated. In almost all the woredas where the partner NGOs implement the TEACH program, they have made arrangements with the WEO to assign one qualified supervisor. Exceptions to this arrangement are some of the woredas that are divided in two after implementation commenced like for example Siraro Aje in Oromia where a new woreda called Shala is created. The two woredas are covered by one TEACH supervisor.

Woreda TEACH program supervisors have their offices within the woreda education office or they have their own office (e.g. Shashemene Zuria) or make arrangement with another NGO operating in the area. (ADA, LIA, SEPDA) TEACH woreda supervisors representing Amhara Development Association (ADA), for example, work very closely with the woreda education offices. They collaborate with the head of non-formal education desk and other supervisors to provide training and supervise the program and their salaries are paid through the WEO.

WCAT has a coordinating office at regional level in Lay Gaint woreda. Their woreda supervisor in Tach Gaint woreda is stationed in the woreda education office. But the coordinating office pays his salary.

In the case of Tarmaber woreda, the EDA and PCF supervisors of TEACH program are stationed in the same office (office of PCF). REST has its own woreda offices to manage the program.

That there are different arrangements for managing TEACH program based on the specific needs of the situation is good. It is not advisable to conclude that one arrangement is better than the other. What is important is: Are all the responsible persons and organizations responsible for managing the program fully committed and are enthusiastically following up the planning and implementation of the program despite some constraints? Some problems could be serious handicaps for managing the program in some centers for example drought and other natural or man-made problems.

The commitment of the PACT partner and the supervisor assigned to the woreda are major inputs determining the success of implementing the program. But this has nothing to do with the type of the organizational set up as observed by the evaluation team. Lack of commitment is observed in Dulecha woreda of Afar region where the PACT partner and the supervisor are least committed to the program. But the WEO is fully committed and is supportive.

The ABEC supervisor and the CMCs carry out the major part of managing the program. The supervisor, although paid by the project and responsible to supervise the activities of the ABEC, s/he is selected and assigned by the woreda education office and is directly responsible to the woreda education office and also reports to the NGO responsible for the ABEC program.

The role of the CMC is to follow up the day to day activities of the center, supervise attendance of both pupils and teachers, ensure that records are kept in order for registration, attendance, finance, furniture, etc. The CMC mobilizes the community members to provide labour and local material for the construction of the center. They have regular monthly meetings or as necessary for specific problems or issues. They have assigned one of the facilitators as the leader of the education program. Membership of the CMC includes five selected members from the community and two facilitators.

Discussion with WEO non-formal education supervisor and ABEC supervisor of Lay Gaint woreda revealed that the management of the facilitators by the CMC is rather weak. They are rather loose in supervising attendance of facilitators. In some cases the facilitators concentrate on their own private work instead of teaching the children. Since the facilitators are selected from the community and are either relatives or close associates of the members of CMC, as to be expected in such a small rural village, the CMC does not take action in the form of warning the facilitators, or firing them.

Some of the weaknesses mentioned in relation to the ABEC children's program include:

- Low skill of teaching English language;
- Shortage of textbook;
- Shortage of references; and
- Poor teaching methods.

According to the information supplied by supervisor one of the solutions for the problem faced in teaching the children is to employ facilitators from outside the community and the employment to be done by the WEO instead of by the community from the community. Such a problem is not reported from other centers, but it is a problem to consider.

## - *Financial Management*

PACT sends money allocated to the NGO. In some cases the NGO has its own organizational set up at woreda level as the case is with WCAT in Tach Gaint to manage the money all the way to the site level and pay salaries of facilitators. In other cases arrangement is made with the woreda education office. An example of this is the money administered for projects handled by Amhara Development Association where the money sent to the association is channeled to the WEO to manage it on behalf of the NGO on the basis of guideline provided by the ADA.

The role of PACT is to send the money for the programs as scheduled and ensure that it is used for implementing the programs agreed upon effectively.

The partner NGOs uses the money to cover expenses for the construction of ABECs and furniture, educational material, salaries and monitoring. At times, there have been delays in getting the money on time: [for example, salary of Itang & Gog.](#)

But the NGOs have tried their best to offset the effect of delay in getting the money from PACT by swapping money from other projects as the case is with WCAT and others like REST and ADA using their own resources. As such the delay of money arrival did not affect the effectiveness of implementing projects. But for NGOs like WCAT the delay is affecting their other projects and end of the year closing accounts.

The issue of delay for the NGOs to get money on time was raised with PACT. According to PACT, they are aware of the problem and to help ease the problem a two-month allocation is sent at a time. In addition, what is required to send the next tranche is evidence from the bank that the money has been sent to the woredas or centers and the accounting can be sent at a later date when received from the centers?

Decentralization and flexibility and faith in local leadership are major requirements for genuine implementation of programs like TEACH. It is not an easy task. It requires patience and dedication. It must also be understood that it is a learning process. It will have its up and downs. Mistakes may occur but they should not be used as a justification to abandon the process of capacity building.

Under the present circumstances, for the purpose of coordination and efficiency, the arrangement made with the WEO for financial management is perhaps a preferable arrangement. After all, in many cases gaps unfilled by PACT, are covered by the WEOs and in some cases where the communities are aware of the importance of education by the communities themselves.

Another issue raised by facilitators and woreda level supervisors is the salary paid to them. They complain that their salaries are too small relative to the cost of living and also compared to salaries paid to government primary school teachers. Government primary school teachers are paid above Birr 600.00 per month and supervisors Birr 1800 per month. ABEC facilitator/teachers are currently paid Birr 300/month, whereas the salaries

of ABEC facilitator covered by USAID/TEACH program are recently adjusted from Birr 300 to 400/month. But the salaries of supervisors are still Birr 1300/month. However, other forms of incentives could also be considered.

The Government is planning to adjust the salaries of ABEC teachers to that of regular primary school teachers' salary and also to upgrade their qualification to certificate level from colleges of teacher education. This will probably solve the problem in relatively better-developed regions. But the problem will probably continue to exist in less developed regions like Afar and Gambella where the educational qualification of the facilitators is as low as grade 8 or even less.

### *iii) Some of the Limitations of the CMC Management*

In almost all instances and by the very nature of where ABECs are established, the people living in the communities are poor, hardly living a hand-to-mouth existence. They want their community to develop and their children to get schooling but their capacity is limited by many factors: financial limitation, lack of sufficient guidance and counseling and the over burden due to striving for their daily existence.

For the supervisor it is not easy to cover ten centers and spend sufficient time with each CMC to provide adequate guidance and help by spending more time during the visit and making more regular visits or staying in the communities for days. Even to visit a center once a month for one person is not easy especially for remote and peripheral areas where even travel by motor bicycle or car is difficult, in which case one has to walk for long distance. For this reason the visit to these remote centers that need more help and assistance is unfortunately limited to four or five visits per year.

### *iv) Input*

The following is the breakdown of the financial input for the ABEC program provided by PACT:

- For construction of ABEC and provision of furniture Birr.17000.00
- For salary of one ABEC supervisor for each selected woreda Birr 1300.00 per month
- Facilitator's salary (2 or 3 per center) at the rate of Birr 400.00 (recently adjusted from Birr 300.00)
- For educational materials procurement
- Running cost for supervision Birr 500.00 for per diem of supervisor and fuel for motorbike
- Birr 120.00 for maintenance and lubrication of motor bike.

In almost all centers visited books are provided to the children. In some of the centers the book/pupil ratio is one to one, in others the books are supplied one to three children for each subject: Local language, English, Mathematics and environmental science.

The centers visited have a critical shortage of benches and desks with few exception (See **table 6 below**). In fact in many instances children were sitting crowded in a squatting position on logs of wood on the floor; absolutely inconvenient to follow and copy notes from the blackboard. ADA has tried to ameliorate the situation by providing small stools and a small rectangular wooden piece to write on by putting the small board on their lap. ADA has provided 35 of these to each center which is not enough for all the children in the classes, since many of the classes are crowded with up to seventy children. In other centers children sit on improvised benches and desks supplied by the community.

**TABLE 6: DATA FROM OBSERVATION CHECK LIST OF ABEC**

| Regions | Woredas    | ABEC     | Area of Compound | Type of Building                                 | Conditions & Store Office | Classrooms          |                | Availability of Desks and Tables | Number of Children/Class |
|---------|------------|----------|------------------|--|---------------------------|---------------------|----------------|----------------------------------|--------------------------|
|         |            |          |                  |  |                           | Number              | Area           |                                  |                          |
| Amhara  | Lay Gaint  | Titra    | 3 hectars        | Mud plastered, wooden wall and corrugated sheets | Good 2.3m                 | 2                   | 56 sq. m. each | None                             | 25                       |
|         | Tarma Ber  | Woeramba | 500 sq.m         | Mud plastered, wooden wall and corrugated sheets | Good 2.3m                 | 2 in poor condition | Small          | 10 desks and 4 benches           | 111                      |
|         | Lay Gaint  | Barzaha  | 3 hectars        | Mud plastered, wooden wall and corrugated sheets | Good 2.3m                 | 2 in good condition | 56 sq.m        | Improvised benches               | 26*                      |
|         | Lay Gaint  | Abgiste  | 3 hecatrs        | Mud plastered, wooden wall and corrugated sheets | Good 2.3m                 | "                   | 56 sq.m        | None                             | 50, 64, 61               |
|         | Tach Gaint | Kenefa   | 2 teachers       | But partly plastered                             | Good                      | 3 one not in use    | 56 sq.m        | Available but not enough         | 50                       |
|         | Tarma Ber  | Atekur   |                  | 1000 sq.m  | 1 office no store         | 2 in poor condition | -              | -                                | -                        |

| Regions         | Woredas    | ABEC           | Area of Compound | Type of Building   | Conditions & Store Office        | Classrooms             |         | Availability of Desks and Tables | Number of Children/Class                  |
|-----------------|------------|----------------|------------------|--|----------------------------------|------------------------|---------|----------------------------------|---|
|                 |            |                |                  |  |                                  | Number                 | Area    |                                  |   |
| <b>Tigray</b>   | Wukro      | Denwale        | 7000 sq.m        | Stone wall corrugated metal sheet                        | In good condition                | 4 in good condition    | 56 sq.m | 26, 13 and 1 class none          | 43 children per class                     |
| <b>Gambella</b> | Itang      | Pilual         | -                | Sticks for wall, metal sheet roofing                     | 1 office poor condition no store | 2                      | 42 sq.m | 14 benches                       |   |
| <b>Afar</b>     | Dulecha    | Erbeti Hara    | -                | Unattractive   | No office and store              | 2                      | 25 sq.m | No desks                         | 21  |
|                 | Dulecha    | Assbehari      | No compound      | Un plastered   | No office no store               | 3 no windows and doors | 20 sq.m | No                               | 10  |
| <b>Oromiya</b>  | Shashemene | Weter Shegulie | 4 hectars        | Mud plastered, wood wall & corrugated metal sheet        | 1 office and 1 store             | 2                      | 56      | 21 desks                         | 95  |
|                 |            | Gelabula       | -                | Mud plastered, wooden wall corrugated & metal sheet roof | 1 office 1 pedagogical center    | -                      | -       | Good                             | 1 <sup>st</sup>                           |
|                 | Shashemene | Awasho Denku   | 4 hectars        | Mud plastered, wooden wall corrugated & metal sheet roof | 1 office 1 pedagogical center    | 2                      | 56 sq.m | 5 benches                        | 170 level 1<br>120 level 2<br>136 level 3 |

| Regions      | Woredas         | ABEC         | Area of Compound          | Type of Building   | Conditions & Store Office                   | Classrooms                     |         | Availability of Desks and Tables | Number of Children/Class                              |
|--------------|-----------------|--------------|---------------------------|--|---|--------------------------------|---------|----------------------------------|---|
|              |                 |              |                           |  |   | Number                         | Area    |                                  |   |
|              | Siraro/Aje      | Sondi        | 2 hectares                | Mud plastered, wooden wall corrugated & metal sheet roof | 1 Office<br>1 Store                         | 2 + 2 by community             | 56 sq.m | 20                               | 80  |
|              | Seraro/Aje      | Bekele Deya  | 2 hectares                | Mud plastered, wooden wall corrugated & metal sheet roof | 1 Office<br>1 Store                         | 2 + 2 by community             | -       | Shortage                         | 90 2 <sup>nd</sup> shift<br>100 1 <sup>st</sup> shift |
| <b>SNNPR</b> | Arbaminch Zuria | Kanchamo     | 8 hectares                | Mud plastered, wooden wall & corrugated metal roof       | 1 Office<br>1 Store                         | 2 + 2 unfurnished by community | 56      | 15                               | 55  |
|              | Arbaminch Zuria | Zigit Fereso | 2 <sup>1/2</sup> hectares | Half plastered   | 1 Office<br>1 Store                         | -                              | 56      | 11 for 358 children              | 52  |
|              | Derashe Sp.     | Rayle        | 1 <sup>1/2</sup>          | "  | 1 Office<br>1 Store                         | -                              | 56      | 15                               | 80/class  |
|              | Derashe Sp.     | Busa Olisko  | 2 hecars                  | "  | 1 Office<br>1 Store                         | -                              | 56      | 21/class                         | 84/class  |
|              | Lemo            | Digba        | 7 hectares                | "  | 1 Office<br>1 Store<br>1 Teaching Aids Room | -                              | 56      | 300                              | 76/class  |
|              | Lemo            | Shurmo       | 4 hectares                | "  | 1 Office<br>1 Store                         | 4                              | 56      | 40 benches                       | 74/class  |

Table 6 above clearly shows the dedication and the commitment of the beneficiary communities. Almost all of them have provided spacious area for the ABEC to be used for center construction, for farming, for generating funds and expanding the center by building additional classrooms. Land is precious among the rural people; they use it for growing crops or grazing. That they have allotted so much land shows how much they are ready to support the program with what they have.

The communities have built the classrooms (minimum of 2 and in some cases like the visited communities in Wukro as many as four classrooms), offices and stores as shown in the table. They have provided the raw material locally available and their labour for the construction.

There is a serious shortage of benches and desks. In fact many of classrooms have nothing to sit on and write, and children sit on the floor. Some of the classrooms are overcrowded like in Shashemene with as many as 170 children/class or centers in Seraro Aje in Shashemene in Oromiya, Tarmaber in North Showa of the Amhara Region with over 100 children per class.

In all the ABECs two to four facilitators are assigned for each center. The number of facilitators is quite sufficient under the circumstances. The problem is their qualification and capability to teach adequately so many subjects. They have received short period of training prior to their employment and they are attending courses during the summer to qualify them as equivalent to teachers in the lower primary grades. These facilitators teach local language, mathematics, English and environmental science. The visiting teams have observed classroom teaching. The method used is "talk and chalk". But when the visiting team picked randomly some of the children to read, they did manage to read by saying aloud each letter one by one. In addition, in Lay Gaint, the WEO has administered identical test to children from the third year of the ABECs and grade four pupils from regular primary schools in the woreda. According to the report from the woreda the regular primary school teachers prepared the test using the regular primary school curriculum. The children selected for the test represented the top, the medium and the weak from each class. The result of the test is being analyzed, but preliminary finding showed that there isn't substantial difference between the scores of the two groups. In fact the majority of the pupils that scored low, i.e. between 16 and 20 are from the regular primary school. But we have to wait for the final analysis.

The centers visited have a spacious area for children to play and for upgrading to primary and secondary school in the future. Currently each center has two to five classrooms and also teachers meeting room and a small store where books and materials are kept. The centers visited also have toilets separate for males and females. They are used by the teachers and pupils as well. Important inputs missing are water and in some centers toilets. With some guidance arrangements can be made locally to make water and toilet facilities available. For example, in Tigray Wukro woreda ABECs, the communities have tried to provide water to the centers by harvesting rain water.

### v) *Monitoring of ABECs*

PACT has a clearly laid mechanism for monitoring the activities of the ABECs. Each implementing partner (IP) NGO, has assigned one supervisor per woreda the supervisor assigned at woreda level is expected to visit each center at least once a month. The guideline provided to the supervisors included but not limited to: providing technical advice, review facilitators' lessons plans and observe classroom instruction. They also work closely with center management committees. In order for the supervisors to effectively carryout their responsibilities, PACT arranges training twice a year.

The monitoring mechanism of PACT allows them to get detailed information about each center. Distilled information through three stages reaches PACT.

- Each center has a standardized data collection and storage system. Using the standardized data collection forms, the facilitators and CMC members have the responsibility of providing the basic disaggregated data collected from the centers to the implementing partner.
- The partner NGOs compile the data collected from the centers through the woreda TEACH supervisors, who verify and aggregate the information at the woreda level before sending to the partner. The information collected in this way is used to take corrective measures as necessary.
- PACT monitoring and evaluation team after aggregating, validating and analyzing the information received this way prepares reports to be shared through quarterly reports to USAID-E and the quarterly technical working group (TWG) reviews meetings.

In addition PACT also monitors sample centers periodically.

The monitoring mechanism of PACT works. Based on the quarterly reports resulting from data gathered PACT provides feedback. Examination of reports shows the need of consistency and accuracy of some of the data reported as shown on tables 13-16. During the evaluation the members of the CMCs, the head facilitator and the facilitators have displayed the record keeping books. The practice is encouraging and it is an excellent learning opportunity for the facilitators and the members of the center management.

To improve the system of keeping data and particularly in updating data on attendance, tardiness and dropouts regular on the spot guidance will be very essential. The record keeping at center level is limited to activities at center level, i.e., ABE children's program and functional adult literacy program. Adequate data on WEO capacity building is not in place at least. Scanty data on trained WEO staff at woreda level is gathered from individual trainees. Questions addressed at woreda and NGO level on WEO capacity building was repeatedly referred to ANFEAE.

ANFEAE has provided adequate data to the study team. It seems there is a need for institutionalized data base that can help to find out how many are trained, on what are they trained, what change have those trained made in the way they do things, turnover of staff trained or attrition.

In cases where the TEACH supervisors work in the WEOs, the involvement of the WEO is direct in monitoring the centers. The supervisors or those responsible for the non-formal education work as a team in monitoring the centers. At times staff from the formal education section joins them as well.

As a whole TEACH supervisors are doing well and they are effective at center level and in keeping data of the centers with some exceptions like the supervisor and coordinator of Dulecha in Afar and to a certain extent the supervisors in Shashamene where the involvement of PACT partners is weak. The effectiveness of the supervisors and the monitoring as a whole is also affected by the commitment of the communities and readiness of the members of the community to work for a common good. In Tarmaber, for examples, one person caused a problem by disturbing the work of the committee. There are also cases in many other centers where it is easier to work with communities and other communities where it is not as easy. Whatever the case is the work of almost all the supervisors is commendable.

From the field data the responses of CMCs, facilitators and supervisors themselves confirm that ABE supervisors monitor and give guidance to the facilitators as shown in the following Table 7.

**TABLE 7: MONITORING ABECs**

| CMC Tables 5-3.1    | Visits          | Frequency |
|---------------------|-----------------|-----------|
| - 2 to 4 6/23 = 70% | 9 times/quarter | 1         |
| - 6 to 9 7/23 = 30% | 4 times/quarter | 2         |
|                     | 6 times/quarter | 6         |
|                     | 3 times/quarter | 13        |
|                     | 2 times/quarter | 1         |

70% of the CMCs responses indicate that the supervisors monitor 2 to 4 times per quarter while 30% indicate that the supervisors monitor 6 and 9 times per quarter respectively.

**TABLE 8: MONITORING ABECs**

| Facilitators Tables 4-3.1 | Visits           | Frequency |
|---------------------------|------------------|-----------|
| - 3-6 times 16/18 = 89%   | 6 times/quarter  | 6         |
| - 9 and 12 2/18 = 11%     | 4 times/quarter  | 5         |
|                           | 3 times/quarter  | 5         |
|                           | 12 times/quarter | 1         |
|                           | 9 times/quarter  | 1         |

89% of the responses of facilitators indicate that the supervisors monitor ABECs 3-6 times per quarter while 11% indicate/s 9 and 12 times per quarter respectively.

**TABLE 9: MONITORING ABECs**

| Supervisors Tables 3-3.2              | Visits          | Frequency |
|---------------------------------------|-----------------|-----------|
| Supervisor monitor ABEC               | 8 times/quarter | 1/15      |
|                                       | 6 times/quarter | 5/15      |
| - 6 to 8 times per quarter 6/15 = 40% | 3 times/quarter | 3/15      |
|                                       | 2 times/quarter | 5/15      |
| - 2 to 3 times per quarter 8/15 = 53% | 1 time/quarter  | 1/15      |
| - 1 time per quarter 1/15 = 7%        |                 |           |

40% of the responses indicate that the supervisors monitor ABECs 6 to 8 times per quarter while 53% of the responses indicate 2 to 3 times per quarter and 7% of the responses indicate 1 time per quarter.

In the above summaries, of the total responses of CMC members (ABE Table 5-3.1) 30%-70% show that the supervisors visit the ABECs to give the necessary support and guidance for the facilitators; and similar trends are shown in ABE-Tables (4-3.1) and ABE-Table (3-3.2). The data on responses of the facilitators (94% of the responses) indicate that the facilitators get the necessary guidance from the supervisors (ABE Table 4-4.5)

Monitoring and careful guidance of CMCs without depriving the leadership and ownership role of the communities is the key to the success of grassroots projects like the ABEC program. For monitoring the FAL and children's program at the ABECs: one supervisor per woreda to supervise ten centers, a motor bicycle and Birr 500.00 allowance for fuel and per diem during supervision visit and Birr 120.00 for lubrication and maintenance are provided per month. The supervisors complain and perhaps justifiably that the money allocated for supervision is far short from what the program requires. Particularly, now when the prices are soaring. Most of the centers are located in isolated areas quite far from the woreda capital where the supervisors are stationed.

*vi) Progress of ABEC Children's Program*

**TABLE 10: ABEC ENROLMENT 3<sup>RD</sup> QUARTER 2008**

| <b>Levels</b> | <b>1<sup>st</sup> level</b> | <b>2<sup>nd</sup> level</b> | <b>3<sup>rd</sup> level</b> | <b>Total</b> |
|---------------|-----------------------------|-----------------------------|-----------------------------|--------------|
| Total         | 35525                       | 26214                       | 14278                       | 76017        |
| Male          | 20042                       | 14362                       | 7789                        | 42193        |
| Female        | 11852                       | 11852                       | 6489                        | 33824        |

According to figures supplied by PACT the total ABECs enrolment of children in 2008 during the third quarter of 2008 is 76,017 (M. 42193 and F 33824). The target set for 2009 end of the project is 275,000 with 40% of them girls but later adjusted to 150,000 following a baseline survey. The final year is already started. Estimating from the performance of the last three years it is unlikely that the target will be met. The ratio of girls to boys based on the figures in table 10 is encouraging i.e.44.5% of the total 76,017. But the accomplishment towards the target is far behind to meet the 150,000 target of 2009.

When the construction of the ABECs is considered, the construction has almost reached its target. The original target was 500 new centers to be constructed and 50 centers to be upgraded. In the existing 541 centers, 76,017 are enrolled. If the children attend only one shift the existing centers can accommodate only 54,100 in which case the current enrolment can be considered over achievement for the existing centers. Using this calculation to meet the target of 150000, there will be a need to construct over 700 centers. If double shift is considered i.e., one group in the morning and the other in the afternoon then the existing centers can accommodate 108,200 children. Even then the 150,000 target will not be met.

The existing situation shows that some of the centers are over crowded. This is shown even in the small sample centers covered for the evaluation. Some of the centers have 170 and 130 children per class (see table 6).

The situation requires construction of additional classrooms where classrooms are overcrowded and opening new centers in other deprived woredas and communities. Five years is too short a period and the actual implementation of TEACH is about three and half years since the preparation for implementation: selection of woredas and sites, training, selection of facilitators, etc has taken much of 2004 and 2005. Considering the shortage of time the accomplishment can be regarded as satisfactory, especially, considering the situation under which the project is being implemented, i.e. remoteness of the sites for ABECs, the need to provide the training, the need to create awareness and work with community people, etc. Under these conditions the implementation is successful even if targets are not met. The need to extend the project with more vigor is obvious.

The total accomplishment of 76, 017 hide the reality when analyzed region by region (see table 11 below). The accomplishment of the relatively more developed big regions; Amhara, Oromiya, SNNPR and Tigray together is 70,810 (male 39,238 female 31,572) but the accomplishment of the less developed regions: Somali, Benshangul Gumuz, Afar and Gambella is 5,207 (male 2955 female 2252). The percent of female pupils in the less developed regions is 43.2% and that of the relatively better developed regions is 44.6. The ratio of girls' participation is encouraging for both better and less developed regions.

Contrary to the principles and intended approaches of TEACH, the major concentration is on the more developed regions, i.e. more centers, more and better qualified facilitators. The lowest achiever of the small regions is Gambella. With 20 centers and 44 facilitators the total enrolment is only 936. The total enrollment of Afar with 20 centers and 40 facilitators is 1418. From discussion with ANFEAE the problem in the region in Gambella is rather complicated due to some insecurity problem and the emphasis is on peace and conflict resolution coupled with the life style of the population. These factors have seriously affected the ABEC program.

**TABLE 11: ABEC ENROLMENT 3<sup>rd</sup> QUARTER 2008 REGIONAL LEVEL**

| S.N | Regions      | ABEC       | Facilitators | Enrolment     |               | Total         |
|-----|--------------|------------|--------------|---------------|---------------|---------------|
|     |              |            |              | Male          | Female        |               |
| 1   | Afar         | 20         | 40           | 873           | 545           | 1418          |
| 2   | Amhara       | 110        | 319          | 8349          | 7572          | 15921         |
| 3   | Benshangul   | 10         | --           | 576           | 465           | 1041          |
| 4   | Gambella     | 20         | 44           | 495           | 441           | 936           |
| 5   | Oromiya      | 175        | 477          | 16915         | 14184         | 31099         |
| 6   | SNNPR        | 141        | 346          | 12080         | 8267          | 20347         |
| 7   | Somali       | 26         | 52           | 1011          | 801           | 1812          |
| 8   | Tigray       | 40         | 119          | 1894          | 1549          | 3443          |
|     | <b>Total</b> | <b>542</b> | <b>1397</b>  | <b>42,193</b> | <b>33,824</b> | <b>76,017</b> |

Table 12 below shows the enrolment of children on yearly and quarterly basis. As shown in the table the children dropout is high. Of the 31,719 children (male: 16,471 and female 14,292) who started at level one during the fourth quarter in 2006 only 19,655 (female 8,577 and male 11,078) reached level two during the fourth quarter of 2007. At the end of the third quarter of 2008 only 14, 278 reached the third year (6489 female and 7789 male). The dropout rate from the end of the first year of the project to the end of the second year is over 38% disaggregated by sex it is 40% for girls 33% for boys. The percent of those who reached the end of the third quarter of 2008 relative to those who started the first year is 55%. The percent for girls is 55% and for boys 53%. The dropout rate from the second to the third year is 27%, for girls 24% and for boys 35%. Perhaps one explanation why the drop out rate is higher for boys than that of the girls is that, towards the end of the third year the boys must have grown and ready for farm work and farming season starts from April or March and the boys will be needed for the work. The table also shows that the dropout is higher from the first level to the second level i.e.,

from 31,719 to 19,655 or a dropout rate of 38%. The dropout situation affects meeting the target set very seriously.

**TABLE 12: ENROLMENT FIGURES BY LEVEL**

| Year            | Quarters        | Enrollment Children |        |               |
|-----------------|-----------------|---------------------|--------|---------------|
|                 |                 | M                   | F      | TOTAL         |
| July-Sept 2005  | 1 <sup>st</sup> | 10,281              | 7873   | 18,154        |
| Oct-Dec2005     | 2 <sup>nd</sup> | 19,187              | 15,749 | 34,936        |
| Jan-Mar 2006    | 3 <sup>rd</sup> | 19,748              | 15,654 | 35,402        |
| April-June 2006 | 4 <sup>th</sup> | 16,471              | 14,292 | <b>31,719</b> |
| July-Sept. 2006 | 1 <sup>st</sup> | 19,503              | 15,455 | 34,958        |
|                 |                 | <b>Level One</b>    |        |               |
| Oct-Dec 2006    | 2 <sup>nd</sup> | 23,085              | 18,947 | 42,032        |
|                 |                 | <b>Level Two</b>    |        |               |
| "               | "               | 12,138              | 9886   | 22,024        |
|                 |                 | <b>Level Three</b>  |        |               |
| "               | "               | 941                 | 804    | 1745          |
|                 |                 | <b>Level One</b>    |        |               |
| Jan-Mar 2007    | 3 <sup>rd</sup> | 23,739              | 18,283 | 42,022        |
|                 |                 | <b>Level Two</b>    |        |               |
| "               | "               | 11,495              | 9187   | 20,682        |
|                 |                 | <b>Level Three</b>  |        |               |
| "               | "               | 466                 | 341    | 807           |
|                 |                 | <b>Level One</b>    |        |               |
| Apr-June 2007   | 4 <sup>th</sup> | 21,185              | 17,162 | 38,347        |
|                 |                 | <b>Level Two</b>    |        |               |
| "               | "               | 11,078              | 8577   | <b>19,655</b> |
|                 |                 | <b>Level Three</b>  |        |               |
| "               | "               | 484                 | 415    | 899           |
|                 |                 | <b>Level One</b>    |        |               |
| July-Sept 2007  | 1 <sup>st</sup> | 19,033              | 15,378 | 34,411        |
|                 |                 | <b>Level Two</b>    |        |               |
| "               | "               | 15,600              | 12,713 | 28,313        |
|                 |                 | <b>Level Three</b>  |        |               |
| "               | "               | 9389                | 8818   | 18,207        |

| Year            | Quarters        | Enrollment Children |        |              |
|-----------------|-----------------|---------------------|--------|--------------|
|                 |                 | M                   | F      | TOTAL        |
|                 |                 | <b>Level One</b>    |        |              |
| Oct-Dec<br>2007 | 2 <sup>nd</sup> | 22,724              | 18,276 | 41,000       |
|                 |                 | <b>Level Two</b>    |        |              |
| "               | "               | 15,996              | 13,510 | 29,506       |
|                 |                 | <b>Level Three</b>  |        |              |
| "               | "               | 8979                | 7557   | 16,536       |
|                 |                 | <b>Level one</b>    |        |              |
| Jan-Mar<br>2008 | 3 <sup>rd</sup> | 20042               | 15483  | 35525        |
|                 |                 | <b>Level Two</b>    |        |              |
| "               | "               | 14362               | 11852  | 26214        |
|                 |                 | <b>Level Three</b>  |        |              |
| "               | "               | 7789                | 6489   | <b>14278</b> |

**Source:** PACT fourth quarterly reports and 2008 3<sup>rd</sup> quarter report.

Table 13 shows the progress in enrolment of ABECs under major NGOs operating in their respective regions: Amhara Development Association, Oromiya Development Association, Southern Ethiopia Peoples' Development Association and Tigray Development Association. According to the figures provided by PACT in the table one can observe a constant increase in enrolment. The accomplishment against planned targets is also satisfactory except for the girls where accomplishment has constantly fallen short of target. The exception to this trend is the program of ABECs operating under ADA and SEPDA where the enrolment of the girls accomplished exceeded that of the plan in 2007/8 for ADA and 2006/7 for SEPDA.

In tables 13 and 14 and in table 15 and 16 for the 2007/8 reported enrolment there is a major discrepancy between the figures reported by the partner NGOs and PACT as shown in the tables. Basically the sources of the data for both reports be it the report from PACT or from the partner NGOs is the NGOs themselves. The sources of the NGOs report are the centers. The situation shows problem of coordination or keeping accurate and timely data.

**COMPARISON OF PLANS AGAINST ACCOMPLISHMENT OF PROGRESS IN  
ABEC CHILDREN PROGRAM ENROLMENT AS REPORTED BY PARTNER  
NGOS**

**TABLE 13: ACCOMPLISHMENTS AGAINST PLANS BY MAJOR NGOS\***

| NGOs  |              | Sex | 2005/06 | 2006/07 | 2007/08 | No. of Facilitators | No. of ABECs |
|-------|--------------|-----|---------|---------|---------|---------------------|--------------|
| ADA   | Planned      | M   | 2100    | 4450    | 5280    |                     |              |
|       |              | F   | 2100    | 4450    | 5275    |                     |              |
|       | Accomplished | M   | 2098    | 4139    | 5835    | 204                 | 70           |
|       |              | F   | 1903    | 3793    | 5354    |                     |              |
| ODA   | Planned      | M   | 3000    | 8500    | 9761    |                     |              |
|       |              | F   | 3000    | 8500    | 9761    |                     |              |
|       | Accomplished | M   | 4134    | 8409    | 10366   | 272                 | 90           |
|       |              | F   | 2801    | 6319    | 8052    |                     |              |
| REST  | Planned      | M   | 1200    | 3520    | 3600    |                     |              |
|       |              | F   | 1200    | 2880    | 3600    |                     |              |
|       | Accomplished | M   | 1365    | 3260    | 3683    | 118                 | 40           |
|       |              | F   | 1136    | 2638    | 3112    |                     |              |
| SEPDA | Planned      | M   | 2200    | 4000    | 7453    |                     |              |
|       |              | F   | 2000    | 3000    | 6000    |                     |              |
|       | Accomplished | M   | 3047    | 5178    | 6465    | 155                 | 70           |
|       |              | F   | 1627    | 3674    | 5450    |                     |              |

\*Source: field data supplied by the NGOs

**ENROLMENT OF ABECS UNDER THE MAJOR NGOS AS REPORTED BY PACT**

**TABLE 14: ENROLMENT OF ABECS CHILDREN PROGRAM OPERATED BY MAJOR NGOS\***

| NGOs  |              | Sex | 2005/06 | 2006/07 | 2007/08 | No. of Facilitators | No. of ABECS |
|-------|--------------|-----|---------|---------|---------|---------------------|--------------|
| ADA   | Planned      | M   |         |         |         |                     |              |
|       |              | F   |         |         |         |                     |              |
|       | Accomplished | M   |         |         | 5770    | 204                 | 70           |
|       |              | F   |         |         | 5256    |                     |              |
| ODA   | Planned      | M   |         |         |         |                     |              |
|       |              | F   |         |         |         |                     |              |
|       | Accomplished | M   |         |         | 9160    | 272                 | 90           |
|       |              | F   |         |         | 7069    |                     |              |
| REST  | Planned      | M   |         |         |         |                     |              |
|       |              | F   |         |         |         |                     |              |
|       | Accomplished | M   |         |         | 1894    |                     | 40           |
|       |              | F   |         |         | 1549    |                     |              |
| SEPDA | Planned      | M   |         |         |         |                     |              |
|       |              | F   |         |         |         |                     |              |
|       | Accomplished | M   |         |         | 6465    | 155                 | 70           |
|       |              | F   |         |         | 4983    |                     |              |

\*Source: Information supplied by PACT 3<sup>rd</sup> quarter 2008 report

**COMPARISON OF ACCOMPLISHMENTS AGAINST PLANS BY NGOS OPERATING IN EMERGING REGIONS**

**TABLE 15: PROGRESS IN ENROLMENT BY ABECS OPERATING IN THE EMERGING REGIONS AS REPORTED BY PARTNER NGOS**

| Regions  | NGOs   |              | Sex | 2005/06 | 2006/07 | 2007/08 | No. of Facilitators | No. of ABECS |
|----------|--------|--------------|-----|---------|---------|---------|---------------------|--------------|
| Gambella | ANFEAE | Planned      | M   | 700     | 800     | 1100    |                     |              |
|          |        |              | F   | 600     | 700     | 900     |                     |              |
|          |        | Accomplished | M   | 658     | 959     | 932     | 44                  | 20           |
|          |        |              | F   | 639     | 939     | 912     |                     |              |
| Afar     | EMERDA | Planned      | M   |         |         |         |                     |              |
|          |        |              | F   |         |         |         |                     |              |
|          |        | Accomplished | M   | 383     | 506     | 315     | 20                  | 10           |
|          |        |              | F   | 212     | 186     | 257     |                     |              |

\*Source: field data supplied by the partner NGOs

**TABLE 16: ENROLMENT OF ABECs IN EMERGING REGIONS 3<sup>RD</sup>  
QUARTER REPORT BY PACT**

| Regions  | NGOs   |         | Sex | 2005/06 | 2006/07 | 2007/08 | No. of Facilitators | No. of ABECs |
|----------|--------|---------|-----|---------|---------|---------|---------------------|--------------|
| Gambella | ANFEAE | Planned | M   |         |         |         |                     |              |
|          |        |         | F   |         |         |         |                     |              |
|          |        | Actual  | M   |         |         | 495     | 44                  | 20           |
|          |        |         | F   |         |         | 441     |                     |              |
| Afar     | EMERDA | Planned | M   |         |         |         |                     |              |
|          |        |         | F   |         |         |         |                     |              |
|          |        | Actual  | M   |         |         | 315     | 20                  | 10           |
|          |        |         | F   |         |         | 257     |                     |              |

\*Source: Information supplied by PACT

### **Sustainability of the ABEC Program**

In general sustainability does not appear to be a major problem. The regional government and the woreda administration are already heavily involved in the project. In many centers they are providing additional facilitators. They are providing books and technical assistance. They are training facilitators in cluster centers, etc. The communities have already invested so much to the project through cost sharing and management of the ABECs and they justifiably consider that the ABEC is theirs.

Besides the capacity building program of WEO enables the experts to acquire the necessary knowledge and skills to manage, plan and monitor the ABE and FAL programs. This itself contributes to the sustainability of the program.

### **6.2.3 FAL Program**

#### *i) Planning FAL Program*

As one of the three major programs of TEACH, FAL's initial target at the end of the project period was to reach 220,000, later adjusted to 55,000 adults, following a baseline survey. The functional adult literacy program has three components, i.e. Functional Adult literacy program within the ABEC, Women Literacy program and WORTH program. Women literacy and WORTH programs focus on women. The FAL within ABEC covers both men and women.

During the third quarter of 2008, the enrolment of FAL has reached a total of 32,179 (female 19,233 and male 12,937) this figure includes the WORTH program participants.

The specific objective of the two programs: FAL and WORTH is to improve the livelihood among the rural illiterate population.

The plan also envisaged to provide skills in reading, writing and arithmetic linked to agricultural practices, health activities, family planning and population, environmental protection and income generating activities

### **Women Literacy**

The women literacy is a new initiative and started to address the learning needs of women and to also raise the enrolment of adults. The program is piloted in Amhara, SNNPRS, Oromia and Tigray regions.

### **The WORTH Program**

The WORTH program is based on the experience of Nepal. The primary purpose is to build the capacity of women through self-help scheme. The starting point is literacy followed by creating village bank and income generating activities.

Those who are interested in the scheme following orientation sessions about the WORTH program are organized in groups of 15 to 25 women each. Once organized they have their bye laws. The principle is save to improve your livelihood. The groups have facilitators selected from the village who undergoes brief initial training followed by additional short training every six month.

The five major types of training for empowerment workers and focal persons are:

- WORTH orientation training
- Mobile workshop training (monthly program hosted by various groups)
- Training on launching the program
- Management training (part one how to use the format)
- Management part two (bank cycle and how to create business to focal persons).

The four basic texts for the program are: "Basic Literacy for Reading and Writing", "Our Group" to be used as a follow up reader, "The Road to Wealth Book One" and "The Road to Wealth Book Two" for the purpose of encouraging income generating activities. All the four books are meant to be used not only to strengthen the economic capacity of the women but also enrich their literacy skills by actually learning other life skills. The program has encouraging start and will have the potential to set example to the other literacy program (FAL)

According to the women participants, the program has helped them:

- To improve their house
- To express themselves more freely
- To improve their personal hygiene
- To discuss their problems with their group

- To become more independent from their husbands economically
- To send their children to school

ABECs are opened in the communities where the WORTH program is operational.

As of March 2008, the total participants in the program are 9,197.

### *ii) Management of FAL Program*

FAL is managed by the CMC and records are kept by a facilitator entrusted with the task of following up the day-to-day activities. Many factors have militated against FAL program among which are drought and, poverty.

Of the 26 ABECs of this study where adult education is expected to be operational, in none of them have the data collectors been able to observe adult education class although the data collectors were assigned to do so.

**TABLE 17: FAL ENROLLMENT OF SOME OF THE ABECs VISITED**

| <b>S.N</b> | <b>Woredas</b>  | <b>ABECs</b>          | <b>Enrollment</b> | <b>Remarks</b>                 |
|------------|-----------------|-----------------------|-------------------|--------------------------------|
| 1          | Shashemene      | 1 Awasho Denke        | 45                | Attended for 2 months and left |
|            |                 | 2 Watere Shegule Sile | 20                |                                |
| 2          | Siraro/Aje      | 1 Bekele Deya         | 27                |                                |
|            |                 | 2 Sondhi              | 25                |                                |
| 3          | Arbaminch Zuria | Zigit Fererso         | 60                |                                |
| 4          | Derashe         | 1 Bussa Obisko        | Nil               | No enrollment in 2008          |
|            |                 | 2 Rayle               | Nil               |                                |
| 5          | Lemo            | 1 Digba               | 34                |                                |
|            |                 | 2 Shurma              | 40                |                                |

Participants were absent due to one reason or another, among which is to receive relief grain. But, the remark of the supervisor of Lemo woreda implies the need for sensitization. He indicated that the people are not sensitized and that he is planning to organize a coffee ceremony to discuss the importance of literacy. The remark of the supervisor appears to be more acceptable reason than queuing for relief grain alone as the only reason for not attending literacy classes.

### *iii) Monitoring of FAL Program*

During the data gathering the visiting team has learnt that FAL program is monitored along with the ABE children program. In Table 18 the aggregate field response study of CMC (5-2.21 and 3-2.21) and supervisors i.e. 8/11 (73%) and 8/8 (100%) respectively show that monitoring is done along the ABE program.

**TABLE 18: RESPONSES ON MONITORING FAL PROGRAM**

| S.N | Responses  | Respondents and Frequency |                          |
|-----|--|---------------------------|--------------------------|
|     |  | CMC (FAL 5-2.21)          | Supervisors (FAL 3-3.21) |
| 1   | Frequency of monitoring FAL is same as ABEC children program | 8=8/11=73%                | 8=8/8=100%               |
| 2   | No response  | 3=3/11=27%                |                          |

Further CMC responses i.e. 14/19 (74%) in Table 19 below. On FAL indicate that the frequencies of monitoring (3.9 times/quarter) by TEACH supervisors and WEO is the same as that of the ABE program.

**TABLE 19: RESPONSES ON MONITORING FAL PROGRAM**

| S.N | Responses                              | Respondents and Frequency |
|-----|--|---------------------------|
|     |  | CMC (FAL 5-2.22)          |
| 1   | PACT monitors FAL                      | 1=1/19=5%                 |
| 2   | TEACH supervisors and WEO monitors FAL | 14=14/19=74%              |
| 3   | NDA monitors FAL                       | 1=1/19=5%                 |
| 4   | CMC monitors FAL                       | 1=1/19=5%                 |
| 5   | No response                            | 2=2/19=11%                |

On the part of PACT and the partners attempt is being tried out through WORTH and Women Literacy programs.

So far 398 groups each having 20 to 25 women have completed the supplementary literacy of WORTH program.

The Women Literacy is a new initiative still in pilot stage one of its objectives is to raise the enrolment of adults. So far there are 4973 participants in the program.

In general, the progress of TEACH's FAL program has not been as expected. Various reasons by various stakeholders, woreda education officers, supervisors and facilitators, have been pointed out. The reasons range from absence of adequate needs assessment before the commencement of the program on the needs of the participants; adults' belief that the literacy program does not solve their immediate problems; less focus by government entities and the impact of the drought, etc. Respondents also added that the TEACH plan doesn't show the strategies to attract adults to come to the ABECs and that the program is designed to teach language and numeracy without integrating life skills.

*iv) Input for FAL Program*

For Functional Adult literacy operating within ABECs, the inputs included the facilities of the ABECs, books, lanterns and kerosene for evening classes.

The inputs for WORTH program are 11 field focal persons (partners level), women literacy program operators in 10 woredas, 47 centers with 47 facilitators, a program manager and two assistants at PACT level, 364 voluntary facilitators, supplementary literacy text books, facilitators guide.

Coordinators/facilitators and materials on agriculture, soil conservation, HIV/AIDS, environmental protection, income generation and family planning support the new women literacy program.

*v) Progress of FAL Program*

**TABLE 20: ENROLMENT IN FAL 2005-2008 3<sup>RD</sup> QUARTER**

| Year                 | Quarters        | Enrollment Adults |        |               |
|----------------------|-----------------|-------------------|--------|---------------|
|                      |                 | M                 | F      | TOTAL         |
| July-Sept 2005       | 1 <sup>st</sup> | 2137              | 916    | 3083          |
| Oct-Dec2005          | 2 <sup>nd</sup> | 2383              | 977    | 3360          |
| Jan-Mar 2006         | 3 <sup>rd</sup> | 6993              | 3095   | 10,088        |
| April-June 2006      | 4 <sup>th</sup> | 5170              | 2295   | <b>9157</b>   |
| July-Sept. 2006      | 1 <sup>st</sup> | 7031              | 3090   | 10,121        |
| <b>Literacy</b>      |                 |                   |        |               |
| Oct-DEC 2006         | 2 <sup>nd</sup> | 8516              | 11,614 | 20,130        |
| <b>Post Literacy</b> |                 |                   |        |               |
| "                    | "               | 277               | 248    | 528           |
| "                    | "               |                   |        |               |
| <b>Level One</b>     |                 |                   |        |               |
| Jan-Mar 2007         | 3 <sup>rd</sup> | 9438              | 4390   | 13,828        |
| <b>Level Two</b>     |                 |                   |        |               |
| "                    | "               | 2015              | 9785   | 11,800        |
| "                    | "               |                   |        |               |
| <b>Level One</b>     |                 |                   |        |               |
| Apr-June 2007        | 4 <sup>th</sup> | 7860              | 3225   | 11,085        |
| <b>Level Two</b>     |                 |                   |        |               |
| "                    | "               | 2602              | 9693   | <b>12,245</b> |
| "                    | "               |                   |        |               |
| <b>Level One</b>     |                 |                   |        |               |
| July-Sept 2007       | 1 <sup>st</sup> | 5190              | 2697   | 7887          |
| <b>Level Two</b>     |                 |                   |        |               |
| "                    | "               | 1,754             | 9,377  | 11,131        |
| <b>Level Three</b>   |                 |                   |        |               |
| "                    | "               | 1073              | 461    | 1534          |

| Year         | Quarters        | Enrollment Adults  |        |             |
|--------------|-----------------|--------------------|--------|-------------|
|              |                 | M                  | F      | TOTAL       |
|              |                 | <b>Level One</b>   |        |             |
| Oct-Dec 2007 | 2 <sup>nd</sup> | 6533               | 3607   | 10,140      |
|              |                 | <b>Level Two</b>   |        |             |
| "            | "               | 4148               | 10,957 | 15,105      |
|              |                 | <b>Level Three</b> |        |             |
| "            | "               | 1272               | 538    | 1810        |
|              |                 | <b>Level One</b>   |        |             |
| Jan-Mar 2008 | 3 <sup>rd</sup> | 7121               | 7988   | 15109       |
|              |                 | <b>Level Two</b>   |        |             |
| "            | "               | 4150               | 10533  | 14692       |
|              |                 | <b>Level Three</b> |        |             |
| "            | "               | 1666               | 712    | <b>2378</b> |

**Source:** PACT quarterly reports

Table 20 above shows the participation in FAL program July 2005 to March 2008. As can be seen from the table, attendance in FAL program is weak and needs improvement and strengthening. The last quarter, i.e., first year of implementation (2006), enrolment was 9157 and during the third quarter of 2008, the third level enrolment was only 2378. Reasons given for the weakness of the program include, but not necessarily limited to, inadequate awareness creation, inadequate needs assessment, problem of conflict in some areas, drought, and insufficient support to the program at all levels including government level, etc.

Although the Government has started taking positive action to support the implementation by issuing guidelines and including non-formal education statistics in the annual educational statistical abstract, there still remains much to be done. Government bodies at all levels have to campaign for literacy, regular programs have to be in the air supporting the literacy program and creating awareness of the importance of literacy, etc. USAID/PACT has to provide assistance to the program through training specifically focusing on Adult Literacy, assigning at least one senior person if possible from the community or from outside that will focus on Adult Literacy, encourage or support the opening of small reading rooms. The partner NGOs must see the importance of the program than what they are doing at present by providing more supervisory service and training. The training of adult education facilitators must focus not on theory but more on how to popularize literacy within the community. Literacy program can be provided even while the people work on their farm or doing some other routine work. It all depends on the method employed.. To improve the method of teaching of the facilitators, the most important in put is training and supervision. There is no need to focus on theory but on actually what to do assuming that they know the subject matter they are expected to teach.

Resources are limited, but for the time being it seems there is no alternative except asking donors to be generous especially for the supervision and follow up aspect of the program, inducement for facilitators and supervisors. This will be in addition to whatever the communities are chipping in to the program. At the same time a mechanism has to be worked out to improve the economic situation of the communities.

### **Linkage of the Three Program Approaches**

The three programs that PACT embarked on are:

- i. Expanding access to ABE
- ii. Expanding adult functional literacy
- iii. Strengthening woreda education office capacity

The fact that the three pillars of TEACH - ABE, FAL and WEO Capacity Building - complement and reinforce each other for success in education is obvious as explained here below with some examples from the field.

The findings of the mid-term evaluation indicate that the three component programs complement each other. For example strengthening the capacity of the WEO enabled the WEO experts and staff to accept the program and involve in supervising the ABE and FAL programs. Sometimes the TEACH supervisor and WEO experts jointly monitor the ABE and FAL program e.g. Lemo Woreda. In turn the ABEC provide information on the performance, achievement, and teaching methodology such as preparation and using teaching aids etc. to the WEOs which enrich their capacity. In the field there is low participation of adult literacy program. The information of low participation helped in some woredas and PACT level to follow better approaches for FAL functional literacy e.g. WORTH (Sirara/Aje, Aleltu Bereh) and raising awareness of communities on the value of education during coffee ceremony by TEACH supervisor and WEO experts working together (Lemo). In many ABECs where children and adults programs are going on, many children and sometimes in crowded classes attend ABECs. It shows that FAL program has an effect on parents to send their children to ABECs.

## 7. CHALLENGES, OPPORTUNITIES, LESSON LEARNED AND EFFORT TOWARDS INFLUENCING POLICY

### 7.1 Challenges

#### MATRIX THAT SHOWS CHALLENGES OF ABE AND FAL PROGRAMS AND CAPACITY BUILDING

| S.N | ABE Program   | S.N | FAL Program   | S.N | Capacity Building   |
|-----|---|-----|---|-----|---|
| 1   | <p><b>Child Labour</b></p> <p>1.1 Lack of parents' knowledge about the effect of child labour to school attendance and achievement</p> <p>1.2 Child labour as obstacle to school attendance</p> | 1   | <p><b>Motivation and Poverty</b></p> <p>1.1 Lack of motivation of adults to attend literacy</p> <p>1.2 Poverty of parents in deprived communities and drought prone areas</p> <p>1.3 Life style of communities in pastoral area</p> | 1   | <p><b>Capacity Building</b></p> <p>1.1 Strengthening WEO capacity building through training</p> <p>1.2 Improvement of training manuals</p> <p>1.3 Strengthening capacity of CMC members</p> <p>1.4 Improving teaching methodology of facilitators</p> <p>1.5 Making PACT/TEACH project flexible</p> <p>1.6 Exchange of experiences of best examples of practices on a continuous bases</p> <p>1.7 Sustainability of ABE and FAL program through training and handling over the ABEC to WEO</p> <p>1.8 Use of multimedia approach</p> <ul style="list-style-type: none"> <li>- advocacy of child right</li> <li>- promotion of basic education (through print media, radio, television, etc)</li> </ul> <p>1.9 Turnover of trained WEO staff</p> |

| <b>S.N</b> | <b>ABE Program</b>  | <b>S.N</b> | <b>FAL Program</b>   | <b>S.N</b> | <b>Capacity Building</b> |
|------------|---|------------|--|------------|--------------------------|
| <b>2</b>   | <b>Textbooks and Writing Materials</b><br><br>2.1 Lack of provision of adequate writing materials<br>2.2 Shortage of textbooks<br>2.3 Shortage of teaching aids                           | <b>2</b>   | <b>Policy and Guidelines</b><br><br>Absence of clear policy and guidelines for FAL program   |            |                          |
| <b>3</b>   | <b>Inaccessibility</b><br><br>Some ABECs are inaccessible to vehicle and difficulty to transport education materials and supervise  | <b>3</b>   | <b>Supervision and Monitoring</b><br><br>3.1 Inadequate supervisory service<br>3.2 Shortage of budget for supervision<br>3.3 Shortage of logistic and finance for monitoring at PACT level |            |                          |
| <b>4</b>   | <b>Supervision and Monitoring</b><br><br>4.1 Inadequate supervisory services<br>4.2 Shortage of supervisory budget<br>4.3 Shortage of logistic and finance for monitoring at PACT's level | <b>4</b>   | <b>Inaccessibility</b><br><br>Some ABECs are inaccessible to vehicle and difficulty to transport education materials and supervise   |            |                          |
| <b>5</b>   | <b>Salary of Facilitators</b><br><br>Low salary compared to government salary scale   | <b>5</b>   | <b>Salary of facilitators</b><br><br>Low salary  |            |                          |
| <b>6</b>   | <b>Qualification of Facilitators</b><br><br>Problem of getting qualified and experienced facilitators   | <b>6</b>   | <b>Qualification of Facilitators</b><br><br>Problem of getting qualified and experienced facilitators  |            |                          |

| <b>S.N</b> | <b>ABE Program</b>   | <b>S.N</b> | <b>FAL Program</b>   | <b>S.N</b> | <b>Capacity Building</b> |
|------------|--|------------|--|------------|--------------------------|
| <b>7</b>   | <b>Splitting Woredas</b><br><br>Woredas made to split into two require more resources  | <b>7</b>   | <b>Splitting Woredas</b><br><br>Woredas made to split into two require more resources                        |            |                          |
| <b>8</b>   | <b>Soaring Costs</b><br><br>8.1 Acute shortage of budget for construction and purchase of furniture<br>8.2 Shortage of desks                                     | <b>8</b>   | <b>Soaring Costs</b><br><br>Acute shortage of budget for the construction of ABECs and purchase of furniture |            |                          |
| <b>9</b>   | <b>Database Limitation</b><br><br>9.1 Establishment of database for Educational materials, finance, property and enrollment<br>9.2 Training on record management | <b>9</b>   | <b>Database</b><br><br>Establishment of database   |            |                          |
| <b>10</b>  | <b>WORTH &amp; Women Literacy Program</b><br><br>10.1 Expanding and strengthening the program to unreached communities   |            |  |            |                          |
| <b>11</b>  | <b>Sustainability</b><br><br>Most ABECs have no reading rooms  | <b>10</b>  | Same   |            |                          |
| <b>12</b>  | Raising the present ABEC enrollment 76,000 to the planned target (150,000)   | <b>11</b>  | Raising the present FAL enrollment 32,109 to the planned target (55,000)                                     |            |                          |

## 7.2 Opportunity

### MATRIX THAT SHOWS OPPORTUNITIES FOR ABE AND FAL PROGRAMS AND CAPACITY BUILDING

| S.N | ABE Program  | FAL Program | Capacity Building                |
|-----|--|-------------|----------------------------------|
| 1   | Support provided to TEACH program by MoE;<br>- Provision of strategic guidelines<br>- Inclusion of non-formal education statistics in the Education Statistics Annual Abstract | Same        | Provision of strategic guideline |
| 2   | Demand for Abe and FAL programs and Capacity Building by RSBES   | Same        | Same                             |
| 3   | The CMC availability to provide the leadership   | Same        | -                                |
| 4   | NGOs willingness to participate in providing education in remote areas   | Same        | Same                             |
| 5   | The current experience of USAID/TEACH Project that can serve as a starting point to work in remote unreached areas   | Same        | Same                             |
| 6   | The commitment made by the Ethiopian government to meet EFA and MDGs   | Same        | Same                             |
| 7   | Availability of dedicated and hardworking facilitators and supervisors and commitment of local officials at woreda level to the TEACH approach                                 | Same        | Same                             |
| 8   | Willingness and acceptance of TEACH by the community   | Same        | Same                             |
| 9   | The provision of data entry forms provided to the programs that can serve as a nucleus to establish a database system  | Same        | Same                             |
| 10  | Selection of Teacher Training Colleges to strengthen the non-formal education program by initiating separate department  | Same        | Same                             |
| 11  | Cost sharing approach by community to expand ABECs   | Same        | -                                |
| 12  | Creating job opportunity to higher local facilitators and supervisors  |             |                                  |

| <b>S.N</b> | <b>ABE Program</b>  | <b>FAL Program</b> | <b>Capacity Building</b> |
|------------|---|--------------------|--------------------------|
| <b>13</b>  | WORTH & Women Literacy Program have great potential to make the functional adult literacy program meaningful to the beneficiaries through enhancing various life skills |                    |                          |
| <b>14</b>  | Various training manuals were prepared in four language (Amhara, Tigrigna, Oromigna and Somali)   | Same               | Same                     |
| <b>15</b>  | Collaboration between government, community and NGOs to implement the program   | Same               | Same                     |

### **7.3 Lessons learned**

- That the Alternative Basic Education Approach works and is useful to help meet the MDGs and EFA
- With adequate guidance and supervision the ABEC approach is an effective mechanism to make education accessible to remote communities
- The Functional Adult Literacy requires more effort and perhaps a new approach to attract rural people to attend the program
- The Women Literacy and WORTH programs will have a great potential to succeed
- Collaboration among government, NGOs and communities to start Alternative Basic Education in the underserved rural areas.
- Preparation of various training manuals in four languages (Amharic, Oromigna, Tigrigna and Somaligna) to build the capacity of WEOs.

### **7.4 Effort towards Influencing Policy**

PACT has carried out various activities at federal and regional levels to promote education development and in particular non-formal basic education and adult education and contribute its part to influence government policy. At federal level PACT has actively participated in the development of the national adult education strategy in cooperation with MoE, UNESCO and IIZ/DVV. At regional level it has supported Government and NGO joint education conferences in SNNPR, Tigray, Benishangul Gumuz and Amhara. These conferences have provided a forum where educational issues are discussed including non-formal and alternative basic education. Recent developments show that more and more emphasis is given to non-formal adult education as shown in the ESDP III.

## 8. CONCLUSIONS

The reaction of the Ministry of Education and the regional and woreda officials to TEACH is positive, encouraging and a challenge to USAID/PACT to expand and strengthen the program in the regions, and the reason why it is recommended that the program be extended to other more deprived communities with emphasis on capacity building and other essential inputs like provision of sufficient education materials strengthening supervision exchange of best practices adjusting salary of qualified facilitators of ABECs, encouraging the establishment of reading rooms, raising public awareness on the value of education etc. at local grassroots level.

The approach of the grantee, PACT, for implementing Alternative Basic Education is the right approach to sustainable development and local community level capacity building which is a prerequisite for the ABE implementation.

The assumption that the three pillars of TEACH reinforce each other is a sound pedagogical approach. The three program components of alternative of basic education envisaged to reinforce each other are found to be working. As observed in the field, the capacity of woreda education offices enabled experts to supervise ABE and FAL programs and in turn, the ABE provides database on the performance, achievements and teaching methodology and curriculum implementation of 3 years that give them a good experience. The fact that many children attend ABECs where FAL program is going on is a clear indication that FAL has impact on the parents to send their children to ABECs in large numbers. Therefore the three program components are found to be complementary at the implementation area.

The emphasis on community ownership and empowerment is the key to sustainable development of the program; without losing sight of the challenging task to do so. The challenge is more pronounced in areas where PACT planned to operate. The emphasis given to pastoral target woredas, Safety-Net food deficit target woredas and remote sedentarized target areas where educational service has not reached is an important contribution for bridging the gap between those who are better privileged and those less privileged and creating a more egalitarian society necessary for development.

In some of the communities, there are overcrowded classrooms of as many as 100 to 170 children per class. This shows the interests of parents to send their children to school but needs to be solved by building more classrooms in such communities to give effective education to children.

Since in some schools, there are shortages of textbooks, this problem will have negative effect on the learning of children. It requires some more effort by the concerned bodies to solve the problem.

In many rural areas, there is the need of the labour of children by many parents that needs to be discouraged through awareness creation and legal means.

The ABEC children's program has made a significant contribution in making education accessible to children who did not have a chance to attend school. The USAID/PACT effort can have a great potential to contribute to meeting Education -for-All goals (EFA) and MDGs.

The WEO training program is found to be useful, but it would be more useful if the training is provided in stages staggered and interspersed with work.

The ABEC level facilitators experience and knowledge in methods of teaching especially teaching adults needs improvement.

The program of FAL is weak and requires a more focused attention.

The supervision and guidance provided to ABEC especially to those centers in remote areas is not adequate. More emphasis has to be given to this aspect of the program.

The USAID/PACT contribution to TEACH program although modest has served as "YEAST" to start the program and encourage the communities, the WEOs and RSBs to give additional support to the program and make it sustainable.

The implementation of TEACH program has various problems: attitudinal problems, absence of policy with regard to adult education, qualification of WEO staff and ABEC facilitators, etc. As a result targets may not have been met in some of the program, e.g. FAL, but this should not be used as reasons for despair. The problems of implementation are likely to continue as they are part of the process, but challenge to be faced boldly.

The finding of the mid-term evaluation has shown that provision of learning opportunities to more than 80,000 children for the first time in their life can be achieved using the 550 target centers. Also the literacy program participants can be increased by raising the awareness of communities on the value of education and by alleviating poverty and food shortage through collaborative efforts of NGOs and Woreda Administration.

## **9. RECOMMENDATIONS**

### **9.1 Planning WEO Capacity Building**

Capacity building for success and sustainability of a project is very essential.

In general all capacity building interventions, as much as possible, should be planned by the involvement of local stakeholders (Regional Bureaus, Woreda Offices, Kebele Administration and Communities) which should have helpful effects on problem orientation and ownership.

### **9.2 Strengthening the Training for WEO Capacity Building**

Strengthening WEO capacity to effectively manage the formal and non-formal education program is very essential. The major means of capacity building is training to staff members of WEOs. To find out the strength and weakness of WEOs a pre test should be conducted during needs assessment that can be repeated after the five day training. This practice can serve two purposes: to find out what they know and what they don't know about the work they are expected to do; it helps to design a more tailor made course for such a short time training and it also helps to find out how much the trainees got from the training. The questions for this type of test can be designed using job descriptions or on the type of knowledge and skills the implementation of the programs require. Besides the field study shows there is a high turnover of staff and to offset this, more training opportunities should be available.

### **9.3 Improve the Training Manuals for WEO Capacity Building**

It is necessary that the clientele be clear whether the materials are prepared for the trainers or for the trainees and adjusted accordingly. A training manual is a step-by-step guide on how to conduct training using language construction simple enough to be handled by trainers. It would be useful if a training manual is prepared for use by the trainers. It would also be more useful if the materials for the trainees are simplified and tailor made for the five days training.

### **9.4 Capacity Building of Communities (e.g. CMC members)**

Although so much useful work is done to make education accessible to deprived children, by USAID/TEACH project, there still remains so much to be done to make use of such an important opportunity for capacity building at the community to help the community become more capable to manage and own the educational development programs in their community. It is recommended that more effort be made to strengthen the capacity of the communities in the various aspects of the educational management: personnel management, financial management, property management, identification of priorities, planning, etc. Turnover of trained CMC members is common and there is a need to train the new CMC members.

### **9.5 Improving the Method of Teaching of Facilitators**

Considering the qualification and experience of facilitators, it is necessary that more attention be given to on the spot training for the facilitators supported by

mentoring. Supervisors have to be trained and supported to this end. This is true for Afar and Somali regional states in particular.

#### **9.6 Provision of Adequate Textbooks**

In some centers visited, there is shortage of teaching aids and writing materials, textbooks and the book/pupil ratio is 1 to 3. This has to improve so that children can get one book each in every subject.

#### **9.7 Need for Making TEACH Project Flexible**

The nature of TEACH project requires flexibility and many situations in Ethiopia are in the state of flux. Woredas are splitting to improve the local management, cost of living is soaring up and the Government is trying to keep up by increasing salaries of civil servants, unexpected man-made and natural disasters can occur any time. TEACH program has to be designed in a way that it is ready to face such situations or challenges.

#### **9.8 Problem of Qualification of WEO Staff**

This situation has to be rectified if serious effort is to be made to build the capacity of the WEOs especially the less developed woredas that require more attention. Pedagogically, it is impractical to provide the same kind of training using the same type of teaching materials to groups so wide apart in their academic qualification. At least supplementary materials should be prepared for use by less qualified WEO staff to offset their shortcomings.

#### **9.9 Need for a Flexible Approach to FAL Program**

The process of helping the community people realize the importance of their own education and that of their children and the role it can play in improving their life and that of their children has to be given more attention. Studies, here in Ethiopia, have shown that people in rural communities have under normal circumstances not identified education as the top of their priority concerns. An approach has to be designed for genuine and practical awareness creation. This has the possibility of strengthening the functional adult literacy program and reduce tardiness, absenteeism and dropout of children from school.

In food deficit areas collaborative efforts with other relevant NGOs like WFP and UNICEF are needed to solve their immediate problems and attend literacy program.

#### **9.10 The Need for Policy Guideline for Adult Education**

Absence of policy is mentioned as one of the main reasons for weakness of FAL or adult education. The existence of policy can help to coordinate non-formal education activities in the country. It is, therefore, recommended that the MoE draft a policy on Adult non-formal education. This will help to create a mechanism for stronger coordination and exchange of experiences between and among regions, woredas and communities.

### **9.11 The Need for Coordination and Exchange of Best Example of Practices**

In this context coordination should be understood to mean and include the objectives of exchange of information on experiences and methods, harmonization of objectives, establishment of modalities of cooperation to avoid unnecessary duplication, thereby complementing and supplementing each other's work for the achievement of common objectives.

### **9.12 Fighting Child Labour that Interferes with Children's Education**

Field study has shown that the main reason for dropout, tardiness and absenteeism of children is the need of the labour of the children at home and in the farm. Serious attempt has to be made to show the parents and the community the importance of education and the problem of engaging children in labour at the cost of their education. The community and the parents may not be aware of the UN Convention on the Rights of the Child and also the various laws proclaimed by the government related to child labour. It is necessary that supervisors and facilitators know these Convention and government proclamations. It will be useful if the WEO capacity building and the facilitators training include these elements in their training.

The most important gap in the training of facilitators and supervisors is the skill to show the people the importance of education of their children. The parents must know that they can and must be able to live without the labour of their children. Parents and the community must know that they cannot use the need of child labour as an excuse for not sending their children to school. It is up to the woreda and kebele administrations to enforce the right of the child to education enunciated in the UN Convention and Declaration on the Rights of the Child and various other national and international agreements to which the Government is committed.

### **9.13 Twining Arrangement to Improve Education in ABECs**

Writing materials are provided for use by the facilitators. But the children do not have writing materials; it is probably assumed that parents will supply them. However, considering the economic situation of most communities where the program is implemented it would have been advisable had a twining arrangement is made with WFP, UNICEF, etc to provide school feeding program and supply of educational materials especially in food deficit areas. In some cases it can help to attract children to come to the center. In many classes visited children use only one exercise book for all the four subjects and they are poorly handled.

### **9.14 The Need of Reading Rooms**

Since reading rooms play an important role in the education of children and adults, it is recommended that reading rooms be established in the ABECs with relevant reading materials. The facilitators and the pupils can make use of the reading rooms. The reading rooms will help to promote the reading culture in the community. They are important factors in creating a literate society.

**9.15 Creation of Institutionalized Database at Woreda Level**

To ensure easy communication of project data to all stakeholders functional and sustainable database should be instituted. The creation of institutional database of pupils, facilitators, supervisors, WEO staff, head facilitators, facilities and educational materials have to be recorded and the forms kept at the woreda level. It is the woreda head that communicates the compiled data to the appropriate stakeholders.

**9.16 Training Program on Record Management and inputs**

- Training programs on records management be organized for the appropriate staff of ABEC, FAL and WEOs.
- Filing Cabinets for record keeping materials and data management facilities/equipments for processing the data need to be supplied to the woreda

**9.17 Strengthening Monitoring of ABEC**

Monitoring of ABEC children's program should be strengthened by allocating some more funds for the learning and teaching process since the present allocation is far short from what the program requires.

**9.18 Inaccessibility of ABECs**

Some ABECs are inaccessible to vehicle and difficulty to transport education materials such as textbooks. To solve this kind of problem the TEACH supervisor and CMCs should make appropriate arrangement like donkey, mules and camels to transport the materials.

**9.19 Use of Multimedia Approach**

Continue strengthening and supporting the multimedia approach of PACT/TEACH program through resource center, advocacy of child right and promotion of basic education through print, radio and television media.

**9.20 Low Salary of Facilitators**

Adjust their salary with government scale for facilitators who got certificate from teacher education colleges. e.g. raising Birr 400 to Birr 600. For pastoral areas hardship allowance must be considered.

**9.21 Problem of Qualified and Experienced Facilitators Particularly for Emerging State (Afar and Somali)**

Continuous training program should be organized to up-grade their skill.

**9.22 Splitting Woredas e.g. Siraro/Aje, Gemechis**

PACT/TEACH program should be ready to make available the necessary budget for hiring new TEACH supervisors, capacity building and other operational budget.

### 9.23 Soaring Construction Costs

Costs of building construction and furniture have greatly been increased and the budget allocated does not match with the cost increase. Measures should be taken to adjust the budget according to the existing reality of cost increase of goods and labors.

### 9.24 Sustainability of the Program

One way to improve and maintain the quality of education is to establish reading rooms where children and facilitators can have access to more information. Besides, reading rooms if used properly can prevent relapsing into illiteracy.

### 9.25 Raising FAL Enrollment

- Raising awareness of communities about the value of education and convince youths and adults to attend literacy program
- Seek collaboration for joint undertaking with NGOs and international organizations like WFP, UNICEF and others to help provide basic needs for the marginalized communities.

### 9.26 Approaches to Increase Enrollment

#### a) Using Double Staff

#### RAISING ENROLLMENT OF ABECS' CHILDREN

| S.N | Region            | (1)          | (2)               | (3)                            | (4)                           | (5)                               |
|-----|-------------------|--------------|-------------------|--------------------------------|-------------------------------|-----------------------------------|
|     |                   | No. of ABECS | Enrollment (2007) | Expected Enrollment (100/ABEC) | Enrollment Using Double Shift | New Enrollment for 2008 (Level 1) |
| 1   | Afar              | 20           | 1418              | 2000                           | 4000                          | 2582                              |
| 2   | Amhara            | 110          | 15,921            | 11,000                         | 22,000                        | 6079                              |
| 3   | Benishangul Gumuz | 10           | 1041              | 1000                           | 2000                          | 959                               |
| 4   | Gambella          | 20           | 936               | 2000                           | 4000                          | 3064                              |
| 5   | Oromia            | 175          | 31,099            | 17,500                         | 35,000                        | 3901                              |
| 6   | SNNPR             | 141          | 20,347            | 14,100                         | 28,200                        | 7853                              |
| 7   | Somali            | 26           | 1812              | 2600                           | 5200                          | 3388                              |
| 8   | Tigray            | 40           | 3443              | 4000                           | 8000                          | 4557                              |
|     | <b>Total</b>      | <b>542</b>   | <b>76,017</b>     | <b>54,200</b>                  | <b>108,400</b>                | <b>32,383</b>                     |
|     |                   | <b>+8</b>    |                   |                                | <b>1600</b>                   | <b>+1600</b>                      |

### TOTAL ENROLLMENT OF ABECs

| S.N | Description  | (1)   | (2)                                     | (3)                    | (4)                           | (5)                                      |
|-----|--|-------|---|------------------------|-------------------------------|--|
|     |  | ABECs | 3 <sup>rd</sup> Quarter 2007 Enrollment | Enrollment at 100/ABEC | Enrollment Using Double Shift | Enrollment for 2007/08                   |
| 1   | 2007 reported data                                   | 542   | 76,017                                  | 54,200                 | 108,400                       | 32,383                                   |
| 2   | 2008/9 targets                                       | 550   |   | 55,000                 | 110,000                       |  |
| 3   | To fulfill planned targets                           | 8     | -                                       | 800                    | 1600                          | 1600                                     |
| 4   | Promoted children from level 3 to grade 5 in 2008/09 | -     | -                                       | -                      | -                             | 14,000 (refer to table 20 of the report) |
| 5   | Targeted enrollment in 2008/09                       |       |   |                        |                               | 47,983<br>76,017                         |
|     |  |       |   |                        |                               | <b>124,000</b>                           |

Achievement in 2008/09 using double staff approach can be expected to be  $76,017 + 32,383 + \text{level 3 ABEC children in 2007/08 that are promoted to grade 5 in 2008/09 (14,000)} = 124,000$  which is 81.6% of 150,000

PACT has to support communities to acquire additional 8 ABECs to meet the planned target 550 and accommodate 1600 children.

- If the target number of ABECs is to be met i.e. 550, and then there will be space for additional 1600 children for further raising the achievement to 82.7%.
- To raise the achievement through shift system requires:
  - o Efforts of the communities and CMCs to send children to ABECs
  - o Communities will have to recruit 680 additional ABECs facilitators by trying to get support from the government and NGOs.
  - o Pact has to provide textbooks.

b) If the above suggestion is difficult to implement, using the targeted 550 ABECs for which budget is allocated, the achievement of enrollment of pupils can reach about 90,000 by 2008/09 is:

|  |   |
|--|---|
| - Enrollment in 542 ABECs  | 76,017                                      |
| - Enrollment in 8 new ABECs  | 800   |
| - Level 3 pupils in 2007/08 that are estimated to be promoted to grade 5 of formal primary school in 2008/09 | <u>14,000</u>                               |
| <b>Total</b>   | <b>90,817 (60.5% of the target 150,000)</b> |

**c) Alternative Approach for Pastoralists Area**

The findings, in table 11, indicate that the enrollments of children, particularly, in Gambella, Afar and Somalia are low. These are mainly pastoralist areas with different life style of people compared to those in other places where the mode of life is sedentary. Considering the low enrollment of children and under capacity of the existing ABECs in the pastoralist areas in general, it is recommended that other special packages of programs for ABE, FAL and capacity building be developed to suit their life style. This type of approach requires looking into mobility of people and suitable available spaces such as religious centers for provision of secular education and also mobile ABECs for conducting ABE programs. These approaches for ABECs should be expanded to reach the unreached.

The people living in pastoralist areas are usually marginalized from access to basic needs. The extension of ABE programs for some more years could help to address the problem. The extension of the programs demands resources such as manpower, finance and materials including hardship allowances for facilitators and supervisors.

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## Every Child Counts