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Cooperative Agreement # 663-A-00-05-00401-000
Transforming Education for Children and Adults
in the Hinterlands TEACH I
Final Report

October 2004 to September 2009

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List of Acronyms

ABE	Alternative Basic Education
ABEC	Alternative Basic Education Center
ADA	Amhara Development Association
ADAA	African Development Aid Association
AE	Adult Education
AFD	Action for Development
AFL	Adult Functional Literacy
AGOHELD	Abebech Gobena Yehetsanat Kebekabena Limat Dirijit
ANFEAE	Adult and Non-formal Education Association in Ethiopia
APDA	Afar Pastoralist Development Association
BEAE	Basic Education Association Ethiopia
BRDA	Benishangul Relief and Development Association
CBO	Community-Based Organization
CEO	Chief Executive Officer
CMC	Center Management Committee
CTE	College of Teacher Education
EDA	Emanuel Development Association
EECMY-SWS	Ethiopian Evangelical Church Mekane Yesus-South West Synod
EFA	Education For All
EMIS	Education Management Information System
EMRDA	Ethiopian Muslims Relief and Development Association
GCE	Global Campaign for Education
GER	Gross Enrollment Ratio
GPSDO	Gurage Peoples Self Help Development Organization

HFH	Hope for the Horn
HQ	Headquarters
HTP	Harmful Traditional Practices
IGA	Income-Generating Activities
KCADO	Kind Hearts Children Aid Development Organization
LETTER	Learning for Empowerment Through Training in Ethnographic Research
LIAE	Love in Action Ethiopia
M&E	Monitoring and Evaluation
MERL	Monitoring, Evaluation, Reporting and Learning
MKC-RDA	Meserete Kristos Church-Relief and Development Association
MOE	Ministry of Education
MOFED	Ministry of Finance and Economic Development
MOU	Memorandum of Understanding
NDA	National Development Association
NFE	Non-Formal Education
NGO	Non-Governmental Organization
ODA	Oromia Development Association
PADET	Professional Alliance for Development in Ethiopia
PDRA	Pastoralist Development and Relief Association
PROGYNIST	Women Empowerment Indigenous NGO
PTA	Parent-Teacher Association
RATSON	Women, Youth and Children Development Program
RCWDA	Rift Valley Children and Women Development Association
REFLECT	Regenerated Freirean Literacy through Empowering Community Techniques
REST	Relief Society of Tigray

RSEB	Regional State Education Bureau
SEPDA	Southern Ethiopia Peoples' Development Association
SIDA	Swedish Development Agency
SNNPR	Southern Nations, Nationalities and People's Regions
SOPDA	South Omo People Development Association
TEACH	Transforming Education for Adults and Children in the Hinterland
TOT	Training of Trainers
TWG	Technical Working Group
USAID	United States Agency for International Development
WCAT	Wabi Children's Aid and training
WEO	Woreda Education Office
WETB	Woreda Education and Training Board
WSO	Women Support Organization
ZED	Zonal Education Department

Executive Summary

The USAID-Ethiopia Mission funded Transforming Education for Adults and Children in the Hinterland (TEACH) project which was implemented by Pact Ethiopia and its 27 Ethiopian partner non-governmental organizations (NGOs) in eight regions of Ethiopia. The project ended on September 30, 2009. The program goal was to increase the educational attainment of both children and adults in disadvantaged parts of the country and to improve the capacity of woreda education offices to enable them to manage non-formal education programs effectively.

The intended outputs of the program were to increase access to education by 30% in the catchment areas by enrolling 155,000 out-of-school children through alternative basic education (ABE); to increase adult literacy by 30% by enrolling 55,000 adults in functional literacy programs and to train 600 Woreda Education Officers (WEO) from 63 target and 20 adjacent woredas.

The TEACH project is the largest of its kind both in terms of the number of target groups it reached and geographical coverage. It has accomplished remarkable achievements and challenges.

TEACH's Accomplishments

1. *Component I (ABE)*

The project intended to reach 155,000 children but managed to reach 154,509. It planned to construct 500 new ABECs and renovate 50 existing ones. At the end of the project, there were 531 ABECs which were successfully handed over to respective local education offices.

2. *Component II Adult Functional Literacy (AFL)*

In this component the target was to enroll 55,000 adults. By the end of the project 50,297 adults had been enrolled (of which 48% were female) in literacy programs.

3. *Component III*

In Woreda capacity building which involved training of WEO officers in target and adjacent woredas, it was planned to train 600 officers from 63 TEACH targets and 20 adjacent WEOs. TEACH eventually covered 632 woredas and trained 2,293 officers.

In addition to the above, the project accomplished the following:

- Established eight broad-based woreda non-formal education (NFE) forums in four regional states with the aim of bringing together government and non-government actors to work towards expanding and sustaining ABE and adult literacy programs in their localities.

- Through piloting of two types of women-oriented literacy programs: WORTH and the Women’s Literacy Program, 9,200 women were reached and these women organized themselves in more than 390 village banks. Through WORTH, Pact has developed a series of materials including Adult Literacy learning materials.
- Through the life of the project, a total of 59,650 training materials and manuals in four major local languages for WCB program were distributed.
- Part of the accomplishments included facilitation of external and local exposure visits from which lessons, experiences and best practices were drawn for replication to improve the implementation TEACH and NFE in general.
- Studies and learning assessments were conducted and NFE related research that contributed to increased knowledge and experiences in this area were supported.
- The project engaged educational institutions to enable the institutions to effectively contribute to the expansion of NFE as well as promote sustainability. The institutions engaged include College of Teacher Education (CTE), Regional State Education Bureau (RESBs), libraries, universities and other relevant research centers. The engagement program involved orientation of 75 institutions and provision of text books for NFE.
- TEACH also supported many promotional activities which include International Literacy Days, great run events focusing on promoting girls’ education in different regions; and pastoral days along with other partner organizations.

Challenges

TEACH implementation was not without challenges. Most challenges were addressed during the course of the implementation while some persisted throughout the life of the project. Some of the major challenges include:

- Drop-out rates by children in ABE, especially girls
- High facilitator turnover and the shortage and even absence of female facilitators in remote areas.
- Low female participation in Woreda Capacity Building training programs.
- The adverse impact of drought, floods and other natural calamities, as well as conflict in some areas causing displacements which resulted in decreased student enrolment,
- Low enrolment in adult functional literacy programs of TEACH partners as well as challenges of retaining adults in the program.

Lessons Learned

The implementation of TEACH I brought with it a number of learning opportunities for Pact, USAID/Ethiopia and local partners. Major lessons learned include that:

- Regular supervision of the learning centers proved to be an essential exercise which contributed to improved quality of education and increased facilitators motivation;
- Engaging local Community Based Organizations (CBOs) and community/religious leaders proved to be important to improving school enrolment and reducing drop-outs.
- Adult literacy should respond to the diverse needs of adults and it should also be embedded in existing traditional and social bonds. Adult literacy should also take advantage of existing linkages and available social structures in order to gain acceptance in different communities.
- Building the capacity of Center Management Committees (CMCs) and regular consultations and coordination with the CMCs, facilitators, supervisors and WEOs contributes to collective problem solving and streamlining efforts.
- The establishment of pilot woreda NFE forums is a useful means of bringing together multiple actors and for increasing a broader support base to NFE.
- Prior planning that involves WEOs and CMCs concerning sustainability proved to be a positive contributor to smooth handing over of NFE centers.

Recommendations drawn from Challenges and Lessons

Although TEACH I has successfully been completed according to schedule, important suggestions and recommendations have been generated from the lessons learned and challenges encountered. The suggestions and recommendations that have been generated will be useful for future program implementation. The following are some of the major recommendations:

- Promoting close cooperation with RSEBs and WEOs particularly in the areas of FAL in light of the new initiative of government on NFE for future adult literacy undertakings;
- Enhancing and revitalizing the training of facilitators with additional focus and attention on adult literacy contributes towards improving FAL;
- Using the experiences of woreda NFE forums to work through broad-based collaboration at woreda and grassroots level in the implementation of similar undertakings to TEACH I will contribute to improved results;

- Conducting regular and participatory monitoring and follow-up support to ABE and FAL centers improves quality of education and increases the retention of learners;
- Taking additional steps to strengthen the Monitoring and Evaluation (M&E) systems enhances the project data quality and documentation practices; Taking into account and ensuring that best practices and experiences that proved to be useful and contributed to better results during TEACH I are incorporated into similar undertakings in the future for improved and sustained results.

1. Background

Ethiopia is working diligently towards meeting the Millennium Development Goals (MDGs) and realizes that education is one of the key instruments that can contribute towards eradicating poverty. Education is a sector where multifaceted efforts are being exerted to expand reach to all children and adults across the nation. Currently, in Ethiopia, a sizable amount of support for the expansion of access to education and improvement of education quality comes from bilateral and multilateral support and United States International Development Agency (USAID) is part of organizations that provide substantial assistance for both formal and non-formal education in Ethiopia.

In November 2004, USAID/Ethiopia issued a request for application regarding the management and implementation of non-formal education programs in alternative basic education for children, adult literacy and woreda capacity building. USAID/Ethiopia awarded a cooperative agreement to the successful applicant, Pact-Ethiopia to implement, TEACH from October 2004 – September 2009. TEACH is one of the largest current non-formal education undertakings in Ethiopia, covering eight regional states, reaching tens of thousands of children and adults, as well as a large number of woredas, government personnel responsible for managing non-formal education centers.

TEACH implementation and management of field activities over the past five years involved both government and non-governmental organizations. Project implementation was overseen by a Technical Working Group (TWG) at the national level involving USAID, the Ministry of Education (MOE), (Ministry of Finance and Economic Development (MOFED) , (Regional State Bureaus of Education (RSEBs) and Pact. With Pact as the lead organization responsible for project management and oversight, 27 Ethiopian NGOs engaged in the implementation of the project with community management committees (CMCs) as the main CBOs that managed the implementation of the project at the grassroots level.

2. Project Objective

2.1. Program goal

The TEACH I program goal was to increase the educational attainment of both children and adults in disadvantaged areas of Ethiopia and to improve the capacity of WEOs to manage non-formal education programs.

2.2. Program outputs

TEACH targeted outputs for each of the three main project components which included the following:

Output 1

Expanded access to ABC with Gross Enrollment Ratio (GER) increased to 50% in the catchment areas of project intervention. Through output one, final targets were set to establish 500 new (ABECs) and strengthen 50 existing ABECs with the aim of reaching 155,000, (40% girls) out-of-school children. Targets were also set to hire and train 1,000 facilitators and at least 50 supervisors. The distribution of over a million copies of ABEC textual materials that meet quality standards were also set as output targets.

Output 2

Expanded adult functional literacy increased by 30% in the catchment areas of project intervention. It was planned to use the 550 ABECs to provide AFL to enroll 55,000 adults (50% women). The printing of 500,000 AFL materials was planned that could be used by 1,000 AFL teaching methodology trained facilitators. The adaptation and contextualization of the WORTH model by TEACH to benefit 20,000 women became also part of the output.

Output 3

Strengthened Woreda Education office capacity to manage both formal and non-formal education reaching a minimum of 60% of the personnel of the target woredas. In this output, it was planned to reach 600 WEO personnel in the original 50 TEACH target woredas and 20 adjacent woredas. It was also planned that a total number of benefiting woredas could reach 100 woredas depending on additional resources provided.

3. TEACH I Accomplishments

The three major pillars of TEACH are the implementation of Alternative Basic Education, Functional Adult Literacy, and Woreda Capacity Building in non-formal education. As described above, targets for accomplishments had been outlined in the project agreement between Pact and USAID. During the life of the project substantial achievements have been made in each of the major components as recorded below.

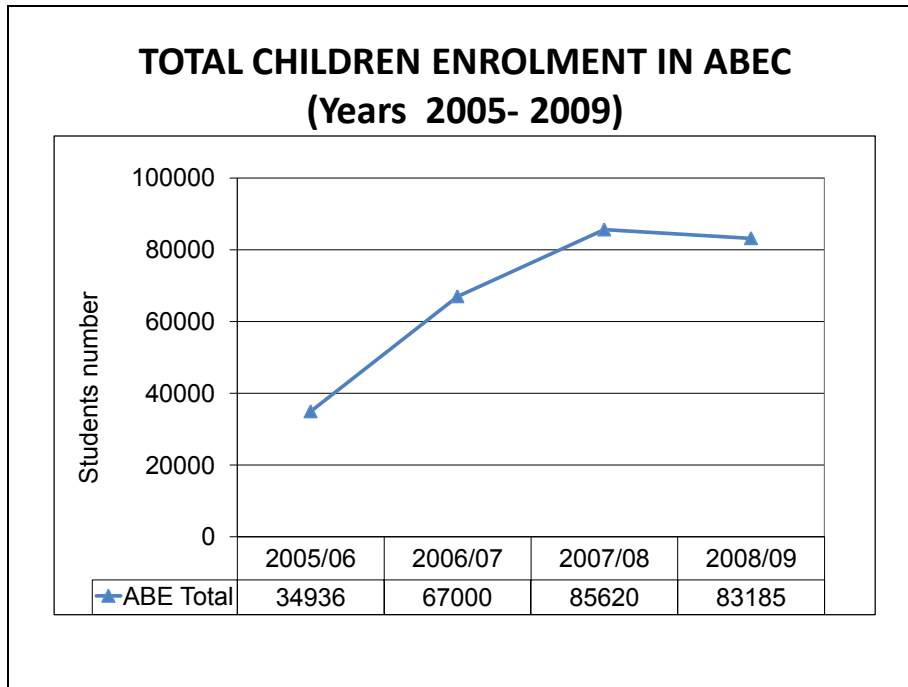
3.1 TEACH I Overall Achievements

Indicator	Baseline	Target	Accomplished	%age
Access to Education through ABE		150,000	154,509	>100%
Gross Enrollment Rates	76%	to 50%	TBD*	
Access to Education through AFL		55,000	50,297	91%
Adult Literacy Rate	26.4%	by 30%	TBD*	
Woreda Capacity Building				
Woredas Reached	N/A	113	632	>100%
Personnel Trained		600	2293	>100%

*TBD= Accomplishments under specified indicators will be determined from the results of the final end-line survey, which is currently underway.

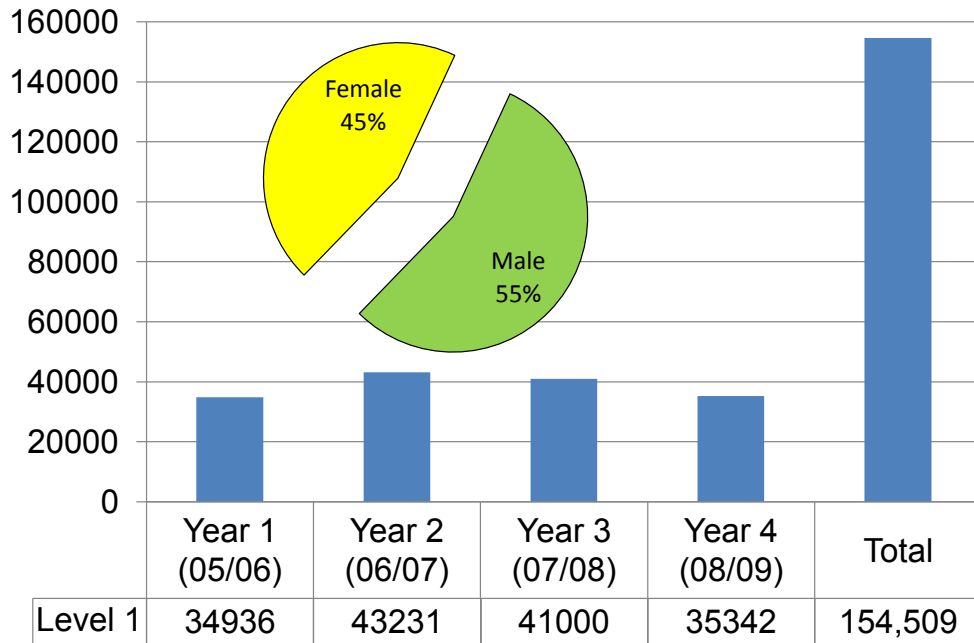
3.2. *Alternative Basic Education Accomplishments*

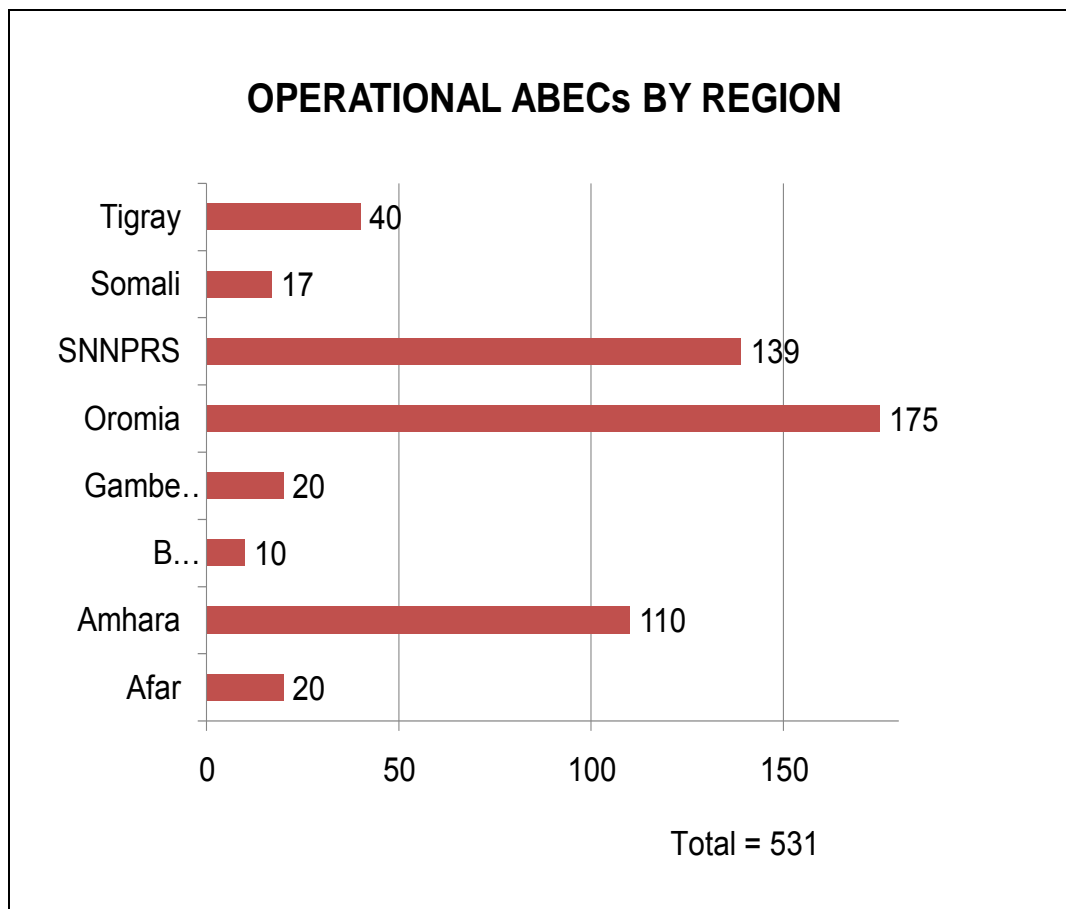
The target set for component one was to reach 155,000 out-of-school children in TEACH woredas through ABE. The following are the accomplishments of the component.



Children who enrolled at level 1 ABE during the initial years of the project were able to complete all the three levels and successfully transferred to formal schools in their vicinities.

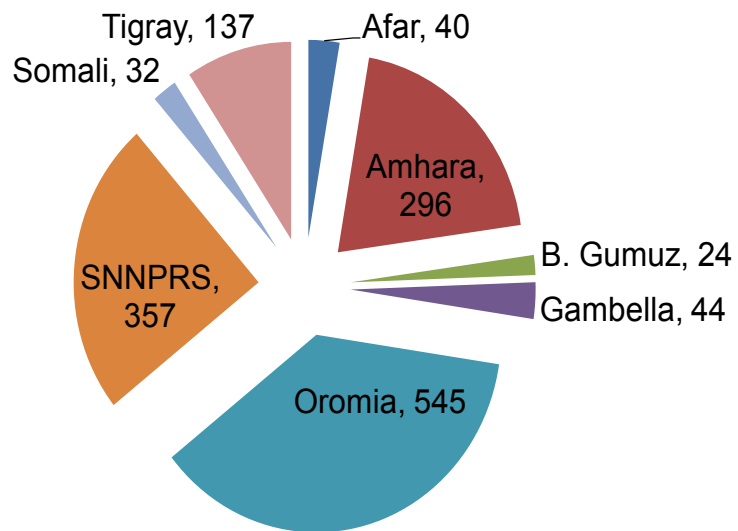
OVERALL CHILDREN ACCESS-





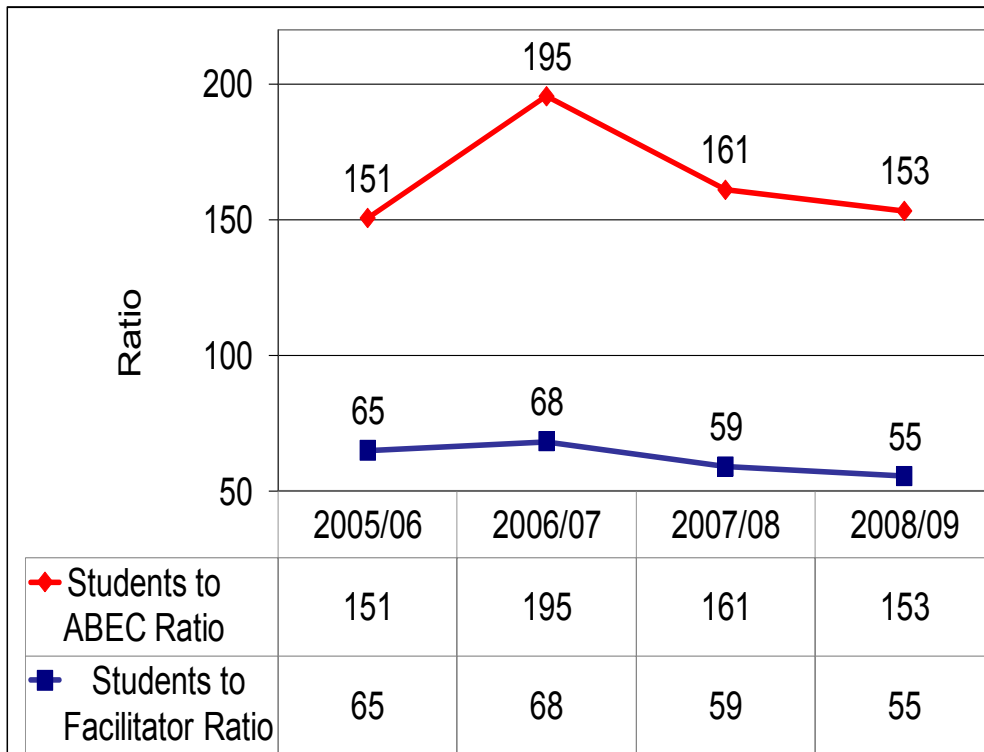
The 531 total number of ABECs that are operational as indicated in table 4 above do not show the actual number of ABECs constructed during the life of the project. There were more than 531 ABECs. However, during the life of the project, a number of ABECs have been transferred to WEOs. Some of the ABECs have also been converted into formal schools. This is another major contribution of the TEACH project which was evident during implementation.

NUMBER OF FACILITATORS BY REGION



TOTAL Facilitators = 1,475 (F = 33% M = 67%)
655 of them (44 %) trained at CTE
Supervisors = 51 (M = 98% , F = 2%)

ABEC TO STUDENTS AND FACILITATORS TO STUDENTS RATIO (YEARS 2005 - 2009)

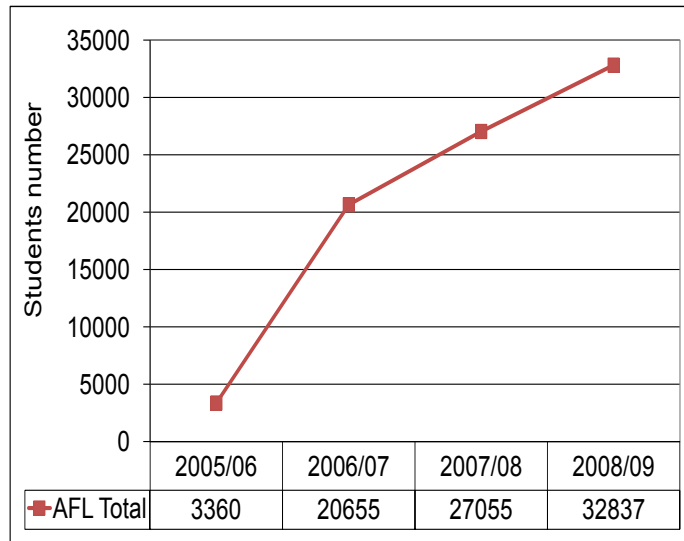


Average Ratio A:S = 1:165 ; F:S = 1:62

3.3. *Adult Functional Literacy Accomplishments*

TEACH I's second component consisted of implementation of functional adult literacy programs at the locus of ABE centers. The accomplishments for this component are presented below:

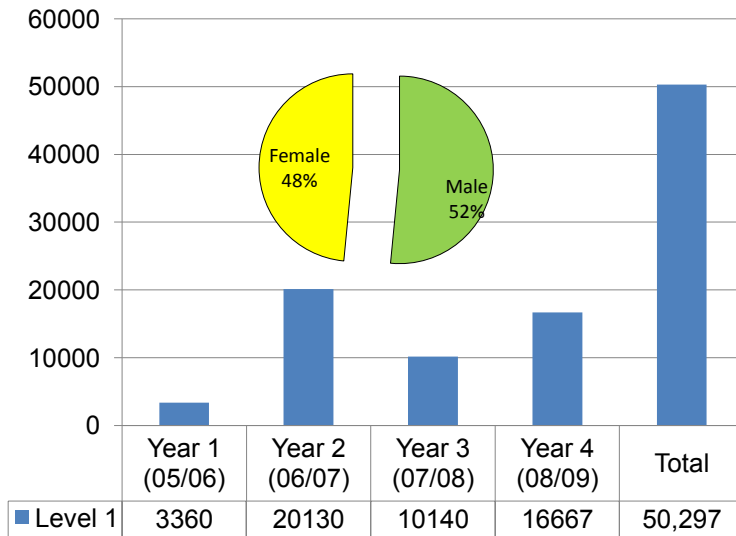
TOTAL ADULTS ENROLMENT IN AFL (Years 2005- 2009)



OVERALL ADULTS ACCESS

AFL Level I Enrolment (Oct- Dec)					
Sex	Year 1 (05/06)	Year 2 (06/07)	Year 3 (07/08)	Year 4 (08/09)	Total
Male	2,383	8,516	6,533	6,806	24,238
Female	977	11,614	3,607	9,861	26,059
Total	3,360	20,130	10,140	16,667	50,297

OVERALL ADULTS ACCESS



The implementation of TEACH components were guided by informed decisions where, a baseline survey was conducted in the catchments of the 550 ABECs. The results of the survey helped in revising the targets of the project based on the realities found on the ground. The original target for component I was to reach 275,000 children and this was later set at reaching 150,000 children. The original target for adults was 220,000 and this was adjusted to reaching 55,000 adults by the end of the project life. The capacity building interventions under component III were also based on capacity needs assessment of TEACH target woredas that was conducted and validated by participating woredas prior to implementation. Such systematic and information based planning and interventions were important factors that contributed to the success of the project.

During the implementation of components I and II, over 340,000 textual materials were distributed and a total of 687 facilitators upgraded to certificate level through summer in-service training base on arrangements with colleges of teacher education.

3.4 *Linkage of WORTH and Women's Literacy Program with TEACH*

TEACH I piloted two types of women-oriented literacy programs: WORTH and the Women's Literacy Program.

WORTH reached more than 9,200 women who organized themselves into more than 390 village banks. Through WORTH, Pact has developed series of materials, including adult literacy learning materials, WORTH newspaper for neo-literate women, Facilitators' Guide and other materials.

The WORTH evaluation, conducted in January 2009, indicated that as a result of the WORTH program 33.9% of women were able to learn to read and write and others were able to refresh literacy skills they had forgotten. Because of increased awareness, women started sending more children to school, as well as participating in school meetings, following up on their children's attendance at school, monitoring children's academic results and homework, freeing children from work in order to study, and discussing educational progress with children.

The evaluation also demonstrated improvement for women in a number of sectors, in addition to education. The improvement percentages for various sectors are: 81.3% of participants engaged in voluntary savings, and by the end of the program, the average savings of individual participants was 151 birr, 75% of members took out loans at least once, 70% or more of WORTH participants engaged in one or more business, with 22.1% of respondents engaging in more than one business. 66.5 % of respondents reported increased income in the last year. After participating in the two year program, WORTH women also reported

an increase in decision-making in the areas of: participating in decisions regarding marriage of their children, buying and selling household property, sending children to school, and attending public meetings outside the home. WORTH also positively impacted community action regarding: HIV/AIDS, harmful traditional practices, gender based violence and promoting women's participation in public life.

TEACH also piloted the Women's Literacy Program within the adult functional literacy program to focus specifically on women's needs. Throughout the course, women learned about sanitation and hygiene, family planning, HIV/AIDS prevention, harmful traditional practices, kitchen gardens, environmental protection, income generation and other livelihood skills. These topics were learned within the context of literacy and numeracy. The courses operated in 48 sites and reached approximately 5,000 women. Participating women reported changes in reading and writing abilities as well as improved skills managing family affairs and economics at the household level. The lessons learned from these programs have now been incorporated into TEACH for application in adult functional literacy program.

3.5. Woreda Capacity Building Accomplishments

3.5.1. Training of Woreda Education Office Personnel

Building woreda capacity to implement non-formal education was one of the TEACH project activities most successfully implemented. TEACH far exceeded the targets initially set. The program covered a large number of woredas and benefited almost 2,300 Woreda Education Office (WEO) officials as indicated below.

TEACH brought together Education Heads, Supervisors and Non-formal Education Experts from each district office and engaged them in a week-long training. Participants built understanding and skills in: principles and approaches of non-formal education and functional adult literacy, planning and managing non-formal education, qualities of effective leaders, how to mobilize communities to support non-formal education, and how to ensure that there is adequate representation all genders. During the training, participants did not passively receive information but actively engaged in learning activities. They participated in group work and active learning techniques.

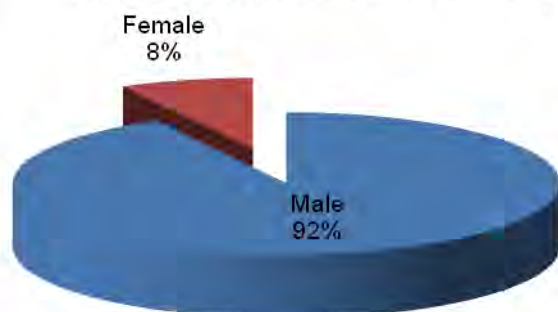
Over the course of the activity, TEACH found that a repeat session was necessary to reinforce learning. TEACH also encountered very low enrollment of female trainees and sought different ways of encouraging nomination of females for the training, as well as holding particular events targeting females. Through the

activity, TEACH struggled with high turnover of Woreda personnel, however, this challenge was not within the purview of the project.

TEACH WEO CAPACITY BUILDING TRAINING
PARTICIPANTS BY REGION (October 2007 - June 2009)

Region	No. Woredas	Male	Female	Total
Afar	32	115	2	117
Benishangul	19	71	1	72
Gambella	15	53	3	56
Oromia	222	719	75	794
SNNPR	132	435	49	484
Amhara	130	441	37	478
Somali	39	133	8	141
Tigray	43	145	6	151
Total	632	2112	181	2293

WEO CAPACITY BUILDING TRAINEES GENDER PROPORTION (Oct. 2007 - June 2009)



3.5.2. Establishment of Woreda Non-formal Education Forums

Woreda Non-formal Education (NFE) Forums were created to strengthen the link between the three pillars of TEACH. Specifically, the establishment of these forums acted as a mechanism for ensuring sustainability, strengthening and expansion of ABECs and AFL components of TEACH, as well as drawing different actors together and creating a learning platform. After the success in woreda capacity building, later in the life of TEACH, woreda NFE forums were piloted in three TEACH target woredas. Once this was successfully completed, five additional forms were created primarily in TEACH target woredas with active TEACH alternative basic education and adult functional literacy programming, and also in several woredas not covered by TEACH components 1 and 2 (see annex 1 for list of woredas). In almost all woredas, the forum comprised of:

- Woreda Administration Offices
- Woreda Education Offices
- Woreda Agriculture and Rural Development Offices
- Woreda Health Offices
- Youth Associations
- Women Affairs Offices
- Elders, religious leaders and idir leaders
- Woreda information offices;
- Capacity building offices, and
- NGOs working in the education sector.

Discussions among the stakeholders at forums formations included the following:

- The importance of working together to expand NFE;
- Harmonization of activities of the major actors and stakeholders in NFE;
- Mobilization of local resources to support non-formal education and adult literacy and girls' education;
- The need for involving the local community to expand education;
- Creation of mutually acceptable and beneficial relationships between government and non-state actors in the respective woredas;
- Fostering increased involvement of local communities in running NFE programs;

The main objective of establishing the forums as defined by the forum participants in all woredas was to expand and provide support to non-formal education to both ABE and AFL through the participation and assistance of different organizations and community groups. The forums were also designated with key activities to undertake. The key activities that many chose to undertake include the following:

- support the establishment and operation of adult literacy centers;
- encourage and support the establishment of ABECs;
- promote and assist the creation of NFE forums at kebele level;

- coordinate the activities of kebele level NFE forums;
- mobilize resources for the expansion and conducting of quality NFE for both adults and children;
- coordinate the activities of woreda level sector agencies, NGOs, CBOs and other actors in the efforts of expanding NFE;
- organize discussions and events that contribute towards increased awareness and enhanced support to NFE;
- build the capacity of kebele and CBO actors that engage in promoting and assisting NFE at grassroots level; and
- organize experience sharing programs to learn from similar forums.

The establishment of woreda NFE forums was found to be an extremely useful accomplishment that will be incorporated into all the TEACH II woredas in the years 2010-2013.

3.5.3. Training manuals produced and distributed under WCB

As stated above, one of the major interventions of TEACH I was the carrying out of woreda capacity building. This training was supported by the production and supply of need-based training materials produced in different topics as listed below. The materials were distributed among participants and Woreda Education Offices to be used as reference materials. Other than the training materials, a national supervision guideline to be used as a resource for the preparation of NFE supervision by RSEBs, WEOs, NGOs and other institutions involved in NFE was prepared, piloted, finalized and distributed (see annex 2 for details). Under TEACH, the woreda capacity building interventions, a total of 59,650 training materials and manuals were prepared and distributed in four major local languages, Amharic, Afaan Oromo, Tigray and Somali.

3.5.4. Support for Educational Institutions, RSEBs, NGOs and other institutions to enhance their participation in NFE.

Pact-Ethiopia through TEACH I has reached higher education institutions in order to enhance their engagement in expanding and sustaining both adult education and ABE. With the help of a rapid assessment conducted in selected CTE in 2006, it was found that most the CTEs were involved in training ABE and adult education facilitators without adequate exposure to NFE and reference materials. After consultations with RSEBs and the college authorities, Pact involved CTE deans and staff in orientation programs on NFE and later supplied the institutions with training materials and sets of books on NFE. A total of 75 organizations received 828 set books from the TEACH programs. The distribution and allocation details are outlined below:

Types and number of organizations that received books on NFE

S.N.	Type of benefiting organization	Total number of benefiting organizations	Number of set of books
1	Universities and colleges of Teacher education	34	728
2	Regional State Education Bureaus	7	28
3	NGOs	30	56
4	Libraries and resources centers	4	16
	Total	75	828

4. Other relevant TEACH accomplishments

During project implementation, a number of strategies were used to achieve planned activities and in order to meet the targets set for the three components; a number of relevant activities relating to the promotion, expansion and quality improvement of non-formal education were undertaken by the project. The results of many of these activities have been used as practical and useful inputs for TEACH at national, regional and woreda level initiatives. The activities positively affect the effectiveness of TEACH and the expansion of NFE in Ethiopia. Detailed below are the strategies and activities that were employed during project implementation.

4.1. Exposure visits

TEACH organized and supported both international and local exposure visits. The focuses of the two types of exposure visits were different. The objectives and the most important lessons learned from these visits are briefly outlined:

Regional Exposure Visits

The overall objectives of the external visits were to learn from the relevant experiences of other countries in fields where both Ethiopian NGOs, the MOE and RSEBs needed working examples and best practices that will be adopted or adapted and successfully applied in the local context. The field visits, their objectives, lessons learned and outcomes are summarized below.

Exposure visits undertaken with TEACH support

Countries visited	Type of participants	No. of participants	Objectives of the visit	Major lessons learned	Outcomes of the visit
Uganda and Tanzania	From Pact, TEACH Implementing partners and RSEBs	25	To learn about experiences in ABE and adult education among sedentary communities. The role of networks in promoting non-formal education was another focus of the study tour.	<p>Strong partnership between government and NGOs in expanding education.</p> <p>Active participation of women in center management committees mainly in leadership positions</p> <p>Good experiences in using AFL and REFLECT approaches</p> <p>Good level of community voluntarism in expanding NFE</p> <p>High female participation in adult literacy due to affirmative action</p>	
Kenya and Nigeria	Pact, Somali and Afar RSEBs	5	To learn from the experiences of Kenya and Nigeria in a) policy frameworks and the role of government in promoting and supporting pastoral education; and b) good models on how to expand educational opportunities to pastoral children	How to construct low cost boarding schools, using Qoranic schools for secular education, using locally available means such as camels for mobile schools, how to integrate early childhood education with primary education	Participants organized dissemination workshops in Samara and Jijiga. In the workshop, the objectives of the visits, the experiences of the countries on pastoral education, the lessons learned and experiences that could be adapted and replicated in Ethiopia were presented.

In-country Exposure Visit

The in-country exposure visits took place among Pact implementing partners working SNNPR, Oromia and Tigray. The purpose of the visits was to learn from each other on good practices of implementing ABE and adult education. The visiting teams consisted of education coordinators and supervisors. The visits focused on drawing lessons on:

- The construction and running of ABECs
- Community mobilization
- The experiences of CMCs
- Approaches to teaching children and adults
- Learning materials
- Participation and collaboration with local education offices
- Challenges faced in implementing NFE and how they were addressed.

The visits helped in sharing experiences and created the opportunities in which partners were able to come up with practical experiences that could be replicated. The outcome of the exposure visits were collectively shared in TEACH partners' meetings. The exposure visits strengthened and helped TEACH partners to move towards the same direction as practicing, learning and sharing team.

4.2. *Research, learning assessments and publications*

The implementation of TEACH was supported by the connection of practice, research, learning and application. Studies, learning assessments, and publications were produced, discussed and disseminated among implementing partners. The output of the studies and assessment were used as inputs for improving program implementation as well as resources for training. The studies and assessments that were produced and applied were:

4.3 *ABE Level 1 Learning Assessment*

An ABE learning assessment of Level 1 was conducted towards the end of 2007 and the assessment report was completed in January 2008. The objective of the learning assessment was to analyze the achievement results of Level 1 ABE learners in selected subjects and use the findings for improving the quality and effectiveness of ABE. The main findings of the study indicated that overall performance as measured by the mean scores of each subject and the composite were found moderate/unsatisfactory. The students found the tests to be difficult and that there were high variations in results among centers between high and low achievers. The recommendations of the study emphasized that there should be additional support to learners that should be strengthened through the training of supervisors and facilitators. Further recommendations of the study suggested that the achievement level of girls need to be addressed to narrow the gender gap in achievements.

4.4 *Studies Conducted with TEACH I Support*

One way of improving the outreach and quality of adult education and other components of TEACH was supporting studies that were believed to have good inputs in the improved implementation of the program as well as contribute to the promotion and expansion of NFE. In this regard, TEACH initiated a study on adult education as well supported research undertaken by post-graduate students in Addis Ababa University (AAU).

4.5 *The Study on Functional Adult Literacy*

The study entitled “Adult Functional Literacy in Ethiopia: Achievements, Challenges and Some Practical Suggestions” was conducted by consultants and TEACH personnel. The major objective of the study was to draw on existing good experiences, replicable practices and get recommendation for expanding adult education in Ethiopia. The study largely used TEACH’s partners experiences in adult functional literacy as well as that of Agri-Service Ethiopia and IIZ-DVV experiences. While appreciating the efforts and accomplishments of made so far, the results of the study outlined the following as major in adult education challenges:

- Lack of motivation on the part of adults,
- Low curriculum relevance;
- Inadequate adult learning approaches,
- Weak linkages with practical livelihood needs of adults
- Insufficient training of adult learning facilitators
- Differences in conceptual understanding and application of adult functional literacy.
- very low female participation

The study recommended a number of possible ways of addressing the challenges and for revitalizing and expanding functional adult literacy. Linking functional adult literacy with livelihood and the involvement of key relevant sector organizations in adult literacy are among the key recommendations of this study. The main findings, conclusion and recommendations of the study were presented during a TEACH partners meetings. The relevant recommendations of the study have been taken into consideration by partners for improving the implementation of the adult education component of TEACH. The outcomes of the study have

also been used by the MOE through ANFEAE in the development of adult education strategy and curriculum framework thus making its mark on the new national initiative to expand adult education.

4.6 *Research Conducted by Post Graduate Students*

In an effort to strengthen the newly created post graduate program in adult education at AAU as well as to benefit from the output of the research, TEACH I made arrangements with the university for the selection of students on a competitive basis depending on the relevance of their research proposals in contributing to NFE in general and TEACH's effort in functional adult literacy and ABE in particular. A total of nine research studies were selected and partially sponsored by TEACH.

- i. Adult Education Curriculum Conception and Curriculum Traditions in Ethiopia.
- ii. Assessment of the Implementation of Alternative Basic Education Curriculum in South Gonder Zone of Amhara Region Challenges and prospects.
- iii. Livelihood Support to poor Household in selected NGOs problems and Contributions to Improve Child Education.
- iv. Evaluation of the Adult and Non-formal Education Association in Ethiopia (ANFEAE) Woreda education offices Capacity Building Program in Amhara Region.
- v. The Effectiveness of Functional Adult Literacy Program in Changing the Attitude of Farmers to Increase Agricultural Productivity in Tigray Region.
- vi. Women Cultural Roles Affecting their Participation in Adult Education: The Case of Awra Amba and Woreta Communities
- vii. Major factors Influencing Women Voluntary Participation in the Planning and Implementation of Non-formal Adult Education and Skill Training in Amharic Region The case of East and West Gojam Zones
- viii. The Integration of Environmental Education into Non-formal Adult Education run by NGOs for Ecologically Sustainable Development: The Case of East Gojam
- ix. Partnership between Government and Non-government Organizations in Implementing Adult and Non-formal Basic Education Programs in Addis Ababa City

The outcomes of some of these studies have been presented in workshops, while copies of the reports have been supplied to TEACH partners, and other NGOs that are involved in non-formal education.

4.7 *Support to National/Regional Strategies/Guidelines*

TEACH has been instrumental in influencing and supporting MOE and regional initiatives to revive the expansion of non-formal education (both for adults and children). TEACH experiences gained through program implementation in eight regions, studies undertaken and external exposure visits have been used as inputs for advising the MOE in developing national strategy for adult education, national guidelines for adult education and alternative basic education, as well as curriculum framework and guidelines for the adult education which are being adapted by RSEBs. Both Pact and ANFEAE TEACH staff have been active players in the development of the national documents through providing technical assistance and reference documents produced by TEACH. The Functional Adult Literacy Facilitators Manual prepared by the TEACH Project has been officially adopted by the MOE as a national resource material. This is one of the concrete contributions where the USAID supported TEACH program has made an exceptionally visible mark and extremely important contribution to national initiatives in promoting adult education.

TEACH was requested to provide technical support by SNNPR Regional State Education Bureau on the development of adult education curriculum that could later be adapted by zones and woredas to eventually use to expand adult functional literacy in line with the new national adult education strategy and guidelines. Pact provided two resource persons involved in TEACH and references materials. Through this support the RSEB has already prepared the draft regional curriculum for adaptation at local levels.

4.8 *LETTER Training*

TEACH recognized that the effectiveness of literacy and numeracy programming as well as the expansion and quality of non-formal education depends on exposure to the use and dissemination of new strategies and best practices. TEACH supported training programs on a new approach to adult education called Learning for Empowerment Through Training in Ethnographic Research (LETTER). New literacy studies have suggested that adopting an ethnographic approach to literacy and numeracy will lead to greater understanding and to the development of more effective learning programmes. With this understanding, TEACH supported three rounds of LETTER training involving partner NGOs, government partners, educational institutions and adult education practitioners.

LETTER training participants

	Institution	Male	Female	Total
1	Local NGO	5	-	5
2	International NGO	2	2	4
3	Universities	1	-	1
4	CTE	7	1	8
5	Umbrella Organization	-	1	1
6	REB	1	-	1
Total		16	4	20

The LETTER programs were run and organized by ANFEAE under TEACH I component three. Internationally acknowledged adult education experts such as Professor Alan Rogers, Brian Street, Malini Ghose and Dave Baker designed and led the program. The experiences of countries like Pakistan and Sierra Leone were used as input to the training. The experiences gained from the training were contextualized to local realities in order to identify relevant learning to be used in TEACH project implementation as well as for future initiatives in adult education.

4.9 Publication and Dissemination

Throughout its life, TEACH has produced publications used for learning and promotional purposes, as well as information sharing and dissemination to reach out more organizations and people that could benefit from the outputs of TEACH interventions and experiences. Some of the major categories of publications that were distributed include the following:

- Textual materials in several languages:
 - i. Adult Education textual materials in Afan Oromoo
 - ii. Supplementary Materials – on harmful traditional practices and income generation activities ,
 - iii. HIV/AIDS

- Different manuals and guidelines:
 - i. Adult Literacy Guide for Women Literacy promoters Facilitators manual
 - ii. Supervisors manual
- National NFE supervision resources manual
- Research and studies:
 - i. Study on Education on Pastoralists
 - ii. Studies on the constraint/Challenges of Adult Education
- Learning assessment reports
- Newsletters both Pact and ANFEAE component three related
- Field experiences and photo supported documentations on TEACH

Some of these documents such as the national NFE supervision resource materials have been used by regions such as SNNP for training woreda education office supervisors. The production of the above and other materials by TEACH has not only directly contributed to improved implementation of the three components of the program but they were also used by the MOE, RSEBs, WEOs and NGOs involved in ABE and adult education.

4.10. Advocacy and Promotional Activities

Support to Networks

The Global Campaign for Education (GCE) Action Week has been one of the promotional and advocacy initiatives that have been supported through Pact/TEACH jointly with other organizations. Pact has been taking part in these events which were implemented by its partner Basic Education Association and also later ANFEAE focused on a theme each year such as “*Every Child Needs a Teacher*”; “*Join Up For Education Rights Now*”; “*Quality education to end exclusion*” and “*Youth and adult literacy and lifelong learning*”. Each year’s campaign involved national, regional and local government education offices and institutions as well local and international organizations that support education.

4.11 Support to Literacy Day, Great Runs and Pastoral Days

Pact through TEACH also supported the celebration of National Literacy Days, Great Runs to promote girls’ education particularly in Afar, Gambella and Benishangul-Gumuz,

SNNPR and Somali regions. The events occurred in Jinka, Semera and Jijiga in 2007/08 and in Gambella, Assosa and Jijiga in 2008/09. An estimated 2,300-2,500 people participated in each of the events.

National pastoral days were also sponsored by TEACH in a bid to promote the education of pastoral children and adults.

5. Challenges and Lessons Learned

The implementation of TEACH has resulted in rewarding accomplishments as well as challenging experiences for Pact and its partners. During project implementation, several lessons have been learned. Highlights of the challenges met and lessons learned are briefly presented below.

5.1. Challenges

The challenges identified below were raised by partners during implementation as well at the completion of the program. Some of the challenges particularly those on adult literacy are not only problems that TEACH faced but they are part of a host of national challenges in NFE. The main challenged encountered were:

- Number of children drop-out from ABE especially girls
- More focus on access and less emphasis on quality education
- Textbook shortages and textbook distribution problems
- Facilitator turnover as reported by several partners such as EDA, AGOHELD, BRDA, WSA and SEPDA

- Low female participation in WCB training only 8% of the total participants were women

- There were only a few female facilitators available in many of the places where TEACH I was implemented.

- Several project areas were affected by drought, flood and other natural calamities and as well as conflict that displaced people causing students to discontinue their education.

- Low enrollment in adult functional literacy programs for TEACH partners as well as problems of retaining adults in the program;

- Low attention given to adult literacy by local education authorities
- High turnover of facilitators affecting smooth delivery of education programming
- Inflation and global economic crisis impacting the viability of facilitator and supervisor salary rates

- AFL planning was not sufficiently treated as a separate entity, it was often taken as part or extension of ABE program implemented with little or no special skills, and with little or no educational materials of its own;
- AFL had weak targeting without considering age and social role; no adequate appropriate adult textbooks; mixing different age-groups which have different learning pace and needs;
- Management challenges in remote regions without well-established infrastructure
- Getting accurate and complete data was a challenge during quarterly progress reports. This was mostly common with some partners working in remote areas in Afar, Somali and Gambella Regional States. Other challenges related to data quality of the baseline as well as end line surveys.
- Weak documentation of source documents, progress reports, supervision and monitoring reports and other relevant documents were observed at different levels which could partly be due to inadequate standardized systems, insufficient attention to documentation and weak follow up.

5.2. Lessons learned

The implementation of TEACH I brought about lots of learning opportunities for Pact and its partners. The following are among the major lessons learned during implementation.

- In the area of basic education for children, TEACH identified the need for greater focus on quality of teaching and learning and that quality could be improved through increased contact time for supervision through minimization of woredas covered by one supervisor; increased focus on quality supplemental inputs (e.g. school resources, gender-segregated latrines, etc.) and mobilization and education of communities in how to develop school furniture from locally available resources.
- Regular supervision of in the learning centers has proved to be an excellent contributing factor to quality improvement and increased facilitator motivation;
- Working with locally available CBOs such as idirs and community/religious leaders has been found to be important in improving school enrollment and reduce dropouts. This has been witnessed by some of Pact partners such as EDA, ANFEAE, AFD, BRDA, REST, WCAT, SEPDA, and RCWDA;

- In the area of adult education, TEACH has identified the need to focus on increased attention to retention and attainment in adult functional literacy provision; increased focus on training and supervision to help facilitators adapt their teaching methods for children and adults according to needs, incorporation of innovative techniques on a broad scale, and action research to pilot new and better approaches and document progress and shortcomings.
- Considering classrooms as appropriate places for adult literacy program in every setting is the children's schooling model. It was observed that if adult literacy is to improve livelihood of learners, it should also extend to out of classroom learning. A common and clear understanding of all partners and actors on the purpose of the program/component is crucial for planning viable programs.
- Adults are not a homogenous entity in terms of learning needs and learning tasks. From field level experience, adult learning needs differ in terms of age, social roles and livelihood patterns and require the target groups' consensus through serious dialogue before planning any form of adult literacy program.
- AFL program should base itself on the existing traditional, social bonds and linkages and available social structures to gain acceptance in different communities where TEACH operates.
- Integrating AFL with other development initiatives has been tested by REST and SEPDA and has proved to be a very useful experience that could be replicated;
- Regular consultations and coordination with CMC, facilitators, supervisors and WEOs has contributed to collective problem solving and streamlining efforts as experienced by EDA, AFD and AGOHELD;
- Building the capacity of CMCs has proved to be very important for successful project implementation as demonstrated by ADA, AFD, WSA, REST, and WCAT.
- Work in the field of adult literacy has been found to be difficult and require more and broad-based efforts from different stakeholders. The establishment of pilot woreda NFE forums has been found to be a useful means of bringing together multiple actors to boost adult learning and increase its broader support base.
- Feedback and information exchange during partners exchange visits and TWG quarterly meetings have played a remarkable role in taking appropriate remedial actions and measures
- Arrangement of in-service training programs enabled the project to retain and motivate facilitators

- Advocacy and promotional activities undertaken by Pact , Great Run and BEAE have improved the involvement of girls in education activities
- The importance of linkages of ABE centers to formal schools and information exchange between the two has become a good means of sustainability of ABECs. This has been tested by BRDA, REST, WSA, EDA and WCAT.
- Early preparation and planning with WEOs and CMCs about sustainability has proved to be a positive contributor to smooth handing over of NFE centers. EDA, REST and WCAT have smoothly and successfully completed the handing over of centers through such efforts.
- Extending MERL Module One training to relevant staff of partner organizations was found to be instrumental in enhancing their capacity and the quality of data.
- It was learned that it is important to develop appropriate data collection, collation and reporting instruments for use starting from ABEC to Pact level. The importance of developing user guides for these instruments, and providing the user guides in soft and hard copies and also to conduct orientations to coordinators and supervisors of partner organizations is believed to be useful based on previous experience.
- Issues relating to MERL were raised and discussed among partner organizations during the regular partner’s review meetings.
- Planned regular and joint monitoring visits by Program, MERL, Grants and Budget and Contract Compliance on Component III were found to be very effective and useful.

6. Recommendations for future follow-up

The USAID-funded and Pact implemented TEACH I program is the first major undertaking to be implemented in NFE in Ethiopia with a comparable geographical coverage and a large scale benefits to children and adults as well as in reaching the most marginalized section of the Ethiopian society. Besides the challenges of implementing a massive operation, the accomplishments of the program have been received and appreciated throughout the country as pioneering examples for the new National Adult Education and Alternative Basic Education Strategies and guidelines. A number of TEACH’s publications have been adopted by the MOE as national resources materials. The Facilitators Manual is one of the documents that have been adopted as national resource material. The TEACH personnel have also played key roles in the development of national strategies, guidelines, benchmarks and other materials in NFE. While the project has been successfully completed according to schedule, there is room for improving. The following recommendations are suggested and may contribute to further success in the future of Education in Ethiopia.

- Providing improved training for facilitators with additional focus and attention to adult literacy would contribute to improving AFL.
- Close cooperation with RSEBs and WEOs particularly in the areas of AFL and incorporating the new initiative of government on NFE is important for future of adult literacy undertakings.
- Producing and distributing relevant adult learning materials based on diverse needs and context of adults should be encouraged and undertaken for the attainment of improved results in adult learning.
- Drawing on the experiences of woreda NFE forums and working through broad-based collaboration at woreda and grassroots level in the implementation of similar undertakings to TEACH I would contribute to better results.
- Regular and participatory monitoring and follow-up support to ABE and AFL centers would be useful interventions towards improving quality and increasing the retention of learners.
- Building the capacity of CMCs would enable them to be effectively engage in mobilizing local communities and resources to sustain and expand NFE centers.

Strengthening and encouraging the linkages between ABE centers and formal schools and where possible making ABE centers as part of the cluster school system would make the exchange of information, experiences, the transitions of ABE learners to formal schools as well as the eventual transformation of ABECs to formal school smoother and easier.

- Strengthening the M&E system and enhancing the project data quality and documentation through providing MER Module I and II trainings to all Pact and partners' relevant staff and undertaking frequent as well as conducting regular field monitoring visits will ensure that documentation and data quality is improved.
- Undertaking short and targeted assessments to develop strategies for continuously enhancing NFE enrollments, retention and improving quality for both adults and children are fundamental.
- Ensuring that best practices and experiences that proved to be useful and contributed to better results during TEACH I are incorporated into similar undertakings in future.

Annex 1

Woredas Where NFE Forums have been Established

Region	Woredas Where NFE Forums were Established	Number of Participants in the Forum		
		Male	Female	Total
Amhara	Ankober	13	2	15
	Tarma Ber	20	6	26
Oromia	Adaa rural	19	6	25
	Aleletu	14	1	15
	Ambo	19	3	22
SNNPR	Anlemo	29	5	34
	Meskan	17	8	25
Tigray	Wukro	22	4	26
Total	8	153	35	188

Annex 2

WCB training manuals produced and distributed by regions

S.N	Title	Amharic	Tigrigna	Oromifa	Somali
1.	The Concept, Principles and Features of Non-Formal Education	2500	400	1400	400
2	Functional Adult Literacy Concepts and Practices	2500	400	1400	400
3	The Planning and Managing the Implementation of NFE	2500	400	1400	400
4	The Role of Leadership in Expanding Quality NFE	2500	400	1400	400
5	Community Mobilization for Expanding NFE	2500	400	1400	400
6	Resources Mobilization and Utilization for NFE	2500	400	1400	400
7	Gender Mainstreaming in NFE	2500	400	1400	400
8	Action Research in NFE	850	200	400	200
9	NFE Supervision Methods and Practices	2500	400	1400	400
10	Community-based Project Proposal Preparation for Expanding NFE	850	200	400	200
11	Monitoring and Evaluation for Quality in NFE	850	200	400	200
12	Human Resources Development and management in NFE	850	200	400	200
13	Participatory Training and Facilitation skills	2500	400	1400	400
14	Promoting Networking for Expanding NFE	2500	400	1400	400
15	NFE Information Generation, Processing and Utilization	850	200	400	200
16	The Sharing and Documentation of Best Practices in NFE	850	200	400	200
17	The Meaning and Role of Advocacy in NFE	850	200	400	200
18	National Supervision Guideline (resources material)	200	200	500	200
Total number of distributed manuals		31,150	5,600	17,300	5,600

Annex 3

Materials printed for WORTH Literacy Led saving and Credit Program

No	Books	Number of prints per language		
		Amharic	Afan Oromo	English
1	Supplementary literacy material for the group	7,755	5,700	
2	Facilitators guide	7,755	5,700	
3	Our group	7,755	5,700	
4	Road to Wealth	7,755	5,700	
5	Selling Made Simple	7,755	5,700	
	Publications			
6	Success story bullet			10,000
7	Brochure	7,755	5,700	
8	WORTH newspaper for women			
	• Addis Hiwot Newspaper 1	9,000	6,100	
	• Addis Hiwot Newspaper 2	9,000	6,100	

Annex 4

List of trainings provided on the following areas

1. WORTH Orientation
2. Adult Education TOT

3. Adult Education training for Literacy Volunteers
4. How to conduct Mobile workshops
5. Monitoring, evaluation, reporting and learning
6. Management Committee Training I and II
7. How to generate, start and improve businesses
8. Basic Business Skills (BBS) Training