



**The Federal Democratic Republic of Ethiopia**

**Ministry of Education**

**Primary Schools-Based Community Learning and Training Centres**

**Performance Guidelines**

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## Acronyms and abbreviations

ABEP	Adult Basic Education Programme
AEP	Accelerated Education Programme
CLTCs	Community Learning and Training Centres
DLP	Distance Learning Programme
ESDP	Education Sector Development Programme
IFAEP	Integrated Functional Adult Education Programme
M&E	Monitoring and Evaluation
MoE	Ministry of Education
NGDs	Non-Governmental Donors
PSBCLTCs	Primary Schools-Based Community Learning and Training Centres
REB	Regional Education Bureau
REP	Refugee Education Programme
SEP	Skills Enrichment Programmes
ToT	Training of Trainers

# **PART ONE**

## **1. Nomenclature**

These Guidelines may be cited as the “Primary Schools-Based Community Learning and Training Centres Performance Guidelines No. ----/2022.”

## **2. Introduction**

Education plays a key role for social transformation by raising the society’s level of consciousness and living standards. With the objective in view of providing educational opportunities for their citizens, Governments have developed and implemented various education and training programmes.

In Ethiopia, in addition to the formal education programme, adult and non-formal education and training programmes have been offered to the target beneficiaries as one of the pathways to reaching the hitherto unreached people. In particular, an integrated functional adult education programme (IFAEP) has been designed and implemented to benefit the young and adults aged 15 and above who have not had access to education and training on various occasions. IFAEP has been implemented since the fourth Education Sector Development Programme (ESDP IV). Be that as it may, findings of results of research studies as well as monitoring reports unveil that there are numerous gaps in the implementation of the programme. This suggests that adult and non-formal programmes implemented in the past ten years may not have been as effective as intended in addressing the entrenched problems.

In view of the fact that the challenges still persist and in order to close the gaps and to effectively implement the programme, it is crucial to establish community learning and training centres (CLTCs) that are based in the premises of the existing primary schools. When primary schools are selected for this purpose, two factors must be taken into consideration. The first factor is to do with the physical proximity of the school to the community while the second one is related to utilization of the resources allocated for students in the regular programme.

These Guidelines are organized in four parts. Part one subsumes nomenclature, introduction, definitions, significance of the Guidelines, objectives of the Guidelines. Part two is comprised of

the ‘what’ of school-based community learning and training centre, principles, organization of the centres and the programmes and services provided and functions and responsibilities of the centres, Part three includes PSBCLTCs leadership, participation, ownership and sustainability, sources of resource centres and monitoring and evaluation system, networking and partnerships. Part four culminates the Guidelines. It includes ‘miscellaneous provisions’.

### **3. Definitions of Words/ Phrases Included in these Guidelines**

- 3.1 **Community Learning and Training Centre** means an institution established in the premises of a primary school that provides adult education and training programme and all-round services to the local community.
- 3.2 **Youths and Adults** shall mean people in the age range of 15-60 who are beneficiaries of the adult and non-formal education and training programme.
- 3.3 **Adult Basic Education** shall mean education offered to youths and adults aged 15 and above who cannot read, write and numerate.
- 3.4 **Non-formal Education Programme** means programme that is offered outside of the formal education system which encompasses distance, evening, accelerated, residential and refugee education programmes.
- 3.5 **Skill Enrichment Training** shall mean long-term or short-term practice-based trainings aimed at enriching skills for diversified careers.

### **4. Significance of the Guidelines**

- 4.1 The ineffectiveness of previous adult and non-formal education and trainings that were run outside the premises of schools,
- 4.2 The learning and training centres were not comfortable to the participating adults;
- 4.3 To use the classrooms, resources and manpower of primary schools,
- 4.4 Primary schools are now located at an accessible distance from any direction to the community,
- 4.5 To ensure the sustainability of the programmes, the trainings and the Centre itself.

Therefore, it is important and appropriate to develop this Primary Schools-Based Community Learning and Training Centres Performance Guidelines.

## **5. Objectives of the Guidelines**

### **5.1 General Objectives**

- 5.1.1 To increase access for citizens adult education and training programmes and services in primary schools-based community learning and training centres in a quality and equitable manner

### **5.2 Specific Objectives**

- 5.2.1 To provide education, training, entertainment and various services to the community in primary schools-based community learning and training centres;
- 5.2.2 To ensure consistent leadership and functions in the Centres;
- 5.2.3 To establish a community learning and training centre which is comfortable to the users;
- 5.2.4 To collect data on adult and non-formal education and training using it as the main centre
- 5.2.5 To use the classrooms, resources and manpower available in the primary schools where the centres are established.
- 5.2.6 To help the community access a variety of services (library, sports, savings, entertainment, etcetera) at nearby primary schools

## **PART TWO**

### **6. The What of PSBCLTCs**

Primary schools-based community learning and training centres (PSBCLTCs) are institutions established within the premises of the existing primary schools. They are headed by designated leaders and professionals, other than the school's leadership, and provide services to the community using classrooms and other resources without affecting the overall activities of the school. The Centre provides services to a wide range of people including those who have never had access to formal schooling; those who have completed the two-year integrated functional adult education, those who have dropped out of primary school and are unable to read, write and numerate; those with special education needs and vulnerable groups of the community, and others. In addition, the Centres shall provide non-formal education , that is to say, distance, evening, accelerated education and skills development to youths and adults.

### **7. Principles that Underpin Primary Schools-Based Community Learning and Training Centres.**

7.1 Equity

7.2 Participatory

7.3 Community Leadership

7.4 Accountability

7.5 Flexibility

7.6 Transparency

7.7 Confidentiality

### **8. Organization of Primary Schools-Based Community Learning and Training Centres**

#### **8.1 Establishment of the Centres**

The major reasons for establishing community learning and training centres in the premises of primary schools are: the physical proximity of primary schools to the community; the natural and inherent advantage in using the available resources in the schools and to enable programmes and services provided by community learning and training centres on a more sustained basis.



As the PSBCLTCs serve as a hub for local community education and training, all members of the local community benefit and are expected to manage the education and training programme offered in the Centre with a sense of ownership.

## **8.2 Manpower**

A coordinator, who carries out their own duties and responsibilities with accountability, must be assigned in each primary schools-based community learning and training centre. The Centre shall have facilitators and trainers who provide education, training and other services. In addition, regular school teachers, agriculture and health extension workers as well as professionals from other institutions, university students and other professional volunteers can also be used as facilitators and trainers. As the Centres' services provided to young people and adults expand, it is indispensable to assign and deploy relevant and appropriate professionals who have the required qualification in the area:

## **8.3 Management Committee of the Centre**

The community learning and training centre, which is based in the premises of primary schools, shall establish a management committee comprising 5 to 7 members selected from the school and the surrounding community. The Management Committee shall be in charge of overseeing and administering the Centre. When the committee's term of service comes to an end, it will be replaced by new committee members elected by the community. The committee shall coordinate the provision of education, training and services based primarily on the needs of the community. It also works with the community to plan development activities to ensure the centre's sustainability and encourages other sector offices to use the Centre to support it.

## **8.4 Allocation of Materials and Resources**

PSBAETCs that run adult and non-formal education and training programmes shall be provided with the appropriate resources and budget, as per the standard. For general information, please see the standards.

## **9. Programmes, Services and Implementation Processes of Primary Schools-Based Community Learning and Training Centres**

Primary Schools-Based Community Learning and Training Centres offer a variety of programmes for participating young people and adults. The following are the main ones.

### **9.1 Adult Basic Education Programme (ABEP)**

The Adult Basic Education Programme is a programme designed exclusively for out-of-school youths and adults over the age of 15 who did not receive any formal education. The major philosophy behind the ABEP programme is to enable young people and adults who cannot read, write and numerate to learn contents that are relevant to their day-to-day lives at the Centre and in the Satellite Stations and thereby develop the basic skills of reading, writing and numerating. The Coordinator of the Centre, who is also the Deputy Director of Adult and Non-formal Education, monitors and supervises the implementation of the Adult Basic Education Programme.

### **9.2 Non-Formal Education Programmes**

Citizens who did not have access to education for a variety of reasons through formal education programmes shall participate in non-formal education programmes, tailored to their life styles and as per their needs through alternative education provisions. To this end, non-formal education subsumes a variety of educational programmes, including:

#### **9.2.1 Accelerated Education Programme (AEP)**

Accelerated Education Programme is an alternative education provision approach which aims to provide access to education for over-age children and youth with the age range of 9-14. AEP is an alternative learning approach to completing a formal education programme in a short period of time and transitioning to a regular education programme. Consequently, the accelerated education programme shall be offered at primary schools-based adult and non-formal education and training centres. Coordinator of the Centre shall convene AEP classrooms, compile data and monitor the performance. In collaboration with the principal of the primary school, the participants of the programme shall be evaluated in a timely manner in consultation with relevant stakeholders.

### **9.2.2 Home Schooling**

Home schooling is the other method of providing education to citizens who are unable to participate in the regular education programme for a variety of reasons. The beneficiaries can access their education at home or the nearby places. Coordinator of this programme shall be the deputy director of schools-based adult and non-formal education and training centre. The coordinator, in collaboration with the Director of the regular school and cluster supervisor, shall monitor and evaluate the education process of participating children and youth right from enrollment, and keep data of participants in the Centre.

### **9.2.3 Distance Learning Programme**

Distance learning programme (DLP) is an alternative education system provided in Ethiopia for different sections of the society who have not been able to attend school in the regular programme. Participants in the DLP programme can access their education at the place of their convenience and become competent and competitive. The nearby school-based community learning and training centre can serve two purposes: compile data of the youths and adults who participate in this programme and a hub for hosting face-to-face programmes, as the need arises.

### **9.2.4 Evening Programme**

This is an education provision which is equivalent to the regular programme, run in the evening classes. It is an alternative approach hosted in primary, middle and secondary schools (Grades 1-12) that offer the regular education programme. To this effect, the Centre, with full sense of ownership, shall monitor the commencement and implementation of evening education programme and report to the relevant bodies on a regular basis.

### **9.2.5 Refugee Education Programme (REP)**

Refugee education is the education and training offered to youths and adults in refugee camps. The programme is designed for those people who cannot read, write and numerate. REP is an education delivery approach for adults to acquire basic education as well as variety of vocational skill trainings.

## **9.3 Skills Enrichment Programmes (SEPs)**

Depending on their needs and lifestyle, youths and adults shall be able to improve their skills, improve their incomes, and improve their own lives and the lives of their communities. These skill enhancement trainings shall be available at primary schools-based community learning and training centres. The following are the types of SEPs offered in primary schools-based community learning and training centres.

### **9.3.1 Agricultural Skills Enrichment Training**

The agricultural skills trainings are offered in the community learning centre. The curriculum contents are structured in three areas: crop development, animal husbandry and natural resource conservation, protection and development.

To this effect, participants of agricultural skills development training will have the opportunity to receive training in the primary schools-based community learning and training centre, which is very close to their residential places. The Centre shall be equipped with practice areas, training machines, equipment and well trained manpower in agriculture. However, if the center is devoid of the required training resources, the coordinator of the center should liaise with local training institutes or small-scale industries (agro-industry) to conduct the training.

### **9.3.2 Nutrition and Hygiene Skills Enrichment Training**

The Nutrition and Sanitation Skills trainings are offered to youths and adults. The contents are organized in four areas: food preparation, hygiene, reproduction and child nurturing. There is a need for practical training at the center for these skills development trainings. The Centre should organize a space for practice. In order for the Centre to deliver trainings on food preparation, it should provide the necessary cooking and preparation materials, space and raw materials. If these inputs are not available at the center, the coordinator of the Centre should look for other options so that the theory part is acquired at the centre whereas the practical aspect can be covered in hotels, food processing institutes, etcetera.

### **9.3.3 Small Industrial Skills Enrichment**

There are many fields of training in small industry skills development programs. These trainings are fine-tuned and tailored to the needs of the youth and adults. The contents are organized in the following areas: metalworking, carpentry, hotel hospitality, printing, communication and

audiovisual, leather and leather products, pottery, construction, masonry, textile and sewing works, etc. A Workshop center shall be organized for the practice part and the necessary inputs shall be provided for the effectiveness of the training. If the necessary resources for the training are not available, the theoretical training will be offered at the center whereas the practical training will be provided through the coordinator in consultation with governmental, non-governmental and private institutions.

#### **9.3.4 Technology Use Skills Enrichment Training**

The Center shall provide technology utilization trainings to youths and adults in three focus areas: basic computer utilization, basic digital utilization, and business and accounting. The Centre shall provide classrooms and resources for these training areas. If, however the conditions do not allow, the theoretical portion of the training shall be delivered at the center while the practical training shall be provided at a nearby cite depending on the local situation, in consultation with governmental, non-governmental and private institutions.

### **9.4 Miscellaneous Services**

A variety of services are provided to participating youths and adults in primary schools-based community learning and training centres. They include:

#### **9.4.1 Information Service**

Primary schools-based community learning and training centres offer library, radio programme, satellite television, and internet services to the beneficiaries as well as to residents of the local community. To this effect, the participating youths and adults at the Centre shall be able to access information and develop their knowledge and skills.

#### **9.4.2 Savings**

Schools-based community learning and training centres shall serve as major savings Centre. The head of the Centre shall undertake coordination activities in the light of creating conducive

environment and having a smooth relationship with the organization of Saving Unions. A venue shall be arranged for Saving Unions, established at the Centre, when they are in need of convening a meeting.

#### **9.4.3 Recreation Centre**

Youths and adults have the privilege to use the Centre to perform their common culture, customs and practices, as well as to do physical exercises. Therefore, physical exercises, different sport competitions, drama, dance, and other traditional and modern music, visual arts, different radio programmes, satellite televisions or internet are some of the various entertainment types that should be readily available to youths and adults at the Centres.

#### **9.4.4 Library**

The library, which is established at the Centre, shall organize and provide a wide range of services such as books, magazines, newspapers, pamphlets and other reading materials to the general public, including children, young people and adults as per their needs.

#### **9.4.5 Peace and Reconciliation**

The center shall play its role when conflicts and problems arise among community members by nurturing the culture of adjudication and dialogue. The mediation team shall include people who are socially acceptable and influential. Mediators perform their duties in consultation and with the support of relevant government bodies. They shall set their own contact time. Besides, the coordinator of the Centre shall provide the necessary assistance.

## **PART THREE**

### **10. Primary Schools-Based Community Learning and Training Centre Leadership**

Primary schools-based community learning and training centre is a centre for the education and training of the local community. The Centres are organized and led by the community through dialogue and participation. Therefore, the functions and responsibilities, from the Federal Ministry of Education to the primary schools-based community learning and training center level, are presented as follows:

#### **10.1 Functions and Responsibilities of the Federal Ministry of Education (MoE)**

The Federal Ministry of Education shall:

- 10.1.1 devise strategies for expanding primary schools-based community learning and training centres,
- 10.1.2 carry out activities to ensure that the Centres are equipped with inputs to maintain the quality and efficiency of the centres
- 10.1.3 cause the establishment of robust monitoring, support and evaluation system for community learning and training centres,
- 10.1.4 carry out and cause to conduct research on programmes and trainings provided in primary schools-based community learning and training centres,
- 10.1.5 cascade training modules, sample texts and other related texts,
- 10.1.6 provide ToT (training of trainers) training to regional/city administration adult and non-formal education and training experts, in addition to administrative issues, on the programmes and trainings implemented in the Centres

#### **10.2 Functions and Responsibilities of the Regional/City Administration Education Bureau**

The Regional/City Administration Education Bureau shall:

- 10.2.1 in programmes and trainings offered by primary schools-based community learning and training centres, cause to cascade Performance Guidelines developed at federal-level ensuring that the contents are in harmony with the context of the region,
- 10.2.2 monitor and support the implementation of primary schools-based adult and non-formal education and training centres in the Zones and Woredas of the region,
- 10.2.3 monitor and provide support to compile the information about adults participating in the centres,
- 10.2.4 assist and provide support to conduct research on community learning and training centres at regional level,
- 10.2.5 provide ToT (training of trainers) training to Zonal and Woreda adult and non-formal education and training experts on the programmes and trainings implemented in the Centres
- 10.2.6 cause the establishment of monitoring and support system for the overall activities of the Centres.

### **10.3 Functions and responsibilities of the Zonal/Sub-city Education Department**

The Zonal/Sub-city Education Department shall:

- 10.3.1 lead as a supreme organ and control the implementation of schools-based adult education and training centres in the Woredas within its jurisdiction,
- 10.3.2 cause the implementation of training modules, learning materials and enactment regulations and directives for community learning and training centres at regional level,
- 10.3.3 provide ToT (training of trainers) training to Woreda adult and non-formal education and training experts on the programmes, trainings and administrative issues implemented in the Centres,
- 10.3.4 cause the establishment of monitoring and support system for the overall activities of the Centres.

### **10.4 Functions and Responsibilities of the Woreda Education Office**

The Functions and Responsibilities of the Woreda Education Office shall be to:



- 10.4.1 cause the establishment of school-based community learning and training centres and undertake practical activities,
- 10.4.2 determine the goals of Community Learning and Training Centres to be implemented at Woreda level
- 10.4.3 lead as a supreme organ and control the implementation of schools-based community learning and training centres in the Kebeles within its jurisdictions
- 10.4.4 cause the implementation of training modules, learning materials and enactment of regulations and directives for community learning and training centres at the regional level,
- 10.4.5 by gathering data from the Centres, cause the submission of information about participants and activities carried out at community learning and training centres to the appropriate body at all levels.
- 10.4.6 cause the conduct of needs assessment on contents and trainings offered to community learning and training centres;
- 10.4.7 provide training to coordinators and facilitators about community learning centres on the programmes, trainings and administrative issues implemented in the Centres,
- 10.4.8 undertake monitoring and support on the overall activities of the Centres.

## **10.5 Functions and Responsibilities of Primary Schools-Based Community Learning and Training Centres (PSBCLTCs)**

PSBCLTCs shall:

- 10.5.1 serve as a hub for community education programmes and skills training as well as various services,
- 10.5.2 prepare, approve, implement and cause the implementation of annual plans,
- 10.5.3 provide support to trainers and facilitators at the Centre to cascade and develop the approved plan,
- 10.5.4 assume a top leadership role and supervise the implementation process of the sites that work under the auspices of community learning training centres (CLTCs),
- 10.5.5 collect and compile data on Adult Basic Education, Non-Formal Education Programmes and Skills Training provided by CLTCs and nearby Adult Training Sites and report to the concerned bodies,

- 10.5.6 conduct needs assessment study on education and skills training for community learning and training,
- 10.5.7 create awareness to the local community about adult and informal education and training,
- 10.5.8 cause the community to support the CLTCs financially, materially and in labour,
- 10.5.9 cause the CLTCs to share experience among themselves, formulate best practices and scale up to others,
- 10.5.10 cause to keep the data of assessment results of all programmes and trainings,
- 10.5.11 provide support and monitor to CLTCs in the school and its vicinity.

## **10.6 Functions and Responsibilities of the Community Living Around the Community Learning and Training Centres**

The Community shall:

- 10.6.1 participate in leading and administering the Centre,
- 10.6.2 contribute financially, sharing ideas, and in-kind ( material and labour ) to ensure the sustainability of the Centre,
- 10.6.3 enjoy the services of the Centre.

## **11. Ensuring Community Participation, Ownership and Sustainability of the Centres**

Community participation and sense of ownership are critical to the success of primary schools-based community learning and training centres. The sustainability of a programme relies on the community's commitment and ownership to the programme. Community engagement creates a greater sense of ownership, which makes the programme more sustainable. Community participation shall be reflected through the active participation of the community in such undertakings as the administration, management, planning and decision making of the centres.

By and large, in order to ensure sustainability of the education and training programmes offered in PSBCLTCs and by enhancing community engagement and ownership, the following are key undertakings:

- 11.1 make the planning and implementation of the programmes participator,

11.2 create a conducive environment that allows the community to control its own development; identify and define its own needs and cause to provide pertinent solutions to its own problems,

11.3 enable the community to contribute for the programmes in different forms: material, financial and labour,

11.4 as part of capacity building scheme and with the objective in view of sustaining the programme, establish a management committee drawn from members from the community and provide training to them on programme management, administration, planning, etcetera

11.5 using various awareness raising platforms, conduct continuous community sensitization undertakings.

## **12. Sources of Funding for Community Learning and Training Centres**

### **12.1 Government Funding**

Community learning and training centres play a pivotal role in building the capacity of adults and young people through teaching and training. In order to achieve the goal of these training centres, it is important to allocate adequate budget as the country can afford. Thus, the Government should put aside budget to ensure that the services provided by the community learning and training centres are of high quality.

### **12.2 Funding from Various Donors**

In addition to government funding and in order to make the goals of the Centres successful, it is important to mobilize and utilize appropriate resources from a variety of sources, including the general public at large, NGOs, individuals and private organisations, the civil society, and investors, and so on.

### **12.3 Fundraising Methods**

In order to make primary school-based community learning and training centres effective, a variety of fundraising methods should be adopted. They are listed as follows:

12.3.1 involving the community to make donations

- 12.3.2 lobbying Non-Governmental Donors (NGDs) to make contributions
- 12.3.3 convening various fundraising platforms
- 12.3.4 using a variety of other options such as causing Centres to undertake activities so that they can generate their own revenues

## **13. Community Learning and Training Centre Monitoring and Evaluation**

### **13.1 The Role of the Monitoring and Evaluation (M&E)**

Monitoring and evaluation of the implementation process of programmes and services provided by primary schools-based community learning and training centres shall play a key role in: identifying problems in the programmes and services, addressing shortage of resources, improving the performance of the programmes and services and measuring the achievements of the intended objectives. Moreover, the curriculum and the materials developed for adult and non-formal education and training centres should be assessed and evaluated to make informed decision whether or not they require revision or change for better implementation and performance in the future. It shall be implemented in accordance with the new monitoring and evaluation framework

### **13.2 Focus Areas in the Process of Monitoring and Evaluation**

- 13.2.1 In Centres where community learning and training programmes are offered, check the budget source and whether or not the money is properly utilized, as per the plan
- 13.2.2 Whether or not adequate resources are allocated for the execution of programmes
- 13.2.3 Availability of materials required for skills training at the Centre
- 13.2.4 Availability of a properly prepared annual work plan at the Centre
- 13.2.5 Relevance of the education and training contents offered by the Centre
- 13.2.6 Whether the learning and training tools meet the content choice and needs of the participants
- 13.2.7 Availability of various data collection records and forms at the Centre
- 13.2.8 The participation and coordination of various stakeholders and Public Enterprises at the Centre
- 13.2.9 Whether or not full-fledged services to community learning and training centres are provided as well as availability of continuous and sustainable community participation

13.2.10 The contribution of adult education and trainings on improving the lives of the participants

13.2.11 Problems encountered in adult education and training

## **14. Establish Networks and Strengthen Partnerships**

Community learning centers are required to strengthen partnerships by establishing networks with different stakeholders. To do this, they must carry out the following tasks.

- ❖ Identify governmental and non-governmental organizations and agencies, as well as those who have the institutional capacity and desire to engage in future undertakings of the Centre, and strengthen the Partnership Forum.
- ❖ A permanent and sustainable discussion forum will be established to share ideas and experiences on a regular basis.
- ❖ As regards the activities that are carried out at the Centre, conduct consultative workshops to make decisions on ‘who should what’

## **PART FOUR**

### **15. Miscellaneous Provisions**

- 15.1.1 These Guidelines are subject to improvement.
- 15.1.2 Regions shall make these Guidelines effective by preparing details in accordance with the reality of their local context.
- 15.1.3 **Scope of application:** These Guidelines shall be applicable in primary schools-based community learning and training centres established in Ethiopia.
- 15.1.4 **Obligation to implement:** In accordance with these Guidelines, the Education Structure bodies at all levels, right from the Ministry of Education, will take the necessary corrective measures against those primary schools-based adult and non-formal education and training centres that do not implement adult and non-formal education and training programmes.