



**4th GRUNDTVIG AWARD**  
FIGHTING POVERTY  
THROUGH LEARNING



**EAEA**

EUROPEAN ASSOCIATION  
FOR EDUCATION OF ADULTS





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*European Association for the Education of Adults*

***4th GRUNDTVIG AWARD 2006***  
***Fighting Poverty through Learning***



## INTRODUCTION

EAEA annually awards the Grundtvig prize for an excellent project on a selected theme. Our theme in 2006 was “Fighting Poverty through Learning”; we chose this theme because we wanted to highlight the positive impact that learning can have on escaping from poverty. We also wished to draw attention to the growing gap between those whose life is improving on a daily basis and those who are living in the shadow of poverty.

UNESCO has chosen the theme of fighting poverty as one of the major challenges to society worldwide. Consequently we chose to link the award for 2006 to an international movement, taking up a theme which is of major importance for the development of society.

As UNESCO states:

Poverty is a denial of human rights and the very antithesis of development. Its eradication thus is the overarching national and international target. However, as poverty is a result of diverse and interconnected political, economic, social and cultural processes, it is multidimensional and complex. To respond effectively to the challenging task of poverty reduction, a holistic approach with concerted and coherent consultation, planning and action is necessary at global, national and local levels simultaneously.

Investment in education being one of the most important determinants of human welfare and opportunity as well as social and economic growth, education and poverty eradication are inextricably bound. Furthermore, the majority of those living in poverty as well as the majority of the illiterate people being women, the lack of appropriate educational opportunities for girls and women, has a significant bearing on the feminisation of poverty. Access to basic education for all and equality of educational opportunities are therefore vital for reducing the inequalities between and within societies. The very big challenge for us is to create and expand educational opportunities for millions of those who are victims of poverty.

EAEA’s invitation went to those groups and organisations that had realised projects and initiatives that dealt with the theme of ‘Fighting Poverty through Learning’:

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In spite of the efforts of social and economic development, poverty is persistent and difficult to eradicate. In solidarity with our fellow citizens, the EAEA invited submissions for the Grundtvig Award for 2006 of projects which had the primary aim of reducing poverty. EAEA always has two awards, The Grundtvig Prize, for a project from inside Europe, and the Special Merit Grundtvig Prize for a project from outside Europe

The EU defines poverty as:

*Percentage of individuals living in households where the total equivalised household income is below 60% national equivalised median income.*

The European Commission maintain that:

*People are said to be living in poverty if their income and resources are so inadequate as to preclude them from having a standard of living considered acceptable in the society in which they live. Because of their poverty they may experience multiple disadvantage through unemployment, low income, poor housing, inadequate health care and barriers to education, culture, sport and recreation. They are often excluded and marginalised from participating in activities (economic, social and cultural) that are the norm for other people and their access to fundamental rights may be restricted.*



At present, about fifteen per cent of the populations of countries in the EU are at risk of poverty, and some groups are more acutely affected than others. These include children, women, people with disabilities, and minority ethnic groups. The EU is committed to eradicating poverty by 2010.

The EAEA was looking for adult learning projects, including

*Leadership Skills, Facilitation Skills, Capacity Building, Personal Development, Citizenship Education, Human Rights Education, Community Development, Community Regeneration, Healthy Lifestyles, Health and Well-Being.*

What did we expect?

- The projects had to have a clearly defined aim of reducing poverty
- They had to entail co-operation with at least one other country, inside or outside of Europe.
- They had to have evidence of outcomes, such as a report, DVD, or any form of verification.
- It was desirable that the projects were transferable and/or useful for others.
- The projects or the initiatives had been completed or was close to completion.

We required a description of each project:

- What were the main goals of the project?
- What was actually done and how was it done?
- Which was (were) the target group(s)?
- What was special about the way of working and what processes or partnerships were important?
- Which aspects of active citizenship were focused on?
- What methods were used to get people involved?

We asked for information about the impact of each project:

- What the impact for the participating organisations and the target group(s) was
- How was success recognised and tracked
- What was learnt from this piece of work – what could be done again or differently next time
- If the project would work without partners from other countries

And finally:

We asked what made each project special and what could others learn from them?

The jury selected two projects for the prize:

***Transnational Education for Adult Migrants - TEAM Project***, coordinated by HYDRA, Turkey, and

***Poverty Reduction and Capacity Building through Livelihood Skill Training at CSTCs and VTCs - The EXPRO in Ethiopia***, coordinated by IIZ/DVV Regional Office East Africa



## JURY MOTIVATION

Our theme for this year's Grundtvig Award, the 4th Annual award, was **'Fighting Poverty through Learning'**. We chose this topic because it coincides with the current UNESCO initiative and, globally, as well as in the European context, it is of premier importance in bridging the gap between those in poverty and those above the poverty line.

The winner of this year's European Grundtvig Award is **Transnational Education for Adult Emigrants**. The partner countries in this project are Germany, Denmark and Turkey. The jury chose this project because, although the reduction of poverty was not its primary objective, it meets all the other criteria and poverty reduction is a positive consequence, following the project.

It is adaptable and draws attention to the problems of migrants in Europe, the enlargement of the EU, and the need for education in citizenship. All these subjects have a relevance and an immediacy which is reflected in the launch of the Communication on Adult Learning. It has an innovative approach which aims at developing methodologies and models of good practice that are transferable to settings with similar characteristics and thus have a multiple effect.

We are particularly delighted to have a Turkish co-ordinated project. This shows the strong motivation that Turkey has to be involved in European educational matters and is actually being involved in them. We are also proud to remember that the first ideas for this project were conceived on an EAEA training seminar in Hungary in 2004.

We also want to award a special merit to **'Learning to Prosper'**, a local development plan linked to a well-established education programme in the UK. This project works to lift people out of poverty by empowering the community and similarly stresses the link between life-long learning and personal and social development. It could be replicated in problem areas in towns and cities anywhere in Europe.

The 4th Annual Grundtvig Award Out of Europe goes to **'Poverty Reduction and Capacity Building through Livelihood Skill Training at CSTCs and VTCs', Ethiopia**. Clearly, fighting poverty is one of the major concerns in Ethiopia and a project which aims to alleviate poverty in this desperate country is very commendable and we wish it every success. The link between learning and poverty is much more obvious here and this project shows that focusing on learning for social issues can be very worthwhile.

In our view this is a very good scheme for people to join, once they have seen the benefits it can bring. It is also very adaptable for other countries to emulate, particularly in Africa.



## 4th GRUNDTVIG AWARD WINNER 2006



### Transnational Education for Adult Migrants - TEAM Project

· *What were the main goals of the project*

#### **TEAM Project's overall objective:**

Since the term 'Sustainable Development' became current in literature, the definition of poverty has changed. Poverty has been defined as an inadequate income level. The elimination of poverty has recently included within its remit; good nutrition, access to infrastructure systems such as electricity, water and drains, services such as education and health, participatory democracy, human rights and freedom in its diverse forms. It is very possible that economies that are planned without taking sustainability into account will actually become poorer. Therefore, no matter how much a country seems to be developed according to its economic indicators, if this country pays no attention to its citizens' social, cultural and political rights, it could be said that this country is poor.

The best way to establish 'Sustainable Development' in a country is initially to build an educational structure that every individual can benefit from and have access to. Building this system on the basis of life-long learning is recognised as being very important. Life-long learning is vital to increase the productivity of individuals in professional and personal activities and to develop new skills for their needs in this global life platform as part of the information society. Life-long learning is also important in improving the quality of life for all, our most important resource is the practice and production of education.

In the light of this broad definition of "poverty", TEAM Project has adapted a "capability approach" for the integration of migrants into host countries. This approach emphasizes functional capabilities ("substantial freedoms", such as the ability to live to old age, engage in economic transactions, or participate in political activities); these are construed in terms of the substantive freedoms people have cause to value, instead of utility (happiness, desire-fulfilment or choice) or access to resources (income, commodities, assets). Thus, from this standpoint, poverty is understood as capability-deprivation. It is noteworthy that the emphasis is not only on how human beings actually function but also on their having the capability, which is a practical choice, to function in important ways if they so wish. Someone could be deprived of such capabilities in many ways, e.g. by ignorance, government oppression, lack of financial resources, or false thinking.

This approach to human well-being emphasises the importance of freedom of choice, individual diversity and the multi-dimensional nature of welfare. In significant respects, the approach is consistent with the handling of choice within conventional microeconomics consumer theory although its conceptual foundations enable it to acknowledge the existence of claims, like rights, which dominate utility-based claims. This approach contrasts with a common view that sees development purely in terms of GNP growth, and poverty purely as income-deprivation.

In the target countries of TEAM Project; namely Germany, Denmark and Turkey, the traditional “income-deprivation” approach was adapted for the social integration of the immigrants groups. The real needs and expectations have been ignored by adult migrant education programmes, so, first of all, the needs and communication problems need to be made visible in order to create better integrated adult education programmes based on the “capability approach”. TEAM Project defines integration as “a process in society which includes everybody living in a society at all times. One cannot proceed without the pursuit of integration. This pursuit can be seen in a person when he or she takes the initiative to integrate him or herself socially. This is true for local people as well as migrants!”

Taking this standpoint and with this motivation, TEAM Project aims to eliminate the communication problems between adult migrants and trainers working in integration programmes and to create an innovative methodology containing notions of good and active citizenship that will satisfy the needs and expectations of the migrants to facilitate more successful integration by supplying new tools for “social integration” in Europe. The aim is also to demonstrate models to Turkey, which is a transit, destination and source country, but which does not have adult education migrant education programmes.

The main approach of this project to migrant integration is to use the “good citizenship” concept in the current adult migrant education programs. The “good citizenship” concept includes honesty, goodwill, respect, responsibility, and courage. A good citizen is someone who has ‘empathy’ for other people, cares and shares, respects people, understands that rules are made for good reasons and does not break them, judges people on their behaviour not on their colour or appearance and cares about the community and our world. The keyword, in order to raise a widespread awareness of good citizenship at a social level, is “education”. Education can improve courage, self-reliance and self-respect which grow and develop in a circle where democracy deepens and human rights become widespread.

Democratic citizenship education needs development and support not only in schools, but also in adult education programmes, which are for all citizens regardless of age, ability, linguistic competence, cultural and religious identity, sexual orientation or socio-economic conditions. Adult education programmes are important as a means of gaining people who have increased knowledge, skills and competences. Such programmes should always include learning opportunities for democratic citizenship in order to empower people to become active citizens as well.

• *What you actually did and how you did it*

Phases of TEAM Project;

**1. Current situation analyses in the target countries, preliminary research for the project questionnaire, and definition of expectations, problems and background of the immigrants.**

This stage lasted two months, and supplied invaluable information for the questionnaire.



## 2. Preparation of the Questionnaire

Questionnaire has three parts and 80 questions, with 3 categories, which are: the demographic and socio-economic situation, reflections for those participating in education programmes, and their expectations. The questionnaire has been translated into Turkish, Danish, German and English.

## 3. Implementation of the Questionnaire in the partner adult education centres in Germany and Denmark (VHS-Cham, VHS- Lauf, AOF-Vejle)

The questionnaire applied to 107 migrants, but not only in 4 languages, but with the help of the migrants, in more than 12 languages. Sometimes, completion of a questionnaire took more than two hours... In addition to the questionnaires supplied by the trainers and directors of the adult migrant education programmes, several in-depth interviews were achieved.

## 4. Evaluation and Reporting of the results in Turkey

### 5. Organisation of International workshop and conference in Turkey

“New Approaches in Education for Adult Migrants” International Conference was held on 29th April 2006 in Istanbul with more than 100 participants. Before the conference, 3 day- workshops were set up with the partner organizations.

### 6. Developing the methodology and curriculum.

Taking the reference of the field research, a new methodology was proposed and a new curriculum was created on the basis of “capability approach”.

### 7. Publication of the booklet, which encompasses the final evaluation report of the questionnaires and the finalized methodology of the project.

194-page project booklet was prepared and published. The booklet was distributed to the partner organizations, and the Brussels Office of the European Association of Education for Adults (EAEA) in order to share the project results with other institutions/organizations in the EU Member States.

#### · *Which was (were) your target group(s)*

The target group of the Project is defined as the adult migrants who are continuing adult training programmes (if available, integration courses) and who have completed at least 50% of the courses in order to evaluate these programmes. The main disadvantage that these people have is that they are mostly unemployed. The questionnaire requests are made in face-to-face discussions with each beneficiary (107 beneficiaries in total).

#### · *What was special about your way of working and what processes or partnerships were important.*

The Partners of TEAM Project were:

- HYDRA International Project and Consulting Co., Turkey (Coordinator Organization)
- The Volkshochschule Cham (VHS-Cham), Germany (Partner Organization)
- The Zweckverband Volkshochschule Unteres Pegnitztal (VHS- Lauf) (Partner Organization)
- AOF - The Workers' Educational Association, Denmark (AOF-Vejle) (Partner Organization)

The partners' contributions were extremely important for the project. The following objectives were undertaken within the project:

- The preparation of the actual status analysis for the migrants in Cham

- Completion of questionnaires by the migrants in Germany and the performance of the information exchange regarding adult migrant training
- Support in the preparation of the questionnaire to be administered to the migrant target group and translation of the questionnaire
- Determination of the target groups and the specimens representing this target group where the questionnaire was to be administered in Cham
- Contributions mainly in language/translation to the field studies of the Project Team during the application of the said questionnaire
- Support and attendance at the workshop studies set up in Turkey
- Support for the formation of the new training methodology developed within the Project and the preparation of the booklet
- Studies and applications for embedding the new methodology into the adult migrant training courses
- Lobbying activities and information visits to the relevant institutions and organizations to promote this methodology in the country and Europe

TEAM Project, HYDRA International Project and Consulting CO., as the Project Coordinator institution, in addition to the performance of all the tasks shown above, has also performed the following tasks:

- Ensured coordination between the Project partners
- Prepared the interim and final reports along with all monitoring and evaluation reports
- Organized an International Conference
- Printed a Project Booklet
- Distributed the project booklet to the relevant institutions and organizations.

· ***How you got people involved***

107 migrants in total were involved directly in the project. Through the 80-question questionnaire, they have reflected their demographic information, expectations from the integration or the other training programmes for adult migrants, their observations and views on integration within the host countries. At the same time 15 migrants were interviewed in-depth by trainers and directors from the above-mentioned learning programmes. During the in-depth interviews, 24 leading questions were asked in order to reflect existing problems from their point of view.

In addition, 3-day workshops were held on 26-28th April, with representatives of the project partners, and the migrants participating with the partner organisations. Finally, with the very active participation of individuals, different organizations and institutions that work in this field; an interactive international conference (New Approaches in Education for Adult Migrants) was held on 29th April in Istanbul with separate panel sessions. Thus, the target group and the relevant project partners could become intensively involved in the project.

***Some explanation about the impact:***

Generally, the expected impact of TEAM Project was the creation of tolerance, and understanding between migrants and citizens, because migrants will have a greater understanding of the rules and expectations of society, will understand the importance of good citizenship and will have better attitudes. Furthermore, the problems experienced by citizens resulting from incompatible migrants will disappear and this will combat racism.

· ***What the impact for the participating organizations and the target group(s) was***

Mainly, communication between the adult migrant learners and the trainers-directors of the programmes was established. Both sides have been informed about the results of the



questionnaire and the in-depth interviews. In this way, both sides were able to see the different standpoints, expectations and needs of each organization. Furthermore, particularly, the adult migrant learners were able to gain more comprehensive information about their educational rights, the relevant learning programmes and even about the programmes in which they have been participating.

Also the 3-day workshops and the results of the field research enabled the project partners to obtain intensive information about different subjects, each others' methods and approaches. The joint decision was to adapt the "capability approach" and expand the scope of the integration of the special learning programmes with the notion of "active citizenship".

#### ***How you recognized and how you tracked success***

In order to recognize and track the success of the project, the "monitoring and evaluation" method, "Strategic Management Techniques" was used. This technique, established in international literature as "Strategic Management Techniques- SMT" is a scientific technique providing a formulation, application and evaluation of whether or not the suggested objectives are achieved within the Project. There are 3 processes, that operate together during the realization of this technique; these are "Strategy Formulation", "Strategy Application" and "Strategy Evaluation".

During the Strategy Formulation Process, the definition of external possibilities and risks regarding the Project are included as well as determination of internal power fields and insufficiencies, and a review of short-middle and long-term objectives and the possible need for alternative strategies. Although this process is required to be completed during the first month of the Project by all the partners of the Project, due to communication problems during the first months of the Project, it was defined by HYDRA and presented for the approval of the Partners. During this process, the support of academicians and activists in the field was given and the required specialist personnel were invited to the weekly meetings. Approximately 16 evaluation meetings were held and following these, internal evaluation reports were prepared. These reports have been an important source during the preparation of interim reports.

The Strategic Application Process consisted of; strategy-support culture, formation of an effective organizational structure between Project Partners, development and usage of information systems, redefining Project team responsibilities, strengthening communication and interaction between the partners, provision of the material and assessment of achievements in relation to goal attainment and project budget management. As a result of submitting the reports regarding the project evaluation meetings made at 15-day intervals, providing information over phone, and following task and responsibility sharing carefully, the attendance of the Partners to the Project has increased.

During the Strategic Evaluation Process, there are three important and basic evaluation activities. These are "reviewing the internal and external factors where the actual strategies are constituted", "performance evaluation/assessment", and "implementing the corrective actions for the resolution of the newly confronted and different problems".

Also, during the management of this process, specialist support was given in accordance with the emerging necessities. SPSS analyses were considered in detail, and information was given to the above-mentioned academicians regarding the resolutions of the questions contradicting the application. The evaluation meetings at 15 days interval along with the TEAM Project made the process analysis of the project. Required measures were taken with-

out delay by submitting whether or not the specified rational objectives were achieved at the following meeting. The reports of the meetings were presented in the first and in the second interim report.

In addition, the visible success of the project has gained attention from different institutions. For example: the project team has been applauded by the Mayor of Lauf City (Germany), Mr. Rudiger Pompl. TEAM Project was also selected as the most successful Grundtvig 2 (2005) Project by the Turkish National Agency, and will be presented with an award for participation and representation at the European Grundtvig 2 Conference that will be held 5-8th October 2006 in Finland.

***· What you have learned from this piece of work - what would you do again or differently next time***

Because of the language problems, application of the project's questionnaire was significantly time consuming. Thus, the "interpretation" issue should have been solved before the application. On the other hand, some of the questions did not work in the field. Next time, a larger scale pilot study should be conducted before the field research.

***· If the project would work without partners from other countries***

There is no doubt that this project could not be conducted and achieve this success without the contribution of the partners.

***· What made this project special and what could others learn from it?***

As mentioned above, TEAM Project adapts the "capability approach", and the notion of "active citizenship" to combat social isolation and the broad definition of poverty. The Project does not only supply a "learning partnership" dimension, but also displays concrete information about the target group and the results. For the questionnaire analysis, the Statistical Package for Social Sciences (SPSS) Programme is used. The in-depth interviews have supplied a deeper understanding as well as a varied combination of different research techniques. Finally, the proposed methodology was created, which explores the notion of citizenship education as it is discussed in the EU and around the world, because citizenship education as education for democracy plays a vital role in the development of European unity, mutual understanding and in building a "European" identity among its people.

*For more information, please contact: <http://www.hydra.com.tr/>*



## 4th SPECIAL GRUNDTVIG AWARD WINNER 2006



### **Poverty Reduction and Capacity Building through Livelihood Skill Training at CSTCs and VTCs – The EXPRO in Ethiopia**

Preliminary remarks: A comprehensive report on the program was prepared and published in June, 2005 (IIZ/DVV Regional Office East Africa, 2005: Poverty Reduction and Capacity Building through Livelihood Skill Training at CSTCs and VTCs – The EXPRO in Ethiopia, INTERNAL PAPER No. 33, Addis Ababa, 39 pages); some 600 copies were distributed within Ethiopia and abroad; an 18 pages article was published in the IIZ/DVV Journal Adult Education and Development, 64/2005; the website of IIZ/DVV contains an article; papers and overhead and power point presentations were given and photo exhibitions were organised on different occasions (at the IIZ/DVV/World Bank/UNESCO organised Botswana Conference on “Poverty Reduction and Adult Education” in June 2004; at a national workshop on “Skills Training, Literacy and Education for Youth and Adults in Ethiopia” at ILD, September 2005, at a symposium on “Adult Education and Development”, October 2005).

#### **Summary:**

**Background:** Ethiopia, with a population of 79 million in September 2006, is the second most populous country in Africa. With a real per capita gross domestic product (GDP) of about US \$90, it is one of the poorest countries in the world. According to the “Sustainable Development and Poverty Reduction Program” (SDPRP) of the government, the proportion of absolutely poor people in Ethiopia during the year 1999/2000 was 44.2 percent. More specifically, roughly 31 million Ethiopians did not have enough food items in their food basket to meet their minimum calorie requirements, nor are they able to meet their basic non-food needs that are consistent with the spending pattern of the lowest income group. In addition, the huge majority of youths and adults (25 million working in agriculture only in 2002) are lacking any literacy/basic education, skills or technical knowledge.

**Objectives of the Program:** The program aims at enabling poverty-stricken youths and adults (particularly girls and women and landless youths in the rural areas) to generate income by means of self-employment, employment or small-scale enterprises (project objective), and thus to contribute to the reduction of poverty in selected regions of Ethiopia (overall objective). It is thus fully in line with the Ethiopian government's SDPRP (today PASDEP), the Education and Training Policy (ETP) and the Education Sector Development program (ESDP). Furthermore, it supports both goals of the Dakar Framework of Action on Education for All (EFA) and the Millennium Development Goals (MDG).

To this purpose, selected skill training centers (mainly Community Skill Training Centers / CSTCs, Vocational Training Centers / VTCs, and rural non-formal TVET Centers – in summary called “CSTCs”) were established (renovated, upgraded, newly established) as models and enabled to provide systematic skill training to educationally disadvantaged people in geographically and socio-economically diverse environments, mainly in the rural areas. These model CSTCs were meant to develop into (a) officially recognized providers of efficient training, (b) centres of information and innovative practice, and (c) as focal points for further training and experience sharing of planners (of adult and non-formal education or vocational training programs), administrators, coordinators and instructors of other CSTCs, and thus expand the program to other areas in the respective regions.

These objectives are to be achieved through the planning and running of all-year-round training courses geared towards livelihood needs, market needs or training needs (non-formal vocational training within TVET) or a combination of these. The term ‘livelihood’ in the program limits itself more or less to the dimension of the human capital, that is, to the knowledge, skills, and methods used to produce or obtain the food, water, clothing and shelter necessary for survival and well being, whether the economy is subsistence, monetized, or a mixture of both. This includes making an income from off-farm activities. Each training course provides, apart from the core technical skills, business/ entrepreneurship, social knowledge and practical skills.

The training, which aims to enable and empower poor people, includes the systematic selection of skill areas, occupational requirements, target groups, training contents, entrepreneurship orientation, and access to micro and small credits and follow up. The type of skills and thus the curriculum relevant to a particular area will be identified through situational analysis and participatory rural appraisal combined with market analysis and training needs assessment.

Technically speaking, the program provides orientation and training and therefore builds on the capacity of the staff of the partners (planners and administrators, trainers of trainers - also called master trainers, CSTC coordinators, technical and CEFÉ instructors), financial support to CSTCs (for rehabilitation, extension, equipment/tools, materials), the development of training/learning materials and a comprehensive advisory service. Due to shortage of funds from federal and regional governments, revitalization of potential model CSTCs had to be done in a strictly cost-effective way. To this end, EXPRO has developed guides, one that shows the “profile of a model CSTC” and a second one that outlines “ten basic activity steps” which must be followed in order to identify and utilize the potential resources for income generation.

**Target groups:** Participants in the training and therefore the target group of the program are youths and adults with incomplete primary or secondary education (less than grade 10), without access to formal vocational or higher education and those without any education. The educational and motivational background of the interested target groups is a major cri-



terion for the skill or trade area to be chosen. Preference is given to poor people from rural areas where poverty is especially striking and to girls and women. The labour force population (age 15 – 64) for the year 2004 was estimated at about 42 million, out of which roughly 70 percent are completely illiterate.

**Way of working and processes of partnerships:**

First of all, the program was developed over the years in response to practical demands and in close cooperation with the MoE, regional education bureaus, later with TVET commissions, regional women's associations and one NGO, national experts and colleagues, and thus is appropriate to and commensurate with the national context. Although informed by the findings of systematic research on "Skills and Literacy Training for Better Livelihoods" (Oxenham et.al. World Bank 2002) for poor people in Africa the implementation was organised in a rather pragmatic way fully recognizing the real situation on the ground in the various regions of Ethiopia.

Secondly, the implementation was guided by systematic log frame planning and related training on the job and monitored closely throughout the process. Furthermore, research-based methods used in development and adult education projects have been applied for analysing areas, markets, training and institutional needs etc.

Thirdly, sensitisation and orientation for decision-makers and key people from among others relevant line ministries as well as the target groups (communities and CSTS staff alike) was done continuously. Advocacy and national policy development was ensured through active participation in the "education donor group" of Ethiopia and direct assistance from the MoE with regard to the development of national strategies on adult education and non-formal TVET.

**Aspects of active citizenship:** Poor, uneducated and unemployed youths and adults in Ethiopia are hardly involved in social, cultural or political activities. Because of their marginalization they do not participate in development activities. Examples of good practise described in the INTERNAL PAPER No 33, June 2005 of IIZ/DVV Regional Office illustrate impressively how the EXPRO impacts on individual beneficiaries and their families. Improving the livelihood of poor people has important positive side effects such as participation in family, community and social affairs, improving nutrition and health, and not least sending children and especially girls to school.

**Involvement of people:** As mentioned earlier the huge majority of youths and adults in Ethiopia do not have access to education and training. Youths and young adults are therefore demanding training everywhere in the country due to the fact that they understand the benefit of it. The problem is not to get them involved, the problem is rather how to select the few who can be accommodated in such a program.

**Impact of the program:** The impact was monitored and measured according to the Project Planning Matrix (PPM). Regular reports of the model CSTCs, field visits and mid-term reviews were conducted. Simple tracer studies procedures were introduced to find out about the impact of the training on the trainees, their families and their communities some time after the actual training. Wide spread public relations activities based on detailed documentation and reporting right from the beginning of the program ensured not only information and communication in a country with no literate environment in most parts of the country but also transparency and public support (through all sorts of media).

The EXPRO has an impact on people, institutions, areas and national policies. It has first of all a strong direct impact on the livelihood situation of the trainees and through them on

their families. Their income increases (partially up to ten times), their families benefit from the increased income. Self-esteem and self-confidence are demonstrably strengthened; their readiness to participate in further training or literacy education has grown. Some beneficiaries are actively seeking opportunities to further their qualifications especially in the field of vocational training.

Model CSTCs have the tools and the equipment to train in at least three different skill areas, some are equipped for training in up to 12 skill areas on different but mostly basic levels of technology. As compared to the previous situation, all model CSTCs are running at least three courses a year with an average duration of three months each. All the skill areas were chosen with regard to the findings of the market analysis and the training need assessment undertaken. It also led to an immense improvement of the image of the CSTCs as a valuable training institution in their localities. Through the training, skills and trades – semiskilled manpower - are now available in small, mainly rural towns and areas where there was no service of this type before.

With regional governments such as Amhara and Tigray (and the city administration of Addis Ababa) IIZ/DVV has signed agreements to expand the EXPRO to all zones where CSTCs will be replicated as model centers. Amhara regional state is now establishing its own adult education diploma program like Oromia regional state at a Teacher Education College to train – among others – coordinators of CSTCs and VTCs. All populous regional states want the EXPRO to be implemented on a large scale. IIZ/DVV is trying to find funds to help, step by step. In addition, another attempt has been started to assist around 12 national and regional NGOs in upgrading the VTCs like the model CSTCs in the EXPRO.

Community based livelihood skill training is now included as one out of only two areas of adult education included in the current Education Sector Development Programm (ESDP) and the new national poverty reductions strategy (PASDEP). Just recently, the MoE with the strong support of IIZ/DVV and UNESCO has developed a national adult education strategy plus a non-formal TVET strategy. The adult education strategy is supposed to become part of a national education act. Both strategies are mentioning the EXPRO as the major model for non-formal skill training for youths and adults. Within the national TVET program the EXPRO is so far the only nationwide approach to support educationally disadvantaged youths and young adults.

Furthermore, IIZ/DVV Regional Office East Africa was able to ensure major funds for a new “Integrated Women’s Empowerment Program (IWEP)” to be implemented in all regional states over a period of five years. One of the three components apart from functional adult literacy (FAL) and entrepreneurship support is livelihoods skill training for women in poor districts. Up to 65 CSTCs and VTCs will be established as model centers in order to provide livelihood skills training to poor women and their households.

Finally, the EXPRO has helped to strengthen cooperation between different government offices especially at district level and between governments and civil society organisations. As a result, there are now some 12 to 15 NGOs working in adult education in Ethiopia as compared to 2 before the advent of EXPRO.

**What makes the EXPRO special:** Most aspects of the EXPRO have been practised in different combinations in different countries and are therefore not new. In Ethiopia, a multi-dimensional approach to adult education as a tool for a poverty reduction program is absolutely new. Also new are market and demand orientations as guiding principles that allow tailor-made offers for special groups as well as linking training with employment/income



generation. With the growing capacity of the CSTCs (there are roughly 450 in the country), skill training can also address the training needs of particular groups who primarily want to improve their educational qualifications by acquiring new skills. These groups are more or less homogeneous and their training can be much more standardized. The program is flexible and offers great potential because it allows the choice of skill areas according to three or four options depending on the geographical location and the target groups: emphasis on livelihood needs, on market needs or on training needs or a combination of these.

From a strategic point of view, the program offers a model in respect of how to organize development-oriented adult and non-formal education as the means for improving the livelihood of poor people who constitute the majority of the Ethiopian population, and it is at the same time a model in respect of how to use adult education as an effective means for fighting and reducing poverty. It impacts not only on the livelihood situation of educationally disadvantaged poor youths and adults but also other aspects such as food security and manpower provision and – if it is implemented on a larger scale – national development strategies and programs. If implemented on a national scale, it has the huge potential of directly or indirectly covering between 300,000 and 450,000 people annually and providing semi-skilled manpower. It will directly and significantly contribute to the reduction of poverty among poor youths and adults, and thus contribute to the successful implementation of the Ethiopian Poverty Reduction Strategy (PASDEP).

Strong incentives have already been created, not only for those who successfully participated in the skill training, but also for others to invest in learning, training and self-help initiatives, and finally strive for literacy!

#### **Partners**

- 1 Ministry of Education;
- 2 the Education Bureaus and TVET Commissions of the Regional National States of Tigray, Amhara, Oromia, Gambella, Benishangul Gumuz, and Addis Ababa;
- 3 the Women's Association of Tigray (WAT);
- 4 the Development through Adult & Non-Formal Education (DANFE) – Ethiopia



## PROJECT CONTRIBUTIONS 4th GRUNDTVIG AWARD 2006

### ***“Learning to Prosper”***

***Education-led Regeneration in South East England’s poorest town***

*Spring 2001 – ongoing project*



#### ***Coordinator: Sea Space***

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#### ***Summary***

##### **Learning to prosper**

##### **Education-led regeneration in South East England’s poorest town**

*“people are in poverty if they lack the resources to escape deprivation”<sup>1</sup>*

#### **Introduction**

Hastings is a small seaside town, facing France, on the South coast of England between Brighton and Dover. It is beautiful, historic, has a population of 86,000 and is the 27th most deprived town in the UK. There is high unemployment, the highest rate of teenage pregnancies in the UK, a poor economy, damage to the urban fabric and many people with drug, alcohol and mental health problems that have been relocated to Hastings by London councils since the nineteen sixties. Some of them have never worked. Some families now have up to three generations dependent on housing and income benefit.

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1 *Poverty in the United Kingdom, Townsend 1987 p140*



## The Ore Valley

On the eastern outskirts of Hastings, the Ore Valley is home to 3 housing estates with around 1400 homes. It consists of terraced houses and purpose built flats. It is in the 3% most deprived areas in the UK<sup>2</sup>. The majority of the housing is social rented accommodation owned by Housing Associations. There used to be an old power station, a disused hospital and redundant industrial buildings in the area.

The Indices of Multiple Deprivation 2004 (IMD 2004) identifies the Ore Valley as being within the worst 6% nationally for education, skills and training. At the time of the last census<sup>3</sup> there was a high number of people with no qualifications.

The IMD 2004 also identifies this area as being within the worst 4% nationally for employment, and the worst 2% for income. It is within the worst 15% nationally for crime and the worst 6% nationally for health. So, high unemployment, benefit dependency, low income, crime, drug dependency, vandalism, and mental health problems caused a high level of social exclusion and an environment of a very poor quality. The situation has now considerably changed – for the better.

### *The Ore Valley Resident Services Organisation*

In 2001, the Ore Valley Resident Services Organisation (OVRSO) was created by the 1066 Housing Association, the landlord for most of the housing, and the Hastings Regeneration Partnership who both provided the initial funding and support. It was formed with the help and support of the French Comite National de Liaison des Regies de Quartier, who have been establishing Residents Services Organisations throughout France for many years. The Regies des Quartier continue to offer advice and ongoing study visits and has helped the OVRSO to:

- improve local services by directly providing them
- tackle unemployment by directly providing jobs and training for residents
- empower the community through community-led management and through the organisation playing a wider neighbourhood role

The OVRSO offers employment and training opportunities to those who might otherwise remain excluded from the labour market. It also offers jobs as a stepping stone, helping trainee employees move on to other more secure jobs outside the neighbourhood. Young and mature people with no formal qualifications are spending part of their time working on improving the community and part of their time studying for National Vocational Qualifications, literacy, numeracy, ICT, and graphic design. They are working on access courses so that they can go on to Higher Education.

Now community investment is transforming the Valley with 700 new homes, overhaul of the rail and road system, new shops, community facilities and enhancement of the areas green spaces. The dereliction has gone. Hastings College of Arts and Technology, the local Further Education College, has already based its Construction and Plumbing Departments on the Ore Valley site, and there are also plans to develop a multi-skills community-based learning centre with specialisms in engineering and construction. New facilities will also include sports facilities which will be available to the community.

2 *Indices of Multiple Deprivation 2004 (IMD 2004)*

3 *2001 Census, ONS*

Christine Goldschmidt chairperson of the Hastings Regeneration Partnership Board said “We are delighted to be able to build on the successful pilot programme for the OVRSO. Single Regeneration Budget funding will help establish a secure and sustainable future for what is an exciting and innovative project.”

The following websites provide examples of the many people whose lives have been improved permanently.

[www.amicus-group.co.uk/index.cfm?articleid=2119](http://www.amicus-group.co.uk/index.cfm?articleid=2119)

[www.amicus-group.co.uk/index.cfm?articleid=2844](http://www.amicus-group.co.uk/index.cfm?articleid=2844)

[www.wealden.gov.uk/Housing/OrevalleyresidentsorgPresentationver5.pdf](http://www.wealden.gov.uk/Housing/OrevalleyresidentsorgPresentationver5.pdf)

## **The Regeneration Plan for the whole of Hastings**

2002 saw the beginning of major government funding to initiate regeneration and attract private investment for the whole town. The Hastings Millennium Community Project is a ten year regeneration plan budgeted at 400 million pounds overall which expects the majority of funding to come from the private sector. Its largest site is the Ore Valley.

A task force was set up, including local members of parliament, and local people, and in 2003 a regeneration programme was initiated based on a Five Point Plan, addressing the areas of education, business, broadband, transport, and the urban environment. The educational strand is the most fundamental; improving the education and skills of local people is helping the town to attract new companies and therefore generate well-paid jobs and boost the economy, which is essential in tackling poverty levels. Improving education also increases individuals’ aspirations, happiness and well being.

### ***University Centre Hastings***

The regeneration company Sea Space refurbished the old unused British Telecom building in the town centre to create University Centre Hastings (UCH) as its top priority in the regeneration programme. UCH gives Hastings a higher education facility for the first time in its history. It is run on a daily basis by University of Brighton, with degree courses provided by a number of the best universities in the south east of England. It is a totally new kind of higher education facility, not designed to compete with other universities for traditional students, but to persuade local people to undertake higher education when many would never have considered it. For this reason, it is heavily slanted towards students with a range of needs – mature students, single mothers, people learning part-time while working etc. as well as 18 year olds leaving school.

It opened its doors in September 2003. It now has over 700 students. The first batch of students has just graduated from UCH this summer 2006. The first Ore Valley student who started out on her road to success 5 years ago with no qualifications of any sort is one of those graduates.

There are further plans to expand UCH’s premises with a target of 2000 students by 2012. All the courses being run are commercially focused, developed in partnership with local firms to ensure that they help provide the skills to support the local economy. For example, based on feedback from the local creative and media community, a new Broadcast Media Centre has just been established in UCH, delivering a Broadcast Media degree which began this September 2006.

In addition, Sea Space is working with the Learning and Skills Council to create a new further education college in Hastings. This will be a top quality twenty first century college which will transform local sixth form and vocational education. It will have two sites – the Station Plaza site next to Hastings main station and, as described previously, next to Ore station in the Ore Valley.

Full details of the Hastings Regeneration may be found on [www.seaspace.org.uk](http://www.seaspace.org.uk)

