

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**AN ASSESSMENT OF THE PRACTICES OF
NON FORMAL ADULT EDUCATION
PROGRAMS IN BALE ZONE OF
OROMIA REGIONAL STATE**

BY
MILLION TADESSE WOLDEYES



JUNE 2009
ADDIS ABABA

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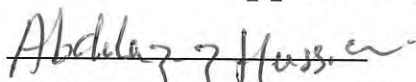
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ACRONYMS

ABE: Alternative Basic Education.

EFA: Education For All.

ESDP: Education Sector Development Program.

MDGs: Millennium Development Goals.

MoFED: Ministry of Finance and Economic Development.

NFAE: Non-Formal Adult Education.

OEB: Oromia Education Bureau.

Abstract

The general objective of this study was to assess the current practice of NFAE programs and the level of awareness of education officers, supervisors and facilitators towards NFAE programs in Bale zone of Oromia. To achieve this objective, research questions focusing on planning, organization, resource allocation, evaluation and community participation on NFAE programs, understanding of NFAE implementers about modern approaches of NFAE programs were raised. In order to seek answers to the research questions raised, a descriptive survey research methodology was used. Questionnaires for facilitators and supervisors; interview for Zonal and Woreda education officers; and focus group discussion for adult learners; additionally observation checklist and document analysis were used to gather more data for the study. The data collected was analyzed by using percentages, mean and grand mean. As the findings of this study reveals, the emphasis given to the program is low; there is lack of clear understanding on NFAE programs; the organization of the program is weak and the monitoring and evaluation of NFAE programs is low. Thus, based on the findings obtained and the conclusion made, awareness creation for implementers on planning and organizing the program; assigning enough and appropriate resources for the program independently; and establishing sustainable system of monitoring and evaluation of NFAE programs were the major solutions proposed as recommendations for effective and efficient implementation of NFAE programs in Bale Zone.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education provides learners with basic knowledge, skills and values that increase their power and capacity to make better decision, to act, to create, to produce and manage their products. Education that ensures such value changes can be offered through different means of delivery. One of such suitable educational delivery system is the non-formal.

In a broad sense, the term adult education is used as a generic term that refers to formal, non-formal and informal education, as well as to vocational education and continuing vocational training for out-of-school youth and adults (Tuijnman, 1996).

It appears that, in recent years, adult education and alternative Basic Education have attracted fresh attention from NGOs and governments, particularly in situations where there are large numbers of young people with insufficient or no schooling, and whose conditions of poverty and marginality require specific combinations of training and personal support to ensure their survival. Usually, such programs combine functional literacy training with life skills orientation to self-employment, income-generation skills and national development at large (Hoppers, 2006).

Ethiopia is a nation with labor and land as major resources. However, the majority of the labor force population is illiterate and has had little or no access to systematic education. This problem of illiteracy and low education has a negative impact on the country's efforts to bring about

change in socio-economic development. Illiterate communities do not utilize their resources effectively and efficiently, do not understand methods and techniques of environmental protection, unable to speak out against social evils like corruption and do not adequately understand their rights and duties (MoE, 2006).

Level of citizens' literacy and the nation's development go hand in hand. Adult literacy rate and percentage of primary school complete are indicators to development. But, in contrast to this, 67% of adult population in Ethiopia is illiterate, of which 50 % are productive forces (MoFED, 2005).

To alleviate the above mentioned problems illiteracy, education in general and adult education in particular play crucial role since the major role of NFAE program is equipping participants with life skills and problem solving abilities. More specifically, it goes beyond the usual trend of enabling 3Rs (reading, writing and numeracy), rather it is part of life long education (MoE, 2006).

In Ethiopia, Adult and Non-Formal Education program includes a range of basic education and training components for out-of-school children and adults. Having three components, a program for 7 – 14 aged out of school children, functional adult literacy program for age 15 and above, and basic skill training to youth and adults (MoE, 2005). Hence, all regional states in the country are expected to organize NFAE program based on the framework of the above mentioned three components (MoE, 2005).

However, the practice of promoting Adult and Non-Formal Education until the recent time is very weak. It has been undertaken without having identified structures and has other multiple problems (Mamo, 2005). Above all the program is left to development agencies. Thus, it

seems rational to raise a question why the practice of adult education in Ethiopia does not been given governments' attention.

1.2 Statement of the Problem

Adult Education strategy delineates binding strategic directions to guide program in accessibility, quality and relevance of adult education as well as management and organization of adult education (MoE, 2008). This condition was not dreamed in Ethiopia ever before, because, it had no specified concerned body, human and material resources, and other many problems (MoE, 2008). As a result, limited adult education programs carried out in the past years were inconsistent, uncoordinated, above all they were targeting to enable adults only to read, write and do simple arithmetic. Hence, it could not bring about significant change on the participants' livelihood (MoE, 2008).

In addition to this, the delivery of Non-Formal Adult Education programs in Ethiopia had encountered several problems being the following are the major ones: high rate of dropout, cultural factors, mobility of people, and high workload especially for women, lack of incentives for facilitators, unclear roadmap of NGOs, confusing name of the program, lack of emphasis from the beneficiaries, etc. As a result of this, the country remained with 67% illiterate adult population with 3.1% growing rate annually. Hence, having more than average illiterate population, it seems difficult to eradicate poverty and bring about national development for the country (Sandhaas, 2005).

Oromia is the largest national state in Ethiopia and which has diversified population. In the region, as it is indicated in Table 1 (in literature review part page 32), the practice of NFAE programs is very low when it is compared with the percentage of illiterate adult population the country has. According to OEB (1999 E.C.), the number of adult population participated on NFAE programs during the six years time (1994-1999 E.C) were very small (refer Table 1) when it is

compared with the huge population of the region. As Bale zone is one of the remote and with diversified geographical conditions, it is expected that the problems of implementing NFAE programs in the zone might be more serious.

In response to tackle the problems, currently the Oromia Education Bureau and various NGOs developed a guideline for the implementation of Adult and Non-Formal Education programs throughout the region. The aims of the program includes, besides equipping adults and older youth with the skills of reading and writing, building “citizen’s creative and productive capacity” with possibly to all citizens of the region believing that it is a means to development (OEB, 2008). Hence, this study was designed to examine the current practice of the NFAE programs in Bale Zone and to assess the level of awareness of education officers, supervisors and facilitators about NFAE against the modern practices of adult education. To this end, the study was designed to seek answers to the following basic questions.

1. What does the current practice of non-formal adult education programs looks like in terms of planning, organization, resource allocation (both human and non-human), monitoring and evaluation, and community participation in the zone?
2. How do Zonal and Woreda education officers, Woreda education office supervisors and NFAE program facilitators understand non-formal adult education programs?
3. What major problems are encountered concerning planning, organization, resource allocation, monitoring and evaluation, and community participation in the implementation of NFAE programs?

1.3 Objectives of the Study

The general objective of this study was to assess the current practice of Non Formal Adult Education Programs and the awareness of education officers, supervisors and facilitators on non-formal adult education programs in Bale zone of Oromia Regional State. Based on the general objective, thus, the specific objectives of the study were to:

1. investigate the current practices of the programs in Bale zone in line with planning, organization, resource allocation (both human and non-human), monitoring and evaluation, and community participation in the course of implementation of the NFAE programs;
2. assess the awareness of Zonal and Woreda education officers, Woreda supervisors and center facilitators towards Non-Formal Adult Education programs;
3. identify major problems encountered in the implementation of Non-Formal Adult Education programs in relation to planning, organization, resource allocation, monitoring and evaluation, and community participation in the zone and to suggest possible solutions.

1.4 Significance of the Study

The outcome of the research has the following significances.

1. The study provides educational authorities and policy makers with valuable information on the overall practice of adult education programs in Bale Zone; so, it enables them to take possible measures;
2. The study gives valuable information to policy makers on the level of awareness of education officers and facilitators towards non-formal adult education programs;
3. The study also helps the actual implementers to understand the status of the current practice of adult and non-formal

education programs in the zone against the modern practice of adult education in order to take corrective action;

4. Besides, it helps different other stakeholders NGOs, Development Agencies, and Communities to get information on the current situation of the programs so as to play their role accordingly;
5. Last but not least, the study provides insight for further and in-depth studies in the field of non-formal adult education.

1.5 Delimitation of the Study

In order to make it manageable, the study was focus on Basic Non-Formal Adult Education programs for those youth and adults in Bale Zone who are older than age 15. It looks in to the current practice of the NFAE programs in terms of planning, organization, resource allocation (both human and non-human), monitoring and evaluation and community participation as well as the level of awareness of education officers, supervisors and facilitators about Non-Formal Adult Education programs in the zone. The study did not include Alternative Basic Education (ABE) program offered for out of school children.

1.6 Limitation of the Study

Some of the major limitations encountered in the course of conducting this research were the following ones;

- There exist very limited number of previous researches conducted in the area of NFAE programs, specifically on the practice and awareness of education officers, supervisors and facilitators on NFAE programs. Therefore, it was difficult to get what previous findings have been revealed about the problem under study;
- Some sample woredas and centers were found at distant from the capital city of Bale Zone and have different geographical conditions. Thus, problem of transport service and moving long

distance made the data collection process tiresome and time consuming. However, by using all available transportation mechanisms like Horse and Mule back as well as by moving long distance on foot the data collection process was completed successfully.

1.7 Definition of Related Terms and Phrases

- **Adult:** is an individual aged 15 and above regarded in his/her own culture as having assumed or able to assume the responsibilities, interests and rights (social or legal) of citizen (Jarvis, 1990).
- **Adult education:** In this study refers to Basic Non-Formal Adult Education for youths and adults.
- **Basic Adult Education:** comprises functional literacy programs and life skills training courses for adults.
- **Centers:** the place where NFAE programs are conducted.
- **Education officers:** include zone and woreda education offices heads and deputy heads.
- **Facilitators:** center level teachers/helpers/guiders of the learners during the teaching learning process of non-formal adult education programs.
- **Non-Formal Adult Education:** any organized, systematic educational training activity carried on outside the framework of the formal system to provide selected types of learning and training to the adult sector of the population.
- **Supervisors:** zone and woreda education office experts that closely assist, evaluate and give corrections to NFAE implementers.

1.8 Organization of the Study

The study consists of five chapters. The first chapter deals with the introduction of the problem. The chapter consists, justifications why the study is conducted, objectives, research questions, significance, scope and definition of operational terms. The second chapter treats the review of the related literature. This chapter examines literatures on the topic in order to ascertain what other researchers have done and how they have conceptualized and tested the topic. Review of the literature is generated from many sources like books, journals, internet, and any other sources. Chapter three presents the research design. It explains the methodology deployed in this study. Mainly it describes: the nature of the population sample and sapling techniques, the procedures used in designing the instrument and collecting the data and the statistical procedures used to analyze the data. Chapter four describes the findings resulting from presentation and analysis of data using statistical tools. This chapter also presents discussion of the data findings in answering to the research questions. Finally, summary of findings, conclusions and recommendations of the study were presented in chapter five.

CHAPTER TWO

Review of Related Literature

Education provides learners with basic knowledge, skills and values that increase their power and capacity to make better decision, to act, to create, to produce and manage their products. Education that ensures such value changes can be offered through different means of delivery. One of such suitable educational delivery system is the non-formal. The non-formal educational delivery system mainly noted for its cost effectiveness, flexibility, location and mode of delivery is arranged according to the convenience of the participants. The experiences of presentation are governed by their relevance to the basic needs of learners (OEB, 2008).

2.1 Concepts, Definitions and Views of Non-Formal Adult Education

2.1.1 Concepts

Some specialists are arguing that the term non-formal education has lost its meaning and relevance altogether, because of both the current enormous diversity of forms and the difficulties in drawing a line between what is 'formal' and 'non-formal' and either to refer directly to different programs of basic education or to subsume all forms under lifelong learning (Roger, 2004, in Hoppers, 2006). Adult education specialists have made a case for dissociating their speciality from non-formal education and simply referring to it as adult education (Bhola, 1998 in Hoppers, 2006).

Hopper (2006) further stated that a detailed mapping of different programs is likely to reveal that even in poorer countries where resources are scarce; the educational environment is much more complex than is perhaps assumed. The term non-formal education has

come to cover education and training initiatives as far apart as extension service for farmers, HIV/AIDS peer groups support, community schools, functional literacy programs, programs for street children, shepherd schools, entrepreneurship development programs, language classes, multimedia community development centers, evening classes, youth skills development projects and in-service courses for teachers.

Hence, these programs have widely diverging characteristics; serve distinct purposes for different clienteles. Ministries of education and other sector ministries need to be very clear as to which of these forms and sub systems should be of direct concern to them, as to which ones demand policy intervention and for what purpose.

2.1.2 Definitions

The most widely accepted definition of non-formal education according to Coombs (1968) is driven from its relation to two other forms of learning, formal and informal education. Coombs (1968) defines formal education is the institutionalized, chronologically graded and hierarchically structured educational system, spanning from lower primary school and the upper reaches of the university. Informal education on the other hand is described as the lifelong process by which every person acquires and accumulates knowledge, skills, and insights from daily experiences and exposure to the environment. In comparison of the above two forms of education Non-formal education is defined as, any organized, systematic educational activity carried on outside the framework of the formal system to provide selective types of leaning to particular subgroups in the population, adult as well as children.

2.1.3 Views

There are different views and consumption about non-formal adult education. Some perceive non-formal education as a potentially powerful vehicle for promoting dramatic economic growth in rural areas; while others see it as accelerating political participation and social development. Educators and social scientists view this last factor as most important in the democratization and development efforts of societies. Political scientists and anthropologists have reported concerted attempts by emerging nations and revolutionary societies to mobilize their citizens toward fuller political participation by dramatically altering their believe systems through non-formal education (Bock and Papagiannis, 1983). It is from these multidirectional advantages of non-formal adult education program that currently many countries and development agencies in the world make the program their prior focus of attention in the course of development activity.

2.2 Historical background of Non-Formal Adult Education

Policy makers and development experts expressed particular concern to bringing together educational goals and social development goals. It was noted that formal education was rather unwieldy as it had medium-term goals and its social products would not be available until quite some time after its inauguration. In a context in which many issues, such as food production, health needs and political participation had to be tackled, one could not wait until all people had a basic formal education. Thus, the development of short term education programs' capable of promising rapid change and adjustment was deemed imperative. Developing countries must use non-formal education not only to build upon the previous formal education of a small fraction of its citizen, but more especially to raise the economic and social level of the vast majority of its citizens who never acquire

literacy (Coombs, 1968). The priority for developing countries at present must go to work oriented literacy and training programs, which have an early impact on individual and national economic development. Non-Formal Education was thus, deemed to be of a different order, as it forms bridges to development.

At deeper level, the debates during 1970s were also centered on the social role of Non-Formal types of education. On this point Coombs (1968), argued that non-formal education was not supposed to become a separate sub-system within education; seeing it rather as a diversified flow of learning inputs essential to the nourishment of development activities. In this sense, Non-Formal Education was only complementary with formal education and could sometimes serve as compensation for its shortcomings and contradictions. Non-formal education was considered as, providing an equivalent of regular school subjects and skills for the benefit of unfortunates who were deprived schooling (Hoppers, 2006).

2.3 Objectives and Functions of Non-Formal Adult Education

2.3.1 Objectives

The central objectives of non-formal education are its orientation towards basic life skill provision, duration, evaluation and flexible accreditation criteria. The entire system does not need strong bureaucratic decisions. This and other characteristics of the non-formal system have made it a preferable approach to extend educational opportunity to the unreached children and adults. Accordingly, various governmental and non-governmental organizations have been using this system to reach out of school children, youth and adults (OEB, 2008).

And more specifically, OEB (2008) listed out specific objectives of Non-Formal Adult Education in the region; and it is summarized as follow. The program should help and reinforce the population in general and the individual in particular to: find meaning and happiness in life; discover and know himself; solve problems of everyday life; live a full life; mature physically, psychologically and spiritually; ensure survival of democracy; forge national unity, national integration and economic development; and take his rightful place in society.

2.3.2 Functions

As Bock and Papagiannis (1983) specified, the faith in Non-Formal Adult Education potential as a powerful vehicle for development has remained high; non-formal education is seen as a means to: provide education to those for whom schooling is not a realistic alternative; make new skills and attitudes available to the rural poor; avoid cultural obstacles that prevent some people from utilizing school effectively; use scarce educational resources more efficiently; and modify the schooling system itself. Since most of these functions, in one form or another, would increase education and training, it is assumed that individual would become more productive and thus be able to improve their occupational status. This would, in turn, decrease the income and status gaps between schooled and unschooled, the rich and the poor, the urban and the rural.

2.4 Types of Non-Formal Adult Education

The basic learning needs of youth and adults are diverse and should be met through a variety of delivery systems (Zelege, (2001).

Many countries conduct different types of non-formal education programs depending on their specific needs and contexts. Regardless of

the differences, however, Non-Formal Education according to Bishop, (1989), and OEB, (2008) includes:

- school equivalency programs to provide a second chance to those who have missed school or dropped out early;
- training in occupational skills and on the job training;
- agricultural extension and farmer training programs;
- adult literacy programs;
- community education in health, nutrition, family planning;
- cooperatives and the likes.

2.5 Basic Characteristics of Non-Formal Adult Education

Non-formal education usually takes place within a context what is learned can be immediately applied and becomes useful and meaningful to the learner. Because, learning in Non-Formal Education grows out of the need of the learner themselves and what is learned is put to immediate use. In addition to this, learning in Non-Formal Education is usually part of the normal living; in non-formal education, learning and doing and doing and learning complement each other (Mamo, 1999).

Mamo (1999) further clarified that the Non-Formal Education programs consist at least the following important characteristics. The program should have better- relevance to the educational needs and aspirations of the target groups; capacity to be adjusted to the time constraints and related circumstances of the participants, particularly the disadvantaged group of the population; flexibility of organization; to take place within the context of innovative and meaningful action, work and use; to have the potential to offer opportunities for lifelong learning in conjunction with formal education; to provide experiences that can be of value for immediate practical use; and have greater and more intense applications of the local resources of the community.

2.6 Methodological Approaches of Non-formal Adult Education

Rogers (2004) stated that, the distinction non formal education is sometimes conceptualized in terms of contextualization. Some learning activities and teaching-learning materials are highly contextualized chosen or created for specific non-formal learning group along with considerable involvement of the learner group in the design of both curriculum and learning materials. This is sometimes called self-directed or participatory education (Mocker et al. 1982). Adult education is, thus, based on the principle - adults choose what they wanted to learn, so that the curriculum is built by each learning group and around their particular interests. The outcomes are not pre-set but chosen by the participants, and the evaluation is made by the participants in terms of their personal satisfaction with whether the program met their individual needs at the time or not.

In addition to the above points, Aniley (2002) revealed four basic approaches of Non-Formal Adult Education. The first one is an integrated approach: this means that, the program should permit effective use of human, material and time resources to promote quality non-formal adult education. The second approach is a compressive approach: that involves economic, social and political condition; no specialization in a given field; the third one is an affordable approach: this shows that non-formal adult education system should be organized based on learners' needs and their ability and age. The last one is an accessible approach: that the program should provide access to help adult learners meet their goals.

2.7 Differences between formal and non-formal education

According to Hoppers (2006), the development concerns produced much large debate among educationalists about the nature of formal

education versus that of Non-Formal Education. The forming of the educated person by the formal system was contrasted with the preparation for immediate practical results by Non-Formal Education. Formal education was seen as only serving small elite, whereas Non-Formal Education had the potential of reaching the mass of the population. While formal education was saturated with abstract contents structured in integrated sequences, Non-Formal Education was firmly grounded in specific contents organized as small discrete units. Out of school education could make a direct and low cost contribution to development especially in rural areas. In the context of specific development programs, non-formal learning would often be the most appropriate educational strategy and thus a better choice than formal education.

More specifically, Coombs, et al. (1974), in Mamo (1999), the spectrum of human learning is categorized in to three components. These are: informal, formal and non-formal learning.

1. **Formal education:** Coombs, et al. (1974), in Mamo (1999), describes formal education as institutionalized, chronologically graded, and hierarchically structured education system running from lower primary to the upper reaches of the university, generally full-time and sanctioned by the state.
2. **Informal education:** is defined as the lifelong process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment (Carron, et al. 1991 in Mamo 1999).
3. **Non-Formal Education:** can be defined as a type of education comprises all educational activities organized outside the formal system and designed mainly to serve identifiable clientele and educational objectives (Carron, et al. 1991 in Mamo 1999).

From the above definition, it is possible to identify the unique features of non-formal education; that it uses diverse curricula, reaches wide and diverse target groups, utilizes instructors drawn from different sources, and flexible in its use of time and place.

Dave (1990) also identified some other features of Non-Formal Education; that it is flexible and adaptable with regard to: duration and coverage of course content, grade structure within a group, place of holding classes, frequency or regularity of attendance, methodology of teaching, age-range in relation to level of course, and modes of testing and evaluation.

2.8 Guiding Principles of Non-formal Adult Education

Compared to children and teens, adults have special needs and requirements as learners. Despite the apparent truth, adult learning is a relatively new area of study. The field of adult learning was pioneered by Knowles (1986). He identified basic principles of adult learning and learners. Adults are autonomous *and* self-directed; this means, they need to be free to direct themselves. Thus, the facilitators should allow the participants to assume responsibility for presentations and group leadership. They have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts. The other principle states that adults have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and previous education. Therefore, the facilitators need to connect learning to this knowledge/experience base. To help participants do so, the facilitators should draw out participants' experience and knowledge which is relevant to the topic. The facilitators must relate theories and concepts to the participants and recognize the value of experience in learning.

In addition to the above principles, adults are both *goal* and relevancy - oriented. They usually know what goal they want to attain. Facilitators must show participants how the class will help them attain their goals. On the other hand adults must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. This means, also, that theories and concepts must be related to a setting that is familiar to participants. This need can be fulfilled by letting participants choose projects/contents/programs that reflect their own interests.

Moreover, adults are practical, focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake. Facilitators must aware participants explicitly how the lesson will be useful to them on the job. Finally, adults need to be shown *respect*. Facilitators must acknowledge the wealth of experiences that adult participants bring to the classroom. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in the class.

2.9 The Roles of Non-Formal Adult Education

2.9.1 Non-Formal Adult Education for Social Change

La Belle (1986), associated non-formal education's relationship to social change is its attention to pedagogical strategies for changing individuals. To the extent that an educational program has effect, it fosters action through individual change. Individual change involves acquisition of new knowledge and skills as well as transmutation of attitudes and behavior. The best measure of whether attitudes, knowledge and skills have been acquired is to see them manifested every day situations – the way people spend their time, what they talk about, what they eat, what they find humors, how they earn a living, how they interact with others, how they treat their children, and so

daily actions or patterns of activities in relation to a particular physical environment.

2.9.2 Non-formal Adult Education for Literacy

Education is a powerful means to address the issue of poverty through human development measures by enhancing the capacity of the people in terms of appropriate knowledge and skills to acquire economic and social prosperity. In this regard, literacy is viewed as a continuum of knowledge and skills and has proved to be the foundation of economic and social development of the individual as well as the country. It is considered as a first step towards contributing to the promotion of education as well as improving the status of the poor, women and marginalized groups (Thompson, (2005) in Hoppers, 2006).

Literacy is variously measured and defined. A person is literate according to UNESCO (2006), who can with understanding both read and write a short simple statement on his everyday life. On the other hand according to Mamo (2005) literacy is a means of communication through the use of written symbols. It opens the minds of people and makes them receptive to changes, new ideas and practices. It helps them to adopt new styles and methods of production and practices thereby raising their income. He also specified that Literacy makes people mostly ready to accept changes – changes in their life styles, in their methods of production, health practices, etc. thereby enabling them to apply technologies and benefit from such interventions. The point to draw out of all this is that there is no monolithic definition, criteria or measurement of literacy for all time and for all places. As such, therefore, literacy is both time and context specific.

2.9.3 Non-formal Adult Education for functional skill development

Bhola (1988) stated that, functional literacy is one approach to social change. It seeks not only to teach adults to read and write and to make

them more productive, but also it seeks, through an integrating program of work oriented literacy, to touch their total lives, to transform their social , economic and value structures.

2.9.4 Non-formal Adult Education for Livelihood development

Sandhaas (2005) discussed that, adult and other educators have accepted that the skills of literacy are not ends in themselves but need to serve some purpose and practice that is important to their users. Thus, more specifically, livelihood restricts itself to the knowledge, skills and methods used to produce or obtain the food, water, clothing and shelter necessary for survival and wellbeing. Sndhaas (2005) further stated that, livelihood seems more appropriate than either employment or income generating activities, because the majority of people in Africa who participate in programs with literacy components drive their living mainly for subsistence agriculture, and often from the exchange of goods and services, rather than from earning wages or salaries. A livelihood can include more than one set of knowledge, skills, and methods.

2.9.5 Non-formal Adult Education for Poverty Reduction

Bhola (2005) stated that one of the Millennium Development Goals declared by the United Nations in 2000 was to reduce by half the population of people living in extreme poverty, by 2015. Adult education can and should contribute significantly to this development goal. As far as attention has been given to the contribution of adult education to the reduction of poverty; the trend has been to focus on literacy or basic education. Nevertheless, adult education is potentially much more than literacy or basic education. Successful contribution of adult education to poverty reduction programs includes also agricultural extension, vocational education, community development and training for active citizenship.

Duke (2005), in his part specified that, poverty has different levels. These are social, cultural or spiritual poverty. Such type of poverty may seem tolerant in the face of absolute material poverty, malnutrition and starvation poverty. Adult education is a necessary condition for the reduction of poverty of groups, communities and classes: it is frequently a crucial element in such development work, whether national or local in scale. Adult education can remove deficiencies which are obstacles to development - deficiencies of skill, of communication (such as illiteracy), and of attitude (such as low self-esteem and sense of powerlessness). In practice this makes adult education indispensable for the reduction of poverty.

Roger (2005) summarized roles of Non-Formal Adult Education in poverty reduction in to three categories: among these, the first one is increasing labor productivity. This implies that, adult basic education, by equipping recipients with essential literacy and numeracy skills, yields high rates on investment, thereby enhancing labor productivity. The other role of NFAE is the formation of human capital. Adult education provides know-how to participants in health care, sanitation, and nutrition, so as to improve people's standard of living. This will reduce sickness and mortality rates as a result it increase life expectancy. The last role of NFAE according to Roger (2005) is increasing active participation the community at grassroots level. This is to mean that, NFAE is now widely admitted that growth will not reduce poverty unless poor people are able to actively participate in it. Such participation can become effective to a large extent through adult education.

2.9.6 Non-formal Adult Education for Development

Literacy creates the condition for the acquisition of a critical consciousness of the contradiction of society in which human lives and of its aims; it also stimulates initiative and his participation in the creation of projects capable of acting up on the world, of transforming it, and of defining the aim of an authentic human development (Mamo, 2005). In summary, he stated that, relationship between literacy and development as follow:

1. there will be no break-through in agriculture and industry, no progress in community health, and indeed, no change in living conditions with out the right to learn.
2. many researches indicate that adult education as a means of communication through the uses of written symbols opens the mind of people and make them receptive to changes of new ideas and practices.
3. adult education even by itself sharpens consciousness, creates discontent with the acceptable, and adds potential to individual capacity for participation.
4. adult education cultivates the cognitive, creative, productive and appreciative potentials of citizens by appropriately relating education to environment and social needs.

2.9.7 Non-formal Adult Education for Lifelong Learning

Smith (2001) showed that, three key features stand out of subsequent accounts of lifelong education: First, lifelong education is seen as building upon and affecting all existing educational providers, including both schools and institutions of higher education... Second, it extends beyond the formal educational providers to encompass all agencies, groups and individuals involved in any kind of learning activity... Third, it rests on the belief that individuals are, or can become, self-directing, and that they will see the value in engaging in lifelong education (Tight

1996). Thus, NFAE programs should gear to not only to equip participants with knowledge and skill that can be applicable on the actual life of the participants but it should also needs to establish a system that enables them to learn in a sustainable way.

2.10 The Roles of Non-formal Adult Educators

According to Knowles (1980), Adult educators as agents of change, their responsibilities now extend far beyond the routine scheduling of activities. Their responsibilities entail, rather, the involvement of clients in penetrating analysis of higher aspirations and the changes required to achieve them, the diagnosis of obstacles that hindering in achieving these changes and the planning of an effective strategy for accomplishing the desired results. Their part in this process is that of helper, guide, encourager, consultant - not that of transmitter, disciplinarian, judge, and authority.

In general, the role of adult educators can be summarized in relation to satisfying three distinct sets of needs and goals: the needs and goals of individuals, the needs and goals of institutions and the needs and goals of society.

2.11 Some basic issues considered in the course of implementing Non-formal Adult Education programs

2.11.1 Planning Non-Formal Adult Education

Planning, according to Yalew (1992), is a process of decision-making on the amount of time, money, manpower and other resources need to be spending to a given program to attain the desired goal. Carron and Bordia (1985) identified two models of planning in Adult and Non Formal Education. The first One is the 'top-down' (traditional) model, which starts planning at the central level and goes down to planning at

the community level. And the second model is the 'bottom-up' (grass-root) model which starts planning at the village level and goes up gradually planning at the national level.

On the other hand, Malone & Arnove (1998) and Yalew (1992) argue that planning at different levels (national, sub-national, and local levels) is an integrated process of both 'bottom-up' and 'top-down'. For them, what is important is that planners at each level have to include the goals, objectives and activities of non formal adult education program.

Carron & Bordia (1985) concluded that the two planning models should be seen as complementary rather than as opposed to each other. National planning, for example, is a necessary but by no means excludes the possibility of introducing flexibility and local level initiatives.

Hilderband (1999) and (Zelleke (2001) showed that there is deficiency of planning of the learning processes in the government run nonformal adult basic learning processes. It is done in a top-down approach. The practice does not seem to consider learners to participate in the planning of their learning in a continuous process.

Steps: Different adult educators- Evans (1981), Brookfield (1986) and Jane (1996) proposed steps to be followed in planning non formal adult education programs. Among these authors the steps proposed by Jane (1996) are very inclusive and goes seven steps for planning adult learning: considering who the learners are (who), what is the existential situation that calls for this educational event?(why), what is the time frame we have available for this work?(when), the content that is to be taught (what), the site of a learning event (where), are the questions answered by achievement-based objectives (what for) and this involves

learning tasks, learning materials and the tasks to identify and examine the indicators of learning (evaluation) (how).

Principles: In planning non formal adult education programs there are principles to be considered. On this regard Bhola (1988), Malone & Arnove (1998) identified some principles of planning. The following are some of the important questions Lind and Johnston (1999) suggested to be considered for a literacy strategy: What are the priority aims? Which groups should be included? What is the scale of the program, in number of participants and period of time? How is motivation to be created or used? What is the frame work of organization and supervision to be? What level of literacy is to be reached? What kind of teachers can or should be recruited? What training do they need? What languages, contents and methods should be used in the teaching program? What kind of evaluation should be used? What follow-up activities or facilities exist or need to be created to attach to the program?

2.11.2 Organization of Non-Formal Adult Education Programs

2.11.2.1 Curriculum Development for Non-Formal Adult Education

Curriculum development is the process through which an initial idea becomes a planned educational experience. The process of curriculum development generally refers to the process of writing educational materials (Smith, 2001). The process of curriculum development, then, begins by learning about the learners themselves and identifying what they want to learn. During the planning phase, efforts are made to determine the prospective learners' educational goals, the reasons why they want to become literate (Malone & Arnove, 1998).

Good curriculum meets several criteria Bondi & Bondi, (1989) in Otto (1996): it is designed to provide rich and varied experiences for a wide

diversity of students; it is organized and flexible, so that it can be adapted to meet the educational objectives of the organization; it uses appropriate resources to meet the needs and interests of the learners; and it includes appropriate teaching strategies to carry out the identified learning objectives. To meet these criteria, one must address a number of considerations during the curriculum development process. These considerations are grouped into three distinct stages of curriculum development: Planning, development, and evaluation.

Curriculum development process passes five important steps as it is explained by Yalew (1992). These are: determining the general goals or objectives of the program within the context of the national policy and priorities; study of the milieu/situation to identify problems and translation of these priority problems and needs into the curriculum objectives; designing contents and preparing teaching materials; determining the strategies in implementing the curriculum such as teaching methods, training of teachers, medium of instructions etc and finally devising evaluation mechanism in the program.

2.11.2.2 Resources in Non-Formal Adult Education

Quality of education is best reflected in what learners learn; which is the outcome of process that includes the provision of physical facilities, teachers, learning materials and the organizational management (UNESCO, 2001).

2.11.2.2.1 Human resources

The practice of Non-Formal Adult Education demands well trained facilitators (Zelege, 2001). However, According to Hildebrand (1999) there is lack of qualified adult educators on all operational levels in Ethiopia; Ambessu (1999) on his part stated that majority of facilitators in Ethiopia are untrained. Hence, Ambssu (1999) concluded that, one

of the major problem areas in the provision of non-formal adult education is the recruitment, training, and assignment of facilitators.

The practice in most regions in Ethiopia, according to Aniley and Araya in Zeleke (2001), they assign any civil servant available; such as formal school teachers, grade 10 and 12 completers, as well as grade 8 completers when there is shortage of required man power as facilitator for NFAE programs. In general there is lack of qualified adult educators and trainers at all operational level (Hildebrand, 1999).

2.11.2.2.2 Non Human Resources

Physical plants, equipment, finance and other facilities are very important factors that bear quite strong impacts on the nature and quality of training provided to any group of students in any educational institutions (Bruk, 2006).

NFE is an essential sector of education, and needs funding Rodney, (1996) in Bruk (2006). Financing adult education refers to the sources of money that facilitating the necessary human and material resources to run adult education programs. This financial aspect of adult education includes a variety of services shared by other educational services such as: facilitators' salary, books and study materials, equipment, furniture, building maintenance, e.t.c.

2.11.3 Community participation

One of the basic characteristic features of modern adult education is the involvement of various stakeholders in planning, implementing, financing and monitoring and evaluation of adult education programs. The involvement of the stakeholders must put the learners at the center of the whole process (MOE, 2006).

According to OEB (2008) the role of the community in the success of the adult Non-Formal Education is very much significant. Among the activities that require maximum participation of the community are:

- selecting and preparing education program centers;
- building facilitators living houses and reading rooms up on their own choices, facilitating all the necessary conditions;
- selecting curriculum contents based on their own needs and interests, preparing educational plan, thoroughly participating in the program, monitoring and evaluating the process;
- participating in leaning and those who are educated in teaching;
- providing especial assistance for women and girls to learn;
- participating in the recruitment and evaluation of facilitators;
- providing the necessary facilities and assistance for coordinators, teachers and supervisors, mobilized to monitor adult non-formal education programs;
- taking part in contributions or support activities necessary to strengthen adult non-formal programs;
- following up and evaluating adult non-formal programs.

2.11.4 Evaluation of the Non-Formal Adult Education programs

Evaluation is defined as the process of obtaining, creating, and providing information for program sponsors, planners and implementers, to enable them to make choice between alternatives. That is, evaluation is the process of servicing decision (Malone & Arnove, 1998).

According to Malone & Arnove (1998), any broad impact program of development and change like adult non-formal can be seen as a system, which in turn can be adequately described in terms of four dimensions: inputs, operations, outputs, and context of inputs made, processes used, and outputs obtained. Such a description for non-

formal adult education program would emerge in answering the following questions:

1. what inputs are being made in to the program?
2. what operations and processes are being used with in the program to convert inputs in to required outputs?
3. what outputs are identified to be obtained and what might be some unintended outputs?
4. what is the socio-cultural context or environment of the program that will interact with and affect inputs, processes, and outputs?

2.12 Research findings in relation to Non-Formal Adult Education Programs

2.12.1 Research findings from Latin America and African Countries

Wana (1999), after thoroughly assessing different non-formal education programs conducted in Latin American and African Countries, he summarized the factors that made the NFAE programs successful as follow: the curriculum meets the needs of the learners; schools are located where learners are live; the cost of the program is very low; the facilitators are from among the communities; communities are involved in schools management; girls are given special attention; school calendars are determined by the community; classes are held for a few hours a day reducing the opportunity cost; most facilitators are women to act as role model for young girls;.

On the other hand, Hildebrand (1999) in his part summarized the core problems of the thirty years experience of African partner organizations of IIZ/DVV in non-formal education as follow: lack of qualified adult educators and trainers on all operational level; deficits or absence of need oriented, short-term up-grading courses for trainers, facilitators, program coordinators and planners; lack of adequate training and

learning facilities; deficiencies in the planning and organizational capacities which tend to be operated in top down approach; absence of participatory approach in monitoring and evaluations to assure the relevance of conceptions and content to apply appropriate methods and approaches and to verify the achievement of the desired impact.

2.12.2 Local Research Findings

Few researches have been conducted regarding non-formal adult education in Ethiopia. Among these researches the one conducted by Biruk (2006) entitled by 'The provision and Organization of Adult and non-formal education by Government and non Government organization in the City Government of Addis Ababa' found out the findings as follow: the allocated budget for the program was not adequate for improving the program; the participation of the community was low; there is no organized Non-Formal Basic education curriculum material specifically for school age children and adults; majority of the facilitators are grade 12 complete and took less than 15 days of training before they were assigned to the actual work; drop out and repetition rate in Government run Non-Formal Basic education program is higher than that of Non Government Organization.

The other research is conducted by Zeleke (2001) on the topic 'Managing Non-formal Adult Basic Learning programs in Ethiopia' and he summarized the findings as follow: most adults lack the interest to learn. Hence it is the youth and children who participate in the programs that were organized for adults; facilitators and supervisors are not qualified and experienced enough in the field and are unable to manage the program as per adult learning principles and theories; the facilitators dominate the scene of management of the learning process; learners' learning materials was a serious problem in the learning centers of both providers; all facilitators were grade 12 complete;

woreda education offices sponsored literacy programs seemed rolling to where they are destined following top down approach and were effect the usual of customary way followed in the formal education system; the organization of need oriented Non-Formal Adult Basic Learning Program are lacking; the design of curriculum material for the program are not participatory; the programs offered are mostly literacy component; program are not well organized to meet the learning needs of targeted beneficiaries.

2.13 Non-Formal Adult education in Oromia Regional State

Oromia is the larges regional state in Ethiopia having a total of about 25 million inhabitants. About 90 percent of the population lives in the rural areas mainly engaged in subsistence agriculture. Lack of awareness in family planning technologies among the rural population is an important cause for the high population growth rate, which in turn bears a negative effect on environment. The root case of these and several other problems is the lack of appropriate adult education programs (Teshome, 2007/DVV).

The activity of NFAE programs in Oromia is weak when compared with the population of around 25 million the region accommodates. In this regard, Table 1 displays the situation of NFAE programs in the region within six year time, i.e. from 1994-1999 E.C.

**Table 1 Adult and Alternative Basic Education Programs
Participants in Oromia from 1994-1999 E.C**

Year	Number of Adult			Number of Children		
	Male	Femal e	Total	Male	Female	Total
1994	173074	71163	244237	160192	117797	277989
1995	117217	26331	143548	147320	118271	265591
1996	227955	99164	327119	233769	182780	416549
1997	134998	82548	217546	177796	184119	361915
1998	137363	85523	222886	207993	189052	397045
1999	45361	21839	67200			

Source: Oromia Education Bureau Annual abstract 1999 E.C.

As Indicated in Table 1, the participation of adults on the NFAE programs in each year was insignificant. In addition to this, the level of participation of female adults in the programs was by large less than that of their male counter parts.

Table 2 Number of Adults Attended NFAE Programs in some Selected Zones of Oromia including Bale Zone in the year 1999 E.C

Zone	Level One			Level Two			Level Three		
	M	F	T	M	F	T	M	F	T
Bale	2102	793	2895	1331	418	1749	92	5	97
Borena	1548	1408	2956	545	235	780	70	84	154
Hararge East	7665	1985	9650	2763	381	3144	769	179	948
Hararge West	5400	2589	7989	2640	783	3423	92	1	93
IluAbaBora	4026	2158	6184	1912	861	2773	425	262	687
Welega East	1230	1176	2406	942	594	1536	280	134	414
Shoa West	1171	614	1785	1262	651	1913	112	29	141

Source: Oromia Education Bureau Annual Abstract 1999 E.C.

As it is shown in Table 2, the participation of adult learners in Bale zone in the year 1999 E.C. was much less when compared with most of the zones listed in the table. This, initiate the researcher to assess what really the current practices of NFAE programs look like in the zone and the level of awareness of the implementers towards the current modern approaches of adult education in general.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The methodology used to conduct this research was descriptive survey type. Descriptive survey study was selected because it is a type research that attempts to present the state of issues as they exist at present. It simply presents the status quo of variables by collecting facts. According to MoE (1986) descriptive survey research method is used to describe the current picture of the situation. Since the objective of the study was to assess the current practices of NFAE programs in Bale Zone, thus, descriptive survey method is used to reveal practical facts, situations, strengths and weaknesses existed in the implementation process of non-formal adult education program in the study area.

3.2 Sources of Data

In this study both primary and secondary data sources were used.

2.2.1 Primary Sources

Education officers at the zonal and woreda levels, Woreda education office supervisors, NFAE center facilitators and NFAE learners/participants were the main primary sources of this study. These sources were selected based on the level of their involvement in the implementation of NFAE programs. Thus, zonal education officers were selected because they are policy makers and strategy developers of NFAE programs and they can provide important information about NFAE program from policy, strategy and other perspectives. Wereda education officers and supervisors were selected because they are the direct implementers of policies, strategies, directives and guidelines in

education sector. Hence, they are expected to know the implementation of the program in detail and can provide relevant information for the study. Finally, NFAE center facilitators and adult Learners/participants were selected because they are the main actors in the implementation processes of NFAE programs. Therefore, they can supply first hand information for the study.

3.2.2. Secondary Sources

In addition to primary sources, official documents, statistical evidences, guidelines, instructional materials, manuals, reports, and other relevant documents were used as secondary sources. These documents provide information on the direction and statistical evidences about the NFAE programs in general and the practice of the program in Bale Zone in particular.

3.3 Sample and Sampling Technique

The reason why the study focuses in Bale Zone is that, according to information obtained from Oromia Education Bureau, currently the region has 18 administrative zones. All zones have the same organizational structure. Among these zones, Bale zone was selected for this study because Bale zone is among the remote zones of the region. From the socio-economic and demographic point of view, the problems of illiteracy might be severe in such marginalized area (MoFED 2005). Thus, conducting this type of study in such remote areas may help to identify the real problems of the program in detail and to give valuable recommendation for the problems.

Based on the information obtained from Bale Zone education office, the zone has 20 woredas including two town administrations (Goba and Robe towns). Sample woredas for the study were selected by using simple random sampling (lottery type) to give equal chance to all

woredas to be included in the study. As a result six woredas, namely, Agarfa, Berbere, Sinana, Goba, Robe Town and Delo Mena were selected for the study. Non-formal adult education centers from each sample woreda were selected by applying purposive sampling technique on the basis of their performance in applying NFAE programs. In this case, based on the information from respective woredas good performer centers were included in the sample.

Zone education department head and deputy head and Woreda education head or deputy head were also been selected by using purposive sampling technique. This sampling technique was used because of its relative advantages to collect relevant and detailed information from respondents who can share experiences and insight to the study due to their position and involvement in issues of implementation, and facilitation of the program and the manageable size of the respondents.

Concerning woreda supervisors, in each woreda supervisors are assigned at cluster resource center level. One supervisor is responsible for all satellite schools under each cluster resource center. Thus, the supervisor assigned for the already selected center was included in the sample by applying availability sampling technique.

Finally, NFAE center facilitators (two or three facilitators from each center based on the number of facilitators participating on NFAE program in respective center) and adult learners (five adults from each woreda) were selected by applying simple random sampling technique. This sampling technique was used because of its potential advantage in giving equal chance to the respondents to be involved in the sample.

Table 3 shows the distribution of respondents across the sample woredas, zone education office and centers of NFAE programs in each woredas.

Table 3 Distribution of Respondents in the sample Woredas and Zone Education Offices

Woredas	Centers	Questionnaire		Interview	FGD	Total
		Super visors	Facili tators	Officers	Adult Learners	
Agarfa	2	2	4	1	5	14
Berbere	3	3	6	1	5	15
Delo Mena	3	3	6	1	5	15
Goba	2	2	4	1	5	12
Robe Town	2	2	4	1	5	12
Sinana	3	2	6	1	5	12
Zone				2		2
Total	15	14	30	8	30	82

3.4 Instruments for Data Collection

To secure reliability and adequacy of the information, five basic instruments were used. These were questionnaires, interview guides, focus group discussion guides, observation checklist and document analysis.

The questionnaires were mainly contained close-ended and open-ended items. Because of the difference in their roles, two different questionnaires were used to secure information from supervisors and facilitators. Both the questionnaires had three main parts. The first part was a request for cooperation and general direction; the second part was general background information about the respondents and the third part contained items about issues under study.

Questionnaires are used because of their appropriateness to obtain relevant information on opinions and awareness from large population within short period of time (MoE, 1986). Depending on the types of question items, choices and rating scales were used in the questionnaires. Both questionnaires were prepared in English. The questionnaire prepared for facilitators were translated into “Afan Oromo” to reduce misunderstanding and misinterpretation by respondents. The translation was done by expert of both languages and checked by another two experts.

On the other hand, to secure information from Zonal and Woreda education officers structured and non-structured interview guides were used; because, this instrument provides freedom to the respondents to express their feeling and idea from different angles. In addition, Focus group discussion was conducted among adult learners/participants in order to obtain additional information on what is said by other respondents.

Besides, relevant documents that were available at zonal and woreda education offices and centers were used to increase the reliability of the information. Furthermore, observation checklists were employed to see the extent of facilities available in the training centers.

3.5 Data Collection Procedure

In order to investigate the non formal adult education programs in Bale Zone, the following data collection procedures were used; First, to understand the background, different documents were analyzed; Second, relevant literatures were reviewed to see what has been done in relation to the problem. Third, data gathering tools were prepared and commented by advisor and experts in the field of NFAE. Fourth, pilot test was conducted to check the appropriateness of the instruments.

The pilot study was conducted in Dukem woreda. Subjects in the pilot study were two male supervisors from woreda education office and six facilitators (four male and two female) from two centers namely Dalota and Oda Nebie were included in the pilot study. Based on the information obtained from the pilot study, two vague items common for both group of respondents (facilitators and supervisors) were revised, one item was discarded from facilitators' questionnaire and other minor corrections were made on both questionnaires. After improving the questionnaire on the basis of the feedback from the pilot test, the instruments were refined and administered to the target respondents with the necessary explanations on how to complete it. In this case, a total of 44 copies of questionnaires were distributed to both groups of respondent and all the distributed questionnaires 44 (100%) were returned. Finally, the filled questionnaires were collected and the data analysis was done using appropriate statistical tools. On the other hand, regarding information secured through interview and focus group discussion, leading questions were prepared and administered to education officers and adult learners respectively. The data gathered through these methods were analyzed qualitatively inline with the data gathered through questionnaires.

3.6 Method of data analysis and Management

The data analysis involved documents, responses to both close ended and open ended questions, interview, focus group discussion and observation results. Both qualitative and quantitative methods of data analysis were employed. The raw data collected from the field was tallied, organized and systematically framed with tables according to the similarities of issues raised in the questionnaires. The data analysis and interpretation was carried out using percentage, mean and grand mean. Moreover, the data collected through interview and focus group

discussion were analyzed qualitatively following the basic issues on the questionnaires.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with presentation, analysis and interpretation of the data gathered from different sources: NFAE facilitators, Woreda education office supervisors, Zone and Woreda education officers and adult learners currently participating in NFAE programs and from relevant documents. The data gathered using different instruments were analyzed by applying different statistical tools such as mean, grand mean and percentage. The interpretation and discussion were carried out in relation to the concepts discussed in the related literature and basic questions raised in the first chapter of the study.

4.1 General Background of the Respondents

Four groups of respondents were included in the study. These were Education officers, woreda supervisors, center facilitators and adult learners. This section discussed on respondents' age group and sex.

4.1.1 Classification of Respondents by Age and Sex

Respondents' age and sex were summarized in Table 4 below.

Table 4 Classification of Respondents by Age and Sex

Age group	Respondents								Total	%
	Facilitators		Supervisors		Officials		Adult learners			
	M	F	M	F	M	F	M	F		
15-19	-	-	-	-	-	-	-	1	1	1.22
20-24	1	2	-	-	-	-	2	3	8	9.76
25-29	10	6	5	-	1	-	-	2	24	29.27
30-34	5	2	7	-	2	-	2	4	22	26.82
35-39	4	-	1	-	3	-	4	1	13	15.85
40-44	-	-	1	-	1	-	3	5	10	12.20
45-49	-	-	-	-	-	-	1	2	3	3.66
50 & above	-	-	-	-	1	-	-	-	1	1.22
Total	20	10	14	-	8	-	12	18	82	100
G.Total	Male = 54,		Female = 28,				Total = 82			

Table 4 presents the characteristics of the respondents in terms of sex and age. As can be seen from the table, the sample comprised 28 (34.15%) female and 54 (65.85%) male. In the case of supervisors and education officers, all of them were male respondents. This may show the participation of females in administrative and supervisory posts in NFAE management is low. Where as, concerning adult learners, female respondents 18 (60%) were greater in number when compared with male 12 (40%) respondents. From this result, it is possible to say that the NFAE programs are to some extent favored socially and culturally disadvantaged group of the community. One of the major purpose of NFAE programs are serving the socially, economically, culturally, geographically, ethnically, etc. disadvantage and marginalized society (Bock and Papagiannis, 1983). In this regard the programs seem in line with the purpose of NFAE. In relation to their age, large number 59 (71.95%) of the respondents were between the age group of 25-39. Since they are matured enough in terms of age, it is expected that they can easily understand and conceptualize ideas, principles, approaches, purposes, etc. of NFAE programs in the implementation process and can respond to the questions reasonably.

4.1.2 Respondents' Educational Level, Training Received and Experience

It is believed that having appropriate educational level, relevant training and experience are vital to implement NFAE programs effectively. Table 5 presents the level of education, relevant training they have been attended and the experience they had in relation to NFAE programs.

Table 5 Responses on Educational Level, Training Received and Experience of Respondents

Items		Facilitators		Supervisors		Officials		Total	
		n	%	n	%	n	%	n	%
1.Educational Level	Second Degree and above	-	-	-	-	-	-	-	-
	First Degree	-	-	10	71.43	6	75	16	30.77
	Diploma	22	73.33	4	28.57	2	25	28	53.85
	10/12 + TTI	8	26.67	-	-	-	-	8	15.38
	Grade 9-12	-	-	-	-	-	-	-	-
	Grade 8 and below	-	-	-	-	-	-	-	-
	Total	30	100	14	100	8	100	52	100
	Total	30	100	14	100	8	100	52	100
2.Experiences	Direct in NFAE	5	16.67	-	-	-	-	5	9.62
	As teacher	17	56.67	-	-	-	-	17	56.67
	As director	8	26.67	-	-	-	-	8	26.67
	Total	30	100	14	100	8	100	52	100
3.Training in NFAE	Up to 6 months	-	-	5	35.72	4	50	9	17.31
	More than 6 months up to 1 year	-	-	-	-	-	-	-	-
	More than 1 year	-	-	-	-	-	-	-	-
	Not trained	30	100	9	64.28	4	50	43	82.69
	Total	30	100	14	100	8	100	52	100

As it is presented in table 5, the education levels of the respondents were, first degree 16 (30.77%), diploma 28 (53.85%) and certificate 8 (15.38%) holders. As far as their educational background is concerned, possibly, they can easily understand and realize ideas, principles,

approaches, purposes, etc. of NFAE programs and can conceptualize the programs with their implementation practice. As a result, the respondents can easily understand the questionnaires and able to discuss on NFAE issues during the interview session and can give relevant responses accordingly.

Concerning their experience in relation to NFAE programs, all Supervisors 14 (100%) and zone and woreda education officers 8 (100%) had no direct experience in NFAE programs. Where as only small number of facilitators 5 (16.67%) reported that they had direct experience on NFAE programs. The reason for this, according to the result of the interview conducted with zonal and woreda education officers were that, there is no separate structure and personnel assigned for the program at zone and woreda levels. Rather, it is considered as an additional work for formal education personnel at all levels. Again at the centers level there were no trained facilitator specifically for NFAE programs and it was left fully to formal education teachers. Moreover, NFAE program is considered as every teacher's responsibility to participate/teach on NFAE programs without having any training on it. This means that, all the respondents have had experience in formal education programs at different levels and positions. For instance, as it is indicated in Table 5, among 25 facilitators who have experience other than NFAE, 17 (56.67%) possessed experience as formal schools teacher and the rest 8 (26.67%) of them had experience as director of formal school. In addition, all 30 (100%) of supervisors and 8 (100%) of the officers had experience on formal education only. This result indicates that the attention given to the program is low and it is also considered as an additional work by the implementers of the programs.

On the other hand, regarding the training attended by the respondents, 5 (35.71%) supervisors and 4 (50%) zone and woreda education officers reported that they have received training on NFAE up to 6 months only. Where as, all facilitators in the sample woredas have not received any training in relation to NFAE. This implies that the facilitators may lack clear understanding on principles, methods, and goals of NFAE programs.

4.2 Facilitators', Supervisors' and Zone and Woreda Education Officers' Understanding on NFAE programs

To assess facilitators', supervisors' and zone and woreda education officers' understanding on NFAE programs, respondents were asked to rate the characteristics/features of NFAE, to list down the goals of NFAE and the methods they were applying to teach/assist adult learners by administering an open ended questions to them. Their responses were presented as follow.

4.2.1 Characteristics/Features of NFAE

Learning in Non-Formal Education grows out of the need of the learner themselves and to put what is learned in to immediate use. In addition to this, learning in Non-Formal Education is usually part of the normal living; in non-formal education, learning and doing and doing and learning complement each other (Mamo, 1999).

Table 6 shows the level of agreement of adult education facilitators and supervisors on the characteristics of adult education programs. The responses of the respondents were rated on three rating scale: Agree, Disagree and I can not decide.

**Table 6 Understanding and Consideration of Characteristics/
Features of NFAE Programs in the Implementation Process**

Item	Respondents	Agree	Disagree	I can't decide	Total
1. NFAE has better relevance to the educational needs and aspirations of the target groups	Facilitators	15	9	6	30
	Supervisors	10	4	-	14
	Total	25	13	6	44
	%	56.82	29.55	13.63	100
2. NFAE has flexibility of organization	Facilitators	14	6	10	30
	Supervisors	9	2	3	14
	Total	23	8	13	44
	%	52.27	18.18	29.55	100
3. NFAE usually take place within the context of innovative and meaningful action, work and use	Facilitators	17	8	5	30
	Supervisors	7	5	2	14
	Total	24	13	7	44
	%	54.54	29.55	15.91	100
4. NFAE has the potential to offer opportunities for lifelong learning in conjunction with formal education	Facilitators	16	6	8	30
	Supervisors	11	2	1	14
	Total	27	8	9	44
	%	61.36	18.18	20.46	100
5. NFAE usually provide experiences that can be of value for immediate practical use	Facilitators	19	5	6	30
	Supervisors	11	3	-	14
	Total	30	8	6	44
	%	68.18	18.18	13.64	100
6. NFAE has greater and more intense applications of the local resources of the community.	Facilitators	20	4	6	30
	Supervisors	14	-	-	14
	Total	34	4	6	44
	%	77.27	9.09	13.64	100
7. NFAE should be cost effective	Facilitators	16	5	9	30
	Supervisors	14	-	-	14
	Total	30	5	9	44
	%	68.18	13.36	20.46	100
8. NFAE needs the involvement of stakeholders	Facilitators	17	8	5	30
	Supervisors	12	2	-	14
	Total	29	10	5	44
	%	65.91	22.73	13.36	100

As it is indicated in Table 6, almost more than average respondents (facilitators and supervisors) agreed that all the items listed in the table are characteristics features of None Formal Adult Education programs. Where as, when the responses given for each item was considered, there are items rated by large number of respondents; such as NFAE

has greater and more intense applications of the local resources of the community 34 (77.27%), NFAE usually provide experiences that can be of value for immediate practical use 30 (68.18%), NFAE should be cost effective 30 (68.18%), NFAE needs the involvement of stakeholders 29 (65.90%), and NFAE has the potential to offer opportunities for lifelong learning in conjunction with formal education 27 (61.36%). There are also points/items considered as characteristics of NFAE by an average number of respondents. These are items like NFAE has better relevance to the educational needs and aspirations of the target groups 25 (56.82%), NFAE usually take place within the context of innovative and meaningful action (work and use) 24 (54.54%) and NFAE has flexibility of organization 23 (52.27%).

To the contrary, less number of both respondents ranging from 4 (9.09%) to 13 (29.55%) indicated that they disagree that the characteristics features of NFAE programs were not considered while implementing the programs. Where as, insignificant numbers of both respondents ranging from 5 (13.36%) to 13 (29.55%) reported that they could not decide whether the characteristics features of NFAE programs considered during the implementation process of the program or not.

From the above discussion one can easily understand that there is a gap/different level of understanding among respondents about the characteristics/features of NFAE. It indicates that, this gap of understanding on the characteristics of NFAE programs may has a negative effect on the implementation process of the programs. In relation to this point, the observation result shows that in practice they have been working not by considering the above mentioned characteristic/ features/principles of NFAE. Rather, as it is indicated in the planning section of this chapter (Table 8), the practice of conducting training need assessment before establishing NFAE

programs was very low. This is an implication that NFAE program is not considered the needs of the learner. Again, as indicated in Table 9, NFAE programs mainly focused on pure literacy program rather than on functional literacy. Moreover, the participation of different actors/stakeholders seems very poor in the implementation of the NFAE programs as shown in Table 14.

4.2.2 Objectives of NFAE

In order to examine the respondents understanding on the objectives of NFAE, they were asked to list down the objectives of NFAE. Their answers were analyzed in comparison with literature in the area. According to OEB (2008), the objectives of Non-Formal Adult Education are to help the individual to find meaning and happiness in life; discover and know himself; take his rightful place in society; solve problems of everyday life; live a full life and forge economic development.

On the other hand, the answers of the respondents' were totally different from this as summarized below: the answers given by facilitators largely rotates on the point "to eradicate illiteracy", that is for instance, to enable learners read and write, to calculate their business, to access information easily and the like. Where as the answers given by supervisors and zone and woreda education officers include: to improve life, for family planning, for skill development, to effectively use local resources and for development. These answers are almost agreed with the concepts in the literature. This, therefore, implies that there is a difference in the understanding of objectives of NFAE among facilitators and other respondents. On the basis of their response, it is possible to conclude that supervisors and zone and woreda education officers have better understanding as compared to

facilitators. This less understanding of facilitators on the objectives of NFAE has negative impact on the implementation of the program.

4.2.3 Methods of Teaching/Assisting Adult Learners

Facilitators were requested to list down the types of teaching learning methods that they are applying in adult education programs. Majority of them answered that mostly they use discussion; problem solving, demonstration, and role play methods. But, few of them answered that they were applying lecture method in addition to discussion; problem solving, demonstration, and role play methods.

Majority of them agreed up on the methods they were applying are methods that put learners at the center of learning process and active participant in teaching learning process. With these methods, the roles of the teacher/facilitator remains only assisting and facilitating the process while the learners/participants are learning by their own. More specifically, the role of the facilitators' in this process is that of helper, guide, encourager, consultant, and resource person- not that of transmitter, judge, and authority. This is the concept of teaching/assisting adults. From this point of view, therefore, it is possible to say the facilitators have good awareness about the proper methods in teaching/assisting adults. However, the observation result confirmed that only small number of the facilitators were applied the student centered approach; where as large number of the facilitators were used the traditional teacher centered method of teaching in their class.

4.3 Implementation of NFAE Programs

4.3.1 Planning NFAE Program

Planning NFAE programs needs to be developed by giving due attention to the demand of the local community. Thus, it should be designed by involving all actors in the field. Tables 7 and 8 present the responsible body to plan NFAE programs and activities/steps to be considered while planning NFAE programs.

4.3.1.1 Responsible Body to Plan NFAE Programs

Table 7 Responses on Responsible Body to Plan NFAE Programs

Items	Facilitators		Supervisors		Total	%
	n	%	n	%		
Who do plan of NFAE programs?						
1. Supervisors	14	46.67	-	-	14	31.82
2. Facilitators	3	10	-	-	3	6.82
3. Learners/community	-	-	1	7.14	1	2.27
4. Some combination of 1-3	10	33.33	13	92.86	23	52.27
5. Other	3	10	-	-	3	6.82
Total	30	100	14	100	44	100

As it is depicted in Table 7, it seems there was a mismatch of responses between the two groups of respondents about the responsible body for planning NFAE programs. Nearly half 14 (46.67) of facilitators responded that the plan in their centers is developed by the supervisors at woreda level. To the contrary, almost all 13 (92.86%) supervisors agreed that the plan of NFAE programs is prepared by participation of different actors.

The reason for this mismatch, according to the result of the interview made with zonal and woreda education officers, is the way facilitators understand the processes of planning NFAE programs. The officers

argued that all centers in the woreda are given quota to train/teach adults based on the local situation and resources the center has. Thus, it seems that the facilitators considered a process of receiving quota from the woreda education office as plan.

The miss-match of the two respondents' response might match with Carron & Bordia (1985) idea. They concluded that the two planning models (bottom up and top down) should be seen as complementary rather than as opposed to each other. National planning, for example, is a necessary but by no means excludes the possibility of introducing flexibility and local level initiatives. However, the result of the interview indicated that as one component of formal education program, NFAE programs are first developed at region level. Then, based on the plan developed at region level, woredas and centers are develop their own plan.

4.3.1.2 Application of Planning Activities in NFAE Program

Table 8 shows the responses provided to what extent the application of planning activities in NFAE programs were considered. The responses of respondents were rated on five rating scale of 1=very low, 2=low, 3=medium, 4=high and 5=very high. The results of the rating were analyzed by converting it into percentage, mean and grand mean.

Table 8 Application of Planning Activities in NFAE Program

Items	Respondents	Rating Scale					T0tal	Mean	G. mean	
		1	2	3	4	5				
1	Conduct training need assessment before starting the program	Facilitators	15	3	4	4	4	30	2.3	2.6
		Supervisors	-	8	2	3	1	14	2.8	
		Total	15	11	6	7	5	44		
		%	34.09	25	13.34	15.91	11.36	100		
2	Prioritize identified training needs	Facilitators	8	13	3	3	3	30	2.3	2.5
		Supervisors	4	3	2	3	2	14	2.7	
		Total	12	16	5	6	5	44		
		%	27.27	36.36	11.36	13.65	11.36	100		
3	Identifying learning topics	Facilitators	2	2	5	13	8	30	3.8	3.5
		Supervisors	-	1	5	6	2	14	3.6	
		Total	2	3	10	19	10	44		
		%	4.54	6.82	22.73	43.18	22.73	100		
4	Sequencing learning topics	Facilitators	4	-	11	6	9	30	3.5	3.5
		Supervisors	-	1	8	4	1	14	3.4	
		Total	4	1	19	10	10	44		
		%	9.09	2.27	43.18	22.73	22.73	100		
5	Managing learning activities	Facilitators	2	6	10	9	3	30	3.2	3.4
		Supervisors	-	2	5	5	2	14	3.5	
		Total	2	8	15	14	5	44		
		%	4.55	18.18	34.09	31.82	11.36	100		
6	Organizing learning activities	Facilitators	3	-	5	11	11	30	3.9	3.8
		Supervisors	-	2	4	5	3	14	3.6	
		Total	3	2	9	16	14	44		
		%	6.82	4.55	20.45	36.36	31.82	100		
7	Assessing learning activities	Facilitators	-	5	5	9	11	30	3.9	3.6
		Supervisors	-	3	7	2	2	14	3.2	
		Total	-	8	12	11	13	44		
		%	-	18.18	27.27	25	29.55	100		

As it is indicated in Table 8 of item 1 and 2 above, respondents were asked to rate the level of conducting training need assessment and prioritizing the identified training needs before starting NFAE programs. The result shows that less number (grand mean=2.6) of both groups of respondents (facilitators and supervisors) responded that the process of

conducting training need assessment before starting NFAE programs was relatively low in their locality. Similarly less number (grand mean=2.5) of respondents answered the process of prioritizing the identified needs was low. From this, one can realize that the NFAE programs delivered in the Zone might be largely without assessing the training demand of the local community.

NFAE ought to be relevancy-oriented. Adult learners must see the reason for learning something. Learning has to be applicable to their work, life and/or other responsibilities to be of value to them. In order to make the NFAE programs relevant to the need of the learners, it needs to assess the demand of the community first. If the NFAE programs are not relevant with the local demand of the learners/society, the learners become de-motivated to attend the program, they do not actively participate in the program, the state of dropout may increase and finally it results in un-sustainability of the implementation of the programs.

Items 3, 4, 5, 6, and 7 indicate the rating scores to the application level of different planning activities in the planning process of NFAE programs. As depicted in the table, the application level of planning activities in the planning process such as identifying learning topics (grand mean=3.5), sequencing learning topics (grand mean=3.5), organizing learning activities (grand mean=3.8), and assessing learning activities (grand mean=3.6) responded relatively high by both respondents (facilitators and supervisors).

On this regard the result of the observation showed that the planning activities mentioned 3-7 above are done simply by facilitators. The facilitators select the topic, prepare their plan, teach adults and finally assess them. Nearly the facilitators apply the usual method of planning

teaching learning program of formal education to NFAE programs. Where as, the principle of NFAE states that it should be planned in a participatory way in which the learners themselves plan the programs in the way that it meets their needs. Thus, this result implies that the practice of planning NFAE programs seems not inline with principles of adult education. Moreover, it has also negative effect on the quality of NFAE programs delivered to the learners.

In the same way as it can be seen from Table 8, small number of both respondents (ranging from 18.18% - 25%) indicated that the consideration for planning activities mentioned under items 3 to 7 was medium. On the other hand, very small number of both groups of respondents showed that the level of taking planning activities in to account during the planning processes was very low. The above discussion implies that there is a difference in the application of planning activities on the implementation of NFAE programs in the area under investigation. This, therefore, shows that there is lack of awareness on the principles and methods of planning NFAE programs from the implementers' side.

4.3.2 Organization of NFAE Program

This section discusses about the venue used as center of NFAE programs, the schedule and focus of the program, the issue of curriculum materials and selection and training of facilitators.

Table 9 Venue(s) Used as a Center for NFAE, Schedule and Focus of the Program

Item	Respondents			
	Facilitators		Supervisors	
	n	%	n	%
I. Venue				
1. Center organized for NFAE program	3	10	2	14.29
2. Formal education school	24	80	11	78.57
3. Community Skill Training Center	-	-	-	-
4. Cultural/Religious centers	-	-	-	-
5. Private house	-	-	-	-
6. Shade/Dass	-	-	-	-
7. Kebele office/ hall	4	13.33	1	7.14
8. Prison	-	-	-	-
Total	30	100	14	100
II. Schedule				
1. Full day	-	-	-	-
2. Morning	-	-	-	-
3. Afternoon	21	70	9	64.29
4. Evening	3	10	-	-
5. Flexible	6	20	5	35.71
Total	30	100	14	100
III. The focus of NFAE programs that currently offering				
1. Literacy	18	60	8	57.14
2. Health	1	3.33	-	-
3. Agriculture	2	6.67	2	14.29
4. Family planning	-	-	-	-
5. Skill development	-	-	-	-
6. Environmental science	1	3.33	1	7.14
7. Gender	-	-	-	-
8. Some combination of 1-7	12	40	3	21.43
Total	30	100	14	100

According to Table 9, large number of the respondents, i.e., 24 (80%) of facilitators and 11 (78.57%) of supervisors indicated that NFAE programs in their locality are conducted in Formal education schools. Very small number of respondents 3 (10%) of facilitators and 2 (14.29%) of supervisors answered that the program also is delivered in

Center organized for NFAE program. And again very small number 4 (13.33%) of facilitators and 1 (7.14%) of supervisors responded it is offered in kebele's office/hall. The discussion made with adult learners pointed out that no center is available where they reside. They need to go long distance to attend the program which in fact has impact on the implementation of the programs. It may de-motivate the learners to participate on the programs; it encourages absenteeism and dropout; the learners are forced to devastate their time in going long distance instead of attending the programs or doing their own business. In addition to this, it also shows that the emphasis given to the NFAE program is low by the government.

Concerning the schedule of NFAE programs, 21 (0%) and 9 (64.29%) of facilitators and supervisors respectively indicated that the program is scheduled in the afternoon at their locality. However, few numbers 6 (20%) of facilitators and 5 (35.71%) supervisors indicated that the NFAE programs are also conducted in a flexible manner so as to meet the needs of different learners group. Moreover insignificant number 3 (10%) of facilitators responded that it is delivered in the evening. From the discussion above one can conclude that there was no alternative schedule to deliver the NFAE programs.

Regarding venues and schedule of the NFAE programs, as the researcher investigated during his data collection time, most of the venues of NFAE programs are formal education schools and most of the centers delivered the program starting around 4:00/5:00 o'clock (in the afternoon). This shows that, since the adult learners are people with different interest, they need to have different alternatives in order to absorb all groups in the programs according to their interest. But, restricting the schedule largely on a fixed time frame may not be

convenient to certain group of interest. It may again lead the learners to be come absent and withdraw from the programs.

Concerning the focus of NFAE programs, Table 9 shows that the NFAE programs are focused more on literacy program as 18 (60%) facilitators and 8 (57.14%) supervisors were agreed upon. On the contrary, less number, 12 (40%) of facilitators and 3 (21.43%) of supervisors agreed that the NFAE programs focused on the combination of other alternatives listed on the table. This result is consistent with previous study conducted by Zeleke (2001), in which he found out that the programs offered in Ethiopia were mostly literacy component. Hence, the practice of NFAE programs seems remains the same only on literacy programs in its focus since the last 7/8 years. Thus, the practice of the programs is not consistent with the current experience of NFAE programs, which is focusing on functional literacy program rather than pure literacy program.

4.3.2.4 Curriculum Materials

Table 10 Responses on Curriculum Materials Development and Availability for NFAE

	Items	Facilitators		Supervisors		Total	%
		n	%	n	%		
1	Curriculum material available in NFAE center						
	1. Syllabus	-	-	-	-	-	-
	2. Content Flow chart	-	-	-	-	-	-
	3. Text book	17	56.67	9	64.29	16	36.36
	4. References	6	20	2	14.29	8	18.18
	5. No curriculum materials	7	23.33	3	21.42	10	22.73
	6. Others	-	-	-	-	-	-
	Total	30	100	14	100	44	100
2	Who is responsible to develop curr. materials						
	1. Oromia Education Bureau	25	83.33	14	100	35	79.55
	2. Zone Education department	2	6.67	-	-	4	9.09
	3. Woreda Education office	-		-	-	-	-
	4. Center NFAE facilitators	-		-	-	-	-
	5. Other	2	16.67	-	-	2	4.55
	6. I don't know where it is developed	1	16.67	-	-	2	4.55
	Total	30	100	14	100	44	100

As it is indicated in Table 10, regarding the responsible body for curriculum development, almost all supervisors 14 (100%) and 25 (83.33%) of facilitators responded that the curriculum materials for NFAE programs were developed by Oromia Education Bureau. On this issue, the result of the interview made with Zonal and Woreda education officers and document analysis revealed that the curricula of NFAE programs were developed at region level by Oromia Education

Bureau. This seems contradict with the idea that NFAE programs need to be based up on the local demand of the learners and it need to be developed in a participatory way.

As is shown in the same table (Table 10), more than average of the respondents i.e. 17 (56.67%) of facilitators and 9 (64.29) of supervisors responded that text books of NFAE programs are available at their center. Surprisingly, 10 (22.73%) respondents from both groups replied that there are no curriculum materials at their Woreda/center. The observation result also showed that, there are some centers conducting the programs with out having any curriculum materials at there center. Even, there were some centers which were using the regular education program curriculum for NFAE program. This implies that there is shortage of curriculum materials at their centers and the attention given to the program might be less. In addition to this it also shows they may not understand the difference in approach between child and adult learning.

4.3.2.5 Selection and Training of Facilitators

Training involves helping people to gain the motivation, knowledge and competencies to function creatively and effectively at their positions (Malone & Arnove, 1998). Table 11 discloses the selection and training of NFAE programs facilitators.

Table 11 Selection and Training of Facilitators

	Items	Facilitators		Supervisors		Total	%
		n	%	n	%		
1	Who is the more responsible body for the selection of facilitators?						
	1. Government	25	83.33	11	78.57	36	81.82
	2. Community	-	-	-	-	-	-
	3. Others	5	16.67	3	21.43	8	18.18
	Total	30	100	14	100	44	100
2	Who is more responsible to train facilitators?						
	1. Zone/Woreda education experts	-	-	-	-	-	-
	2. TTI/TTC	-	-	-	-	-	-
	3. Near by school teachers	5	16.67	5	35.71	10	22.73
	4. NGOs	-	-	-	-	-	-
	5. No responsible body at all	25	83.33	9	64.29	34	72.27
	Total	30	100	14	100	44	100

Concerning the selection of NFAE facilitators, 25 (83.33%) of facilitators and 11 (78.57%) of supervisors indicated that the facilitators were selected by government. This is because, in the area under study, NFAE programs at the center level are the responsibility of formal education teachers. However, few number of the respondents 5 (16.67%) from the facilitators side responded that there existed facilitators voluntarily participating on the NFAE programs. These are grade 10 complete students from the area primarily aimed at getting

letter of participation on such kind of programs from the school or woreda education office.

Although youths from the same community are preferable to facilitate the NFAE programs, because of their in-depth knowledge about the general features of the community; however, facilitating the programs with out having any training about NFAE programs has impact on the quality of the program.

Table 11 in the same way presented the respondents' answer to the question "who is responsible body to train facilitators?" 20 (66.66%) and 9 (64.29%) of facilitators and supervisors respectively responded that there is no responsible body to train NFAE programs facilitators. There are also small number of respondents 5 (16.67%) facilitators and 5 (35.71%) of supervisors who replied the near by school teachers provide training for facilitators. It is possible to say, there is no responsible body who is formally assigned to train NFAE programs facilitators. This, therefore, implies that emphasis given to NFAE programs is very low. This is inconsistent with what has been pointed out by Ambessu (1999). He underlined that one of the major problem areas in the provision of non-formal adult education in Ethiopia is the recruitment, training and assignment of facilitators.

4.3.2.6 Human and Material Resources

Table 12 presents the answers given to the questions related with the condition of human and material resources in the provision of NFAE programs. The responses of respondents rated on five rating scale of 1=very poor, 2=poor, 3=fair, 4=good, 5=very good. The results of the responses were analyzed by converting the data into percentage, Mean and Grand Mean.

Table12 Availability and Utilization of Human and Material Resources

Items	Respondents	Rating Scale					Total	Mean	G.m ean
		1	2	3	4	5			
1. The presence of sufficient technical staff	Facilitators	12	14	-	4	-	30	1.87	2.3
	Supervisors	6	-	3	3	2	14	2.64	
	Total	18	14	3	7	2	44		
	%	40.91	31.81	6.82	15.91	4.55	100		
2. Knowledge, skills and attitude of the staff to effectively carry out the program	Facilitators	14	12	2	-	2	30	1.8	1.85
	Supervisors	6	5	2	-	1	14	1.9	
	Total	20	17	4	-	3	44		
	%	45.45	38.64	9.09	-	6.82	100		
3. Commitment of the staff in implementing the program	Facilitators	-	2	6	18	4	30	3.8	3.7
	Supervisors	-	1	4	9	-	14	3.6	
	Total	-	3	10	27	4	44		
	%	-	6.82	27.73	61.36	9.09	100		
4. Existence of adequate financial resources	Facilitators	27	-	3	-	-	30	1.2	1.5
	Supervisors	11	-	-	2	1	14	1.7	
	Total	38	-	3	2	1	44		
	%	86.36	-	6.82	4.55	2.27	100		
5. The presence of learning materials	Facilitators	16	13	1	-	-	30	1.5	1.5
	Supervisors	7	7	-	-	-	14	1.5	
	Total	23	20	1	-	-	44		
	%	52.71	45.42	2.27	-	-	100		
6. Wise use of available resources	Facilitators	-	5	8	16	1	30	3.4	3.5
	Supervisors	-	1	3	8	2	14	3.6	
	Total	-	6	11	24	3	44		
	%	-	13.63	25	54.55	6.82	100		
7. Timely reporting systems	Facilitators	-	-	4	20	6	30	4.1	3.8
	Supervisors	-	-	8	5	1	14	3.5	
	Total	-	-	12	25	7	44		
	%	-	-	27.27	56.82	15.91	100		

Regarding items 1, 2, 4, and 5 both facilitators and supervisors responded that the presence of sufficient technical staff (Grand

Mean=2.3), the knowledge, skills and attitude of the staff to effectively carry out the program (Grand Mean=1.85), the existence of adequate financial resources (Grand Mean=1.5) and the presence of learning materials (Grand Mean=1.5) to implement the program properly were relatively poor. Concerning the shortage of human and nonhuman resources to implement NFAE programs, it has also been found the same result from the interview conducted with zonal and woreda education officers as well as the observation made at sample centers. From the result, it looks that there is shortage of both human and material resources in the implementation process of the NFAE programs. This result is contradicted with the concept stated by UNESCO (2001). It underlines that, quality of education is the outcome of the provision of physical facilities, teachers, learning materials and the organizational management. The discussion above, shortage of human and nonhuman resources implies that the quality and the emphasis give to NFAE programs in the area under study is low.

On the other hand, as it is described in Table 12 of item 3, 6 and 7, regarding the condition of human and material resources such as commitment of the staff in implementing the program (Grand Mean=3.7), wise use of available resources (Grand Mean=3.5) and timely reporting system (Grand Mean=3.8) both respondents answered relatively good. This implies that even if there was shortage of resources to implement NFAE programs and lack of skill and knowledge from the facilitators and supervisors side, possibly they have made an effort to implement the programs.

4.3.3 Community Participation

Concerning community participation in NFAE programs, MoE (2006), stated that one of the basic characteristic features of modern adult education is the involvement of various stakeholders in planning, implementing, financing and monitoring and evaluation of adult education programs. The involvement of the stakeholders must put the learners at the center of the whole process. Thus, it has been better if the community as one of the main stakeholder participated in all aspects of NFAE program.

Table 13 presents the responses to the level of participation of the community on the course of implementation NFAE programs at their locality. The responses are rated as low, medium and high.

Table 13 Community Participation in NFAE Programs

Items	Respondents	Low	Medium	High	Total
Planning the program	Facilitators	26	4	-	30
	Supervisors	11	3	-	14
	Total	37	7		44
	%	84.09	15.91	-	100
Financial support	Facilitators	21	7	2	30
	Supervisors	10	4	-	14
	Total	31	11	2	44
	%	70.45	25	4.55	100
Material support	Facilitators	11	16	3	30
	Supervisors	7	7	-	14
	Total	18	23	3	44
	%	40.91	52.27	6.82	100
Hiring facilitators	Facilitators	27	3	-	30
	Supervisors	14	-	-	14
	Total	41	3	-	44
	%	93.18	6.82	-	100
Construction of center	Facilitators	10	17	3	30
	Supervisors	5	9	-	14
	Total	15	26	3	44
	%	34.09	59.09	6.82	100
Construction of facilitators' house	Facilitators	11	15	4	30
	Supervisors	6	8	-	14
	Total	17	23	4	44
	%	38.64	52.27	9.09	100
Evaluating the program	Facilitators	23	6	1	30
	Supervisors	12	2	-	14
	Total	35	8	1	44
	%	79.55	18.18	2.27	100

As it is shown in Table 13, respondents were asked to rate the level of community participation on NFAE programs. According to the responses of the two groups of respondents (facilitators and supervisors), the local community participation on the activities such as providing material support 23 (52.27%), construction of NFAE centers 26 (59.09%) and construction of facilitators' house 23 (52.27) was rated medium. On the other hand, the participation of the

community on the activities such as planning NFAE programs 37 (84.09), providing financial support 30 (68.18%), hiring facilitators 41 (93.18) and evaluating NFAE programs 35 (79.55%) were rated low by both group of respondents.

On the same issue the result of the discussion made with adult learners revealed that the participation of the community on NFAE programs is relatively low especially on activities that need technical competence like planning and evaluation of the programs. Where as, they believe that community participation was good on the activities like construction of NFAE centers, construction of facilitators' house, material support and the like.

Overall, the result showed that the participation of the community on NFAE program is low. NFAE programs are community based activities; it is to improve the life of the community; to solve the problems of the community; and to bring development in general. Hence, conducting NFAE programs with out the active involvement of the community (the owner of the program) seems that the programs they have been offering may not as per the demand of the local community and it contradicts with the whole ideas, principles, and approaches of NFAE.

4.3.4 Monitoring and Evaluation

In a broad sense, the monitoring and evaluation of programs closely connected with development and change like adult and non-formal education can be seen as and adequately described in terms of four dimensions: inputs, operations, processes used, and outputs obtained (Malone & Arnove, 1998).

Table 14 presents the focus of evaluation of NFAE programs. The responses are rated on the basis of five rating scales: very low=1, low=2, medium=3, high=4 and very high=5.

Table 14 Monitoring and Evaluation of NFAE Programs

Items	Respondents	Rating Scale					Total	Mean	G.me an
		1	2	3	4	5			
1. The extent performance of NFAE facilitators and personnel in various roles are evaluated	Facilitators	1	2	6	15	6	30	3.77	3.8
	Supervisors	-	-	4	8	2	14	3.86	
	Total	1	2	10	23	8	44		
	%	2.27	4.55	22.73	52.27	18.18	100		
2. To what extent training methods is evaluated	Facilitators	3	7	15	3	2	30	2.8	2.75
	Supervisors	1	4	7	2	-	14	2.7	
	Total	4	11	22	5	2	44		
	%	9.09	25	50	11.36	4.55	100		
3. To what extent progress and achievement of the program is evaluated	Facilitators	11	13	2	2	2	30	2	2
	Supervisors	5	6	1	2	-	14	2	
	Total	16	19	3	4	2	44		
	%	36.36	43.18	6.82	9.09	4.55	100		
4. To what extent the impact of the program on the participants' life is evaluated.	Facilitators	7	21	2	-	-	30	1.8	1.85
	Supervisors	3	9	2	-	-	14	1.9	
	Total	10	30	4	-	-	44		
	%	22.73	68.18	9.09	-	-	100		
5. To what extent monitoring and evaluation results are utilized	Facilitators	7	15	7	1	-	30	2.1	2.4
	Supervisors	1	8	1	4	-	14	2.6	
	Total	8	23	8	5	-	44		
	%	18.18	52.27	18.18	11.37	-	100		

As shown in Table 14 of item 1, both facilitators and supervisors responded that the extent of evaluation of NFAE facilitators and personnel was high (Grand Mean=3.8) in their center and woreda. This is because, the NFAE programs are delivered under formal education programs and the facilitators and other personnel are also those of the formal education program. Thus, the monitoring and evaluation of NFAE programs are conducted in parallel with formal education program. Therefore, the result (high) may not imply the emphasis given to the programs by the evaluators is high.

Similarly, regarding item 2, both group of respondents replied that the extent of program evaluation in NFAE programs was medium (Grand

Mean=3.8). As it is indicated in section 4.2.3, the facilitators and supervisors are well aware of about the training methods of NFAE programs. This condition may initiate them to evaluate the program. From this, it seems logical to say awareness creation is relatively important to implement a NFAE program.

On the other hand, concerning items 3, 4 and 5, such as the extent of progress and achievement of the program is evaluated (Grand Mean=2); the extent impact of the program on the participants' life is evaluated (Grand Mean=1.85) and the extent monitoring and evaluation results are utilized (Grand Mean=2.4) rated as low. The result implies that, the progress and achievement of the NFAE program is not evaluated. Progress evaluation provides the learner with feedback regarding success or failure in attaining learning outcomes. It identifies the specific learning errors that need to be corrected, and provides reinforcement for successful performance as well. Especially for the facilitators and supervisors, progress evaluation provides information for making correction and remedial action while the program is in implementation and it is very essential for the successes of the program. Thus, it seems that they missed the very important point in implementation process; and with out close follow up of the program it may not become successful.

Similarly, the practice of evaluating the impact of the program on the participants' life is low. As NFAE is community based program, its final goal should be to bring about improvement in life of the learners by solving their day to day problems. Such an evaluation is used to determine whether the program has been successful or not as well as to determine on the sustainability of the program. Thus, not to evaluate the impact of the program on the life of the participants may shows

that the program is delivered with out having clearly identified goals to meet.

4.4 Challenges Encountered NFAE Program

Table 15 presents the responses provided to the seriousness of problems encountered in the implementation of NFAE programs. The problems were rated by using the following five rating scales. 5 = extremity serious, 4 = very serious, 3 = some what serious, 2 = not serious, 1 = I can not decide

Table 15 Major Challenges Encountered in the Implementation of NFAE Program

Items	Respondents	Rating Scale					Total
		5	4	3	2	1	
1. Lack of understanding about the NFAE program from community, facilitators, adult education officials' side	Facilitators	17	7	3	2	1	30
	Supervisors	5	3	2	2	2	14
	Total	22	10	5	4	3	44
	%	50	22.73	11.36	9.09	6.82	100
2. Shortage of trained and experienced human power to implement the program	Facilitators	17	6	2	2	3	30
	Supervisors	2	9	1	1	1	14
	Total	19	15	3	3	4	44
	%	43.18	34.09	6.82	6.82	9.09	100
3. Lack of resources and facilities	Facilitators	3	3	12	10	2	30
	Supervisors	5	2	2	3	2	14
	Total	8	5	14	13	4	44
	%	18.18	11.36	31.82	29.55	9.09	100
4. Lack of curriculum and teaching materials	Facilitators	6	6	3	14	1	30
	Supervisors	1	2	8	1	2	14
	Total	7	8	11	15	3	44
	%	15.91	18.18	25	34.09	6.82	100
5. Absence of coordination of different actors to run the program	Facilitators	14	12	2	2	-	30
	Supervisors	3	2	5	2	2	14
	Total	17	14	7	4	2	44
	%	38.36	31.81	15.90	9.09	4.54	100
6. Non relevance of NFAE program with learners needs	Facilitators	13	12	1	3	1	30
	Supervisors	7	1	-	3	3	14
	Total	20	13	1	6	4	44
	%	45.45	29.55	2.27	13.64	9.09	100

Table 15 shows that the rating scores of major challenges encountered in the implementation of NFAE programs. Items 1, 2, 5 and 6 such as lack of understanding about the NFAE programs from community, facilitators, adult education officers' side 32 (72.72%); shortage of trained and experienced man power to implement the program 35 (77.27%); absence of coordination of different actors to run the program 31 (70.45%); and non relevance of NFAE programs with learners needs 33 (75%) were rated as an extremely serious challenges in the implementation of NFAE programs. In the same way, items 3 and 4 measures lack of resources & facilities rated as 27 (61.36%) and Lack of curriculum and teaching materials rated as 26 (59.09%) nearly considered as "not serious" by large group of the respondents of both groups in implement process of NFAE programs.

In addition to the problems mentioned above, nearly an average number of respondents mentioned the following additional problems of the program.

- Absence of separate structure and personnel to run the NFAE programs,
- absence of motivation and incentives for participants of the programs and
- lack of emphasis from government and stakeholders to the programs. In relation to the challenges mentioned above, Zonal and woreda education officers also responded the same during the interview made with them.

Form the above result, one can easily understand that the implementation of NFAE programs in the area under investigation has multidimensional problems. That means the implementation activity of

NFAE programs in the area seems very weak, as well as, it is not in line with the current practices, principles and approaches of NFAE programs.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with summary of the major findings, conclusions and recommendations forwarded based on the analyses and interpretations made in chapter four.

5.1. Summary of the Findings

The major objective of this study was to assess the current practices of NFAE programs in Bale Zone of Oromia Regional State. To do so, emphasis was given on the current implementation practice of NFAE programs, level of understanding of education officials on NFAE programs, and the major problems encountered during the implementation of the programs. To attain this objective the study attempted to give answers to the basic questions. Accordingly the following major findings were obtained.

1. Respondents' Background

- Most of the supervisors as well as zone and woreda education officers attended short term training on NFAE programs. However, the direct implementers of the programs, the 'facilitators' have not attended any type of training on NFAE programs;
- All Supervisors, Zone and Woreda education officers and large number of facilitators did not have direct experience in NFAE programs. Where as, few number of facilitators have direct experience on NFAE programs;
- There is no separate structure and personnel assigned for the NFAE programs at the zone, woredas and training center levels. It

is considered as an additional work for formal education personnel at all levels.

2. Level of Understanding of Respondents about NFAE

Facilitators, supervisors and Zone and Woreda education officers lack clear understanding on their roles on the implementation of NFAE programs in general, and on the characteristics and goals of NFAE programs, methods of teaching/assisting adults in particular.

3. Planning of NFAE programs

- Woredas and centers develop their NFAE plan based on the plan developed by regional education bureau and sent to them;
- The application of training need assessment activity before starting NFAE programs in the sample woredas and training centers were relatively low;
- The application of planning activities, especially for teaching learning processes other than training need assessment, such as identifying and sequencing learning topics, organizing and assessing learning activities were relatively high.

4. Organization of NFAE Programs

- 5/14 ✓ • The study result from the responses of the majority of facilitators and supervisors indicated that NFAE programs in their locality are conducted in formal education schools only and it is scheduled in the afternoon;
- NFAE programs were more focused on literacy components.
- The curriculum of NFAE program is developed at the regional level and distributed to the centers;
- In most centers, only text books of NFAE programs are available. There were also few centers with no curricular materials and

facilitators were using the formal education program curricular materials for NFAE program;

- The majority of facilitators were recruited by government. There were also few facilitators participating on the program voluntarily;
- There was shortage of both human and nonhuman resources; such as shortage of sufficient technical staff, inadequate financial resources and learning materials to properly implement the program.

5. Community participation

- The participation of the community on NFAE programs was relatively low, especially on activities that need technical competence, such as planning and evaluation of the programs;
- The community participation on the activities like construction of NFAE centers, construction of facilitators' house, material support was good.

6. Monitoring and evaluation

- ✓ Concerning monitoring and evaluation of NFAE programs such as: evaluation of the extent of progress and achievement, impact of the program on the participants' life and, the extent in which monitoring and evaluation results are utilized are found to be low.

7. Challenges Encountered in the Implementation of NFAE Programs

The following multidimensional problems were encountered during the implementation of NFAE programs:

- lack of understanding about the NFAE program from community, facilitators and adult education officers';

- shortage of trained and experienced human-power to implement the programs;
- absence of coordination of different actors to run the program; and
- non relevance of NFAE programs to learners' needs.

5.2 CONCLUSION

Based on major findings obtained from the research, the following conclusions were drawn. The prime intention of the study was to assess the implementation practices of Non-Formal Adult Education programs; the level of awareness of different actors such as center facilitators, supervisors, zone and woreda education officers; and the challenges encountered in the course of implementation process of NFAE programs in Bale zone. The implementation practices of Non-Formal Adult Education programs have been examined in relation to planning, organization, community participation and evaluation. Indeed, as the result of the study clearly revealed, all the facilitators have not received any type of training on NFAE programs. Almost all facilitators, supervisors and education officers have not had direct experience in relation to NFAE. This is because, the NFAE programs do not have its own structure and personnel and it used to run under the formal education program by sharing both human and nonhuman resource of formal education. This may indicate that the emphasis given to NFAE program in the area is very low. As a result of this situation, the first line implementers (facilitators, supervisors and education officers) run the program with out having clear understanding about principles, approaches and methods of delivery of NFAE programs.

- ✓ In the implementation process of NFAE programs, the base and very crucial part is conducting training needs assessment. Training needs assessment reflects the current demand of the community and it would

have been conducted by the involvement of all actors, especially the community. However, as the findings of the study realized, NFAE programs in the area under study is conducted without assessing the training demand of the community. The reason, as the result of the study has revealed, that the implementers of the NFAE programs do not have information on how to plan NFAE programs on one hand and the programs did not have separate structure, personnel and budget on the other hand.

○ Similarly, the implementation of NFAE program requires organizing schedules, resources, trainings, curriculum materials, and other inputs in order to achieve the intended outcome of the program. In relation to organization of the programs, the study indicated that, there is acute shortage of both human and non-human resources; no clearly defined body who is responsible to train NFAE personnel. As a result the formal school teachers are obliged to facilitate the program without receiving any training concerning NFAE. Curricular materials are prepared at the region level and they do not reflect the actual demand of the local community and largely based on the literacy component, even in some centers there are no curricular materials, and facilitators conduct the programs by using formal school curriculum for NFAE programs.

✓ NFAE programs are not the responsibility of government only. Rather it demands the active and all rounded participation of different actors. Such as different government ministries and organizations, NGOs, development agencies, community based organizations and the community. Out of which the community is the main implementer of NFAE programs. In contrary to this, the result of the study indicated that the participation of the community on the implementation of NFAE programs in the zone is very low. Thus, the programs are largely left for government.

Evaluating the NFAE programs has indispensable role in successfully achieving the intended goal of the programs. Evaluation can be conducted at all level of the implementation process, i.e. while the program is going on to solve problems encountered in the course of implementation; and it can be conducted at the end of the programs to assess the out come of the programs and further to measure the impact of the programs on the learners life. On this issue, the findings of the study indicated that there is weak practices/trend of conducting monitoring and evaluating the NFAE programs especially in activities like progress and achievement of program, evaluating impact of the program on the participants' life and utilization of monitoring and evaluation results to solve problems encountered accordingly.

Finally, the findings of the research have revealed that multidimensional problems faced during the implementation process of the programs. Among these problems, the major ones are: lack of understanding about NFAE programs; shortage/absence of human and non human resources; lack of coordination of different actors to run the program; and non relevance of NFAE programs with learners needs.

5.3 RECOMMENDATIONS

Based on the findings of the study and the aforementioned conclusions, the following recommendations were given.

- Lack of awareness about the NFAE from the first line implementers such as facilitators, supervisors and education officers is one of the major problems in the implementation of NFAE programs in Bale Zone. To implement any education programs in general and NFAE programs in particular, the capacity of implementers need

to be build or developed with necessary information such as goal, principles, approaches, methods of delivery and its relation with other forms of education programs. Therefore, the Oromia education bureau needs to establish a system that enables the implementers to be consistently aware about the current situation of NFAE programs in the region, in the country as well as over the world through seminars, workshop, training, sharing of experience and other possible methods;

- The other problem that directly contributing to the aforementioned challenge is lack of awareness from the implementers' side about the NFAE programs at zone woreda and center levels. This is because NFAE programs do not have its own separate structure and personnel assigned to carryout the programs independently. In this regard, the practice in Bale Zone showed that NFAE programs are included within the formal education program and the responsibility is also given to formal education personnel at all levels of formal education structure. However, as it is discussed in the review of related literature, NFAE differs from formal education in its goals, principles, characteristics, methods of delivery and so on. Thus, the regional education bureau in collaboration with other stakeholders needs to organize the NFAE programs independently following the existing administrative structure and ought to assign trained and well informed personnel accordingly at all levels of the structure;

- Besides, in order to overcome the shortage of trained human power to conduct the programs, the Oromia Education Bureau in collaboration with NGOs, and training institutions and other stakeholders has to organize sustainable training programs for all level of NFAE professionals;
- NFAE programs are community based programs and needs to plan, organize, implement and evaluate the programs in a participatory approach so as to alleviate the problems of the community and the whole focus of the programs should be to the betterment of their life. In relation to this issue, the findings of this study revealed that the participation of the community is very low almost in all aspects of the NFAE programs, specifically in the technical parts like planning, organizing and evaluating the programs. Therefore, the NFAE centers and woreda education offices together with other stakeholder sectors such as woreda agriculture and rural development office; and woreda health offices and others ought to mobilize the community and promote the NFAE programs by using different medias and community based organizations such as meetings, conferences, “idirs”, “ikubs”, churches and mosques;
- Concerning organization of NFAE programs in Bale Zone, the study showed that there is a rigid type of programs’ schedule; there exists serious problem of human and non-human resources; the curricular materials are developed at the region level; the only curriculum material available in the center is text book and it was not timely distributed to the centers. Thus, the NFAE centers and woreda education

offices needs to organize a flexible programs that can fit to social, economical, cultural conditions of the local community so as participate different group of the community. The Oromia Education Bureau in its part should device a mechanism in which the curricular materials can be developed at center level so as to reflect the specific needs of the local community. In addition to this, the regional education bureau has to assign the necessary human and nonhuman resources for the proper implementation of the NFAE programs;

- The other limitation that contributes for ineffectiveness of NFAE programs in Bale Zone is the absence of regular monitoring and evaluation mechanism. Hence, the NFAE centers in coordination with woreda and zone education offices as well as the community itself needs to design and implement a system that enable them to monitor and evaluate NFAE programs in a sustainable condition and thereby, they have to develop a mechanism how they can use and apply the result of monitoring and evaluation.

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APPENDIX - A

**Addis Ababa University
School of Graduate Studies
College of Education**

**Department of Curriculum and Teachers'
Professional Development Studies,
Adult and Lifelong Learning Unit**

Date filled -----

Questionnaire to be filled by Non-Formal Adult Education program **Facilitators.**

Dear respondent!

This questionnaire is designed to collect necessary information for the study entitled '**An Assessment on the Practice of Non-Formal Adult Education Program in Bale Zone of Oromia Regional State.**' Your responses to questions will be kept confidential and reported in aggregate. So I kindly request your contribution in filling the questionnaire honestly and responsibly.

General direction

- Please do not write your name on the questionnaire.
- You are asked to encircle the number (s) of your responses for the questions that are followed by alternatives.
- You **can** choose/tick (π) **more than one** alternatives where necessary
- For questions that require your opinion or comments, please give short and clear answers in the space provided.
- In some cases please follow the instruction given to that specific question.
- **NFAE** – stands for Non-Formal Adult Education

Thank You!

Part I. Personal and Organizational Information

1.1 Sex and age

- 1.1.1 Sex: 1. Male 2. Female
1.1.2 Age: 1. 15-19 2. 20-24 3. 25-29 4. 30-34
 5. 35-39 6. 40-44 7. 45-49 8. 50 & above

1.2 Educational Level

- 1.2.1 Grade 8 and below
1.2.2 Grade 9-12
1.2.3 Diploma
1.2.4 10/12 + 1 (10/12 + TTI)
1.2.5 First Degree
1.2.6 Second Degree and above

1.3 Year of service

- 1.3.1 Direct in NFAE _____
1.3.2 Other _____
1.3.3 Total _____

1.4 Duration of relevant training attended specifically on adult education.

- 1.4.1 Up to 6 months
1.4.2 6 months up to 1 year
1.4.3 More than 1 year
1.4.4 Not trained

1.5 Organizational Information

- 1.5.1 Name of your Woreda _____
1.5.2 Your current position _____

1.7 Who has employed you?

- 1.7.1 Government
1.7.2 Community
1.7.3 NGO
1.7.4 Voluntary
1.7.5 Others (if any) specify _____

Part II. Questions related to your understanding on Non-formal Adult Education (NFAE) programs

2.1 In your understanding what is/are the objective(s) of NFAE program?

- 2.1.1 _____
2.1.2 _____
2.1.3 _____
2.1.4 _____

2.2 In your understanding, how is adult learning differing from child learning? Explain in detail:

2.3 Which of the following learning approaches do you think is appropriate for NFAE program?

- 2.3.1 Student Centered
- 2.3.2 Teacher centered
- 2.3.3 The combination of student centered and teacher centered
- 2.3.4 Others (specify) _____

2.4 As an NFAE facilitator, what are your roles in detail?

- 2.4.1 _____
- 2.4.2 _____
- 2.4.3 _____
- 2.4.4 _____
- 2.4.5 _____

2.5 Please decide whether the following statements are characteristics features of NFAE program or not. Read the statements and indicate your level of agreement with each statement and make “π” on the space provided under each alternative.

No	Statements on NFAE	Agree	Disagree	I can't decide
2.5.1	NFAE has better relevance to the educational needs and aspirations of the target groups			
2.5.2	NFAE has flexibility of organization			
2.5.3	NFAE usually take place within the context of innovative and meaningful action, work and use			
2.5.4	NFAE has the potential to offer opportunities for lifelong learning in conjunction with formal education			
2.5.5	NFAE usually provide experiences that can be of value for immediate practical use			
2.5.6	NFAE has greater and more intense applications of the local resources of the community.			
2.5.7	NFAE should be cost effective			
2.5.8	NFAE needs the involvement of stakeholders and public- private partnership			

Part III. Questions related to planning NFAE program

3.1 Who is the responsible body to plan NFAE programs in your centre?

- 3.1.1 Supervisors
- 3.1.2 Facilitators
- 3.1.3 Learners/community
- 3.1.4 Some combination of 1-3
- 3.1.5 Other

3.2 The following table contains statements on the application of planning activities of NFAE program. Please rate the application of these planning activities with respect to your organization and decide your level of agreement with each statement and make “π” on the space provided under your level of agreement. 1= very low, 2 = low, 3 = medium, 4 = high, 5 = very high.

No.	Application of the following Planning activities in NFAE program	1	2	3	4	5
3.2.1	Conduct training need assessment before starting the program					
3.2.2	Prioritize identified training needs					
3.2.3	Identifying learning topics					
3.2.4	Sequencing learning topics					
3.2.5	Organizing learning activities					
3.2.6	Managing learning process					
3.2.7	Assessing learning activities					

Part IV. Program Organization and Learning process and Curriculum issues.

4.1 Identify the venue(s) used as a center for NFAE program.

- 4.1.1 Center organized for NFAE program
- 4.1.2 Formal education school
- 4.1.3 Community Skill Training Center
- 4.1.4 Kebele office/ hall
- 4.1.5 Cultural/Religious centers (church or mosque)
- 4.1.6 Private house
- 4.1.7 Shade/Dass
- 4.1.8 Others (if any) specify _____

- 4.2 How is the NFAE program scheduled in your center?
- 4.2.1 Full day
 - 4.2.2 Morning
 - 4.2.3 Evening
 - 4.2.4 Afternoon
 - 4.2.5 Flexible
 - 4.2.6 Others (if any) specify _____
- 4.3 Which of the following learning methods do you use/using for NFAE program?
- 4.3.1 Student Centered
 - 4.3.2 Teacher centered
 - 4.3.3 The combination of student centered and teacher centered
 - 4.3.4 Others (if any) specify _____
- 4.4 Please indicate the NFAE curriculum material(s) available in your center?
- 4.4.1 Syllabus
 - 4.4.2 Text book
 - 4.4.3 Content flow charts
 - 4.4.4 References
 - 4.4.5 No curriculum materials
 - 4.4.6 Others (if any) specify _____
- 4.5 If there is curriculum material(s) for NFAE program, who is responsible to develop the curriculum material(s)?
- 4.5.1 Oromia Education Bureau
 - 4.5.2 Zone Education department
 - 4.5.3 Woreda Education office
 - 4.5.4 Center NFAE facilitators
 - 4.5.5 Others (if any) specify _____
 - 4.5.6 I don't know where it is developed
- 4.6 What is the focus of NFAE programs that your center currently offering?
- 4.6.1 Literacy
 - 4.6.1 Health
 - 4.6.3 Agriculture
 - 4.6.4 Family planning
 - 4.6.5 Skill development
 - 4.6.6 Environmental science
 - 4.6.7 Gender
 - 4.6.8 Some combination of 1-7

4.7 Who is more responsible body for the selection of NFAE facilitators?

4.7.1 Government

4.7.2 Community

4.7.3 Other (if any) specify _____

4.8 Who is responsible to train the facilitators?

4.8.1 The near by school teachers

4.8.2 TTI/TTC

4.8.3 Education experts of Woreda, Zone, Region, Ministry of Education

4.8.4 NGOs

4.8.5 Other (specify) _____

4.8.6 No responsible body at all

4.9 The following table contains statements on the availability of human and material resources of NFAE program. Please read the statements and rate the condition of the resources in your organization and decide your level of agreement with each statement and make “π” on the space provided under your level of agreement. 1=very poor, 2=poor, 3=fair, 4=good, 5=very good.

No	Resource conditions	1	2	3	4	5
4.9.1	The presence of sufficient technical staff					
4.9.2	Knowledge, skills and attitude of the staff to effectively carry out the program					
4.9.3	Commitment of the staff in implementing the program					
4.9.4	Existence of adequate financial resources for effective program execution					
4.9.5	The presence of learning materials (equipment, furniture, vehicle, services and utilities)					
4.9.6	Wise use of available resources					
4.9.7	Timely reporting systems					

V. Community Participation

5.1 In which of the following activities the local community participate in NFAE program other than attending class. Please rate the level of participation as low, medium and high. Indicate your chose by putting tick (✓) mark in the space provided.

	low	medium	high
5.1.1 Planning the program
5.1.2 Financial support
5.1.3 Material support
5.1.4 Hiring facilitators
5.1.4 Construction of center
5.1.5 Construction of facilitators' house
5.1.6 Evaluating the program
5.1.7 Others (if any) specify _____			

Part VI. Monitoring and Evaluation

6.1 Is evaluation of the NFAE program conducted in your center?

- 6.1.1 Yes
- 6.1.2 No

6.2 If your answer for question No 7.1 is “yes”, who does participate in evaluation of the NFAE program?

- 6.2.1 Supervisors
- 6.2.2 Facilitators
- 6.2.3 Community representatives
- 6.2.4 Other (if any) specify _____

6.3 The following statements contain the focus evaluation of NFAE programs. Please rate your response on the basis of the following scales: very low=1, low=2, medium=3, high=4, and very high=5. Please indicate by putting a tick (π) mark on the space provided

No	Evaluation of the learning program	1	2	3	4	5
6.3.1	The extent performance of literacy instructors/facilitators and personnel in various roles are evaluated					
6.3.2	To what extent training methods is evaluated					
6.3.3	To what extent progress and achievement of the program is evaluated					
6.3.4	To what extent the impact of the program on the participants' life and so on is evaluated.					
6.3.5	To what extent monitoring and evaluation results are utilized					

6.4 In your own opinion, is the supervision of NFAE program in your center effective? Explain,

Part VII. Major challenges encountered in the implementation of NFAE program.

7.1 Please rate the level of seriousness of the following problems in the provision of NFAE program in your center. Judge the seriousness of the problems using the following rating scales. 5 =, extremity serious, 4 = very serious, 3 = some what serious, 2 = not serious, 1 = I can not decide

No	Challenges	1	2	3	4	5
7.1.1	Lack of understanding about the NFAE program from community, facilitators, adult education officials' side.					
7.1.2	Shortage of trained and experienced human power to implement the program					
7.1.3	Lack of resources and facilities					
7.1.4	Lack of curriculum and teaching materials					
7.1.5	Absence of coordination of different actors to run the program					
7.1.6	Non relevance of NFAE program with learners needs					

7.2 Please specify if there are any other problems not listed in the table.

7.2.1 _____

7.2.2 _____

7.2.3 _____

Part VIII. General comments and Recommendations

8.1 What are the challenges that you face in your career as a facilitator of NFAE program?

8.1.1 _____

8.1.2 _____

8.1.3 _____

8.2 How do you cope with/ overcome the challenges you mentioned on 9.1?

8.2.1 _____

8.2.2 _____

8.2.3 _____

APPENDIX- B

YUNIVARSIITII FINFINNEETTI MANA BARUMSA QO'ANNOO EEBBA BODAA KOOLLEJJII BARNOOTAA

DIPARTIMANTII SIRNA BARNOOTA FI QO'ANNOO DAGAGIINA OGUMMAA BARSII SOOTAA YUNITII BARNOOTA GA'EESOTAA FI UMRII GUTUU

Guyaa gutame _____

Gaaffii haala mijeesitoota(facilitators) sagantaa barnoota ga'eessotafi al'idileetiin guutamu.

Jalatamtoota deebiikennitoota gaaffii kana

Gaaffiin kun mataduree qorannoo “An Assessment of the Practice of Non-Formal Adult Education program in Bale Zone of Oromia Regional State” jedhuuf odeeffannoo barbaachisaa ta'e fuunaanuuf kan qopha'edha. Deebiin issin kennitan iccitiin kan eegamufi hala dimshaasha ta'een waan gabaafamu waan ta'eef gaafficha haala amanamummaa qabuun deebii dhugaa ta'ee deebisuudhaan gumaacha keessan akka taphatan kabajaan isin gaafadha.

Haala waliigalaa

- Maqaa keessan gaafficha irratti hinbarreessiinaa.
- Gaaffilee filannoo dhiyaatan lakkofsa/lakkofsota deebii sirri ta'e maruudhaan deebisaa.
- Yeroo barbaachisa ta'e argametti filannoo tokko ol fiiluun/deebisuun ni danda'ama
- Gaffilee yaada kessan issin gafatannif deebii gababafi ifa ta'ee kennun deebisaa.
- Gaaffilee ajajin waliigalaa hin kennamiiniif hala ajaja gaaffilee sanaf kennamen deebisaa.

Gargaarsaa naf gootaniif galatooma !

Kutaa I. Odeefannoo dhunfaafi Mana hojii kessan

1.1 Saala fi Umrii

1.1.1 Saala : 1. Dhiira 2. Dhala

1.1.2 Umrii : 1. 15-19 2. 20-24 3. 25-29 4. 30-34
5. 35-39 6. 40-44 7. 45-49 8. 50 & above

1.2 Sadarkaa barumsaa

1.2.1 kutaa 8fi isaagad

1.2.2 kutaa 9-12

1.2.3 Diplomaa

1.2.4 10/12 +1, BLB

1.2.5 Digrii jalqaba

1.2.6 Digrii 2^{ffaa} fi isaol.

1.3 Bara tajaajila

1.3.1 Brnoota ga'eesotafi al-idilee kessatti _____

1.3.2 Iddo biraaatti _____

1.3.3 Walumaa galatti _____

1.4 Leenjii barnoota al-idileen wal qunamtii qabu yaro hangamiif fudhatan ?

1.4.1 Hanga ji'a jahaa

1.4.2 Ji'a 6 hanga wagga 1

1.4.3 Wagaa 1 ol

1.5 Odeefannoo Mana hojii kessan

1.5.1 Maqaa aanaa kessan _____

1.5.2 Itti gaafatamummaa amma qabdan ibsaa _____

1.6 Eeynutu isin qacare?

1.6.1 Mootumma

1.6.2 Uummata

1.6.3 Miti-mootummaa

1.6.4 Tajaajila bilisaa

1.6.5 Kanbiraa yoo jiraa ta'e ibsaa _____

Kutaa II. Gaaffiilee hubannoo sagantaa barnoota ga'eesotaafi al-idilee kan ilaaluu

2.1 Hubannoo keessaniin galmi ykn galmawwan barnoota ga'eesotafi al-idilee maalfa'i?

2.1.1 _____

2.1.2 _____

2.1.3 _____

2.1.4 _____

2.2 Akka hubannoo keessanitti garaagarummaan barnoota ga'eesotaa fi ijoolle maalidhaa?

2.3 Mallawwaan armaan gadi kessa sagantaa barnoota ga'eesotafi al-idileetif kan fayyadu isa kamdhaa jettani yaddu?

2.3.1 Mala barsisuu barataa irratti xiyyeeffate

2.3.2 Mala barsisuu barsisaa irratti xiyyeeffate

2.3.3 Mallawwaan lamaanu

2.3.4 Kanbiraa yoo jiraa ta'e ibsaa _____

2.4 Akka mijjeessa barnoota ga'eesootaafi al-edileeti gahen maalfaadhaa?

2.4.1 _____

2.4.2 _____

2.4.3 _____

2.5 Hima gabatee keessa terreefaman amaloota barnoota ga'eesoota fi al-edilee ta'uu fi ta'uudhabu isaani murtessi. Murti kee mallattoo kana "π" kaa'uudhaan agarsisii.

Lakk.	Hima barnoota ga'eesotafi al-edilee kan ilaalu	Nita'aa	Hinta'uu	Murtessuhindanda'uu
2.5.1	Barnoota ga'eesoota fi al-edilee feedhii barnoota barattoota irratti kan hundaa'edhaa.			
2.5.2	Barnoota ga'eesoota fi al-edileen haala rakkoolee barattootaa waliin deemu (flexible) nidanda'aa			
2.5.3	Barnoota ga'eesoota fi al-edilee bulchinsa isa geedaramuu danda'aa			
2.5.4	Barnoota ga'eesotafi al-edileen irra caalaan haalaawaan harawaa umuu, gocha hikka fi fayidaa qabu hojochuu keessa niigegefama.			
2.5.5	Barnoota ga'eesoota fi al-edilee dandeetti carraa barnoota umri gutu fi barnoota idilee kanu qaba.			
2.5.6	Barnoota ga'eesoota fi al-edileen muuxannoowwaan faayidaa goochaan ibsamu kennu danda'aa			
2.5.7	Barnoota ga'eesoota fi al-edileen qabanya naannoo irra argamu hojiirra oalchuu fi fayyadamu niidandesisaa.			
2.5.8	Barnoota ga'eesoota fi al-edileen mallaqa niiqusata			
2.5.9	Barnoota ga'eesoota fi al-edileen qaama ilaalu hunda kan hirmaachisudhaa			

Kutaa III. Sagantaa barnoota ga'eessota fi al-idilee karoorsuu

- 3.1 Qabxiilee Kanneen sagantaa barnoota ga'eessota fi al-idilee karoorsuu armaan gadi waajjirri keessan hammam hojiiraa akka oolchu haala safartuuwan ka'amaniin agarsisii.
 1=baayee gad aanaa, 2=gad aanaa, 3=giddu galeessa
 4=ol'aanaa, 5=daran ol'aanaa

Lakk	Gochaalee sagantaa barnoota ga'eessotaa fi al-idilee karoorsuu	1	2	3	4	5
3.1.1	Sagantaa barnoota ga'eessota fi al-idilee karoorsuun dura fedhii sakataa'uu					
3.2.2	Fedhii waldura duuba kaahuu					
3.1.3	Gochaalee barachuu(learning) karoorsuu					
3.1.4	Mata duree barachuu(learning) addaan baasuu					
3.1.5	Mata duree barachuu(learning) waldura dubaan kaa'uu					
3.1.6	Haala barachuu(learning) gurmeessuu					
3.1.7	Adeemsa barachuu ogganuu					
3.1.8	Gochaalee barachuu sakata'uu					

Kutaa IV. Qindeessuu sagantichaa fi adeemsa barachuu fi dhimmoota sirna barnootaa

- 4.1 Iddoon akka wirtuu sagantaa barnoota ga'eessotaa fi al-idilee tajaajilu:
- 4.1.1 Wirtuu sagantaa barnoota ga'eessotaa fi al-idileef ijaarame
 - 4.1.2 Mana barumas idilee
 - 4.1.3 Wirtuu leenjii ogummaa uummataa
 - 4.1.4 Waajjira/galma gandaa
 - 4.1.5 Galma ykn mana amantaa/aadaa (bataskaanaa ykn masgidaa)
 - 4.1.6 Mana jireeyna dhuunfa
 - 4.1.7 Gaaddisa mukaa/daasii
 - 4.1.8 Kanbiraa yoo jiraa ta'e ibsaa _____
- 4.2 Barnootin ga'eessotaa fi al-idilee wirtuu kessan yeroo kam gaggeefama?
- 4.2.1 Guyyaa gutuu
 - 4.2.2 Ganama ganama
 - 4.2.3 Galgala galgala
 - 4.2.4 Sa'aati booda
 - 4.2.5 Akka barbaachisummaa isaatti jijjiirama
 - 4.2.6 Kanbiraa yoo jiraa ta'e ibsaa _____

4.3 Malleeni baruu fi barsiisuu armaan gadii keessaa kanneen sagantaa barnoota ga'eesootaa fi al-idilee keennuuf ittifeyyedamtan isa kami?

- 4.3.1 Barataa kan giddugaleefate
- 4.3.2 Barsiisaa kan giddugaleefate
- 4.3.3 Lamaanuu
- 4.3.4 Kanbiraa yoo jiraa ta'e ibsaa _____

4.4 Meeshaaleen sirna barnoota sagantaa barnoota ga'eessotaa fi al-idilee keessaa isa kamtu wirtuu keessanti argama?

- 4.4.1 Siilabaasii
- 4.4.2 Kitaaba barataa
- 4.4.3 Gabatee qabiyyee
- 4.4.4 Kanbiraa yoo jiraa ta'e ibsaa _____

4.5 Meeshaaleen sirna barnoota sagantaa barnoota ga'eessotaa fi al-idilee kan jiru yoo ta'e sirna barnootaa kana eenyutu qoopheesse?

- 4.5.1 Biiroo barnoota Oromiyaa
- 4.5.2 Waajjiira barnoota Zoonii
- 4.5.3 Waajjiira barnoota Aanaa
- 4.5.4 Haalamijjesitootaa barnoota ga'eessotaa fi al-idilee
- 4.5.5 Miti mootumma
- 4.5.6 Kanbiraa yoo jiraa ta'e ibsaa _____

4.6 Sagantaalee barnoota ga'eessotaa fi al-idilee keessa wirtuun keessan yeroo amma kan gageessaa jiru kamfa'i?

- 4.6.1 Barnoota dubisuu fi barreessuu
- 4.6.2 Fayyaa
- 4.6.3 Qonna
- 4.6.4 Qusannaa maatii
- 4.6.5 Oguummaa
- 4.6.6 Saayinsii naannoo
- 4.6.7 Barnoota saala
- 4.6.8 Kanbiraa yoo jiraa ta'e ibsaa _____

4.7 Haala mijeessitoota barnoota ga'eessotaa fi al-idilee eenyutu filata?

- 4.7.1 Mootummaa
- 4.7.2 Miti mootummaa
- 4.7.3 Uummata
- 4.7.4 Kanbiraa yoo jiraa ta'e ibsaa _____

4.8 Haala mijeessitoota barnoota ga'eessotaa fi al-idilee eenyutu leenjisa?

- 4.8.1 Barsiistoota naannoo sanatti argaman
- 4.8.2 Dhabata Leenjii Barsiistoota/Kooleejjii Leenjii Barsiistoota

4.8.3 Expartii Barnootaa sadarkaa aanaa, godina, naannoo, ministeera barnoota

4.8.4 Dhabta miti-motummaa

4.8.5 kabira ibsaa _____

4.8.6 Qaama ittigafatamumma qabu hinjiru

4.9 Haala leecalloo sagantaa barnoota ga'eessotaa fi al-idilee haala safarttuuwwan armaan gadiin mallattoo "π"taasisuun deebisaa.
1=baayee gad aanaa, 2=gad aanaa, 3=giddu galeessa, 4=ol'aanaa
5=daran ol'aanaa

Lakk	Haala Leecalloo	1	2	3	4	5
4.9.1	Ogeeyyiin sadarkaa barnootaa ga'aa qaban baay'inaan jiraachuu isaanii					
4.9.2	Sagantaa barnoota ga'esstaa fi al-idilee gaggeessuudhaaf beekumsa, danddeettii fi fedhii haala mijeesitootiin qaban					
4.9.3	Saganticha hojii irra olchuudhaaf ga'umsaa fi kutannoo jiru					
4.9.4	Saganticha hojii irra oolchuudhaaf maalaqin ga'aan jiraachuu isaa					
4.9.5	Jiraachuu meeshaalee barnoota (meeshaalee barnootaa, farniicharii, ..)					
4.9.6	Leecalloo jiru sagantaa barachuuf qofa ittifayadamuu					
4.9.7	Sirni yeroon gabaasuu jiraachuu					

V. Hirmaanna Ummataa

5.1 Barachudhaan alaatti uummatnii naannoo sagantaa barnoota ga'eessotafi al-idilee asigad ibsaman keessaa isa kamirratti hirmaata?

	gadaana	G.galeessa	ol'aanaa
5.1.1 Deeggarsa maallaqaa
5.1.2 Deeggarsa meeshaalee
5.1.3 Tajaajila bilisaa
5.1.4 Haala mijeesitoota qacaruu
5.1.5 Wirtuulee barnoota ijaaruu
5.1.6 Mana jireenyaa haala mijeesitoota ijaaru
5.1.7 Kanbiraa yoo jiraa ta'e ibsaa _____			

Kutaa VII. To’annoo fi madaallii

6.1 Wirtuu keessanti madaalliin sagantaa barnoota ga’eessotaa fi al-idilee ni gaggeefamaa?

6.1.1 Eeyye

6.1.2 Lakki

6.2 Deebiin gaaffii 6.1 kennitan “eeyyee” kan jedhu yoo ta’ee madaallii kana eenyutu gaggeessa?

6.2.1 supparvizaroota

6.2.2 haala mijeesitoota

6.2.3 bakka bu’oota uummataa

6.2.4 Kanbiraa yoo jiraa ta’e ibsaa _____

6.3 Xiyyeefannoo madaallii sagantaa barnoota ga’eessotaa fi al-idilee haala safarttuuwwan armaan gadiin mallattoo “π”taasisuun deebisaa.

1=baayee gad aanaa, 2=gad aanaa, 3=giddu galeessa, 4=ol’aanaa
5=daran ol’aanaa

Lak k.	Sagantaa baruuf barsisuu madaaluu	1	2	3	4	5
6.3.1	Sadarkaan ga’umsa hala mijjesitootafi hojettota madaalamu					
6.3.2	Sadarkaan mallawwaan leenjii madaalamu isaa					
6.3.3	Saadarkaan jijjirama fi bu’aan sagantichaa madaalamuu isaa					
6.3.4	Sadarkaan jijjirama jireenya barattoota irratti fide madaalamu isaa.					
6.3.5	Sadarkaan bu’aalee madaallii hojii irratti oolu isa					

6.4 Akka yaada keessanitti supparvizhiniin gaggeeffamu bu’a qabeessa dhaa jattanii yaadu? yaada keessan ibsa

Kutaa VII. Rakkoolee ijoo hojiirra oolmaa barnoota ga'eessotaa fi al-idilee gufachiisan

7.1 Rakkoolee armaan gadii hojii irra oolmaa sagantaa barnoota ga'eessotaa fi al-idilee gufachiisan haala safartuuwwan armaan gadiin mallattoo "x" taasisuun deebisaa.

5=garmalee rakkisaa

4=baay'ee rakkisaa

3=jiddu galeessaan rakkisaa

2=hagasmara rakkisa kan hin taane

1=murteesu nadhiba

Lakk	Rakkoolee	1	2	3	4	5
7.1.1	Sagantaa barnoota ga'eessotaa fi al-idilee ilaalchisee hubannoo dhabuu gama ummataa, halamijeessitoota, itti gafatamtoota barnoota ga'eesoota jiraachuu					
7.1.2	Hir'ina human leenji'ee fi muuxannoo gabuu					
7.1.3	Hir'ina meeshaalee					
7.1.4	Hir'ina sirna barnootaa fi meeshaalee barnoota					
7.1.5	Dhabamuu qindeesitootaa fi qooda fudhattoota biro sagantichaa					
7.1.6	Sagantaa barnoota ga'eessotaa fi al-idilee fedhii barattoota waliin walgituu dhabuu isa					

7.2 Rakkooleen osoo gabatee keessaatti hinibsamiin hafaan yoo jiraatan ibsaa

7.2.1 _____

7.2.2 _____

7.2.3 _____

Kutaa IX. Yaada waliigala fi furmaata

8.1 Akka hala mijjessaa sagantaan barnoota ga'eessotaa fi al-idilee tookkootti rakkoolee kana akkamtti isiin muudatee?

8.1.1 _____

8.1.2 _____

8.1.3 _____

8.2 Rakkoolee gaafii 8.1 irratti isiin quunnamee hala akkaamiin keessaa bahu dandeesan?

8.2.1 _____

8.2.2 _____

8.2.3 _____

APPENDIX - C

**Addis Ababa University
School of Graduate Studies
Faculty of Education**

**Department of Curriculum and Teachers'
Professional Development Studies
Adult and Lifelong Learning Unit**

Date filled -----

Questionnaire to be filled by Non-Formal Adult Education program
Supervisors

Dear respondent!

This questionnaire is designed to collect necessary information for the study entitled '**An Assessment on the Practice of Non-Formal Adult Education Program in Bale Zone of Oromia Regional State.**' Your responses to questions will be kept confidential and reported in aggregate. So I kindly request your contribution in filling the questionnaire honestly and responsibly.

General direction

- Please do not write your name on the questionnaire.
- You are asked to encircle the number (s) of your responses for the questions that are followed by alternatives.
- You **can** choose/tick (π) **more than one** alternatives where necessary
- For questions that require your opinion or comments please give short and clear answers in the space provided.
- Please follow each instruction for each question.
- **NFAE** – stands for Non-Formal Adult Education

Thank You!

Part I. Personal and Organizational Information

1.1 Sex and age

- 1.1.1 Sex: 1. Male 2. Female
- 1.1.2 Age: 1. 15-19 2. 20-24 3. 25-29 4. 30-34
 5. 35-39 6. 40-44 7. 45-49 8. 50 & above

1.2 Educational Level

- 1.2.1 Second Degree and above
- 1.2.2 First Degree
- 1.2.3 Diploma
- 1.2.4 10/12 + 1, TTI
- 1.2.5 10/12 complete
- 1.2.6 Other (if any) specify _____

1.3 Relevant Training/workshop/seminar attended in relation to NFAE.
Please specify the duration

- 1.3.1 _____
- 1.3.2 _____
- 1.3.3 _____

1.4 Year of service

- 1.4.1 Direct in NFAE _____
- 1.4.2 Other _____

1.5 Organizational Information

- 1.6.1 Name of your Woreda _____
- 1.6.2 Your current position _____

Part II. Questions related to your understanding on Non-formal Adult Education (NFAE) programs

2.1 In your understanding what is/are the objective(s) of NFAE program?

- 2.1.1 _____
- 2.1.2 _____
- 2.1.3 _____
- 2.1.4 _____
- 2.1.5 _____

2.2 In your understanding, how is adult learning differing from child learning? Explain in detail:

2.3 Which of the following learning approaches do you think is appropriate for NFAE program?

2.3.1 Student Centered

2.3.2 Teacher centered

2.3.3 The combination of student centered and teacher centered

2.3.4 Others (specify) _____

2.4 As an adult NFAE supervisor what are your roles in detail?

1.4.1 _____

2.4.2 _____

2.4.3 _____

2.4.4 _____

2.4.5 _____

2.5 Please decide whether the following statements are characteristics features of NFAE program or not. Read the statements and indicate your level of agreement with each statement and make “π” on the space provided under each alternative.

No	Statements on NFAE	Agree	Disagree	I can't decide
2.5.1	It has better relevance to the educational needs and aspirations of the target groups			
2.5.2	It has better capacity to be adjusted to the time constraints and related circumstances of the participants, particularly the disadvantaged group of the population			
2.5.3	It has better flexibility of organization			
2.5.4	Usually take place within the context of innovative and meaningful action, work and use			
2.5.5	It has the potential to offer opportunities for lifelong learning in conjunction with formal education			
2.5.6	It usually provide experiences that can be of value for immediate practical use			
2.5.7	It has greater and more intense applications of the local resources of the community.			
2.5.8	Cost effectiveness			
2.5.9	It needs the involvement of stakeholders and public- private partnership			

Part III. Questions related to planning NFAE program

- 3.1 Who is the responsible body to plan NFAE programs in centers of your woreda?
- 3.1.1 Supervisors
 - 3.1.2 Facilitators
 - 3.1.3 Learners/community
 - 3.1.4 Some combination of 1-3
 - 3.1.5 Other

3.2 The following table contains statements on the application of planning activities of NFAE program. Please rate the application of these planning activities with respect to your organization and decide your level of agreement with each statement and make “π” on the space provided under your level of agreement. 1= very low, 2 = low, 3 = medium, 4 = high, 5 = very high.

No.	Planning activities in NFAE program	1	2	3	4	5
3.2.1	Conduct training need assessment before starting the program					
3.2.2	Prioritizing identified needs					
3.2.3	Planning learning activities					
3.2.4	Identifying learning topics					
3.2.5	Sequencing learning topics					
3.2.6	Organizing learning					
3.2.7	Managing learning process					
3.2.8	Assessing learning activities					

Part IV. Program Organization and Learning process.

- 4.1 Identify the venue(s) used as a center for NFAE program in your Woreda.
- 4.1.1 Center organized for NFAE program
 - 4.1.2 Formal education school
 - 4.1.3 Community Skill Training Center
 - 4.1.4 Kebele office/ hall
 - 4.1.5 Cultural/Religious centers (church or mosque)
 - 4.1.6 Private house
 - 4.1.7 Shade/Dass
 - 4.1.8 Others (if any) specify _____

4.2 How is the NFAE program scheduled in your Woreda?

4.2.1 Full day

4.2.2 Morning

4.2.3 Evening

4.2.4 Afternoon

4.2.5 Flexible

4.2.6 Others (if any) specify _____

4.3 Which of the following learning approaches are applied for NFAE program in your Woreda?

4.3.1 Student Centered

4.3.2 Teacher centered

4.3.3 The combination of student centered and teacher centered

4.3.4 Others (if any) specify _____

4.4 Please indicate the NFAE curriculum material(s) available in center of your?

4.4.1 Syllabus

4.4.2 Text book

4.4.3 Content flow charts

4.4.4 References

4.4.5 No curriculum materials

4.4.6 Others (if any) specify _____

4.5 Who is responsible to develop the curriculum material(s)?

4.5.1 Oromia Education Bureau

4.5.2 Zone Education department

4.5.3 Woreda Education office

4.5.4 Center NFAE facilitators

4.5.5 Others (if any) specify _____

4.5.6 I don't know where it is developed

4.6 Which of the following NFAE programs are implementing in your Woreda currently?

4.6.1 Literacy

4.6.1 Health

4.6.3 Agriculture

4.6.4 Family planning

4.6.5 Skill development

4.6.6 Environmental science

4.6.7 Gender

4.6.8 Others (if any) specify _____

4.7 Who is responsible for the selection of facilitators?

- 4.7.1 Government
- 4.7.2 NGOs
- 4.7.3 Community
- 4.7.4 Other (specify)

4.8 Who is responsible to train the facilitators?

- 4.8.1 The near by school teachers
- 4.8.2 TTI/TTC
- 4.8.3 Education experts of Woreda, Zone, Region, Ministry of Education
- 4.8.4 NGOs
- 4.8.5 Other (specify) _____

4.8 The following table contains statements on the availability of human and material resources of NFAE program. Please read the statements and rate the condition of the resources in your organization and decide your level of agreement with each statement and make “π” on the space provided under your level of agreement. 1=very poor, 2=poor, 3=fair, 4=good, 5=very good.

No	Resource conditions	1	2	3	4	5
4.8.1	The presence of sufficient technical staff					
4.8.2	Knowledge, skills and attitude of the staff to effectively carry out the program					
4.8.3	Commitment of the staff in implementing the program					
4.8.4	Existence of adequate financial resources for effective program execution					
4.8.5	The presence of learning materials (equipment, furniture, vehicle, services and utilities)					
4.8.6	Wise use of available resources					
4.8.7	Timely reporting systems					

V. Community Participation

5.1 In which of the following activities the local community participate in NFAE program other than attending class. Please rate the level of participation as low, medium and high. Indicate your chose by putting tick (✓) mark in the space provided.

	low	medium	high
5.1.1 Planning the program
5.1.2 Financial support
5.1.3 Material support
5.1.4 Hiring facilitators
5.1.4 Construction of center
5.1.5 Construction of facilitators' hous
5.1.6 Evaluating the program
5.1.7 Others (if any) specify _____			

Part VI. Monitoring and Evaluation

6.1 Does evaluation of the NFAE program is conducted?

- 6.1.1 Yes
- 6.1.2 No

6.2 If your answer for question No '6.1' is yes, who is responsible to evaluate the NFAE program?

- 6.2.1 Supervisors and/or coordinators
- 6.2.2 Facilitators
- 6.2.3 Community representatives
- 6.2.4 Other (specify)

6.3 The following statements contain the focus of NFAE programs. Please rate your response on the basis of the following scales: very low=1, low=2, medium=3, high=4, and very high=5. Please indicate by putting a tick (π) mark on the space provided

No	Evaluation of the learning program	1	2	3	4	5
6.3.1	The extent performance of literacy instructors/facilitators and personnel in various roles are evaluated					
6.3.2	To what extent training methods is evaluated					
6.3.3	To what extent progress and achievement of the program is evaluated					
6.3.4	To what extent the impact of the program on the participants' life and so on is evaluated.					
6.3.5	To what extent monitoring and evaluating results are utilized					

6.4 In your own opinion is the supervision effective?

Explain _____

Part VII. Major challenges encountered in the implementation of NFAE program.

7.1 Please rate the level of seriousness of the following problems in the provision of NFAE program in your woreda. Judge the seriousness of the problems using the following rating scales. 5 =, extremity serious, 4 = very serious, 3 = some what serious, 2 = not serious, 1 = I can not decide

No	Challenges	1	2	3	4	5
7.1.1	Lack of understanding about the NFAE program from community, facilitators, adult education officials' side.					
7.1.2	Shortage of trained and experienced human power to implement the program					
7.1.3	Lack of resources and facilities					
7.1.4	Lack of curriculum and teaching materials					
7.1.5	Absence of coordination of different actors to run the program					
7.1.6	Non relevance of NFAE program with learners needs					

7.2 Please specify if there are any other problems not listed in the table.

- 8.2.1 _____
 8.2.2 _____
 8.2.3 _____

Part VIII. General comments and Recommendations

8.1 What are the challenges that you face in your career as a supervisor of NFAE program?

- 8.1.1 _____
 8.1.2 _____
 8.1.3 _____

8.2 How do you cope with/ overcome the challenges you mentioned on 8.1?

- 8.2.1 _____
 8.2.2 _____
 8.2.3 _____

8.3 What recommendations can you suggest for the improvements of Non Formal Adult Education program in your center?

8.3.1 _____

8.3.2 _____

8.3.3 _____

APPENDIX-D

Interview guide for Zone and Woreda Education Officers

I. General information

1.1 Personal Information

1. Sex: A. Male B. Female

2. Age _____

1.2 Educational Level

1. Second Degree and above

2. First Degree

3. Diploma

4. 10/12 + 1, TTI

5. 10/12 complete

6. Other (specify)

1.3 Field of study -----

1.4 Relevant Training/workshop/seminar attended in relation to NFAE.

Please specify the duration

1.5 Year of service

1. Direct in NFAE _____

2. Total in Education sector _____

1.6 Organizational Information

1. Name of your organization _____

2. Your current position _____

II. Leading Questions

1. How do you understand NFAE in general?
2. In your own opinion, what should be the goals/objectives of NFAE program?
3. What is the participation of different actors in the Zone and what is their contribution?
4. Where is the venue of NFAE programs conducted at?
5. How is the NFAE program scheduled?
6. Are there enough resources to conduct NFAE programs?
7. What are the steps you followed to plan NFAE programs?
8. How do you evaluate the programs?
9. What are the major challenges you faced while implementing NFAE programs?
10. How do you cope with/ overcome these challenges?

APPENDIX- E

Participants/Learners Focus Group Discussion Leading Questions

Date of Discussion _____

I. General Information

1. Woreda _____
2. Name of the center _____
3. Level _____
4. Number of participants: Male _____ Female _____ Total _____

II. Leading Questions

1. How do you get the chance to participate on the NFAE program?
2. Do you think the program is important? If yes, how?
3. On what activities do you and the community participate in the program other than learning?
4. How is the schedule of the program designed?
5. Are there necessary learning materials for the program?
6. How do the facilitators/teachers present the learning for you?
7. In your opinion what are the major challenges of the program?
8. What do you suggest for the effectiveness of the program?

APPENDIX- F

Observation Checklist

Date of Observation _____

I. General Information

1. Worwda _____
2. Kebele _____
3. Center _____
4. Level of the program _____

II. Observation points

Ranking scale

5 = Excellent, 4 = Very Good, 3 = Good, 2 = Faire, 1 = Poor

S.N	Observation points	Rank					Comment
		1	2	3	4	5	
1	Condition of the center						
	1.1 Well constructed						
	1.2 Attractive						
	1.3 Near to the learners						
	1.4 Free from disturbances						
2	Facilities of the center						
	2.1 Office						
	2.2 Reading room						
	2.3 Furniture						
	2.4 Latrine						
	2.5 Water						
3	Learning conditions						
	3.1 Curriculum						
	3.2 References						
	3.3 Teaching Methodologies						
	3.4 Availability of learning materials						
	3.5 Classroom management						
	3.6 Class size						

4. Target group arrangement

- 4.1 Different classes for each sex
- 4.2 Both sex in the same class
- 4.3 Same class for different age groups
- 4.4 Separate classes for different age groups

General comments _____

DECLARATION

This thesis is my original work, has not been presented for a degree in any other university and that all sources of material used for the thesis has been duly acknowledge.

Student's Name: Million Tadesse Woldeyes

Signature _____

SUBMISSION APPROVAL SHEET

This thesis has been submitted for examination with my approval as a university advisor.

NAME Ato Tilahun Fanta

Signature _____

Date of submission _____

ADP

UNIVERSITY

ADDIS ABABA ETHIOPIA

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

Name: Meberate Belachew

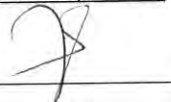
Signature: 

Date of Submission: 21/June 2010

Place of Submission: Institute of Psychology, Addis Ababa University

This thesis has been submitted for examination with my approval as University Advisor

Name: Belay Tefera (Ph.D)

Signature: 

Date: 21 June 2010

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