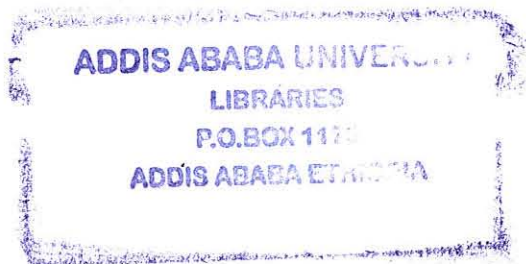


**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**MAJOR CHALLENGES AND OPPORTUNITIES OF
ADULT AND LIFELONG LEARNING OF THE
AMHARA REGIONAL STATE AS IT IS OFFERED AT
DEBREMARKOS COLLEGE OF TEACHERS' EDUCATION**

**BY
AMSALU WOLDIE BEKELE**



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ABBREVIATION AND ACRONYMS

AE =	Adult Education
ANFE =	Adult and Non-Formal Education
BA =	Bachelor of Arts.
DMCTE =	Debreworkos Teachers' College of Education
DPPC =	Disaster Prevention and Preparedness Commission
EFA =	Education For All
ESDP =	Educational Sector Development Program
ETP =	Education and Training Policy
FAL =	Functional Adult Literacy
ITZ/DVV =	Institute for International Cooperation of German Adult Education Association
MA =	Master of Arts
MOE =	Ministry of Education
NGOs =	Non-governmental Organizations
WEO =	Woreda Education Office
WOALP =	Work Oriented Adult Literacy Program
YMCA =	Young Male's Christian Association
YWCA =	Young Women's Christian Association

ABSTRACT

The purpose of this study was to examine the challenges and opportunities that influence the full functioning of adult and non-formal education of the Amhara Regional state as it is implemented at Debremarkos Teachers' College. Descriptive survey method was used to conduct the study. To this effect, a sample consisted of 17 in-service summer trainees, 8 instructors and 2 deans (the dean and academic dean of the college) were selected by using availability and purposive sampling techniques respectively. To collect data pertinent to the study; questionnaires and interviews were chosen. Moreover, observations with respect to the availability of human, material, and time resources as well as the sufficiency of reference books were made. The data obtained through the instruments were analyzed and interpreted using percentages and frequency counts. The findings showed that the books, reference materials, time, and budget were not sufficient for adult and non-formal education program in the college. These led to the conclusion that the adult and non-formal education program of the Amhara Regional State as it is offered in DMCTE, the program and its implementation is insufficient and less related to the day to day programs of the adult, did not consider the economic affairs of the adults and resources particularly, material resources were found to be scarce. On the basis of the conclusions drawn, recommendations were forwarded.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

According to Zelleke, (2007), adult education in traditional and modern Ethiopia, both in terms of provisions and implementations were not sufficient. The providers and implementers were not sufficient. The providers and implementers of adults did not get enough support. The programs were not well integrated to individual day to day life. In the traditional adult education, more emphasis were given on spiritual life. Thus, the focuses were not on the economic development of the beneficiaries. The modern adult programs focused on abstract literacy teaching on some prescribed skill training programs which were expected to cause changes and can come through the adult and non-formal education.

However, the general aims of education were based on the three guidelines. Firstly, education was recognized as basic human right, which should be accessible to all citizens. Secondly, the current educational institutions are expected to develop all round potentials of individuals which are related to their intellectual, physical, moral, social and personality development. Thirdly, education was conceived as primary agent of economic, social, cultural and political transformation of the society (MOE, 1998).

To this end, adult education agenda was one of the most sensitive issue in developing countries where literacy rate is low. Thus, Knowles (1980) and other scholars of adult education had prepared guidelines to enable adult education facilitators to run adult education as effectively as possible.

According to them, these guidelines of facilitators' training were relevant to any context regardless of the adult learner configuration, technologies used and the

Appendix - C

Observation Checklist on the Degree of Availability of Resource Materials and modules in the Adult and Non-formal Education Department

No	Resource Material	Degree of Availability		
		High	Medium	Low
1	Reference books			
2	Modules			
3	Journal articles			
4	Bulletins			
5	Magazines			
6	Instructional media			

Appendix – D

Summary of Number of Summer in-service Trainees and Participants Taken from the Sample Zones and Woredas

Zones	Woreda	Number of Trainees	Participants Selected
East Gojjam	Enebse Sarmidir	1	1
	Basoliben	1	1
	Goucha	2	1
	Hulet Ejju Ensie	1	1
	Debremarkos	1	1
	Total		6
West Gojjam	Mecha	1	1
	Jabi Tehinan	1	1
	Bure	1	1
	Total		3
Awi	Banja	1	1
	Guangua	1	1
	Total		2
South Gondar	Ebinat	1	1
	Tach Gaint	1	1
	Lai Gaint	1	1
	Simada	1	1
	Total		4
North Gondar	Debark	1	1
	Chilga	2	1
	Wogera	1	1
	Total		4
Grand Total		19	17

1.5. Delimitation of the Study

The scope of the study was to investigate the challenges and opportunities influencing the implementation of adult and non-formal education of the Amhara Regional State, as it is offered at Debremarkos Teachers' College.

The study was delimited to adult trainees who have been participating in the in-service programs of adult and non-formal education program at Debremarkos Teachers College and instructors of the department who were attending the training and providing the training in the same order.

1.6. Limitation of the Study

It is difficult to mention all the problems related to the challenges and opportunities of the adult and non-formal education from the outset. On collecting the data on the topic, I found most people being suspicious to give enough information which became a problem to get real information about the issue to be investigated. Furthermore, lack of sufficient reference materials, finance, time etc were some of the major problems encountered to conduct the research on the challenges and opportunities as planned ahead. However, to solve the problems the investigator did all the efforts needed to complete the work on time.

1.7. Definition of Key Terms

Adult Education: Adult education refers to any form of learning under taken or provided for mature men and women outside the formal schooling systems. The main targets are over 15 of age but some times younger, as well as women and men generally poor or socially disadvantaged (Seya, 2007).

Development: Refers to a price of economic, social, political and cultural change engineering in a given society by the efforts of all stakeholders, both internal and external-including the local commitments, the

government, the private sector, the civil society organizations, the NGOs, the technical and financial partners-with the view to improving the conditions of life of the population in a sustainable way.

Globalization: It refers to the growing sense of interconnectedness between all parts of the world and the associated feelings of the powerfulness and insecurity in face to face of the spread and scale of the global change.

Non-formal education: Education outside the established formal system and is organized to serve the identifiable learning needs of specific groups (Jarvis, 1990).

Woreda: An area marked off developed for administrative purposes with defined activity and responsibility representing a population up to 100,000 (Procl. No 7/1992).

Zone: An intermediate administrative area between woreda and region (Procl. No 7/1992).

1.8. Organization of the Study

The study has five chapters. The first chapter deals with the background of the study, the statement of the problem, the significance of the study, as well as the delimitation of the study and limitation of the study. The second chapter focused on the review of related literature. The third one dealt with the research design and methodology. The fourth chapter presented the presentation and analysis of data. The summary, conclusions and recommendations are presented in the fifth chapter.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The History of Adult and Non-Formal Education in Ethiopia

According to Yalew (2007), adult education was very ancient event which dates back to the dates of Plato. Similarly, adult and non-formal education was introduced as early as 1908. However, along with expansion of modern education, the adult and non-formal education began and was provided in a planned and organized form since 1940. Accordingly, between 1940 to 1991, the various adult education programs were organized and provided by the government, NGOs and voluntary organizations.

The government sponsored adult education programs included:

- Birhaneh Zare New Institute;
- the Majete Debre Birhan and Tabasit Community skill training center.
- the Mobile school unit;
- correspondence education program;
- the national community development program, and
- the police and Armed forces literacy program. Similarly, the NGOs and voluntary organizations played and still were playing the significant roles in the provision and organization of ANFE (Yalew, 2007).

Among the various programs sponsored, the following were worth mentioning:

- Ethiopian Orthodox Church literacy campaign on non-formal education programs;
- Yemisirch literacy campaign;
- The national literacy campaign;
- YMCA and YWCA, ANFE programs (Zelleke, 2007).

As to Yalew (2007), in addition, the government and NGOs were jointly providing the development oriented functional literacy by organizing community skill training centers and development through cooperation on ANFE.

The ANFE program from 1940-1991 can be grouped in three phases:

- Phase I (1940 to 1950) the focus was on functional literacy.
- Phase II (1951 to 1974) the focus was on mastery of 3R's (Reading, writing and numeracy).
- Phase III (1975 to 1991) was presenting the ANFE under the Dergue Regime.

During this period, the literacy campaign in particular and ANFE for development in general, were given great attention.

2.1.1. Characteristics of Non-Formal Education

Non-formal education as alternative approach has characteristics of its own, which makes different from the other mode of delivery. According to Ashebir (2007), the most important characteristics attributed to the non-formal education are expected to:

- have better relevance to the educational needs and aspirations of the target groups.
- have better capacity to adjusted time constraints of the participants related to particularly disadvantaged groups of population.
- have better flexibility of organizations.
- take place with in the context of and meaningful action, work and use.
- have potentialities for life long learning in conjunction with formal education.
- provide experience that can be of value for immediate practical use, and
- have greater and more applications of the local resources of community.

2.1.2. The Difference between Non-formal and Formal Education

The non-formal and non-formal education differs from the formal education in the following ways (Ashebir, 2007; Melaku, 2007).

- Pre determined curricula, which is diversified, flexible, hierarchical and learner-centered.
- Strict formality of the formal education.
- Conventional and heretical structure.
- Specific age range of learners.
- Pre determined and time of learning.
- Pre-identified and limited budget and material resources.

2.2. Major Challenges of Adult and Non-formal Education

The poor living conditions of the people, which was mainly the result of lack of awareness that has to be addressed through the poverty reduction strategy of the country necessitated the skill training (Melaku, 2007). A large number of the adults did not have access to formal education and training. Thus, utilizing the non-formal skill training, which enables the people to improve their living conditions by creating sustainable sources of income, was essential. To utilize these needs, the Amhara Education Bureau invited many stakeholders and organized the provision of adult and non-formal education.

According to Dessu (2007), the major challenges of sustainable development were: human settlement in ecologically hazardous areas; lack of clean water and sanitation; drought conditions; desertification and land degradation; destruction of vegetative cover in water sheds; soil erosion; large scale deforestation, loss of the ^{gr}venation cover; threat of biological diversity; and global warming.

The other challenges were related to attitude, understanding of decentralization and need for qualified and dedicated facilitators of the adult and non-formal

education. The attitude of the adult and non-formal education facilitators on development works and their roles as providing and not attempting the difficult tasks for them have effects (Gebeyehu, Getachew and Debebe, 2007).

The challenges of the adult and non-formal education at Debremarkos College of Teachers' Education are related to absence of higher education institutions that provide adult and non-formal training focusing on the current problems of the adult. It is obvious that non-formal education is organized for those who did not have access to formal education programs. The non-formal programs would be the best solution to meet the problems.

2.3. The Major Opportunities of Adult and Non-formal Education

Based on human capital, the developmental organizations of Ethiopia (Government, NGOs, Religious and Private) were involved in providing adult and non-formal education programs. All of them provided training and learning programs (Zelleke, 2007). Some in the area of production (agriculture, food, industry, cloths etc) and others in the area of services (social, health, education and training and hotel and tourism) of adult education in the country.

According to Direbssa (2007), adult and non formal education has the following advantages:

- increase of adult education at all levels;
- expand education using the available contexts;
- develop the up to date knowledge and skills to maximize productivity, and
- to provide learning opportunities for dropouts for regular programs.

Therefore, to ensure the provision of the basic services for the present and future generation, the education that should be provided must enable the

communities to understand the factors that affect the provision of these basic needs.

2.3.1. Beneficiaries of Adult Education and Training in the Non-Formal Program

The summer in-service program of the 10+3 system was given to adult facilitators of the Amhara regional state. According to Zelleke (2007) the trainees for ANFE were drawn from:

- The Amhara regional capacity and the Education Bureau;
- The zonal education desks;
- The woreda education offices;
- The community educational training centers; and
- The facilitators of non-formal basic centers.

The approach focused on guiding the communities to identify their priority problems. Their priority problems were affected by the issue of developments like population explosion, which has direct effect on the provision of food, water, health etc. The effect became more serious in the community that suffer from retarded economic development (Gebeyehu, Getachew, and Debebe, 2007). Thus, the communities prioritize problems in order to bring economic, social, cultural and political progress so as to bring development of the community.

2.3.2. The Need for Coordination

Programs of many government organizations like Ministry of Education, Health, Agriculture ... etc have high educational programs at local level. NGOs have educational programs at these levels. But, at times the different government organization and NGOs carry out or closely linked educational programs in the same locality. At times, they use different approaches for similar programs although they operate in the same locality (Gebeyehu, Getachew, and Debebe, 2007). Therefore, different governmental and non-governmental organizations

have to be linked together in a given locality so as to bring developmental change in every sphere of development of the adult community.

2.4. The Scope and Diversity of Adult Education

According to Mammo, (2003), adult education has been diverse and all encompassing with a wide range of activities. It means different things to different people in different contexts and different periods. Adult educators have not yet been to come up with a short definition. Some adult educators refer to it as not unitary but diverse, confused and fragmented.

Rogers (1992) explained these as follows:

... inherent in the concept of adult education are many ambiguities. The ambiguities are reflected in the coining of different titles like continuing education, recurrent education, life long education, non-formal education etc.

To Knowles, (1980) adult education is:

... adult education much harder to picture it for it takes place in all sorts of buildings and even in no buildings at all, involves at all sorts of people, has no set curriculum and often were not even labeled adult education, but such things as "staff development, man power development developmental education, in service education, continuing education, life long education.

Thus, adult education differs from formal education in scope and diversity in many ways. One would find that non-formal education is different from formal education in: age, ability, needs and interests; learner centeredness; and the program is diversified in scope. It is related to the adults' age, ability, needs and interests.

In general terms, adult education might be taken as having the following general characteristics;

- It is mainly repressing adult learners.
- It is usually geared to the needs of learner
- It is usually participant centered.

- It is learner-centered.
- It is usually to fit to the needs of the learners, it is also immediately applicable, and usually has usually has limited duration and consists of discrete and self-contained units.

Thus, adult education differs from formal education in scope and diversity in many ways. One would find that non-formal education is different formal education in:

- age, ability, needs and interests,
- learner centeredness, and
- the program is diversified in scope. It is related to the adults' age, ability, needs and interests.

2.5. Adult Engagement in Adult Education

According to Mammo (2003), adults engage in educational activities for a variety of reasons. It is because that education is a human right;

- adult needs to learn to cope with fast moving changes taking place all round them and world over; and
- more importantly, education was vital instrument for personal, cultural and economic development.

A well known educator and promoter of education for all citizens Mammo (2003) explained that the purpose of education is to increase the individual's physical and mental freedom, increase over themselves, their lives in the environment in which they live. Mammo (2003) further indicated that education was the key human rights without, which other rights were venerable to violation. The depth and spread of education attainment in the population was an enabling factor, which was suitable development and improvement of quality of life. The needs of children, youth and adults were fundamental for all further learning of societal development. In documents of EFA world conference, at

Jemtien, Tiland the potential contribution of education for problems are enumerated as follows:

According to Knowles (1980) cited in Mamo (2003) Adult education is a means to go:

<u>From</u>	<u>To</u>
Dependence-----	Autonomy
Passivity -----	Activity
Subjectivity -----	Objectivity
Ignorance -----	Enlightenment
Small ability -----	Large ability
Few responsibility -----	Many responsibilities
Narrow dimensions-----	Broad interests
The selfishness -----	Altruism
Self rejection -----	Self acceptance
Focus on particulars -----	Focus on principles
Super-facial concerns -----	Deep concerns
Imitation-----	Rationality

2.6. Training: Conceptual Framework

As to Samuel (2007), training is a planned process of learning a necessary knowledge, skill and attitude, which enables a person to effectively and efficiently perform an activity or range of activities. Training can range from formal pre-service classroom learning to highly plan and supervise in-service serious of on job training at all work place. The fundamental aim of training is to help the organization achieve its purpose by adding value to its key resources- the human capital (employees, the workers, the volunteers, the community leaders, etc). Training is investing in people to cope with arising challenges. The particular objectives of the training are usually to develop the

competences of functionaries to improve their importance, to meet the organization's need for human resources.

Trainings according to Kenney and Reid (1994) as cited in Samuel (2007) deliberate interventions aiming at achieving the learning necessary for improved job performance. The process consists of the following steps.

- i) Identify and define training needs.
- ii) Define the learning required.
- iii) Define the objective of training
- iv) Plan training programs
- v) Decide who decides the training
- vi) Implement the training
- vii) Evaluate the training
- viii) Amend and extend training as necessary.

Thus, the training of adults is not a hazard activity. It follows certain procedures in order to make the training meaningful to the adult trainees.

2.7. The Content of Adult Education

The content of adult education programs focus on the provision of food, water, health, education services etc whose absences causes poverty, uncontrolled population growth, the environmental degradation, lack of good governance, democracy and lack of peace, etc.

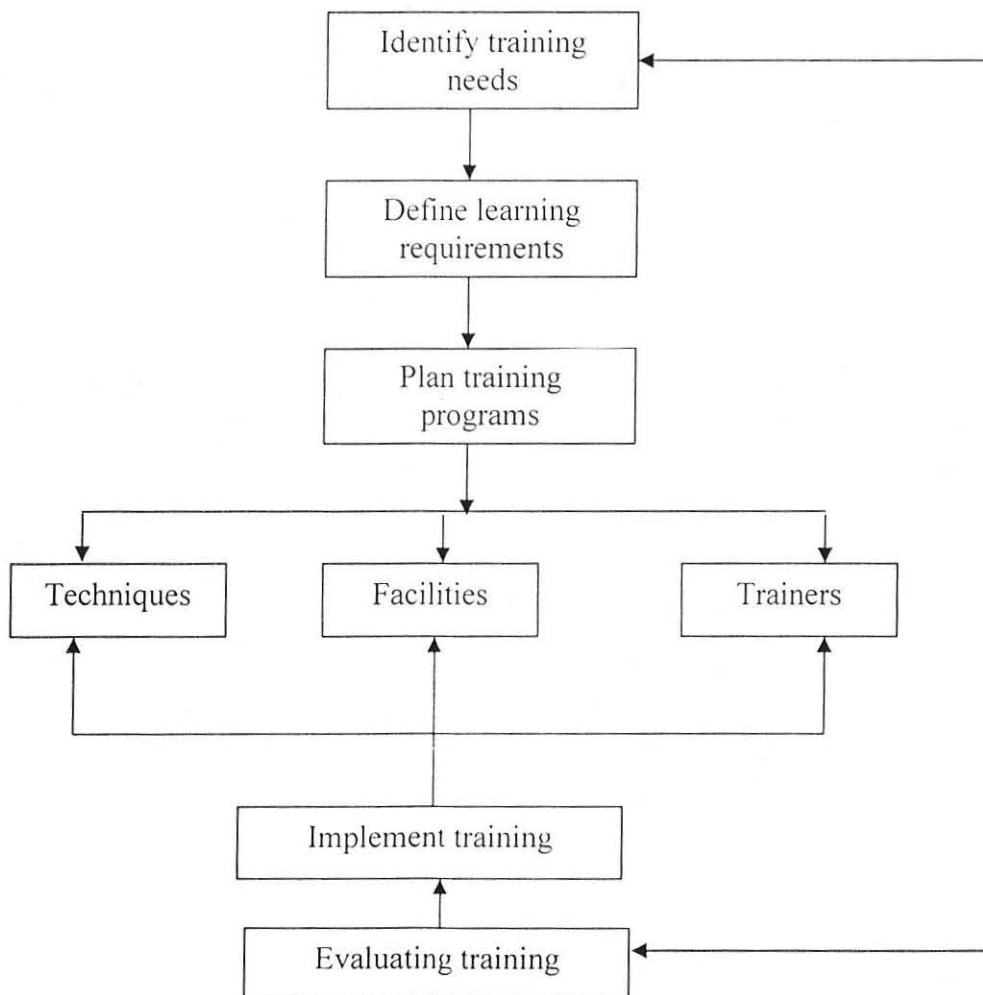
2.8. The Facilitators

All those who are assigned to work at local community levels have the duty to provide information as necessary. They have to work as team with development agents of the various organizations. One of them, lead, facilitate and arrange the schedule and other related activities. The most important component for the success of adult education and development is to train facilitators. As much

as possible at least part of the training must be taken at local community level. Priority must be given to their commitments, attitude and the willingness to work and live in the community where they work.

The training facilitators, it was important that policy makers, administrators and education experts at various levels be oriented about the approach so that they can gear adult education for the development, and be committed to the approach.

Figure 1: Training for Transformation



Source: Kenney and Reid (1994), Training for Transformation

In training, there are two important concepts, up dating and up grading. Up dating deals with short-term trainings, refresher courses or field visits mainly aimed at improving workers' performance to enable them cope with new developments, innovations, proven practices, etc... while upgrading is directly connected with the organization and the recognized promotional ladder with in the organizational structure.

2.9. Adult Education in Germany: A Model Experience to Learn

To Dessu (2007), the structure of adult education was pluralistic even though the capacities for providing and financing adults were high in Germany. The fact that the funding depends on the variety of resources; namely the different committees, sponsoring bodies of the adult education institutions, the NGOs and the government, play an important role in the development of AE in the country. To a large extent, "the German dual" system showed that the "dual model" was applicable to conditions of the international community for adult education and development of the international adult community.

The history of adult education in Germany shows that it has promoted understanding among the different social groups of the German population for better life and development of the international adult community.

During the last three decades, all adult education has played an important role in different spheres of life to cope with rapidly changing world and investing so as to bring developmental changes of adult population. Thus, adult and non-formal education in Germany promotes peaceful coexistence of the various adult and ethnic groups. Among the various adult and ethnic groups of the adult people, it improves adult education and thereby to bring the improvement of adult society. Hence, adult and non-formal education has played an important role in improving regional, national and international development by

raising peoples' awareness about the better and peaceful conflict management and play positive role in national contexts. Therefore, by improving adult education, it became possible to bring adult development in every aspects of life in Germany.

2.10. The Provision of Non-governmental Education of the Adult and Non-Formal Education

Non-governmental organizations play an important role today in providing various adult and non-formal education programs and activities. The following table indicates the number and distribution of the NGOs in Ethiopia.

Figure 2: Number and Distribution of NGOs in Ethiopia

Region	No of International NGOs	No of Local NGOs	Total	Total in %
Tigray	14	11	25	5.0
Afar	12	7	19	3.8
Amhara	33	47	80	15.9
Oromia	41	81	122	24.3
SNNPR	36	46	82	16.7
Somali	12	10	22	4.4
Harari	5	6	11	2.2
Dire Dawa	5	8	13	2.6
Gambela	6	4	10	2.0
Benishangul/ Gumuz	10	10	20	4.0
Addis Ababa	34	86	110	21.9

Source: Berhanu Saboka, 2004 Based on Dppc, 2003

As seen from the above figure, the contribution of both the international NGOs (33) and local NGOs (47) in the Amhara administrative region were high.

2.11. The State and Adult Education

There are some models of adult education, which describe the relationship between the state and the provision of adult education programs.

Figure 3: Models of Adult Education Provision

Model	Aim	Emphasis
The recreation model	The constructive use of leisure for re-constructive processes and off setting sore dome and loneliness	
The work training model	To meet the economic model	Economic purpose of education and training predominate over life skills and social awareness. Export define prevailing economic job market conditions and political contingency
The Liberal progressive model	To handle down knowledge that regards as worth while for its own sake	Main training standards of excellence. Combating threats to democracy arising from various source. Expanding knowledge to cope with the demands of social life.
The radical model	To seek revolutionary social change	Critique against the banking concept of education (Paulo Fierers) critique against the compulsory nature of education as oppressive and incompatible with the idea of learning with tree dome of thought and personal incompetence.

(Source: Barry Elsey, 1986: 8)

CHAPTER THREE

RESEARCH DESIGN AND METHDODOLOGY

In this chapter the methodology, sources of data, sample size, and sampling techniques, instruments and procedures of data collection and the methods of data analysis are incorporated.

3.1. Research Methods

The study focused on indicating the problems encountered in teaching and learning process of adult and non-formal summer in-service trainees in the Amhara regional state at Debremarkos Teachers College. To this end, a descriptive survey method was employed on assumption that it helps to gather data related to the challenges and opportunities adult and non-formal education.

3.2. Sources of Data

Primary and secondary sources of data were used for the issue under study. These include:

3.2.1. Primary Sources

The 2009 G.C. second year adult and non-formal in-service summer students that are 17 in number, 8 adult education instructors and 2 deans (the dean of the college and the vice dean) a total of 27 respondents were included.

3.2.2. Secondary Sources

Adult and non-formal education curriculum materials, books, and journals were assessed as secondary sources of data.

3.3. Sample and Sampling Technique

The researcher selected summer in-service trainees in the department from five zones of the Amhara Regional State, which were functional and active. As a result, East Gojjam, Awi, West Gojjam South Gonder and North Gonder were chosen using availability sampling technique. Thus, 17 trainee (40.3%) respondents were selected from the total of 43 trainees. Besides, eight instructors who were teaching in the adult education department and two deans (the dean and the academic vice dean) were selected using purposive sampling technique (see Appendix D).

3.4. Instruments and Procedures of Data Collection

In collecting data the researcher used a questionnaire and interview. Furthermore, observations on material resources were employed as dependable data gathering instruments. The questionnaires were distributed to and filled by 17 summer in-service trainee respondents and 10 instructors (including the deans). The questionnaires from 17 respondents (about 90%) were filled and collected by the researcher. But the questioner from two participants was not returned.

3.5. Methods of Data Analysis

Based on the purpose of the study, the data collected through questionnaire were organized and analyzed using percentages and frequency counts by using tables. Percentages and frequency accounts were employed to analyze the various characteristics of the sample. The statistical tools helped to determine the relative standing characteristics such as sex, age, and work experience. Likert scales were applied, where the percentages and frequency counts for each statement has been computed to convert the categorical replies “agree”, “undecided” and “disagree” where the value, 3, 2, 1 were assigned to “agree” “undecided” and “disagree” respectively.

For the three levels of the Likert scale, the value of 50% or more showed the availability of the phenomena and the value less than 50% showed the scarcity of the event under study. Moreover, information and opinion gathered from the respondents through the questionnaire of open ended and unstructured questionnaire were interpreted along with the quantitative technique. In addition to these, interview and observation checklist results are qualitatively used to enrich the quantitative analysis.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter is comprised of two major parts. The first part presented about the characteristic of the respondents and part two dealt with the analysis and discussion of the data collected from the subjects to seek the answers for the basic questions raised in the statement of the problem.

4.1. Demographic Characteristics of Instructor Respondents

Table 1: Instructor Respondents by Sex, Age, Qualification, Teaching in College, Teaching Loads in College

No	Items	Respondents	
		No	%
1	Sex - Male	10	100
	- Female	-	-
	Total	10	100
2	Age - 25 years and below	1	10
	- 26 to 35 years	3	30
	- 36 to 45 years	4	40
	- 46 years and above	2	20
	Total	10	100
3	Qualification		
	- MA	6	60
	- BA	4	40
	- Others	-	-
	Total	10	100
4	Years of teaching experience (total)		
	- 5 years and below	2	20
	- 6 to 10 years	2	20
	- 11 to 15 years	2	20
	- 16 to 20 years	3	30
	- 21 years and above	1	10
	Total	10	100
5	Years of college teaching experience		
	- 2 years and below	3	30
	- 3 to 4 years	5	50
	- 5 years and above	2	20
	Total	10	100
6	Teaching load per week		
	- 6 to 10	1	10
	- 11 to 15	4	40
	- 16 to 20	5	50
	- 21 and above	-	-
	Total	10	100

The characteristics of instructor respondents were examined with respect to age, sex, total years of Services College teaching experiences and teaching load per week as indicated in table 1 above.

As indicated in table, item one, there was, by far, the greatest imbalance between males and females. All instructor respondents in the department were males.

Age wise, 40% of instructor respondents, were in the age range of 36 to 45 years. (30%) of the instructors were found between 26 to 35 years of age. The remaining 20% and 10% of instructor respondents lies in the age range of above 45 years and below 25 years respectively. The least number of respondents, (10%) was found to be 25 years age and below. Thus, most of the adult departments were found in the age range of 36 to 45 years. Thus, the majority of respondents were found in their active age group.

In terms of qualification, 6 instructors (60%) were lecturers who have a qualification of masters' degree in social science. The rest respondents, (40%) were Bachelor Degree holders. The majority of instructors in departments were MA holders which, their qualification was better than instructors of the college in other departments.

With regard to total teaching experience, most of the instructors of the adult department belong to 16 to 20 years of total teaching service. This accounts for 30% of the adult education department instructors. The rest of adult education instructors' account below as can be seen from the table.

Concerning their college teaching experience, most of the instructors of adult department had the college service that ranges between 3 to 4 years. This range accounts for 50% of the respondent instructors. 30% of instructors account for 2 years and below college service. Thus, the teaching experience of the instructors was generally low in terms of college service.

Teaching load wise, the table showed that most of the instructors load per week was from 16 to 20 periods per week. This accounts for 50% of the adult department instructor respondents. Half of the adult instructor respondents have below 16 periods per week. However, the current regulations of the college stated that weekly period loads should not exceed 12 periods. However, as can be seen from table 50% of the instructor respondents had teaching loads greater than 12 periods per week. Thus, more than 12 periods per week and other recurrent duties together with practicum works were difficult to conduct academic activities of the department. Thus, the data collected show that it is gathered from the appropriate source.

4.2. Characteristics of Adult Summer In-service Trainee

Respondents

The characteristics of trainee respondents were seen in terms of sex, age, qualification, and years of service.

Table 2: Adult and Non-formal Education Trainee Respondents by Sex, Age, Total Service Years and Academic Qualification

No	Items	Respondents	
		No	%
1	Sex - Male	16	94
	- Female	1	6
	Total	17	100
2	Age - 25 years and below	-	-
	- 26 to 35 years	2	12
	- 36 to 45 years	10	59
	- 46 years and above	5	29
	Total	17	100
3	Qualification		
	- TTI	17	100
	- Others	-	-
	Total	17	100
4	Experience (years of teaching)		
	- 5 years and below	-	-
	- 6 to 10 years	-	-
	- 11 to 15 years	5	29
	- 16 to 20 years	9	53
	- 21 years and above	3	18
	Total	17	100

As seen in table 2 above, almost all (94%) the adult education trainee respondents were males. Age wise, 50% of the respondents range between 20-36 years. Qualification wise, all of the respondents account for TTI qualification.

In experience of teaching, 53% respondents served 16 years to 20 years. Thus, sex, age, qualification and experience of adult in service trainees were high in all factors mentioned in the above table. They have insufficient exposure, which makes them to give appropriate information about the program. Therefore, the adults' contribution for adult education for the Amhara Regional State seems low.

4.3. Teaching Material, Time and Financial Conditions of Adult and Non-formal Education Department

Table 3: Availability of Copies of Adult and Non-formal Education Books, Time and Budget for Adult Education

No	Items	Respondents	
		No	%
1	There are adequate reference adult education books in the library of your adult education department that can help you to fulfill the research literature		
	a) agree	2	7.40
	b) undecided	22	81.49
	c) disagree	3	11.11
	Total	27	100
2	Journal articles, bulletins, magazines... are available at your adult education department		
	a) agree	4	14.82
	b) undecided	2	7.40
	c) disagree	21	77.8
	Total	27	100
3	Adults in your college get copies of the adult and non-formal education works of their colleagues that show them how to do research		
	a) agree	4	14.82
	b) undecided	1	3.70
	c) disagree	22	81.48
	Total	27	100
4	There is enough fund which has been allocated for conducting research at your adult education department.		
	a) agree	1	3.70
	b) undecided	1	3.70
	c) disagree	25	92.60
	Total	27	100
5	Most of the instructors in your adult education department have no enough time to conduct educational research in adult education department.		
	a) agree	23	85.19
	b) undecided	1	3.70
	c) disagree	3	11.11
	Total	27	100

The respondents were asked to point out their agreement or disagreement on the basis of their individual observation concerning the presence of sufficient finance, material and time resources. Concerning the availability of adult books and references adult books in the library, the respondents were asked if they agree or disagree to the opinion that there were enough reference books in the library of their college of adult education. Accordingly, 22 (81.49%) showed their “undecided” decision concerning the lack of reference books for research activity. On the other hand, 2 (7.40%) support the decision “agreed”. However, from the observations made, the investigator proved the scarcity of adult reference books for different activities (see Appendix C).

Contrary to this, 3 (11.11%) of the respondents gave their agreement by responding disagree. The responses obtained showed the second highest responses concerning the availability of reference books.

When asked about the availability of journal articles, bulletins, and magazines, 77.78% of the respondents showed their “disagreement”. The remaining respondents have agreed (about 15%) or failed to take sides (7%). The data from the investigator’s observation also support the participants’ response on the issue.

Regarding access to copies of adult and non-formal education works of colleagues, 81.84% of them have disagreed. Where as, about 15% of them agreed that they have got copies of college works.

In terms of the budget allocated for the department, most of the respondents (92.60%) agreed that the amount of fund allocated for the research on adult and non-formal education was limited. Similarly, the interview data from instructor respondents including the deans supported the findings from data collected through questionnaire. As obtained from the responses of instructor respondents of adult education and trainee respondents, 85.19% enough time

was not allocated to accomplish on adult and non-formal education in the department of in-service summer program.

Therefore, the availability of reference books, budgets and time were not sufficient for adult education department.

4.4. Possible Tasks to be Performed to Conduct the Adult Education

In this section of the questionnaire, the respondents were requested to show their decision concerning adult education. Thus, the frequencies of the responses on the issues viewed by the respondents were shown in table 4 below. The possible tasks were assessed giving weights as follows: High (3), medium (2) and low (1)

Table 4: Tasks to be performed in relation to Adult Life (Curricular Relevance)

No	Possible Tasks to be Performed	Respondents	
		No	%
1	Largely linked with the day to day life of the adults		
	a) High	20	74
	b) Medium	5	19
	c) Low	2	7
	Total	27	100
2	Largely related to the adults experience sharing.		
	a) High	2	7
	b) Medium	18	67
	c) Low	7	26
	Total	27	100
3	Non-formal education was more cost effective than formal education.		
	a) High	15	56
	b) Medium	10	37
	c) Low	2	7
	Total	27	100
4	Responsibilities and duties of adult facilitators.		
	a) High	15	56
	b) Medium	10	37
	c) Low	2	7
	Total	27	100
5	Related to regional economic, social, political and moral conditions of the adults.		
	a) High	2	7
	b) Medium	5	19
	c) Low	20	74
	Total	27	100
6	Training activity of adults		
	a) High	5	19
	b) Medium	20	74
	c) Low	2	7
	Total	27	100
7	Related to personal conditions of the adults' age, ability, needs and interests.		
	a) High	4	19
	b) Medium	21	74
	c) Low	2	7
	Total	27	100
8	Related to urban-rural settings of the adults' resident area.		
	a) High	24	89
	b) Medium	2	7
	c) Low	1	4
	Total	27	100
9	Related to parental occupation, mother tongue, traditional practices and values of the adults.		
	a) High	21	78
	b) Medium	5	19
	c) Low	1	3
	Total	27	100
10	Adult training is integrated to the adult hood demands of the region.		
	a) High	5	19
	b) Medium	20	74
	c) Low	2	7
	Total	27	100

Table four, item one, indicated that the daily life tasks that are linked with the day to day life of the adults as 20 (74%), 5 (19%) and 2(7%) have rated was high, medium and low respectively. Thus, the largest part of the respondents (74%) responded “high” while the smallest (7%) responded “low”. The linkage of the contents of education to the day to day life of adults was “high” as viewed by the respondents as having relationship to the day to day life conditions of the adults of the Amhara regional state.

Table four, item two, showed that the activities are linked with the experience sharing of the adults. The responses “high” (7%), medium (67%) and low (26%) were obtained from the respondents. It is possible to conclude that most respondents (67%) replied that the experience sharing of the adults was the largest of the choices. The activities incorporated as the experience sharing is “medium (67%) showing that the curricular experience (content and activities) providing less chance of experience sharing of adult respondents of the Amhara regional state which was offered at Debremarkos Teachers College.

Non-formal Education as in table four, item three, shows that the activities being more cost effective than formal education. Accordingly, 15 (56%), 10 (37%) and 2 (7%) rated the cost effectiveness of adult education as high, medium and low respectively. This shows that non-formal education for national development in developing relevance of countries. This goes with what Ashebir (2007) reported. He found out that non-formal education:

- provides education for rural poor;
- avoids cultural obstacles effectively;
- uses scarce educational resources can be used effectively, and
- modifies formal schooling itself.

With regard to responsibilities and duties of the adult facilitators, most respondents, 15 (56%) indicated that their duties and responsibilities is high.

Thus, one can conclude that the influence, of the training on the adults economic, social, political and moral affairs of the Amhara region seems low (74%). This shows that the activities of the training program have little economic, social, political and moral impacts on the development of the adults in the Amhara regional state.

As table four, item six, shows the training activity of adult trainees. Accordingly 76% of the respondents rated it as medium while the remaining respondents rated the training activity as high (19%) or low (7%). Thus, the training activity has “medium” impacts on the adults’ development.

Table four, item seven, indicated the personal relevance of the activities to the adults’ age, ability, needs and interests as “medium”, i.e. Most of the respondents(74%) have replied “medium” and while the least response was “low” (7%). This shows the personal relevance of the curricular experience is medium.

To item eight, urban settings are highly associated to the adult education when compared to rural areas. Rural areas are reluctant than urban areas when adult education was considered. In other words, urban adults are better than rural adults when adult education was considered. Thus, high (87%), medium (7%) and low (4%). Therefore, most of them responded “high” that urban areas are better than rural areas concerning adult education.

As in table four, item nine, the relation of the training to the parental occupation, mother tongue traditional practices and values of adult and non-formal education was rated as high by 77% of the respondents. This shows the relation of the tasks of the program to the parental occupation, mother tongue, traditional practices and the values of adults was high, when compared to the other alternatives. Therefore, it is possible to conclude that the program has

high relevance to parental occupation, mother tongue, traditional practices and values of the adults.

Thus, the writer of the thesis understood that urban settings are better than rural settings for adult and non-formal development in the Amhara regional state at Debremarkos Teachers College.

Regarding the integration of the training to adult hood demands of the region, 74% of the respondents assured that the integration of the training with adult life was medium. The remaining 19% and 7% of the respondents rated as high and low respectively. This shows that the adult training has “medium” integration with adulthood training as approved by the respondents.

4.5. The Major Challenges and Opportunities of Adult and Non-formal Education

The major challenges of adult and non-formal education and the opportunities of adult and non-formal education are given below and analyzed.

Table 5: Major Challenges of Adult and Non-formal Education

No	Items	Respondents	
		No	%
1	Are there adequate budget and local teaching materials?		
	a) Yes	15	55.6
	b) No	12	44.4
	Total	27	100

As indicated in table 5, more than half of the respondents, 15 (55.5%) responded “yes” while the rest of the respondents, 12 (44.5%) have said “No” for the challenges of non-formal education. Thus, they showed that the challenges

of adult and non-formal education were a little bit more than the opportunities of the adult and non-formal education. Some of the challenges include:

- lack of budget and local teaching materials;
- shortage of enough summer time to complete the curriculum materials;
- lack of coordination of adult and non-formal summer training program;
- pre-determined curricula of the adult education;
- strict formality of curricula of non-formal education;
- conventional and heretical difference of the structure of non-formal education;
- predetermined time and place of training;
- limited budget and material resources that affect monitoring;
- training adults with different economic, social, political and moral conditions being mixed together, and
- lack of commitment of the responsible bodies in the Kebele. These are similar to what Ashebir (2007) found out in his research.

Table 6: Opportunities of the Adult and Non-formal Education

No	Items	Respondents	
		No	%
1	Do you think that increment of enrollment at all educational levels an opportunity for the ANFE program at the college?		
	c) Yes	15	55.6
	d) No	12	44.4
	Total	27	100

As shown in table 6, the opportunities were similar to the challenges of adult and non-formal education as obtained from the respondents'. The reasons shown by respondents during the interview session include:

- Increase of education at all levels;
- Expansion of education based on available conditions;

- Development of current knowledge and skill to minimize to minimize productivity in all contexts;
- Provision of learning of opportunities for dropouts for regular programs;
- Provision of the basic services such as food, health, housing, fuel for cooking;
- Scarce educational resources were more effectively used;
- Improvement of community in planning and evaluation programs;
- Para professionals could be used from local community;
- Relevant, diversified, development oriented and functional programs have been provided;
- Education was provided to those whom basic education was provided; and
- Availability of basic services like tool, water and clothing should be provided.

These findings go with what Direbasa (2007) reported. The opportunities remained at facilitating conditions.

4.6. The Level of Understanding and Extent of Achievement of Objectives of Adult and Non-formal Education

The level of understanding of adult and non-formal education objectives by stakeholders and the extent of the achievement of the objectives of Adult and Non-formal education are given below and analyzed.

Table 7: Understanding of the Adult and Non-formal Stakeholder Objectives

No	Items	Respondents	
		No	%
1	The level of understanding of stakeholders about the objectives of the program is.		
	a) High		
	b) Moderate	2	7.4
	c) Low	10	37
		15	55.6
	Total	27	100

As it is indicated in table 7, 55.6% of the respondents responded “low” as compared to other responses. The result implies that the overall results of the level of understanding of the stakeholders about the objectives of the program were low.

Table 8: The Extent of the Achievement of the Objectives of Adult and Non-formal Training

No	Items	Respondents	
		No	%
1	To what extent are the objectives of adult and non-formal education achieved?		
	a) High	5	18.5
	b) Moderate	8	29.6
	c) Low	14	51.9
	Total	27	100

As can be seen from the table, extent of the achievement of the objectives of the adult and non-formal training was High (18.5%), Medium (29%) and Low (51.5%) respectively. Since most of the respondents (51.5%) responded “low”.

The achievements of the objectives of the adult and non-formal education were not well achieved.

Table 9: The Major Factors that Positively Influenced Adult and Non-formal Training Activities

No	Items	Respondents	
		No	%
1	a) Availability of trained manpower	9	33.3
	b) Commitment of trained manpower	7	26
	c) Awareness of man power	6	22.2
	d) Adequate facilities	2	7.4
	e) Concerned bodies	3	11.12
	Total	27	100

As indicated in table nine, absence of trained manpower, commitment of adults and awareness of adults were the three factors that positively influenced adult and non-formal education respectively.

With respect to this view, most of the respondents have said that each training factor might influence the training situation more than the others. Thus, the forwarded responses by the respondents indicated the factors that affect the quality, relevance and effectiveness in different ways:

Table 10: Available Resources and Modules Observed in the Program Under Study

No	Resources	Degree of Availability		
		High	Medium	Low
	Reference Materials			✓
	Modules		✓	
	Journals			✓
	Bulletins			✓
	Magazines			✓
	Instructional Media			✓

Key

High - 1:1 to 1:3 trainee- resource ratio

Medium - 1:4 to 1:9 trainee- resource ratio

Low - 1:10 or more trainee-resource ratio

The data obtained from the observation confirmed that except trainees' modules, the availability of other resources which are vital to the proper functioning of the department were seldom enough. In such a learning environment, where material inputs are scarce or not available, it would be difficult to assume that the learning environment is support five. Melaku (2007) has come up with a similar finding. He reported the acute shortage of appropriate training materials for staff requirements as the major challenge in running adult and non-formal education program.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The purpose of the present study was to investigate the major challenges and opportunities of the adult and non-formal education of the Amhara Regional State as it is offered at Debremarkos College of Teachers' Education. An attempt was made to investigate the extent of the challenges and opportunities of the Amhara Regional Adult Education. Basic questions related to the study topic were raised to examine the extent of the challenge and opportunities of adult in-service program.

The study was carried out at Debremarkos College of Teachers' Education Adult Education Department. The participants of the study were 10 instructors of Debremarkos College of teachers Education (of which 2 were Deans) and 17 summer in-service in the attain Adult Department who were selected using purposive sampling and stratified random sampling techniques respectively.

Questionnaires and interviews were used to collect data from 8 adult teachers, 2 college deans and 17 in-service summer adult trainees. The data obtained were analyzed by using percentages and frequency counts. The analysis and interpretation led to the following major findings.

- Most of in-service adult trainee respondents revealed that there was shortage of teaching materials in the adult department of the institute.
- The study revealed that the time of adult in-service summer program was not enough to cover the topic.
- The study indicated that the adult curriculum were inappropriate and has problems of coverage in the summer in-service program.
- The pedagogical relevance and its relation with the trainees' age, ability and needs were found to be medium.

- The study showed that there was limited understanding of the political, economic, and social conditions of the adult summer in-service programs.
- The unavailability of adequate trained manpower, lack of commitment of trainees, low level of awareness and lack of adequate facilities have influenced the program.
- The allocation of budget for organizing adult and non-formal education in the college was not enough to run the program.
- The study showed that the supply of services and facilities like books were not sufficient for the adult in service summer program.
- In-service training program for the provision of adult and non formal education was not given due attention at Debremarkos Teachers' College for the adult and non-formal education program.
- The study disclosed that the adult and non-formal education curriculum at Debre Markos College of Teachers' Education was not flexible and practical.

5.2. Conclusions

Based on the major findings of the study, the following major conclusions were drawn concerning the efforts made about the challenges and opportunities of adult and non-formal education program at Debremarkos Teachers' College. The researcher concluded that:

- The provision and implementation of the program was insufficiently related to the day to day programs of the adult life. This would lead to lack of motivation among the adult learners.
- The economic affairs of the adults were not considered.
- Both the internal and external conditions of the college were not sustainable for all-round development of the adults of the study area.
- Inputs such as financial, material, and time resources were not adequate to face the challenges and facilitate the opportunities of the adults'

education programs of the college. This would have negative impact on the quality of ANFE at the College.

- There was lack of practical relevance of the training. Hence, this would affect the quality of the program negatively.

5.3. Recommendations

To minimize the extent of the challenges and maximize the opportunities, the understanding of the adults and non-formal education programs of the Amhara regional state at Debremarkos Teachers' College the following recommendations are forwarded.

1. The Amhara Regional Education Bureau should improve the material and financial conditions of the adult and non-formal education to maximize the opportunities and minimize the challenges of adult education programs of the college.
2. The Amhara Regional State Educational Bureau has to allocate adequate budget to run the program effectively at the college.
3. The breadth and depth of the adult training conditions have to correspond to the summer in-service programs of the adults of the region.
4. The training of the adult and non-formal education participants have to be improved in a way that facilitates the adults' living conditions of the study area.
5. The Debre Markos College of Teachers' Education should develop adequate teaching materials in collaboration with relevant stakeholders.

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Appendix - A

Addis Ababa University
School of Graduate Studies
College of Education
Department of Professional Studies

Dear Respondents;

This questionnaire was prepared to get some insight on the challenges and opportunities of adult and non-formal education in Debremarkos College of Teachers' Education. Thus, the data would be selected for research at levels of arts of adult and non-formal education. Therefore, your genuine responses to all items of sections of the questionnaires had great of importance.

General Directions:

- Please, do not write your name.
- Indicate your responses by marking (✓).
- Give short and precise responses to open ended questions. Please follow the instructions for each part.

Thank you for your cooperation in advance.

Part I

Section One: Background Information

Fill in required information on the space provided by marking (✓).

1.1. Name of the college _____

1.2. Sex Male Female

1.3. Age 18 to 25 years

26 to 30 years

31 to 35 years

36 to 40 years

41 to 45 years

46 to 50 years

Above 50 years

1.4. Educational qualification.

MA

TTI

BA

Others

1.5. Teaching Experience (Total)

1 to 3 years

4 to 6 years

7 to 9 years

10 to 12 years

13 and above

1.6. Years of teaching experience in college?

1 to 3 years

4 to 6 years

7 to 9 years

10 years and above

1.7. Regular teaching loads per week?

10 periods and less

11-15 periods

16 periods and above per week

Part II

Section 2: Degree of Agreement and / disagreement.

Instruction: dear respondents; below were the items which had been assigned to assess about the challenges and opportunities of adult and non-formal education. Read each statement carefully and show your choice that best represent your attitude by putting a tick mark (✓) on one of the alternatives.

Agree = 3 points

Undecided = 2 points

Disagree = 1 point

1. There were adequate adult education books in the library of your college.
a) Agree b) Undecided c) disagree
2. Journal articles, bulletins, magazines etc were available at your adult education department.
a) Agree b) Undecided c) disagree
3. Adults in your college get copies of their colleagues that showed adults and non-formal education to do research?
a) Agree b) Undecided c) disagree
4. There was enough fund which have been allotted for conducting at your adult education department
a) Agree b) Undecided c) disagree
5. Most instructors in your adult education haven't enough time to conduct research in adult and non-formal education
a) Agree b) Undecided c) disagree

Part III

No	Possible Tasks to be Performed	High	Medium	Low
		3	2	1
1	Largely lined with day to day life of the adults.			
2	Largely related to the adults experience sharing			
3	Non-formal education was more cost effective than formal education			
4	Responsibility and duties of adult facilitators in the study area			
5	Related to regional relevance of economic, social, political and moral conditions of the adults			
6	Training activity of adults of the study area			
7	Related to personal relevance to the adults' age, ability, needs and interests			
8	Related to urban-rural settings of the adults under study area.			
9	Related to parental occupation, mother tongue and traditional practices of adults of the area			
10	Adult training were integrated to the adult hood demands of the region			

Part IV

Section Three: Please show your responses by putting a tick mark in box(es) and write (✓) on the space provided.

1. Were there the challenges of adult and non-formal education in your regional state at Debremarkos Teachers College?

Yes

No

2. If your answer for question number 1 was "yes", what were your reasons?

3. Were there the opportunities of adult and non-formal education in the Amhara regional state at Debremarkos Teachers College?

Yes

No

4. If your answer for question number 3 was "yes", what were the opportunities of adult and non-formal education in your regional state?

5. The availability of :

	Adequate	Moderate	Not adequate
a) qualified and competent and Manpower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) competent deans and vice deans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) experienced and competent staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) qualified and competent guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix - B

Interview Guide

Guiding Questions of Dean and Vice Dean of Debremarkos College of Teachers' Education

1. What were the steps that positively influence the adult and non-formal Education in Debremarkos College of Teachers' Education?

A. _____

B. _____

C. _____

D. _____

E. _____

2. What were the factors that affect the quality and relevance of adult and non-formal education in your college?

A. _____

B. _____

C. _____

D. _____

E. _____

3. What were the solutions of the problems of the adult training in your college?

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

4. What were the challenges and opportunities of the adult and non-formal training in your regional state?

A. _____

D. _____

B. _____

E. _____

C. _____

F. _____

5. Were the contents adult and non-formal education curriculum well integrated to address the day to day activities of the adults? Of the Amhara regional state at Debremarkos Teachers College?

A. _____

B. _____

C. _____

D. _____

6. Were the factors of the adult and non-formal education go hand in hand to the socio-economic context of the Amhara regional state at Debremarkos Teacher College?

A. _____

B. _____

C. _____

D. _____

E. _____

Appendix - C

Observation Checklist on the Degree of Availability of Resource Materials and modules in the Adult and Non-formal Education Department

No	Resource Material	Degree of Availability		
		High	Medium	Low
1	Reference books			
2	Modules			
3	Journal articles			
4	Bulletins			
5	Magazines			
6	Instructional media			


Appendix – D

Summary of Number of Summer in-service Trainees and Participants Taken from the Sample Zones and Woredas

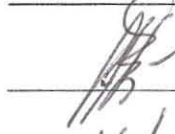
Zones	Woreda	Number of Trainees	Participants Selected
East Gojjam	Enebse Sarmidir	1	1
	Basoliben	1	1
	Goucha	2	1
	Hulet Ejjju Ensie	1	1
	Debremarkos	1	1
	Total	6	5
West Gojjam	Mecha	1	1
	Jabi Tehinan	1	1
	Bure	1	1
	Total	3	3
Awi	Banja	1	1
	Guangua	1	1
	Total	2	2
South Gondar	Ebinat	1	1
	Tach Gaint	1	1
	Lai Gaint	1	1
	Simada	1	1
	Total	4	4
North Gondar	Debark	1	1
	Chilga	2	1
	Wogera	1	1
	Total	4	3
Grand Total		19	17

DECLARATION

This thesis is my original work and that all the sources consulted for this work have been properly acknowledged.

Name - Amsalu Woldie
Signature- 
Date - 16/06/2009

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

ne - Lemma Setegn
ature - 
e - 16/06/09

**MAJOR CHALLENGES AND OPPORTUNITIES
OF ADULT AND NON-FORMAL EDUCATION OF
THE AMHARA REGIONAL STATE AS IT IS OFFERED
AT DEBREMARKOS COLLEGE OF TEACHERS' EDUCATION**

**A THESIS SUBMITTED TO THE SCHOOL OF
GRADUATE STUDIES OF ADDIS ABABA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENT
FOR THE DEGREE OF MASTER OF ARTS IN
ADULT AND LIFELONG LEARNING**

**BY
AMSALU WOLDIE BEKELE**

**JUNE, 2009
ADDIS ABABA**