

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDY

FACTORS AFFECTING ADULT LEARNERS DROPOUT FROM NON-FORMAL BASIC EDUCATION IN ADDIS ABABA

**BY:
ABEBAYEHU YITAYEW**



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ADDIS ABABA**

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DROPOUT FROM NON-FORMAL BASIC
EDUCATION IN ADDIS ABABA**

**BY:
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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE,
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THE REQUIREMENT FOR THE DEGREE OF MASTER
OF EDUCATION IN ADULT AND LIFELONG LEARNING**



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ADDIS ABABA**

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List of Acronyms and Abbreviations

ABE	-----	Adult Basic Education
AL	-----	Adult Learning
AAEB	-----	Addis Ababa Education Bureau
AE	-----	Adult Education
BE	-----	Adult and Non-Formal Basic Education
BE	-----	Basic Education
CBOs	-----	Community Based Organizations
ESDP	-----	Education Sector Development Program
FE	-----	Formal Education
GO	-----	Government Organization
ETB	-----	Keble Education and Training Board
INGOs	-----	International Non-Government Organizations
LNGOs	-----	Local Non-Government Organizations
LLE	-----	Life Long Education
MOE	-----	Ministry of Education
MDGs	-----	Millennium Development Goals
NFE	-----	Non-Formal Education
NFBE	-----	Non-Formal Basic Education
NEMA	-----	National Environment Management Authority
NGO	-----	Non-Government Organization
REB	-----	Regional Education Bureau
SCED	-----	Sub-City Education Department

Abstract

The main purpose of this study was to identify the major factors affecting adult learners' dropout from Non-Formal Basic Education and to suggest constructive ideas that would help to minimize the dropout of adult learners from Non-Formal Basic education. To the end, both quantitative and qualitative methods were employed. Simple random sampling technique was used to select Five out of Ten sub-city education departments, Five Non-Formal Basic Education representatives from SCEDs, thirteen school principals where Non-Formal Basic Education was provided, 32 facilitators from the (13) NFBE centers and four school cluster supervisors and 12 adult learners were used as a source of data. The information gathered from the respondents was analyzed by using such statistical tools like frequency counting, percentage, and Chi-square tests. The results of data analysis showed that there were in-school and out-of-school related factors for adult learners' dropout from NFBE. In the case of In-school factors for adult learners' dropout were shortage of stationary materials, textbooks, facilitators' inappropriate approach, school distance, etc. Out of school factors were mainly economical problems. Finally, conclusions were drawn and certain recommendations were made in order to minimize adult learners' dropout from NFBE.

Chapter One: The Problem and Its Approach

1. Introduction

This chapter deals with the background, objective, statement of the problem, significance, and scope of the study, limitation of the study, organization of the study and definition of the key terms.

1.1. Background of the study:

Education is the core and principal engine for development. A sound socio-economic development of a given nation cannot be secured without commensurate human resource development. Thus, education is a means for nation building and poverty reduction (Birhanu, 2000:1). From this point it is possible to understand that Non-Formal Basic Education or Adult and Non- Formal Education is the alternative type of education which helps for the survival, growth, and development of humanity in his/her life.

Nowadays, the government of Ethiopia has given high priority to provide education for all citizens by formal and non- formal methods. It is clearly stated in the Education and Training Policy (1994:1) that,

One of the aims of education is to strengthen the individual and societies' a problem solving capacity, ability and culture starting from basic education and at all levels. It enables man to identify harmful traditions and replace them by useful one.

From this point it is possible to conclude that education gives high benefit in cultivating individuals and societies for the future development and identifies the useful ones. The two documents (Education and Training-

Policy and National Adult Education Strategy) indoors the expansion of ANFBE to all school age children and Adults. But for the past few years MOE gave a high concentration to formal education system and gave less attention to the Non- Formal Basic Education and left to the interested local and international NGOs. Because of this the program was ceased for a certain number of years.

Recently, MOE recognized that the present mode of delivery formal primary education is very expensive as compared to the materials required and large number of population in the immediate future (ESDP.II, P.30). Hence, to assure access to primary education in the community Non- Formal Basic Education is the alternative one. This type of education includes street/working children, children with disabilities, children who could not be able to attend in the formal education, displaced and refuge children etc. The program developed for these citizens need to be flexible in terms of their time schedules, learning centers nearer where they live, grade structure for continuing education, appropriate curriculum according to their interest, attractive teaching approaches and evaluation schemes. Unless all these methods are ready in terms of the learners' need, large number of participants or learners will cease or dropout from the program and it is impossible to achieve the MDG target "education for all by 2015". As stated in IIZ/DVV Adult education in No 22 textbook that;

The role of adult education is multidimensional. Indeed, as one of the building blocks of human development, and not just a basic right education, is a foundation for progress in areas such as human capital, health, nutrition and the development of institutions and democracy (2005:25).

Thus, NFBE is very important for the individual who need it and help to cultivate his/ her basic needs and interests.

Non- Formal Basic Education as stated above is an educational system which serves for out of school children and adults. The program is basically

focused on literacy, numeric, and environment science to enable learners to develop Problem- solving abilities and change their mode of life (ESDP III: 31). In this case the two basic components are:

- Literacy programs for youth and adults aged 15 and above;
- Basic skill training for youth and adults in the community skills training centers

But Non – Formal Basic Education is not limited to the above components offered by MOE, other ministries also carry out that it gives additional benefit in addition to the above two basic components. However, in many developing countries because of certain problems it is impossible to meet the objectives designed. Ethiopia is the one that education in general and basic education in particular is entangled with different problems;

- Lack of awareness to induce adults to go to the learning centers
- Shortage of text books
- Shortage of budget for the program
- Less attention of basic education
- High rate of dropouts
- Cultural factors
- Mobility of people
- High work load especially for women
- Low quality of facilitators;
- Lack of well professional co- coordinators

From the above basic problems, dropout of adult learners from Non- Formal Basic Education program is one of the serious and significant problems, especially in developing countries like Ethiopia.

Adult learner's dropout from NFBE, because of many factors. Among the many are economic factors, family background, social factors, cultural factors, environmental factors etc.

Dropout from NFBE increases the prevalence of illiteracy and wastage of educational resources. It is also an economic crisis for the individual and societies.

As Jolly (1967:67), cited in Tadesse (2001:22), stated that, high dropout in the preceding grades, results in underutilization of their capacity and educational resources. Such types of problems which occur in formal education are also true in NFBE system in which dropout of adults underutilized their capacity and educational resources that are provided from government and non – government organizations.

According to Kundu (1986:173), most adult learners who dropout from NFBE were because of marital status, occupation, affiliation with economic, social, and adoption of improved agricultural practices.

Most adults dropout from NFBE, because they are totally daily workers, housemaid, and family owners. They are moving from place to place where they are getting better payment for their life.

Dropout problems of NFBE learners pervasively exist in the education system of Ethiopia and usually this lead to relapses to illiteracy.

Generally, adult learners who dropout from NFBE are unemployed or under employed in any organization. They are departed from any economical advantageous; they are low in positions, and isolated from any social and political activities.

In Addis Ababa NFBE students' dropout is one of the serious problems that affect the system and elapses to illiteracy.

Accordingly, the purpose of this study was to find the major factors that cause dropout of adult learners from NFBE program.

Even though many researches have been conducted in areas of ABE and NFBE, the researcher has not come across any research study on the causes of adult learners' drop out from NFBE. Hence, the researcher believes that this research can fill in the existing gap in this area.

Adult learners' dropout is the greatest impediment to the provision of Non-formal basic education. It hinders the expansion and efficiency of Non - formal Basic Education at each level. It causes wastage of educational resources and reducing the size of enrollment.

1.3. Statement of the problem

- To identify the major factors that contributed to adult learners dropout from NFBE;
- To find out whether more male or female adults dropout from Non-Formal Basic Education program;
- To suggest ways of alleviating the problem of adult learners dropout from NFBE in Addis Ababa administrative.

1.2.2. Specific Objectives

- The general objective of this research study was to find out factors that affect adult learners' dropout from non-formal basic education program in the Addis Ababa City Administration.

1.2.1. General Objective

This research study has its own general and specific objective

1.2. Objective of the Study

It would have been better if the study had included more sub-cities to get enough information. However, it was delimited to 5 out of 10 randomly selected Sub - Cities in Addis Ababa. From each sub-city education departments 10% of the total numbers of NFBE centers were taken based on the 2002 E.C Education Statistics Annual Abstract. The reason why it was delimited only to 5 sub-cities was due to scarcity of resources.

1.5. The scope of the study

This research work study would help educational planners and decision makers to consider factors that causes dropout of adult learners from NFBE. Even school principals, teachers, and communities also able to use these suggestions as guide to minimize the problems of dropouts of adult learners. It will also help other researchers as the initial to do a further research work in this area.

1.4. Significance of the study

- To this end, the researcher set the following basic research questions:
1. Who are participating in of Non - Formal Basic education program in Addis Ababa Administrative Region?
 2. What types of support do participants of NFBE get form the educational authorities of the City Administration?
 3. Why do adult learners dropout from Non - Formal Basic Education?

❖ is the type of education that are provided to adults and youths who need basic reading, writing, and arithmetic skills to function adequately as self-sufficient members of society (Verdum, 1979:5)

Non-Formal Basic Education

❖ Students who are discontinuing their learning from a given grade level (MOE: 208).

Dropouts

1.7. Definition of Key Terms

While doing this study the researcher faced problems. The major problem was SCED NFBF representatives and school principals were always in meeting and the researcher had to wait for responses for many weeks. However, he managed at the end to secure the necessary information from this respondent.

1.6. Limitation of the study

It would have been better if the study had included more sub-cities and sources of information. However, it was delimited to 5 out of 10 randomly selected sub-cities in Addis Ababa. From each sub-city education departments 10% of the total numbers of NFBF centers were taken based on the 2002 E.C Education Statistics Annual Abstract. The reason why it was delimited only to 5 sub-cities was due to scarcity of resources.

1.5. The Scope of the Study

1.8. Organization of the study

This thesis has five chapters. The first chapter deals with background, objective, statement of the problem, significance of the study, scope of the study, its limitation, organization of the study ,and definition of the key Terms; The second chapter presents the review of related literature; The third chapter deals with the research methodology i.e. the methods, source of data, sampling techniques, and method of data analysis,; The fourth chapter deals with background of the respondents; data analysis and interpretation of it; and the fifth chapter presents the summary, conclusions, and recommendations of the research work.

2. Review of Related Literature

2.1. Non – Formal Education and its conceptual Frame work

The concept of NFBE, which still evolving, came in to use sometime in the late 1960's and covers a wide variety of programs. Many educators such as Kundu (1986), Coomb's (2009), Coomb's and Ahmed (1974) etc defined that Non- Formal Education is an organized, systematic education activity carried out on outside the frame work of the formal education system to provide selected types of learning to particular sub-groups in the population, adult as well as children.

Nowadays Non Formal Education is widely used in developed, under developed and developing countries to alleviate illiteracy and to increase productivity integrating with agriculture, health extension, environmental science, etc. Based on these types of education Uganda is one of the example in Africa beginning from basic education up to functional adult literacy.

Non- Formal Education mostly refers to the provision of education for individuals who could not able to participate in the formal education because of different reasons.

According to Bishop, cited from Mamo Kebede Shenkut (1995:4), NFE includes;

- School equivalency programmers to provide a 'second chance' to those who have missed school or dropped out early;
- Occupational skills training given outside the formal system i.e. on-job training;
- Agricultural extension and farmer training programmers;
- Adolescent and adult literacy programs;

- Community education and community programs of instruction in health, nutrition, family planning etc.

Therefore, on the basis of the above important points the researcher focuses on investigating the NFBE program and its application. In addition, the researcher has given due emphasis in evaluating the implementation of NFBE and why adult learners dropout from their education in Addis Ababa.

2.1.1. Definition of NFBE

Before defining the NFBE, it would be better knowing the broader concept of education. Education in general is a tool for acquiring knowledge, for researching, molding personality, identifying nature, and improving the standard of life of the individuals. Furthermore, education, as an instrument helps to develop knowledge, solve its problems, identify the source of problems, understand the nature, upgrade its living standard, develop and transmit its culture to the next generation. In general, through education man finds modern science and technology. In terms of education there are formal, informal and non- Formal Educations.

In this study, the researcher depicted the various definitions of Non- Formal Education as follows:

According to Mamo (1996:2), Non- Formal Education is any organized activity outside the structure of the formal education system that is consciously aimed at meeting specific learning needs of Particular sub-groups in the community be they are youths, adults or children.

Kundu (1984:10) described, "the characteristic features of NFE as "organized but not fully and formally institutionalized, it is a systematic but not routinized."

Cole (1977:7) stated that in most Third World countries there will be a proportion, often quite large, of the population who will never enter the formal system of education. This is because of variety of reasons, therefore, Combs', cited in Coles (1977:7), defined NFBE as " any organized, systematic, Educational activities carried on outside the framework of the formal system to provide selected types of learning to particular sub- groups in the populations, adults as well as children."

Cristian Dumitrescu (1999) stated that Non- Formal Education is a type of education activity which is not structured and takes place outside the formal system.

Coombs (2009:7) defined Non-Formal Education as a sequences of learning that are socially organized and goal- directed but are not certified by formal education credentials.

According to Verduin (1979:5), stated that Non- Formal basic education is a type of education that are provided to adults and youths who needs basic readings, writings, and arithmetic skills to function adequately as self-sufficient members of society.

According to Ahmed, et al (1975: xxix), Non- Formal Education refers to the mostly assortment of organized and semi- organized educational activities operating outside the regular structure and routines of the formal system, aimed at serving a great variety of learning needs of different sub-group in the population, both young and old. The learning needs are related to health, nutrition, family planning and other requisites for improving family life, to develop good personal character productivity, family incomes, and employment opportunities.

UNESCO (1985), cited in Tsegaye (1996:2), said that Non- Formal education comprise the education of people of all age groups because NFBE is “....a systematic educational activity which provides learning to particular sub-groups of the population.” For example, it includes adult literacy programmers, occupational instructions, family planning etc,

In general, based on these definitions, one finds common points. That is NFBE serves as an alternative way of educating people who could not, for various reasons attend formal education.

In the provision of NFBE in Ethiopia, MOE at the top carry higher responsibility. Different guidelines were developed and distributed to the regions. Among the regions Addis Ababa is the one used the guideline and the strategy to implement NFBE program to adults and youths of age 15 and above. The aim is to achieve effective functional literacy equivalent to a four years primary education in the formal system. In the provision of NFBE gender equity must be given particular attention to fulfill MDGs and in connection to the above relevant printed materials are prepared to the adults and youths that supports them to learn. The issue of language(s) of NFBE is the one that requires careful consideration of the adult learner interests and choices and the requirements of the specific target groups as either in view of their future prospects for further educations.

To sum up that the definition of NFBE given by different writers focus on youths and adults who are out of schools because of different reasons. The type of education is planned, systematic, not structured, and takes place out of formal school system. Therefore, NFBE is the essential component that complements the formal education, described as being “the highly institutionalized, chronologically graded and hierarchically structured education system spanning lower primary school and the upper reaches of the university”.

2.1.2. Characteristic Features of Non- Formal Education

According to Kundu(1984:11), NFBE has the following characteristics:

- NFBE programs are generally intended to serve the deprived sections of the society, women, and the rural poor receives are special focus's in these programs;
- An attempt is made to make the program flexible to keep the interest of the beneficiaries;
- Stress is made on the involvement of the community in planning of the program, curricular design, evaluation etc;
- Departure from dependence on the professional teacher and an attempt is made to select instructor or facilitators form the local community ;
- It is an appropriate type of education- responsive, immediately usable, and in terms of economic returns, highly attractive;
- NEBE is much more difficult to design and deliver than Formal Education;
- NFBE is some generalized preparation for future life.
- NFBE is learner centered, problem centered, and community centered.

In addition according to Roger (1995:25-26), NFBE has the following characteristics:

- NFBE is open to any one irrespective of their former educational level;
- It has no clear pattern, no structure;
- The content of NFBE tends to be concrete, life related, constantly changing to meet the new needs, to deal with real issues of the current;
- It is personal in nature;
- It takes place in a variety of settings within the community;
- It tends to be for immediate application in day to day life, not to preparatory some future purposes; and
- It is a continuing process, not a once for all occasion.

According to Rogers (1991:3) "NFBE is a planned learning. It is a learning under taken for a purpose, to achieve something new and that something is set not by the teacher but by the adult learners also. "Hence, NFBE is planned activity designed by the learner with facilitators to achieve something new according to their interest.

Kundu (1986:16), also stated that NFBE is not a remedial or second chance program associated with the formal schooling but is an education addressed to adults and designed to help them deal with life situations more successfully. It is also a growth and development oriented education which can be planned and designed by others as well as by the learners themselves. The learners also designed the education content, methodology, place and time of learning.

Regarding the content Kundu (1986:46-47) includes:-

- Language
- Numbers
- Life skills
- Civic and social studies

Kundu (1986:47) suggested that adults must have a clear and realistic conception of their minimum essential learning needs. Because Non- Formal Basic Education for adults offer them the essential experience that enable them to participate in the modern world with greater confidence and improved chances of success.

For Morgan, et.al. (1963:13) Non- formal basic education may also be thought of as the conscious effort of a mature person to learn something new and it excludes full- time school and college work. He also said that adult students are mature, above compulsory school age; the program carried out voluntarily without credit; they are sponsoring by government and non- government organizations. They learn by discussion, panels, forums, round tables, and group taught.

According to Mamo (1995:4), NFBE:

- Is an organized and consciously aimed at meeting the learning needs of a specific group;
- Is mainly offered outside the structure and routines of the formal education system:
- Has the capacity to meet the learning needs of a wide variety of clientele.

Simkins, (1976:3),and Roger (1994:26) describe NFBE in terms of purpose, time content delivery systems, control and evaluation contrasted with

formal educational programs is another characteristic. The contrasts between the two are:

Comparison based on	Formal	Non- formal
Purpose	<ul style="list-style-type: none"> • Long term and general • Credential based 	<ul style="list-style-type: none"> • Short term and specific • Non-credential based
Timing	<ul style="list-style-type: none"> • Long • Cycle/ preparatory full- time 	<ul style="list-style-type: none"> • Short cycle/recurrent, part Time
Content	<ul style="list-style-type: none"> • Standardized • Academic • Entry requirements determine 	<ul style="list-style-type: none"> • Individualized • Practical • Clientele determine entry
Delivery	<ul style="list-style-type: none"> • In situation- based isolated from environment, • Rigidly structured, teacher centered and resource intensive 	<ul style="list-style-type: none"> • Environment bases, community related • Flexible, learner center
Control	<ul style="list-style-type: none"> • External, hierarchical 	<ul style="list-style-type: none"> • Self governing/ democratic
Evaluation	<ul style="list-style-type: none"> • Self- assessing 	<ul style="list-style-type: none"> • Validated, by changing

In Addis Ababa, adult education is provided in government, non-Government schools, kebele- hall and mosque where there are adequate facilitators available. This program is run when adults are free from different activities. The preferable time is arranged by adults. The program is conducted every year according to the following programs;

- Centers are arranged in each schools by school principals, Keble administrators and Keble education and Training boards;
- Facilitators are recruited from grade 10 and 12 completers;

- Time of learning is decided by the learners;
- Budget of facilitators/ pocket money/ is budgeted by city Addis Ababa administrative;
- Evaluation and supervision activity are done by the Education Bureau; SCED; KEO; and school principals.

Serious problems are:

- **Mobility-** Since adults are daily workers and house made servants they dropout when they get good payment in another areas;
- **Dropout-** after registration many quit the program by giving some small reasons.
- **Reporting problems-** most SCEDs do not report what is really going on in each Keble and schools where the program is facilitated.
- **Resource problems-** there are shortage of stationary materials for the facilitators and learners.

To sum up that NFBE for adults is a dynamic and forward looking. It cannot be as an accomplishment of something to be gained that can be used for the remainder of life.

2.2. Adult Learning

Adult learning – it is a type of education designed to teach adults. In this type of education adults are coming voluntarily to learn. Kundu (1984:16), said that;

---- adult education/ learning though not merely remedial or second chance of programmed associated with the formal schooling but is an education addressed to adults as adults and designed to help them deal with life situations more successfully

This mean the Program is only designed to adults to support them to learn that are related to their lives and solve their daily problems.

Roger (1994:9) said that, "adults learn continuously throughout their lives; they do not stop when they leave School." Through learning adults changes their own behaviors. Their thinking, feeling, and activities also change. Adults learn from their experience, It means learning is an individual.

Yalew (2001), Stated that adult learning involves a complex and dynamic interaction among a variety of physiological, personal, and environment factors. These factors influence not only participation and motivation but also how adults learn.

According to Johnston (1965), cited in Tilahun (1989:11) the reason why adults learn are;

- .To become better informed;
- To prepare themselves for a new job;
- To obtain on -job-training;
- To spend leisure time in an enjoyable and rewarding way;
- To meet new and interesting people;
- To became more efficient in doing tasks and duties at home or elsewhere;
- To escape from routine;
- To improve and understand job, home, or family life roles;
- To improve skills;

- To increase income;

- To develop personality and improve inter personal relations and;
- To develop same physical attribute or attributes.

The something is true for the evening adult students why they are learning stated by Abebe (1978) also duplicated the above points.

Knowles (1980:24) stated that “adults are fully developed and matured.” Andrew’s et al (1981:11) said that the number of learning programs for developed and matured adults is increasing rapidly. The range of such efforts appears in;

- Adult basic education offering
- Professional in service programs
- The vast effort of human potential movement
- Personal interest offering etc.

Adults participate in such adult learning programs to get diploma, degree, gain promotions, improve their lives etc.

According to Birren (1964), cited in Andrew (1981:13) said that adults learn through their experience to change their behavior and gain knowledge. These are some of the characteristics seen on adults when they are learning /educating and at this time two important components are emerging. These are;

- Adult learners should be considered as adults (the learning program should be personalized); and
- Knowing the age of a participant can be helpful in personalizing the learning program.

Brundage (1980:10) also indicate adults learn at all levels up to the moment of death. They also experience sense of well- being when they do learn and when their environment supports and encourage them to learn.

He also (1980:11) stated that, when adults learn adult learning or education they differ from child learners by the following points.

- Adults have extensive pragmatic life experience which tend to structure and limit new learning. Learning focuses largely on transforming or extending the meanings, values, skills, and strategies acquired in previous experiences;
- Major pressures for changes are coming from factors related to social work roles and expectations, and to personal need for continuing productivity;
- Learning need are related to current life situations;
- Adults are more likely to use generalized, abstract thought;

- Adults are likely to express their own needs and describe their own learning process through verbal activities which allow them to negotiate and collaborate in planning their own learning program;
- Adults have an organized and consistent self concept and self-esteem which allow them to participate as a self separate from others and capable of acting independently of others;

- Finally adults are assigned a responsible status in society, and are expected to be productive.

To sum up that adult learning or education is very fundamental as stated in the preceding points. To continue adult learning for adults they require official support from the professionals of the countries and sometimes command adults to learn. But advice from professionals are likely to be little unless areas desire for improvement is emerging from adults. Therefore, to alleviate illiteracy, and to increase the skill and knowledge of adults it requires decisive support from governments.

2.2.1. Principles of adult learning

Adult learning / education defined by different writers, it is the type of education that is provided to adults and youths to change their knowledge, attitude and behavior.

Thus, the basic principle of adult learning as per Axford (1980:5-11) are for the improvement of the individual and the society of which he/she is a part, for self improvement, Literacy education, training and retraining of adults, to solve social problems of the societies etc.

The other is as stated by Bundy (1976:10), cited in Yalew (2001:9) that the major principle of adult education are:

- To keep the interest and needs of mature people are taken into consideration;
- To take the advantage of mature person's superior ability to solve problems with a required reasons and judgment;

- To tie with the experience of adults with their behavior patterns, with their basic loyalties, aptitudes and with their environment to increase their knowledge and skill;
- To try to discover what kind of materials mature people can best learn, and by what procedure they can learn most effectively;

On the process of learning the principle of adult education focus on adults, internal and external emotions. Because of this adults learn throughout their life from birth to death without any restriction. Thus, learning and changing are the behavior of the adult learners not the teachers/facilitators.

In the teaching- learning process the adult educator give freedom to adult learner to work individually, with group, so as develop modern ways of teaching- learning processes.

As mentioned in the characteristics of adult learner that adults have self-concept and self-esteem; they try to create favorable conditions for the teaching- learning activity, and the adult educator must strengthen the teaching learning process by taking the concept and belief of the adult learners.

In adult learning principle adults have self- reliance without being afraid of the adult educator or facilitators and the environment. Overall, adults who

are interested to learn are ready to bring behavioral change, if their environment is conducive. If facilitators or adult educators develop higher independency and self- reliance more than adult learners/ students with

conducive environment, then their teaching activity will become more effective.

According to Good lad (2008) said that the principle of adult learning is:

A/ Based on practical and problem centered activities. This means;

- The facilitators give over view, summaries, examples and stories to link theory with practice;
- Discuss and help planning for direct application of the new information;
- Show collaborative, authentic problem solving activities

B/ Based on positive self- esteem. This means adult learners

- Engage themselves in simple activities in small groups
- Plan for building individual success for growth
- Help to become more effective and confident through guided practice and establishing routines

C/ Based on integrating new ideas with the existing knowledge:

- To help them to recall what they already know from prior experience that is related to the topic of learning
- Ask what they would like to know about the topic

D/ Based on respect of the individual learning:

- Avoid jargons;
- Validate and affirm their knowledge, contribution, and successes;
- Ask feedback on facilitators work;

E/ Based on their experience:

- Do not ignore what they knew before since it is a resource;
- Plan alternate activities to give choice that are related to their prior experience;
- Listen and collect about participants need before, during, and after the events

F/ Based on their choices:

- Prepare plan based on their needs;
- Ask what they would like to learn;
- Give them planning their next steps;

According to Johnstone (1965), cited in Tilahun (1989) and Coles (1977) the major principles of adult education are:

- To become better informed;
- To prepare for a new job;
- To spend leisure time in an enjoyable and rewarding way;
- To meet new and interesting people'
- To become more efficient in doing tasks and duties;
- To escape routines;
- To improve and understand job, home, or family life roles;
- To develop personality and improve interpersonal relations, and
- To increase skill, and income.

According to Burgess, et al (1977), cited in Tilahun (1989: 12) stated that the principles of adult learning are:

- The desire to know;
- The desire to reach personal goal;
 - The desire to reach social goal;
 - The desire to reach religious goal;
- The desire to escape;
- The desire to take part in any activity;
- The desire to study alone.

Generally, the principle of adult learning can be stated more than these. By investigating the above points, principle of adult learning can be cluster into vocational, personal, and social development, and individual can participate by any one of the three to upgrade his/her skill, knowledge and attitude.

2.2.2. Forms of Adult Learning

Adult learning or education means the “instrument by which it is possible to produce mature people and through it, a mature society” (Knowles, 1950).It embraces different activities with educational purposes that are carried out by the individuals or adults according to their needs and interests.

Adult learning's are different forms. According to the National research final draft report of adult learning (AL) in Uganda (2008) stated that adult learning has different forms. These are;

- **Health Education:-** which is widely spread in the country. It is carried out by ministry of health and partners. It provides health service to communities' especially organized healthy education by mass media. Also it includes training of health to the trainers of trainees.

- **Environment education:-** it was organized in 1997. The national environment management authority (NEMA) developed a national non- formal environment education and community training strategy and the strategy focuses on environment education for adults and communities,

- **NEMA:** - Monitors and coordinates, environment management activities in Uganda. It promotes environment education in collaboration with other relevant ministries and local NGOs/ CBOs.

- **Cooperative Education:** - this was established to train farmers on better farming methods and strengthen their bargaining power in the market. AE in this area is conducted through seminars, workshops, in service training, short courses and occasional meetings.

- **Civic Education:** - in this part providers include human rights commission, the electoral commission and other government institutions. NGOs and FBOs also participate. The trainees are 18 and above years old.

- **Continuing Education:** - in this case adults continuously involved in various forms of continuing education in both formal and informal settings. It is much funded by the government, external funding through institutions and NGOs, etc.

- **Further Education:** - this type is under schooled adults at various levels of learning including university level to attain higher education and raise their educational status. Much of it is carried out under formal settings, the program have been made more flexible to accommodate adults, evening programs, distance learning etc.
- **NGOs/ CBOs:** - these organizations played an important role in educating adults. In Uganda as stated in the final draft report there are many organizations involved in educating adults. These organizations invested and continue investing large amount of money into the field of adult education.
- **Religious or Faith Based organizations:** - these were the first to offer learning opportunities to adults in Uganda. They teach literacy and latter vocational skill training and leadership training to the new converts.

According to Husni (1995), Adult education/ learning is classified into;

- **The Alphabetical phase/ form-** these types focus on providing reading, writing, and arithmetic. Such classes are opening in the evening and teach by paying and volunteer teachers/ facilitators.
- **Functional phase/ forms-** this type of adult education/ learning is known to be initiated by NGOs and business organizations. For example in Ethiopia this type of education is provided by the support of government and non- government organizations i.e. CST.

- **Lifelong (continuing) education-** this type of education flourished in developed countries, transit countries, in developed islands, and in developing and under developed island countries.
- **Learning by shopping phases/ forms-** this type of education provided in the work place, during work, in all sectors in all areas of life. For example, in Addis Ababa in most government organizations computer training is provided by arranging the program in the work places.

Coombs and Ahmed (1974), cited in Tilahun (1989), adult education is classified into;

- Community education- which cover all forms of education
- Functional Literacy – closely integrated with development activities and concerned part of a continuing system of adult life long education which is flexibly linked to the formal system,.
- Informal education- it is a lifelong process in which an individual acquire values, skills and knowledge from a daily experience.
- Non- formal education- which is organized, systematic education activity carried out on outside the formal system of education
- Recurrent education- it is a type of education provided to adults alternatively with other activities and in particular with work.

Therefore, it is clear that different scholars classify adult education into various forms according to their own understanding and countries educational and economical development. Generally the main purpose of adult education is to provide technical skill, to establish educational status of the individuals, to establish social structure, and to produce revolutionary forces.

2.2.2. Adult Learners Characteristics

Adult learners have different characteristics in the teaching – learning process. According to Brundage (1980:21) state that,

..... Any adult occupies the central role in any psychological theory and that educational planning should begin with the learner need rather than with objectives or teaching methods.

This implies that psychologically any adults have their own feelings, needs, and interests to do activities, and any planner when he/she began preparing adult educational planning he/she began with the learner needs and interests rather than the objectives or teaching methodologies.

He also (1980:21) said that, adult learners have the following characteristics based on their age, gender, economic, and environmental situations. The following are some of the adult learners characteristic that occur in the teaching process of adults.

2.2.3.1. Physiological Characteristics

Adult reach full physical maturity by their early 20s, until end of 40s they will experience no major physical changes other than those induced by accidents, illness, stress, childbirth, and life style. Beginning from 40s on they show two general physical changes:

- a) The sensory receptors- vision and hearing will slowly decline in acuity. But the decline is very slow and can be corrected in a short

Process. Such decline affect learning by reducing sensory take both quality and quantity of the learning process.

- b) The speed of response of the central nervous system decline. This is the result of a drop in overall energy, but is also caused by a decline of the rate at which nervous impulses are transmitted from sensory intake to motor output. Because of the two factors, older adults require more time to learn and understand the material, although their experience and efficiency compensate to solve their problems easily.

2.2.3.2. Self- concept

It is the ability of human beings to form abstract ideas they think about themselves and how they appear to others. In this case individuals struggle to integrate all the experiences, perceptions, and ideas into the system of himself/herself. Self-conception is a cognitive element. It is the individual description of him/her.

Adult learning provides the following facts and opinions about the function of self- concept in adult learning.

- Adults who give value their own experience as a rich resource for further learning, valued by others are better learners.
- Adults are more concerned in changing their own self- concept than objectives established by others.
- Adults learn best when they are involved to develop learning objectives for themselves which are congruent with their current self- concept;

- Adults with higher positive self- concept are more ready to accept change;
- Adults have developed organized ways of focusing on, taking in, and processing information. These are referred to as cognitive style and are assumed to remain relatively constant and consistent throughout adulthood;

The learner reacts to all experiences as he/ she perceive it, not as the teacher presents it because consumption does not equal to presentation.

Therefore, it is possible to conclude that self-concept is the individual abstract ideas about himself or herself. They tried connecting their experiences, perceptions, etc. with their abstract ideas. Adults give high value to their experiences with their self-concept involved in planning what to learn based on their self-concept and those who have positive self concept they are ready to accept changes.

2.2.3.3. Emotions, stress, and anxiety;

Emotion: - it is the term used to describe various ideas of desired and not desired, which are terminated or not terminated by the individual behavior, which can make behavior born more effective and less effective.

Emotions have the following features in common;

- They are all special states of motivation;
- The arousal increase, so does the emotional level;

- As arousal increases, the motivation to act in organized ways increases to a maximum level and continue depending on the individual and the situation.

Stress: - It is described by Brundage (1980:27), it is a non- specific response and involves in a hormonal reaction. The purpose is to arouse the body fight or flight to enhance sensory reception and mental functioning and to increase the ability to cope and change.

Anxiety: -It is a non- specific stress response to an unlabeled fear, and unidentified source of danger. The source may be internal that are perceived as originated in the external world. For many adults learning situations, schools, teachers, tests, are primary sources to anxiety. These are the three characteristic that are seen in adult learning when unwanted ideas are exchanged or reflected between facilitators and adult learners in the class room in teaching learning activities and sometimes causes dropout of adult learners from NFBE and turnover of facilitators.

2.2.3.4. Experience:

Adults have more experience than children in the pragmatic realities of life. They have developed many patterned ways of understanding experiences and well organized set of personal meanings, values, strategies, and skills that create and restrict their representational mode of reality.

Past experience is an essential component in adult learning. Adult learning, therefore, focuses on modifying, transforming, and reintegrating meanings,

values, strategies, and skills with their experiences, rather than accumulating as a child hood.

2.2.3.5. Orientation of time

Adult learners understand time differently from that of children. An adult perceive time as including the past, the present and finite future. A child perceives time from present and an infinite future. Children and young adults measure time as “time “since “birth”, and adults measure time from past until death. An adult learner focuses on problems of the immediate presents and the learning contents are derived from the learners needs.

2.2.3.6. Motivation

According to Brundage (1980:21), motivation is defined as a tendency within a person to produce organized behavior. This behavior allows the individual to move in response to his internal or external environment go as to ensure his/ her own communal group’s survival and satisfaction. In biological terms, human behavior is motivated by five basic tendencies- hungers, pains, sexes, maternal, and exploratory motives.

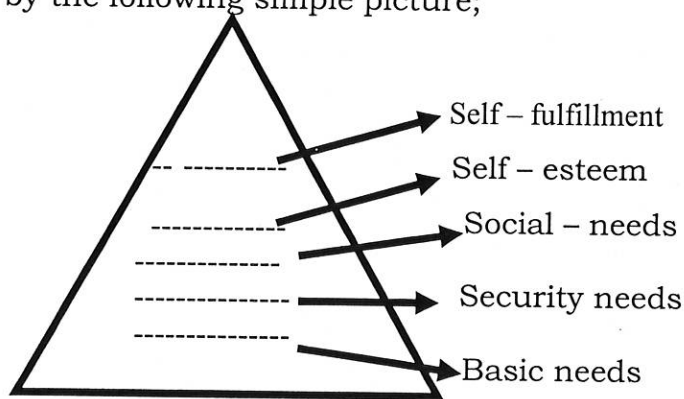
Okello (1997:11) defined motivation as a factor which causes a person move towards a certain goal. It makes a person want to know, act, understand, believe or gain particular skill.

In general motivation emerges from the most felt needs by an individual. Motivation is the need for human being to enhance their relationship with their environment or society in which they live. The motivation indicator is self-fulfillment. The need is the type of internal motivation because individual wants, needs and interests exist within himself or herself.

His/her motivation comes by forces which exist in his/ her internal body for external necessities.

However, needs theorists assume that no need can ever be completely satisfied. For example, when an adult learns reading and writing, he/she will need another step towards another need.

Okello (1997:12) stated about Abraham Maslow's Hierarchy of human needs by the following simple picture;



According to Abraham's Maslow's hierarchy individuals are always motivated to the next step, if they are satisfied by the first need. Because of Kundu (1984:80) said that, motivation cannot be without utility. It has to guide and reinforce and provide some fundamental interpretation about basic nature of human energies.

Okello (1997:13) also states that Maslow's Hierarchy also functions in the educational needs of the individual. Educational needs are the gap between the learners' present educational level of competencies and higher levels that are required for his or her effective performance. If an adult has positive attitude towards something, he/ she wants to do it. But attitude and ability alone without effort produces no result, there must be motive. Hence,

motive means an aim, desire, and a need, on urge or derives to achieve a certain goal.

Based on the above concepts adult educators have high responsibility to invigorate adult learners to learn by doing the following activities

- Encourage adults effort by words of praises;
- Give learners work appreciation that he/ she do successfully;
- Use teaching methods that can attract the learners;
- Give immediate feedback for the activities;
- Take keen interest of adult learner to learn;
- Review and maintain the interest of adult learners by using selective different methods;

As per ministry of Gender and Labor Development of Uganda (1996:21-23), stated that adult learners have the following characteristics:

- They are slow learners;
- They have being ridiculed;
- They forget quickly what they are learnt;
- They tend to be shy;
- They need to be acknowledged;
- They lose temper quickly;
- They need closer and personal attention;

A/ Related to their experiences

- They have a lot of experience
- They need to involve in planning activity of AL program
- They prefer to share their ideas and experiences

B/ Related to what should be learnt;

- They prefer to learn related to their interests
- They require learning for quick results;
- They cannot sustain learning interest for longer time;
- They always prefer to learn new ideas and skills;

C/ Related to time when they did different activities:-

- They prefer to learn things related to the current once.
- They like to learn things that do not hinder the current situations.

To sum up, that adult learners have many characteristics that affect their learning ability in addition to the above points. So adult educators take care of in teaching adults to attract them and give advises not to dropout their education as much as possible.

2.4. Dropout of Adult Learners:-

Adult education plays great role in the development of nations. The most fundamental resources for development are: people, land, good policies, and good leadership (Hall, 1975:38).

According to Hall (1975:65) Stated that;

The adult is a volunteer, he/she learns because he/she wants to learn. Adult learns those things which are interesting or those which will improve their lives. Adult education necessarily begins from the needs of the adults.

This implies that adults are coming to learn by their own interest and if they face problems they give up their education. Nobody forces them to come

unless they are willing to come to continue their education. According to Ahmed, et al (1975:183) stated that, there are more dropouts of adult learners in poor districts than rich districts. This indicates in most developing countries adults who are coming to learn are poor in economically and cannot continue their education if they face problems and this causes low inferiority of the education and high dropout of adult learners.

According to Teklhaimanit (1998:4) stated that low inferiority of schools occur because of economical problems, overcrowded classrooms, lack of teaching materials, in efficient management etc. This is also true in adult education that adult learners are poor in economically, they cannot buy stationary materials unless they are provided from donors', and the program has no trained or knowledgeable person who can implement effectively and solve the problems of NFBE adult learners that causes dropout from their education.

Shindu (1999:1) also, said that most of the education systems in the developing nations are relatively young and still grappling with problems of various kinds. Among these are issues of access and equity, quality and relevance, dropouts and non- transition, and shortage of resources. From these dropout and shortage of resources are the main problems that causes dropout of adult learners from NFBE.

According to Wlodkowski (1984:9), said that adults have barriers to adult learning. Among the various barriers, one most pertinent is disposition barriers. Disposition barriers include attitude and self- perception of the learners. The two most commonly barriers in this area are age and educational background. It is uncommon for older adults to believe they are too old to begin new learning activities. Also adults with poor educational background often lack interest in learning or confidence in their ability to

learn. Because of these they are not willing to come and learn adult education that causes relapse of illiteracy.

Wlodkowski also said that, instructors cannot directly motivate the learners, but possible to make them stimulating and attract the learners. During instruction the instructors must give chances to the learners to mediate themselves. No direct control like a radio switch between instructors behavior and learner motivation. The instructors simply filter as well as modified by their values, interests, beliefs, and judgment. This will give a higher motivation to the learners. This means unless the instructor give such freedom to the learners, they will be disappointed and dropout from their education. This is a serious problem that occurs in most instructors/ facilitators.

Ethiopia is the one which has such kinds of problems. The education system is entangled in different problems among which dropout is the one. For example, in Addis Ababa the dropout rate of adult learners from 1998-2001E.C. are 32.41%, 25.93%, 32.3% and 36.3% respectively. This high rate of dropout causes high educational wastage. Of course, educational wastage does not occur only by dropout, but adults are also deliberately repeats at a certain grade level for improving their academic performance. These repeaters occupy places and block the newly entry adults and use again stationary materials that will be provided to the newly entry adults.

According to Brimers, et al (1971:10) cited in Aklilu (1998:8-9), said that educational wastage can be defined in the following ways:

...in the failure of the system to provide universal education and, in the failure of the system to recruit children to the system is the failure of the system to hold children in the system.

This implies that if the system to provide universal primary education and recruit children to the system is failed, it is impossible to hold the learners in the system and causes wastage to the educational system.

Kundu (1986:173), said that educational wastage causes because of their age, sex, marital status, occupation, affiliation with economical, social, political groups and adoption of improved agricultural practices. Hence, wastage in education in particular NFBE is a phenomena that reduces the effectiveness and as its rates of drop out increases it will become questionable to the system of education from the top to the bottom of the educational agencies.

To sum up that dropout is one of the main serious problems in the education system of A.A. in particular adult learners from NFBE. Dropout of adult learners from NFBE causes a high rate of relapsing illiteracy and low socio- political -development. In addition, because of dropout of adult learners from NFBE, there will be a high rate of economical wastage that is donated from GOs, and NGOs. Hence, dropout of adult learners from NFBE is a serious problem in AAE system and further to the Ethiopian education system.

CHEPTER THREE

III. Research Methodology

This chapter deals with methods, source of data, sampling techniques, instruments and procedures of data collection and methods of data analysis.

3.1. Methodology

The descriptive surveying method was used for the purpose of this study. The reason why the researcher used this method was because “it helps to explain the educational phenomena in terms of the relationships that exist in teachers, parents, experts or educational agencies and the process that is going on” (Koul,1996:403). In addition the researcher also observed related literature and the previous research works in order to get more information how to deal with the problems.

3.2. Source of Data

In Addis Ababa there are Ten (10) sub- cities. But as stated in the scope of the study, the study was focused only in 5 (five) randomly selected sub-cities. From each selected sub-city only 10% of the total teaching centers were taken. The available data were also collected from each NFBE center representatives, sub- city education departments, and Regional Education Bureau agencies.

Regarding the adult learners' dropout causes information was gathered form AAEB, randomly selected SCEDs, school principals and facilitators with the

help of questionnaires. Additional information were gathered by interviewing school cluster supervisors and certain number of facilitators from the selected four adult learners centers as indicated in table 1.

3.3. Sample and Sampling Techniques

In this study, 65 respondents were used as source of data. Five sub-cities and regional education bureau experts were selected using purposive sampling technique whereas thirteen ABE centers were selected using random sampling technique. In addition, 40% of the total facilitators, thirteen school principals, five NFBE representatives, and two regional education bureau NFBE experts were invited to fill the questionnaires. Furthermore, 25% of facilitators from each randomly selected NFBE centers and four schools cluster supervisors were invited to be interviewed.

Table 1:- randomly selected Sub- Cities, NFBE centers or schools, total number of adult learners in each center facilitators, number of facilitators to be interviewed and fill the questionnaires.

Sub city	Name of schools	Number of adult learners			Number of facilitators			No of adult learners to be interviewed			No of facilitators to fill the questionnaire		
		M	F	T	M	F	T	M	F	T	M	F	T
Gulele	M/hanialem primary school	134	369	503	1	6	7	1	2	3	2	1	3
	Belay Zeleke	76	197	273	3	1	4	1	1	2	1	1	2
	Mirafsecondary school	42	190	232	-	2	2	-	-	-	1	1	2
	Abesinia	50	112	162	-	2	2	-	-	-	-	2	2
Addis ketema	Eshet primary school	30	95	125	-	2	2	-	-	-	-	2	2
Arada	Patroite primary school	10	65	65	2	-	2	-	-	-	1	1	2
	Bethlehem	24	179	203	-	3	3	-	-	-	1	1	2
	Newera	67	243	310	1	4	5	-	-	-	1	2	3
Lideta	Tesfakokeb	15	233	248	1	2	3				1	1	2
	Lideta selam	13	108	121	2	2	4				1	1	2
Kolve kerani yo	Addis Fanna	39	121	150	2	1	3	-	-	-	1	1	2
	F/H/gioirgis	475	549	1024	6	7	13	2	3	5	3	3	6
	Kale primary	47	51	98	3	1	4	1	1	2	1	1	2
Total	13	622	2512	3134	21	33	54	5	7	12	14	18	32

Furthermore, in this research work the following variables like sex, age, school experience, family back ground, educational background, experience in teaching, methods of evaluation of adult learners, attitude of their improvement for the future were taken into consideration. In addition to the

above, Educational agencies such as adult education expert(s) in Regional Education Bureau, Sub-city Education Department, Keble Education and Training Boards and school principal qualification were taken into consideration.

3.4. Instruments and Procedures of Data Collection:-

Three basic procedures of data collection system were used in the study. First, data regarding enrollment and dropouts of adult learners were collected from REB, and randomly selected sub-city education departments.

Second, two different kinds of data collection instruments were prepared in English and later translated into Amharic to be answered by Regional – Education Bureau Expert (s), Sub- City Education Department experts, school principals, facilitators, and adult learners. Interview questions to be answered by respondents were prepared based on the key question and the objectives. All the instruments which were first prepared in English were translated into Amharic to make the questionnaires clear to the respondents and to facilitate the data collecting system. These questionnaires to be answered by the respondents totally reflect the information that causes the adult learners dropout from NFBE.

The questionnaire has three parts. The first part states the background of the respondents. The second part is closed – ended and open – ended items, and the third part states about the agreement or disagreement type of questions given by the researcher to be answered by the respondents. Therefore, the respondents were able to suggest to the approximate responses that are the cause for dropouts of adult learners from NFBE.

Interview questions were also prepared based on the key questions and objectives of the research work to be answered by the adult learners. The questions were prepared in the simplest form and were answered and listed the causes of adult learners dropout from the responses given based on their personal views. Especially, in the interview questions the researcher tried to ask the respondents or adult learners politely to collect information about the causes of adult learners' dropouts briefly step by step to the researcher.

The Education Bureau, the Sub -City Education Department agencies, the school directors and facilitators were also asked to give their opinion about the causes of adult learners' dropout, and their efforts to reduce the adult learners' dropouts by the given questionnaires.

Finally, at the end of each questionnaire, all respondents were also asked to give additional information on causes the adult learners dropout and to give their suggestions how to minimize or get rid of the problems of adult learners' dropouts from the Non- Formal Basic education.

To see the actual number of adult learners enrollment and dropouts in the 10 (Ten) sub- cities, of the four consecutive years (1998-2001) E.C.) were collected from the Addis Ababa Education Bureau and the 10 (ten) sub- City education departments. Thus, according the researcher's assumptions totally the four consecutive years of adult learners dropouts were though to be sufficient to indicated and estimate the true picture of the actual adult learners' dropout rates from the NFBE.(see Appendix-I,J)

3.5. Method of Data analysis

The researcher selected the quantitative and qualitative types of data analysis methods. Through quantitative data analysis the researcher tried to analyze the data by using frequency counts, percentage, and Chi-square tests. With the help of qualitative data analysis the researcher tried to analyze the data in a narrative-description way.

Frequency counts, percentage and Chi-square test were used to explain;

- the background of respondents ;
- the responses provided by the target groups of the adult education agencies and adult learners;
- the types of adult learners;
- the causes or factors that forced adult learners to dropout from NFBE;
- the implementation of NFBE in the selected sub- city education departments;
- the training program of facilitators in adult learning ;
- the relation among AAEB; SCEDs; KETBs; School principals ; Facilitators and adult learners;
- the pedagogical approach of facilitators;
- facilitators employment etc. ;

3.6. Testing the instruments or Questionnaires;

Pilot testing it is a means of pre-testing the research instrument by experienced and by the concerned educational agencies to get comments and additional information that reflects the problems of adult learners' dropouts. Necessary corrections were made before the final study carried out. After collecting the data the reliability test was made by using Chi-

square test. In the case of Chi-square test the reliability estimation of the critical value was 6.25 which are greater than the calculated value 1.33. Hence, according to the decision rule since the calculated value is less than the critical value, the test obtained was acceptable. (See Appendix –G)

For the selected samples where the research work was performed the researcher tried giving orientation how to fill the questionnaires to the respected respondents. Then the questionnaires were distributed to the respondents. But not much, to some extent school principals co-operating in collecting the questionnaires from the respondents.

CHAPTER FOUR

4. Data Analysis and Interpretation

This part of the research work deals with the presentation and analysis of the data gathered from documents i.e. from the regional education Bureau, Sub-City Education Departments, and schools where Non-Formal basic education is implemented. In addition to the above documents questionnaire were prepared that help together information about the causes of adult learners' dropout from NFBE. Interview questions were also prepared to school supervisors and adults learns to get additional information about the causes of adult learners dropouts.

Regarding questionnaires, the researcher prepared different types that can be filed by the Regional Education Bureau, Sub-City education departments, school principals, and facilitators. Totally 52 questionnaires were prepared and distributed to the respondents. From these questionnaires, 2 (two) for the regional education Bureau NEBE agencies, 5(five) for the Sub-City education department NFBE representatives, 13 (thirteen) for the school principals where NFBE program are implemented, and 32(thirty two) for the facilitators.

From the regional education bureau 2(100%), sub-City education departments 5(100%), school principals 12 (92.3%) questionnaires returned and 1(7.7%) questionnaire unreturned, and from facilitators 30(93.8%) questionnaires returned and 2(6.2%) questionnaires unreturned. Concerning on the interview questions 10(83.3%) adult learners were participated, and 2(6.7%) adult learners were absent. Further more, 4(100%) school cluster supervisor were interviewed.

4.1. Background of the Respondents

This part of the study included NFBE agencies from Regional Educational Bureau, sub-city education departments, school cluster supervisors, school principals, facilitators and adult learners.

Table 2:- respondents by sex

Respondents	Frequency					
	Male		Female		Total	
	No	%	No	%	No	%
AAEB NFBE experts	1	50	1	50	2	100
SCED NFBE experts	4	80	1	20	5	100
School principals	10	83.3	2	16.7	12	100
Facilitators	18	60	12	40	30	100
Adult learners	5	41.7	7	58.3	12	100
Schools cluster supervisor	4	100	-	-	4	100

As depicted in Table- 2 above that a total of 65 respondents were participated in this study. From AAEB, 2 NFBE experts (1 male and 1female) were taken. Form sub-city education departments 5 NFBE experts (4 male and 1 female) were included. In addition, 12 school principals out of which 10(83.3%) were males, and 2(16.7%) females were used as source of information. Furthermore, 30 facilitators of which 18(60%) were males, and 12(40%) females were used as source of information. Finally, 4 supervisors, and 12 adult learners 5(41.7%) males and 7(58.3%) females were used as source of data.

In addition to sex of the respondents, Educational qualification is one of the major factors that must be considered. Hence, majority of the respondents,

42(64.62%) have from diploma up to MA educational qualification and the list numbers, 23 (35.38%) have grade ten up to TTI educational qualification.

Furthermore, even though most of the respondents did not have experience in administrating NFBE, 38(77.55%) of the respondents served in the education sector in different working places for more than a year, while 11(22.45%) of the respondents not more than a year in the same organization at different working places.

Considering age of respondents, most of them, 44(67.69%) of the respondents were between the age of 20-30, the rest, 21 (32.31%) where between the age 31 and above.

Generally in this research activity most of the participants were Males, located between the age 20-30 years old and have diploma and above educational qualifications.

Table 3: Respondents by Years of Services

Despondences	Frequency responses							
	AAEB NFBE Agencies		SCED NFBE Agencies		School principal		Facilitator	
Year of services	No	%	No	%	No	%	No	%
0-5 months	-	-	-	-	5	41.7	1	3.33
6-11 months	1	50	2	40	1	8.3	1	3.33
1-5 years	-	-	2	40	5	41.7	24	80
6-10 years	1	50	1	20	-	-	4	13.3
10 and above years	-	-	-	-	1	8.3	-	-
Total	2	100	5	100	12	100	30	100

Table three, indicates number of services who were participated in this research work. Hence, the AAEB, SCED NFBE representatives, school principals and school cluster supervisors were working in school administration greater than 5 years and have fewer experiences in administering NFBE. As it can be seen in the above table, 5 (41.7%) principals and 24 (80%) facilitators were highly participated in NFBE activities. Next 1(50%) of AAEB 1(20%) SCED NFBE representatives and 4 (13.33%) facilitators worked more than 7 years in NFBE activities. While less number of AAEB, SCED NFBE representatives, school cluster supervisors and principals had less experiences working in NFBE.

Hence, it is possible to conclude that except facilitators the rest of the participants had less experience working in NFBE.

4.2. Explanation of the Findings about Adult Learners Problems that forced them to Dropout from NFBE.

This part of the study reveals the information gathered from Addis Ababa EB, the five randomly selected SCEDs, primary school principals, supervisors, and facilitators where NFBE are provided.

Since the questionnaires were prepared for the four groups differently the responses replied by this different groups were analyzed in the following manner.

Table 4: Roles of School Principals in arranging teaching Facilities of NFBE

Items	Frequency counting							
	Agree		Disagree		Neutral		Total	
	No	%	No	%	No	%	No	%
There are adequate classrooms	2	16.7	10	83.3	-	-	12	100
There are adequate benches	9	75	3	25	-	-	12	100
There are good black boards for writings	-	-	12	-	-	-	12	100
There are enough text books for adults	-	-	12	-	-	-	12	100
There are enough stationary materials for adults learners	-	-	12	-	-	-	12	100
There are good electric light for adult learners in the class room	4	33.3	8	66.7	-	-	12	100

As depicted in table four, about arrangement of classrooms for adult learners, 2(16.7%) school principals agree on the existence of classrooms for adult learners, while 10(83.3%) respondents disagree on the existence of classrooms for adult learners and because of this most adult learners are forced to dropout from their NFBE.

Regarding benches for adult learners in the classrooms, 9(75%) respondents agree that there are enough benches for adult learners to sit even though there are shortages of classrooms, while 3(25%) respondents disagree on the reverse. In relation to this the school clusters supervisors interview result show that most government and public schools because of large number of adult learners

and the narrowness of the classrooms being impossible to accommodate all adult learners who are coming to learn. Because of these Adult learners dropout from NFBE.

Concerning on the goodness of blackboards in adult learners classrooms, 12(100%) principals disagree. Most of the blackboards are not comfortable for writing. According to the interviewees of school cluster supervisors most of the blackboard are scratched and broken that are not comfortable for writing and they are not painted black ink to make them comfort for writing.

Regarding textbook and stationary materials, 12(100%) respondents disagree that there are no text books and stationary materials for adult learners. Most adults are poor they can not buy and learn, because of this they are forced to dropout from their education.

In the case of electric light in the adult learners classrooms, 4(33.3%) respondents revealed that there is enough light, while 8(66.7%) said there is no light to provide NFBE to the adult learners. This is one of the serious problems that causes adult learners dropout from NFBE.

To sum up this, one would say that there are problems of classrooms, benches, black boards, textbook, stationary materials and electric light. Unless all these necessary teaching materials are fulfilled, it is impossible to provide adult education to adult learners.

Table 5: The views of SCED experts on Adult Learners Dropout.

s / n	Items	Frequency counting					
		Yes		No		Total	
		No	%	No	%	No	%
1	Are there adult learners' who dropped out?	5	100	-	-	5	100
2	Do the concerned bodies take reaction to reduce dropout of adult learners from NFBE?	5	100	-	-	5	100
3	Do NFBE representatives identify factors that forced adult learners' to dropout from their education?	5	100	-	-	5	100
4	Do the concerned higher bodies of NFBE order the responsible bodies of NFBE to give certificate to the dropout of Adult learners?	3	60	2	40	5	100

As depicted in table five the existence of dropout of adult learners, 5(100%) respondents replied that there are large number of adult learners' dropout from NFBE because of different problems. As stated by school cluster supervisors most adult learners drop out from NFBE because of disagreement between the employers and employees who are working as house maid, high involve in domestic work, economic problems, changing work place or environment for better payment and school distances are same of the factors that forced adult learners to dropout. In addition from the interview results of adult learners, they said that most adult learners' dropout because;

- Lack of financial support to buy the necessary educational materials
- If the education is not need based;
- If the program is not flexible;
- If the environment is not conducive;
- If they married, especially at the age of between 15-22 years old;
- If adults especially women do not get permission from the employers to learn they are forced to dropout from NFBE.

From the dropout of adult learners the larger numbers are females because of the problems stated above. (See appendix-J)

Showing efforts to reduce dropout of Adult learners from NFBE, most of the respondents, 5(100%) replied that most experts showed high efforts to reduce the dropout of adult learners from NFBE. Especially, sub-city education department NFBE respondents said since the representatives or experts are nearer to the NFBE centers than the Education Bureau experts, they did their best as much as possible with school principals and facilitators to reduce the dropout of adult learners as much as possible.

Identifying factors that forced adult learners to dropout from NFBE, 5(100%) respondents revealed that yearly facilitators tried identifying the problems and write a report to the Education Bureau. In the case of giving order to the NFBE centre representatives to give certificate for the drop out of adult learners before they completed, 3(60%) of the respondents said that concerned bodies order to the NFBE centre representatives orally and with written letters, and said they are implemented, while 2(40%) revealed negative responses.

To sum up that sub city education departments understood there are dropouts of adult learners because of different reasons. Greater number of NFBE

representatives showed better efforts to reduce the dropout of adult learners by giving positive responses to the problems of adult learners they faced, and give order to the NFBE centre representatives to give certificate for those who could not able to continue their education.

Table 6: Necessary of Guide Line to Implement NFBE

No	Items	Frequency counting					
		Yes		No		Total	
		No	%	No	%	No	%
1	Do you have Guide line to implement NFBE?	3	42.9	4	57.1	7	100
2	Have you prepared the guide line in collaboration with SCEDs?	3	42.9	4	57.1	7	100
3	Does the guide line indicate the activity of each section and representatives of NFBE?	3	42.9	4	57.1	7	100
4	Do you use the guide line to perform any activity of NFBE?	2	28.6	5	71.4	7	100
5	Aren't the criteria set in the guide line enough to employee facilitators for NFBE? NFBE?	7	100	-	-	7	100

As depicted in table six, about the necessity of guideline prepared by the Education bureau in collaborated with sub city education departments, and about the responsibility of NFBE representatives or experts , 3(42.9%) replied that the responsibility of each education section and experts are stated clearly in the guideline and are working accordingly, while 4(57.1%) respondents revealed that there is of course a guideline of NFBE but they did not prepare

cooperatively with the education bureau since they are new to the place of NFBE.

Item four refers to the implementation of the guide line to the NFBE program. As it can be seen in table six, few of the respondents, 2(28.6%) replied that they are working with the help of a guide line while greater respondents, 5(71.4%) replied they are not working with the guide line. This is also another problem that causes turnover of facilitators and adult learner's dropout because concerned bodies did not respect the right and duties of adult learners.

Item five refers to the criteria set in the guide line to employee the facilitators. As it can be seen in table six, majority of the respondents, 7(100%) replied that at this moment the criteria set in the guide line are not enough. Hence, when the commit who are nominated to employee facilitators for adult education they set additional criteria with their general agreement that can fit with the program.

As per interview discussions with the education bureau experts, facilitators, and adult learners about the guide line, they said in the guide line there are duties, responsibilities and rights of the facilitators and adult learners but no responsible person put in to practice to reduce the turnover of facilitators and drop out of adult learners.

Hence, concerned bodies from education Bureau, sub-city education departments, school principals, and Keble administrators have to use the guideline effectively to keep the right and interest of the facilitators and adult learners. In addition to employee facilitators concerned bodies set additional criteria with general agreement to provide quality educations to adult learners.

Table 7: Principals' role in the teaching-learning activity of NFBE

N/s	Items	Frequency counting					
		Yes		No		Total	
		No	%	No	%	No	%
1	Do they have experience in administering NFBE?	2	16.7	10	83.3	12	100
2	Do they give support to facilitators in teaching adults?	12	100	-	-	12	100
3	Do they give Advising to adult learners not to dropout from their education?	7	58.3	5	41.7	12	100
4	Do they get support from sub-city education departments and Kebele education and Training boards to guide NFBE effectively?	12	100	-	-	12	100

As depicted in table-seven having experience in administering NFBE list numbers, 2(16.7%) replied that school principals have experience in administrating NFBE, while the majority,10 (83.3%) said most school principals have no experience in administering NFBE. They were simply assigned and took the responsibility of NFBE without training. That is why most school principals show negligence to give responses for any type of questions and problems raised by facilitators and adult learners.

Concerning giving support to facilitators, 12(100%) respondents replied most principals provide support to facilitators in teaching methodologies, how to approach to adults, and how to manage classrooms. In addition, school

principal support the facilitators by providing the necessary teaching-learning materials, tap-recorders, lesson plan forms, making the environment conducive for teaching, giving attendance sheet and mark lists to make adult learning attractive to the adult learners.

In the case of advising adult learners not to dropout from their education, 7(58.3%) gave advises to adult learners not to dropout from their education, while 5(41.7%) did not. Thus, large numbers of principals are thought full to citizens, and they are giving advises to adult learners not to dropout from their education.

Regarding, school principals getting support from sub-city education departments and Keble education and training boards to facilitate NFBE, 12(100%) school principals gave positive responses. This shows that schools could not by themselves do any educational activities unless they are getting support from sub-city education departments and Keble education and training boards.

Furthermore, with the interview discussions of the Education Bureau NFBE experts said that to provide quality education to adults and youths who are not able to participate in formal education the bureau prepared annual plan. In the annual plan according to their responses included:

- When ,where, how, and with whom to give training to facilitators to buildup or enhance facilitators capacity in the teaching- learning of NFBE;
- When to do supervision activities to give support to facilitators since supervision is very decisive for the improvement of teaching-learning activities and provide support to facilitators to improve their classroom

management, and how to create good relations with adult learners(Edstorm,et.al.1970:145)

To sum up that, most school principals have no experience in administering NFBE. But since they have more experiences in teaching methodology they provide support to facilitators how to teach adults and give advises to adult learners not to dropout from their education. In addition school principals get support from sub-city education departments and Keble education and training boards to facilitate the teaching-learning activity of NFBE. Furthermore, the education bureau also prepare annual plan how and with whom to implement NFBE and do supervision activities to give support to facilitators and school principals.

Table 8: Facilitators Training, Support and Commitment to NFBE

s/n	Items	Frequency responses					
		Yes		No		Total	
		No	%	No	%	No	%
1	Have all facilitators' taken short term training in teaching methodology of adults?	24	80	6	20	30	100
2	Are all the facilitators identifying the factors of adult learners' dropout?	28	93.3	2	6.7	30	100
3	Are all facilitators discussing with school principals to reduce the dropout of adult learners?	16	53.3	14	46.7	30	100
4	Are all facilitators take daily attendance to control the absenteeism of adult learners?	25	83.3	5	16.7	30	100
5	Have all facilitators got orientation from school principals to improve teaching methodology?	19	63.3	11	36.7	30	100

As depicted in table -13 above regarding short term training majority of the respondents, 24(80%) replied that most facilitators took short term training on teaching methodology on the topics lesson plan preparation, continuous

assessment, adult learners approach, classroom management etc. by AAEB and SCEDs, while few respondents, 6(20%) revealed that few facilitators did not take the training. This also results difficulty in the teaching-learning activities for the facilitators, and causes gradual turnover of the facilitators and dropout of adult learners.

As indicated in the literature, creating awareness or training help the facilitators or trainees to increase their knowledge, skills and attitudes in altering usual work styles (Zewdinech; 1994:2). Therefore, training is very important for the facilitators to improve the teaching methodology and to make the teaching-learning activities attractive for the adult learners.

Regarding identifying adult learners problems most respondents, 28(93.3%) said most facilitators tried identifying the problems of adult learners, while 2(6.7%) did not. With regard to discussing with concerned bodies about adult learners problems and find solutions, 16(53.3%) respondents said facilitators tried discussing with school cluster supervisors and school principals to reduce the drop out of adult learners as much as possible. As stated in the literature also effective administrator, facilitators, and adult education participants if they work cooperatively and help the learners in every aspect possible to achieve better results in the teaching-learning activities of NFBE (Knox; 1980:2).

In addition, factors that causes adult learners dropout as stated in the literature and identified by the facilitators were age, sex marital status. Occupation, economical problems etc. are the main problems that causes dropout of adult learners (Kundu; 1986:173).

Item -four of table eight refers to the daily attendance to control and easily identify the dropout of adult learners, most respondents, 25(83.3%) revealed that they are taking daily attendance. Because facilitators are asked monthly report about the number of adult learners who are learning and dropout from the program by the concerned bodies, while 5(16.7%) did not take because of their regardless.

Regarding taking orientation from school principals, 19(63.3%) respondents said they are taking once in a month. Because they have monthly meeting to discuss concerning on the teaching-learning activities of NFBE.

Thus, from the findings most facilitators were taking short term training how to teach adults by the education Bureau and sub-city education departments. Most facilitators identify adult learners' problems that causes dropout and discuss with the concerned bodies to find solutions. In addition, AAEB together with SCEDs and school principals give orientation to facilitators in teaching methodology, how to treat adults, class room management etc.

Generally, it is possible to grasp from the responses of the four groups factors that forced adults to dropout from NFBE are mainly problems of economic, social, cultural, and if the program is not need based, not flexible and not conducive environment (Kundu, 1986:173; Shindu, 1999:14; Luel, 2006; Dr. Tilahun, 1992:2; IZZ/DVV, 205:99 Govender; 2002).

CHAPTER FIVE

Summary, Conclusions and Recommendations

5.1. Summary

The aim of this study was to find out the major factors that forced adult learners to drop out from NFBE, and to give appropriate suggestions so as to minimize the drop out of adult learners. In-addition, the study tried to give appropriate answers to the basic questions that are related to the problem of adult learners dropouts. These are;

- ❖ Who are participants of Non-Formal Basic Education program in Addis Ababa Administrative Region?
- ❖ What types of support do participants of NFBE get from the Educational Authorities of the city Administration?
- ❖ Why do adult learners to dropout from Non-Formal Basic Education?

To carry out the study the researcher selected randomly 5 sub-city education departments out of the 10(ten). These were Arada, Gulele, Addis Ketema, Lideta, and Kolfe Keraniyo Sub-City education departments. Each Sub-City Education Departments has the following NFBE centers. Arada 23, Gulele 23 Addis Ketema 21, Lideta 14, and Kolfe Keranyo 22-education centers. From each Sub-City education department 10% of the total teaching centers were taken for the selection of school principals, and facilitators to fill the questionnaires. Adult learners and school cluster supervisors were also selected to be interviewed. Participants who field the questionnaires were 2

from AAEB, 5 from SCEDs, 13 school principals, and 32 facilitators from 13 NFBE centers.

In addition there were also 4 school cluster supervisors and 12 adult learners participated in the interview. The 4(four) years 1998-2001 E.C. of data that indicates adult learner's enrollment, and drop out rates were collected from AAEB and Sub-City education departments and schools where NFBE are implemented. For the research work the researcher used the current 2002 E.C. enrollment of adult learners, number of facilitators and number of centers. Finally, after collecting the necessary information the process of analyzing and interpretation of the data was completed.

The analysis has led to the following major findings:

1. The study disclosed that most the participants in this research work were male, located between the age of 20-30, and have diploma up to MA educational qualification;
2. The study disclosed that AAEB prepared annual plan, when, where, how and with whom to do different activities of NFBE, when to meet with NGO to share experiences about the implementations of NFBE and when to meet with SCEDs to discuss about problems of facilitators and adult learners.
3. The study showed that there were problems of teaching facilities to provide adult education to adult learners.

4. Facilitators were poor in classroom management and teaching methodologies. They did not get support from supervisors in teaching learning activities of NFBE because of shortage of budget.
5. It was found out that facilitators use continuous assessment to measure adult learners in adult learning
6. The study disclosed that AAEB and SCEDs understood factors that Cause adult learners' dropouts from NFBE and greater numbers of NFBE representatives give order to the responsible bodies to give Certificate for those who could not able to continue their education.
7. The study also revealed that in the guideline of NFEB there are duties, responsibilities and rights of NFBE representatives', facilitators, and adult learners but no responsible bodies put into practice and it causes high turnover of facilitators and dropout of adult learners.
8. The study also disclosed that criteria's set in the guide line of NFBE are not sufficient to employee facilitators for NFBE to provide quality education to adult learners.
9. About 10(83.3%) of the school principal shave not experience in administering NFBE.
10. The majority of school principals, 12(100%) give support to facilitators in the teaching-learning activities of NFEB. In addition they are working Cooperatively with SCEDs and Keble education and Training boards to give advices to adult learners not to dropout from NFBE.

11. Most facilitators take short term training how to teach adults, give advises to adult learners not dropout from NFBE, and discuss with concerned bodies to find solutions.

5.2. CONCLUSIONS

Based on the major finding, the following conclusions are made:

1. Unless AAEB, SCEDs and concerned organizations give the necessary support to adult learners' dropout rate from NFBE would increase.
2. With out allocation of adequate budget for NFBE, the program would not achieve its objectives.
3. Most participants of NFBE did not get any certificates. This might demonstrate them that they are not actively participate in NFBE.
4. Majority of school principals have good experiences in teaching methodology and work cooperatively with SCEDs and Keble education and training boards to give support to facilitators and adult learners. This situation would enhance the provision of quality NFBE in Sub-cities.
5. Most facilitators took short- term training on how to teach adults, but they did not get in-service training opportunities, and this could lead to the provision of less quality of NFBE.

5.3. Recommendations

On the basis of the findings and conclusions with regard to NFBE the following recommendations are provided.

1. AAEB, SCEDs, KEB and schools principals have responsibilities to provide NFBE to adults and youths who could not be able to participate in NFBE. Hence, to lead the program properly they have to organize themselves and prepare annual plan when, where, how and with whom to perform NFBE.
2. AAEB, SCEDs, KEB, and school principals should work hand in hand to fulfill the teaching facilities and teaching materials for adult learners to implement the program effectively.
3. NFBE experts of AAEB and SCEDs should work cooperatively to train facilitators in teaching methodologies that enable them to provide quality education to adult learners.
4. AAEB, SCEDs and concerned bodies in the education sector should work according to the guideline and give awareness to the newly assigned experts and school principals to avoid the problems in the implementations of NFBE
5. AAEB, SCEDs and concerned bodies should allocate enough budgets to fulfill the necessary teaching facilities, teaching materials, to provide enough training to facilitators and enable them to provide quality education to adult learners.

Generally, efforts have been made in the provision of NFBE to adults to alleviate illiteracy. Responsible organizations have to allocate enough budgets to the NFBE. Different sectors like Keble administratives, social and health services, community organizations, youth associations, women associations, etc, have to work with the education sectors in the provision of NFBE and have to give advises to adult learners not to dropout from NFBE.

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Appendix _ A

Addis Ababa University
School of graduate Studies
Department of Curriculum
Adult and Life long Education

Questionnaires to be answered by AAEB, NFBE Expert(s).

Purpose:

The purpose of this questionnaire is to collect the first hand information on the factors that cause adult and non-formal education students /learners to quit from NFBE before completing the three levels. It also helps to get appropriate suggestions that would minimize the problem of dropout. Your cooperation in providing relevant and candid information is helpful to this study. Hence, please give complete and honest responses to all questions provided in this instrument.

Directions:

- Do not write your name.
- Use this (X) mark to indicate your answers to the closed ended questions.
- Give short and precise responses to open –ended questions.
- Encircle the letters for multiple choice questions.

Part one: Background of respondent(s)

1. Sex; Male Female

2. Age of respondent(s)

20---25 Years 26---30 Years

31---40 Years 41---50 Years

51 and above

3. Name of organization you are working _____

4. Your educational level:

12+2 12+3 12+4
BA MA

5. Your work of responsibility _____

6. Service in your recent work responsibility _____

Part Two: Information related to Non-Formal Education Factors.

7. Does the Education Bureau know the types of adults who are learning in NFBE?

A) Yes B) No

8. If the answer is "Yes" explains briefly in the space provided

9. Does the Education Bureau prepare a plan for the NFBE participants?

A) Yes B) No

10. If the answer is "Yes" explains step by step the types of plans that will be done in year and how do this plan is prepared?

11. Does the Education Bureau has guidelines that helps to give support to Sub-City Education Departments for the implementation of NFBE?

A) Yes B) No

12. If the answer is "Yes", how do you prepare this guide line? Write briefly

13. Does the education bureau have a fixed program with sub-city education departments to discuss about NFBE program?

A) Yes B) No

14. If the answer is "Yes", write briefly in the space provide/

15. Does the EB have a program to supervise the NFBE activates?

A) Yes B) No

16. If answer is "Yes", write briefly when? with whom?

17. In the supervision activities, what are the major points focused on to supervise the NFBE?

Explain or write step by step

18. Does the EB have relations with NGOs who are doing the same activities to get Experience and support for the NFBE program?

A) Yes B) No

19. If the answer is "Yes", write the name of the NGOs and the type of Support the EB gets?

20. What kind of support dose the educations Bureau provide to Sub-City Education Departments? Write short and precise responses the types of support provided to Sub-city education departments step by step.

21. Does the education Bureau get the adult learners dropouts report from Sub-City Education Departments?

- A) Yes B) No

22. If the answer is “Yes”, why the education bureau NFBE experts with SCED Create a mechanism to reduce the rate of Adult learners’ dropouts?

Write short and precise answers in the space provided?

23. Does the Education Bureau give order to SCEDs to give certificate for the Dropout adult learners before they leave their education?

- A) Yes B) No

If the answer is” NO” give the reason briefly.

Part Three: Information related to teaching facilities teaching materials, about facilitators, and reducing dropouts.

Items	Possible Factors	agree	disagree
Teaching facilities	<ul style="list-style-type: none"> The education Bureau gives order to sub-city education departments to arrange classrooms for adult learners 		
	<ul style="list-style-type: none"> There is shortage of budget to fulfill teaching facilities. 		
Teaching materials.	<ul style="list-style-type: none"> Shortage of budget to buy teaching materials for the adult learners. 		
	<ul style="list-style-type: none"> Shortage of teaching aids like radio to make the teaching method attractive. 		
About facilitator	<ul style="list-style-type: none"> There is shortage of budget to provide enough training to facilitators. 		
	<ul style="list-style-type: none"> There is shortage of budget to get support from supervisors. 		
	<ul style="list-style-type: none"> The low paid pocket many to facilitators increase the turnover. 		
Reducing dropout ALs	<ul style="list-style-type: none"> The education bureau does not show effort to reduce the dropout of ALs/ 		

26. If you have additional constrictive ideas that help to reduce about adult learners

Dropout please writes briefly in the space provided.

1. _____

2. _____

3. _____

27. Dose the Education Bureau planned to reduce the problem of adult learners dropouts? then , what are they?

Appendix _B
Addis Ababa University
School of Graduate Studies
Department of Curriculum
Adult and Lifelong Education

Questionnaire to be answered by Sub-City Education Department

Purpose:

The purpose of this questionnaire is to collect first hand information on the factor that causes Adult and Non-Formal Education students / learners dropouts from NFBE before completing the three cycles. It also helps to get appropriate suggestions that would prevent or reduce the problem of dropout adult learners. Your cooperation in providing relevant and candid information is helpful to this study. Hence, please give complete and honest responses to all questions provided in this instrument.

Direction:

- Do not write your name
- Use this “X” mark to indicate your answers.
- Give short and precise responses to open ended questions.
- Encircle the letters for multiple choice questions.

▪ **Part One:** Back ground of respondent(s)

1. Sex: Male Female

2. Age of respondents:

20- 25years

26 – 30 years

31 – 40 years

41 – 50 years

3. Name of Sub-City you are working

4. Your Educational level:

12+2

12+3

12+4

BA

MA

5. Responsibility in your recent work.....

6. Number of service year in your recent work.....

Part Two: Information related to NFBE factors.

7. Does the sub-city education department identify the type of learners is age, sex, occupation etc. at NFBE students.

a) Yes

b) no

8. If the answer is "No" write the reason step by step in the space proved briefly.

9. Does sub-city education departments have guide lines that helps to give support for the implementation of NFBE

a) Yes

b) NO

10. If the answer is "Yes", how and when does sub-city education departments put in to Practices with KEO and school directors? Give your answer short and pre precise in the space proved step by step.

11. Does SCED get support from the Education Bureau for the NFBE program?

A) Yes

B) No

12. If the answer is "Yes", then write the type of support you are getting briefly and Precisely step by step in the space provided.

13. Does the SCED have a program to give support for the school directors for the Implementation of NFBE?

A) Yes B) No

14. If the answer is "yes", when and how the type of support is provided? Write Briefly and precisely step by step in the space provided.

15. Does SCED have a program meeting with the Education Bureau to discuss for NFBE Implementation and the participants' situations?

A) Yes B) No

16. If the answer is "yes", when, and with whom; write briefly and precisely in the Space provided step by step.

17. Does SCED identify the causes why adult learners dropout from their NFBE?

A) Yes B) No

18. If the answer is "Yes" why? Write the causes briefly and precisely in the space Provided Step by step.

19. Does the SCED have statistical data's that indicates the dropout adult learners from NFBE ? A) Yes B) No

20. If the answer is “yes”, would you please indicate which gender more in dropouts;

A) Male

B) Female

Write the reasons, why either of the two genders, the more the gender they dropout briefly.

21. Does the SCED write a report the reason why these adult learners dropout from NFBE to the Addis Ababa Education Bureau?

A) Yes

B) NO

22. If the answer is “Yes” Write the causes briefly in the space provided

Step by step.

23. Does the sub- city education department Agency/s/ give advice to adult learners not to dropout from theirNFBE?

A) YES

B) NO

24. If your answer “Yes” Write the main points you said to them in the space provided briefly;

25. Does the SCED give certificate to adult learners that certify them before they dropout NFBE?

A) Yes

B) No

26. If your answer is “Yes” why? Write briefly your opinion in the space provided.

Part Three: Additional information about facilitators, teaching facilities, improving the Qualities of teaching, causes of dropout of adult learners, and reducing the Dropout of adult learners, and supervision activities:

Please indicate by putting “X” mark in the response you prefer.

Items	Possible Factors	Agree	Disagree	neutral
Facilitators	<ul style="list-style-type: none"> ▪ Facilitators are employed based on the criteria set on the guideline; 			
Improving the Quality of teaching ,	<ul style="list-style-type: none"> ▪ Short term training is provided to facilitators to improve the quality of teaching. 			
	<ul style="list-style-type: none"> ▪ have shortage of budget for training facilitators. 			
Teaching facilities	<ul style="list-style-type: none"> ▪ Shortage of classrooms for adult learners. 			
	<ul style="list-style-type: none"> ▪ Shortage of teaching aids to teach adult learners e.g. Radio 			
	<ul style="list-style-type: none"> ▪ Shortage of stationary materials for adult learners 			
	<ul style="list-style-type: none"> ▪ Shortage of adult learners’ textbooks. 			
Reducing dropout of ALs	<ul style="list-style-type: none"> ▪ SCED did discussion with the EB to reduce the dropout of adult learners 			
	<ul style="list-style-type: none"> ▪ Establishing NFBE centers nearer to the adult learners’ residence reduce the dropouts. 			
	<ul style="list-style-type: none"> ▪ Discussion with adults the reason why 			

	the dropout from NFBE			
Supervision activities.	. SCED Educational agency have a program to supervise facilitators in the class room.			
	▪ SCED agency tried to discuss with adult learners to know their problems.			

If there are additional information that the researcher missed about the causes of adult learners' dropouts please write in the space provided below briefly and precisely.

B/What are the major causes for the dropout of adult learners?

Part three: Additional information about facilitators, teaching facilities, improving the quality of teaching, reducing the dropouts of adult learners and supervision activates. Please indicate your answer by putting "X" mark in the space provided the response you prefer(s)

Items	Possible factors	Agree	Disagree
Facilitators	▪ You control the facilitators teaching program.		
	▪ You give support to facilitators on the teaching learning activates.		
Teaching facilities	▪ You have a responsible to arrange teaching class rooms.		
	▪ There is a problem of electric light in the class rooms.		
Improving the quality of teaching	▪ You give teaching aids like radio to facilitators to make the teaching activates more attractive.		
	▪ You tried to give orientation to facilitators to improve the teaching methodology.		
Reducing dropout	▪ You advice adult learner not to come lately.		
	▪ You advise adult learners to take certificate from the school where they are learning that certify them before thy dropout.		
	▪ You advise adult learners discussing there problems with facilitators and the near educational agencies before they dropout.		
Supervision activates	▪ You have program to supervise the facilitators in the classroom.		
	▪ In your supervision you tried to discus with adult learners to identify there problems.		

If there are additional information that are missed about NFBE program and causes of adult learners dropout, please write in the space provided below.

Appendix-D

Addis Ababa University

School of graduate studies

Department of curriculum

Adult and life long Education

Questionnaire to be answered by facilitators

Purpose:-

The purpose of this questionnaire is to collect first hand information on the factor that causes adult and Non-Formal education learners to quit from NFBE before completing the three levels. It also helps to get appropriate information that help to prevent or reduce the dropout of ALs. Your co-operation in providing relevant and candid information is helpful to this study. Hence, please give complete and honest responses to all the questions given in this instrument.

Direction:-

- Do not write your name
- Use the "X" mark to indicate your answers to the closed- ended questions.
- Give short answers to the open-ended questions.
- Encircle the letter for multiple choice questions.

Part one: - Back ground of respondents

1. Sex Male Female

2. Age of respondents.

15-20 Years 21-24 Years

25-27 Years 28-30 Years

31 and above

3. Name of sub-City you are working _____

4. Name of schools you are working _____

5. Teaching service in NFBE _____

6. Your educational back ground _____

Part two: - Information related to NFBE factors

7. As a facilitator did you try to identify and register the adult learner in
Age, Sex. Occupation etc?

- A) Yes B) No

If your answer is "No" why? Write briefly

8. What type of support are you getting from the school administrators where
You are working? Write shortly in the space you are given.

9. Are you taking short term training in teaching methodology of Adults?

- A) Yes B) No

If your answer is "Yes" how far does it help in teaching adults? What are the topics
You are trained? for how many days? Write briefly.

10. Since you are nearer to the adult learners, do you know the cause or problems that
forced them to dropout from their education?

- A) Yes B) No

If your answer is "Yes" write briefly in the space provide

16. Are you taking orientation from at the school principles to improve your teaching methodology?

- A) Yes B).No

If your answer is "Yes" Write briefly the points briefly in space provided;

17. Did you inform to adult learners to take certificate that certify them as Adult learner students from the school Administrators before they dropout?

- A) Yes B) No

If your answer is "No" why?

18. You know stationeries are provided from the Education Bureaus that helps to attract adults to learn NFBE. So, do they (ALs) get these stationeries fairly?

- A) Yes B) No

If your answer is "Yes" how do they get? When do they provide? At the beginning, at the middle or end of the year; and what types of materials provided?

If you have additional information about the causes of adult learners' dropout and the program of NFBE strength and weakness write briefly and precisely in the space provided.

Appendix – E
Addis Ababa University
School of Graduate Studies
Department of Curriculum
Adult and Lifelong Education

Questions to be answered by school cluster supervisors.

Purpose:-

The main purpose of this interview is to get additional information on the implementation of NFBE and factors that cause adult learners dropouts. Hence, the opinions of school supervisors are important to know the causers of turnover of facilitators and dropout of adult learners. By this study it is also possible to get information how supervisors give support to facilitators and their recommendation help to reduce the dropout of adult learners.

Thank you for your co-operation in advance.

*** Issues, to be raised in the interview**

1. What is your name?
2. What is your educational qualification?
3. When did you come to this school as of supervisor?
4. Did you have experience working in supervision activity in the education sector before?
5. How is the implementation of adult education in your school?
6. What types of support are you giving to facilitators in adult education?
7. Did you try giving advice to adult learners not dropout from their education?
8. Would you please say something more about the program of NFBE?

Appendix-F

Addis Ababa University

School of graduate studies

Department of curriculum

Adult and life long Education

Questionnaire to be answered by Adult learners

Purpose:-

The main purpose of this interview is to get prior and first hand information on the factors that causes adult learners dropout. Hence, the opinion of adult learners is elected to be interviewed to get primary information on this study. By this study it is also possible to come up with sufficient recommendation that helps to reduce the dropout of adult learners.

Thank you for your co-operation in advance.

❖ Issue to be raised in the interview.

1. What is your name?
2. From which region are coming?
3. Do you have father and mother?
4. Why are you coming to Addis Ababa? And now where are you living?
5. Aren't you get any possibility to learn your education in the formal program?
6. When did you start learning adult education?
7. In which cycle or grade level are you learning now?
8. What is your opinion about the provision of adult education? Its advantage
9. Did you face any problem in your education?
10. Are you give up your education before? If you did, what the reasons?
11. Can you tell, what are the main reasons most adult learners' dropouts from their NFBE?
12. How is the facilitators approach to adult learners in the class room?
13. Is the school located near or far from your residence? If it is far, how do you Residence? your time to the classroom entrance?

Appendix – G

Example of Chi-square problem;

Suppose for different questionnaires were distributed to the four different respondents to give their own opinion and comments about the questionnaires that reflects the problems of adult learners. Survey method was used in which 12 persons were randomly chosen and asked to comment the questionnaires. The following results were obtained.

Questionnaires preferences to the respondents;

Questionnaires preferences	No of respondents (observed frequency)
Appendix - A	2
Appendix -B	2
Appendix -C	4
Appendix -D	4
TOTAL	12

Question: Can we conclude that questionnaires "A, B, C, D" are more preferable?

- ❖ Frequency counting is used;
- ❖ Since it is nominal scale ,the researcher applied Chi-square test ;

Step1: state the null and alternative hypothesis;

Ho= Questionnaire 'C' is not the preferable questionnaire;

Hi = Questionnaire "C" is the most preferable one;

Step 2: State the test statistics;

- ❖ In this case the preferred one is goodness fit test because the data used nominal with the measurement scale frequency counts;

Step 3: Significant level;

- ❖ let the test carried out at $\alpha = 0.05$ with approximate degree of freedom' df;

$$\begin{aligned}df &= k-1; \quad k = \text{No of groups} \\ &= 4-1=3\end{aligned}$$

Step 4: Decision rule;

The decision rule for Chi-square is if the observed value of Chi-square (X^2) is

greater than or equal to the critical value of chi-square at 0.05 and if df of 3, then the null hypothesis will be rejected . If it is less it will be retained or not rejected.

To find the critical value (X^2) at the significance level of 0.05 at df=3. Look at the chi-square table. In this case it is read as $X = 6.25$.

Step 5: Calculate the observed value;

$$X = \frac{(O-E)}{E}$$

Questionnaires preferences	O	E	O-E	(O-E)
A	2	3	-1	1
B	2	3	-1	1
C	4	3	1	1
D	4	3	1	1
TOTAL	12			4

The observed frequency is given. These are 2, 2,4, 4. To get the expected frequency divided "n" (number of population by the number of groups. In this case n= 12, and No of groups are 4.

$E= 12/4=3$; the approximate questionnaires distributed.

$$X = (O-E)/ E$$

$$= 4/3= 1.3$$

Step 6: Conclusion;

Since the observed or calculated value of $X=1.3$ is less than the critical value 6.25, the null hypothesis is not rejected. Therefore, the data indicator (c) is preferred by the respondents with few comments.

Appendix-H

The enrollment of adult learners, number of facilitators, and number of NFBE centers in 2002 E.C

Sub cities	Total number of adult learners			No of facilitators			No of centers	Remark
	M	F	T	M	F	T		
Gulele	2290	3591	5881	25	72	97	23	
Addis Ketema	745	2300	3045	23	53	76	21	
Arada	1187	3276	4463	42	85	127	23	
Lideta	419	2671	3090	32	50	82	14	
Kolfe Keraniyo	5230	5264	7794	54	59	113	22	
Akaki Kaliti	1422	1934	3356	42	65	107	42	
Bole	3375	4817	8192	65	63	128	25	
Yeka	1876	3583	5459	45	64	109	25	
Kirkos	574	2559	3133	22	46	68	16	
Nefas-silk	1362	2098	3460	29	56	85	21	
Total	15720	31981	47701	379	613	992	232	

Source: - From Addis Ababa Education Bureau

Appendix-I

The Four Consecutive Years of Ten Sub-cities Adult Learners' Enrollment

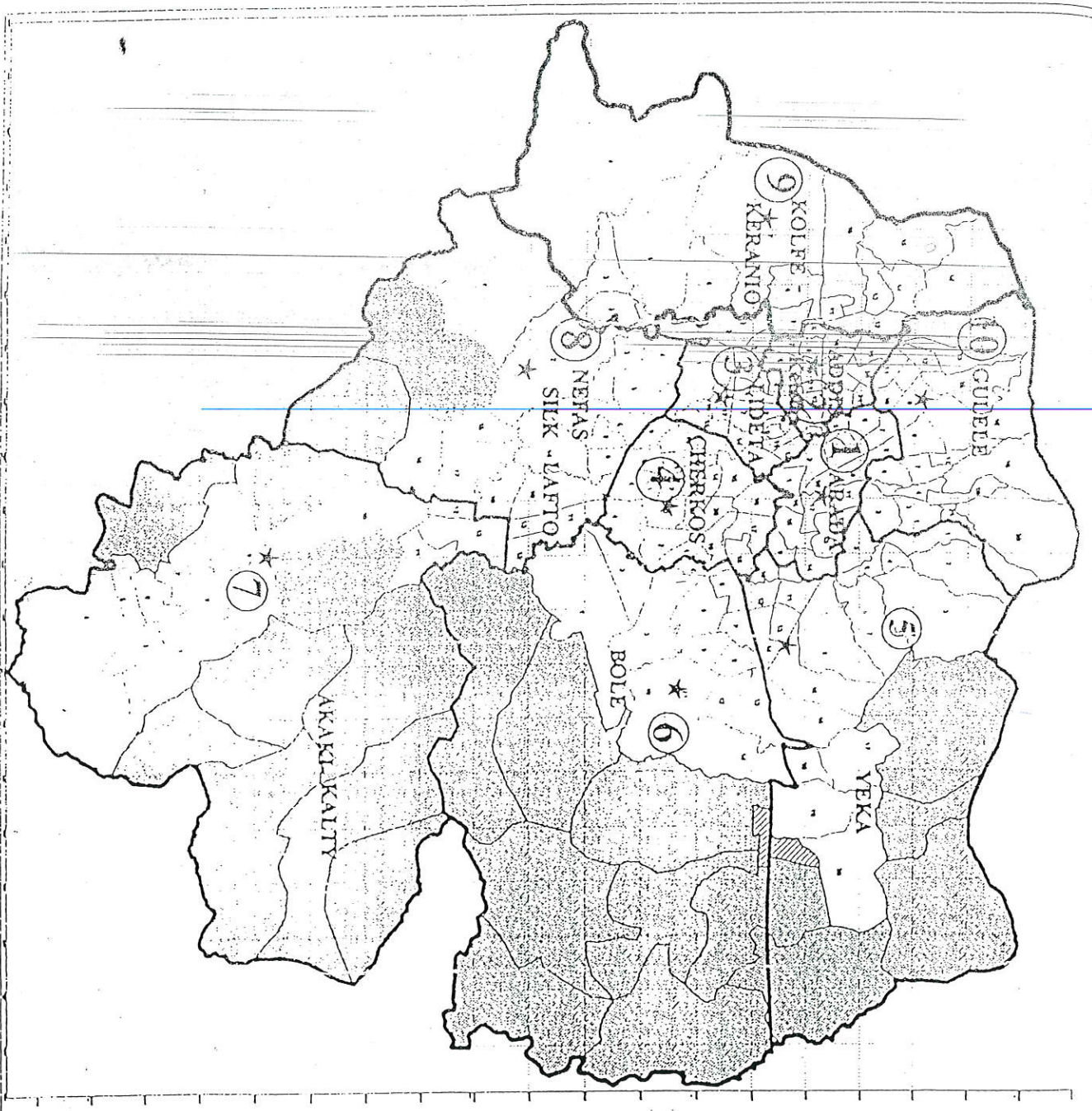
Sub city	Academic year (E.C)											
	1998			1999			2000			2001		
	M	F	T	M	F	T	M	F	T	M	F	T
ARADA	324	839	1163	388	827	1215	378	856	1234	328	880	1208
Gulele	589	664	1253	668	500	1468	832	833	1665	891	1005	1896
Addis Ketema	390	1.009	1400	449	806	1255	429	835	1264	326	851	1177
Kolfe Keranio	719	1000	1719	873	1449	2322	1048	1085	2133	1195	1686	2881
Lideta	550	1214	1764	256	715	971	264	753	1017	245	967	1181
Kirkos	675	896	1571	234	789	1017	255	1128	1383	367	1481	1848
N/lafto	879	985	1864	651	703	1354	465	665	1130	446	812	1258
Yeka	493	825	1318	800	1103	1903	1092	1529	2521	1068	1628	2696
Bole	845	966	1811	582	711	1293	1052	1359	2411	1103	1164	2267
Akaki	281	365	646	429	399	828	656	861	1517	384	562	946
Total	5,746	8,763	14,509	5032	7996	13,328	6500	9775	16275	6353	11036	17389

Appendix-J

Rates (in %) the four Consecutive Years of Adult Learners' dropouts

Sub city	Academic year (E.C)																
	1998			1999			2000			2001							
	M	F		M	F		M	F		M	F						
Arada	5.63	9.57		7.71	10.34		5.81	8.75		5.16	7.97		28	25		2000	2001
Gulele	10.25	7.57		13.27	6.25		12.80	8.52		14.02	9.10		20	20		22	19
Addis Ketema	6.80	11.51		8.92	10.08		6.60	8.54		5.13	7.71		30	23		23	21
Kolfe Keranio	12.51	11.41		17.34	18.12		16.12	11.09		18.81	15.27		13	17		16	19
Lideta	9.57	13.85		5.08	8.94		4.06	7.70		3.85	8.76		14	14		15	15
Kirkos	11.74	10.22		4.65	9.79		3.92	11.53		5.77	13.41		18	16		17	17
N/lafto	15.29	11.24		12.93	8.79		7.15	6.80		7.02	7.35		17	19		26	21
Yeka	8.75	9.41		15.89	13.79		16.80	15.64		16.81	14.75		25	29		30	31
Bole	14.70	11.02		11.56	8.89		16.18	13.90		17.36	10.54		15	17		18	23
Akaki kaliti	4.89	4.16		8.32	4.98		10.09	8.80		6.04	5.09		25	25		23	28
Total	39.60	60.39		38.62	61.37		39.93	60.06		36.53	63.46		205	205		221	218

Source: From Addis Ababa Education Bureau



Proposed Districts, Sub-districts
 and Kebeles
 ORAAAMP
 Proposed Kifle Ketema
 &
 Kebeles in Addis Ababa

LEGEND

- PROPOSED KIFLE KETEMAS BOUNDARY
- PROPOSED KEBELE BOUNDARY
- AA CITY BOUNDARY
- ▨ Proposed Administration
- ★ Proposed Kifle Ketema Office

