

**The Challenges and Opportunities Non-Formal Basic
Education Program Implementation in South Eastern Zone of
Tigray Regional State**

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A Thesis Submitted to the School of Graduate Studies Addis Ababa
University in Partial Fulfillment of the Requirement *of the Degree of Master
of Education in Adult and Lifelong Learning*

July 2010

ADDIS ABABA

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION

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ACKNOWLEDGMENTS

First and for most, I would like to express my thanks to Dr. Getachew Adugna, my thesis advisor, for his unreserved guidance, critical comments and constructive suggestions through out the course of my thesis work.

My deep appreciation goes to my colleagues for thier encouragment and provision of materials during the course of study and the research work.

My deep appreciation goes to my wife W/ro Zaid Haile, my kids Capital and Melhik, my sisters Eyerusalem and Debrnesh. Without thier encouragment and support, I would not have tolerate to finish the study.

I am also grateful to the school directors and cluster supervisors for thier help in distributing and collecting the data as well as individuals who assist the adult learners during the completion of the questionnaires.

Finally, I would like to thank most sincerely to Hintalo Wejerat Education Office sponsoring me to join the post graduate program.

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ABSTRACT

The purpose of this study was to identify and analyze the major challenges and opportunities in implementing NFBE program in South Eastern Zone of Tigray Regional State. A descriptive survey research method was employed for the purpose. Ten NFBE centers from two weredas (Enderta and Degua Tembien) were selected as subjects of the study. A total of 128 respondents, 60 adult learners, 30 facilitators, 5 supervisors, 8 Tabia managers, 2 sector heads, 2 education experts, 20 non-participant adults, 1 education office head, participated as source of data. Purposive, accidental, random and availability sampling were used as sampling techniques. The data were gathered by means of from document analysis, observation, questionnaire and interviews. In analyzing the data percentage, mean and rank order were used. The findings of the study indicates the existence of both opportunities and challenge. The involvement of adult learners in the selection of NFBE centers, deciding the schedule and frequent exercise of learner centered approach were found to be major opportunity of the program. The identified problems were lack of community participation in preparing a plan and selection of facilitators, the absence of training and payment for facilitators, inadequacy of educational resources and facilities, low enrollment rate, high dropout rate, poor utilization of teaching aids, lack of monitoring and evaluation. Hence, it can be concluded that the NFBE program in South Eastern Zone of Tigray was highly marginalized. Therefore, it is recommended that the wereda education office sufficient should provide adequate material and technical assistance to the centers. There must be proper monitoring and evaluation of the over all activities of the centers with active involvement of stakeholders. To ensure the sustainability of the program, the wereda education office have to negotiate with NGOs and local communities to support the program with adequate financial resources.

CHAPTER ONE

Introduction

This chapter is concerned with the introductory part of the thesis. It states the background of the study, statement of the problem, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study.

1.1 Background of the Study

WAT (2004:60), describe education as the basis for all sorts of technological progress, social advancement and further economic development of a given country. In countries like Ethiopia, to improve the living standard of the society, education is believed to be a strong instrument and necessary condition for economic and social development. Since education plays an important role for development and vice-versa, the change observed in Education is reflected on development. Based on this understanding, some people considered education as the result of development and a cause of development.

Regarding the introduction of modern education to Ethiopia, MOE 2002:1) states that, the year 1908 was taken as a remarkable period with the opening of Menelik II School at Addis Ababa. However, the education offered has not enabled to solve the problems and could change lives of the population. According to MoE (2002:8), Abinur and Ayele(2007:349) most of the schools were located in the main towns and cities where access was limited to a few people and the majority of the population did not benefited from the education system. Hence, the education system was characterized by disparity i.e. among the regions, in terms of gender, economic status, and place of residence. As a result, the literacy rate was and is still remained very low. This indicates that, formal school alone is not enough to bring rapid and continuous social and economic development.

In most developing countries like Ethiopia, the majority of the people live in the rural areas. It is also common to find millions of adults and youth who denied access to formal education. Hence, to fill the existing gap, it becomes significant to invest on adult education program as an alternative strategy hand in hand with the formal education

system. Adults who did not get the opportunity of formal education and who are the most productive section of the society should be provided with a type of education that would enhance their social and economic development. Therefore, it is essential to expand the provision of adult education programs, which is less expensive, flexible in terms of time, in fulfilling the educational demands of the people and could contribute its own role for development and poverty reduction.

Zelege (2007:82) states that, the history of modern adult and Non-formal education in Ethiopia was associated with the beginning of the 20thC. Zelege (2007:82) and Yalew (2007:111) further suggest that, various governmental and non-governmental organizations were participating in providing the program in an organized way since the 1940s. Many available documents show that government sponsored adult education programs such as Berhanh Zere New institute and non- governmental organization sponsored adult education programs such as the Ethiopian Orthodox Church literacy and non- formal education program were some of the programs carried out during the imperial period.

The experimental literacy program of United Nations in the 1960's during the imperial period and the national literacy campaign of the Derge regime were some of the efforts carried out to eradicate illiteracy from the country. The experimental literacy program was not successful due to several factors. According to UNESCO (1976:40) cited in Carron and Bordia(1985:165), a single language policy was taken as a major factor. Language problems of participants was not taken in to consideration and the materials were prepared for both Amharic and non-Amharic speakers.

According to Adhana (2004:56), the issue of adult literacy in the regional state of Tigray taken up since 1992. In the same manner, Adhana (2004:56-57); Girmay (2000:9); TRBE (2000:4) and Desta (2007:40-41) pointed out that the designing of regional literacy strategy in 1998 aimed at increasing literacy rate and eradicating illiteracy with in 10-15 years. Desta (2004:40-41) also indicated that local and international NGO's such as TDA, WAT, REST, DVV, Italian cooperation as well as UNICEF were active partners sponsoring the program in collaboration with TRBE (Desta, 2004:40-41). However, as it is indicated in MOE (2008:2), most of the adult education programs implemented were

not problem solving and relevant to the life of adult population. The program was mainly focusing on reading, writing and numeracy skills which cannot change the living standard of the population.

Non- Formal Basic Education program as one delivery mode of adult education includes a range of basic education and training components for out of school children (Alternative Basic Education) age of 7-14 and for youth and adults above 15 years of age. The program provides literacy trainings (reading, writing and numeracy) and life related skill trainings aiming at improving and bringing changes in the lives of the participant learners. The opening of NFBE centers provided access to education for community members (children, youth and adults) who had been unable to attend in the past. NFBE programs may differ in their approach and content from region to region. According to Desta (2004 :40-41), for instance, in order to combat the problems observed in the adult literacy programs carried out in the region a pilot program has been designed and provided for adults and youth since January 2002. Based on the strategy of NFBE syllabi in Tigrigna, Mathematics and Environmental Science have been introduced. The expense to print textbooks and training of facilitators was covered by TRBE and IIZ / DVV project office.

The strength and weakness of any program depends up on the support it receives from governments. The governments reflected their commitment and devotion to the system through their policies. Accordingly, better emphasis was given to non- formal education very recently in the second and third Education Sector Development Program (ESDP II and III), Ethiopia's national action plan on education. According to MoE (2002:45), the program was treated in ESDP II as an alternative approach in complementing educational program to increase access to basic education and making adults more productive and self reliant. Similarly, the government considered the program as main strategy to increase a basic education access in ESDP III the third five years Education Sector Development Program to be implemented between 2005/2006- 2010/2011. As it is indicated in MoE (2005:44-45), the document stress on the importance of the program especially to combat the high illiteracy rate and invited the participation of NGOs

South Eastern Zone of Tigray is one among the seven zones in the region. It is the nearest to the regional capital having low participation primary education. With regard to the economic situation of the zone, the majority of the population depends on agriculture with low level of productivity and repeatedly affected by severe drought. The sample weredas (Enderta and Degua Tembien) have an estimated population of 238,264 (male 49.95 % and female 50.05). In 2009/2010 about 56,367 students were enrolled in 124 primary schools and 2 secondary schools (48.79 % male and 51. 21 % female). The Gross Enrollment Rate (GER) of Degua Tembien wereda for the year 2009/10 is 103.03% while Enderta wereda accounts about 103.68%. Concerning Net Enrollment Rate (NET), it is 102.77 % and 94.88 % for Enderta and Degua Tembien wereda respectively.

1.2 Statement of the Problem

Education is a fundamental human right. Haftu (2007:230) and UNESCO (2003:1), urged that the universal declaration of human rights of the UN 1948 article 26, states that, every one has the right to education. However, in Ethiopia, in the hundred year's history of modern education the majority of the people were not benefited. According to MoE(2002:2) and Sisay (2003:36), low quality of education, low literacy rate and high disparity were some of the features of the education system at all levels . Similarly, as it is indicated in MOE (2008:2), the status of adult education in Ethiopia is low in terms of accessibility and relevance. Hence, to alleviate the problems of adult education, the government of Ethiopia developed a new National Strategy of Adult Education which includes four binding strategic directions.

The designing of the National Strategy of Adult Education and effective implementation of NFBE program in the Regional State of Tigray will have a significant role in creating educational access to those adults who could not attend in the formal school system and could contribute a great role in achieving the EFA goals to increase adult literacy rate by the year 2015.

Many studies which investigate the implementation of adult education in Ethiopia show major weaknesses. As indicated in ESDP II, MoE (2002:23), high dropout, cultural factors, mobility of people, high work load for women, low quality of facilitators and lack of incentives for facilitators are major problems encountered in the delivery of

NFBE program in Ethiopia. According to Yeshitla (2007:119), lack of coordinated efforts, unknown road map of NGOs, different names of the program/Non-formal, Adult Basic Education, Adult Literacy etc/, lack of emphasis from the beneficiaries, facilitators training and being left for NGOs were summarized as the major challenges of Non-formal education program.

Supporting this view, Abinur and Ayele /2007:354/ states that, until recently, NFE program had the following draw backs: Lack of continuity and sustainability; Lack of coordination and collaboration among development offices and organizations; Acute shortage of skilled man power; Poor implementation strategy; Poorly qualified staff; Shortage of funds; and Absence of higher institutions to provide NFE training.

Most of the studies targeted only in identifying challenging factors of the program. This study in contrast, focuses on identifying the opportunities that may facilitate and challenging factors which negatively affect the implementation of the program. NFBE program is one of the educational issues currently got the attention of researchers which mainly conducted for partial fulfillment of Masters Degree in adult and lifelong learning. In relation to this, Million Tadesse made an assessment of the practice of Non –Formal Adult Education Program in Bale Zone of Oromia Regional State in 2009. Million investigated the practice of the program in the zone with the significance understanding of the beneficiaries and educational officials on the program implementation and objectives of NFAE. He found out that, the shortage of sufficient technical staff, inadequate financial resource and relatively low level of community participation in the region.

The other similar study was Kassa (2009)'s "Factors affecting the Provision and management of Non- Formal Adult Basic Education Program in South Gonder Zone of Amhara Regional State. Kassa identified that, community participation and allocated budget for the program was inadequate. Their difference is that, these studies exceptionally focused on curriculum implementation, understanding on NFAE program implementation, goals and objectives of NFAE and application of planning activities as compared to this study.

When we come to the Regional State of Tigray, the researcher observed that, in the current organizational structure of Education Bureau and Wereda Education Office, there is no any department and focal person directly responsible for Non-formal education program. The absence of NFE expert at the wereda level still exists and solutions have not been given to overcome the problem. Besides to the personal experience of the researcher, literatures found at different journals and news letters focusing on the issue of NFE in Tigray, e.g. Adult education for poor women in Tigray (WAT, 2004); The literacy program in Tigray Regional State (Adhana, 2004); Non formal education in Tigray Regional State (Desta, 2007) contributed a lot to have an initial idea on the issue. Hence, these facts initiated the researcher to carry out a systematic investigation. In Tigray, such investigation has not been adequately made and this study could contribute to fill the existing gap.

Therefore, the study is designed to search reliable answers to the following basic questions.

- To what extent the NFBE program is organized in South Eastern Zone of Tigray?
- To what extent government and NGOs participate in the planning, monitoring and evaluation process during the implementation of NFBE program?
- What is the level of participation and dropout rate of adult learners in NFBE program?
- To what extent NFBE program is implemented in the zone?
- What are the challenges and opportunities of NFBE program implementation in the Zone?

1.3 Objectives of the Study

The general objective of this study is to identify and analyze the challenges and opportunities of NFBE program. Based on the general objective, thus, the specific objectives of the study are to:

- Identify the availability of human, material and financial resources for the implementation of NFBE program;
- Assess the coordination and cooperation of stakeholders in the program;

- Examine the level of participation of adult learners and dropout rate in NFBE program;
- Assess how monitoring and evaluation of NFBE program is conducted in the implementation process; and
- Identify favorable conditions as well as constraints that challenge the implementation of NFBE program.

1.4 Significance of the Study

Though systematic studies have not been adequately conducted on the implementation of NFBE program in the region, therefore, this study is expected to be significant for the following benefits.

- It may help as a reference to researchers who are interested in conducting further investigation in the area;
- It may create awareness among the stakeholders who are currently involved and or expected to participate in the future so as to play their roles in implementing NFBE program in the Zone;
- It may encourage for better implementation of NFBE program in the Zone; and
- It may serve as an additional source of information and document base in the implementation of NFBE program in the Zone.

1.5 Delimitation /Scope of the Study/

To conduct a research on a regional level would have been more advantageous. However, the scope of the study was geographically delimited to South Eastern Zone of Tigray Regional State. Because, in order to make the study more manageable and due to the financial and time constraints of the researcher. Accordingly, it was delimited to only two weredas (Enderta and Dgua Tembien) and aslso confined to 10 NFBE centers where NFBe program was implemented.

1.6 Limitations of the study

The major Problems encountered during the study include:

The displacement of documents or poor documentation system and unavailability of the required data at the wereda and center level particularly data's related to the enrollment, dropout rate and budget allocated to NFBE program in the past 5 years. The absence of focal person at the wereda level has restricted the amount and quality of information that could be collected from the wereda education office.

Due to a number of meetings and conferences, distance of cluster centers and Tabia administration office it was difficult to get officials at their office. Hence, the situation forced the researcher to omit 6 respondents.

1.7 Operational Definition of Key Terms

Basic Education- refers to education given to adult learners related to their life besides to that of literacy and numeracy skills.

Challenges---Situations considered as an obstacle which negatively affect the implementation of the program.

Cluster supervisor- An expert assigned to give technical support minimum for 10 formal schools, ABE and NFBE centers.

Facilitator- In the context of NFE, the term facilitator refers to the person who teaches adults in NFBE centers.

NFBE Program- A program offered to youth and adults out of the formal school system which combines literacy and life related skill trainings to meet and solve their daily problems.

Opportunities- Favorable conditions that may facilitate and positively influence the implementation of the program.

Participation- refers to the level of enrollment rate of adult learners at NFBE centers.

Stakeholders- are individuals, a group of people or organizations who are directly or indirectly involved in supporting the NFBE program.

Tabia- An area regarded as the lowest administration unit for a specific group of residents which is equivalent to the Amharic term kebele.

Wereda- An area marked off and developed for administrative purpose with defined authority and responsibility representing a population of 100,000 people (proclamation no.7/1992)

1.8 Organization of the Study

The study is organized into five chapters. The first chapter deals with the background of the study. The second chapter treats the review of the related literature. Chapter three, deals with the methodology while chapter four is the presentation, analysis and interpretation of the data. The final chapter deals with the summary, conclusion and recommendation of the study.

CHAPTER TWO

Review of the Related Literature

This part of the study deals with review of related literature to the problem of the study. It discusses issues related to the implementation of Non-Formal Basic Education program. To elaborate the fundamental issues, it is the purpose of this section of the thesis to present the discussion on planning, site and schedule, facilitators, finance, stakeholders, participation, teaching materials, teaching method and aids, dropout, monitoring and evaluation in Non-Formal Basic Education program.

Some high lights on all of these ideas are presented below with particular reference to program implementation of Non-Formal Basic Education.

2.1 The Concept, Emergence and Characteristics of Non-Formal Education

2.1.1 The Concept of Non-Formal Education (NFE)

Non-Formal education is one form of adult education and the strategy employed to achieve the objectives of providing education for those youth, adults and out of school children. According to Lowe(1975:24); Torres (1996:213); Kundu (1986:9) and Tekeste (1996:27), Non-formal education is defined as any organized, systematic educational activity carried outside the established formal school system to provide selected types of learning to particular sub groups of population. UNESCO (2001:44) and Zeleke (1996:3) have also suggested that, Non-formal education is flexible in its nature focusing at the most disadvantageous parts of the population on a voluntary basis.

2.1.2 Emergence of Non-Formal Education

Non-formal education as part of adult education includes various programs such as Alternative Basic Education, Correspondence, Evening Education, Adult Basic Education and others. These all fields emerged in different part of the world at different periods for various purposes. As Colletta (1996:22) put it, NFE emerged as a result of the short coming of the formal schooling due to its high costs and labor intensive, which failed meeting the varied needs of the society. Similarly, Labelle and

word (1996:229), states as it was introduced in the late 1960's indicating an opportunity to respond to the divers demands for out of school education. Prakasha et al (1986:23) stated that, NFE born as a result of the inadequacy of the capacity of formal education to respond the growing economic needs and social demands of various countries just after the Second World War.

Similarly, MoE (2006:6) acknowledges that, the search for alternative modes of educational delivery out side the formal school system can historically be traced to the period that follow the rapid expansion of formal education in many of the developing countries in the 1960s. However, Teshome (2007:433) indicated that the political support of NFE as an alternative strategy got acceptance after Dakar Conference on Education (EFA) and the formulation of the New Poverty Reduction Strategy.

With regard to the contributions of NFE, Gilette and Rayan (1983), World Bank (1988) cited in Lind (1988:13) emphasized that, UPE will not be achieved and it is impossible to eradicate illiteracy without the contribution of Non-formal adult literacy programs.

2.1.3 Characteristics of Non-Formal Education

Even-though both formal and Non-Formal educations are part of the general education system having common similarities, NFE has its own basic characteristics. According to Fordham (1993:50), the following were characteristics which made NFE preferable than the formal school system: relevance to the needs of disadvantaged groups; concern with specific categories of persons; a focus on clearly defined purpose; and flexibility in organization and methods. Bishop (1989:134) cited in Muhamed (2009:), has also urged to associate characteristics of non-formal education with cost, self help and life long education, that is NFE is cheaper than the formal education and it is participatory.

Messele (2006:12-14), has also forwarded the following characteristics of NFE: conducive to facilitate local development; provided based on the principle of self help and participant centered; low coast; and flexible not rigid. In a similar manner, Mamo (1999;40) cited in Muhamed (2009;12) has also summarized that NFE is characterized by program providing education which considers the needs and time constraints of participants mainly for immediate purpose and the utilization of local resources. Wana

(1996:62) also list down the following as distinct characteristics of NFE: its relevance to the educational needs and aspirations of learners; flexible in its organizational structure; it is capable to respond to demands of women and the disadvantages; it basically rely on local human and material resources; it offers lifelong learning opportunities to those who need it; it provides experiences for which there is practical use.

From the above discussions, it can be safely argued that NFE is participatory, flexible, low cost, problem solving and greatly depends on the interest of the learners which creates an opportunity that assist adults to meet and solve the daily problems, enhance their awareness and help to adjust to the changing world. Adult learners demand that no time should be wasted and they assume that visible results will be soon forth coming from their labours.

2.2 Implementation of Non Formal Basic Education

Program

2.2.1 Planning Non-Formal Basic Education Program

Planning is a critical issue for any organization or program implementation. Without planning, it is impossible to think about the future what will happen or what the outcome will look like. Samuel (2006:51) defines planning as an activity or process which results in the production of outcomes requiring further activity through an implementation phase. Umer (2006:7-9) has defined planning as the process of deciding or reaching at an agreement of the activities to be implemented sequentially by identifying the material, man power, budget and time needed. And also classified planning as strategic, tactical and operational planning.

Carron and Bordia (1985:19) have also indicated that there are two models or approaches of planning. These are top down and bottom up approaches. According to Vella (1996:88-90), the seven most useful steps of planning a design for adult learning who? Why? When? Where? What for? What? How?. In this case, the purpose of the program, the activities to be implemented, the target area and population, techniques used and the duration of the program should be included in preparing a plan for NFBE program.

Samuel (2006:52) further suggests that the teacher, learner, the entire group or the committee can participate in preparing a plan. As to Umer (2006:19-20), in preparing a plan for Non- formal education at the Wereda level, it becomes significant to gather information from the community where the program is conducted using discussion. Discussing with the community on the issue will help to collect reliable and first hand information, analyze the needs and readiness of the community, evaluate the availability of resources, identify the strength and weakness of past experience as well as the opportunities and treats in the implementation of the program. Umer also urged that such activities as preparing education centers; selecting facilitators; arranging pre and post training program for facilitators; deciding the duration /time and season/; and preparing educational resource /text books/ to be included in the planning of non- formal education.

In summary, planning requires needs assessment and should invite the involvement of all stakeholders who participate directly or indirectly in the program. Because planning is not the work of a single institution and it is collaborative. Adult learners in particular needs to participate directly or through their representatives. Planning is not also a one shoot activity; it needs evaluation and revision while the program is going on. All the factors that need consideration should be taken in to account during the planning stage.

2.2.2 Non-Formal Basic Education Centers

As many studies indicate, the major issue in the implementation of NFBE is the careful selection of sites particularly their proximity and attractiveness which may facilitate the participation or withdrawal of the adult learners. Knowles (1970:74) and Galbraith (1990:16) for example suggest that, the physical setting and the quality of equipments will affect the participation of adult learners. The physical environment should be appropriate, attractive and comfortable and encouraging adults to participate.

According to Tekeste (1996:49) there is no clear demarcation to indicate which physical setting or building is most appropriate to run Non-Formal Basic Education program.

From the above discussions, it is possible to argue that the physical environment as one major component of the educational climate has a strong implication on the environment on which adults learn. The level of participation and dropout rate may depend on the

nature of the centers. Depending on the learners needs, the program could be held either with in the religious institutions, near by schools, farmer training centers.

2.2.3 Schedule for Non Formal Basic Education

Program

Selecting convenient schedule could be taken as an important precondition for the successful implementation of NFBE program. Because, adult learners will have an opportunity of involving in the program actively and with full attention. Kidd (1973:48), suggests that time is perceived differently by adult learners and have a great importance. Vella, (1994:16) has also indicated that, time is precious for most adults and do not want to waste with out benefit. Vella, (1994:16) and Anderson (1992:22-23) further urge the need for selecting convenient time and the ideas to be generated from the beneficiaries.

WAT (2004:63-65), in similar manner states that suitable time selection was taken as one criteria in adult education program depending on the interest of the adult learners.. As indicated in DVV (2004:49), in the Amhara Regional State, NFBE program was held for three months where the learning days and hours were decided by the adult learners them selves.

To sum up, the significance of school time as one criteria which contributes in deciding the adult learners to participate or not needs consideration. The mandate to select suitable time should be given to the beneficiaries. Deciding the schedule by the participants will ensure to solve the conflicts of school time with the planting and harvesting seasons and other personal and social related activities. However, this condition may not be the same at all places and it varies from place to place depending on the type of economic activity practiced in the area. In any case, selecting appropriate time plays a great role for the effective implementation of NFBE program.

2.2.4 Role, Selection and Training of Facilitators in Non-Formal Basic Education

The selection and training of facilitators is one of the necessary steps for the implementation of NFBE program. The availability of competent and required number of facilitators will have a positive impact on the effectiveness of the program. Several

research findings show that, the characteristics of facilitators in particular may probably influence the learning climate than any other issue. Accordingly, Ayele (2006:19) and DVV (2005:18) in the explanation about the characteristics' of facilitators, suggests that, to be effective facilitator it needs experience and a good facilitator should be a person with a smile face, good respecting, experience, prediction, good organization, smart presentation, deep understanding of the content.

Tough (1979) cited in Galbraith (1990:7) have also identified such four characteristics of ideal helpers as being warm, loving, caring and accepting the learners. In relation to the role of the facilitators in adult education, several writers stated the following arguments. Brookfield (1986:123) for example, suggests that, facilitators should assist or help the adult learners with out imposing on them. Kwawa in Hall Budd (1975; 66) also states that, facilitators should respect the experience of adult learners and they are learning while teaching adults. According to Nyerere in Bwatwa et al (1989:17) and DVV (2006), the teacher of an adult is a leader; a guide along path with in all will travel together. In this case, the teachers role becomes that of a facilitator assisting the learners who need help. The facilitator has a responsibility to organize and help learners to carry out their learning process. Facilitators are expected to create a climate of mutual respect, friendship and supporting atmosphere or has a potential role in selecting suitable time, content, learning style and smooth learning environment.

Bwatwa et al (1989:17) suggests that, the teacher should try to understand the life situations of his students. In support of this idea, as indicated by Knox (1980) and Daves (1984) cited in Galbraith (1990:4-5), the adult educator should possess knowledge of content, knowledge of learners and knowledge of methods. He must have an understanding, flexibility, patience, humor, practicality, creativity and preparation.

To help the adult learner, as identified by Robinson (1979:45), Knowles and associates (1981) cited in Brookfield (1986:36-37), the following few points were proposed as a guide lines for facilitators to follow in creating positive learning environment. These include: giving the student some choice in selecting and sequencing the subject matter; relating new information to old, with in the experience of the student; encourage learners to formulate their own learning objectives; help learners to carry out their learning plans

and involve in evaluating their learning; help the learner to understand how to use learning resource; facilitate problem posing and problem solving; suit your self to his background and characteristics; do not tell the student what he already knows; rely up on the desire of each student; and take the initiative in sharing with the group.

With regard to the recruitment and training of facilitators, DVV, (2007:193 and 2004:49), Pamoja and DVV (2008:10), states that, facilitators should be selected locally equipped with training and experience sharing with similar center facilitators. According to the experience of WAT, female teachers were selected locally which contribute a lot for the effectiveness and efficiency of the program. Because, they teach their mothers and sisters in areas where they live, the language and culture they know (WAT, 2004:60). Kassa (2009:73) also argue that, in order to improve the skill and qualification of facilitator's education and training opportunities should be created. In terms of training, it is considered important to empower facilitators in terms of the content of subject matter, teaching methods and other professional aspects. It is believed that there is causal relationship between facilitators training and the quality and relevance of education offered at the NFBE centers.

Accordingly, selecting local facilitators will have the following advantages: learners could express their ideas freely; understanding the culture will help to manage the program efficiently; there will be a good communication of language; and the facilitators will develop a sense of ownership. The following points should be taken into consideration for the active involvement of facilitators: there must be on job training; enough payment or support from the community which may compensate the payment; sharing of experience with similar center facilitators; commitment and working experience; gender balance (female facilitators for female learners);and close follow up of stakeholders, especially local administration and Wereda Education Office.

Thus, by way of summary, it can be said that the above raised issues i.e. proper selection and training of facilitators is one of the factors that guarantee the quality of the program. The importance of having effective facilitators helps to achieve and maintain the presumed advantages of NFBE program.

2.2.5 Teaching Methods and Teaching Aids in Non-

Formal Basic Education Program

2.2.5.1 Required Teaching Materials

The success of program implementation largely depends on the availability and quality of educational resources. Besides to the quality of facilitators, method of teaching, attractiveness of the site and time, teaching materials has an impact on the effectiveness of program implementation.

Hussen and Postleth Waite (1994:6367) argue that, the availability of textbooks and supplementary materials is one of the most important factors of academic achievement among students in developing nations. As to them, inadequate resources may lead to low rate of enrollment, poor attendance, and low achievement of students. Besides to that, supplementary reading materials help to develop independent reading skills.

To sum up, the availability of teaching and supplementary materials in NFBE program could contribute in motivating adult learners to participate with full attention, developing their reading skills and minimize dropout rate particularly at level 2 and 3.

2.2.5.2 Teaching Methods

Various scholars design different methods to be applied in adult education programs. The teaching method employed may influence positively or negatively to the teaching and learning process. Galbraith (1990:244) for example, emphasized on the utilization of group technique. Knowles (1975) cited in Stephens (1996:534) and Coles (1977:89-101) also states that, the learner centered approach will be appropriate which encourages the adult learners for active participation and practical work. Because, learner centered approach gives learners an opportunity of involving directly in the task, will create possibilities of interaction with one another, helps to share experience and to develop self confidence and creativity.

According to Nyerere in DVV (2006:84), the selection of appropriate teaching method will depend up on many things and priority should be given to the choice and understanding of the knowledge and experience of adult learners. For instance, teacher

centered approach may be appropriate in a large class size. Similarly, Stephens (1996:534:538) also pointed out that there is no universal method of teaching adults but the method that matched to the objective especially a mixture of techniques helps to achieve in increasing the interest of adult learners. However, as Yalew (2007:125-126) and Verdiun et al (1977:124-141) put it, the factors that determine in selecting different teaching methods are the following. the goals to be achieved; the content to be taught; the characteristic of the chosen materials; and the learning capabilities of the adult learners.

To Sum up, there is no best method of teaching because there are various governing conditions in selecting the most appropriate technique to be utilized.

2.2.5.3 Teaching Aids

Educational aids contribute to effective teaching learning process. It may motivate the learners to participate actively in the system. According to Stephens (1996:536-537), educational aids are useful in increasing the active involvement of learners by using one or more senses. With regard to the nature of educational aids, Coles (1977:102-112), has categorized as non electrical aids, aids requiring electricity and library service. Understanding this, Yalew (2007:128-129) suggests that appropriate teaching aids could be either an industrial product or made up of locally available materials. However, Nyerere in DVV (2006:86) strongly argue that, the utilization of appropriate educational aids depend up on the availability of resources. He further states that no need of spending time and money for educational aids in a place where there is no skilled manpower and electricity. Instead of using sophisticated educational aids of industrial products requiring electricity and skilled man power to operate it is preferable to choose low cost, product of local materials, easily affordable and available.

Depending on the purpose and its contribution presented so far, therefore, using educational aids will help the adult learners to increase their interest and relate with their daily life and should be directly related to the objectives of the lesson to be given, cheap and locally available resources.

2.2.6 Financing Non-Formal Basic Education Program

An important aspect of the management of adult education program is financing. Finance in NFBE program is needed for various purposes at different levels i.e. at the national, regional and local level. As a result, the amount of budget allocated will determine the effectiveness of program implementation. According to UNESCO (2003:14-15), finance is required to cover the expenses of teachers salary, books and study materials, furniture and building maintenance. Lowe (1975:1750) indicated that The main source of income for adult education agencies are national and local taxation, private expenditure, participant's fee and grant awarding bodies. However, to Knowles (1980:190) the financial requirements depend up on the type of the program and sponsoring organizations. As to him, some organizations like churches can deliver without financial budget because of the availability of volunteer leaders.

Tilahun (1987:137) suggests that, adult education programs can be financed completely by the government or collaboratively financed or fully self financed. MoE (2008:9) emphasized on the allocation of budget and man power in the implementation of adult education programs. However, as indicated in DVV (2004:22) and Coles (1977) cited in Tilahun(1987:134), adult education program was highly characterized by the lack of budget. According to Coles (1977) cited in Tilahun (1987:134), the lack of clear national policy, lack of awareness of officials, difficulty in deciding the amount to be spent on adult education were some of the reasons for the low government budgetary allocation to adult education programs in developing countries.

In relation to budget allocation, Tekeste (1996:30) urged that, an equal allocation of finance with formal education for the success of Non-formal education. Tilahun (1987:134) pointed out that, the conference of African Ministers of Education in 1964 at Addis Ababa was agreed to be 4% of the educational budget for adult education. Similarly, DVV (2007:195) and DVV and Pamoja (2008:8) also suggests that, governments should increase the budget allocated for literacy and Non-formal education to at least 3% of their national education sector budget.

To sum up, adult education programs were highly characterized by lack of budget and it is difficult to think about the effectiveness of NFBE program implementation in the

absence of financial resource. The lack of budget greatly affects the quality of training and recruitment of facilitators and the availability of educational materials. Regarding the source of finance, the government is not the only responsible organ for the financial source of adult education program. Rather, the contribution of NGOs and particularly the community is mandatory.

2.2.7 Involvement of Stakeholders in Non-Formal Basic Education Program

The success or failure of any program implementation could be associated with the level of stakeholders' involvement. Direct or indirect stakeholders participation may affect the achievement of the program. Here, the 1st thing is to identify the stakeholders engaged in the provision of adult education programs. Accordingly, Coles (1977:48-64) categorized the stakeholders as statutory (Ministers), quasi-statutory (Universities) and Non-statutory (Religious and voluntary organization i.e. Non-statutory International e.g. ICAE and Regional Non-statutory e.g. DVV, International Intergovernmental organizations e.g. UNESCO and Regional Intergovernmental organizations e.g. African Union).

Why stakeholders are needed in Non-Formal Basic Education program? As it is explained by MoE (2005:43) and Tilahun (1987:141), the government cannot cover all the financial and human resource expenses to run the program. DVV (2004:22) has also emphasized on the involvement of stakeholders as a critical element in promoting adult education program. Similarly, Tekeste (1996:47) stressed on the demand of the direct and active involvement of ministers for a successful implementation of Non-formal education program. TRBE (2000:13-14), mentioned that, Agriculture, Health, Finance, Justice, Culture and Tourism, Trade and Industry as well as Teachers and Women's association are organizations who play an active role in Non-Formal Basic Education program at the Regional level.

Lind and Johnston (1990:49-52) suggests that, the government plays a decisive role in launching literacy activities. In the same manner, Cole (1977: 50-53) argue that, the government is responsible in setting overall adult education policy. He forwarded that, the responsibility of adult education activities was given to the central government by the conference of ministers of education held at Addis Ababa in 1961.

The concerned government bodies at different levels like the Regional Education Bureau, Wereda Education Office and Tabia administration have their own roles and responsibilities in the implementation of NFBE program. Among the major duties and responsibilities, preparation of planning, implementing and evaluating NFBE program in collaboration with all stakeholders, provision of training, ensuring the availability of educational materials, assigning trained facilitators, preparing experience sharing between similar centers.

As many studies indicate, political commitment is taken as the most important thing in the organization of adult education programs. Authors like Carron and Bordia (1985:117) and Duke (1987:202-203) strongly argue that in determining the nature and scope of adult education programs political commitment of leaders is a decisive factor. Lind (1988:21) and Legesse (2009:74) states that, political will is needed to allocate adequate human, material and financial resources.

Moreover, MOE (2005:43) pointed out that, the role of the government in NFBE program is treated by ESDP III as follows. multilateral and bilateral development partners, NGOs, local governments, communities will be encouraged; provide the support in the preparation and supply of materials; development of a general strategic guide on the implementation of program; increase enrollment from 30-50% as-per EFA Goals; facilitates development partner's assistances to REB's; decreases distances among the school and community; and establish a regular experience sharing forum.

Besides to the effort of the government, the need of NGOs to involve particularly in NFBE program is mandatory. They have a lot of things to do in terms of resources and capacitating the man power for the program. They can help in activities like center construction, provision of educational materials, training and payment of facilitators. Therefore, the central government as well as local administrators should work in partnership with NGOs in order to expand their effort and contribute in achieving EFA goals.

Many research studies have indicated the importance of community participation in the over all process of educational programs. Community participation is unquestionable for

the sustainability of NFBE programs. According to Umer (2006:19), any program will not be sustainable without the interest of the beneficiaries or the community at large. It seems true that NFBE centers can not make significant improvement and sustainability with out the support and active participation of the community. Therefore, community has a potential contribution in the provision of NFBE program. First and for most, the initiative should be generated from the community and the community is expected to participate in planning, evaluation, selection of facilitators, financial contribution either in kind or in cash, construction of sites, transporting educational resources, etc.

We can be quite certain from the above discussions that, NFBE program could not be effectively implemented with out the active involvement of stakeholders. It will not be the work of a single organization and invites a collaborative effort. The national or local government for instance, is responsible to mobilize the community and coordinate all adult education programs. Local support is also essential in planning and implementation of their own program. No campaign, project or program can sustain with out the participation of the people. That is the government of Ethiopia invited the participation of stakeholders in the delivery of adult and non- formal education program in ESDP III.

2.2.8 Factors Affecting the Participation of Adults in Non- Formal Basic Education Program

From the education point of view, participation in NFBE refers to the enrollment rate of adults who are registered to attend the program. How ever, the level of participation may vary from place to place in terms of sex, age, place of residence and economic status.

Several authors such as Lind, and Johston (1996:221), Bwatwa (1975:44), and Cassara (1995:240) commonly agreed on the highest illiteracy rate of women's. For them, the vast majority of adult illiteracy is found in the least developed countries where women's particularly in Asia and Africa account the highest share and have had little or no access to education. As a result., in the 3rd world countries male adult learners are more benefited in the adult education programs than female adults.

UNESCO (2000:11-12) would better explain the level of literacy rate for women. As indicated in the document, the literacy rate in India and China on the basis of

geographical location and sex shows that women are the most disadvantageous part of the population. For instance, in India, the literacy rate of women accounts 45% compared to 68% male in 2000 and in the year 1997/98, in rural areas it was about 30% compared to 70% in urban areas. Thus, according to Oxenham et al (2002), to achieve a 50 % adult literacy improvement by 2015, the Dakar conference on education drawup a framework in 2000 especially for women.

Several research findings show that, the decisions for participation in adult education program is a personal motive and the reasons are different as the participate them selves. Above all factors, the levels of community awareness on the program and the degree of political commitment in mobilizing the community to participate in the program may greatly determine the enrollment rate of adults in NFBE program.

Adult learners and non participants give different reasons for engaging or not engaging in educational process. As there are many reasons for participating in education, there are also a large number of reasons for not participating. Authors in the field such as Cross (1981:88), Charner (1980:45-51), Carp Peterson and Ruelfs (1974) cited in Jarvis (2004:75) suggested three sets of factors which inhibit participation. These are institutional barriers (e.g. inconvenient location), situational barriers (e.g. lack of time) and dispositional or social Psychological barriers (e.g. lack of confidence). In a similar way, Lowe (1975:42) stated as personal factors (e.g. dislike of schooling), domestic factors (e.g. family opposition) and external factors (e.g. lack of transport). Furthermore, in line with this idea, Knox and associates (1980:125), Lowe, (1975:42), Charnley et al (1980) and Sargant et al (1997) cited in Jarvis (2004:75) considered that, sex, age, previous education, self concept, level of aspiration and reference, finance, a lack of flexibility in the education service are major issues prevented some people from attending adult education program. Lind and Johnston (1990:113) pointed out that, regarding the non participation of women's in particular, the lack of time is considered as a major constraints. Similarly, Oglesby (1996:608), summarized as practical problems (e.g. lack of time), educational problems/ e.g. lack of available materials) and socio cultural problems (e.g. cultural attitudes/.

We can be quite certain that, giving women an opportunity to participate in adult education programs could contribute to involve and decide on their own development. They may play a crucial role in social and economic development of country. However, the levels of participation of women are very low and are highly victim of illiteracy particularly in the developing countries. Several statistical abstracts of the MoE shows us that, the total number of adult learners participated in NFBE program in Ethiopia in general and Tigray in particular were very low comparing to the huge number of illiterate adult population.

There are several governing situations that motivate or prohibit adult learners to participate or not in NFBE program. Therefore, by conducting needs assessment the major barriers of the program must be identified in relation to the locality and alternative strategies should be designed to increase the enrollment rate of adult learners.

2.2.9 Reasons for Dropout in Non-Formal Basic Education

At the initial phase of any program implementation, it becomes significant to identify how large is the problem of dropout, the contributing factors to dropout, the part of society, age and sex group more subjected to dropout and strategies used to minimize the degree of educational wastage. Verner and Davis (1964) cited in Garrison (1996:580-581) classified reasons for dropout in to three- personal factors (e.g. financial and family responsibility in adult basic education), psycho social (e.g. self confidence in higher education) and situational factors (e.g. lack of time). As indicated in Lind (1974), Adult literacy motivation (1979), ICAE (1979) cited in Lind (1988:15), poverty in rural areas, lack of self confidence, disillusion regarding the benefits of literacy, discouraging teaching methods, the lack of easy and useful reading material, are factors that explain low attendance and weak motivation. Lind (1988:15) suggests that, even though more women are registered for literacy classes in most African countries, they are exposed to high dropout and poor achievements compared with men because of several domestic and external factors that preventing them from attending classes regularly.

Education wastage is one of the several problems that challenge the education system (MOE, 2002:68). Yeshitla (2007:117), states that high dropout rate (about 16%) was

considered as a major factor hindering the provision of NFE program. In the same manner, MoE (2002:16) indicated that, in the year 2000/01 there was a high dropout rate as high as 16%. Further more, MoE (1980), described that the level of dropout in between 1979-1980 of the National Literacy campaign was 40.83% for July-October 1979 and 33.93% for May-October 1980.

Abinur (2000:15) and MOE (2002:16), states that, cultural factors, mobility, female's high work load at home, low quality of facilitators and lack of incentives for facilitators are considered as reasons of increasing dropout rate. Here, one can see that there are numerous individual and environmental factors contribute to dropping out of adult education programs. However, the reasons may vary from region to region, wereda to wereda and site to site.

According to DVV (2005:21), besides to the reasons mentioned in the above discussions, the following points were listed by ToT trainees as a major factor for adults dropping out. These are: poverty; absence of mobilization; lack of creating conducive environment; absence of monitoring and counseling; the lack of coordination between program schedule and other social and development activities; and the lack of content integration with life.

WAT (2004:66) states that, in most cases, female students are forced to withdraw from the school as early as possible.. Supporting this idea, a study made by Metshet (1998: 10-11) in North Wollo, Meket Wereda, the dropout rate for the period was about 29%. Basically, the main reasons cited for women dropping out from the courses were; Marriage and divorce /enforcing women to leave the village/ Sickness; Child birth; Seasonal employment opportunities. She further states that, the degree of dropout of women with husbands at home is greater than that of female heads of households.

One can conclude from the above discussions that dropout is the major challenging factor for the education system in general and ANFE in particular and women are highly subjected to dropout than men. Consequently, this shows that there is wastage of financial and human resource of the country. Hence, to minimize the dropout rate and increase their level of participation they should be consulted, the program should be

designed on the basis of their needs and if possible female facilitators should be assigned for women adult learners.

2.2.10 Monitoring and Evaluation in Non-Formal Basic Education Program

2.2.10.1 Monitoring Non-Formal Basic Education Program

Different scholars define monitoring in different ways in different times. Accordingly, Carron and Bordia (1985: 290) define monitoring as a process of observing the progress of a program periodically in order to identify its strengths and short falls and for taking timely corrective measures. Hence, monitoring helps to provide information whether the program is on the right way or not and to provide technical support.

Samuel (2003:3), Ayele and Samuel (2005:16) has identified the main characteristics of monitoring as friendly to beneficiaries, easily manageable, simplicity, saving time and money, easily explained, comprehensive, improvement, evidencing, continuity, issues identified for corrective measures, giving periodic and timely feedback. Therefore, monitoring plays a great role in supporting and strengthening the implementation of NFBE program. Samuel (2003:6) forwarded that, things to be monitored include participation, access, resources, quality standards, efficiency, attainment and socio economic impact.

Regarding to the key participants in monitoring, Ayele and Samuel (2005:11) and Samuel (2003:8), pointed out that, project managers, project implementers, participants and funding agencies should be involved in the process of monitoring the program. In line with issue, Umer (2006:22) added that, monitoring is conducted through a common agreement of the beneficiaries and responsible bodies of the program. Hence, monitoring of NFBE program becomes meaningful if there is active participation of stakeholders.

Successful program implementation necessarily requires good monitoring system. However, according to Samuel (2003:1), Ayele and Samuel (2005), Ayele (2004:43), the status of monitoring in Adult and Non-Formal Education in Ethiopia is in its infant stage and the culture of monitoring is one of the areas with little or no attention.

Depending on the purpose and its contributions presented so far, monitoring could be carried out frequently through out the implementation phase, and have to give feedback to the key beneficiaries of the program.

2.2.10.2 Evaluation in Non-formal Basic Education Program

Evaluation is a part of our daily life and the process of judging the progress and achievement of the plan by collecting necessary data or evidence. The purpose is to cross check whether the given task is implemented or not according to the designed plan. The feed back will be used to improve the program. MoE (1991:152), Verdiu et al (1977:153), defined evaluation as the process of assessing the progress and achievement of objectives as applied to individual programs and institutions with a view of improving or maintaining or discontinuing these.

As it is indicated by MOE (1991:33-34), in the process of evaluation, the following points should be taken into consideration. These are:

- Why evaluation is needed?
- Who needs evaluation?
- What to evaluate?
- How to evaluate?
- Who evaluate?
- When to evaluate and how long?
- What source of evaluation?
- What obstacles to Evaluation?

Robison (1979:10) and Stufflebeam (1975) cited in Knowles 1980:2002) classified evaluation in two types, i.e. formative (on going) and summative (at the end) evaluation. In program implementation of NFBE, even though both could be applied to assess its progress and achievements, mostly the on going evaluation is most appropriate. Because, as a continuous process, the immediate feed back provided will help to take corrective measures while the program is going on and to improve the quality of the program.

According to Knowles 1980 (204-205), every person having the skill of judging the program should be participated in the evaluation process. He further states that, the

following groups will be involved in evaluation depending up on the type of the program. These include: the participants; the leader or instructor; the program director or staff; the directing committee; out side experts; supervisory and management personnel; and community representatives.

Knowles (1950:237) and (1980:203) also argue that, evaluation is continuous conducted through out the implementation phase with some kind of judgment about the progress of the program. In support of this idea, Kundu (1986:126-127) states that, evaluation as a continuous process, he proposed the following five distinct phases. Program planning phase (needs of potential learners); initial phase /status of logistic/ ; operation phase /midterm/; final phase /examining the immediate results of the project/; follow up phase- /impact studies are undertaken to assess long range effects of the program/.

Therefore, by way of summary, depending on the purpose and participants presented so far, it can be said that, evaluation is not the work of a single individual or institute. Rather, it invites a collaborative effort of all stakeholders who are involved directly or indirectly in the program. The initial phase, operational phase and final phase could be more related with program implementation in NFBE program. From this, one can see that evaluation is a continuous process, significant in improving the weakness of the program and needs the active involvements of stakeholders.

2.3 An Overview of Adult and Non-Formal Education

Development in Ethiopia

The development of adult education in Ethiopia can be divided as modern and traditional. Traditional adult and non-formal education refers to religious adult education which includes church and Islamic Education. The churches and monasteries as well as the mosques were serving as education centers mainly focusing on a spiritual life since the 4th and 7thC. In support of this view, Dessu (2007:309) states that traditional adult education practices was practiced for a long period of time before the introduction of modern education system in Ethiopia. According to EOC (1990:38; 1997:82 and 2008:55), the Ethiopian church education system was associated with the introduction of Christianity about the 4th C during the Axumite Kingdom. However, the use of Sabeen alphabet before 4000 years may contribute to the rise of ancient education.

As it is indicated by Zeleke(2007:81-89),the church schools for example, have all levels of schooling with their own curriculum which are classified as elementary, secondary /Zema Bet or school of music /,College/Qene Bet/ and university education/Metshaft Bet or House of Books/.Similarly, EOC(1997:82) states that, Nebab Bet, Qidasse Bet and higher schools(Zema, Qene and Metshaft Bet)are the major divisions of church school system.

According to EOC (1997:90; 2008: 56), the student leaves his parent after completing elementary education to different regions. EOC (2008:56) states that, before the introduction of modern education to Ethiopia, the Ethiopian Orthodox Church trained judges and involved in selecting higher officials for the palace. One can understand from the above discussions that, the church was the dominant figure in the political affairs of the state. Young adults move to different parts of the country to satisfy their educational needs and to get better education. There is no scheduled time to complete the curriculum. The duration of the study may depend on the skill of the learner and could take more than 30 years.

As stated by Zeleke (2007) and Yalew (2007), the history of modern adult education in Ethiopia covers almost a century which started at the beginning of 20th century. Zeleke, (2007:90) also states that, the area of modern adult education was classified in to three periods as the Imperial, Derge and current government.

According to Tilahun (1991) cited in Dessu (2007:309) and Samuel (2007:271), the year 1948 marked as a major event for the establishment of Berhaneh Zere New Institute. The first adult education institute financed by emperor Hileselassie aiming at “Every one to learn” but was a short lived. Mamo (2007:16), MoE (1989:13) and Dessu (2007:310) acknowledged that, the foundation of association of the National Army for the Alphabet 1954, “Let Every one Learn” , the establishment of the National Literacy Campaign in 1962 and the Imperial appeal to the United Nations in 1967 to get assistance to fight illiteracy were found to be an important event in the history of modern Adult and Non-formal education in Ethiopia before 1974.

As stated by MoE (1980: 12 and 1989: 37), the coming of the military government in to power came up with new initiatives to fight against illiteracy. As a result the National Work Campaign for Development through Cooperation took place in 1974 under the umbrella of Ethiopia Tikdem. The National Literacy Campaign was also launched in 1979 with the objectives of eradicating illiteracy by 1987. The use of 15 native languages, more than 50 % women's participation in the program and reducing the national illiteracy rate, mobilization in terms of sector and resource and awareness creation on the community about the benefits of education were found to be taken major successes of NLC. On the contrary the following were some of the problems encountered the program. These were: It was not need based, flexible and participatory in terms of venue and schedule. There was no age category where children, youth and adults were learning together with different needs. Over ambitious plan designed to eradicate illiteracy with in 10 years and The program was mainly focusing on literacy skills (reading, writing and numeracy) which were not relevant to the day to day life of the adult population mainly focusing on traditional method .Generally, the program was more of forceful.

It has now been more than a century since modern education was introduced to Ethiopia. However, for all those long years, Ethiopian education system was characterized by lack of access to schooling, lack of equity, quality and low internal efficiency. With this understanding, the government has set the New Education and Training Policy in 1994. As it is indicated in MOE (1994:15-24), the New Education and Training Policy of Ethiopia ringing a call for the provision of NFE parallel to basic education, the contents to be focused on problem solving approach and the need of coordination of development and social institutions with MOE.

As a means of implementing its policy, the government of Ethiopia launched a series of Education Sector Development Program (ESDP). Through its ESDP the country takes a sector wide and integrated approach to the development of education. Although the policy document explains in the above manner, ESDP I gave a great focus on expanding formal basic education. However lately, ESDP II and ESDP III gave much emphasis on the provision of NFE. According to MOE (2002:31), non-formal education was also

treated in ESDP II as an alternative approach in addressing the problem of gender disparity in the provision of basic education and increase participation in primary education. According to the policy, the program has three sub components, Alternative Basic Education, literacy programs for above age of 15 and training in the CSTC.

In a similar manner, MOE (2005:42) also states that, in ESDP III, the government invited the continuous and increasing participation of NGO's to get financial and human resource support in the delivery of ANFE program.

The status of adult education in the country has remained very low and the programs implemented were not relevant and problem solving. As a result, the program is still associated with several problems. As identified by MOE (2008:4-9) the following are the major problems of Non-formal education. Among these, unsatisfactory level of expansion, inadequate distribution, low level of relevance and quality, in availability of appropriate organization and imbalance resource allocation of adult education are some. Therefore, the government of Ethiopia developed a National Adult Education Strategy in 2008. According to MoE (2008; 11-23), the strategy proposed the following binding strategic directions: increasing coverage by expanding adult education ; establishing quality and relevant adult education system; expanding adult education coverage equitably; and establishing and capacitating institutions for continuous adult education.

In summary, we can be quite certain that the implementation of modern adult education program was facing several problems for more than half a century and could not enable to change the lives of the population particularly the rural poor. Therefore, the designing of National Adult Education Strategy will help to achieve the Millennium Development and Education for All Goals if properly implemented.

CHAPTER THREE

Research Methodology

This chapter discusses about research design and methods, the source of data, sample population, sample technique, instruments of data collection, procedures of data collection, procedures of data collection and data analysis.

3.1 Research Method

The descriptive survey research method was employed, because, this method was selected on the assumption that it helps to gather enough information on the issue under study. It helps to discover what exists at the moment or the current situation in a given area.

3.2 Sources of Data

The data of the study were obtained from both primary and secondary sources. The primary sources of data were facilitators, adult learners, non-participant adults, supervisors, education office heads, education experts, sector heads and Tabia managers. Secondary data were collected from available documents and reports in the Wereda Education Office and NFBE program centers.

3.3 Sampling and Sampling Techniques

There are seven zones in Tigray Regional State. However, it was difficult to consider all the zones in the region because of limited time and budget. Therefore, South Eastern Zone was selected representing 14.23 % using purposive sampling technique. Purposive sampling is common in qualitative data collection and is more appropriate. Because, it uses the judgment to select those who know most about the phenomena and are able to explain the issue. Gull (1996:218), Creswell (2007 :112) and Sarantakos (2005 ; 164) state that, purposive sampling is significant because the researcher knowingly select participants who have a good experience and relevant to the topic.

Currently, there are 4 weredas in South Eastern Zone of Tigray. However, for this study, only 2 (50 %) weredas were selected using simple random (lottery system) sampling

technique. These weredas are Enderta and Degua Tembien. The same sampling technique was employed to select Tabias and NFBE centers in the sample weredas. There are 40 Tabias in the sample weredas in which NFBE program was implemented in 26 Tabias. Using this figure the researcher has selected 10 (38.46 %) Tabias randomly as a sample. There were a total of 18 NFBE centers in the sample Tabias and out of this 10 (55.56 %) were selected randomly for the study.

With regard to the respondents, 60 (13.19 %) adult learners were selected from 455 adult learners in the sample centers. Out 12 supervisors, 6 (50 %) and out of 14 sector heads 4 (28.57%) were selected from the sample weredas using simple random sampling. Availability sampling was applied in order to make facilitators, Tabia managers and education office heads informants of the study. Accordingly, 30 (78.95%) facilitators were selected out of 38. Tabia managers 10 (100%) and 2 (100%) education office heads were included in the study. All are taken for the research because, they are small in number and there is no alternative. Two education experts (14.29%) out of 14 were selected using purposive sampling technique. To include non-participant adults in the study greatly contributes to collect first hand information why adults don't participate and withdraw from the program. However, since it is difficult to get all the non-participant adults easily around the NFBE center, accidental sampling technique was implemented. According to Sarantakos (2005:163), the sample units to be taken are those accidentally came in to contact with the researcher.

3.4 Instruments of Data Collection

In this study, questionnaire, interview, document survey and observation were employed to collect necessary information from different sources. Brief descriptions of each tool are given below.

3.4.1 Questionnaire

Two types of questions comprising issues related to the basic questions were prepared for respondents in order to obtain the required information. The items in the questionnaire were close- ended with very limited number of open- ended questions administered to adult learners and facilitators.

The close-ended questions contain alternatives where respondents can choose one that fit their views and Likert method of rating employed in order to indicate their degree of agreement on the five point scales. On the other hand, the open-ended items enable the respondents a freedom to express their feeling about the research problem. Accordingly, the question was prepared in English and later translated in to Tigrigna and distributed to the respondents. The questionnaire is classified in to different sections which intended to gather background information of the respondents and the implementation of NFBE program i.e. planning, selection of facilitators, involvement of stakeholders, monitoring and evaluation and so on.

3.4.2 Interview

Interview was one of the major tools employed in this study. This technique was used to gather qualitative data in order to obtain relevant information that were not handled by questionnaire. Semi-structured interview was prepared to obtain information from education office heads, education experts, supervisors, non-participant adults, Tabia managers and sector heads to cross check the responses made by the respondents through questionnaire.

The items prepared were targeted at identifying reasons for not participating and withdrawal from NFBE programs as well as the level of participation of other sectors on the program besides to the key issues rose on the questionnaire. The advantage of interview is that, it enables the researcher to ask a number of specific questions in depth.

3.4.3 Observation

To access the actual implementation and status of NFBE centers observation was employed as one instrument in order to record observable data related to the presence of adequate learning materials, facilities, reports on dropout, monitoring and evaluation and other similar issues of the sample centers. The researcher observed each sample NFBE centers using check list.

3.4.4 Document Analysis

Document analysis was also used as one source of information which was obtained from the wereda education office and the NFBE centers. Plans, reports and statistical data have been reviewed in order to collect secondary data, in addition to the various literatures related to the problem under study. The level of participation of adult learners, dropout rate, financial resources and other issues were identified using available documents.

3.5 Pilot Study

The purpose of the pilot study was to try out the prepared tools of data collection. To avoid ambiguous and unclear statements and there by to improve the question items, a draft question was administered at Bahri Tseba Tabia in Hintalo Wejerat wereda out of the sample study in the zone, which was included in the final research study. Hence, all the instruments, except checklists of data collection proposed for the study were pilot tested. The total number of respondents for the purpose was 14 i.e. 4 facilitators and 10 adult learners (9 male and 6 female). In the testing area, the researcher provided explanations about the objectives of the study and how to respond the question for the respondents.

Vague and ambiguous statements were then corrected and the necessary rearrangements and refinements of the questions were made. Some lengthy items were shortened and unclear ideas were rephrased based on the results of the pilot study. Based on the feedback obtained from the pilot study and comments and amendments provided by the experts, essential corrections were made before the final versions were prepared. Corrections were made on the language of the questions that appeared vague during the pilot study. Accordingly, from the questions set for adult learners in table 6 2 questions were removed due to their irrelevance. The necessary modifications and arrangements were also made under table 3.

3.6 Procedure of Data Collection

This study began with extensive reference to available literature on the area under investigation. This helped in determining which group of respondents to be included and which data gathering tools to use for each group of respondents.

Before collecting the data, the instrument developed was submitted to the advisor for evaluation and checked by former experts of NFE in the Bureau of Technical and Vocational Education and Training and Wereda Education Office and then modifications were made on the errors identified with suggestions from the advisor and experts.

After preparing the final questions, it was duplicated for 90 respondents and distributed to the study area by the researcher and collect with the help of school directors and cluster supervisors. To administer the questions prepared for adult learners, 20 assistances helped the respondents to fill the question and orientation was given for the assistance on how to help the respondents and the purpose of the study. Interview was carried out by the researcher and interview questions were prepared for 44 respondents. However, it was difficult to meet all the respondents during the interview. As a result, 6 (13.64 %) of them were not included in the study. These were 1 education office head, 2 sector heads, 1 cluster supervisor and 2 Tabia managers because of health problem, meetings and inconvenient location of cluster centers and Tabia office respectively. Therefore, the data was collected from 128 respondents besides to observation and document analysis.

3.7 Data Analysis

The respondents were grouped in to two for the purpose of analysis. The responses that were obtained from questionnaire, interview and information gathered from observation and review of documents were organized, summarized and analyzed qualitatively and quantitatively. To analyze the quantitative data for example, the data gathered through close- ended questions were first presented in the tables and statistically analyzed using percentage, mean and rank order. On the other hand, the data gathered using interview and open-ended questions were analyzed narrative.

IN case where Likert scale was applied, mean scores for each statement has computed by converting the replies to a numerical scale where values of 5,4,3,2 and 1 were ranged for 'very high and strongly agree', 'high and agree', 'medium and undecided', 'low and disagree' and 'very low and strongly disagree' respectively. For the sake of analysis, the responses were rated as 0.05-1.49 (very low), 1.50-2.49 (low), 2.50-3.49 (medium), 3.50-4.49 (high) and 4.5 and above (very high).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This part of the thesis deals with presentation, analysis and interpretation of data. As indicated in the previous chapter, the data was obtained from the respondents in the wereda education office, sector heads and NFBE centers running the program. The data was collected through questionnaire, interview, document analysis and observation. The data was presented in 14 tables and then analyzed and interpreted.

4.1 General Characteristics of the Respondents

Under this section, some general characteristics indicating respondents' backgrounds are discussed. The total respondents included in the study were 60 adult learners, 30 facilitators, 6 supervisors, 2 education office heads, 2 education experts, 4 sector heads, 10 Tabia managers and 20 non-participant adults. Table 1 presents age, sex, marital status, educational background and working experience of the respondents.

Based on the information obtained from the questionnaire and interview, the data of the respondents was examined in terms of sex, age, educational background, years of experience and marital status. Table 1 (page 38) summarizes the data about the characteristics of the respondents.

As can be observed from item 1 of table 1 when we see the sex distribution of adult learners, the great majority of adult learners (70%) were males. Female adult learners account only 30%. Similarly, as shown in the table, 66.67% of the facilitators were males while 33.35% of them were females.

Table 1: General Characteristics of the Respondents

No	Items	Alternatives	Types of Respondents																		
			Facilitators		Adult learners		Non-participant adults		Supervisors		Education experts		Education head		Sector heads		Tabia managers		Total		
			F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	
1	Sex	Male	20	66.67	42	70	11	55	5	100	2	100	1	100	2	100	3	37.5	86	67.19	
		Female	10	33.33	18	30	9	45	-	-	-	-	-	-	-	-	5	62.5	42	32.81	
2	Age	Below 20 years	-	-	31	51.67	1	5	-	-	-	-	-	-	-	-	-	-	32	25	
		21-30 years	23	76.67	22	36.67	11	55	1	20	1	50	1	100	1	50	8	100	68	53.13	
		31-40 years	7	23.33	7	11.66	8	40	3	60	-	-	-	-	1	50	-	-	26	20.31	
		41-50 years	-	-	-	-	-	-	1	20	-	-	-	-	-	-	-	-	1	0.78	
		51 and above	-	-	-	-	-	-	-	-	1	50	-	-	-	-	-	-	1	0.78	
3	Educational background	Illiterate	-	-	-	-	10	50	-	-	-	-	-	-	-	-	-	-	10	7.81	
		Level one	-	-	-	-	4	20	-	-	-	-	-	-	-	-	-	-	4	3.13	
		Level Two	-	-	60	100	6	30	-	-	-	-	-	-	-	-	-	-	66	51.56	
		TTI	11	36.67	-	-	-	-	-	-	-	-	-	-	-	-	-	-	11	8.59	
		College Diploma	19	63.33	-	-	-	-	-	-	-	-	-	-	-	-	-	8	100	27	21.09
		BA/BSc and above	-	-	-	-	-	-	5	100	2	100	1	100	2	100	-	-	10	7.81	
4	Years of experience	1-5 years	16	53.33	-	-	-	-	-	-	-	-	1	100	1	50	8	100	25	52.08	
		6-10 years	12	40	-	-	-	-	3	60	1	50	-	-	-	-	-	-	16	33.33	
		11-15 years	2	6.67	-	-	-	-	1	20	-	-	-	-	-	-	-	-	3	6.25	
		16-20 years	-	-	-	-	-	-	-	-	-	-	-	-	1	50	-	-	1	2.08	
		21 and above	-	-	-	-	-	-	1	20	1	50	-	-	-	-	-	-	3	6.25	
5	Marital status	Single	-	-	42	70	6	70	-	-	-	-	-	-	-	-	-	-	48	60	
		Married	-	-	18	30	4	30	-	-	-	-	-	-	-	-	-	-	32	40	

Regarding item 2 of the same table, 76.67% of the facilitators were within the age of 21-30 years and 23.33% of them were between 31-40 years. From the table, one can understand that most of the facilitators were found in the youth age group and since both adult learners and facilitators were found at similar age level, adult learners could express their ideas and feelings without frustration. On the other hand, 51.67% of the adult learners were below 20 years. Some 36.67% of them found within the age of 21-30 years while 11.66% between 31-40 years. As it was observed from the documents, the majority of adult learners were between 18-30 years.

With regard to their educational background; item 3 of table 1 indicates that 63.33% of the facilitators had diploma qualification. But 36.37% of the facilitators were TTI graduates. Hence, formal school teachers were active participants of the program. On the other hand, all of the adult learners (100%) or respondents were in level 2. This indicates that the respondents have sufficient information on the issue compared to level 1.

Concerning the years of experience, as the table indicates, the great proportion of the facilitators (53.33%) had years of experience that ranges from 1-5 years, 40% of them served for 6-10 years and some (6.67%) of the facilitators have 11-15 years of experience at formal schools. As it was observed from the documents during the researcher's visit to the centers, most of the facilitators had a minimum experience of 2 years in teaching NFBE program. This indicates that, the facilitators have sufficient information and awareness on the issue related to the research.

As can be observed from item 5 of the same table, 70% of the adult learners were single while 30% of them married. On the other hand, 70% of the non-participant adults were married and some 30% of them were single.

4.2 Analysis and Interpretation of Data on Challenges and Opportunities of NFBE Program Implementation

4.2.1 Planning of NFBE Program

Table 2 deals with the availability of a plan at NFBE program and stakeholders who are involved in preparation. Respondents were asked to answer the 2nd basic question, "To

what extent government, and non-government organizations participate in the planning, monitoring and evaluation process during the implementation of NFBE program?"

Table 2. Planning of NFBE Program

No	Items	Agreement Scale												Av. m
		Adult Learners(No=60)						Facilitators (30)						
		1	2	3	4	5	m	1	2	3	4	5	M	
1	Planning for NFBE program is available at the center level.	3	2	2	22	31	3.6	-	3	1	14	12	4.17	3.89
2	The wereda education office plan is taken as a reference to prepare a plan for NFBE program at the center level.	2	6	9	4	15	3.77	2	8	4	8	4	3.15	3.46
3	The plan of NFBE program is comprehensive which includes various issues.	7	6	37	3	-	2.68	5	4	4	7	6	3.19	2.94
4	The plan of NFBE program is evaluated and revised while the program is going on.	3	7	5	27	11	3.68	2	17	3	1	3	2.46	3.07
5	If your response for question number 1 is agree who prepares a plan at the center level?													

NB= SD – Strongly Disagree

DA- Disagree

UD- undecided

AG- Agree

SA- Strongly Agree

Table 2 discusses about the availability of a plan, stakeholders involvement during preparation, and the consideration of wereda education office plan at the center level or not and if the prepared plan was evaluated and revised. Hence, adult learners and facilitators were asked to rate their agreement on the issue.

Accordingly, item1 of the table deals with the availability of NFBE program plan at the center level. As it is commonly understood, the availability of a plan play a great role to achieve the intended goal of effective teaching learning process. In relation to this, adult learners and facilitators indicate the availability of a plan for NFBE program at the center level with mean values of 3.6 and 4.17 respectively and grand mean of 3.89. This means, both respondents were rated high. The data on the table is some what a positive indicator for the availability of a plan at the center level. This implies that, based on the majority of

respondents a plan was prepared for the implementation of NFBE program . However, as it was observed during the researchers visit to the NFBE centers (from the document analysis and interview conducted with cluster supervisors) there was no separate plan mainly prepared for the program. Almost in all centers, the plan was prepared as one part of the formal school plan or Tabia administration plan.

The interview conducted with the education office experts as argued by one of them explained that:

At the center level there is no separate plan which is prepared only for NFBE program. It is categorized within the formal school plan and with- in the plan the number of centres to be opened, duration of the program, activities to be implemented and responsible bodies for the implementation are included (Enderta Wereda Education Office, March 11,2010; 8:30 Am)

In the same view, from the cluster supervisors interviewed, one of them replied as

Previously there was an expert of NFE at the wereda level and was responsible to follow up the overall program implementation at the center level. Today the responsibility is given to the cluster supervisors. However, from my experience there is no plan of NFBE separately prepared as a program. (Degua Tembien wereda, Enda Mariam korar cluster; March 17, 2010; 1:30 pm)

From the responses obtained, it is possible to conclude that there were problems related to the preparation of separate plan for NFBE program at the center level and was still dependent on the formal school system.

As indicated in item 2 of the same table, adult learners agree with regard to the due consideration given to the wereda education office during the preparation of a plan at the center level and the mean value of the responses was 3.77. This implies that, the wereda education office plan was taken as an input during the preparation of center plan. The researchers' expectation on the adult learners' agreement was that, the issue could be raised and discussed on the conferences and meetings organized by their respective associations. On the other hand, facilitators were reacted on this item by positively agreeing to it and the mean value was 3.15. This indicates that, the due consideration given to the wereda education office during the preparation of NFBE center plan was moderate. Therefore, this finding implies that there is a gap between adult learners and facilitators' opinion. This may be caused due to their difference in their level of

understanding and experience. When trying to see the whole data, both respondents rated moderate with grand mean of 3.46. Therefore, as the finding indicates, the wereda education office plan was relatively taken as a reference to prepare a plan at the NFBE centre level.

The response of the 3rd item in table 2 indicates that the mean value of the responses of the adult learners and facilitators was 2.68 and 3.19 respectively and grand mean value of 2.94. That means, it was rated as moderate. Therefore, this finding implies that the plan consists some of the basic assumptions and components of a plan which have to be considered during implementation. However, there is a gap between adult learners and facilitators' opinions on what the plan constitutes. This difference may be caused due to a number of factors. As far as the experience of adult learners is concerned, they may not have an exposure to the available document and it seems difficult to take decision on it. On the other hand, as it was observed in item 2 of this table, the wereda education office plan was taken as a reference to prepare a plan. As a result, the facilitators may have an opportunity of taking the plan as a reference while preparing a plan of a specific department or a school plan in general and they are expected to have a better experience on what the plan constitutes comparing to the adult learners.

Item 4 of the table tried to look the opinion of adult learners and facilitators about evaluation and revision of NFBE program plan that takes place during the implementation period. In relation to this, adult learner respondents rated high with mean value of 3.68. This implies that, the plan was evaluated and revised during the implementation phase. Contradicting to this, facilitators rated low with mean value of 2.46. This shows that, it was hardly available in the NFBE centers. When trying to see the whole data by combining the results of adult learners and facilitators, they were rated moderate with grand mean of 3.07. This implies that, the practice was relatively medium.

The data in this table indicates that, there is a gap between what the adult learners and facilitators witness about evaluation and revision of a plan. This may be caused due to the difference on their level of understanding and experience on the concept of evaluation and revision. Therefore, this finding implies that, the plan of NFBE program was not properly evaluated and revised through out the implementation period.

The participation of stakeholders in planning will encourage developing a sense of ownership. In item 5 of the same table, the respondents were asked whether or not they had information on how to prepare a plan and those who involved in it. Accordingly, 10 (18.67%) of the adult learners replied that it was prepared by the cluster supervisors, 12 (22.64%) said that the combination of supervisors, facilitators and adult learners and the majority of respondents, that is 27 (50.94%) indicated that school directors and Tabia managers were responsible to prepare a plan at the center level. Contradicting to this, 9 (34.62%) of the facilitators responded that the plan was prepared by the cluster supervisors. Some 8 (30.77 %) of them stated that supervisors, facilitators and adult learners together were responsible while the remaining 5 (19.23 %) replied that the plan of NFBE program was prepared by the facilitators them selves.

Thus, from the above analysis it could be argued that the participation of adult learners in planning was very low. This implies that, the collaborative nature of planning as well as the contribution and involvement of all stakeholders to prepare a plan of NFBE program was missing. This finding seems to contradict and never goes with the results reported by Samuel (2006:53), Brundage and Mackercher (1980:77-79) and Knowles (1970:42) which states that the teacher, learner, the entire group or the committee can participate in preparing a plan.

In general, the response of both the quantitative and qualitative data indicate that the availability of a plan, the consideration of wereda education office plan and the comprehensiveness of a plan were viewed as good opportunity. Where as, the absence of stakeholder's involvement in preparing a plan and the problem of evaluation and revision in NFBE plan were reported as a serious challenges hindering the implementation of NFBE program by majority of the respondents.

4.2.2 Organizing NFBE Program

Successful implementation of NFBE program requires proximity of centers, convenient schedule, and availability of competent and required number of facilitators, availability and quality of educational resources and sufficient allocation of budget. To this end, from table 3-8 several issues were raised to the respondents in order to answer the first basic

question “To what extent the NFBE program is organized in south Eastern Zone of Tigray?”

Table 3- Responses on Non-Formal Basic Education Centers

No	Items	Alternatives	Respondents					
			Adult learners No 60		Facilitators No 30		Total No 90	
			F	%	F	%	F	%
1	Where does the NFBE program conducted?	At formal schools	36	60	18	60	54	60
		At religious institutions	6	10	3	10	9	10
		At shaded dases	18	30	9	30	27	30
		At FTC	-	-	-	-	-	-
		Others, specify	-	-	-	-	-	-
2	Who selects the NFBE centers?	Supervisors	-	-	3	10	3	3.33
		Adult learners	38	63.33	15	50	68	75.56
		Facilitators	6	10	4	13.33	10	11.11
		Tabia administrators	6	10	3	10	9	10
		Agreement of all	10	16.67	5	16.67	15	16.67
3	Who construct the NFBE program centers?	Community	36	60	15	50	51	56.67
		Wereda education Office	12	20	9	30	21	23.33
		NGO	-	-	-	-	-	-
		Private organization	-	-	-	-	-	-
		Contribution of all	12	20	6	20	18	20
4	To what extent is the NFBE program centers conducive to offer teaching learning process?	Very low	-	-	3	10	3	3.33
		Low	4	6.67	4	13.33	8	8.89
		Modrate	37	61.67	7	23.33	44	48.88
		High	11	18.33	6	20	17	18.89
		Very high	8	13.33	10	33.33	18	20
5	How long takes the distance from home to NFBE centers?							

The result of item 1 of table 3 showed, only 6 (10%) of the adult learns and 3 (10%) of the facilitators provided their response that the program is conducted at the religious institutions or churches, while 36 (60%) of adult learners and 18 (60%) of facilitators indicate that, they were offered at the formal schools. The remaining adult learners 18 (30%) and 9 (30%) of the facilitators replied that they were held in the shade of big trees or shaded ‘dases’ in open areas. Therefore, this finding indicates that most of the formal schools were serving to conduct NFBE program and there are no NFBE centers which are deliberately constructed for this purpose.

With respect to the selection of NFBE centers, i.e. item 2 of the same table, 38 (63.33%) of the adult learners and 15 (50%) of the facilitators responded that in selecting NFBE centers priority was given to the beneficiaries or adult learners. Some 10 (16.67%) of adult learners and 5 (16.67%) of facilitators replied that NFBE centers were chosen on the basis of agreement of stakeholders i.e. supervisors, adult learners, facilitators and Tabia administrators. However, a small proportion of respondents, 6 (10%) of adult learners and 4 (13.33%) of facilitators rated as it was selected by the facilitators. Therefore, from this finding it can be concluded that adult learners were found to be active participants in the selection of NFBE centers.

According to the responses shown in item 3 of table 3, the majority of adult learners i.e. 36 (60%) indicate that NFBE centers were constructed by the community. Similarly, the majority of facilitators also proved this with a population of 15 (50%). Some 12 (20%) of adult learners and 9 (30%) of the facilitators reported that in most cases NFBE centers were constructed by the wereda education office. The remaining 12 (20%) and 6 (20%) of adult learners and facilitators respectively agreed on the construction of centers by all stakeholders. As it was observed in item 1 of this table, there were no classrooms constructed for NFBE program. Hence, based on the responses of the highest proportion of respondents, it is possible to conclude that community involvement in constructing NFBE program centers is very low.

The suitability of NFBE center has its own positive or negative impact in the program implementation. Intended objectives can be achieved when ever there are suitable conditions. In item 4 of table 3, respondents were asked to give answers about the conduciveness of NFBE centers. Accordingly, 37 (61.67%) of adult learners responded that NFBE centers were moderate, 19 (31.66%) of them falls on high and very high while the remaining 4 (6.67%) said low which covers the least number of respondents. On the other hand, the dominant number of facilitator respondents 16 (53.33%) falls on high and very high, 7 (23.33%) of them agreed that they are moderate. The remaining 7 (23.33%) of facilitators suggest that the NFBE centers were not conducive. Thus, from the above analysis it could be argued that the NFBE centers were moderately conducive to offer teaching and learning process.

With regard to the distance of NFBE center, item 5 of table 3 , a good majority of adult learners 46 (76.67%) responded that the distance of NFBE centers from home to be about 10 minutes, some 9 (15%) of them said in between 11-20 minutes and the rest 5 (8.33%) adult learners answered that they travel for about 21-30 minutes. Hence, based on the responses of the entire respondents and researchers observation the distance of the centers is not a serious problem and the location of the centers were chosen based on their proximity to the learners.

Table 4 - NFBE Program Scheduling

No	Items	Alternatives	Respondents					
			Adult learners No 60		Facilitators No 30		Total No 90	
			F	%	F	%	F	%
1	Who decides the schedule of NFBE program?	Adult learners /community	43	71.67	20	66.67	63	70
		Facilitators	5	8.33	4	13.33	9	10
		Supervisors	5	8.33	2	6.67	7	7.77
		Common agreement of A-C	7	11.67	4	13.33	11	12.22
		Others, specify	-	-	-	-	-	-
2	The program of NFBE Launched as of the scheduled calendar.	Strongly disagree	8	13.33	5	16.67	13	14.44
		Disagree	18	30	13	43.33	31	34.14
		Undecided	-	-	-	-	-	-
		Agree	34	56.66	10	33.33	44	48.89
		Strongly Agree	-	-	2	6.67	2	2.22
3	The schedule of NFBE program is held in _	Working days	4	6.67	4	13.33	8	8.89
		Out of the working days	48	80	22	73.33	70	77.78
		Flexible as per the interest of adult learners	8	13.33	4	13.33	12	13.33
4	The schedule of NFBE is conducive to provide the program.	Strongly disagree	4	6.67	4	13.33	8	8.89
		Disagree	8	13.33	9	30	17	18.89
		Undecided	-	-	-	-	-	-
		Agree	33	55	12	40	45	50
		Strongly agree	15	25	5	16.67	20	22.22
5	When does the NFBE program conducted? _____ How many months? _____ Number of days in a week? _____ Duration of hours is a day? _____							

As to item 1 of table 4 indicates, 43 (71.67%) of the adult learner respondents rated that the schedule of NFBE was decided by the beneficiaries (adult learners or community)

themselves. Where as 7 (11.67%) of them responded that it is the common agreement of all i.e. adult learners, facilitators and supervisors. Only 5 (8.33%) of the respondents equally answered the facilitators and supervisors took the initiative in deciding the schedule. Like the adult learners, the facilitators constituting 20 (66.67%) agreed on the decision made by the adult learners. In contrast, the facilitators responded that common agreement among all and facilitators were responsible in deciding the schedule equally with a population of 4 (13.33%). The smaller proportion of facilitators i.e. 2 (6.67%) fall on the supervisor's role. Therefore, according to the data in the table , it is possible to conclude that participants of the program actively participate in determining appropriate learning time. This finding is in agreement with the findings of Anderson (1992:22-23) who supports that the ideas of school time to be generated from the beneficiaries.

According to the data in item 2 of the same table, 34 (56.67%) of the adult learners respondents agree that the program was launched as of the planned schedule while 26 (43.33%) of them expressed their disagreement. On the contrary, 18 (60%) of the facilitators' responses fall on disagree and strongly disagree where as the remaining 12 (40%) showed their agreement towards the question presented. When trying to see the whole data of both adult learners and facilitators, the dominant numbers of respondents fall on agree and strongly agree with a slight difference. However, the data in this table indicates that there is a difference between the adult learners and facilitators opinion on the issue. Therefore, it seems difficult to argue that the program begins at the right time. The writers observation during data collection also proved that there were some centers conducting mobilization and registration activity even at the mid of February and no center interred into implementation up to the end of January.

In item 3 of table 4, the majority of adult learner respondents replied that the schedule was held out of the working days with a population of 40(80%). The facilitators similarly agreed to it with a population of 22/73.33%). Only 8 (13.33%) of adult learners and 4 (13.33%) of facilitators similarly provided their response that the program was flexible considering the interest of the learners. The remaining 4 (6.67%) adult learners and 4 (13.13%) facilitators answered that it was given in the working days. As it was observed in item 1 of this table, the participants actively decide on the learning days and hours.

Therefore, this finding implies that the program did not conflict with the daily works or with agricultural activities and conducive for the majority of adult learners.

In item 4 of the same table, a question was raised to know whether the schedule of NFBE program was conducive or not. To this end, 48 (80%) of adult learner respondents and 17 (56.67%) of the facilitators express their agreement on the conduciveness of the schedule. Contrary to this, 12 (20%) of adult learners and 13 (43.33%) of the facilitators' responses fall on disagree and strongly disagree. As it was indicated in item 1 and 3 of this table, adult learners were responsible to decide the schedule and mostly the program was held out of the working days. Hence, this finding implies that, the time selected to provide NFBE program was conducive. In turn, this may help to increase the level of participation of adult learners and minimize educational wastage which contributes its own part to the success of the program.

Regarding the duration of the program in item 5 of table 4, respondents were requested to indicate the number of months, number of days in a week and duration of hours in a day. In this respect, larger proportion of the respondents, i.e. 37 (61.67%) of adult learners and 19 (63.33%) of facilitators responded that the program is conducted for about 4 months starting February-May. However, others 23 (38.33%) of the adult learners and 11 (36.67%) of the facilitators replied that the duration is for 5 months from January to May.

Concerning the number of days 24 (80%) of the facilitators and 43 (71.67%) of the adult learners agreed that the program was conducted for two days in a week. On the other hand, 17 (28.33%) of adult learners and 6(20%) of the facilitators stated that the NFBE program was given for 3 days in a week. A large number of adult learners 34 (56.67%) and facilitators 18 (60%) responded that the time allocated for NFBE program in a day was 2 hrs while the remaining adult learners and facilitators constituting 26 (43.33%) and 12 (40%) respectively indicates that 1 hour was given in a day to conduct the program.

Therefore, as the finding indicates in most of the NFBE centers there was no uniform schedule to run the program. The variation may be due to the varied interest of adult learners. Because, one of the peculiar characteristics of Non-Formal Education is its flexibility in terms of age, venue and schedule. During the visit to the NFBE centers for

data collection, the researcher proved that in most of the sites the program has been started in the month of February. However, the number of days and duration of hours vary from one center to another depending on the existing situation of these localities.

Table 5.1. Selection of Facilitators

No	Items	Alternatives	Respondents	
			Facilitators N=30	
			F	%
1	Who is responsible in selecting NFBE program facilitators ?	Wereda education office	9	30
		Tabia leaders	-	-
		WEO and Tabia leaders	9	30
		Community	-	-
		Others, specify	12	40
2	What requirements are used to select facilitators?	Age	-	-
		Sex	-	-
		Experience	7	23.33
		Qualification	4	13.33
		Others, Specify	19	63.33
3	Who pays the facilitators?	Community	-	-
		Government	-	-
		NGO's	-	-
		Contribution of all	-	-
		There is no payment	30	100

As can be observed on item 1 of table 5.1, 9 (30%) of the respondents provided their responses that facilitators were selected by the wereda Education Office. Similarly, 9 (30%) of them also replied that the selection was carried out by the wereda Education Office in collaboration with the Tabia leaders. On the other hand, a good number of facilitator respondents i.e. 12 (40%) responded that such activity was mainly done by the school directors. The interview conducted with the cluster supervisors also proves that facilitators were selected by the school directors. One of the cluster supervisor who was interviewed said the following:

Though there were no facilitators locally selected, the school director negotiates and select from the formal school teachers depending on their interest and work load.

/Enderta wreda, maymekdeb cluster; March 3, 2010; 8:55 Am)

Similar to this, one of the Tabia managers who was interviewed about the selection of facilitators said the following:

The responsibility of selecting facilitators belongs to the near by school directors. Because, the school director is working as a representative of capacity building and focal person to education at the Tabia level. Interest was primarily considered as a criteria in selecting facilitators. In addition to that, there is a consensus that all EPRDF party member teachers to teach adults when necessary.

/Enderta wereda, Meseret Tabia; March 5, 2010; 11 Am)/

This implies that, lack of community participation in selecting facilitators was a serious problem in the implementation of the program. Consequently, this may greatly affect the desired achievement in general and community sense of ownership in particular. Because, literature proves that community participation is essential particularly for the success of NFBE program.

As indicated in item 2 of the same table, facilitators were requested to identify the criteria considered during the selection of facilitators. Accordingly, the vast majority of respondents with a population of 19 (63.33%) responded that priority was given to the interest of facilitators. The other 7 (23.33%) of them said experience was taken as a criteria and the remaining 4(13.33%) of the facilitators ranked qualification as the 3rd major requirement from the criteria mentioned which covers the least number of respondents. This shows that, most of the school teachers were participating in the program on the basis of their interest.

Item 3 of table 5.1 deals with the collection of information about the availability of payment for facilitators. With this regard, the entire population or 30 (100%) of the respondents replied that they were not paid. The interview conducted with the supervisors, education experts and Tabia managers also indicate the absence of payment. As a result, the facilitators participate freely to obtain a support letter which will help them for further competition. Most of the interviews agreed that it was due to the shortage of budget. However, the information obtained from the document (reports and plans of the weredas) indicate that the education sector takes the share of 50.25% of the total budget of 2009/10 in the two weredas. Therefore, the finding indicates that lack of payment was one of the major hindering factor in the implementation of NFBE program.

Table 5.2. Selection and Training of Facilitators

No	Items	Facilitators (30)									
		1		2		3		4		5	
		F	%	F	%	F	%	F	%	F	%
1	Female candidates got priority in the selection of facilitators	5	16.67	10	33.33	4	13.33	8	26.67	3	10
2	Training on NFBE program is given to program facilitators	10	33.33	15	50	-	-	2	6.67	3	10
3	Facilitators are interested in the program	7	23.33	13	43.33	2	6.67	5	16.67	3	10
4	Sharing of experience is conducted among similar NFBE centers	6	20	18	60	3	10	2	6.67	1	3.33
5	Supervisors frequently visit NFBE centers	9	30	14	46.67	2	6.67	2	6.67	3	10

Question 6. If your response for question number 3 is “disagree”, what are the main reasons?

As to item 1 of table 5.2, the majority of respondents 15 (50%) of the facilitators did not agree on the due consideration given to female candidates in the selection of facilitators. The respondents who constituted 11 (26.67%) expressed their agreement. From the total respondents, only 4 (13.33%) of them did not take position in deciding whether priority was given or not. As it was observed in item 6 and 7 of this part, selecting facilitators was mainly carried out depending on their interest. Accordingly, female candidates may not be motivated to participate actively as facilitators. The findings also show that the priority given to female candidates during selection was very low. Hence, missing female candidates out of nomination have its own negative impact on the program. Because, they are primarily women who know the interest and problems of other women and how to approach other women who participate in the program. In other words, the absence of female facilitators may contribute in facilitating the withdrawal of women adult learners out of NFBE program.

The 2nd item aims at getting information about the provision of training to facilitators which is related to NFBE program. Training of facilitators is one of the factors contributing to the success of NFBE program. Training is important to empower facilitators in terms of teaching methods i.e. how to teach adults. Accordingly, 5

(16.67%) of the respondents believed on the presence of training related to the program while 25 (83.33%) of the facilitators assure that there was no training conducted in their respective weredas and centers. The interview conducted with supervisors, education experts and education office head also proved that there were no training. Therefore, the data in this table indicates that trainings on NFBE were not given to the teachers who participate in the program. In turn, this may negatively affect the quality of the program because, teaching adults is quite different from that of children. This finding contradicts with the suggestion of Kassa (2009:73) who strongly argue on creating education and training opportunities for facilitators to capacitate them as well as improve their qualification.

According to the data on item 3 of the same table, 20 (66.66%) of the facilitators respondents reported that they were not interested in the program. On the contrary, 8 (26.67%) of the facilitators showed their agreement towards the question while the remaining respondents who were 2 (6.67%) did not take position in deciding whether they are interested or not. This implies that, the attitude of facilitators on the program is very poor. Consequently, this may affect the achievement of the expected goal of the program in general and adult learners involvement in particular. If facilitators are not fully interested in the program they would not be able to help or guide the adult learners properly as expected. Therefore, from the above analysis it seems difficult to argue that the program is running efficiently without the interest of the facilitators. Based on the majority of respondents one can conclude that lack of facilitators interest was hindering the implementation of the program.

According to the responses shown in item 4 of table 5.2, the majority of the respondents 24 (80%) of the facilitators did not agree with regard to the availability of sharing of experience among NFBE centers. The other respondents who were 3 (10%) decide to remain reserved towards this issue. Facilitators who constitute a population of 3 (10%) encouragingly agreed on it. Thus, from the above responses it is possible to conclude that there were problems related to sharing of experience. This finding is different from the suggestion of DVV (2004:49 and 2007: 113) which states that, facilitators should be

selected from the local people and equipped with trainings as well as sharing of experiences.

As to item 5 of the same table, almost more than $\frac{3}{4}$ i.e. 23 (76.67) of the facilitators respondents did not agree on the help given by the cluster supervisors. Some 5 (16.67%) of them agreed that it was frequently conducted. The rest 2 (6.67%) of the respondents could not decide on the issue. Hence, the response of the facilitators indicates that the supervisory activities in the NFBE centers were low and the supervision from the cluster supervisors do not seem to be appreciated by the respondents.

As indicated in table 5.2 item 6, facilitators were asked to give reasons why they were not interested in the program. In this respect, 6 (30%) of the facilitators responded that low participation of stakeholders was the cause. The other 2 (10%) of them stated that, lack of training opportunity was the main reason. Similarly, 2 (10%) of the facilitators believed that it was caused due to the lack of technical support from the wereda Education Office. On the other hand, 10 (50%) of the respondents said that the priority given to the program was very low and it was taken as the main factor contributing to the poor interest of facilitators in the program. Hence, from the above information the researcher understands that the focus given to NFBE program was too low comparing to the formal school system.

In general, as it can be understood from table 5.1 and 5.2, low level of community involvement in selecting facilitators, lack of training, the absence of payment and sharing of experience as well as poor support of the supervisors were reported as problems hindering the implementation of NFBE program. Consequently, all these factors could contribute to the unsuccessful implementation of the program.

Table 6. Availability of Educational Resources

No	Items	Agreement scale												Av. m
		Adult learners(N=60)						Facilitators (30)						
		1	2	3	4	5	m	1	2	3	4	5	m	
1	Availability of student textbooks	23	14	12	9	2	2.22	8	11	6	5	-	2.27	2.25
2	Availability of teachers guide	-	-	-	-	-	-	6	10	7	5	2	2.57	-
3	Availability of adequate facilities	13	25	15	4	3	2.32	9	8	9	2	2	2.33	2.33
4	Readiness of adult learners	4	20	20	13	3	2.85	8	10	7	3	2	2.37	2.61
5	Quality of facilitators	5	13	17	13	12	3.23	3	6	7	8	6	3.27	3.27
6	Commitment of local leaders	5	20	20	11	4	2.82	12	8	9	1	-	1.97	2.39
7	Technical support of wereda education office	19	17	13	6	5	2.27	11	8	6	3	2	2.23	2.25
8	Timely reporting system	-	-	-	-	-	-	6	7	6	8	3	2.83	-
9	Wise use of available resources	7	20	21	8	4	2.7	2	9	11	5	3	1.47	2.09

N.1=very low 2=low 3=moderate 4=High 5=Very high

Table 6 aims at investigating the status of educational resources in NFBE centers. Respondents were asked to indicate whether the existing resources were very high, high,

moderate, low or very low. The grand mean value of the responses of adult learners and facilitators concerning items 4,5 and 9 were rated as moderate with mean values of 2.61, 3.27 and 2.82 and the mean values of items 2 and 8 were 2.57 and 2.82 respectively. This implies that, the problem was medium. However, the response given to item 2 seems to be exaggerated comparing to the interview conducted with the education experts and cluster supervisors. Contradicting to the responses of the facilitators for instance, the interview conducted with the cluster supervisors concerning the availability of teachers guide as argued by one of them explained that:

In the sample centers, you never find teachers guide for each program level. However, the facilitators prepare lessons from their own experience.

/Enderta wereda, Maymekden cluster;march3,2010;8:55 Am/

On the other hand, concerning items 1,3,6,7 and 9 of the same table respondents were rated low with mean values of 2.25, 2.33, 2.39, 2.25 and 2.09 respectively. This shows that the educational resources were hardly available in the NFBE centers.

Concerning the shortage of student textbooks in particular, it has also been found that the same result with the interview conducted with the education experts, supervisors and the observation made at the sample centers. In this regard, a supervisor who was interviewed concerning the problem of textbooks in the sample centers said the following:

The shortage of student textbook and teacher's guid is said to be the most challenging factor in NFBE program. It is possible to say the program is running without textbooks. In some centers, facilitators are forced to prepare lessons from their own experience. The main reason for the shortage of student textbook is that adult learners never return the property to the centers after completing the program.

/Enderta Wereda, meremieti cluster; March 21, 2010; 3:30pm/

Similarly, one of the education experts who was interviewed said that:

The availability of student textbooks at the center level is very low or almost none. There are no textbooks deliberately prepared for this purpose. In most NFBE centers outdated textbooks are available. Even these are not available at good quantity.

/Enderta Wereda; March11,2010;8:30/

However, according to the researcher's observation and experience, the high turn over of education experts, the absence of focal person and displacement of documents at the

wereda Education Office could contribute to the lack of information on the distribution of student textbooks and availability of extra textbooks stored in areas where NFBE program was not conducted. Hence, based on the above findings it could be concluded that the availability of textbooks was very low and in turn this condition hurts the quality or implementation of the program.

In general, both the quantitative data obtained from the adult learners and facilitators and the qualitative data obtained from the supervisors and Education experts indicate that the status of educational resources at the center level were very low.

Table 7. Teaching Methods and Teaching aids in NFBE program

No	Items	Alternatives	Respondents					
			Adult learners		Facilitators		Total	
			F	%	F	%	F	%
1	Which teaching method is frequently used in NFBE program?	Teacher centered	12	20	14	46.67	26	28.89
		Learner centered	42	70	12	40	54	60
		Equally treated	6	10	4	13.33	10	11.11
2	If your response for question number 1 is "learner centered" which method is frequently used?	Role play	-	-	-	-	-	-
		Demonstration	16	38.09	6	50	22	40.74
		Peer teaching	6	14.28	-	-	6	11.11
		Group discussion	20	46.62	6	50	26	48.15
		Others, specify	-	-	-	-	-	-
3	What is the level of participation of adult learners in selecting suitable teaching method?	Very low	5	8.33	4	13.33	9	10
		Low	4	6.67	12	40	16	17.78
		Moderate	36	60	8	26.67	44	48.89
		High	11	18.33	6	20	17	18.89
		Very High	4	6.67	-	-	4	4.44
4	How often do teaching aids used in NFBE program?	Always	5	8.33	-	-	5	5.56
		Most of the time	6	10	2	6.67	8	8.89
		Some times	26	43.33	7	23.33	33	36.67
		Rarely	16	26.67	14	46.67	30	33.33
		Never	7	11.67	9	30	16	17.78

As it was stated in the review of related literature, there is no best method of teaching adults because there are various governing conditions in selecting the most appropriate technique to be utilized. Based on this fact, adults learn best when they have strong need to learn and as people grow in age they accumulate a growing reservoir of experience.

Accordingly, in item 1 of table 7, respondents were asked to indicate the method of teaching which is frequently practiced in NFBE program in their respective centers. In

this regard, 42 (70%) of adult learners and 12 (40%) of the facilitators responded that learner centered approach was best exercised in NFBE program. This shows that, the experience and interest of adult learners was taken in to consideration. The role of the teacher is mostly to help or guide the learners in order to develop their confidence and active role is played by the learner. Contradicting to this, adult learner and facilitator respondents constituting 12 (20%) and 14 (46.67%) respectively said that teacher centered was practiced in the program. This indicates that, the role of the teacher becomes active while that of the adult learner becomes passive. This teaching method does not give the adult learners a chance to participate actively. In fact, some times teacher centered could be appropriate when the participants are too large.

Hence, this finding implies that learner centered approach was frequently exercised in NFBE program centers than teacher centered. As a result, learning methods become largely selfdirected and emphasize heavily on the learners experience. Consequently, this method could positively affect the quality of education. It helps to motivate the learners to develop self confidence, to be more creative and to decide issues of their own.

As shown in item 2 of the same table, 20 (47.62%) of the adult learners and 6 (50%) of the facilitators who said learner centered replied that group discussion was highly employed than any other method. This implies that, the dominant role was played by the adult learners them- selves. This method helps to increase the free flow of ideas with in the group and creates an opportunity of sharing experience. This finding seems to support what was argued by Galbriath (1990:244) which states that the most widely practiced techniques in the field of adult education is group discussion. On the other hand, 16 (38.09%) of adult learners and 6 (50%) of facilitators said that demonstration was one of the techniques most favored by facilitators in the program. Therefore, the finding indicates that group discussion and demonstration techniques were frequently practiced respectively than any other technique in the respective program centers.

As item 3 of the table indicates, 36 (60%) of the adult learners replied that adult learners participation in selecting appropriate teaching method was moderate where as 15 (25%) and 9 (14%) said high and very low respectively. On the other hand, the vast majority of facilitator respondents with a population of 16 (53.33%) rated low while 8 (26.67%) of

them replied as moderate. When trying to see the whole data by combining the response of both adult learners and facilitators almost half of the respondents' response falls on moderate followed by low nearly 28% and high about 23% respectively. Therefore, this implies that the participation of adult learners in selecting suitable teaching method in NFBE program seems to be poor and was not that much appreciated by the majority of the respondents.

As it was stated in the review of related literature, educational aids contribute to effective teaching learning process. It may motivate learners to participate actively in the system. It may increase their level of participation and personal satisfaction. However, the utilization of educational aids should be directly related to the objectives of the lesson to be given. Accordingly, item 4 of the table deals with the utilization of teaching aids in NFBE program. As it is commonly understood, the availability and utilization of appropriate teaching aids in the program play a great role to achieve the desired goal. To this end, the provision of educational aids be it industrial or local is very necessary. In relation to this, 26 (43.33%) of the adult learners agree that educational aids were sometimes employed. However, 16 (26.67%) of them argued that it was rarely done. Some 7 (11.67%) of the adult learners responded that such activity was not done at all. Yet, about 14 (46.67%) of the facilitators respondents argued that educational aids were used rarely. However, 9 (30%) of them replied never at all and 7 (23.33%) of them said sometimes. This shows that, there is a gap between what the facilitators and adult learners witness about the utilization of teaching aids in the program. Thus, the finding indicates that the facilitators do not seem to play their roles expected from them in the utilization of teaching aids and hence, the adult learners do not get necessary support from such roles.

Table 8. Allocation of budget in NFBE Program

No	Items	Facilitators(N=30)					
		Degree of Agreement, rating scale					
		SD	DA	UD	AG	SA	Mean rating
1	Budget is allocated to run NFBE program	14	11	5	-	-	1.7
2	The capacity of the community to generate external funds for the Program is high	15	11	4	-	-	1.63

One of the major factors that determine the quality of program implementation is the availability of sufficient financial resource. Therefore, the table showed the rated respondents concerning the adequacy of allocated budget for NFBE program.

As can be seen from item 1 of table 8, facilitators' respondents were rated low with mean value of 1.7. This shows that, there was no budget allocated for NFBE program. Hence, from the responses of the facilitators it is possible to conclude that the selected centers do not have adequate budget allocated to run NFBE program. The interview conducted with the supervisors and education experts as well as the document analysis also proved this fact. All the interviews argue on the absence of allocated budget for the program. As it was observed from the documents (plan and reports of the wereda education office and finance), for the year 2009/10 out of the total budget allocated in the two weredas i.e. 43,811, 606.89 Eth. Birr, education sector budget covers 22,016,711 which accounts about 50.25%. However, there is no budget allocated for NFBE program. This finding goes with the results reported by UNESCO (2003:14-15), DVV (2004:22) and Coles (1977) cited in Tilahun(1987:134) which states that, adult education program has suffered historically from inadequate financing. For instance, DVV and Pamoja (2008:4-7) indicates that the budget collocated for NFE remain less than 1%.

The 2nd item of the same table tried to look whether the community was in a position to generate external funds or not. Accordingly, the respondents were rated low with mean value of 1.63. This implies that, the communities were not in a position to generate external funds for the program. Therefore, this finding indicates that the community mostly depends on the budget allocated from the government. The possible explanation is that, the culture of designing a project to bring funds from donors was not well developed.

In general, as it can be seen from table 8, the information obtained from interview, document analysis and questionnaire indicates that the lack of budget was taken as a major challenge for the implementation of NFBE program because lack of budget greatly affects the provision of educational materials, the retaining and training of facilitators.

4.2.3 Involvement of Stakeholders in Non- Formal Basic

Education Program

As mentioned in the literature review of this study, the need to get support from stakeholders in the implementation of any program is considered as an important aspect and is the concern of many educators and institutions. For instance, UNSCO (2003:14) and DVV (2004:22) state that, the partnership among various stakeholders is significant in adult learning. This implies that, without the participation of stakeholders the objectives of the program could not be achieved. For effective implementation of NFBE program the participation of Stakeholder like different government bodies, the community, NGOs and private organizations is highly important. In other words, the centers can achieve their objectives only when they get necessary support from the concerned bodies. Therefore, in the following tables 9.1-9.5, some questions were raised to the respondents to answer the 2nd basic question “To what extent government and NGOs participate in the planning, monitoring and evaluation process during the implementation of NFBE program?”

Table 9.1 Community Participation in NFBE Program

No	Items	Agreement scale												Av. m
		Adult learners(N=60)						Facilitators (30)						
		1	2	3	4	5	m	1	2	3	4	5	m	
1	Participating in planning	13	19	16	11	1	2.47	16	9	4	1	-	1.67	2.07
2	Selection of Sites	2	6	7	29	16	3.85	-	3	6	9	12	4	3.93
3	Providing land for the centers	13	17	18	9	3	2.53	2	8	11	4	5	3.07	2.8
4	Construction of sites	4	-	6	33	17	3.98	1	2	8	11	8	3.77	3.88
5	Providing local materials	2	4	10	19	25	4.02	-	-	11	9	10	3.97	4
6	Selecting facilitators	18	26	11	5	-	2.05	14	8	6	2	-	1.87	1.9
7	Financial Contribution	29	17	10	2	2	1.85	13	12	4	1	-	1.77	1.81
8	Participating in monitoring the program	18	7	27	5	6	2.57	11	9	5	3	2	2.2	2.39
9	Participating in evaluating the program	15	17	16	3	9	2.48	8	8	11	3	-	2.3	2.39

Table 9.1 deals with the availability of community participation in NFBE program. Lack of community participation was one problem faced the implementation of NFBE program as indicated in the responses. Regarding participation in planning, selection of facilitators, financial contribution, participation in monitoring and participation in evaluation items the facilitators and adult learners responded that participating in planning accounts Grand mean of 2.07, selecting facilitators Grand mean of 1.9, financial contribution Grand mean of 1.81, participating in monitoring Grand mean of 2.39, and participating in evaluation Grand mean of 2.39). This indicates that community participation to help the program properly were relatively poor. In relation to item 3 providing land for the centers the grand mean score of the responses of the facilitators and adult learners were 2.8. This indicates that it was medium. The result of this item in particular indicates that, the community has shown moderate participation in its role in providing land for the centers to the NFBE program.

On the other hand, concerning the existence of community participation in selection of sites, construction of sites and providing local materials was rated high with grand mean scores of 3.93, 3.88 and 4.0 respectively. This shows that, possibly the community have made an effort to implement the program and the community participation was promising concerning the selection and construction of sites as well as providing local materials. However, as it was observed in table 3 item 1, there were no NFBE centers which were deliberately constructed for NFBE program and most of the activities were carried out with in the formal schools. Hence, from the above findings the researcher understand that the construction of sites and providing local materials may be either for the formal schools or the construction of deteriorated dases with in the formal school compound which serves NFBE program during the school days or religious holly days when the classrooms were occupied by formal school students.

From the above responses, therefore, the finding implies that the NFBE centers under study were facing difficulties related to community participation particularly in planning, selecting facilitators, financial contribution, monitoring and evaluation, which could affect the sustainability of the program negatively.

9.2 Government contribution in NFBE Program

No	Items	Facilitators (No=30)						
		Degree of agreement, rating scale						
		1	2	3	4	5	Total	Mean rating
1	Mobilizing the community	-	2	7	9	12	30	4.30
2	Allocating budget	17	7	4	1	1	30	1.7
3	Providing teaching materials	9	8	12	1	-	30	2.17
4	Training of facilitators	13	9	5	3	-	30	1.93
5	Construction of Centers	7	8	7	6	2	30	2.6
6	Providing industrial materials	12	8	5	5	-	30	2.1
7	Coordinating the program	9	6	8	3	4	30	2.37
8	Monitoring the program	9	8	6	5	2	30	2.43
9	Evaluating the program	13	9	4	4	-	30	1.97

In table 9.2, facilitators were requested to rate the contribution of government in NFBE program. Accordingly, the mean score of the responses of the facilitators for item 1 of was 4.03 which indicate that government involvement in the program was high. This reflects that the problems associated with mobilization were not much serious and appreciated by most of the facilitators in the sample centers. The local government authorities were in a position to support NFBE program by mobilizing the community.

The responses of the 5th item in the table indicate that the mean value of the facilitators was 2.6. This mean value shows the moderate participation of government on the program. Contrasting to this, items 2, 3, 4, 6, 7, 8 and 9 of the same table respondents were rated inadequate with grad mean scores of 1.7, 2.17, 1.93, 2.1, 2.37 and 1.97 respectively. Therefore, this finding implies that the level of participation of the government in implementing NFBE program was weak and the attention given to the program was very low. The results of the three items (2, 4 and 9) in particular indicate that, the government has shown low participation in its role of providing finance, training of facilitators and evaluating the program. The financial aspect seems to be difficult and rated the least by the respondents. The main reason for the poor government participation may be due to the lack of political commitment, looking for the support of NGOs or the lack of awareness on the program.

Hence, this finding contradicts with the result reported by Coles (1977: 50-51) which states that the decision of the conference of African ministers held in Addis Ababa in

1961 agreed on the responsibility of the central government to run the adult education activities. This implies that, the government constitutes the driving force in allocating educational resource (financial, material and human resource), coordinating the program and monitoring and evaluating tasks.

Table 9.3 Contribution of NGOs in NFBE Program

No	Statement	Facilitators (N= 30)						
		Degree of agreement, rating Scale						
		1	2	3	4	5	Total	Ave. Mean
1	Providing finance	16	5	5	3	1	30	1.93
2	Training of facilitators	14	7	6	3	-	30	1.93
3	Providing teaching materials	13	7	9	1	-	30	1.93
4	Construction of centers	16	10	3	1	-	30	1.63
5	Providing industrial materials	15	7	7	-	1	30	1.83
6	Participating in monitoring	14	6	9	-	1	30	1.93
7	Participating in evaluation	14	8	6	2	-	30	1.87

Table 9.3 deals with the contribution of NGOs in NFBE program. In this respect, the mean values of the respondents of the facilitators to items 1-7 was low with the mean values between 1.63 -1.93. This shows that, the involvement of NGOs in implementing NFBE program was insignificant. Hence, the finding indicates that the program lacks an opportunity of attracting NGOs to involve in the implementation of NFBE program. As a result, there was a problem of coordination among the NFBE centers and the NGOs. The information obtained through the interview conducted with the cluster supervisors also proved this fact. All supervisors agreed that NGOs were mainly participating in the formal education sector and Alternative Basic Education Program.

Table 9.4 Sectors contribution in NFBE Program.

No	Items	Agreement scale												Av. m
		Adult learners(N=60)						Facilitators (30)						
		1	2	3	4	5	m	1	2	3	4	5	m	
1	Participating in planning	11	20	14	12	3	2.43	9	11	7	-	3	2.23	2.33
2	Participating as facilitators	11	17	22	7	3	2.57	7	9	9	5	-	2.4	2.49
3	Providing teaching materials	13	17	19	8	3	2.52	10	7	9	3	1	2.27	2.39
4	Participating in monitoring	11	18	17	11	3	2.62	10	8	8	4	-	2.2	2.41
5	Participating in Evaluation	12	20	18	6	4	2.5	10	7	7	6	-	2.3	2.4

As it was shown in items 1-5 on table 8.4, the grand mean value of the responses of both facilitators and adult learners was 2.33, 2.49, 2.39, 2.41 and 2.11 respectively. Therefore, the responses of both respondents indicate that the contribution of sectors in NFBE program was very low. This finding seems to support what was argued by the cluster supervisors and sector heads during the interview. In this regard, a sector head who was interviewed concerning sectorial contribution to NFBE program said the following point.

We have one or two health extension workers at the Tabia level. I know their participation in formal education particularly in returning dropout students. As members of the Tabia administration, they are responsible in solving problems in collaboration with the education sector. However, I don't have any information whether they are participating in NFBE program or not.

/Degua Tembien wereda; March 17, 2010; 9 A.M

In the interview conducted with the cluster supervisors one of them argued by saying this:

The level of sectorial participation in NFBE program is very weak. There are health and Agricultural extension workers at each Tabia. However, they are not involved in the program. The FTC and Health posts are not in a position to support NFBE program.

/Enderta wereda, Maymekden cluster; march 3, 2010;8:55Am)

Similar, to this, another cluster supervisor said that:

At the Tabia level both Health and Agricultural extension sectors are participating in mobilizing activities. But, no sector is involved in the over all implementation of NFBE program.

/Degua Tembien wereda, Tukul cluster; March 18, 2010; 1:25pm)

Therefore, the result of the interview responses implies that the level of participation of sectors particularly Health and Agriculture in supporting NFBE program was very low.

9.5 Committee of NFBE program

No	Items	Agreement scale												Av. m
		Adult learners(N=60)						Facilitators (30)						
		1	2	3	4	5	m	1	2	3	4	5	m	
1	Availability of NFBE committee	14	29	11	4	2	2.18	13	8	5	3	1	2.03	2.11

Respondents were asked to rate the availability of NFBE program committee at the center level. Accordingly, in table 8.5 the availability of NFBE program committee at the center level was rated low with grand mean score of 2.11. This shows that, NFBE program committees were not available in all centers. Furthermore, the responses obtained from interview were familiar with this finding. Establishing NEBE program committee is very crucial for the success of the program since it may develop a sense of ownership and responsibility. The absence of NFBE committee in turn negatively affects particularly the monitoring and evaluation process. In other words, the progress, strength and weakness of the program will not be monitored and evaluated and it seems difficult to take measures of corrective action without having NFBE committee.

In general, based on the above analysis it can be concluded that the level of participation of stakeholders in the implementation of NFBE program was very weak. The contribution of stakeholders as a potential instrument to solve educational problems particularly NFBE program was missing. Thus, it could be argued that stakeholders do not seem to play their role in supporting the implementation of NFBE program and the centers do not get the necessary support from the concerned bodies. Though the program invites a collaborative effort, it is difficult to say the program was running properly and

efficiently without the involvement of stakeholders. Moreover, the emphasis given to NFBE program in the area understudy was low.

4.2.4 Level of Participation and dropout rate in NFBE

Program

The level of participation and dropout in NFBE may vary from place to place in terms of sex, age, place of residence, economic status and program levels. These are the key issues in NFBE program and it becomes significant to identify how large is the level of participation and dropout as well as contributing factors. Hence, in table 10 and 11 respondents were asked to answer the 3rd basic question “What is the level of participation and dropout rate of adult learners in NFBE program?”

Table 10.1. Participation of adult learns in NFBE program

No	Items	Agreement scale												Av. m
		Adult learners(N=60)						Facilitators (30)						
		1	2	3	4	5	m	1	2	3	4	5	m	
1	What is the level of participation in NFBE Program	6	12	28	8	6	2.93	6	8	10	5	1	2.57	2.75
2	To what extant are female adult learners participate in NFBE program?	16	20	17	5	2	2.28	9	12	8	1	-	2.07	2.18
3	What is the level of participation of people with difficulties in NFBE program?	24	23	6	3	2	1.83	20	5	5	-	-	1.5	1.67
4	How do you rate the level of participation of illiterate local administrators in NFBE program?	6	16	31	5	2	2.68	5	8	12	5	-	2.57	2.63

Question no= 5. Which age group is more involved in the program?

As shown in item 1 of table 10.1, facilitators and adult learners were requested to indicate the level of participation in NFBE program. Accordingly, the level of participation was rated moderate with grand mean value of 2.75. This implies that, adult learners were enrolled in NFBE program on an average level. The information obtained from the education experts through interview also proved this fact. Both experts agreed that the level of participation can be taken as moderate. Contradicting to this, one of the cluster supervisors who was interviewed on this issue said the following point:

As far as the level of participation of adult learners in NFBE program is concerned, it seems difficult to say high or moderate. Because, in areas where the number of residents are about 500, the expected number of adults registered for the program will be in between 50-60. Therefore, as to me the level of participation is very low.

/Enderta Wereda, Milazat cluster; March 21, 2010; 9 Am/.

Similarly, as it was observed from reports of the wereda Education Office, the total number of adult learners participated in NFBE program comparing to the huge number of population of the weredas was very low. For instance, in the year 2009/10, the total population of the two weredas was expected to be 238,264. Out of this, formal school students (grade 1-11) and adult learners in NFBE program accounts 56,367 and 2169 respectively. This implies that still the number of adult learners enrolled in NFBE program was very low.

Item 2 of table 10.1 shows the percentage of female adult learners participated in NFBE program. In relation to this, the responses of the respondents rated low with grand mean of 2.18. This implies that, the problem associated with this issue was serious and not appreciated by most of the facilitators in the sample centers. Therefore, the finding indicates that the responses of entire respondents one can conclude that the majority of the participants in NFBE program were male adult learners. This finding seems to support what was argued by Tilahun (1987:25) that in developing countries men adult learners are mostly participated than their female counter parts. The possible reason for the poor enrollment of female adults in NFBE program may be due to a number of reasons such as lack of time /time constraints/ due to domestic tasks, lack of motivation where their husbands may not allow them attend school, frequent child birth and rearing and generally economic insecurity.

The result of item 3 on table 10.1 indicates that, the respondents were rated the involvement of people with disabilities low with grand mean of 1.67. This indicates that, people with disabilities were not participated in NFBE program. As it was observed from the document analysis, the total number of people with disabilities above 18 years was almost 3560 which accounts 1.49% of the total population of the two weredas (refer Appendix H). Hence, based on this fact and the responses of the highest proportion of respondents, the researcher understands that without considering such marginalized /hard to reach/ groups it would be difficult to achieve a 50% improvement of adult literacy by 2015 as to the agreement of world education forum held at Senegal in 2000.

As shown in item 4 of table 10.1, respondents rated the level of participation of illiterate local leaders moderate with grand mean value of 2.63. This reflects that, the problem was not that much serious. Therefore, this finding shows that illiterate local administrators were attending in NFBE program. The participation of political leaders in turn could affect positively the implementation of the program. Because, it may motivate others to participate in the program by considering them as a model.

The 5th item deals with identifying the age group actively involved in NFBE program. Accordingly, nearly half of the respondents i.e. 29 (48.33%) of adult learners and 14 (46.67%) of the facilitators replied that the age group actively involved in the program was between the age of 21-30 years. A significant proportion 19 (31.67%) and 11 (36.67%) of adult learner and facilitator respondents respectively responded that the age group below 20 years seems to be active participant. Where as the remaining 12 (20%) adult learners and 4 (13.33%) of facilitator respondents said between age group of 31-40 years. Hence, from this finding it can be concluded that most of the adult learners found to be the youth age level. In turn, this implies that older adults were not beneficiaries of the program.

**Table 10.2 Factors affecting the participation of adults in Non-
Formal Basic Education**

No	Statement	Respondents		
		Facilitators No= 30		
		F	%	R
1	Work load	9	30	5
2	Inconvenient location of Centers	6	20	8
3	Distance of Centers from home	3	10	9
4	Lack of flexibility in schedule	7	23.33	7
5	Poverty	14	46.67	1
6	Lack of mobilization	8	26.67	6
7	Cultural attitudes	10	33.33	3
8	Family opposition	10	33.33	3
9	Lack of understanding the benefit of literacy	2	40	2

N.B F=frequency R= rank

As it was stated in the review of related literature, as there are many reasons for participating in education, there are also several factors for not attending. The reasons also vary from one area to the other depending on the existing situations. Accordingly, as shown in table 10.2 above, poverty was given top priority by the majority of NFBE facilitators i.e. 14(46.67%) than any other items as the main reason for not participating in NFBE program in South Eastern Zone of Tigray. The 2nd priority order i.e. 12 (40%) of the facilitators replied that lack of understanding the benefit of literacy. As a result, the above two items came to be the 1st two most serious and ranked as 1st and 2nd problems related to non-participation as agreed by the majority of the respondents. The other alternatives such as cultural attitude, family opposition, work load and lack of mobilization were ranked as 3rd, 5th, and 6th respectively. In contrast, item 4, 2 and 3 were ranked the 7th, 8th and 9th in their rank order respectively. The result of the last three items in particular indicates that, they were not a serious problem. Hence, from the above information the researcher understands that the top 5 obstacles for not participating in NFBE program in the study areas use as follows respectively. Poverty; lack of understanding the benefits of literacy; cultural attitudes; Family opposition; and Work load.

In the interview conducted with the non-participant adults, one of them argued by saying the following point:

Of course, NFBE program is practiced in our village and I know the benefit of education. However, I can't attend the program due to several problems in general and poverty in particular. Our village is closer to Mekele which takes approximately 1:30 hours on foot. In order to solve the immediate problems we are engaged in different job opportunities. Besides to that, we move to the Afar region to bring fuel, Charcoal and Salt. Therefore, we don't have time to participate in the program.

/Enderta wereda, Meseret Tabia, Gamra village; March 5, 2010; 2 Am/

Similar to this, another non-participant interview from Hawseba village Said:

As to me, the main problem which prohibited me from attending NFBE program is work load and generally it is better to say poverty. To over come my problem I am engaging in several activities. In addition to that, as head of household I have to feed my family. Hence, instead of attending my self in NFBE program I believe in sending my children to school.

/Enderta wereda, Felegeselam Tabia, Hawseba villege; March 4, 2010; 2:30 pm/

Contradicting to this, an interview in Degua Tembien wereda said that:

Actually, I know education is good and it is understood that it may help to change and improve the living standard of the population particularly a farmer. However, in my part the main obstacle which forced me from not attending the program is the lack of program continuity in our village.

/Degua Tembien wereda, Adi Azmera Tabia, Tikul village; March 13, 2010; 10:25 Am/.

Hence, the result of the interview indicates that poverty was the major challenging factor which prohibited adults from attending NFBE Program.

Table 11.1 Dropout in NFBE Program

No	Items	Agreement scale												Av. m
		Adult learners(N=60)						Facilitators (30)						
		1	2	3	4	5	m	1	2	3	4	5	m	
1	The level of dropout in NFBE is low	3	16	2	31	8	3.42	3	15	2	6	4	2.77	3.09
2	All participants accomplish all the program levels of NFBE	8	18	11	17	6	2.92	7	15	3	4	1	2.23	2.58
3	Female adult learners are more exposed to dropout than male in NFBE program	4	6	1	33	16	4.17	2	3	2	14	9	3.83	4
4	The NFBE program is implemented successively every year	5	18	3	21	13	3.32	3	9	5	10	3	3.03	3.18

Table 11.1 discusses on issues related to the degree of dropout in NFBE program. Hence, adult learners and facilitators were asked to rate their opinion on the extent of the seriousness of the above listed items.

Accordingly, item 1 of the table deals with the level of dropout in NFBE program. As it was stated in the review of related literature, high dropout rate was reported as a major challenging factor of NFBE program (Yeshitla, 2007:117). In relation to this, the mean value of item 1 of the responses of the adult learners was 3.42 or moderate. Similarly, facilitator respondents were rated moderate with mean value of 2.77. When trying to see the whole data both facilitators and adult learners rated moderate with grand mean of 3.09. This reflects that, the problem of dropout was low and not that much serious in the implementation of NFBE program. However, there is a gap between the adult learners

and facilitators observation. This may be due to misunderstand on the side of adult learners. On the other hand, facilitators have an opportunity of evaluating its level from the attendance taken and they are expected to have a better understanding on the issue comparing to adult learners.

As it was observed from the documents /reports of the wereda Education Office/, the level of dropout in 2008/09 was totally about 26.74% where male adult learners alone account 20.09% and female adult learners about 43.87%. These evidences seem to support what was argued by Yeshitla (2007:117) that high dropout rate was considered to be a problem which encountered the provision of NFE program. Therefore, according to the respondents of majority of the facilitators and the document analysis it can be concluded that the level of dropout was very high. In turn, this may negatively affect the quality of the program and clearly indicates the wastage of resources i.e. financial, material, manpower and etc.

Item 2 of table 11.1 treats whether or not adult learners accomplish all the program levels. The accomplishment of adult learners is dealt with attending the three program levels continuously without interruption or program continuity at each level every year. With this regard, the responses of adult learners were rated moderate with mean value of 2.92. This shows that, adult learners relatively accomplish the program and was not a serious problem. On the other hand, facilitator respondents rated low with mean value of 2.23. This implies that, adult learners do not finish the program levels and exposed to dropout. When trying to see the whole data they were rated moderate with grand mean value of 2.58. This reflects that, the problem associated with program continuity seems to exist. As it was observed in item 1 of this table, the level of dropout in NFBE program was very high. This finding also shows that, adult learners withdraw from the program either as early as possible or after completing level 1 level 2. This implies that, NFBE program was suffering from the level of program continuity.

Regarding item 3 of the table, the responses of adult learners and facilitators were rated high with mean value of 4.17 and 3.83 respectively and grand mean of 4. This implies that, the problems associated with female dropout was high and supported by the majority of respondents in the sample area. As it was observed in item 1 of the table, one

can see the difference from the document analysis that dropout female adult learners account 43.87% while male adult learners account 20.09%. Hence, based on the above findings and the information obtained from the document analysis, it's possible to conclude that female adult learners were highly subjected to dropout comparing to their male counter parts. The possible explanation for the high dropout rate of female adult learners could be several. However, high work load at home, child birth, the absence of female facilitators in the centers etc. may be taken as the main reasons for women dropping out of the program.

As show in item 4 of table 11.1, adult learners and facilitators were asked whether or not the NFBE program is implemented successively every year. Accordingly, they were rated moderate with mean value of 3.32 and 3.03 respectively as well as grand mean of 3.18. Hence, the finding implies that, the program was conducted continuously every year with in the two weredas. However, as it was observed during the interview conducted with cluster supervisors, Tabia managers and education experts, the program lacks continuity.

Table 11.2. Dropout in terms of age and program level

No	Items	Alternatives	Respondents					
			Adult learners		Facilitators		Total N= 90	
			F	%	F	%	F	%
1	Which level of NFBE program is more affected by dropout?	Level 1	31	51.67	15	50	46	51.11
		Level 2	17	28.33	2	6.67	19	21.11
		Level 3	12	20	13	43.33	25	27.78
2	Which age groups are more subjected to dropout?	Below 20 years	16	26.67	9	30	25	27.78
		21-30 years	15	25	7	23.33	22	24.44
		31-40 years	24	40	8	26.67	32	35.56
		41-50 years	5	8.33	6	20	11	12.22
		51 and above	-	-	-	-	-	-
3	In which part of the population is dropping out high?	Women of house hold	15	25	4	13.33	19	21.11
		Women's with husband	23	38.33	10	33.33	33	36.67
		There is no deference	22	36.67	16	53.33	38	42.22

As to item 1 of table 11.2 indicates, 31 (51.67%) and 15 (50%) of adult learners and facilitator respondents respectively indicated that out of all the three levels, level 1 was ranked 1st which was exposed to high dropout rate. The other significant number of

respondents constituting 17(28.33%) adult learners and 13 (43.33%) of the facilitators ranked level 2 and level 3 as the 2nd. Therefore, the result of the responses of the highest proportion of the respondents indicates that level one was highly affected by dropout than level 2 and level 3.

The 2nd item deals with identifying the age group more subjected to dropout in NFBE program. Accordingly, 24 (40%) of adult learners replied that the age group which is more exposed to dropout was between 31-40 years. This shows that, heads of household seems to withdraw in large number than younger adults. Because, the responsibility of taking care of the family and the family size increase with increasing in age. Contradicting to this, 9 (30%) of the facilitators believed that age group below 20 years were more affected by dropout. This implies that, though this age group is classified as youth age and dependent on family they may be motivated to withdraw from NFBE program. The possible explanation is that parents need the assistance of their children. On the other hand, 16 (26.67%) of adult learners and 8 (26.67%) of the facilitators indicated that below 20 years and 31-40 years respectively were ranked as the second age group. Therefore, from the table the result shows a significant difference between the responses given by the adult learners and facilitators. Such difference may occur due to the lack of appropriate observation or the lack of taking the available data as an evidence. As a result, more priority was given to the two age groups by both respondents. These are age group below 20 years and 31-40 years.

Hence, it seems difficult to argue and to take position on the age group which is more motivated to dropout. Probably, the researcher expects that the age group below 20 years may be active in one wereda while those between 31-40 years in another wereda. However, as a solution when trying to see the whole data by combining the responses of both adult learners and facilitators, 32 (35.56%) of them responded that the age group between 31-40 years were more exposed to dropout than any other age group in the program.

Item 3 of the same table tried to look if there was a difference in the degree of dropout between women's of household and women's with husbands in NFBE program. In this respect, some 23 (38.33%) of adult learner respondents replied that women's with

husband were subjected to dropout. This implies that, besides to the domestic workload and responsibilities, the lack of motivation from their husbands could contribute in preventing them from attending classes regularly and leads to high dropout. This finding goes with the result reported by Metshet (1998: 10-11). Contradicting to this, 22 (36.67%) of adult learner and 16 (53.33%) of facilitator respondents said that there is no difference. This indicates that, both groups were equally affected by dropout. Hence, based on the above findings one can conclude that in the area under study there was no significance difference between the two groups related to dropout.

Table 11.3. Reasons for Dropout from Non-Formal Basic Education program

No	Items	Facilitators Response		
		F	%	R
1	Low quality of facilitators	8	26.67	2
2	Poverty	13	43.33	1
3	Marriage	7	23.33	7
4	Divorce	6	20	9
5	Females high work load	8	26.67	2
6	Lack of conducive Environment	8	26.67	2
7	Lack of coordination between schedule and other activities	5	16.67	11
8	Lack of content integration with life	8	26.67	2
9	Seasonal Employment opportunity	8	26.67	2
10	Sickness	5	16.67	11
11	Lack of teaching materials	7	23.33	7
12	Unsound teaching-method	6	20	9

Table 11.3 shows the responses of facilitators to the cause of dropout in NFBE program. As the ranked responses of facilitators, i.e. 13 (43.33%) shows poverty was the 1st important factor for dropout. Low quality of facilitators, females' high work load, lack of conducive environment, lack of content integration with life and seasonal employment opportunities which accounted for 8 (26.67%) were ranked as the second factor that caused dropout. Marriage and lack of teaching materials account 7 (23.33%) were considered as the 3rd factor. Divorce and unsound teaching methods were ranked as 4th with a population of 6 (20%). They have ranked lack of coordination between schedule and other activities and sickness as 5th major reason for dropping out respectively constituting 5 (16.67%). Therefore, based on this finding the researcher understands that

the top 6 factors that cause dropout in NFBE program particularly in the study area were :poverty; low quality of facilitators; females high work load; lack of conducive environment; lack of content integration with life; and Seasonal employment opportunity.

In this regard, a non-participant /dropout case/ who was interviewed concerning the main reasons for dropout in NFBE program particularly in his village said the following point:

I have had an interest to attend the program. However, my husband was not happy and demotivated me while raising this issue. Finally, the main factor which forced me to dropout was child birth after completing level 2.

/Enderta wereda, Felege Selam Tabia, Hawseba village; March 4, 2010; 3 pm/

Another non participant from Degua Tembien wereda said that:

In short, I was forced to dropout due to the work load at home and outside in the farming activities.

(Ayninbirkekin Tabia, Adikoylo village; March 1, 2010; 10:25 Am)

Furthermore, using interview questions, Tabia managers and cluster supervisors were asked to specify any more factors contributing to dropout in NFBE program. Accordingly, they have raised problems: work load; Seasonal job opportunity e.g. coble stone works; Fuel and making of charcoal; Lack of understanding on the benefit of the program; Breaking or stone mining; Drought; and The lack of certificate to be given for those who successfully completed the program.

4.2.5 Monitoring and Evaluation in NFBE Program

Table 12 was prepared to access how monitoring and evaluation conducted in the sample NFBE centers. To this end, respondents were asked to answer the 2nd basic question “To what extent government and non-governmental organizations participate in the planning, monitoring and evaluation process during the implementation of NFBE program?”

Table12. Monitoring and Evaluation of NFBE program

No	Items	Agreement scale												Av. m
		Adult learners(N=60)						Facilitators (30)						
		1	2	3	4	5	m	1	2	3	4	5	m	
1	Monitoring is frequently conducted	30	20	11	4	3	1.93	11	9	5	3	2	2.2	2.07
2	Evaluation is frequently conducted	22	13	15	6	4	2.28	14	8	3	5	-	1.97	2.13

As it is commonly understood, monitoring in NFBE program is conducted through a common agreement of the beneficiaries of the program and other concerned stakeholders. In order to take corrective actions, the strength and weakness of the program should be recorded through out the implementation period. Hence, besides to appropriate planning for the success of any program, there must be proper and continuous monitoring system.

As indicated in item 1 of table 12, the existence of monitoring in NFBE program rated low with mean value of 1.93 and 2.2 by the adult learners and facilitators respectively and grand mean of 2.07. Therefore, the finding shows that the frequency of monitoring in NFBE program was weak. As far as monitoring of NFBE program is concerned, the responses given by the interviewed cluster supervisors was not similar. As a result, 2 supervisors replied that monitoring activity was carried out by the cluster supervisor. Similarly, another 2 supervisors said the responsibility of monitoring was mainly given to the school directors. However, when one of the cluster supervisor was asked concerning his views on the availability of monitoring, he never agree to the above responses given by his colleagues and seems to support the result of item 1 by saying the following point.

The supervisors give priority to the formal schools. Because, one cluster supervisor is assigned to help more than 10 schools. Besides to that, there are also significant numbers of ABE and NFBE program centers with in the cluster. Hence, the due attention given by the cluster supervisor is very low and as a result the program suffers from lack of ownership.

(Enderta wereda, May Mekden cluster; March 3, 2010; 8:55 Am)

The response of the 2nd item in the table indicates that the mean values of the responses of the adult learners and facilitators to be 2.28 and 1.97 respectively and grand mean value 2.13. This implies that, evaluation in NFBE program was relatively poor.

In general, the finding in table 12 indicates that NFBE program with in the two weredas was characterized by poor monitoring and evaluation system. Therefore, this finding goes with the results reported by Samuel (2003:1), Ayele and Samuel (2005) and Ayele (2004:43) where it was concluded that the attention given to monitoring and evaluation of Adult and Non-Formal Education in Ethiopia was low.

4.2.6 Challenges and Opportunities in NFBE Program

Using open-ended questions and interview the respondents were asked to specify the challenges and opportunities as well as solutions to be taken in order to solve the problem in NFBE program. Accordingly, both adult learner and facilitator respondents listed the following opportunities available at the center level. These are: The expansion of formal schools closer to the community; The availability of educated man power particularly formal school teachers and grade 10 complete students with in each village; Selecting suitable time and place by the beneficiaries; The availability of Health and Agricultural Extension workers; and The availability of political structure up to the a village level.

On the other hand, the respondents raised problems hindering the implementation of NFBE program like: Lack of sufficient budget; Shortage of educational resources of text book; Community low level of understanding on the program; Dropout; Lack of technical support from the wereda education office; Low enrollment rate of adult learners; Absence of experienced facilitators. Problem of assigning facilitators on time without training.

Finally, they suggested the following possible solution for effective implementation of the program: Allocating sufficient budget on time; Providing educational resources; Coordination and participation of all stakeholders particularly sectors working at the center level; Selecting experienced and interested facilitators locally and provide training; Creating awareness, mobilizing the community and to reach on agreement; Monitoring

and evaluation system should be carried by the wereda education office; There should be readiness of adult learners; Establishing NFBE program committee at the center level; Assigning focal person at the wereda level; and Providing certificate for all participant adult learners and facilitators.

CHAPTER FIVE

SUMMARY, CONCLUSIONS and RECOMMENDATIONS

This chapter of the thesis presents a summary of the major findings, conclusions and recommendations.

5.1 Summary

The delivery of NFBE program in Ethiopia was encountered by several problems such as high dropout, lack of coordination and collaboration, shortage of funds and lack of continuity and sustainability.

The main objectives of this study were to identify and analyze the challenges and opportunities of the implementation of NFBE program. In order to achieve the purpose of this study, basic questions were raised addressing the areas such as:

1. To what extent the NFBE program is organized in South Eastern Zone of Tigray?
2. To what extent government and non-governmental organizations participate in the planning, monitoring and evaluation process during the implementation of NFBE program?
3. What is the level of participation and dropout rate of adult learners in NFBE program?
4. To what extent NFBE program is implemented in the zone?
5. What are the challenges and opportunities of NFBE program implementation in the zone?

The descriptive survey research strategy was used for the study purpose. The study was conducted in 10 NFBE centers of two weredas i.e. Enderta and Degua Tembien. The subjects of the study were 60 adult learners, 30 facilitators, 20 non-participants, 8 Tabia managers, 5 supervisors, 2 education experts, 2 sector heads and 1 education office head constituting a total of 128 respondents. Purposive, availability, simple random and accidental were employed as sampling techniques. The study was conducted using interview, questionnaire, observation and documentary analysis as data gathering instruments. The data was analyzed using statistical tools such as percentage, mean and rank order.

5.1.1 Characteristics of the Respondents

The majority of the respondents (67.19%) were male and female respondents account only 32.81 %. Regarding their age, about 53.13 % were with in the age of 21-30 years. 51.56 % of respondents were in level 2 and 21.09 % of them had diploma qualification. The great proportion of the respondents (52.08 %) had years of experience that range from 1-5. Concerning their family status, 60% of the respondents were single while 40 % married.

5.1.2 Major Findings

The results of the analyzed data have indicated the following major findings.

Planning

- The study result of the responses of the interview obtained from the cluster supervisors, education experts, Tabia managers and education office head indicates that NFBE program has no its own separate plan.
- The finding of the study (39.2 % of the respondents) revealed that the communities don't have an opportunity to participate in the preparation of NFBE program plan.

Program Centers

- 63.33% of adult learners and 50 % of facilitators revealed that most of the adult learners were found to active participants in the selection of NFBE centers.
- The distance of the centers was not a serious problem and the locations of the centers were chosen based on their proximity to the learners.

Program Scheduling

- The finding of the study (70% of the respondents) indicate that the schedule of NFBE program was decided by the adult learners.
- 72.22 % of the adult learners and facilitators respondents revealed that the schedule was conducive for the majority of the adult learners.
- The program was held out of the working days and did not conflict with the daily activities of adult learners.

Selection and Training of Facilitators

- The finding of the study (40 % of the facilitators) revealed that community in general and adult learners in particular were not participated in the selection of facilitators.
- The study result from the responses of the facilitators (100%) indicates that they were not paid.
- 83.33 % of the facilitators express their agreement that facilitators were participating with out training.
- 76.67 % of the facilitators revealed that the supervisory activities in NFBE centers were low.

Availability of Educational Resources

- The adult learners and facilitators respondents revealed that the availability of students' textbooks was low with grand mean value of 2.25.

Teaching Methods and Teaching aids

- The finding of the study (70 % of adult learners and 40 % of facilitators or both 60 %) revealed that learner centered approach was frequently employed in the program.
- 36.67 % and 33.33 % of the respondents revealed that NFBE centers utilized teaching aid some times and rarely respectively and was not encouraging.

Allocation of Budget

- The finding of the study (100 % of the respondents or mean value of 1.7) indicate that lack of budget was the most prominent factor that negatively affects the implementation of NFBE program in the zone.

Stakeholders Participation

- Community participation to help the program in planning, selection of facilitators, financial contribution, monitoring and evaluation was relatively poor with grand mean value of 2.07, 1.98, 1.81, 2.39 and 2.39 respectively.
- The study (mean value of 1.73, 1.93 and 1.97) indicates that particularly the government has shown low participation in its role of providing finance, training of facilitators and evaluating the program.

- The mean values of the responses of the facilitators to the contribution of NGOs was low with mean values between 1.63- 1.93.

Participation of Adult Learners

- The result of the study obtained from the reports of the wereda education office indicate that the level of participation of adult learners was very low.
- The study (mean value of 2.18) indicates that the participation of female adult learners in the program was low.
- The finding of the study (mean value of 1.67) revealed that people with disabilities were not participated in NFBE program.

Dropout

- The average mean value (3.09) of the respondents revealed that the level of dropout was low and not that much serious. However, the reports of the wereda education office indicate that the level of dropout was high where male accounts 20.09 % and female 43.87 %.
- - The responses of adult learners and facilitators (grand mean 3.84) indicate that female adult learners were highly exposed to dropout comparing to their male counter parts.

Monitoring and Evaluation

- The study indicates that monitoring in NFBE program was low with mean value of 2.07.
- The finding of the study revealed that there was a problem in relation to evaluation in NFBE program and was not frequently conducted with mean value of 2.13.

5.2 CONCLUSIONS

Based on the major findings, the following conclusions were drawn.

1. Some important opportunities which can help the implementation of the program have been already identified in the area. Accordingly, the participation of adult learners in selecting NFBE centers and deciding the schedule as well frequent utilization of learner centered approach in the program are among others. As a result, the closer the distance and convenient time the higher would be the probability for

adult learners to participate in the program. Therefore, exploiting the readiness and involvement of adult learners in deciding the schedule and venue will help to increase the enrollment rate and effective implementation of NFBE program.

2. The implementation of NFBE program requires organizing teaching materials, financial resource, training and other inputs in order to achieve the intended outcome of the program. In relation to organization of the program, the finding of the study indicates that there is acute shortage of budget, educational materials, and lack of training of facilitators. AS a result, the formal school teachers serve as facilitators with out any payment and training. In most of the centers, there are no textbooks and teachers guide. Therefore, lack of community participation in selecting facilitators, absence of training, payment and poor technical support of cluster supervisors would have a negative impact on the effectiveness of NFBE program.
3. The contribution of stakeholders in NFBE program is considered as a potential instrument in solving the existing problems in the program. With out collaborative effort of concerned authorities the intended objective is difficult to achieve. As a result the government of Ethiopia invites the involvement of stakeholders to participate in the program in ESDP III. Therefore, NFBE centers don't get necessary support from the stakeholders and the concerned bodies i.e. government bodies, community and non- governmental organizations give less attention to the program.
4. NFBE program have a significant role to address basic education for all. To achieve this, NFBE program should be expanded and considered as good opportunity. However, the finding of the study indicates that the program faced several problems. They are characterized by high dropout and low enrollment rate. Therefore, this shows the wastage of financial, human and material resources.
5. In order to identify the strength and weakness of the program, to take corrective measures and design an alternative direction for effective implementation of the program, monitoring and evaluation should be conducted regularly and properly in NFBE program centers. Contradicting to this, the result of the study indicates that NFBE program in the study area suffer from lack of monitoring and evaluation. Therefore, the absence of monitoring and evaluation could affect the program negatively.

5.3 RECOMMENDATIONS

Based on the findings and conclusions of the study, the following solutions could be suggested for better implementation of NFBE program.

1. The community in general and adult learners in particular were not participated during the preparation of a plan for NFBE program. Therefore, the wereda education office and Tabia administrators should take the responsibility in creating favorable condition for the active participation of community and stakeholders to prepare a plan both at the wereda and Tabia level.
2. The findings of the study indicates that there was a problem related to the selection and training of facilitators. Therefore, it is recommended that, the local community should participate in the selection of facilitators locally. The wereda education office should organize short term trainings (pre- or on job training) in collaboration with TRBE and NGOs so as to equip the facilitators with necessary Andragogical knowledge and skills. Cluster supervisors should visit and support the NFBE centers technically and should arrange sharing of experience programs with similar center facilitators.
3. The result of the study demonstrated that the majority of NFBE centers under study had no adequate educational resources and facilities particularly student textbook and teachers guide. Therefore, the Regional Education Bureau should print and distribute sufficient student textbooks to the weredas. The wereda education office has to communicate donors to solve the problems of student textbooks.
4. The finding of the study revealed that lack of budget was the most serious problem in the study area. Therefore, it would be recommendable that, the wereda administration office should allocate sufficient budget on time. The wereda education office should establish an active chain of communication with the community and NGOs so as to generate funds in the form of provision of facilitators or monetary contribution.
5. NFBE program should not be the work of a single organization. Rather, it needs collaborative effort of all stakeholders who are involved directly or indirectly on the program. However, in the study area, the participation of stakeholders in supporting the program was very low. Therefore, it was recommended that, to ensure the

sustainability and effectiveness of the program the wereda education office have to mobilize the concerned government bodies, non-governmental organizations, and local communities to support the program and have to work cooperatively and in a coordinated way with other similar government offices such as wereda Agriculture and Rural Development, wereda Health office, women's affairs and so on.

6. Low enrollment rate was another problem faced the program in the study area. Therefore, the following recommendation could be suggested to increase the participation of adult learners. The providers either the wereda education office or non-government organizations should reach on agreement or consensus with the local people before launching the program. Cluster supervisors or Tabia administratorss should be responsible to identify and organize voluntary adult learners and to establish NFBE program committee constituting all representatives from the community, near by schools and extension workers.
7. In order to prevent dropout rate in NFBE program, the wereda education office should provide adequate material support and in collaboration with local administrators, cluster supervisors and near by formal schools. Female facilitators should be assigned for female adult learners.
8. The result of the study indicates that, the majority of the facilitators in the study area were found to be poor in the utilization of teaching aids. Therefore, it would be recommended that facilitators should prepare and utilize teaching aid made up of local materials as far as possible which is cheap, easily and locally available.
9. In the sample weredas there was a problem in relation to monitoring and evaluation. Therefore, it is recommended that the wereda education office and cluster supervisors should arrange and conduct monitoring and evaluation program regularly and properly at the wereda and center level respectively in collaboration with concerned government bodies, the community, near by schools and non-governmental organization.

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Appendix A
Addis Ababa University
College of Education
Department of Curriculum and Teacher Professional
Development Studies
Adult and Lifelong Learning Unit

Questionnaire to be completed by facilitators and Adult Learners

Title of research MAJOR CHALLENGES AND OPPORTUNITIES IN IMPLEMENTING NONFORMAL BASIC EDUCATION PROGRAM IN SOUTH EASTERN ZONE OF TIGRAY REGIONAL STATE.

Dear Respondents:

The purpose of the questionnaire is to collect the necessary realistic information for the study. The collected data will be used only for research purpose i.e. don't have any negative effect on you. Your cooperation in providing relevant information is highly important for the success of the study. Your information will be kept confidential and will never be used for any other purpose than the above mentioned. You should feel free in forwarding your opinion. So, I kindly request your contribution in filling the question honestly and responsibly.

INSTRUCTION

- No need of writing your name.
- Where alternatives answers are given put mark in the box to indicate your answer. For open ended questions try to give precise answers.
- All questions should be filled.
- Lastly, I would like to thank you in advance for your cooperation.

PART I. BACK GROUND INFORMATION

General Direction. Put a tick 'X' mark to indicate your response on the space provided.

1. wereda _____ kebele _____ site _____
2. Sex male _____ female _____
3. Age below 20 _____ 21-30 _____ 31-40 _____ 41-50 _____ 51 and above _____

4. Educational back ground.

Level 1----- Level 2----- Level 3-----
Grade 10 complete _____ TTI _____ Diploma _____
BA|Bsc _____

5. Total years of experience

1-5 _____ 6-10 _____ 11-15 _____ 16-20 _____ 21 and Above _____

6. Family Status Singe _____ Married _____

PART 2.ISSUES RELATED TO PLANNING OF NFBE PROGRAM

DIRECTION. Below are some questions about planning of NFBE program .Please, read each statement carefully and put 'X' mark to indicate your response on the given alternatives

N.B. 1.Strongly disagree 2.Disagree 3.Undecided 4.Agree 5.Atrongly agree

1. A plan for NFBE program is available at the center level

A. strongly Agree _____ C. undecided _____ E. strongly Disagree _____
B. agree _____ D. agree _____

2.The wereda education office plan is taken as a reference to prepare a plan for NFBE program at the center level

A. Strongly Agree _____ C. Undecided _____ D. Disagree _____
B. Agree _____ E. Strongly Disagree _____

3.The plan of NFBE program is comprehensive in that, it includes various issues like budget, time, stakeholders, monitoring and evaluation and nature of facilitators etc

A. Strongly Agree _____ C. Undecided _____
B. Agree _____ D. Disagree _____ E. Strongly Disagree _____

4.The plan of NFBE program is evaluated and revised while the program is going on

A. Strongly agree _____ C. Undecided _____
B. Agree _____ D. Disagree _____
E. Strongly disagree _____

5. If your response for question number 1 is agrees, who prepares a plan at the center level

A. Supervisors _____ C. Adult learners or community _____
B. Facilitators _____ D. Combination of all _____ E. Others, specify _____

Part 3. Issues Related to NFBE Centers

Direction. Below are some questions about NFBE program centers. Read each question and put 'X' mark corresponding to your response on the basis of the following alternatives.

N.B. 1. Very low 2.Low 3.Moderate 4.High 5. Very high

1. Where does the NFBE program conducted?

A. At the formal school----- C. At the shaded das _____
B. At the religious institutions _____ D. At the farmers Training centers _____

- E. Others, specify _____
2. Who selects the NFBE program centers?
 A. supervisor's _____ B. Adult Learners or community _____
 C. Facilitators _____ D. Tabia administrators _____
 E. Agreement of all _____
3. Who construct the NFBE program center?
 A. Community _____ B. Wereda Education office _____
 C. NGOS _____ D. Private organizations _____
 E. Contribution of all _____
4. To what extent is the NFBE program center conducive to offer teaching learning process?
 A. Very high _____ B. high _____ C. moderate _____ D. Low _____
 E. Very Low _____
5. How long takes the distance from home to NFBE program center? _____

Part 4. Issues Related to Program Schedule

Direction. Put 'X' mark to indicate your response for the following questions 1_4 and give precise and short answer for question number 5.

N.B 1.Strongly Disagree 2.Disagree 3.Undecided 4.Agree
 5 .Strongly Agree

1. Who decides the schedule of NFBE program?
 A. Adult Learner or community _____ B. Facilitators _____
 C. Supervisors _____ D. Common agreement of all _____
 E. Others, specify _____
2. The program of NFBE resume as of the scheduled calendar
 A .Strongly Agree _____ c. Undecided _____ E .Strongly Disagree _____
 B. Agree _____ D. Disagree _____
3. The schedule of NFBE program held in the _____ -
 A. Working days _____ B. Out of the working days _____
 C. Flexible as per the interestof the adult learners _____
4. The schedule of NFBE is conducive to provide the program
 A. Strongly Agree _____ B. Agree _____
 C. Undecided _____ D. Disagree _____ E. Strongly disagree _____
5. When and for how many months does the NFBE program conducted?

 Number of days in a week? _____
 Duration of hours in a day? _____

PART 5.1. ISSUES RELATED TO SELECTION OF FACILITATORS

Direction . The following are issues to be considered in selection and training of facilitators. Please, put 'X' mark to indicate your agreement using the given alternatives.

N.B 1.Strongly Disagree 2.Disagree 3.undecided 4.Agree 5.Strongly Agree

1. Who is responsible in selecting NFBE program facilitators?
A. Wereda Education office ____ B.Tabia leader's ____
C. Wereda Education office and Tabia leader's ____ D. Community ____
E. Others, specify ____
2. What requirements are used to select facilitators?
A. Age ____ B: Sex ____ C. Experience ____ D. Qualification ____
E. Others, specify ____
3. Who pays the facilitators?
A. Community ____ B. Government ____ C. NGOs ____
D. Contribution of all ____ E. There is no payment ____

PART 5.2. ISSUES RELATED TO SELECTION AND TRAINING OF FACILITATORS

- 1.Female candidates got priority in the selection of facilitators
A. Strongly Agree __ B. Agree __ C. Undecided ____ D. D is Agree ____
E. Strongly Disagree ____
- 2.Training on NFBE is given to program facilitators.
A. Strongly Agree ____ C. Undecided ____
B. Agree ____ D. Disagree ____
E. Strongly Disagree ____
- 3.Facilitators of NFBE are interested in the program.
A .Strongly Agree__ B. Agree____ C. undecided____ D. Disagree____
E. Strongly Disagree ____
- 4.Sharing of experience is conducted among NFBE centers
A .Strongly Agree ____ B. Agree__ C. Undecided ____
D. Disagree ____ E. Strongly Disagree____
5. Supervisors frequently visit the NFBE centers to assist the facilitators.
A. Strongly agree ____ B. Agree ____ C .Undecided ____
D. Disagree ____ E. Strongly Disagree
- 6.If your answer for question number 11 is disagree, what are the main reasons?
A. The salary is not adequate____ B .Lack of training opportunity ____
C. Lack of technical support from wereda education office ____
D. Low participation of stakeholder's ____ E. Others, specify____

Part 6. Issues Related to the Availability of Teaching

Resources

Direction. To what extent are the following materials and resources available in the center? Please, indicate your opinion on the level of availability of teaching materials and resources by putting 'X' mark on the basis of the following scales on the space provided.

N.B. 1. Very Low 2 .Low 3. Moderate 4 .High 5. Very high

No	Facilities	Alternatives				
		1	2	3	4	5
1	Availability of student textbook					
2	Availability of facilitators guide					
3	Availability of adequate facilities					
4	Readiness of adult Learners					
5	Quality of facilitators					
6	Commitment of local leaders					
7	Technical support Wereda Education Office					
8	Timely reporting system					
9	Wise use of available resources					

Among the above listed facilities, lack of which facility affects more?

_____ Why? _____/

Part 7. Issues Related to Budget Allocation

Direction. The following questions are designed to assess the budget allocated for NFBE program. Please, put X m ark on the basis of the given alternatives.

N.B 1.Strongly Disagree 2.Disagree 3.Undecided

4. Agree 5.Strongly Agree

1. Budget is allocated to run NFBE program.

A. Strongly agree ____ B .Agree _____ C. Undecided _____

D. Disagree _____ E. Strongly Disagree

2. The capacity of the community to generate external funds for the program is high.

A. Strongly Agree _____ B. Agree _____ C. Undecided _____

D .Disagree _____ E. Strongly Disagree ____

Part 8. Issues Related to the Involvement of Stakeholders.

Direction. The following questions are designed of to assess the involvement stakeholders in NFBE program. Please, rate your response on the basis of the following scales.

N.B 1.Very low 2.Low 3.Moderate 4.High 5.VeryHigh

No	Statements	Scales				
		1	2	3	4	5
8.1	Community contribution					
1	Participating in planning					
2	Selection of sites					
3	Providing land for the center					
4	Construction of sites					
5	Providing local materials					
6	Selecting facilitators					
7	Financial contribution					
8	Participating in monitoring the program					
9	Participating in Evaluating the program					
8.2	Government contribution					
1	Mobilizing the community					
2	Allocating budget					
3	Providing teaching materials					
4	Training of facilitators					
5	Construction of the centers					
6	Providing Industrial materials					
7	Coordinating the program					
8	Monitoring the program					
9	Evaluating the program					
8.3	Contribution of NGOs					
1	Providing of finance					
2	Training of facilitators					
3	Providing teaching materials					
4	Construction of Centers					
5	Providing industrial materials					
6	Participating in monitoring the program					
7	Participating in Evaluating the program					
8.4	Sectors contribution					
1	Participating in planning					
2	Participating as facilitators					
3	Providing teaching materials					
4	Participating in monitoring the program					
5	Participating in Evaluating the program					
8.5	Committee of NFBE program					
1	Availability of NFBE program committee					
2	Efficiency of the committee					
3	Degree of involvement of the stakeholders in the committee					

Part10.1. Issues related to Drop out rate in NFBE program

Direction. Indicate your agreement by using ___ mark on the basis of the given alternatives.

N.B 1. Strongly Disagree 2.Disagree 3.Undecided 4.Agree
5.Strongly Agree

1. The level of drop out rate in NFBE program is low.
A. Strongly Agree _____ B .Agree _____ C. Undecided _____
D. Disagree _____ E. Strongly Disagree _____
2. All participants accomplish all the program levels of NFBE
A. Strongly Agree _____ B. Agree _____ C. Undecided _____
D. Disagree _____ E. Strongly Disagree _____
3. Female adult learners are more exposed to drop out than males in NFBE program.
A. Strongly agree _____ B .Agree _____ C. Undecided _____
D. Disagree _____ E. Strongly Disagree _____
- 4.The NFBE program is implemented successively ever year
A. Strongly Agree _____ B. Agree _____ C. Undecided _____
D. Disagree _____ E. Strongly Disagree _____

Part10.2 . Issues related to Drop out rate in NFBE program

Direction. Indicate your agreement by using x mark on the basis of the given alternatives.

1. Which level of NFBE program is more affected by drop out?
A. Level 1 _____ B. Level 2 _____ C. Level 3 _____
2. Which age groups are more subjected to drop out?
A. Below 20 years _____ C.31_40 _____ E. 51 and above _____
B.21_30 _____ D.41_50 _____
3. In which part of the population is dropping out high?
A. women's of house hold _____ B. Women's with husbands _____
C. There is no difference _____

Part10.3. Direction .As various literatures suggest, the following are some of the possible factors that might contribute to high drop out rate in NFBE program. Please, rank them in order of difficulty by putting 'X' mark below the numbers. Read all the possible factors carefully before you mark. You are required to mark the possible reasons as per the context of your locality.

No	Items	Rank											
		1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
1	Low quality of facilitators												
2	Poverty												
3	Marriage												
4	Divorce												
5	Females work load												
6	Lack of conducive environment or location												
7	Lack of coordination between schedule and other activities												
8	Lack of content integration with life												
9	Seasonal employment opportunities												
10	Sickness												
11	Lack of teaching materials												
12	Unsound teaching method												

Part 11. Issues Related to Teaching Methods and Aids.

Direction. Read the following questions carefully and put __X__ mark corresponding to your response .

N.B 1.Very Low 2.Low 3.moderate 4.High 5.Very High

1. Which teaching method is frequently used in NFBE program?

- A. Teacher centered _____
- B. Student centered _____
- C. Equally treated _____

2. If your response for question number 2 is learner centered, which method is frequently used?

- A. Role play _____
- B. Demonstration _____
- C. Peer teaching _____
- D. Group Discussion _____
- E. others, specify _____

3. What is the level of participation of adult learners in selecting suitable teaching method?

- A .Very High _____ B. High _____ C. Moderate _____
 D .Low _____ E. Very Low _____

4. How often do teaching aids used in NFBE program?

- A. Always _____ B. Most of the time _____ C .Sometimes _____
 D. Rarely _____ E. Never _____

Part 12.Issues related to monitoring and evaluation

Direction. The following are statements expressing about monitoring and evaluation in NFBE program. Indicate your level of agreement by putting 'X' mark with one of the five alternatives given.

- N.B** 1.Strongly Disagree 2.Disagree 3 .Disagree 4.Agree
 5.Strongly Agree

No	Statements	Alternatives				
		1	2	3	4	5
1	Monitoring is frequently conducted					
2	All stakeholders involve in monitoring					
3	Informing the result of monitoring to the beneficiaries					
4	Evaluation is frequently conducted					
5	All stakeholders involve in evaluation					
6	Informing the result of evaluation to the beneficiaries					

General Comments

1. What are the opportunities in the implementation of NFBE program?

- A. _____
 B. _____

2. What are the major problems that encountered the implementation of NFBE program ?

- A. _____
 B. _____

3. What measures should be taken to solve the problems in the implementation of NFBE program ?

- A. _____
 B. _____

Appendix B
Addis Ababa University
College of Education

Department of Curriculum and Teacher Professional Development Studies.
Adult and Life Long Learning Unit

Questions for Interview with Education Office Heads, Experts and Supervisors.

Wereda _____ Position _____ Education Level _____
Age _____ Service _____ Time _____
Sex _____ Date _____

1. Does the Program have an organized plan? Who are involved in the planning process?
2. Who selects the NFBE centers and schedule? Where and when does the program conducted?
3. Who and how do you select, train and pay facilitators?
4. To what extent does NFBE have adequate budget? What are the sources of finance? What percentage of the education budget?
5. Which stakeholders are involving and what do they contribute to NFBE program? Is there a committee of NFBE and to what extent is efficient?
6. Do all the sectors involve in the program? How do the FTC and health posts for example contribute?
7. What is the level of participation in NFBE program? What is the extent of the program coverage?
8. What do you think about the level of dropout? What are the major reasons for dropout? What strategies are used to minimize the problem?
9. To what extent is the availability of teaching materials at NFBE centers?
10. Which teaching method is frequently practiced by facilitators? How often do facilitators use teaching aids?
11. How often is monitoring and evaluation of NFBE program conducted?
Who participate?
1. What are the favorable conditions and problems in the implementation of NFBE program?
13. What do you recommend to solve the problems of NFBE?

Thank you!

Appendix C

Addis Ababa University

College of Education

Department of Curriculum and Teacher professional Development Studies.

Adult and Life Long Learning Unit

Questions for Interview With Non-Participant Adults.

Wereda _____ Sex _____
Kebele _____ EducationalLevel _____
Center _____ Date _____
Age _____ Time _____

A. Non-Participant case

1. Have you ever attend before in NFBE program? If yes, for how many rounds?
2. What factors prohibited you from participating in NFBE program?
3. Would you like to attend the program if conditions allow?
4. What solutions would you suggest to overcome the problems?

B. Dropout case

1. For how many rounds did you attend in NFBE program?
2. What situations motivated you to withdraw from the program?
3. What efforts have been made to return you back to the program? If no, what do you think were the problems?
4. What would you suggest to minimize the problems of dropout?

Thank you!

Appendix D
Addis Ababa University
College of Education

Department of Curriculum and Teacher Professional Studies

Adult and Life long learning unit

Questions for Interview with Tabia managers.

Wereda _____ Education Level _____
Kebele _____ Date _____
Age _____ Time _____
Sex _____

1. Does the NFBE program center have an organized plan? Who involved in the planning process?
2. Who selects the NFBE centers and schedule? Where and when does the program conducted?
3. Who is responsible to select facilitators and what requirements are used to select? Who pays?
4. Which stakeholders are involved? What do they contribute for the NFBE program? Is there a committee of NFBE? To what extent is efficient?
5. What is the level of participation in NFBE program? What is the extent of the program coverage?
6. What is the level of dropout? What are the major reasons for dropout? What strategies are used to minimize?
7. How often is monitoring and evaluation of NFBE conducted? Who participate?
8. What are the favorable conditions and problems in the implementation of NFBE?
9. What do you recommend to solve the problems of NFBE program?

Thank you!

Appendix E
Addis Ababa University
College of Education

Department of Curriculum and Teacher Professional Development Studies.

Adult and Life Long Learning Unit

Questions for Interview with Sector Heads

Wereda _____

Experience _____

Age _____

Date _____

Sex _____

Time _____

Education level _____

1. Is there a committee of NFBE at the wereda level? If so, to what extent is its effectiveness?
2. As an organization do you participate in NFBE program? If yes, what contributions do you made? If no, what are the major problems?
3. How do the FTC and health posts contribute to NFBE program?
4. What do you suggest to solve the problems of NFBE program?

Thank you!

Appendix F
Addis Ababa University
College of Education

Department of Curriculum and Teacher Professional Development Studies
Adult and Life Long Learning Unit

Observation Check List

Wereda _____

Date _____

Kebele _____

Time _____

Site _____

1. Very Low 2.Low 3.Moderate 4.High 5.Very High

No	Items	Levels				
		1	2	3	4	5
1	Availability of student textbook					
2	Availability of teachers guide					
3	Availability of a plan					
4	Status of NFBE center in terms of facilities					
5	Level of attendance					
6	Availability of teaching aids					
7	Availability of report on dropouts					
8	Availability of financial report					
9	Availability of NFBE committee					
10	Availability of minit of the committee					
11	Availability of monitoring report					
12	Availability of evaluation report					

Appendix G

List of Sample size and Sample sites by Wereda.

Sample Sites

Wereda	Tabia	Center
Enderta	Messebo	Dirba
Enderta	Felegmayay	Adigolgol
Enderta	Lemlem	Milazat/ Mahbere Kidusan
Enderta	Felegeselam	Hawseba
Enderta	Meseret	Gamra
Enderta	Didba	Maykeyah
Degua Tembien	Seret	Endamariam Korar
Degua Tembien	Ayninbirkekin	Adikoylo
Degua Tembien	Mizane Birhan	Merhib
Degua Tembien	Adi Azmera	Tikul

Sample size

No	Respondents	Wereda		
		Enderta	Degua Tembien	Total
1	Adult learners	36	24	60
2	Supervisors	3	2	5
3	Tabia Managers	5	3	8
4	Facilitators	18	12	30
5	Education Office Heads	-	1	1
6	Education Experts	1	1	2
7	Sector Heads	-	2	2
8	Non-participant Adults	12	8	30
	Total	75	53	128

Appendix- H

Number of people with disabilities in Hintalo Wejerat and Degua Tembien Wereda

Above 18 years.

No	Type of Disability	Enderta Wereda			Degua Tembien Wereda			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Vision Disability	-	-	353	308	296	604	-	-	957
2	Hearing disability	-	-	249	171	165	336	-	-	585
3	Physical disability	-	-	365	276	200	476	-	-	841
4	Mental retardation	-	-	217	79	65	144	-	-	361
5	Leprosy	-	-	81	33	32	65	-	-	146
6	Others	-	-	170	38	22	60	-	-	230
7	Total	-	-	1435	905	780	1685	-	-	3120

Declaration

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

Name ----- *Glegg'obher meles*

Signature ----- *[Signature]*

Date of submissions ----- *14/06/2010*

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

Name ----- *Constance Adcegn*

Signature ----- *[Signature]*

Date ----- *14/06/10*