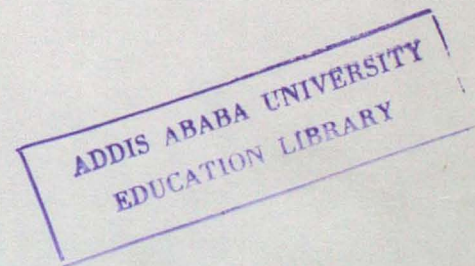


**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**ASSESSMENT OF IMPLEMENTATION OF ADULT  
NON-FORMAL BASIC EDUCATION SUPPORTED BY NGOs:  
THE CASE OF HADIYA ZONE**



**BY  
ALEMU SOMENO**



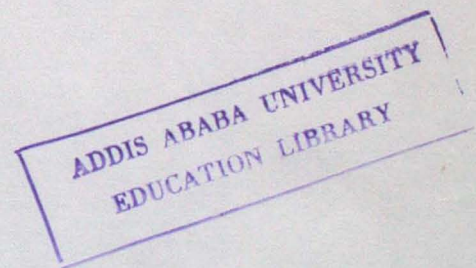
**JULY 2008  
ADDIS ABABA**

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**ASSESSMENT OF IMPLEMENTATION OF ADULT  
NON-FORMAL BASIC EDUCATION SUPPORTED BY NGOs:  
THE CASE OF HADIYA ZONE**



**BY  
ALEMU SOMENO**



**JULY 2008  
ADDIS ABABA**

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**ASSESSMENT OF IMPLEMENTATION OF ADUT  
NON-FORMAL BASIC EDUCATION SUPPORTED BY NGOs:  
THE CASE OF HADIYA ZONE**

**BY**

**ALEMU SOMENO**



**A THESIS SUBMITTED TO  
THE SCHOOL OF GRADUATE STUDIES  
ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF ARTS  
IN CURRICULUM AND INSTRUCTION**

**JULY 2008**

ASSESSMENT OF IMPLEMENTATION OF ADULT  
NON-FORMAL BASIC EDUCATION SUPPORTED BY NGOs:  
THE CASE OF HADIYA ZONE

BY  
ALEMU SOMENO



COLLEGE OF EDUCATION  
DEPARTMENT OF CURRICULUM AND TEACHERS'  
PROFESSIONAL DEVELOPMENT STUDIES

APPROVED BY BOARD OF EXAMINERS

Abdulaziz Hussien  
CHAIRMAN, DEPT. GRADUATE  
COMMITTEE

[Signature]  
SIGNATURE

Teshome Nebetises (Dr.)  
ADVISOR

[Signature] 15/07/08  
SIGNATURE

Zenebe Baraki (Dr.)  
EXTERNAL EXAMINER

[Signature] 15/07/08  
SIGNATURE

Woubse Kassaye (Dr.)  
INTERNAL EXAMINER

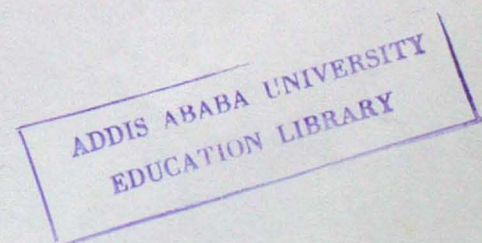
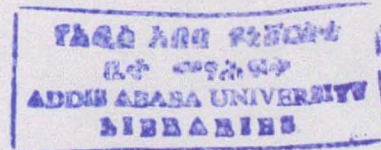
[Signature] 15/07/08  
SIGNATURE

## ACKNOWLEDGEMENTS

My deepest and heart felt gratitude is accorded to my advisor, Dr Teshome Nekatibeb for his invaluable comments and followup right from the beginning of the study until its completion. Indeed, without his unreserved effort, the development and completion of this study would have been impossible.

I am also indebted to those respondents for their kind cooperation in filling the designed questionnaire and focus group discussion conducted and also to all my friends who in various ways provided their moral assistance, advice and encouragement towards the completion of the study. Particularly mention should be made to Demissie Moja, Gemede Bilate and Abera Tirore.

Finally, I am indebted to my family whose eagerness to see my educational success and moral support were engines of my endeavors. Special thanks go to my wife W/ro Elfinesh Tirore, for her constant moral and material support throughout my graduate study.



## TABLE OF CONTENTS

	Page
<b>CONTENTS</b>	
Acknowledgements .....	i
Table of Contents .....	ii
List of Tables .....	iv
Acronyms and Abbreviations.....	v
Abstract.....	vi
<b>CHAPTER ONE</b>	
<b>1. INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Statement of the Problem .....	4
1.3 Objectives of the Study.....	4
1.4 Significance of the Study .....	5
1.5 Delimitation of the Study .....	6
1.6 Limitation of the Study .....	6
1.7 Definition of Operational Terms .....	7
1.8 Organization of the Study .....	8
<b>CHAPTER TWO</b>	
<b>2. REVIEW OF RELATED LITERATURE .....</b>	<b>9</b>
2.1 Emergence and Historically Development of Non-Formal Education.....	9
2.2 The Concepts and Definitions of Non-Formal Education .....	10
2.2.1 Informal Education .....	11
2.2.2 Formal Education .....	11
2.2.3 Non-formal Education .....	12
2.3 Historical Development of Non-Formal Education in Ethiopia .....	14
2.4 Forms of Basic Education .....	17
2.5 Access and Equity. ....	20

2.6. Target Groups of Non-Formal Basic Education Program .....	21
2.7 Factors and Conditions for Implementation of the Program .....	21
2.8 Stakeholders Participation/Involvement in Implementation .....	27
2.9 Challenges and Limitation of Non-formal Education Programs .....	29
2.10 Experience of Selected Countries.....	30
2.11 Current status of Non- formal Basic Education in Ethiopia .....	32
 <b>CHAPTER THREE</b>	
<b>3. METHODOLOGY AND PROCEDURE OF THE STUDY .....</b>	<b>35</b>
3.1 Methods of the Study .....	35
3.2 Sources of Data .....	35
3.3 Sampling Techniques and Samples .....	36
3.4 Instruments of Data Collection.....	39
3.5 Pilot Testing of the Instrument .....	40
3.6 Procedures of Data collection and Administration .....	40
3.7 Method of Data Analysis .....	41
 <b>CHAPTER FOUR</b>	
<b>4. PRESENTATION AND DATA ANALYSIS .....</b>	<b>42</b>
4.1 Characteristics of Respondents .....	42
4.2 Analysis of Data of the Main Issue of the Program .....	45
 <b>CHAPTER FIVE</b>	
<b>5. SUMMARY, CONCLUSION AND RECOMMENDATIONS .....</b>	<b>69</b>
5.1 Summary of the Findings .....	69
5.2 Conclusion .....	74
5.3 Recommendations .....	74
Bibliography .....	76
Appendices (A-D) .....	81

## List of Tables

	<b>Page</b>
Table 1: Enrollment of ABE and ANFBE in SNNPR in (2005-07) .....	34
Table 2: Distribution of Sample Woreda, ANFBE centers and supporter NGOs.....	37
Table 3: Sample Respondents by NGOs and Government System .....	38
Table 4: Characteristics of Respondents in Sex, Age, Educational background and Service Year .....	43
Table 5: Responses on Target Groups of the Program .....	48
Table 6: Trends of Adult and Children Enrollment in Sample Centers.....	49
Table 7: Responses on the status of ANFBE Center Facilities.....	50
Table 8: Responses on Facilitators' Selection and Recruitment .....	53
Table 9: Responses on Facilitators Training.....	54
Table 10: Responses on ANFBE Curriculum issues .....	56
Table 11: Responses on time allocation of ANFBE Program by supporter NGOs .....	57
Table 12: Responses on Teaching Learning Method and Class Organization.....	58
Table 13: Response on Management of ANFBE Program.....	60
Table 14: Response on Stakeholders' Participation / Involvement Towards ANFBE program .....	63
Table 15: Response on Issue Related to Implementation Problem of ANFBE Program .....	66

## ACRONYMS AND ABBREVIATIONS

ANFBE-	Adult Non-formal Basic Education
BEUPA-	Basic Education Urban Poverty Areas (Uganda)
BRAC-	Bangladesh Rural Advancement Committee
CSTC-	Community Skill Training Centers
ETP-	Education and Training Policy
EFA-	Education for All
ESDP-	Education Sector Development Program
FAEP	Formal Adult Education Program
FGD-	Focus Group Discussion
GER-	Gross Enrollment Ratio
GSSSDP-	Good Shepherd Sisters Social Development Program
IIZ/DVV-	Institute for International Co-operation of German Adult Education Association
LIA-Eth-	Love in Action- Ethiopia
MDG-	Millennium Development Goal
MoE-	Ministry of Education
NFBE-	Non-formal Basic Education
NGO-	Non-Governmental Organization
NLCO-	National Literacy Campaign Organization
SNNPREB-	South Nations Nationalities and Peoples Region Education Bureau
TGE-	Transitional Government of Ethiopia
TTI-	Teacher Training Institute
UNESCO-	United Nations Educational Scientific and Cultural Organization
UNICEF-	United Nations International Children's Emergency Fund
UPE-	Universal Primary Education
WCEFA-	World Conferences on Education for All
WED-	Woreda Education Office
WOALP-	Work Oriented Adult Literacy Program
ZED-	Zone Education Department

ADDIS ABABA UNIVERSITY  
EDUCATION LIBRARY

## **Abstract**

*The main purpose of this study was to assess implementation of Adult non-formal basic education supported by NGOs in Hadiya Zone. Based on this purpose, brief review of related literature and experience of some countries were assessed. Descriptive survey method was used for the study. Data were gathered from facilitators, educational and NGO officials /experts, community representatives and adult learners. Data were collected from respondents through questionnaire; focus group discussion and observation checks. Sampling techniques employed for this study were purposive, random and availability sampling. Appropriate statistical tools, (percentage and mean) were used in order to analyze quantitative data while narration was used to analyze qualitative data.*

*The findings of the study revealed that though training was given to facilitators, the training given in relation to their duties and responsibility were insufficient. The study also showed that the contribution of adult non-formal basic education in the project area was found to be relatively good in addressing access and equity in the area. However, at the regional and zonal level it was not satisfactorily expanded and gets attention. According to the findings, community participation was encouraging; the commitments of the educational officials and experts regarding supervision and support were at low level. Furthermore, shortage of syllabus, text books, facilitators guide and reference materials, poor educational facilities, lack of facilitators' motivation were the main problems that affect the successful implementation of adult non-formal basic education.*

*Hence, it is suggested that facilitators should be trained with relevant training in relation to their duties and responsibilities. For the success of adult non-formal basic education, the respective educational officials and experts, NGOs, and the community at large should accomplish their responsibility in organized manner.*

## CHAPTER ONE

### 1. INTRODUCTION

#### 1.1 Background of the Study

Education is an essential driving force and the necessary condition for economic, social and cultural development of the country (IIZ/DVV, 2002:11). This is mainly true because education increases and strengthens the creative and productive capacity of human beings. It is with this view, that Abinur (2002:84) considered education as a tool to develop knowledge, identify source of problem and solve them, appreciate nature, improve society's living standards, develop and transmit society's culture to the next generation.

Realizing the importance of education, in 1948, the UN adopted the Universal Declaration of Human Rights and Article 26 of this document states, "Every one has the right to education, education shall be free, at least in the elementary and fundamental stages" ( in Kurian 1988: i).

Since the Universal Declaration of Human Rights, in 1948, elementary education was made freely and available for all children in all nations. Hence, this objective was restated subsequently on many occasions, by international treaties and in United Nations conference declaration. But, there was a big gap between declared principles by the United Nations and actual performance by governments to achieve UPE.

In accordance with the above view, among many international treaties and United Nations conference declaration the recent two are: The Jomtien Declaration in 1990 and the Dakar Framework for Action in 2000.

To begin with the former, The Jomtien Declaration in 1990 by the WCEFA, took place in March 1990 in Jomtien, Thailand looked for review of international community's commitment to basic education as a fundamental human right. The Jomtien Declaration held under guidance of UN in order to enable countries move towards achieving EFA goals by the year 2000 (Hailesilassie,

2002). The Jomtien Conference Declaration was placing the emphasis upon assuring access for all.

In similar manner, the Dakar Framework for Action in 2000, by the WCEFA took place in Dakar, Senegal. This was a conference where countries assessed the extent to which they had achieved the EFA goals. The assessment reports clearly showed that the Third World Countries in general and African Countries in particular were far from meeting the EFA goals set at the Jomtien conference (Haileseilassie, 2002). However, the Dakar Framework for Action in 2000 particularly, recognized the quality of education as a prime determinant of whether education for all is achieved or not.

- Ethiopian Governments in their various policies and strategies i.e in ESR 1972, in National Literacy campaign 1979 and in ETP 1994 made considerable efforts towards the promotion to basic education in the NFBE approach to address the basic learning needs of out-of-school children, youth and adults.
- The new education and training policy has recognized the fact that formal schooling alone can not do the life long education process. The policy has reflected the need to search for alternative strategy of NFE to fill the gap that the formal education system has failed to accomplish.
- Moreover, the education sector strategy analyzed NFE has to play a prominent role in satisfying the demand for education by the community and the requirements of the country (TGE, 1994: 2)

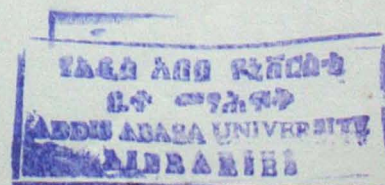
Non-formal education is provided with parallel to the basic education and at all levels of formal education. Non-formal education is concreted in content, focusing on enabling learners develop problem solving attitudes and abilities (TGE, 1994). Regarding kinds of NFE, Haileseilassie (2002) states that NFE has two types of programs: - Community skill training and non-formal basic education for adults and children. He added that NFBE is provided in many regions of Ethiopia and conducted by Governments and NGOs. Tekeste (1996) in "Rethinking Education in Ethiopia" noted that non-formal education is an

appropriate strategy to address development issues. Hence along with formal education, placing focus on alternative delivery, modes has great value for development.

As to SNNPREB (2006/07) Education Statistics Annual Abstract and report above 91% of the region population dwell in the rural area and the majority of this population is illiterate. To alleviate the problem, the Region in collaboration with NGOs is implementing non-formal basic education to rural and urban population in different zones. The GER of primary education which was 89.7% in the year 2005/06 was increased to 97.9% in the year 2007/08. In the year 2006/07 the total enrollment of primary education was about 3.08 million. Of which 2.96 million enrolled in regular schools, and the rest 0.118 million and 7129(0.2%) were enrolled in ABE and ANFBE centers.

Hadiya Zone is one of the 13 zones and 8 Special Woredas of Southern Nations Nationalities and Peoples Region. Hadiya the study area of this research is implementing ANFBE program. As to the data from SNNPREB (2006/07) Education Statistics Annual Abstract in the academic year the GER of the zone was over 0.3 million of which 296018(93.2%) enrolled in regular schools where as the rest 21,717(7.7%) of the school age children and adults were enrolled and attended their education in ABE and ANFBE centers (SNNPREB,2006/07).

However, the condition how the program is going on became a matter of great concern. The effectiveness of education is determined by process of implementation. The implementation of the program is determined by level of competence of the implementers. The effectiveness of the implementers also determined by knowledge and attitude they have on the program. Based on the Ethiopian Federal Government and SNNPREB NFBE implementation Strategy, NGOs are providing ANFBE in Hadiya Zone for out-of-school children age 11-16 and adults age 17-25. Therefore, the purpose of this study is to assess the implementation of ANFBE supported by NGOs in providing basic education to adults in Hadiya Zone.



## **1.2 Statement of the Problem**

Implementation of ANFBE requires, relevant facilitation of centers, adequate facilitators training, provision of relevant ANFBE curriculum and teaching-learning materials and appropriate stakeholders participation, which have not been critically studied and get considerable attention.

Based on the above description the research problem to be investigated by this study specifically can be stated as follows:

- To ensure the implementation of ANFBE program adequate training for facilitators is essential. Facilitators need more training to get enough knowledge and skill of ANFBE prior to implementation. But, it seems difficult to be certain that the concerned body provide adequate training for facilitators that equip them with necessary skills and knowledge on how to implement the ANFBE program.
- NGO coordinators, Education Bureau officials/experts and community representatives are playing major roles in the process of ANFBE implementation. But, there is a doubt whether adequate involvement is being made or not by all stakeholders in implementation of Adult non-formal basic education in the study area.
- Though ANFBE program plays a role in promoting access, equity and change mode of life of adult, there are problems on the management and supervision of the programs that require attention in the study area.

## **1.3 Objective of the Study**

The overall objective of this study was to assess the practices and situations of ANFBE implementation in Hadiya zone in terms of its contribution, facilities, facilitators training, relevant instructional materials provision, organization and management and stakeholder's participation. It also tries to investigate problems that influence the implementation of Adult Non-formal Basic Education which are supported by NGOs. In this regard, this study tries to focus on the following specific objectives:

1. To assess the extent to which the on going ANFBE program contributes to increase access, equity and changing mode of life of adults.
2. To assess the adequacy of training and support provided to facilitators in order to implement ANFBE program effectively.
3. To assess the extent to which stakeholders participate in implementing ANFBE in the Zone.
4. To identify the extent to which facilities and instructional materials were available to implement ANFBE program at deferent centers.
5. To identify major problems that affect the implementation of ANFBE. Program in the project area.

Basic questions:

Based upon the above objectives, this study is expected to find some answers to the following basic questions:

1. To what extent do Adult Non-formal Basic Education contributes to increase educational access and equity to the project area?
2. Are ANFBE program facilitators/teachers trained and qualified to perform their duties and responsibilities effectively?
3. To what extent do the stakeholders community, WEO and ZED officials and NGOs participate in implementing ANFBE?
4. Are there adequate facilities and instructional materials to implement ANFEBE at centers level?
5. What are the major problems that affect the implementation of ANFBE program at the zone level?

#### **1.4 Significance of the Study**

The out come of the study may contribute for the improvement of the implementation of ANFBE program with respect to ANFBE center facilities, facilitators training, provision of instructional materials, center organization and management and level of stakeholders' participation. So the researcher believes that this study will have the following significance.

- The findings provide valuable information to educational and NGO officials to give more attention to the program
- It will suggest the mechanism on how supporting NGOs to improve their cooperation with the concerned educational officials/ experts for the implementation of ANFBE.
- It could help to identify the contribution of Adult Non-formal Basic Education.
- It could help to assess major implementation problems of Adult Non-formal Basic Education, program in the project area.
- It could serve as launch pad for further study

### **1.5 Delimitation of the Study**

The scope of the study is delimited to the assessing of only Adult Non-formal Basic Education program, which are supported by NGOs. Two of them are found in East Badawacho woreda and four of them are found in Lemo Woreda of Hadiya zone. Since there are diverse alternative approaches for education, the study is delimited only to Adult Basic Education for Adults and children whose age is above 17 years and 11-16 years respectively because the main objective of the program was to teach youth before they get marriage. It did not include children attending ABE program. Moreover, the study also did not include the adequacy of budget allocation by NGOs and evaluation academic performance and achievement of adult learners.

### **1.6 Limitation of the Study**

In conducting this study, the researcher has faced the following problems, which contributed to the limitation of the study.

1. Shortage of reference materials especially on implementation ANFBE as to the International and Ethiopian context.
2. Finally, it could be said that financial constraints played great role in limiting the scope and depth of the study.

## 1.7 Definition of Operational Terms

**Access:-** The extent to which learning resources can be made available to students who are unable to use them at normal or specified times.

**Adult education:** - "Adult education today is regarded as a process where by persons who no longer attend school on a regular or full time basis can pursue organized studies and activities to develop their knowledge, aptitudes, and skills that will equip them to perform roles in society in more or less creative or critical fashion to be of use and profile to them selves, their families and the community at large" (Axford: 1980:1).

**Adult:-** Is an individual who is regarded in his/her own culture as having assumed or able to assume the responsibilities, interests and rights (social or legal) of citizen (Jarvis, 1990:5).

**Equity:-** Equal chance to the educational system for individuals, regard less of social circumstance.

**Facilitators:-** Trainers, change agents, development agent, adult educators, education agents. (Tilahun Workneh, 1994:37)

**Non- Governmental Organization:-** an organization that is not statutory body and not completely financed by the state, which exists to undertake a social or community task (Jarvis, 1990).

**Non-formal education:-** is any organized, systematic educational activity carried on out side the framework of the formal system of education to provide selected type of learning to the particular subgroups in population children as well as adults (Coombs and Ahmed, 1973:18).

## **1.8 Organization of the Study**

This study consists of five chapters. The first chapter deals with the introductory section. Under this section, the background of the study, statement of the problem, objectives of the study, delimitation of the study, basic research questions, significance of the study, limitations of the study and operational definition of terms are treated. The second chapter deals with the review of related literature, which provided detailed information related to NFBE. The third chapter focuses on with research methodology such as, research method, population and sampling technique of the study, instruments for data collection, and procedures of study and methods of data analysis. The fourth chapter deals with the data presentation, analysis and interpretation. Finally, the last chapter presents summary, conclusion and recommendations.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1 Emergence and Historical Development of Non – Formal Education

The search for alternative mode of delivery had been started before thirty years. The event of searching for alternative means of delivery was directly related with satisfying educational need of the society. The occasion of searching for alternative mode of delivery was in a time of rapid expansions of formal education. According to (Thompson, 2001:13, Befekadu, 2006:9), the current forms of alternative approaches have resulted from the following factors; the dysfunction of formal education, the desire of communities and groups to decide what and how their children must learn, and the developments at Regional and Global level for educational reforms.

##### i. **The effects of the dysfunction of formal education**

A functional view of non- formal education was adopted to improve the quality of the performance of the people by improving Agricultural productivity. The relevance of non- formal education to contextual realities and its cultural acceptability attracted those who lost formal educational opportunities, especially at a point in time when formal education had been the focus of sustained criticism by different educators (Thompson, 2001:9)

##### ii. **communities right to choose**

The other reason for the emergence of non formal education in relation to the need for looking alternative approach and communities right is the aspiration of communities to decide why, what and how the children should learn. Secular and religious communities have initiated action on alternative approaches learning because of their desire to participate in determining what and how their children should learn.

##### iii. **Development at regional and Global level for educational Reforms**

The third basic idea that lays the ground for emergence of non- formal education directly related with the occasion happened in the development of

educational reform in the global level. In this case, several international events contributed for the reforms of education to include non-formal education to achieve Universal Primary Education.

“The Regional Conferences set out by UNESCO for development of education in Asia Karachi, Pakistan in 1961 and 1962 in Tokyo, for African state in Addis Ababa in 1961, for Latin America in Santiago, Chile discussing to include the consideration of alternative forms of education” (Gould, 1993:23). With regard to this, Education for All Conference (Jomtien, Thailand, 5-9 march 1990) which sets the stage for a rethink of the “why” and “how” of basic education. “The EFA Declaration and Framework for Action provide the general principles and modalities which are expected to guide to efforts to achieve Education for All” (Befekadu; 2006:14).

## **2.2 The Concept and Definition of Non- Formal Education (NFE)**

The concept of non- formal education is wide and complex, which reflects various and many forms to respond for different demands and needs of individuals or groups (Hommadache, 1994: 413), However, the concept of non-formal education is broad; Philip coombs was historically the first to suggest the concept of non- formal education in his analysis of world educational crisis. He emphasized that the well designed non- formal education has high potential for rapid and significant contribution to all human beings in general and to nation wide development, in particular (Befekadu, 2006; Bock and Papagianis, 1983, and Mamo 1999). Non-formal education was suggested to local level program for poor adults; however, the program got the attention of the oppressed third world. Its terms was chosen by international development agencies (labelle, 1986:1). Even though the concept of non- formal appeared as one mode of delivery starting from 1960s, no universal definition has been forwarded until now. The problem of the absence of universally accepted definition has not got solution for the last many years. The problem of defining non-

formal education in single term arises from lack of appropriate definition for all non- formal activity in terms of its function. Carron & carr- Hill (1991:5), also states, "The definition of non- formal education has been a source of running controversy over the last 30 years. It was obvious that the concept on non- formal education has been evolving and expanding and so were their definitions being expanded and revised". Furthermore, Hamadache (1994:4132), states the definition of non- formal education is not consistent. Thus, it rather requires frequent improvement and adjustment because many programs, which have diversified, and flexible nature in their organization and teaching learning method fall under non- formal education. Coombs & Ahmed (1974: 8) define the three types of education; Informal, Formal and Non- formal as follows.

### ***2.2.1 Informal Education***

Coombs (1985:24) defined informal education as "unorganized", unsystematic and even unintentional at times it accounts for the great bulk of any person's total life time learning including that of even a highly "schooled person".

It is the truly life long process whereby every individual acquire attitudes, values, skills, and knowledge from daily experience and the educative influences and the resources in his or her environment, from family and neighbors from work and play, from market, life span, the library and the media (Fordham, 1993).

### ***2.2.2 Formal Education***

Formal education refers to hierarchically structured, chronologically graded education system, running from primary school through the university and including in addition to general academic studies, variety of specialized programs and institutions for full time technical and professional training (Coombs, 1973: 18). On the part of Evans, (1981:28) formal education by its location is called schools, which are characterized by the use of graded classes of youth being taught a fixed curriculum by certified teachers using standardized pedagogical method.

### **2.2.3 Non-formal Education**

Non-formal education had been considered as an educational approach or mode of delivery introduced into educational vocabulary in the late 1960s', no universal definition has been made so far (Fordham, 1980: 3).

However, despite some difference in their descriptions, the definitions of NFE by many authorities have more or less used the same point. For instance, as Coombs and Ahmed (1973) defines:

*"... any organized and systematic educational activities outside the frame work of formal school system to provide selective type of learning to particular sub-groups in population, adults as well as children.*

In line with this, Fordham (1992:30), defines non-formal education as:

*... any activity outside the structure of the formal education system that is consciously aimed at meeting specific learning needs of particular sub-groups in the community be they children, youth and adults.*

Furthermore the definition of NFE given by Bishop (1989:25) reads as follows:

*Non-formal education refers to all organized and semi-organized education and training activities that operate outside the regular structure and routines of the formal educational system serving a great variety of learning needs of different sub-groups of the population both young and old.*

In all above definitions, it understood that Non-formal Education is a kind of educational activity outside the formal school system. Hence, it caters for people who are found at different age levels, with various needs vocations, cultural and economic back grounds.

### **Objectives of NFBE**

From its very nature the central objective of Non-formal Basic Education is aimed at out of school children /adults covering both the non-enrolled and the dropouts, mostly in rural areas. It has proven its potential to serve gender or

region disparities addressing very specific groups (girls, working children, street children, orphans etc). In most cases NFBE draw experiences from adult education programs and attempting to establish links with conventional systems and other community development programs (UNICEF, 1990).

Coming to Ethiopian situation, the general objectives of NFBE program is to continually improve the living standard of the community through life- related education, Knowledge and literature of the community in to the NFE.

### ***Types of Non-Formal Education***

Basically, non-formal education constitutes a wide variety of educational activities: literacy programs, trade training, management training, political education, alternative school programs, community development; etc to mention a few (Mammo Kebede, 1996:3).

As MOE (1994, in Hailessellassie, 1999: 15) points out there are a number of Non formal Education: non formal primary education for children, community skill training centers, vocational training programs and continuing education programs, are some of the non-formal education programs that are being run in Ethiopia.

Moreover, Non Formal Education have three sub-components; the program for out of school children with 7-14 years of age, literacy program for those youth and adults whose age are above 15 and offering basic skills training to youth and adults in the community skill training centers (MOE, 2002: 31).

### ***Characteristic of Non-Formal Education***

As Fordham (1980:3) states that Non-formal Education is, a part of the entire educational system and the most important thing is to integrate non-formal education with the development system to bring a meaningful change.



Furthermore, NFE is not designed to qualification but is seek to provide for a clear client, specific and immediate needs, which cannot formal approaches, provide. Concerning this point Tekeste (1996: 20) states that "Non-formal education falls outside designed institutional structure and is not bound by age restriction, time schedules and sequences, curriculum boundaries, exams, degrees and so forth".

According to Mammo (1996:4), the following salient features characterize NFE.

- a) NFE is an organized and structured learning activity
- b) NFE is need centered; and is outside the formal education system
- c) NFE deals with selected courses for immediate outcome.
- d) NFE is targeted to sub groups (children, youth and adults) whether they be literate or illiterate.

In this regard, education and training policy (ETP) states that, "NFE will be provided beginning and integrated with the basic education and at all levels of formal education" (TGE, 1994: 15).

### **2.3 Historical Development of NFE in Ethiopia**

NFE programs differ in its historical origin, approach and content from country to country. As far as ~~is~~ Ethiopia is concerned "one can strongly argue that NFE is not an entirely new phenomena in Ethiopia which claims to have a thousand years of history and culture" (Fikre et.al, 1999:10).

It is believed that systematic indigenous literacy program was started early and practiced for a long period of time by Ethiopian Orthodox Church. This idea was supported by Niehoff and Wilder (1974: 3) as follows:

*Ethiopian Orthodox Church made the earliest efforts towards the spread of literacy skill in Ethiopia.... It is safe to say that until the coming of foreign missionaries in the late 19<sup>th</sup> century and the foundation of secular schools in early 20<sup>th</sup> century, the Ethiopian Orthodox Church was virtually the only institution teaching literacy skill".*

The official awareness for the need of "education for all" started during the reign of Menlik II when he proclaimed a decree ordering church and monasteries to actively participate in literacy program in 1908. A similarly proclamation was also decreed by empress Zawditu in 1929 (Jember et, al 1996:7).

In Ethiopian adult and non-formal education history the year 1948 was marked by two important events; proclamation of universal basic education and establishment of "berhanih zare new" institute for adult working groups (MOE, 1989: 44)

The need for non-formal educational program in Ethiopia began to be considered towards the end of the first five-year plan coincided with the UNESCO Conference of African States for the development of education child in Addis Ababa in may 1961. The experience of the conference was however shocking to the educational leaders "for it's suddenly downed up on them that their country was at the bottom of the hierarchy" (Ayalew, 1982: 6). Therefore, after Addis Ababa conference, the need to revise the education system becomes imminent.

The so called "fidel serawit campaign" was launched in 1962 to provide basic literacy for people who were mainly adults. According to Paulos Milkias in Thomas Kukian, (1988: 384 - 385) initially non-formal education began in the form of national literacy campaign program. Thus in July 1962 the national literacy campaign organization (NLCO) was born as a non-profit making voluntary association. The same author mentions that in order to consolidate the non-formal education program, the Ministry of Education and Fine Arts established the direct rate of adult education and literacy program.

In 1967, Ethiopia joined the UNESCO sponsored Functional Adult Education Program (FAEP) (Soloman Inquai, 1997:5). Then a National Advisory Committee was set, up which latter developed into a Formal Adult Education and Literacy Department (MOE, 1979: 17).

In October 1968, the UNESCO proposed work oriented adult literacy project (WOALP) for Ethiopia, a five-year experimental program was launched with the objective of integrating the literacy activity with the day-to-day work activity of the learner (Niehoff and Wilder, 1974: 5-25).

In 1972 there comes the historic Education Sector Review (ESR). Accordingly, the review in relation to Adult and Non-formal Education in one of the alternative strategies for education, alternative strategy II placed a strong emphasis on non-formal education, which would be institutionalized and programmed under the inclusive term community practicum's (MOE, 1972: 8).

#### ***Non-formal Basic Education from 1975- 1991***

In 1975/76, the community skills training centers for the rural adults to upgrade their indigenous skills and introducing of new basic technologies to meet the manpower need, the Majete and Debrebrhran Adult Training Centers were founded (MOE, 1989: 46). Following this, in July 1979 the National Literacy Campaign was launched. A national literacy committee was also established under the auspices of the Ministry of Education. The campaign was initiated with view of achieving Universal Literacy by 1989 (MOE, 1979: 10-11).

#### ***Adult Non-Formal Basic Education Since 1991***

Following, the federal structure of the country, all regional state are empowered to administer their regions including education. Hence, they have the power to implement non-formal education in their areas (MOE, 1996: 3). Based on this, MOE mainly renders technical and professional assistance the condition thus resulted in the dismantling of the former huge adult education department at the center. In addition, the Department in the Ministry is reduced to a panel under the Department of Educational Program and Supervision.

The New Education and Training Policy indicate that Non-formal Education concentrates both on basic literacy and occupational skills which is to be given parallel to the formal schooling (TGE, 1994: 8). The policy's sub article 3.2.6 states that "non-formal education deals with literacy, numeric, environment, agriculture, crafts, home science, health and civic education:

In addition, with regard to the organization of NFE it is emphasized that the programs should be given in a coordinated way. Articles 3, sub-article 3.6.6 lead as:-

*Non-formal education and training program will be organized by various development and social institution in coordination with the Ministry of Education (TGE, 1994: 11).*

The Ethiopian Education and Training Policy (TGE, 1994) emphasize that the overall objectives of adult and non-formal education and training programs is for making and sustaining integrated rural development through voluntary participation of local community members in all organized learning programs.

#### **2.4 Forms of Basic Education**

The term basic education has been defined by different authors and organizations based upon their need of implementation. Certain documents define as complementary program of primary education, while the other based on attainment of minimum knowledge. Some of the common definitions of basic education are:

Basic education is an educational program devised to provide learners with proficiency in language, number and literacy for everybody life. It will focus on literacy, numeric, environment, agriculture, home science, health services and civics (TGE, 1994:16)

Furthermore, the document of World Conference Education for All defines basic education based on basic learning needs attainment as follows:

*Basic education refers to education intended to meet basic learning; it includes instruction at the first or foundation level, on which subsequent learning can be based, it encompasses early childhood and primary education for children's, as well as educations illiteracy, general knowledge and life skills for youth and adults (WCEFA, 1990: ix).*

### ***Basic Concepts of Adult Education***

It is advisable to begin with the definition of Adult and Non-formal Education and other concepts as long as they are key terms of this research topic. The term adult is generic. There is no one common definition for them. Some authors define it in terms of age, others in terms of maturity and social responsibility. Such variation in the definition, according to Mamo (1996:12) is due to the economic, social and political differences of nations. To avoid any ambiguity in the use of adult, the term Non-formal Education is being substituted.

Adult education today is regarded as a process whereby persons who no longer attend school on a regular or full time basis can pursue organized studies and activities to develop their knowledge, aptitude, and skills that will equip them to perform roles in society in a more or less creative or critical fashion to be of use and profile to themselves, their families and the community at large (Axford, 1980:1).

Moreover, Knowles and Kelvins (1982:16) declare that: "adult education is or sought to be a highly political and value laden activity. When individuals are involved in education they tend to expand their awareness of self and environment, their range of want and interest, their sense of justice, their need to participate in the decision making activity, their ability to create alternative course of action and ultimately their power to control over the forces and factors which affect them."

Thus, adult education is an education program that is provided to adults, with ranges from basic education to that of higher education and offered through formal, non-formal, and informal means of delivery system.

### ***Adult Education***

Adult education refers to all forms of organized education and training that meet the learning needs of adults, including literacy and numerics as well as general knowledge, skills, values, and attitudes that they require to survive, develop their capacities, live and work indignity improve the quality of their lives, make informed decisions and continue learning (IIZ/DVV 2002:16).

One of the latest definitions given to adult education is: planned and purposeful learning opportunities offered to those who are recognized and who recognize themselves as adults in their own society and who left the initial formal education system or who have passed beyond the possible stage of initial education if they were ever in it whether such learning opportunities inside or outside the formal system, so long as such learning opportunities treat the learners as adults in decision making, use appropriate adult learning methods and styles and allow the learners to use the experience for their purposes and to meet their own need (Rogers,1992,pp.28-29).

### ***Adult and Non-Formal Basic Education***

The concept of adult and non-formal basic education is hence simply the synthesis of these three concepts, non-formal education, adult education and Basic Education.

Therefore, when we see Adult and Non-formal Education as separate entities, non-formal education refers to all education activities outside the regular system. But adult education refers only for the education of adults, similarly when we take "NFE:" to mean education for both adults and children outside of the regular time. In this context adult non-formal basic education refers exclusively to the non-formal notion of the learning of adults and children outside of the regular time.

## **2.5 Access and Equity**

### ***Access;***

Access refers to how much of the eligible school age children are in appropriate grades or, in appropriate level of schooling. The access to the first level of educative is measured in terms of the proportion of children admitted relative to the total child population eligible for enrollment at the level. This measure is usually referred to admission rate or intake rate.

The access of children to attend primary school is minimized due to different factors. Some of the major factors are poverty, long distance of school, parental lack of awareness, parental need for child labor, such as household labor, herding, farming and weeding. Guarding of crops, poor quality of education, direct education cost like fee, exercise book, culture barrier like premature marriage, drought, and poor employment, absence of clean water and sanitation, facilities for girls and boys are basic elements of a healthy, safe and secure inconvenient learning environment (UNESCO, 2005).

### ***Equity***

Equity aspects can be related to poverty, gender, location, religious, linguistic or ethnic identification and physical or mental disabilities (WCEFA, 1990: 53 - 54). In connection to this Firdisa (2001: 343) states, males, urban children, high income groups, some age groups and zones seem to get relatively more equitable access to education. Even though, in equity may be related to different conditions, according to WCEFA of all the problems of equity in primary education the participation of successful achievement of girls deserves highest priority. The above documents also explain the challenge of gender equity as follows:

Females often suffer from the negative attitudes of teachers who underestimate girls competence and unsupportive family and community perceptions of the appropriate levels of education for women. Even where social provisions are

made to females, family demands for girls household labor and culture emphasis on the early marriage of women can impede attempts to equalize the opportunities. Furthermore, for those females who gain access to complete primary education, gender biases in instructional techniques, learning materials, and test designs further reduces the probability that their measured achievement will equal that of males (WCEFA, 1990:55).

## **2.6. Target Groups of Non-Formal Basic Education Program**

Non-formal Basic Education included for children, adolescences or adults at the following categories children who have never attend school: children who have dropout of school earlier: specific groups (Nomads, refuges, isolated groups, etc). Adults who have and not access to the elementary schooling or who have relapsed into illiteracy (UNESCO, 1993: 10).

## **2.7 Factors and Conditions for Implementation of the Program**

### ***Facilitators***

Facilitators are the key persons in the teaching learning process. An active role of facilitators in NFBE is essential for successful realization of the program. Without having effective facilitator it is hardly possible to achieve the aim of NFBE. To have effective facilitators' careful recruitment and training is inevitable to attain quality education.

### ***Facilitator's Recruitment***

The way by which facilitators are recruited may differ from place to place. However, MOE, (2000), states, most of the facilitators in all programs are paraprofessionals including partime and volunteers recruited from the manpower which is locally available. According to the above documents in recruitment of facilitators, high priority should be given to females in the recruitment of facilitators to create role models. The required level of qualification to be recruited for NFBE facilitators varies with a minimum requirement of being 8 years of education. In connection with the above, for better implementation of NFBE, in recruitment of paraprofessionals, priorities



should be given to the communities where the NFBE is situated and if not possible to neighboring area. Additional qualities that required to recruit facilitators were knowledge and respect for the culture and norm of the community interest to serve community, free from harmful practices, ability to shoulder responsibility love and respect to children and teaching profession, ability to communicate with clarity and effectiveness (Ayalew, 2002: 69, Berhanu and Ahmed, 2002: 32). Moreover, Berhanu and Ahmed in their study pointed out facilitators to be adequately proficient should complete grades 9-12 either in new or old education system (2002: 32 -34).

Furthermore, the recent study of MOE states that facilitators are expected to devote themselves full-time to their teaching, for which they receive salary. (MOE, 2002: 37).

### ***Training of Facilitators***

Training is an important activity that motivates and empowers the facilitators. It is considered as one of the most important factors that determine the quality of the teaching-learning process and the final success or failure of the entire program. In NFBE center, since the teachers are paraprofessionals, the training is necessary to empower them in content of the subject matter as well as in professional aspects. According to ESDP III, "facilitators will be continuously trained through continuous supervision and support system will be in place (MOE, 2005:44).

Initial training mostly focuses on equipping the facilitators with basic skills needed to teach each subject while refresher training largely focus on the problems and difficulties encountered by facilitators on their day to day work (Berhanu and Ahmed 2002: 48). Furthermore, Berhanu and Amhed in their study identified the training of facilitator that should be given in variety of delivery methods and techniques, i.e. classroom training, on job support, exposure visit, distance learning provision of manual, modules and reference materials arranging meeting and experience sharing (Brihanu and Amhed, 2002).

### ***Organization and Facilities***

NFBE centers should be organized depending upon the local conditions. Though NFBE centers have no defined standards, the program can be conducted in farmer association office, cooperative buildings, religious buildings, yards, prisons, adult training centers and under the shades of trees (Berhanu, 1999.:312). Moreover, the teaching learning process of NFBE can be held under shelter of tree, in community constructed low cost hut made of straw and mud, in church and mosque buildings, in Kebele hall, in a formal school building, in related home and in any convenient place (Action aid, 2004). Despite the fact that it is appropriate to start the provision of NFBE, it seems logical gradually to equip those centers with adequate facilities like benches, desks, toilet, water and teaching learning materials to improve quality of basic education in NFBE center.

### ***Management of NFBE Centers***

In management of NFBE centers, different stakeholders participate in the process of planning, implementation and evaluation. It is a joint responsibility of the parties, namely, the project staff, the government through its education sector, and the community. The management of the non-formal basic education should have to adopt participatory management of project staff coordinators that facilitates the learning process by encouraging and securing the participation of beneficiaries (Girma 2004: 80).

### ***Non-Governmental Organization***

Non-governmental organization is the main responsible body for NFBE center which supported by the organization. NGO's that sponsored NFBE program have the following major role in implementation of NFBE. They have the roles in the provision of commercially purchased materials for construction of the classroom, paying monthly salary for the facilitators, sponsoring the critical and refreshers training of facilitator, procurement of and distribution of student text book and facilitators guides (IIZ/DVV, 2003: 76).

### ***Local Government***

Woreda Education Offices (WEO) has its own responsibility in managing learning process in NFBE centers and also plays a key role in planning implementing and monitoring activities of the program. Among the major duties and responsibilities of Woreda Education offices are Supervision of the NFBE center activities, provision of professional support to facilitators, building the management capacity of NFBE center management committee, ensuring the availability of relevant educational materials, provision of refreshers training to the facilitators' certification of NFABE graduates, admission of some NFABE graduate adults and children to the formal program in the first and second cycle primary education. (11Z/DVV, 2005: 76).

### ***Curriculum Design and Development for NFBE Program***

The availability of teaching materials especially textbooks is one of the most powerful determinants of learning outcomes. Moreover, curricula, textbook, and teacher training are often based on the assumption and objectives that do not reflect local realities of the learning needs of most students.

The curriculum of many NFBE programs is on the line of the national core curriculum, but based on the needs and interest of the learners and related to local environment. The curriculum has to be need based and not heavily loaded with content. It should motivate children to continue with the learning center and provide scope for their development. It should not be dominated by a rigid examination system but should be activity based, work-oriented and experiments based, and take into account children's and adults interest (UNESCO, 2001:51).

The core issue in a curriculum development for both formal and non-formal education programs is the question of what is to be taught. Traditionally, the curriculum of NFBE programs is organized under the academic subjects.

Finally, TGE (1994:12) cites, "the preparation of curriculum will be based on the stated objectives of the education, ensuring the relevant standards and the expected profile of the students are achieved. Moreover, the implementation strategy for non-formal basic education SNNPREB suggests that the duration of the program is 3-4 months.

### ***Instructional Materials***

Instructional materials are the key component that contributes a great deal of the successes of learning program. In relation to their importance, Girma (2004) suggest, instructional materials are used to increase the acquisition of knowledge, skills and aptitude according to the levels of students. Furthermore, the author explains that instructional materials are used to make learning experience more tangible, practical and active (Girma, 2004:394). From the above concept, it is possible to understand the necessity of instructional materials in learning process. A learning material gives life to education.

In NFBE center, teaching material can be prepared from local material at lowest costs. Regarding this idea, the study of MOE (2002: 49) explains instructional material as follows: "the availability of instructional material is the lowest cost component of basic education, but it is the one with greatest impact on learning". Learners can get more meaning and experience if the source from which they extract information, knowledge and skill is diversified.

### ***Methods of Teaching***

Methods of teaching are classified into modern and traditional based on the role of teachers and students as well as time in use. The modern methods the student centered, which aimed at helping students in the realization of knowledge, the development of skills and value through their active involvement (Girma 2004:27).

Moreover in relation to the local life, ESDPIII states, "instruction will be focused sustained and targeted to reflect learners 'local life" MOE (2004:44).

Furthermore Yalew (indicates the importance of methodology as follows:

*No matter how good the curriculum may be and how well it is organized, and whether or not teaching material are available, ultimately the quality of education rests mainly on methodology of instruction employed by teachers (Yalew, 2004: 18).*

From the above statement, it is possible to understand methodology is one of the decisive factors in teaching learning process.

Learner-centered approach is participatory, active pedagogy that is characterized by cooperative learning and inquiry that fosters conceptual understanding, critical thinking and problem solving skills. This approach includes role -playing, discovery methods, inquiry methods, discussion and problems solving methods. Teacher centered methods is a rigid chalk and talk lecture driven pedagogy or rote learning, such pedagogy places students in a passive role, limiting their activity to memorizing facts and reciting them to teachers. This approach includes lecture, demonstration, question and answer methods (UNESCO, 2005: 153).

### ***Monitoring and Evaluation***

Monitoring and evaluation go hand in hand because monitoring lays a foundation by collecting data and information to conduct evaluation. Monitoring and evaluation are used as a tool to keep progress of the program. To approve the quality of education system, there should be a right way of monitoring and evaluation system. The document of MOE stresses the importance of monitoring for academic performance, in increasing access and internal efficiency in the following manner. "There will be continuous monitoring of students progress toward the lesson they learn, to increase academic performance and get better assistance" Monitoring also includes enrollment attendance, dropout and transfer to formal School (MOE, 2005:44). Moreover, monitoring is not the issue of one body but it is the responsibility of different bodies, who participate directly or indirectly in the management system.

Evaluation of students can be achieved by different means, which help the student to understand the subject matter. Facilitators of non-formal education programs are expected to apply continuous assessment techniques and procedures. This includes regularly administering tests and practical activities, giving homework of different nature and grading the results.

## **2.8. Stakeholders Participation/Involvement in the Implementation**

### **The Role of NGOs**

At no point in time has development been a one-man job. Rather, it has always been a collective and favor of civil society and its various institutions as well as government and non-government organizations. So long as the educational efforts and resources of developing countries are delineated mainly to the government-led formal education, there is little prospect to open up educational opportunities on a large scale, i.e. the efforts of the government alone can not do all developmental needs of the society on education. In line with this, Berhanu (2000:3) has pointed out that if the trend of focusing only on the formal school system and government alone tries to provide the ever increasing learning needs of the population, there is little possibility of building a national learning system that can meet the population essential learning needs. Therefore, governments should create conducive policy environments and transparent work procedures for NGOs involvement in the education sector.

NGOs are suitable for educational innovations due to their unique characters in that they are people centered, flexible, responsive, creative, cost effective and non-hierarchical (Shaeffer, 1994:47).

### ***The Involvement of Government***

As to World Declaration of Education for All (Jomtien, 1990) governments have an obligation to provide basic education for all, but they can not be expected to supply every human, financial or organizational requirements for this task.

Similarly, UNICEF (1990) has noted that government has to assume a strong and pivotal role in promising the diversified educational needs and approaches. They have to establish clear and workable policies and standards, creating and enabling environments for local action. They need to foster the involvement of civic societies such as community based organizations NGOs', etc in order to benefit from their comparative advantages. It is also fundamental that the issues related to organization and management, curriculum, capacity building and training of personnel becomes crucial when adopting non-formal basic education programs.

The strength of non-formal education system depends on the support it receives from governments. They demonstrate their commitment through their policies. Such commitment assists to create better political and economic environment. The political support can back up the popularization of concepts of non-formal education programs and create clear out look for practice. They may also entail sustainable economic support to organize manage and implement need-based achievable programs. The totalities of the political and economic support are likely to mobilize the social support which can encourage and promote the participation of beneficiaries in all the stages of the implementation process and the success of the program (Fordham, 1992:4)

### ***The Participation of the Community***

One major factor for the failure of educational system is absence of the concern to and feeling of the ownership of educational matters on the part of the community. This is to mean that when the community has the feeling that education as a state affair, much of the input from the community to what is going on the educational system could be missed. Thus, one form of promoting community concern in the education is the opportunity of participation in educational matters. To be meaningfully supported, NFBE program implementation should be well communicated to the community. The community should have the possibility to express the difficulties that hinder

the educational success of their children and to take part in the identification of solutions.

## **2.9. Challenges and Limitation of Non-formal Education**

### **Programs**

Currently the issue of Non-formal Education is getting increasing attention since there is a consensus that the formal education is not coping with the increasing demand for education. However, the challenges that confront non-formal education emanate from its own characteristics. Because, NFE does not strictly follow rigorous procedures as it follows a different approach of delivery (Mammo, 1999:40). So due to these multivariate approaches of delivery, most programs suffer from resource (financial, human, materials) constraints.

Another challenge of NFE is that people tend to look NFE as a second best to the formal education and even it is seen as the last option. In addition to this, lack of certification is also seen as a drawback by some people as they want their training to be recognized, validated and to give it credibility. This is because most school learners look for work in the formal sector rather than thinking of self-employment.

The major implementation problems as stated by (11Z/DVV. 2005; 77) are

- shortage of well trained facilitators
- shortage of books and teaching material for the programs
- lack of incentives for the facilitators
- Dropping out due to the inconvenience of learning place and due to labor.
- Implementation of different curriculum in different place.
- Teaching children and adults by mixing together,
- Lack of awareness of the community about the program
- Lack of the commitment from the government
- Discontinuity (interruption) of the program due to different reason,
- Lack of attention on the out of school children

- Facilitators; failure to prepare lesson planning, implementation of active learning and continuous assessment.
- Facilitators turnover
- In adequacy of budgets.

## **2.10 Experience of Selected Countries**

In many developing countries the formal school systems are unable to serve all those who are in need of education as a basic human right. In 1948 Universal Declaration of Human Rights laid down (Article 26) that: Every one has the right to education, education should be free, at least in the elementary and fundamental stage. Elementary education should be compulsory (Wanna, 1999: 60).

In view of this declaration, all children regardless of their background have the right for education. And hence, many countries introduced non-formal education in order to address, the needs of those who lack opportunities to participate in formal education. Also these countries understood that they are not in a position to provide resources like textbook, trained teachers, enough buildings and other related materials in required quantity and quality (Habtamu, 1999).

The type and arrangement of organization of NFBE vary from country to country and follow whatever attention provided to non-formal basic education. In many developing countries of Asia, Africa and Latin America the majority of rural people have not got access to basic education due to the failure of formal education system to meet the demands placed upon it (Habtamu, 1999).

In view of this, an attempt has been made to show the diverse experiences of the few selected countries from Asia and Africa will be used to show as to how some kind of specific non-formal education programs are conducted.

The practices of selected representative countries including Bangladesh and Uganda all of which are the developing countries will be briefly presented. These are taken for their best exemplary commitment to achieve literacy and non-formal basic education for all.

### **The BRAC (Bangladesh Rural Advancement Committee) Schools**

The BRAC was designed to meet the basic educational need of the poorest and most disadvantaged Children in the rural areas of Bangladesh who could not be reached by formal government schools. The BRAC program had targets rural children of two different age groups.

- a) children of 11-14 years who never attend schools, and
- b) 8-10 years old children who dropped-out from formal schools (MOE, 2000:8, Wanna, 1999:2)

The case study made by Ahmed, Chabbot, Joshi and Pande (1993), demonstrated its effectiveness in its approach in teachers, selection, training, supervising and community participation, student achievement, completion rate and transfer to formal government school system. Furthermore, a case study entitled "learning from BRAC experience" suggested the following experience, which is transferable to other countries.

- clear focus on social goal widely perceive as important by parents, students, governments
- a simplified curriculum for primary education that focused on basic skill and is appropriate to the targeted population.
- Para-professional teachers selected from the community with short preserves training scheduled in service training and strong supervision.
- Active parents and community involvement as a major goals
- Flexible timetable and an organization that adjusts services to the clients/ student need and alters its own organization depending upon its ability to service its clients/students.

### **Basic Education in Urban Poverty Areas (BEUPA), UGANDA**

The document of successful experiences in non-formal basic education in Africa has listed a number of experiences that can be transferred into other countries. Among the successful program BEUPA of Uganda, which aims to improve the life perspectives of out of school children and adolescents between the age 8-9, is the notable one. The important features that contribute for success of the program are the following:

- Apply mother-tongue education and integrated approach to learning.
- Developed and used the core curriculum of a condensed version of primary school curriculum, which includes instruction in psychosocial skills, and living value education.
- There is close relationship between BEUPA program and formal school.
- The delivery of curriculum shortened from five to three years.
- Utilize the expertise from community that makes the school part of the community.
- Facilitation of learning was held through child-centered and flexible approach.
- Community's involvement in the program.

In BEUPA program, the above condition has facilitated learner friendly, pedagogical processes and learning environments harmonized the relationship between the school and the community. The integrated nature of the curriculum enhance the holistic development of learners in terms of intellectual, physical, emotional, and social development and promotes interaction between the formal and non-formal sub-sectors (Thompson, 2001: 16).

### **2.11 Current Status of Non-formal Basic Education in Ethiopia**

Ethiopian Education was characterized by lack of access to schooling, lack of quality, equity and low internal efficiency. In relating to the problem of access, Ayalew indicates, access is limited to only few people with almost no impact on

changing the status of illiteracy, and the country was basically remained the land of thumb print (Ayalew,1989:31).

With this understanding, the Government of Ethiopia has set the New Education and Training Policy. To increase access to education the policy document states, non-formal education would be given parallel to formal education (TGE,1994:8).Although the document explains in the above manner, ESDPI give a great focus on expanding formal basic education. However lately, ESDPII and ESDPIII gave emphasis on provision of basic education through alternative delivery.

### **The Status of ANFBE Implementation in SNNPR**

SNNPR is located in the southern part of Ethiopia. The Region has varied climatic regions that range from Dega around Gamo highlands to kola at southern Omo. The Region is divided into 13 Zones ,8 Special woredas, 126 woredas and 22 City Administrations. The area of the Region is about 110,931.9sq.kms (about 10% of the country).And the population is about 14.9 million accounting nearly 20% of the total population of the country. The Region is the home of diversified and colorful nationalities and 56 ethnic groups (SNNPREB, 2006/07).

The Region has the population of rural background. The economy is mainly agriculture with low productivity and high adult illiteracy rate. Social services as education and health are not accessible to the majority of the population. Providing educational access for rural and urban children and adults is difficult in region. The main reasons are budget shortage, is the spatial distribution and poor infrastructure (SNNPREB, 2006/07).

The SNNPREB had formulated Non-Formal Education Implementation Strategy (2004) and have been made efforts to implement Non -formal Basic Education program by opening ANFBE and ABE centers for adults and children. As a

result many adults and children in the Region have got access to basic education.

**Table 1: Enrollment in SNNPR for 2005-2007**

Year	ABE Participants Between Age 7-14			ANFBE Participants above age 15 and above		
	male	female	total	male	female	Total
2004/5	81454	70664	152118	18240	16481	34721
2005/06	57175	52497	109672	3852	2273	6125
2006/07	62156	55922	118078	3817	3312	7129

Source: SNNPREB (2006/07:17) Education Statistics Annual Abstract Awassa; EMIS.

It was reported that in the year 2006/07 the enrollment rate in primary education was 94.1% in the formal education program in SNNPR, while the enrolment in ABE centers was 11 80 78(3.6%) and also in ANFBE centers was 7129 (0.2%). When the two program participant added to total enrollment in the 1999E.C enrollment rate becomes 97.9% (SNNPREB, 2006/07:17)

## CHAPTER THREE

### 3. METHODOLOGY AND PROCEDURE OF THE STUDY

#### 3.1 Methods of the Study

This study was aimed at assessing the status of the implementation of Adult Non-Formal Basic Education program in Hadiya zone. The research method employed was the descriptive survey method because the Method enables gathering relevant information on the ANFBFE program implementation. A descriptive survey research method also helps to assess the present situation of ANFBFE implementation in the selected centers. Best and Kahn (1998) stated a descriptive survey research method focuses on investigating the issues and practices by addressing the large size of population.

Therefore, in describing the existing situation in implementing ANFFBE program in the zone, the descriptive survey method was found to be relevant and appropriate.

#### 3.2 Sources of Data

Data was collected from ZED and WEO officials/experts; NGO project managers/coordinators, facilitators/teachers of Adult Non-formal Basic Education centers, ANFBFE learners and community representatives.

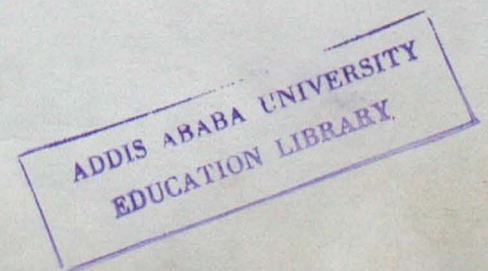
The selection of the above four groups' respondents has been for the following reasons. Educational and NGO official/experts are administrators, supervisors and supporters of the program, are also believed to serve as data sources. Facilitators of the program are also selected because they are main implementers and actors in the program..Again Learners were also selected as respondents to gather additional information about the program and the community representatives are the main coordinators of community who participate actively in the program and make decisions on different issues of the program and they are found to be the essential parts in giving original information.

Moreover, observation check lists have been used as sources to support results of data.

### 3.3 Sampling Techniques and Samples

The following sampling techniques and sample population were used to carry out the study. The sampling techniques used to select respondents were purposive, availability and random sampling techniques. The purposive sampling technique used to select respondents who have direct relationship with the issue understudy and who can provide their insight and share their experience. Based on this, ZED and WEO heads, non-formal education experts, supervisors education program heads, NGO Managers/coordinators were selected. In addition available sampling technique was employed to include ANFBE facilitators and community representatives in the vicinity of sample centers. Simple random sampling was used to select students/learners from each center.

Hadiya zone has ten woredas. Of the 10 woredas NGOs are working in Adult non-formal basic education program in five woredas. From the five woredas two woredas, East Badawacho and Lemo woreda were purposefully selected because the two Woredas are appropriate for transportation service.. In these sample woredas three NGOs (Good Shepherd Sisters Social Development program in East Badawacho woreda and Mekane Iyesus Sinados and Love in Action-Ethiopia in Lemo woreda) are implementing ANFBE. As to the center, 6 (40%) centers have been randomly selected from 15 centers in sample woredas.



The following table indicate the sample centers under the study with their respective woredas and supporter NGOs.

**Table 2: Distribution of Sample Woreda, ANFBE Centers and Supporter NGOs**

<b>Sample woreda</b>	<b>ANFBE Centers in sample woreda</b>	<b>Sample ANFBE Centers</b>	<b>Supporter NGO</b>
East Badawacho	Shone Mazoria Abuka Garbo Lenda Jarisso	Shone Abuka	Good shepherd Sisters Social Development Program
Lemo	Anabalesa Bandalicho Massan Bako Agera	Anabalessa MassanaBako	Mekana Yesus Sinabos
	Sedama Digba Mege Shurumo Tessa	Shurumo Sedama	Love In Action-Ethiopia-In Collaboration with Pact-Ethiopia

Regarding the respondents who participated in the study the following table indicates the categories and numbers of participants.

**Table 3: Sample Respondents by NGOs and Government System**

Sample categories		NGO in the sample						Woredas and zone Education						Sample size
		GSSSD Program		Mekana Yesus Sinados		Love In Action-Ethiopian		E/Bada wacho		Lemo		Hadiya zone		
		p	s	P	s	p	s	p	s	p	s	p	s	
1	NFE center	6	2	4	2	5	2	-	-	-	-	-	-	6
2	NGO ANFBE coordinator	3	3	2	2	2	2	-	-	-	-	-	-	6
3	ANFBE facilitators	5	5	6	6	4	4	-	-	-	-	-	-	15
4	Community representatives	6	2	6	2	6	2	-	-	-	-	-	-	6
5	ANFBE students	150	20	145	20	140	20	-	-	-	-	-	-	60
6	Zone and woreda Education officials and experts	-	-	-	-	-	-	12	6	12	6	8	4	16
<b>Total sample</b>														<b>103</b>

- p = population
- s = sample

As shown in Table 2, from the side of NGOs the number of sample respondents participated in the study were 6 NGO coordinators 15 facilitators, 6 community representatives and 60 adult learners, where as from WEO and ZED 16 educational officials/experts were included in the study.

In general as shown on the above table the total number of respondents participated in the study were 103. Thus NGO coordinators and ANFBE facilitators, WEO and ZED officials/experts were approached by questionnaire. Focus group discussion was conducted with community representatives and ANFBE Learners.

### **3.4 Instruments of Data Collection**

As it was a survey study conducted on different ANEBF centers, NGOs and education department and office, the process of data collection has been mainly through questionnaire. For further information focus group discussion guide and observation check list have been employed as instruments to gather the necessary data.

Two types of questionnaire (open-ended and closed-ended) were prepared to gather relevant and reliable information from the respondents. The questionnaire was first constructed in English and later translated to "Amharic" for the purpose of clarity, to avoid language barriers and to make them easily understand by the respondents. The questionnaire prepared in English was administered to 16 educational officials/ experts and 6 NGO managers/coordinators where as the other questionnaire prepared in Amharic was administered to 15 ANFBE facilitators. The entire distributed questionnaire, were filled and returned. The questionnaire had different parts that address different issues like, background information of the respondents, and the main program issues.

Focus group discussion was employed to acquire the necessary data from learner and community representatives about the teaching learning process,

As shown in Table 2, from the side of NGOs the number of sample respondents participated in the study were 6 NGO coordinators 15 facilitators, 6 community representatives and 60 adult learners, where as from WEO and ZED 16 educational officials/experts were included in the study.

In general as shown on the above table the total number of respondents participated in the study were 103. Thus NGO coordinators and ANFBE facilitators, WEO and ZED officials/experts were approached by questionnaire. Focus group discussion was conducted with community representatives and ANFBE Learners.

### **3.4 Instruments of Data Collection**

As it was a survey study conducted on different ANFBE centers, NGOs and education department and office, the process of data collection has been mainly through questionnaire. For further information focus group discussion guide and observation check list have been employed as instruments to gather the necessary data.

Two types of questionnaire (open-ended and closed-ended) were prepared to gather relevant and reliable information from the respondents. The questionnaire was first constructed in English and later translated to "Amharic" for the purpose of clarity, to avoid language barriers and to make them easily understand by the respondents. The questionnaire prepared in English was administered to 16 educational officials/ experts and 6 NGO managers/coordinators where as the other questionnaire prepared in Amharic was administered to 15 ANFBE facilitators. The entire distributed questionnaire, were filled and returned. The questionnaire had different parts that address different issues like, background information of the respondents, and the main program issues.

Focus group discussion was employed to acquire the necessary data from learner and community representatives about the teaching learning process,

their interest towards the program, reason to come to NFBE program and the problem they encountered before coming to ANFBE center and in learning process. Furthermore, observation checklist has been used to check the center facilities, teaching-learning process organization and provision of instructional materials for the center. The tool served a lot to counter-check the information delivered by different sources.

### **3.5 Pilot Testing of the Instrument**

Following the design and preparation of the instruments, the pilot test was administered among 10 respondents in East Badawacho woreda education office experts and shone ANFBE center facilitators. The purpose of this was to check the appropriateness of the items in the instrument and to make the necessary correction based on obtained feedbacks from respondents. Hence, only few amendments like clarity of language, similarity of alternatives and grammar usage were made on questionnaire before the final version was prepared. The advisor of the researcher also validated the self developed questionnaire and shaped the questionnaires in a way to gather relevant information.

Thus, based on feedback from the pilot test the items were improved and the final copies of the questionnaire were distributed to the respondents.

### **3.6 Procedures of Data collection and Administration**

The following procedures of data collection were used in assessing the implementation of ANFBE in Hadiya zone. First, relevant academic literature was reviewed to get information on what has been made in relation to the problem. Second, basic questions were formulated followed by preparing data gathering tools there by pilot testing. Then after being corrected, the questionnaire was distributed to the respondents.

Besides, the researcher made the objective, of the study clear to the respondents in order to avoid confusion and facilitate ease of administration. After collecting relevant information data was interpreted and analyzed.

### **3.7 Method of Data Analysis**

In analyzing the data gathered, both the quantitative and qualitative methods were employed. Quantitative data were analyzed by using the frequency count, percentage and mean where as, data collected through open -ended questionnaire, focus group discussion and field observation were narrated following the results of quantitative data.

## **CHAPTER FOUR**

### **4. PRESENTATION AND DATA ANALYSIS**

The purpose of this study was to assess the implementation of adult non-formal basic education program supported by NGOs in Hadiya zone. For this study six adult non-formal basic education centers were selected from two woredas. Data were gathered from ZED and WEO officials/experts, NGO (coordinators and field supervisors), and facilitators of the program, using closed ended and open-ended questionnaire. Focus group discussion was conducted with community representatives and adult learners. Observations on the physical conditions of the centers based on observation check list were also carried out to supplement the results of questionnaire.

The data gathered from participants were presented in tables followed by elaboration of results. The data gathered through closed-ended questionnaires were analyzed using frequency count, percentage and mean. Data gathered through open-ended questionnaires, focus group discussion and observation check list were summarized and used to supplement the information gathered through closed-ended questionnaires.

Finally, the data obtained from the sample respondents through different data gathering instruments were interpreted and analyzed as presented below.

#### **4.1 Characteristics of Respondents**

##### **Categories of Respondents**

As main source of information, for this study 16 educational officials and experts who have direct responsibility for adult non-formal education program (ZED and WEO head, education program head, supervision head and curriculum head, non-formal education experts), 15 adult non-formal basic education facilitators, 6 NGO coordinators, 6 ANFBE center community representatives and 60 adult learners were included.

To get relevant information, the selection of these sample respondents was based on their position and the role they have on the ANFBE program implementation.

**Table 4: Characteristics of Respondents by Sex, Age, Educational Background and Service Year**

Characteristics	Respondents										
	WEO and ZED officials and experts		NGO coordinator		ANFBE facilitators		Community representatives		ANFBE learners		Total
	N	%	N	%	N	%	N	%	N	%	N
1. Sex											
A. Male	15	93.8	3	50	5	33.3	6	100	20	33.3	47.6
B. Female	1	6.2	3	10	50	66.7	-	-	40	66.7	52.4
<b>Total</b>	<b>16</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>60</b>	<b>100</b>	<b>100</b>
2. Age in years											
A. Above 14- years	-	-	-	-	-	-	-	-	60	100	
B. 18-24 years	-	-	-	-	15	100	-	-	-	-	
C. 25-30 years	2	12.5	-	-	-	-	-	-	-	-	
D. 31-35 years	-	-	-	-	-	-	1	16.7	-	-	
E. 36-40 years	2	12.5	1	16.7	-	-	2	33.3	-	-	
F. 41-50 years	8	50.0	2	33.3	-	-	2	33.3	-	-	
G. Above 50 years	4	25.0	3	50	-	-	1	16.7	-	-	
<b>Total</b>	<b>16</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>60</b>	<b>100</b>	
3. Educational level											
A. 10/12 grade complete	-	-	-	-	5	33.3	-	-	-	-	
B. 10/12 + TTI	-	-	-	-	9	60	-	-	-	-	
C. 10/12 + certificate other than TTI	-	-	-	-	-	-	-	-	-	-	
D. Diploma	9	56.2	4	66.7	1	6.7	-	-	-	-	
E. Degree	7	43.8	-	-	-	-	-	-	-	-	
F. Above Degree	-	-	2	33.3	-	-	-	-	-	-	
<b>Total</b>	<b>16</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>15</b>	<b>100</b>					
4. Service year											
A. < 5 years	-	-	-	-	13	86.7	-	-	-	-	
B. 6-10 years	2	12.5	-	-	2	13.3	-	-	-	-	
C. 11-15 years	-	-	-	-	-	-	-	-	-	-	
D. 16-20 years	4	25.0	2	33.3	-	-	-	-	-	-	
E. above 20 year	10	62.5	4	66.7	-	-	-	-	-	-	
<b>Total</b>	<b>16</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>15</b>	<b>100</b>					

Regarding the sexes of, total respondents' of the study, 47.6% were males and the remaining 52.4% were females. From a total of WEO and ZED officials and experts under the study 15(93.8%) were males and 1 (6.2%) was female. In the case of NGO respondents both males and females were equal in number. Regarding the facilitators, 5 (33.3%) were males and the Reaming 10 (66.67%) were females. In the case of learners (adults) respondents sex, 20 (33.3%) were males and the rest, 40 (66.67%) were females. Concerning the sex of community representatives all were males. In general there is a gender imbalance between males and females in all categories of respondents except NGO respondents.

In any case the mix helps to get relevant response for the study from both sexes.

Regarding respondents' age the analysis shows that, 25% of WEO and ZED officials/experts, 16.7% NGO field supervisors, and 50% community representatives were in the thirties. 50% WEO and ZED officials/experts, 33.3% NGO coordinator and 33.3%) community representatives were in forties, the remaining 25% educational officials and experts, 50% NGO advisors and 16.7% community representatives were above 50 years. The majority of learners (adults) were above 15 years.

In general, the age of all respondents lies above 15 years old. From this it is possible to deduce that the respondents were capable of giving information for the study. In other words, they have had experiences to realize what has been going on around them. Thus, the information obtained from these groups could be relevant for the study.

Educational level and service year have their own contribution in the implementation of Adult-non-formal Basic Education. Therefore, the respondents were asked to indicate their educational level and service year. However, community representative and learners (adults) were not in such

occupation and they were not included in the analysis. As to educational level the analysis shows that, 56.2% WEO and ZED officials/experts, 66.7% NGO coordinators, 6.7% facilitators were diploma holders. Forty four percent WEO and ZED officials/experts were B.A/BSC graduates where as 33.3% NGO coordinators were above degree. The majority 66.7% of the facilitators were TTI graduates and the remaining 33.3% of them were grade 10 or 12 completers.

Hence, the qualification of all respondents is appropriate to implement the program. Regarding the facilitators' qualification grade 10 is appropriate to teach NFBE. In this respect, MOE (2002: 12) cites, "the qualification of NFBE facilitators is at least grade 10 completers."

Regarding the service year of respondents, the majority (62.5%) WEO and ZED officials/experts and (66.7%) of NGO coordinators have service year of above 20 years respectively. The rest 25% of educational experts and 33.3% NGO coordinators, have 16-20 years of service. The majority 86.7% of the facilitators had service years of less than 5 years and the remaining 13.3% of facilitators had 6-10 years of service.

This implies that these respondents, might have adequate experience in their present jobs, so as to run the program effectively, and they are responsible to provide relevant information for the study. Therefore, it was believed that their responses are adequate for the completion of the study.

#### **4.2 Analysis of Data of the Main Issue of the Program**

This section presents data obtained from Respondents under study through questionnaire, focus group discussion (FGD) and Observation check lists. The analysis focuses on contribution of ANFBE in promoting access to basic education, facilities of ANFBE program centers, curriculum materials and management of the ANFBE program and participation of different stakeholders in the ANFBE program. The problems that hinder the implementation of the ANFBE program were also analyzed in the study.

## **The Context of Adult and Non-formal Basic Education Program**

Adult and non-formal basic education is treated in ESDP II & III as an integral part of the strategies for achieving the goal of UPE and EFA. In achieving EFA goal, the Government of Ethiopia has realized that NGOs, can play vital role in providing education to adults and out of-school children who have been denied the chance of formal education due to economic, social and cultural reasons. This paved the way for the establishment of a number of NGOs in the country to work on non-formal education to address access and equity in education system. As stated in Non-formal Education implementation strategy of SNNPREB Non-formal basic education has been carried out by NGOs, communities and faith Based Organizations in the region for children up to 16 years age and for adults 17-25 years old. (SNNPREB, 2004:25).

The literature part of this study also reviewed that, the adult and non-formal education program includes a range of basic education and training for out of-school children and adults. The program is basically focused on literacy, numeric and environment to enable adults and children to develop problem solving abilities and change their mode of life. The program has three sub-components: a) program for out of school children with 7-14 years of age, b) literacy program for those youth and adults whose age are above 15, and c) offering basic skill training to youth and adults in the Community Skill Training Centers (CSTC) (MOE, 2002: 31).

Thus, based on the Federal Government Non-formal Education provision strategy and SNNPREB Non-formal Education implementation strategy, three NGOs (Good Shepherd Sisters Social Development Program, Mekane Iyesu Sinados and Love In Action-Ethiopia in collaboration with pact Ethiopia) are providing Adult Basic Education for adults whose age are above 17 years. Thus, from the two components of Adult Education program (Adult Non-formal basic Education and basic skill training) the study focused on assessment of the implementation of Adult Non-formal Basic Education in the zone.

## **Contribution of ANFBE Program in promoting Basic Education**

ANFBE has a lot of contribution in increasing access of basic education for the disadvantaged parts of the society. Adult living in areas without any alternative learning facilities and those who could not attend the formal school system could benefit a lot from ANFBE program. Regarding the contribution of ANFBE program, open-ended questionnaires were distributed to all groups of respondents to write their view about the contribution of the program. Focus Group Discussion was also conducted with community representatives and adult students/learners to get additional information about the contribution of the program. Educational experts, NGO coordinators and facilitators write their views as follows: ANFBE is a good program to get basic education chance for those adults and children who have no access to formal education and provide them adult functional literacy. They also write the program helped to enroll adult females and help to increase enrollment of primary education in the zone. In addition to the responses of open-ended questionnaire, Focus Group Discussion (FGD) members noted that importance of Adult Non Formal Basic Education in terms of its flexibility and its proximity. They also stressed that ANFBE is a panacea to adult and their children who have lost the chance of formal education.

Thus, the response of the respondents indicates that ANFBE has contributed a lot for those adults and children who are denied access to formal education in addressing access, equity and change mode of life of adults and prepare them to be creative in their society.

### ***Target Groups of the Program***

The main objective of ANFBE program intervention in the zone is to provide educational opportunity for those adults and children who are out of formal schooling due to different reasons. Socio economic and cultural factors were main determinants for many adults and children to be deprived of their rights in basic education. The problem calls a new strategy for providing basic

education for adults and children. Regarding the target group of the program the responses of all respondents were presented below.

**Table 5: Responses on Target Groups of the Program**

No	Item	Educational & NGO officials /experts N=22		Facilitator N= 15	
		N	%	N	%
1	Who are target groups of the program?				
	A. Adults only	5	22.7	3	20
	B. Children only	2	9.1	2	13.3
	C. Adults and children	15	68.2	10	66.7
	<b>Total</b>	<b>22</b>	<b>100</b>	<b>15</b>	<b>100</b>
2	To whom is special focus given in the program?				
	A. Men	9	40.9	7	46.7
	B. Women	13	59.1	8	53.3
	C. Disabled	-	-	-	-
	<b>Total</b>	<b>22</b>	<b>100</b>	<b>15</b>	<b>100</b>

As can be observed from Table 5, item 1, majority of the respondents, 15 (68.2%) educational and NGO officials/expert and 10 (66.7%) of facilitator respondents states that the target groups of ANFBE program are both adults and children. where as, 5 (22.7%) of educational and NGO officials/experts and 3 (20%) of facilitators replied that the target groups of the program are adults. The remaining 2(9.1%) of educational and NGO officials/experts and 2 (13.3%) of facilitators responded that the target group of the program are children. In the same table, item 2, respondents were asked to whom special focus is given in the program. In this case, 13(59.1) of educational and NGO officials/experts and 8 (53.3%) of facilitator responded that special focus was given to women learning.

A significant number 6 (40.9%) of educational and NGO officials/experts and 7 (46.7%) of facilitators responded that special focus also given to men. During field visit it was observed that a large number of adults and a smaller number of school age children were registered in the sample centers. The following table

presents the statistical data of Adult Non-formal basic education participants of 2007/08 in Hadiya zone.

**Table 6: Trends of Adult and Children Enrollment in sample Centers**

No	Sample center	Trend of adults and children enrollment participation in (2007/08)					
		Male		Female		Total	
		N	%	N	%	N	%
1	Shone	13	16.1	68	83.9	81	100
2	Abuka	17	26.6	52	75.4	69	100
3	Ana Balesa	33	47.1	37	52.9	70	100
4	Massana Bako	35	46.7	40	53.3	75	100
5	Shurumo	38	46.9	43	53.1	81	100
6	Sedama	29	49.1	30	50.9	59	100
<b>Total</b>		<b>165</b>	<b>38.75</b>	<b>270</b>	<b>61.25</b>	<b>435</b>	<b>100</b>

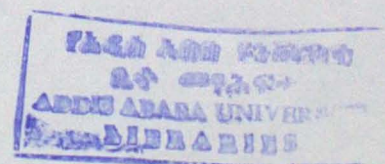
*Source: Documents of NGOs Under Study (2007/08)*

The above table 6 presents the enrollment of adults and children and the participation of female adults in the program. As seen from the above table the number of female participants is larger than male participants in the program. This shows that the program has contribution on addressing the problem of equity/gender disparity particularly by increasing educational access to un reached section of the society in the zone.

### ***The Status of ANFBE Center Facilities***

Adult Non-formal Basic Education centers are schools constructed to undertake adult non-formal basic education teaching-learning process. These centers are assumed to be constructed by the community, NGOs and government fund near the villages that children and adults can easily reach.

Based on the above idea the issues related to the status/facilities of ANFBE were presented to the respondents. The obtained informations were presented in Table 6, and discussed following the table.



**Table 7: Response on the Status of ANFBE Center**

No	Items	Education & NGO officials/experts N=22		Facilitators N= 15	
		N	%	N	%
1	Where does ANFBE program take place?				
	A. In kebele office	2	9.1	2	13.3
	B. In private house				
	C. In religious (church or mosque) compound				
	D. Informal education center				
	E. In community skill straining center				
	F. In center constructed for ANFBE program	20	90.9	13	86.7
	<b>Total</b>	<b>22</b>	<b>100</b>	<b>15</b>	<b>100</b>
2	Who constructed the NFE center?				
	A. Local community				
	B. Government	5	22.7	4	26.7
	C. Non-Governmental Organization	17	77.3	11	73.3
	<b>Total</b>	<b>22</b>	<b>100</b>	<b>15</b>	<b>100</b>
3	Availability of learning materials (Adult Non-formal basic education syllabus, text book, guides and teaching aids)				
	A. High	3	13.6	2	13.3
	B. Moderate	11	50	10	66.7
	C. Low	8	36.4	3	20.0
		<b>Total</b>	<b>22</b>	<b>100</b>	<b>15</b>
4.	The appropriateness of the center for teaching learning process				
	A. High	3	13.6	2	13.33
	B. Moderate	13	59.1	8	53.33
	C. Low	6	27.3	5	33.33
		<b>Total</b>	<b>22</b>	<b>100</b>	<b>15</b>

In the analysis, 20 (90.9%) education and NGO officials/experts and 13 (86.7%) facilitators' respondents confirmed that adult non-formal basic education classes are conducted in centers constructed for Non-formal basic education program. There were also kebele offices as indicated by 2 (9.1) of education and NGO officials/experts and 2 (13.3%) facilitators. These centers have different status based on the degree of participation of communities and WEO and ZED

in the centers activity. During field visit observation it was found out that the status of adult non-formal basic education centers constructed by different NGOs. Centers constructed by Good Shepherd Sisters Social Development Program and Mekane Iyesus Sindos were found good that their floor were cemented and walls were painted and furnished by student seats where as, centers constructed by Love In Action-Ethiopia were simple houses with insufficient facilities.

With regards to the availability of teaching-learning materials in the center such as Adult Non-Formal Basic Education syllabus, facilitators guide and teaching aids, 11 (50%) of educational and NGO officials/experts and 10 (66.7%) facilitators response were moderate. The remaining 8 (36.4) of educational and NGO officials and experts and 3 (20%) facilitators responded low. During field work it was observed that majority of the centers have no learner textbooks, facilitator's guides and syllabus. However, centers supported by Love In Action-Ethiopia and Good Shepherded Sisters Social Development Program use guide adopted for ANFBE program by Hadiya Zone Education Department and the NGOs. It was observed that Mekane Iyesus supported centers use formal school teaching learning materials.

As to the appropriateness of the centers for teaching learning, 13 (59.1%) of educational and NGO officials/experts and 8 (53.33%) facilitators responded that centers were moderate for learning. The remaining 6 (27.3%) of educational and NGO officials/experts and 5 (33.33%) facilitators responded low. Respondents were asked to give their reasons through open-ended question item for the inappropriateness of the centers. The reasons mentioned include lack of teaching learning materials such as textbooks, lack of proper support and supervision, absence of student seats were mentioned. In addition, the researcher's observation in the field visit based on the check list confirmed that among the sample centers visited, Mekana Iyesus and Love- In Action-Ethiopia supported centers (Annabalesa, Massana Bako, Shurumo and Sedama) have no

toilet, water supply, facilitators office and fence. However, Godshepherd Sisters Social Development program supported centers (Shone and Abuka) have toilet, play ground and fence. In Love-In-Action-Ethiopia supported centers learners used to write notes by putting their exercise book on their knee. Moreover the six sample centers have properly fixed black boards and sufficient chalk to undertake teaching learning process.

### **Selection, Recruitment and Training of Facilitators**

Facilitators are the key persons in the teaching learning process. An active role of facilitators in ANFBE is essential for successful realization of the program. Without having effective facilitator it is hardly possible to achieve the aim of ANFBE .To have effective facilitators careful recruitment and training is inevitable to attain quality education.

### **Selection and Recruitment of Facilitators**

The way by which facilitators are recruited may differ from place to place. However, provision of quality Non-Formal Basic Education for children and adults is highly dependent on the quality of facilitators. Hence appropriate selection and recruitment are essential to develop the level of competence and facilitation skills. The following table 8 presents procedure of selection, recruitment and payment of Adult Non-Formal Basic Education program facilitators in the study area.

**Table 8: Responses on Facilitators Selection and Recruitment**

No	Items	Education & NGO officials / expert N=22		Facilitators N=15	
1	Who select ANFBE facilitators?				
	A. local community representatives and kebele administration	7	31.8	5	33.3
	B. Woreda education office				
	C. NGOs and local community representative	15	68.2	10	66.7
	<b>Total</b>	<b>22</b>	<b>100</b>	<b>15</b>	<b>100</b>
2	The criteria for facilitators selection				
	A. Educational background	13	59.1	8	53.3
	B. Recommendation from kebele	9	40.9	7	46.7
	C. Interest				
	D. through written exam and interest				
	<b>Total</b>	<b>22</b>	<b>100</b>	<b>15</b>	<b>100</b>
3.	Who covers the salary of facilitators?				
	A. Local community	2	9.1	-	
	B. Government				
	C. NGOs	20	90.9	15	100
	<b>Total</b>	<b>22</b>	<b>100</b>	<b>15</b>	<b>100</b>

Regarding the selection and recruitment of Adult Non-formal Basic Education center facilitators (68.2%) of educational and NGO officials /experts and 10(66.7%) of facilitators, the selection was carried out by NGOs and local community representatives. Seven (31.8%) of education and NGO officials/experts and five (33.3%) of the facilitators responded that local community representatives and kebele administration select facilitators.

The required selection criteria were educational background, recommendation from kebele, interest and written exam. The most common criterion was found to be educational background responded by 13 (59.1%) educational and NGO officials / experts and 8(53.3%) of facilitators followed by recommendation from kebele 9 (40.9%) and 7 (46.7%) respectively. Information obtained from Focus Group Discussion during field visit revealed that selection was also carried out through written exam and interest in areas where there are sufficient candidates for competition.

Regarding the salary payment of the facilitators all groups of the respondents responded that salary of facilitators is paid by NGOs. The information obtained from focus group discussion indicates that all NGOs use different salary scales for facilitators.

### Training of Facilitators

The success of educational process depends largely on the ability of facilitators/teachers. Interpersonal skills of facilitators/teachers are essential for understanding needs and interests of the learner. Therefore, capacity building and training of facilitators become crucial in adopting Adult Non-Formal Basic Education program to compensate for facilitators lack of knowledge and experience in teaching adults. With regard to facilitators training the responses of facilitators was presented below in table 9.

**Table 9: Response on Training Condition of Facilitators**

No	Items	Facilitators N=15	
1	Are you trained?		
	A. Yes	15	100
	B. No	-	-
	<b>Total</b>	<b>15</b>	<b>100</b>
2	Duration of training is :-		
	A. less than 15 days	1	6.7
	B. between 15-30 days	3	20.0
	C. Between 5-10 days	11	73.3
	<b>Total</b>	<b>15</b>	<b>100</b>
3	The content of training is:-		
	A. on the methodology	6	40.0
	B. Monitoring, evaluation and reporting	4	26.7
	C. On the concept of ANFBE	2	13.3
	D. On the content of the subject	3	20.00
	<b>Total</b>	<b>15</b>	<b>100</b>

As indicated in the above, Table 9, all of facilitators responded that facilitators had trainings. On top of this from facilitators educational background among the 15 facilitators 9 (60%) were certified as primary school teachers. The rest 5(33.3%) and 1 (6.7%) were grade ten/twelve completers and diploma holder respectively.

Regarding duration of training, 11 (73.3%) facilitators responded that they were trained for 5-10 days. However, 5-10 days of training don't guarantee facilitators to run the ANFBE program effectively and successfully.

The analysis revealed that, 6 (40) of facilitators responded that the training was on the subject area methodology. The remaining 4(26.7%), 2(13.3%) and 3(20%) respondents replied that the training includes monitoring, evaluation and reporting, on the concept of ANFBE and content of the subject matter respectively.

Besides, documents were observed to gather further information. Hence, the researcher observed that there are lack of net-ness on the attendance, Mark list and preparation of lesson plan. This revealed that it could be better in future to give training for facilitators on how to handle learners document and prepare lesson plan.

### ***Curriculum of Adult Non-formal Basic Education***

One of the factors enhancing access of ANFBE program is the designing and developing of relevant and learner need based curriculum and the preparation of learning materials. NFBE is expected to focus on literacy, numeracy, environment, agriculture and civic education to enable the learners to develop problem solving attitudes and abilities (ESDP: 1998: 43).

Regarding the curriculum and content of NFBE, Implementation strategy of SNNPREB (2004: 19) states that the content includes development lessons and 3RS= (Reading, Writing, Rhetoric/ Arithmetic).

With regard to the type of curriculum and subjects taught in ANFBE centers, the responses of all respondents were presented below.

**Table 10: Response on ANFEBE Curriculum Issues**

No	Item	Educational and NGO officials/experts N=22		Facilitator N= 15	
1	Type of curriculum used in ANFBE program is				
	A. Condensed curriculum prepared by REB and ZED	14	63.2	9	60
	B. Curriculum prepared by NGOs	8	36.8	6	40
	<b>Total</b>	<b>22</b>	<b>100</b>	<b>15</b>	<b>100</b>

Regarding the type of curriculum used in Adult Non-formal Basic Education program, 14 (63.2%) woreda and NGO officials / experts and 9 (60%) facilitator responded that condensed curriculum prepared by REB and ZED is used for the program. The remaining 8 (36.8%) educational and NGO officials/experts and 6 (40%) of facilitators replied that curriculum prepared by NGOs is used for the program. However, document observation during field visit revealed that there are no curriculum and syllabus materials in sample centers. But Love In Action and Good Shepherd Sisters Social Development program supported centers used teachers guide prepared and adopted by Hadya zone Education Department and Love In Action.

Regarding the subjects type taught in ANFBE program respondents were asked by open ended questionnaire to write the type of subject. Both group respondents' i.e educational and NGO official/experts and facilitators explained that primary school first cycle (1-4) learning continuum (Mother tongue, Amharic, English, Environmental science, Mathematics and Moral) education are taught in ANFBE program. However, the class observation during field visit revealed that teaching learning content is mainly dominated by 3Rs.

## ***The Teaching Learning Process in ANFBE Centers***

### ***Allocation of Time***

To complete the curriculum within defined time instructional program should be designed. The time needed to complete the curriculum within a year; week and day must be scheduled. Regarding this, the following table shows whether NGOs are different or not among them selves in their time allocation.

**Table 11: Response on Time Allocation of ANFBE Program by Supporter NGOs**

No	Time	NGOs		
		Good Shepherd Sisters Social Development Program	Mekana Iyesus Sinados	Love In Action-Ethiopia
1	Number of learning days in a year	Up to 12 months	Up to 10 months	Up to 8 months
2	Number of weekly learning days	5	5	5
3	Daily learning hours	2-3 hours	2-3 ½ hours	2-3 hours
4	Length of one period	40 minutes	40 minutes	40 minutes

Table 11 reveals that, the number of school days within a year ranges from 8 months to 12 months. In all NGO centers the number of school days per week is 5, with the total number of periods ranging from 2-3 1/2 hours per day. The duration of periods is 40 minutes in all NGOs supported centers. This shows that all NGOs have used more of similar schedule. NFBE implementation strategy of SNNPREB (2004: 24-25), states that the program takes 3-4 months. Thus when the number of learning months in a year in all NGO is seen against 3-4 months NFBE implementation strategy of SNNPREB, the number of months scheduled by all NGOs are high.

## The Teaching Learning Method and class Organization

ANFBE classes can have different organizations based on the availability of resources in the centers including teachers. With regard to teaching-learning method and ANFBE program class organization the response of all respondents were presented below.

**Table 12: Response on Teaching Learning Method and Class Organization of ANFBE Program**

No	Item	Educational & NGO officials/experts N=22		Facilitators N = 15	
		N	%	N	%
1	The organization of ANFBE centers forms on				
	A. Multi-classes	6	27.3	2	13.3
	B. self contained classes	16	72.7	13	86.7
	<b>Total</b>	<b>22</b>	<b>100</b>	<b>15</b>	<b>100</b>
2	The type of teaching method applied in ANFBE centers				
	A. Teacher centered	8	36.4	-6	40.00
	B. Active learning	14	63.6	9	60.0
	<b>Total</b>	<b>22</b>	<b>100</b>	<b>15</b>	<b>100</b>
3	How does adult learners certified at the end of the program?				
	A. By test results	16	72.7	13	86.7
	B. By continuous attendance of the class	6	27.3	2	13.3
	C. By both mechanisms	-	-	-	-
	<b>Total</b>	<b>22</b>	<b>100</b>	<b>15</b>	<b>100</b>

As observed in table 12 majority of respondents 16(72.7%) of educational and NGO officials / experts and 13(86.7%) of facilitators asserts that ANFBE classes are organized on self-contained type. But 6(27.3%) and 2(13.3%) respondents respectively responded that classes were organized on multi-classes. However, the class observation during field visit revealed that self-contained and multi-class organization was practiced in some sample centers.

Regarding the teaching learning methods, it was observed in item 2 of table 12, majority of respondents 14 (63.6) educational and NGO officials/experts and 9 (60%) of facilitators responded that the common method of teaching in ANFBE centers was active learning. However, the class room observation during field visit revealed that the traditional method of teaching (teacher-centered) was practiced. This might be due to lack of training and support of facilitators to implement learner-centered / active -learning approach.

With regard to the way of learners certification at the end of the program 16 (72.7%) of educational and NGO officials/experts and 13 (86.7%) of facilitators responded that test results of continuous assessment are used to certify adults at the end of the program which makes them to continue in formal school or to participate in any developmental activities in the society, where as 6 (27.3%) educational and NGO officials/experts and 2 (13.3%) facilitator responded that learners certified by continuous attendance of the class. Moreover the researcher, tried to observe learners continuous assessment results from centers documents during field work. Records on learners result showed that learners are repeatedly absent from tests. Thus, continuous assessment results for certification for adults become insignificant when it is seen against to the ABE certification to different levels in formal school. Therefore, ANFBE program have no, clear assessment in the study area.

### **The Management of ANFBE Program**

Monitoring and supervision is found to be the integral part of the implementation of ANFBE program. The need for improving learning conditions at ANFBE centers requires close follow up and support for the front line workers, in particular facilitators. The extent to which ANFBE program is supervised monitored and supported was presented in table 13 and discussed below.

**Table 13: Responses on the Management of ANFBE Program**

No	Item	Educational & NGO officials/experts N = 22		Facilitators N = 15	
		N	%	N	%
1	Is there clearly stated strategy guideline for the implementation of ANFBE in the zone or center?				
	A. Yes	14	63.64	6	40.0
	B. No	8	36.36	9	60
	<b>Total</b>	<b>22</b>	<b>100</b>	<b>11</b>	<b>100</b>
2	How much are you familiar with the strategy?				
	A. very high	-	-	-	-
	B. high	-	-	-	-
	C. medium	7	31.8	-	-
	D. low	15	68.2	6	40
	<b>Total</b>	<b>22</b>	<b>100</b>	<b>15</b>	<b>100</b>
3	The extent that woreda and zone education office and department supervises and gives support is:				
	A. High	4	18.2	-	-
	B. Medium	13	59.1	9	60
	C. Low	5	22.7	6	40
	<b>Total</b>	<b>22</b>	<b>100</b>	<b>15</b>	<b>100</b>

As indicated in table 13, 14(63.64%) educational and NGO officials / experts and 6(40%) of facilitators responded that ANFBE program has an implementation strategy. The NFBE implementation strategy document was prepared by Southern Nations, Nationalities and peoples regional Educational Bureau with clear statement on the duties and responsibilities of stakeholders in supporting NFBE program (SNNPREB, 2004: 34-41). The remaining 8 (36.36%) of educational and NGO officials/experts and 9 (60%) of facilitators responded that there is no NFBE implementation strategy document.

Regarding familiarity with the strategy, 15(68.2%) educational and NGO officials / experts 6(40%) of facilitators responded that their familiarity with the strategy is medium. The remaining 7 (31.8%) of educational % NGO officials/experts replied that their familiarity with implementation strategy was high,

where as 9 (60%) of facilitators replied that their familiarity with implementation strategy was Low. During the group discussion community representatives and learners stated lack of awareness about the importance of the strategy and the program resulted community members unwilling to participate in ANFBE center activities and lack of support by kebele committee to mobilize the community. This Stakeholders unfamiliarity with implementation strategy in one or another way affected effective implementation of ANFBE in the zone.

Woreda education offices in general and non-formal education experts in particular are responsible to supervise and support the ANFBE program. However, as it is shown in item 3 of table 13, 13(59.1%) educational and NGO official/experts and 9(60%) of facilitators responded that supervision and support on ANFBE centers was medium. But, 4 (18.2%) of educational and NGO official / experts responded that supervision and support given to ANFBE. Program was high, where as 5(22.7%) educational and NGO officials/ experts and 6(40%) of facilitators responded that the support and supervision given by WEO and ZED was, low. This indicates that there was a difference of opinion among the respondent that facilitators which were the grassroots level implementers have shown the reality. In the field visit it was observed that ANFBE centers were under the management of the nearby community and supporter NGOs. Facilitators are expected to report the challenges ANFBE centers faced and ask necessary technical and material support from the NGOs.

The physical conditions of ANFBE centers and other technical problems that observed during field visit also showed lack of supervision and support by educational experts who know what is needed for effective teaching and learning in the centers. Thus, from all the reasons identified in the findings, ANFBE program has supervision and support problems. The program did not get attention by those, WEO and ZED, which have responsibility for the program.

### **Stakeholders Participation/Involvement in ANFBE Program**

At no point in time has development been a one-man job. Rather, it has always been a collective effort and favor of civil society and its various institutions as well as community, Government and Non-Government Organizations. Therefore, stakeholder's participation is very important in implementation of ANFBE program.

Concerning Community participation in the implementation of ANFBE program, the participation can be in providing land, labor, material and financial support. The community also participates in management of the program.

Regarding the Government bodies participation/involvement it was obvious that Government bodies at woreda and zone levels are responsible for ANFBE program starting from policy making up to its implementation. Particularly, the woreda education office (WEO) has its own responsibilities at implementation level as it has direct relationship with the community, NGOs and ANFBE centers at the grass root level.

NGOs can also play an important role in the development of education in general and in improving access and equity of basic education in particular by supporting different educational delivery programs.

Based on the above roles of stakeholders major stakeholders' participation/involvement in implementation of ANFBE were presented to the respondents to give their response. The obtained responses were presented in Table 14 and discussed below.

**Table 14: Response on Stakeholders Participation/ Involvement towards ANFBE Program**

No	Items	Respondents			
		Educational & NGO officials/experts N=22		Facilitators N=15	
		No	%	No	%
1	Does the community participate in ANFBE program? A. Yes B. No	22 -	100 -	15 -	100 -
2	If your answer for question no 1, is 'yes' the kind of contribution (more than one answer is possible). A. Land provision and site selection B. Instructions materials provision C. Paying facilitators salary D. Cash provision for ANFBE centre construction	22 - - -	100 - - -	15 - - -	100 - - -
	<b>Total</b>	<b>22</b>	<b>100</b>	<b>15</b>	<b>100</b>
3	Who initiated the community to participate in the ANFBE program? A. Community them selves B. government and NGOs C. NGO only D. Kebele administration	- 13 - 9	- 59.1 - 40.9	- 9 - 6	- 60 - 40.0
	<b>Total</b>	<b>22</b>	<b>100</b>	<b>15</b>	<b>100</b>
4	What was the role of Government in ANFBE program? A. Giving professional support B. Providing Refresher Training of facilitators C. Providing instructional materials to the centers D. Providing cash	12 10 - -	54.5 45.5 - -	6 9 - -	40 60 - -
	<b>Total</b>	<b>22</b>	<b>100</b>	<b>15</b>	<b>100</b>
5	What was the role of NGOs, in making the learning center? (More than one answer is possible) A. Provision of commercially purchased materials B. Paying salary of facilitators C. Sponsoring initial and refresher training D. Providing teaching learning materials	22	100	15	100
	<b>Total</b>	<b>22</b>	<b>100</b>	<b>15</b>	<b>100</b>

As to the community participation in ANFBE program implementation, table 14 above indicates that, all (100%) of the sample respondents were asked their views through questionnaire, and replied that there is a community participation for implementing of ANFBE program. The kind of participation in implementing the ANFBE was also asked through the questionnaire.

As could be seen clearly in item 2, table 14 above, all (100%) respondents replied that the community participated in land provision and site selection for the construction of ANFBE program centers.

To the question who initiated the community participation towards ANFBE program, as seen in item 3, Table 14, 12 (59.1%) and 9 (60%) of the educational and NGO officials/experts and facilitators respectively responded that the community participation was initiated by the government and NGOs. Some of the respondents, 9 (40.9%) and 6 (40%) of the educational and NGO officials/experts and facilitators respectively responded that the community participation was initiated by kebele administration.

Thus the result of data indicates that, the participation of community in ANFBE program is crucial for the effective implementation of the program. If the local community were initiated they could be good partner to implement ANFBE program.

As to the participation /involvement of Government bodies in ANFBE program implementation 12 (54.5%) of educational and NGO officials/experts and 6 (40%) of the facilitators replied that Government bodies participated in provision of professional support to the program, where as 10 (45.5%) of educational and NGO officials and 9 (60%) of facilitators responded that government bodies were involved in providing refresher training for facilitators. This indicates the involvement of the government in ANFBE program. However, involvement of government bodies' in crucial issues of the program such as

supplying of teaching learning materials, providing cash to the program were not observed. During Focus Group Discussion (FGD) with community representatives and adult learners, they noted that, the Governmental bodies at woreda and zone level don't follow up the program, provide instructional materials and did not motivate NGOs to expand and implement the program.

Thus, the obtained information from Focus Group Discussion also supported the result of data.

Regarding the role of NGOs in the implementation of ANFBE all respondents i.e. 22 (100%) of educational and NGO officials/experts and 15 (100%) of the facilitators stated that NGOs participated through providing commercially purchased materials, paying salary of facilitators, sponsoring of initial and refresher training and provision of teaching learning materials. This shows that NGOs have the highest role of in the implementation of ANFBE program in the project area.

### **Problems and Challenges that Affect the Implementation of ANFBE Program**

Among the challenges/problems that could be assumed to stand against the implementation of ANFBE program, the major ones were presented to the respondents for rating using a five point scale (very serious=5, serious=4, moderate=3, low=2, not serious=1). For the purpose of analysis, these obtained results were interpreted as 0.05-1.49 (not serious), 1.5-2.49 (less serious), 2.50-3.49 (moderated serious), 3.50-4.49 (serious), and above 4.50 very serious. More over, the mean score were used for the statistical analysis for significance differences of opinion of the two groups of respondent.

**Table 15: Implementation Problems of ANFBE Program**

No	Problems	Respondents rating Scales											
		Educational & NGO official/experts N=22					Weighted Mean	Facilitators N=15					Weighted Mean
		5	4	3	2	1		5	4	3	2	1	
1	Absence of ANFBE syllabus such as facilitators guide, learners text book	10	5	4	3	-	4.00	8	2	2	2	1	3.93
2	Shortage of black board and chalk	5	2	8	2	5	3.00	-	3	4	2	6	2.27
3	Absence of teaching aids	-	3	9	7	3	2.55	-	4	7	3	1	2.93
4	Absence of ANFBE reference books	7	6	3	4	2	3.55	6	4	3	2	-	3.93
5	Shortage of well trained facilitators	5	5	4	5	3	3.18	-	5	5	2	3	2.80
6	High turn over of facilitators	2	5	5	4	6	2.68	-	1	5	3	6	2.07
7	Less pedagogical skill of facilitators	3	5	4	5	5	2.82	1	2	1	3	8	2.00
8	Lack of motivation of facilitators	1	9	3	5	4	2.91	2	2	6	-	5	2.73
9	Less support and participation of WEO & ZED	4	3	10	1	2	2.97	-	3	6	2	4	2.53
10	Less community participation	3	4	7	4	4	2.91	3	2	5	3	2	3.07
11	Less awareness about ANFBE implementation strategy	7	3	5	3	4	3.27	3	2	6	2	2	3.13
12	Lack of adequate budget for the program	5	2	6	3	6	2.86	1	5	4	1	4	2.87
13	Unfurnished classroom	6	5	4	5	2	3.36	1	2	3	1	7	2.21
14	Absence of fence	3	6	6	2	5	3.00	-	3	3	2	7	2.13
15	Un conducive compound	12	1	2	3	4	3.64	4	-	3	1	7	2.53
16	Absence of toilet	9	5	4	1	3	3.73	8	3	3	1	-	4.20
17	Absence of water supply	15	1	4	1	1	4.27	7	2	1	2	3	3.53



As it can be read from table 15 among seventeen potential problems shortage of blackboard and chalk, shortage of teaching aids, shortage of well trained facilitator, lack of motivation of facilitators, lack of WEO and ZED support, less community participation, lack of awareness of ANFBE strategy and lack of adequate budget for the program were found as moderate problems by both groups of respondents with weighted mean scores range from 2.53-3.18. In general, these eight moderate problems accounted for (47.1%) of the total.

However absence of ANFBE syllabus (Facilitators guide, adult learner text books), absence of adult basic education reference books, absence of toilet and water supply in the center were found as serious problems by both group of respondents with weighted mean scores 3.53-4.27. These problems were considered as prominent and serious ones to implement ANFBE program in the study area and they accounted for (23.5%) of total.

Among the stated potential problems high turn over of facilitators, lack of pedagogical skill of facilitators, unfurnished classrooms, absence of fence and un conducive compound were the implementation problems where the two group of respondents have different opinions. In this case high turnover of facilitators, lack of pedagogical skill of facilitators, unfurnished classroom, absence of fence and un conducive compound signified by mean average 2.68 and 2.07, 2.82 and 2.00, 3.3 and 2.21, 3.00 and 2.13 and 3.64 and 2.53 respectively.

This shows that in both five implementation problem educational and NGO officials/experts look the issue as moderate, but facilitators as some what low.

According to the response of the respondents, the shortage of teaching learning materials and center facilities were the main problems indicated as hindrance for the effective implementation of the program.

In addition, information obtained from focus group discussion and observation of the center facilities during field visit revealed that, lack of uniformity of curriculum materials in all sample center, inadequate salary of facilitators, lack

of the communities awareness about the benefit of the program and less attention of the government bodies about the program were also strengthen the results of data.

### **General Suggestions Given by the Sample Respondents in Implementing ANFBE Program in Hadiya Zone**

The general suggestion in implementing ANFBE program in Hadiya zone were collected through various tools, questionnaire, focus group discussion and field observation were summarized as follows.

In this regard, all the respondents confirmed that a program that carefully planned requires careful preparation and supply of instructional materials, convenient learning centers, curriculum and calendar for the learners, adequate budget attention by government body to support and supervise the program, and awareness creation about the benefits of the ANFBE program by the learners and community.

The success of ANFEB program requires a carefully prepared and adequate supply of instructional materials. However, according to respondents there was shortage of learner textbook, facilitators guide, beside, there is lack of centrally developed NFBE curriculum in the zone. This can affect the teaching learning process. The success of ANFBE program requires, among other things, the existence of trained facilitators and capacitated officials. The suggestion of the respondents in this regard indicated that there was inadequacy of facilitators training, and insufficiently capacitated officials in the structure. These things hinder the effective implementation of the program.

Generally, the respondents cited that NFE in general and ANFBE in particular were given less attention by government's body and community. This has negative effect on the effective implementation of the program.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final part of the study deals with summary of the findings, conclusion drawn on the basis of the findings, and recommendations.

#### 5.1 Summary of the Findings

The main reason of assessing the implementation of adult non-formal basic education program are that:

- There are problems on the facilities, organization and management, teaching-learning materials provision, facilitators training stakeholders participation/involvement and supervision of the program that requires attention for its effective implementation.

In this regard, the specific objectives of the study were:

1. To assess the extent to which the on going ANFBE program contributes to increase access, equity and changing mode of life of adults.
2. To assess the adequacy of training and support provided to facilitators in order to implement ANFBE program effectively
3. To assess the extent to which stakeholders participate/involve in the implementation of ANFBE program in the zone.
4. To identify the extent to which ANFBE center facilities and instructional materials were available to implement the program.
5. To identify major problems that affect the implementation of ANFBE program in the project area.

Based upon the above specific objectives, this study is expected to find some answers to the following basic questions.

1. To what extent adult non-formal basic education contributes to increase educational access and equity to the project area?

2. Are ANFBE program facilitators/teachers trained and qualified to perform their duties and responsibilities effectively?
3. To what extent do the stakeholders community, WEO and ZED officials/experts and NGOs participate/involve in the implementation of ANFBE program?
4. Is there adequate facilities and instructional materials to implement ANFBE program at centers level?
5. What are the major problems that affect the implementation of ANFBE program in the zone?

The study was carried out in six selected ANFBE centers from two woredas in Hadiya zone. The subjects of the study were 16 WEO and ZED officials and experts, six NGO coordinators, 15 ANFBE program facilitators, six community representatives and 60 adult learners. The data was collected from above groups through questionnaire and focus group discussion. Besides, observation from ANFBE centers has been collected.

The data collected were analyzed using statistical tools such as frequency count, percentage and mean. Qualitative data was used to supplement the findings. Based on the results of data and analysis done, the following main findings were obtained.

1. As to the sexes, age, educational background and work experience the study revealed that: males accounts for 47.6% and females account 52.4%. The age of all sample respondents were above 15 years old.
- Thirty three percent of the facilitators educational background was whether grade 10 or 11 and 12 complete, whereas 66.7% were TTI graduates. Regarding Educational and NGO officials/ experts 56.2% and 66.7% respectively were diploma holders. The remaining 43.8% of educational officials/experts were first degree and 33.3% of NGO coordinators are above first degree. This implies that the level of qualification of facilitators was required to implement the program. The

level of qualification of educational and NGO officials/experts also show that there is adequate educated manpower to implement and manage the program effectively.

- The work experience of the facilitators, educational and NGO officials/experts was above one years of service, and hence, they have relevant experience in their present and previous jobs.
2. The objectives of conducting ANFBE in Hadiya zone was to provide basic education for adults and children who do not have chance to learn in formal schools due to different social and economic reasons.
- As to the contribution of ANFBE, majority of the sample respondents replied that the program has great contribution in addressing access and equity as well as on reducing illiteracy and changing mode of life of adults in project area. However, its contribution on GER of the regional level implies minimum contribution and expansion.
  - As to the target groups of the program the study revealed that, the target groups of the program were adults and children. In other words, the study on target groups of the program in terms of their age revealed that both learners were 16-25 years old.
3. As to the center facilities for implementing ANFBE program, the study revealed that, the program is implemented in a center constructed for ANFBE and kebele office. Basic facilities (desks, toilet, drinking water, fence and play ground) in some centers are suitable for teaching-learning process and in others are not suitable i.e. not well equipped.
- The centers were constructed by NGO by providing commercially purchased materials, labor cost, and the community provided local materials in some centers.
4. The most common selection criteria for facilitators were found to be educational background and recommendation from kebele administration. Selection through written exam and interest were used in areas where there are sufficient candidates for competition. Most of the

facilitators were selected by NGO coordinators and local community representatives. The salary of facilitators was paid by supporter NGOs.

- Training of facilitators was crucial in implementing ANFBE to compensate lack of knowledge and skill. The finding showed that facilitators had different training status. Some have been trained before their employment in teacher training institutes; initial training for 5-10 days after employment was given for both trained and untrained facilitators. The content of training was teaching methodology, content of the subject matter and classroom evaluation. But it was mentioned that the trainings were inadequate for equipping facilitators with necessary skills and knowledge to implement ANFBE and to handle adults based on their needs.
5. As to the curriculum materials used for ANFBE learners, the study revealed the guides prepared by some NGOs and ZED was used for program implementation, and all of the sample respondents replied that (mother tongue, Amharic, English), mathematics and environment sciences were the subjects taught. In some centers moral education was also taught.
  6. The study identified that the number of days for teaching and learning indifferent NGO supported centers varies from 8-12 months in a year.
    - The most frequently used method of teaching indicated by respondents was learner-centered, but in some centers lecture was used.
    - Learners were certified, through continuous test results, but in many centers learners were repeatedly absent from tests. This showed that ANFBE program have no standardized certification like ABE program.
  7. There were clear NFBE implementing strategy guide line in the region. But, WEO and ZED officials, NGOs, facilitators and the community representatives familiarity with implementation strategy was to be low.

8. Community participation was mainly seen on provision of land and site selection. However, participation in contributing financial resources and management of the program were found to be low.
  - The SNNPREB prepared strategy for the implementation of NFBE program with clear statement about the duties and responsibilities of stakeholders of the program. WEO in general and non-formal experts in particular were found to be responsible to supervise and support ANFBE centers. But the supervision and support on ANFBE centers was found to be medium. The physical situation and technical problems observed in ANFBE centers witnessed the lack of appropriate supervision and support given by WEO and ZED in the implementation of the program in the project area.
  - The study depicted that the NGOs highly were participated in the provision of commercially purchased materials for construction of ANFBE centers, and by providing financial resources that cover salary of facilitators. But less involved in provision of teaching-learning materials.
9. As to the problems encountered in implementing the program, the study revealed that the quality of basic education can be enhanced by the availability of relevant teaching-learning materials like learner textbook, facilitators guide, student seats, relevant curriculum, facilities of the center, training of facilitators and participation/involvement of stakeholder indifferent activities of the program. However the sample respondents replied that the major problems encountered while implementing the ANFBE are shortage of teaching-learning materials, lack of adequate curriculum, shortage of facilities of centers, in adequacy of facilitators training and less support and participation/involvement from government and community in the program.

## **5.2 Conclusion**

Based on the data analysis and major findings, the following conclusions are drawn.

1. Lack of adequate involvement of all stakeholders in planning/organization and implementation of adult non-formal basic education program led to less understanding about importance of the program among them on the one hand, and also contributed to inadequate supervision and support on the other hand.
2. Lack of adequate training and support for facilitators resulted in poor teaching-learning process. Based on this idea, it can be concluded that lack of adequate training and support for facilitators could be the major factors that negatively influence implementation of the program.
3. ANFBE program has contributed a lot in addressing access, equity and help to reduce illiteracy in the area under study. However the contribution of ANFBE in increasing GER of the Regional and zone was found insignificant. This shows the slow expansion of ANFBE program in the region and zone.
4. From the inferences made from quantitative and qualitative information, the implementation of ANFBE program in Hadiya zone had many problems. The physical conditions of the centers were including facilities, the unavailability of learning materials; low supervision and support to the program, untrained facilitators, and minimum learning skills of (reading, writing and computing and also these undermine the implementation of ANFBE.

## **5.3 Recommendations**

Based on the findings of the study and the conclusion drawn the researcher tries to suggest the following recommendations.

1. As the study revealed there was lack of attention to ANFBE program implementation at woreda and zone levels from grassroots implementers. This is caused from lack of awareness on the benefit and contribution of the program. Therefore, decision makers have to set clear and workable strategy guide Line and standard for local actions.

2. ANFBE program requires relevant center facilities, adequate manpower and material provision to carry out the program effectively. But ANFBE suffered with lack of these inputs resulted not suitable for adult-learning. Therefore, it is recommended that centers should be given attention and provided at least to satisfy the minimum learning facilities such as students seat, learners textbooks, facilitators guide, teaching aids and toilet through mobilizing local community and creating partnership with NGOs.
3. The success of educational process depends largely on the ability of facilitators/teachers. Facilitators/ teachers' competence involves command of theoretical knowledge, method of teaching, the interaction between learner and environment. But this was found to be a challenging in ANFBE centers where untrained facilitators are assigned to teach: Therefore, it is suggested that facilitators should be trained, provided closer support and supervision for their day to day activities.
4. Findings revealed that different age group of learners were registered in ANFBE centers which are difficult in the teaching learning process; for facilitators treat these groups equally and for the learners to have equal participation. Therefore, it is suggested that program providers should be oriented not to register those who are below the age limit. These groups should be encouraged to enroll alternative basic education program.
5. SNNPREB prepared NFBE curriculum guide, however, the NFBE curriculum guide prepared by Regional Education Bureau was not used in all ANFBE centers due to difference in mother tongue and nature of settlement in the region. To solve the problem NGOs and ZED developed a guide in zonal level by their local language. The prepared guide relevance to be used for ANFBE must be checked by curriculum experts.

## Bibliography

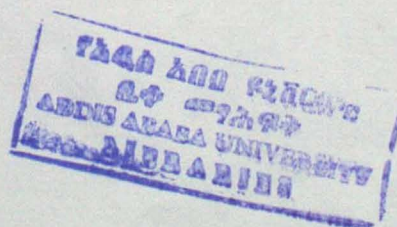
- Abinur Bekele, (2002), "Significance and Role of ANFBL in Ethiopian Context, Addis Ababa: A Paper Presented to the Orientation Workshop on Adult and non-formal Education and Poverty Reduction" For Higher Officials from Tigray, Amhara, Benshangul-Gumuz and Gambella Organized by IIZ/DVV Project Office, Ethiopia.
- / Action-Aid Ethiopia (2004). Access: An Alternative Route to Basic Education for Children. Addis Ababa. (Unpublished).
- / Axford, Roger. (1980). **Adult Education. The Open Door to LifeLong Learning**, New York: A.G. Haildin Publishing Company.
- / Ayalew Shibeshi (1982). "Planning Issues Identifiable by a Quantities Analysis of Ethiopian Education System". (Unpublished Master Thesis) University of Bristol.
- / Ayalew Shibeshi (2002). A Study on Non-formal Primary Education Development Programme. Addis Ababa University.(Unpublished).
- / Befekadu Zeleke (2006). **Review of Alternative Basic Education in Four Selected Regions of Ethiopia Afar, Oromia, Somali and Tigray:** Addis Ababa: Master printing Press.
- / Berhanu Berke & Ahmed Alli (2002). Equipping Alternative Basic Education Facilitators to their Jobs. A Training Needs Assessments Report. Addis Ababa. (Unpublished).
- / Berhanu Geleto (1999). "Appropriate Cost Effective Center of Education Within the School System", In Habtamu W Habtegirorgis B. and Wanna L. (Eds). **Non-Formal Education in Ethiopia: An Over view of the Current Situation.** EERA. Addis Ababa :AAU Press.
- / Berhanu Soboqa (2000). An Assessment of Alternative Primary Education Programmes in Two National Regional States of Ethiopia. MA Thesis, Addis Ababa University
- Best, W. John and James, V.Kahn.(1998). **Research in education** (11<sup>th</sup> ed.). New Delhi: Prentice-Hall.

- Bock, C. & Papagiannis C.J. (Eds). (1983). **Non-Formal Education and National Development. A critical Assessment of Policy Research, & practice**: New york: Prager Publishers.
- Carron, G & Carr-Hill, R.A (1991). **Non-Formal Education: Information and Planning Issues**. Paris: UNESCO.
- ✓ Carry-Hill, H. (1995). Basic Education: Comparative & International Studies; in Hussien, T & Postlthwaite, T.N. (Eds). **The International Encyclopedia of Education**. 2<sup>nd</sup> Edtion. Volume 7 pp 465-475. Great Britain. BPC Wheatons Ltd.
- ✓ Coombs et. al (1973). **New Paths to Learning for Rural Children and Youth**. Oxford: Oxford University Press.
- ✓ Coombs, H. (1985). **The World Crisis in Education. The View from the Eighties**. New York :oxford University Press.
- ✓ Coombs, P. & Ahmed, M. (1974). **Attacking Rural Poverty: How Education can Help**. Baltimore: John Hopkins.
- ✓ Evans, D.R. (1981). **The Planning of Non-Formal Education**: Paris: UNESCO.
- Feleke Desta & Martin, C. (1979). Alternative Education Program for Disadvanteged Urban children. A Discussion Paper. Addis Ababa. (Unpublished)
- Fikre Baileyeyegn et. al. (1999). "A Study on the Status of NFE in Regions of Ethiopia". Addis Ababa. MOE/ICDR (Unpublished).
- ✓ Firdisa Jebesa (2001). "Causes of Educational Inequity in Oromia Region. Focus on Primary Level"; In Amare, A. & et. al (Eds). **Quality of Primary Education**. Proceeding National conference held in Adama Ras Hotel ;Nov 9-11, 2001, pp 343-362. IER. AAU press.
- ✓ Fordham, P. (1993). **Informal, Non-formal and formal Education Program**. London: YMCA George Willams College.
- ✓ Fordham, P. (1992). **Education for all: An Expended vision**. Paris: UNESCO.
- ✓ Girma Asefa (2004). Non-Formal Basic Education Training Facilitators Manual. Addis Ababa. (Unpublished).

- Gould, W. T.S. (1993). **People and Education in the Third World**; New York: Longman Group UK Limited.
- Habitamu Wondimu (1999). "Welcoming Speech". **Proceedings of the National Conference on Situation of Non-Formal Education in Ethiopia**. A.A: A.A.U Printing Press
- Hailesillasie Wolde Gerima (2002). "Impact of Non-formal Education in Expanding Learning. Opportunities in Ethiopia. **Quality of Primary Education in Ethiopia** Proceeding of the National Conference Held in Adama Ras Hotel. November 9-15, 2001. Addis Ababa: Institute of Educational Research. Addis Ababa University.
- Hamadache, A. (1995). Non-Formal and Alternative Approaches to Basic Education. Comparative Studies, in Hussien, T. and N, Postlthwaite, T.N. (Eds). **The International Encyclopedia of education**. 2<sup>nd</sup> Edition. Volume 7 pp. 4132-4136. Great Britain, BPC Wheatons Ltd.
- IIZ/DVV (2002). **Focus on adult and NFE in Ethiopia newsletter** .No. 11. Addis Ababa. IIZ/DVV- Eth.
- \_\_\_\_\_, (2005). **Focus on Adult and NFE in Ethiopia Newsletter**. No 16/17. Addis Ababa. IIZ/DVV- Eth
- IIZ/DVV.(2002/03).Necessities and Possibilities of Adult and Non-Formal Education in Poverty Reduction. Addis Ababa. IIZ/DVV- Eth
- Jarvis, P. (1990). **An International Dictionary of Adult and Continuing Education**; Routiedge London and New York.
- Jember. W, Adane T. and Teshe J. (1996). An Assessment of Training needs in Adult and Non-Formal Education ADTC in Co-Operation With IIZ/DVV Project Office Ethiopia.
- Knowles, M.S. and Klevins. C. (1982). Historical and Philosophical Perspective, In C. Kelvins (ed) **Materials and Methods in Adult and Continuing Education**. California.. Kelvin Publications Congo Park,
- Kurian, T.G. (Eds) (1988). **World Education Encyclopedia**; Volume 1. New York: Fact on file Publication.

- ✓ Labelle, J. (1986). **Non-Formal in Latin American and Caribbean**; New York: Praeger Publisher.
- ✓ Mammo Kebede. (1996). Manpower Training in Adult and Non-Formal Education: An International Perspective. Addis Ababa. (Unpublished).
- \_\_\_\_\_, (1999). "Non-formal Education its Origins, Meaning and Significance to National Development". Proceeding of the National Conference on Situation of Non-formal Education in Ethiopia: An Overview of the Current Situation. Addis Ababa: Addis Ababa University Press.
- ✓ MoE, (2002). Directive for Non-formal Basic Education. Sebeta. (Unpublished)
- \_\_\_\_\_, (2004). **Education Sector Development Program III**. A.A.
- \_\_\_\_\_, (2005). **Education Sector Development Program (ESDP III)**. Addis Ababa. MOE.
- ✓ \_\_\_\_\_, (1994). **Education and Training Policy**. Addis Ababa : Berhanna Selam Printing Press.
- \_\_\_\_\_, (2000). Alternative Routes to Basic Primary Education Part One: the Study Report, Ministry of Education, A.A. Ethiopia.
- \_\_\_\_\_, (1972). Education Sector Review Summary Notes on Community Practicum's. Addis Ababa. (Unpublished).
- \_\_\_\_\_, (1989). **The Ethiopian National Literacy Campaign**, Retrospect and Prospects. Addis Ababa.
- ✓ \_\_\_\_\_, (2002). **ESDP II: Education Sector Development Program (2002/2003-2004/2005)**. Addis Ababa.
- ✓ Neihoff, Richard O, and Bernord Wilder (1974). **Non-formal Education in Ethiopia: Literacy Programs**. Michigan: Michigan State University.
- ✓ Shaeffer, S. (1994). **A Participation for Educational Change: A Synthesis of Experience**. Paris: UNESCO.
- Sharma, A.P (1984). **Contemporary Problems of Education** Delhi: Soy Printers.
- SNNPREB, (2006/07). Education Statistics Annual Abstract. Education Management Information System. Awassa.

- \_\_\_\_\_, (2004). "Non- formal Education program Implementing Strategy"  
.Awassa: Unpublished.
- ✓ Solomon I. (1997). Adult Education in Ethiopia. A Historical Sketch. Paper  
Produced for Ilz/DVV Local Publication.
- ✓ Tekeste Negash. (19960. **Rethinking of Education in Ethiopia**. Uppsala:  
Nordisk, African Institute Uppsala.
- ✓ Thompson, E. (2001). **Adult Education for Development** An International  
Non-Formal Education Consultancy, Kenya.
- Tilahun Workeneh (1994). An Introduction to Adult Education Mimeographed  
Paper. A.A.
- ✓ UNESCO (2005). **Primary Education for All Children**; Paris: UNESCO
- ✓ \_\_\_\_\_, (1993). Three Years after Jomtien, Paris :UNESCO.
- ✓ \_\_\_\_\_, (2001). **Education for Rural Transformation Towards a Policy  
Frame Work**. Boading: INRULED.
- ✓ UNICEF. (1990). **World Conference on Education for All. Meeting Basic  
Learning Need**: New York: UNICEF House.
- ✓ Wana Leka. (1999). "Experience of Other Developing Countries and lessons to  
learn about Adult Non Formal Education". In Habtamu, W. ,  
Habtegiorgis, B. & Wanna L. (Eds). **Non-Formal Education in  
Ethiopia: An Overview of the Current Situation**; EERA. Addis  
Ababa: AAU Press
- ✓ WCEFA,(1990).**World conference on Education for All. Meeting Basic  
Learning Needs: A vision for 1990s (Background Documment)**;  
Jomtien, Thailand. Interagency Commision. New York.
- ✓ Yalew Endawoke (2004). "Teachers Beliefs, Knowledge and Practice of learner-  
centered Approach in Schools of Ethiopia:" In **The Ethiopian Journal  
of Education**. Volume XXIV No2.pp(18-33).IER.AAU.



**Appendix-A**  
**Addis Ababa University**  
**School of Graduate Studies**  
**Department of Curriculum and Teacher's Professional**  
**Development Studies**

Questionnaire to be filled by ZED and WEO head, education program head, curriculum and research expert, non- formal education expert, plan and program expert, cluster supervisors, ANFBE center facilitators and NGO coordinators.

The purpose of this questionnaire is to collect information for the research undertaken on the implementation of ANFBE program supported by NGOs in Hadiya zone. Therefore, the success of this study is highly depending on you genuine and timely response. Thus, please fill the questionnaire honestly and responsibly.

**NB.**

1. No need of writing your name on the questionnaire.
2. Put tick mark (✓) for your response on the space provided.
3. Write your additional comment and suggestion on the given space

Date of response \_\_\_\_\_.

Thanks for your cooperation



2. Who constructed the ANFBE center?
  - A. Local community
  - B. Government
  - C. NGOs
3. Availability of learning materials (Adult non-formal basic education syllabus, textbook, guide and teaching aids)
  - A. High
  - B. Moderate
  - C. Low
4. The appropriateness of the center for teaching learning process
  - A. high
  - B. Moderate
  - C. Low
5. If your answer to the question No. 4 is "Low" please mention the problem
 

---



---

#### Part IV. Issue Related to Facilitators/Teachers

1. Who select ANFBE facilitators?
  - A. Local communities' representatives and kebele administration
  - B. Woreda education office
  - C. NGOs and local community representatives
2. How are facilitators of ANFBE recruited?
  - A. Educational background
  - B. Recommendation from kebele
  - C. Interest
  - D. Through written examination and interest
3. Who covers the salary of facilitators?
  - A. Local community
  - B. Government
  - C. NGOs
4. Are you trained? (only for facilitators)
  - A. Yes
  - B. No
5. If your answer for the above question is "Yes" For how long? (only for facilitators)
  - A. Less than 15 days
  - B. Between 15-30 days
  - C. Between 5-10 days
  - D. Other please specify \_\_\_\_\_

6. The content of training is (only for facilitators)
- A. On methodology
  - B. focuses on Monitoring, evaluation and report system
  - C. On the concept of ANFBE
  - D. On the content of the subject
  - E. Specify if others \_\_\_\_\_

**Part V. Issue Related to ANFBE Curriculum**

1. Type of the curriculum used in ANFBE program is
- A. Condensed curriculum prepared by REB and ZED
  - B. Curriculum prepared by NGOs
2. what are the subjects that have been taught in ANFBE
- A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_

**Part VI Issue related to teaching Learning Process and Organization**

1. Please write how the program is organized in each NGO supported centers in the table below.

No	Time	NGOs		
		Good Shepherded Sister Social Development supported centers	Mekane Iyesus Sinados supported centers	Love In Action-Ethiopia supported Centers
1	number of learning days in a year			
2.	Number of weekly learning day			
3	Daily leaning hours			
4	Length of one period			

2. The organization of ANFBE classes.  
A. Multi classes  B. self contained classes
3. the type of teaching method applied in ANFBE centers  
A. teacher centered  B. Active learning  C. No response
- ✓4. How does Adult Non-formal Basic Education Learner Certified at the end of the program  
A. By test results  B. By continuous attendance of class   
C. By both mechanisms

**Part VII. ANFBE Management issues**

1. Is there clearly stated strategy guideline for the implementation of ANFBE program in the zone or center?  
A. Yes  B. No
2. How much are you familiar with the strategy?  
A. Very high  B. High  C. Medium  D. Low
3. Who are involved in the monitoring and evaluation of the ANFBE program? \_\_\_\_\_
4. The extent that woreda and zone education office and department supervises and support is  
A. High  B. Medium  C. Low

**Part VIII. Issue Related to Stakeholders Participation in ANFBE Program**

1. Does the community participated in ANFBE program?  
A. Yes  B. No
2. If you answer for question no 1 'Yes' the kind of contribution (more than one answer is possible).  
A. Land provision and site selection   
B. Instructional materials provision   
C. Paying facilitators salary   
D. Cash provision for the construction of ANFBE center
3. Who initiated the community to participate in the ANFBE program?  
A. Themselves  B. Government and NGO   
C. NGOs only  D. Kebele administration
4. What was the role of government in ANFBE program?  $\leftarrow$   
A. Giving professional support   
B. Giving Refresher Training for facilitators   
C. Providing instructional materials  D. Providing cash
5. What was the role of NGOs in making the learning center? (more than one answer is possible)  
A. Provision of commercially purchased materials for construction of ANFBE centers   
B. Paying salary of facilitators   
C. Sponsoring initial and refresher training of facilitators   
D. Provision of teaching learning materials   
E. All mentioned above

**Part IX. Issue Related to Problems of Implementation**

Problems (factor) that affect the implementation of Adult Non-formal Basic Education are listed below. Please indicate the seriousness of the problem in the implementation of the program by marking "X"

Very serious = 5, serious=4, moderately serious=3, low=2 , not serous=1

No	Items or problems	Rating scales				
		Very serious	Serious	Moderate serious	Low	Not serious
1	Absence of ANFBE syllabus (guide, text book etc)					
2	Shortage of blackboard and chalk					
3	Shortage of teaching aid					
4	Absence of ANFBE reference books					
5	Shortage of well trained facilitators					
6	High turn over of facilitator					
7	Less pedagogical skill of facilitators					
8	Lack of motivation of facilitators					
9	Lack of WEO and ZED support and participation					
10	Less community participation					
11	Less awareness about ANFBE implementation strategy					
12	Shortage of budget allocation for the program					
13	Unfurnished classroom					
14	Absence of fence					
15	Un conducive compound					
16	Absence toilet					
17	Absence of water supply					

General comments and suggestions \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**ክፍል አንድ**  
**አጠቃላይ መረጃ**

1. ፆታ                      ሀ. ወንድ                       ለ. ሴት
2. ዕድሜ                      ሀ. 18-24                       ለ. 25-30                       ሐ. 31-35   
    ማ. 36-40                       ሠ. 41-50                       ረ. ከ50 ዓመት በላይ
3. የትምህርት ደረጃ  
                                  ሀ. 10ኛ/12ኛ ክፍል ያጠናቀቀ/ች/   
                                  ለ. 10ኛ/12ኛ ያጠናቀቀ/ች/ና ቲ.ቲ.አይ ምሩቅ   
                                  ሐ. 10ኛ/12ኛ ያጠናቀቀ/ች/ና ከቲ ቲ አይ ሌላ ሰርተፍኬት ያለው/ት/   
                                  ማ. ድፕሎማ                       ሠ. ዲግሪ ምሩቅ                       ረ. ከመጀመሪያ ዲግሪ በላይ
4. የሥራ ልምድ/ አገልግሎት/ ዘመን  
                                  ሀ. ከ0-5 ዓመት                       ማ. ከ16-20 ዓመት   
                                  ለ. ከ6-10 ዓመት                       ሠ. ከ20 ዓመት በላይ   
                                  ሐ. ከ11-15 ዓመት
5. አሁል ያልዎት የሥራ ድርሻ \_\_\_\_\_

**ክፍል ሁለት**

በዚህ ውስጥ የጎልማሶች መደበኛ ያልሆነ መሠረታዊ ትምህርትን ሁኔታ በተመለከተ የሚሞላ መጠይቅ፡

1. የጎልማሶች መደበኛ ያልሆነ መሠረታዊ ትምህርት ጠቀሜታ ምንድነው

---



---



---



2. በዚህ ውስጥ የጎልማሶች መደበኛ ያልሆነ - መሠረታዊ ትምህርት ተሳታፊዎች እነማንን ነው?

ሀ. ጎልማሶች

ለ. ከ10-15 ዓመት ዕድሜ ያላቸው የትምህርት ዕድል ያላገኙ-ልጆች

ሐ. ጎልማሶችና ልጆች  መ. ሌላ ካለ ያብራሩ \_\_\_\_\_

3. በፕሮግራሙ ልዩ ትኩረት የተሠጠው ለማን ነው?

ሀ. ለወንዶች

ለ. ለሴቶች

ሐ. ለአካል ጉዳተኞች

### ክፍል ሦስት

የጎልማሶች መደበኛ ያልሆነ መሠረታዊ ትምህርት ማዕከል በተመለከተ

1. የጎልማሶች መደበኛ ያልሆነ መሠረታዊ ትምህርት የሚሰጥበት ማዕከል

ሀ. የቀበሌ ጸ/ቤቶች

ለ. የግለሰቦች መኖሪያ ቤት

ሐ. የሃይማኖት ድርጅቶች/ቤተክርስቲያን ወይም መስጊድ/

መ. በመደበኛ ት/ቤቶች

ሠ. በማህበረሰብ ክህሎት ማሰልጠኛ ማዕከላት

ረ. ለጎልማሶች መደበኛ ላልሆኑ መሠረታዊ ትምህርት በተገነቡ ማዕከሎች

2. ትምህርቱ በጎልማሶች መደበኛ ላልሆኑ መሠረታዊ ትምህርት ማዕከል የሚሠጥ ከሆኑ ማእከሉን የገነባው ማን ነው?

ሀ. የአካባቢ ኅብረተሰብ

ለ. መንግስት

ሐ. መንግስታዊ ያልሆኑ ድርጅቶች

3. በመሠረታዊ ትምህርት መስጫ ማዕከሉ አስፈላጊ የመማሪያ ማስተማያ ቁሳቁሶች (የጎልማሶች መሰረታዊ ትምህርት-ሲለበስ የመምህሩ መምሪያ የተማሪው መጽሐፍና የትምህርት መረጃ መሣሪያዎች) የመገኘት ሁኔታ

ሀ. በበቂ ይገኛል

ለ. በመጠኑ ይገኛል

ሐ. በበቂ አይገኝም

4. ለመማር ማስተማር ሂደት የማዕከሉ ምቹነት

ሀ. ከፍተኛ ነው

ለ. መካከለኛ ነው

ሐ. ዝቅተኛ ነው

5. ከላይ በተራ ቁጥር <4> ለተጠየቀው ጥያቄ የማዕከሉ ምቹነት ዝቅተኛ ነው ካሉ ችግሩን ያብራሩ:

---

---

## ክፍል አራት

የጎልማሶች መደበኛ ያልሆነ መሠረታዊ ትምህርት አመቻቾችን በተመለከተ

1. የጎልማሶች መደበኛ ያልሆነ መሠረታዊ ትምህርት አመቻቾችን የሚመለመሉት  
ሀ. በአካባቢ ህብረተሰብ ተወካዮችና በቀበሌ አስተዳደር ተወካዮች   
ለ. በወረዳ ትምህርት ጽ/ቤት ባለሙያዎች   
ሐ. በመንግስታዊ ያልሆኑ ድርጅቶች ተወካዮችና በአካባቢ ህብረተሰብ ተወካዮች
2. የአመቻቾች መመልመያ መስፈርቶች ምን ምን ናቸው?  
ሀ. የትምህርት ደረጃን መሠረት ያደረገ   
ለ. ከቀበሌ አስተዳደርና ህብረተሰብ የሚሠጥ አስተያየት መሠረት ያደረገ   
ሐ. የአመቻቹን ፍላጎት መሠረት ያደረገ   
መ. የጽሑፍ ፈተናና ፍላጎትን መሠረት በማድረግ
3. የአመቻቾች ደመወዝ የሚሸፈነው  
ሀ. በአካባቢ ህብረተሰብ                       ለ. በመንግስት   
ሐ. በመንግስታዊ ያልሆኑ ድርጅቶች
4. ሥልጠና ወስደዋል ወይ? (ለአመቻቾች ብቻ)  
ሀ. አዎን                       ለ. አልወሰድኩም
5. ከላይ በተራ ቁር <4> ለተጠየቀው ጥያቄ መልስዎ <አዎን> ከሆነ ለምን ያህል ጊዜ ነው?  
(አመቻቾች ብቻ)  
ሀ. ከ15 ቀናት ላንሰ ጊዜ                       ለ. ከ15-30 ቀናት ድረስ   
ሐ. ከ5-10 ቀናት                       መ. ሌላ ካለ ያብራሩ
6. የሥልጠናው ይዘት ምን ምን ናቸው? (ለአመቻቾች ብቻ)  
ሀ. የመማር ማስተማ ዘዴን በተመለከተ ነው   
ለ. በመረጃ አያያዝና በሪፖርት አጻጻፍ ላይ ነው   
ሐ. በጎልማሶች መሠረታዊ ትምህርት ጽንሰ ሃሳብ ላይ ነው   
መ. በጎልማሶች መሠረታዊ ትምህርት ይዘት ላይ ነው   
ሠ. ሌላ ካለ ያብራሩ \_\_\_\_\_



4. የወረዳና የዞን ትምህርት ባለሙያዎች ለጎልማሳዎች መሰረታዊ ትምህርት ማሰካል  
 ሆሞት የሙያ ድጋፍ  ሀ. መካከለኛ ነው  ለ. ዝቅተኛ ነው

3. የጎልማሳዎችን መሰረታዊ ትምህርት ሃይት በመገምገምና ድጋፍ በመስጠት ሲሳተፉ  
 ሆሞት ከግም ከፍተኛ  ሀ. በጣም ከፍተኛ  ለ. ከፍተኛ  ለ. መካከለኛ  ሀ. ዝቅተኛ

2. የአተገባበር መመሪያ ስትራቴጂ «አላ» ካሉ ከትግበራው ስትራቴጂው ጋር የተዋወቁት  
 ሆሞት አላ  ሀ. የሌም

1. በማእከሉ የጎልማሳዎች መደበኛ ያልሆነ መሰረታዊ ትምህርት ትግበራ እስትራቴጂ አላ  
 የጎልማሳዎች መሰረታዊ መደበኛ ያልሆነ ትምህርት ትግበራ ስለትን በተመለከተ

### ክፍል ሦስት

2. የትምህርቱ አላጣፍ፡  
 ሀ. በትምህርት ግድገት በመከፋፈል አመቻቻዎች በመቀያየር

3. የመማር ማስተማር ዘዴው  
 ሀ. በሰልፍ ኮንፎንጅ አደረጃጀት

4. የጎልማሳዎችን መሰረታዊ ትምህርት የማስተላለፍ ስልጣን ለጎልማሳ የትምህርቱ ውጤት እና  
 የምስክር ወረቀት አላጣፍ፡  
 ሀ. በተከታታይ ውጤት ምዘና  ለ. አዘውትሮ ክፍል በመገኘት

ሀ. በሁለቱም መንገዶች

### ክፍል ስምንት

በጎልማሶች መደበኛ ያልሆነ መሠረታዊ ትምህርት ትግበራ ተባባሪ አካላትን በተመለከተ

1. በጎልማሶች መሠረታዊ ትምህርት ትግበራ ሂደት ላይ የአካባቢው ኅብረተሰብ ይሳተፋል ወይ?  
ሀ. አዎን  ለ. አይሳተፍም
2. ከላይ በተራ ቁጥር <1> ለተጠየቀው ጥያቄ መልስዎ <አዎን> ከሆነ ኅብረተሰቡ የሚሳተፈው በምን በምን ጉዳዮች ነው?  
ሀ. ለማዕከሉ ግንባታ ቦታ በመምረጥና የግንባታ መሬት /ቦታ/ በመስጠት   
ለ. የመማሪያ ማስተማሪያ ቁሳቁሶችን በሟሟላት   
ሐ. የአመቻቸውን የወር ደመወዝ በመክፈል   
መ. ለማዕከሉ ግንባታ ገንዘብ በማዋጣት
3. የአካባቢው ኅብረተሰብ በፕሮግራሙ እንዲሳተፍ ያነሳሳው ማን ነው?  
ሀ. በራሳቸው ተነሳሽነት   
ለ. በመንግሥትና መንግስታዊ ባልሆኑ ድርጅቶች ቅስቀሳ   
ሐ. መንግስታዊ ያልሆኑ ድርጅቶች ቅስቀሳ   
መ. በቀበሌ አስተዳደር ቅስቀሳ
4. በጎልማሶች መደበኛ ያልሆኑ መሠረታዊ ትምህርት አተገባበር ሂደት ላይ የአካባቢ መንግስት አካላት (የወረዳና የዞን ትምህርት ባለሙያዎች) ሚና ምንድነው?  
ሀ. ሙያዊ ድጋፍ ለአመቻቸው መስጠት   
ለ. ለአመቻቸው ሥልጠና መስጠት   
ሐ. ለማዕከሉ የመማሪያ ማስተማሪያ ቁሳቁስ መስጠት   
መ. ለማዕከሉ የገንዘብ ድጋፍ መስጠት
5. መንግስታዊ ያልሆኑ ድርጅቶች የመማር ማስተማር ሂደት እንዲካሄድ የተጫወቱት ሚና:  
ሀ. ለማዕከሎች ግንባታ የሚሆን የፋብሪካ ቁሳቁሶች ማሟላት   
ለ. የአመቻቸውን ወርሃዊ ደመወዝ መክፈል   
ሐ. ለአመቻቸው ዘላቂና ወቅታዊ ሥልጠና እንዲሰጥ መደገፍ   
መ. የመማሪያ ማስተማሪያ ቁሳቁሶች ለማዕከሎች ማሟላት   
ሠ. ከላይ የተጠቀሱትን ሁሉን ይደግፋሉ

## ክፍል ዘጠኝ

1. በዞን ውስጥ የጎልማሶች መደበኛ ያልሆኑ መሠረታዊ ትምህርት ለመተግበር ተፅዕኖ የሚያሳድሩ ነጥቦች /ችግሮች/ በሚቀጥለው ሳጥን ውስጥ ተዘርዝረዋል። የተፅዕኖውን ደረጃ በ “X” ምልክት ያሳዩ።

ተ.ቁ	በፕሮግራሙ የአተገባበር ላይ ተፅዕኖ የሚያሳድሩ ነጥቦች	የተፅዕኖ ደረጃ				
		በጣም ክፍተኛ	ክፍተኛ	መካከለኛ	ዝቅተኛ	ተፅዕኖ አያሳድርም
1	የጎልማሶች መሰረታዊ ትምህርት ሲለበስ (የመምህሩ መምሪያ የተማሪ መጽሐፍት) ያለመኖር					
2	የጥቁር ሠሌዳና የጠመኔ ዕጥረት					
3	የትምህርት መርጃ መሣሪያዎች አጥረት					
4	ማጣቀሻ መጻሕፍት አጥረት					
5	የአመቻቸው ሥልጠና ብቁ ያለመሆን					
6	አመቻቸው ሥራ ለቆ መሄድ					
7	አመቻቸው በመማር ማስተማር ሂደት ያላቸው ክህሎት አናሳ መሆን					
8	አመቻቸውን በሥራቸው ላይ አለማበረታታት					
9	የወረዳና የዞን ትምህርት ባለሙያዎች ድጋፍ አናሳ መሆን					
10	በፕሮግራሙ ላይ የኅብረተሰቡ ተሳትፎ አናሳ መሆን					
11	የጎልማሶች መሠረታዊ ትምህርት ትግበራ ስትራቴጂ ግንዛቤ ያለመኖር					
12	ለፕሮግራሙ ከመንግሥታዊ ያልሆኑ ድርጅቶች የተመደበ ባጀት አናሳ መሆን					
13	በክፍል የተማሪ መቀመጫ ያለመኖር					
14	የማዕከላቱ ዙሪያ ያለመታጠር					
15	ለመማር ማስተማር ምቹ ያልሆነ ግቢ					
16	በማዕከሉ የመጻፍት ቤት ያለመኖር					
17	በማዕከሉ አካባቢው የመጠጥ ውሃ ያለመኖር					

አጠቃላይ አስተያየት

---



---

**Appendix -C**  
**Addis Ababa University**  
**College of Education**

Department of Curriculum and Teacher's Professional Development  
Studies

Focus Group Discussion Guide

(For community representatives and adult Learners)

1. Background Information

A. Kebele \_\_\_\_\_

B. ANFBE center \_\_\_\_\_

C. No of participants Male \_\_\_\_\_ Female \_\_\_\_\_ Total \_\_\_\_\_

D. Date \_\_\_\_\_

2. Leading Questions

2.1 Do you think that ANFBE is important in addressing education access to the adults and children in the area?

2.2 Who are the target groups of the programs?

2.3 How do you come and registered to this program (only learner)

2.4 Why did not you enrolled in the formal schools (only learners)

2.5 Are ANFBE centers suitable for Adult learners?

2.6 Is there enough textbooks, facilitators guide, and other reading materials in the center?

2.7 Is there sufficient supervision program on ANFBE from the government and NGOs?

2.8 Did the communities contribute, labor, raw materials, and cash for ANFBE center?

2.9 What are the major factors that hinder the implementation of ANFBE

2.10 Any opinion and suggestion you would like to give

**Appendix - D**  
**Addis Ababa University**  
**College of Education**  
**Department of Curriculum and Teacher's Professional**  
**Development Studies**

**Observation Check List**

**Issue considered during observation**

Zone \_\_\_\_\_

Woreda \_\_\_\_\_

Adult Non-formal Basic Education Center \_\_\_\_\_

Class \_\_\_\_\_

No. of learners    male \_\_\_\_\_    Female \_\_\_\_\_    Total \_\_\_\_\_

Date of observation \_\_\_\_\_

No	Observation list/item	Level					Remark
		5	4	3	2	1	
1	Facilities - furniture/student desk/seats - office for facilitators - reading room - center for preparing teaching aids - toilet/latrine - play ground - fence - clean drinking water supply						

2	Teaching learning materials/curriculum issues <ul style="list-style-type: none"> <li>- syllabus</li> <li>- Teachers guide</li> <li>- Text books</li> <li>- Teaching aids</li> <li>- Lesson plan</li> <li>- Reference books</li> </ul>					
3	Teaching learning process <ul style="list-style-type: none"> <li>- classroom organization</li> <li>- classroom management</li> <li>- method of teaching</li> <li>- availability of teaching aids</li> <li>- no. of student per a class</li> <li>- learning calander</li> <li>- no. of learning day's per a week</li> <li>- no of learning days per a year</li> </ul>					
4	Status of ANFBE centre <ul style="list-style-type: none"> <li>- made of local materials</li> <li>- made of factory product</li> </ul>					
5	Document observation <ul style="list-style-type: none"> <li>- student attendance</li> <li>- mark list</li> <li>- time table</li> <li>- reports</li> </ul>					

N.B. 5= excellent, 4= V. Good, 3= Good, 2= Fair, 1= poor

General comments \_\_\_\_\_

