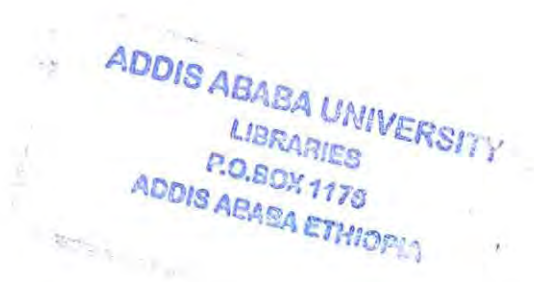


ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**Assessment of the Current practice of Non
formal Adult Education In Ambo Wereda**

By
Lalisa Deme Bertola

**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES IN PARTIAL FULL FILAMENT OF THE REQUIREMENT
FOR THE DEGREE OF MASTERS OF EDUCATION IN ADULT
EDUCATION AND LIFE LONG LEARNING**



June 2010

Addis Ababa

**Addis Ababa University
School of Graduate Studies**

**Assessment of the Current practice of Non formal Adult
Education In Ambo Wereda**

By

Lalisa Deme Bertola

Approved by board of examiners

Chairman, Department of
Graduate Committee

Advisor

Examiner, internal



**ADDIS ABABA UNIVERSITY
LIBRARIES
P.O.BOX 1178
ADDIS ABABA ETHIOPIA**

ACKNOWLEDGEMENTS

My first gratitude goes to my advisor Dr Temesgen Fereja who supported me in giving critical technical directions and encouraged me to organize this thesis. Indeed, without this kind of technical support and farsighted professional guidance such meticulous would have not been tackled.

My deep thanks also go to my friends Obbo (Mr.) Challa Regasa Bulto, Obbo (Mr.) Mahari Biruk Ghidebo and others who have been helping me morally to organize this research paper.

My special thanks also go to my family, particularly my wife Adde (Mrs.) Sinkie Qana'a Irgie who has been supporting me not only by giving moral but also by consistently helping me as I have chronic asthmatic problem to overcome organizing this thesis paper.

Finally, I would like to thank deep in heart my employer organization Gulelie Sub-City Education Department and Kebele 03/04/05 Administration office who sponsored me to attend this program and also helped me in different ways to complete this Med thesis.

Table of Content

	Page
Acknowledgements	I
Table of Content	II
List of table	Iv
Abstracts	V
Acronyms	VI
CHAPTER ONE: THE PROBLEM AND ITS APPROCH	1
1.1. Background of Study	1
1.2. Statement of the Problem	3
1.3. Objectives of the Study	6
1.4. Significance of the Study.....	6
1.5. Delimitation of the Study	7
1.6. Limitation of the Study	7
1.7. Operational Definition of Terms	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE	9
REVIEW OF RELATED LITERATURE	9
2.1. The Concepts, Goals and Approaches of Adult Education	9
2.1.1. Concepts of Adult Education:.....	9
Adult:-	9
Education.....	10
Adult education:	10
2.1.2. The Goal of Adult Education.....	11
2.1.3. Approaches of Adult Education	13
2.2. The Development of NFAE Adult Education.....	14
2.3. Modes of Adult Education Delivery	14
2.3.1. In formal Education:.....	15
2.3.2. Formal education.....	15
2.3.3. Non formal Education (NFE):.....	16
2.4. Types of Non-Formal Adult Education and its Managing system..	18

2.5. Program Areas of NFAE	20
2.6. Managing and Organizing NFAE Program.	21
2.7. Non-Formal Adult Education In Ethiopia.....	24
2.8. Problems of Implementation of NFAE in Ethiopia	26
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	28
3.1. Data Sources.....	28
3.2. Sampling Techniques	28
3.3. Data Collection Tools and Procedures.....	30
3.4. Methods of Data Analysis	31
CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA.....	32
4.1. Characteristics of Respondent	32
4.2. Data Analysis of the Main Issues of NFAE Programs.....	35
4.3. Issues concerning participants	42
4.4. Issues Concerning Extension Workers/Facilitators	46
4.5. Issues Concerning Center of Training or Facilitating.....	51
4.6. Issues concerning the challenging problems that can affect the implementation activities.....	53
CHAPTER FIVE: SUMMARY, CONNCLUSIONS AND RECOMMENDATIONS	58
5.1. Summary of the findings.....	58
5.2. Conclusion	61
5.3. Recommendation	62
Bibliography	
Appendices A-E	

List of table

	Page
Table 1: Location of Selected Samples of KPA	29
Table 2: Characteristics of Respondents by Sex, Age, Educational level and Service years.	33
Table 3: Types of NFAE Program Delivered to the Peasant Association Kebele	36
Table 4: Major Community Problems Targeted to be tackled.....	38
Table 5: Program Context Areas	40
Table 6: Issues Concerning Participants / Target groups.....	43
Table 7: Issues Concerning Extension workers/facilitators.....	47
Table 8: Issues concerning the activates of the mangers	49
Table 9: Issues Concerning of Center Facilitating or Training center	52
Table10: Issues concerning the problems that Challenges the Implementation of the NFAE Program Delivered by Health office.....	54
Table 11: Issues Concerning the Problems that Challenge the Implementation of the NFAE Program Delivered by Agriculture office	56

Abstracts

The main Purpose of this thesis is to assess the current status of Non forma Adult Education (NFAE) practice Ambo Wereda. Descriptive survey method was used. Quantitative approach supported by qualitative approach were employed. In-depth questions and discussions emphasis on the context of the program, situation of participants and line implementers/ extension workers were employed to support the quantitative one Stratified random sampling followed by simple random and purposive sampling techniques were employed accordingly The sample size were six Kebele peasant association(KPA). Instrument of data collection were questionnaires, semi-structured interview questions, FGD, document review and observation with check lists. The data were analyzed by percentage. The major findings were that Woreda education office deliver no NFAE program at all, lack of follow up of the implementation process, both health and agriculture office fully staffed the extension workers for each KPA, management activity is poor in both health and agriculture offices but more sever in agricultures and community participation is very less. The major challenging problems of program implementation were lack of follow up, monitoring and evaluation, participants lack of awareness and motivation and leaders of NFAE program lack commitment. Consequently, the study has came to the main conclusion that currently in the study area the NFAE program did not get due attention practically but only theoretically. Finally, the recommendations were forwarded based on the major findings.

ACRONYMS AND ABBREVIATION

- BPR- Business Processing Reengineering
- CADU- Chilalo Agricultural Development Unit
- CSTC- Community Skills Training Center
- EFA- Education for All.
- ENLC- Ethiopian National Literacy Campaign
- FGD - Focus group discussion
- MOE- Ministry of Education
- NFAE- Non-formal Adult Education
- NFE- Non-formal Education
- NGOs- Non-government Organizations
- NWCDC- National Work Campaign for Development through
Cooperation.
- KPA- Kebele Peasant Association
- WADU- Walayita Agricultural Development Unit

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1. Background of Study

Nowadays the world is in a swift change because of the continuously evolving technology. We are therefore living in a dynamic and ever changing environment of the universe (Malinowski cited in Hadgkin, 1957). It is also true that time is not on the side of us and thus the basic and key means to be timely and cope up with the dynamic change of the world is educating the mass of adults by developing appropriate programs (Malinowski in Hadgkin, 1957). Malinowski also underlined that adult education is the best agency to bring about change in society towards development in various aspects. This change can be true if the human beings, particularly adults, organized to work for a definite purpose by using various technologies.

Harl(1950) also suggests that what leads to the poorer and mainly in the so-called third-world countries is that adult education has often been seen as secondary to the national concern for the development; they just think it can be done later when they can afford it. But a proper definition of development will call for putting the education and training of the adults at the heart of the development process itself. Just as development should lie at the heart of all programs of adult education, so at the heart of every true development program there lies a process of educating and training adults. Without a full process of educating and training adults, there can be no true or sustainable development and without a properly understood concept of development, adult education will continue to be marginalized (Rogers, 1992). Like wise, the activity of delivering adult education in the study area is not in a constant and proper manner but by being interrupted with a number of various and un related issues. Thus, the status of the program of adult education is

not in apposition to carry out in Ambo Woreda to treat its purpose sufficiently.

NFAE becomes useful way in which people can find out what they want, or learn to do what they want without going through the always expensive, cumbersome and time- wasting process of formal education. It is true that adults who have at least achieved literacy are more likely to send their children to school as they understand the importance of education than others who did not learn(Groos,1972).

Malinowski cited in Hadgkin(1957) points out that effectiveness of democratic societies is not dependent on constitutions but on the quality of people's participation in the groups which make up society on the freedom and discipline of the groups in their relations to each other. This quality is of course, resulted from educating and training adults using well planned/developed adult education program.

Oromia is the largest regional state in Ethiopia. The administrative structure of the region consists of the Regional government, Zones, Woreda and Kebele. Presently the region is divided in to 19 zones which are further subdivided in to 299 Woredas.

Ambo Woreda, is located at the central west of Oromia in the so called West Showa Zone. The administrative town of the Woreda is called Ambo and it is found at a distance of about 110 km from the capital city of Oromia, Finfinne (Addis Ababa), on the way to Wollega, West Oromia.

The Woreda is bounded by Dandi Woreda from the east, Tokkekutaye Woreda form the west, South West Shewa Zone from the South, Bakke Woreda at the north and Mida kegn Woreda from the north west. It consists of 35 Kebele peasant association (KPA) out of which three of

them recently to be categorized under the administrative town. According to 2007 census the Woreda has a population of 110,796 people out of which 55,491 are females.

The document review from the Woreda irrigation office shows that this Woreda has three climatic characters low-lands, medium and high lands. In the woreda 34 rivers and 46 springs are found.

Regarding some infrastructures the Woreda has one gravel bed, all weather road service that extended from South to North West direction crossing the Woreda administrative town, no access to potable water, no electricity light and only the medium and highland areas can get network for mobile service. Thus, the ineffective and inefficient activities of adult education towards development in the Woreda initiated and paved way for the researcher to embark on studying the timely issues of sustainable development economically, politically and socially is merely through effective and efficient educating and training adults.

1.2. Statement of the Problem

The MOE (2008) when claimed the past status of adult education in Ethiopia, stated that though adult education strategy delineated on paper that its binding strategic directions to guide program in accessibility, quality and relevance of adult education, it had no specified concerned body, human and material resource and had many other problems. As a result limited adult education programs carried out in the past years and also they were targeting to enable adults only to the three R's, adult basic education, which could not bring about significance change on the participants livelihood.

Similarly Sandhas (2005) underlined that the delivery of NFAE in Ethiopia had encountered several problems such as lack of awareness

from the beneficiaries, lack of incentives for facilitators, confusing name of the Program, cultural factors, increase drop outs, etc. and as a result the country remained with high number of illiterate population and thus it seems difficult to eradicate poverty and bring about national development for the country.

However, not only in the past years as MOE (2008) said but also still at the present time it seems that a great deal of problems are seen concerning the NFAE programs in Ethiopia in terms of planning, implementing, managing, monitoring, evaluating, etc. The problems are interwoven with one another. For instance, the program developers usually fail to participate the target group in overall developing of the programs in any way. As a result, the participants are left ignorant of the program and the program may become irrelevant to the need and interest of the participants and also to the basic problems of the community at large. Today the criteria for recruiting and selection of the facilitators and/or extension workers also seem to have a great problem particularly in Oromia regional states. It usually seem that it does not practically based on the talent of academic competence, age maturity, discipline, etc but rather in terms of political affinity. The problem concerning facilitators and/or extension workers of NFAE is a serious problem in effective implementation of the program to the standard that it can treat the purpose of the program because Rogers (1992) said, these stalk holders in the best sense 'teachers' are the true development agencies in general and change agents in particular who help others to learn, to change.

Since the regional state was instituted in 1992 to establish national regional self government by proclamation, various development activities have undertaken over the last 18 years to enhance the socio-economic development of its people. However, the insignificant change, as compared to its duration of time has registered even in the Woreda very

close to the capital city of Oromia, Finfinne, like Ambo Woreda. This could be because of that the NFAE is highly marginalized even in the education offices of the state and less attention is given to the extension workers starting from the recruitment and selection up to controlling and follow up during implementation of the program.

As to the observation of the researcher the Woreda communities in general still practicing economically, socially and culturally the backward traditional ways that do not help for income generating, saving time or property and to be productive. For instance, participating in some social group called 'Idir' has adverse economic importance in their life unless modified or being according to their income because it is accompanied with a great deal of expenditure. On the other hand, one family, wife and husband, in many Kebeles of the Woreda participate in at least 5 'Idirs'. As a result a great number of communities suffer from shortage of food to feed their family from year to year. This in turn pushes the community members to destruct the natural resources by deforestation, for their immediate use, to survive. This again leads to soil erosion and infertility of the farming land which could be the basic problem.

The main purpose of the study is, therefore, to assess the status of the current practices of NFAE in the Woreda and to propose the possible suggestion that would help to improve the implementation of the program so as to add some inputs in the life of the Woreda community. Thus, the study attempted to answer the following basic questions.

1. What does the current practice of NFAE programs look like in terms of types of program delivered organizing, planning and implementation of programs, monitoring and follow up of the process of implementation and participants participation in the program?

2. Is the program contents relevant to the needs and interests of the participants?
3. is the program content relevant to tackle the basic problems of the society for a long terms?
4. Do the program brings about some observable changes in the life of the participants?
5. what are the major challenges that affected the implementation of the program?

1.3. Objectives of the Study

The objectives of this study is to asses the over all activities of the NFAE program in the Woreda in terms of its types, organizing, planning, implementing, monitoring and follow up of the process of implementing and the participants participation. It is also to assesses the contribution of the program to the community of the Woreda.

Specifically the study is targeted to:

- Assess the types of the programs delivered and how they are organized and managed.
- Assess the relevance of the program to the needs and problems of the community
- Assess the observable changes that take place as a result of the program given
- Assess the major problems that affect the effective implementation of the program.

1.4. Significance of the Study

It is assumed that the out come of the study may contribute for the improvement of the NFAE program to the standard that can be accepted by the participants and contribute to change their life for

short and long terms. Thus the results of the study will contribute the following significances:

- Help the adult educator to give attention to participate or to give information to the stake holders particularly to the target groups and line implementers in program planning and development
- Shows that even if the program is planed and developed very smartly, the goal will not be attained unless the process of implementation is monitored and evaluated consistently.
- Help to indicate the sources of major challenges of the program implementation and influence the attainment of the goal of the program.
- Help as a source for other researchers.

1.5. Delimitation of the Study

The study is more sound if it includes all KPA in the Woreda. But for the sake of easing its manageability and due to shortage of time and scarcity of resources the study was limited to six peasant association kebele around the area of education, health and agricultural extension activities.

1.6. Limitation of the Study

Since the area of the study was fully in rural area where practically a number of inconveniences could be expected many limitations was seen in the course of conducting this research. Some of the major limitations encountered were as follows.

The Woreda has different geographical conditions and some of the samples of KPA were found at a distant from the administrative town of the Woreda and also even difficult to go on horse back. Thus, the problem of transport service and going a long distance made the data collection process tiresome, pain full and time consuming. Another

headache problem was finding the respondents for interview and FGD all together at the same time at a particular place. However, by using all available transportation mechanisms like horse back as well as going on foot, organizing some individuals of assistance and by having extreme tolerance the data collection process completed successfully.

1.7. Operational Definition of Terms

Extension workers : are trained man power who live the life of target groups and teach or train them what to do, how to do certain things that can improve their live.

Idir : is a sort of traditional social group for a particular purpose

Supervisors:- office experts that closely follow evaluate and give support or correction to the implementers of the NFAE program.

Officers /Officials : Woreda offices heads and deputy heads.

Goti :- Affan Oromo-- the sub-division of KPA.

Gare:- Affan Oromo-- the sub-division of the Goti of the Kebele, the smallest unit of KPA.

Facilitators: are those who guide the learning process at the NFAE centers.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The Concepts, Goals and Approaches of Adult Education

2.1.1. Concepts of Adult Education:

To understand the concept of adult education, it is advisable to define and understand the meaning of the component terms, first 'adult', 'education' and then

Adult:-

The term adult or adulthood form a pivotal axis upon which adult education revolves as a field of both study and practice. . Toroll(1976) explains that researchers have defined adult or adult hood based on biological, social, psychological, and or existential legal age issues. Kastenbaum(1985) also explains that functional measures of age such as biological, behavioral, interpersonal, social, and other indices help authors to define the term adult. Darkenwald and Merriam(1982) defined the term 'adult' in adult education as a person whose major roles are characteristics of adult status.

This definition shows that the authors did not choose biological, psychological or legal terms but socio cultural roles. It seems that they exclude child and youth from the category of adults. On the other time, Darkenwald(1992) also forced to define adult as a person who has terminated continuous formal education and has assumed the roles characteristic of adult status in society.

In general, the way the authors prefer the different points to define the term adults in adult education can make its definition varies from one society to another.

Education

Education is a wide concept. In its broadest Context education is the act or process of imparting of acquiring general knowledge, developing the powers of reasoning and judgment and generally of preparing oneself or others intellectually for mature life, acquiring skills for a profession; obtaining a degree or qualification.

Adult education:

As seen above the term 'adult education' means different things to different societies. It can be subjected to various interpretation and shades of meaning according to sociological, conceptual framework, etc. However, what matters is how it is defined in a particular context and for a particular purpose. Their definitions tend to revolve within specific ideological, sociological and pedagogical framework of society (Knowles, 1990).

A well known author in adult education, Malcolm Knowles, states that the term adult education refers to at least three different phenomena: to set of activities, to the intellectual process by means of which adults seek or are assisted to learn things and to the social system which is made up of individuals and organizations concerned with the education of adults.

Based on their definition of the term 'adult' Darkenwald and Merriam (1982) explain or define adult education as a process whereby persons whose major social roles are characteristic of adult status undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values or skills.

The other most frequently cited and which is said to be a widely accepted definition was developed by UNESCO and formally approved it in 1976. it states it as:-

... the entire body of organized educational processes, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in the twofold perspective of full personal development and participation in balanced and independent social, economic, and cultural development...

Here adult education is not considered as an entity in itself but a subdivision and an integral part of a global scheme for lifelong education and learning. It is intentional, systematic of process of teaching and learning by which persons who occupy adult roles acquire new values, attitudes, knowledge, skills, and disciplines. It is the educational and learning process in which children, young people and adults of all ages are involved in the course of their lives, in whatever form, should be considered as a whole.(UNESCO,1976)

Similarly, Houle(1972) defined adult education as a process by which adults (alone or in groups, or institutional settings) seek to improve themselves or their society by increasing their skills, knowledge and attitudes; or it is any process by which individuals, groups, or institutions try to help adults improve in these ways.

In general, as mentioned above adult education is educating and training youths and adults who are out of formal school at any convenient place and time in order to bring about changes in their life.

2.1.2. The Goal of Adult Education

Today development planners have viewed education as one of the important avenues to development. It is a vehicle or a means to social mobility at an individual level, and a driving force behind economic, social and cultural development at national level (Boone, 1985). However,

there is still a large illiterate population in many developing countries. Besides, there is also a large number of drop out students even without completing primary schooling, women also consistently had less access to education than male cohorts at many corners of a country, and others (Book field,1983) Thus, the NFAE emerge to serve as an alternative to schools that failed to carry out adequately the development agenda. Educating the community and guiding to find solutions to their self-defined issues and social problems is therefore one of the major goals of NFAE.

Another goal of NFAE is to be part of the integrated community development to promote health knowledge and agriculture through training local villagers' step by step (Book field, 1983). This means promoting health through environmental sanitation, improved food production, clean water, family planning, practicing good hygiene, improving nutrition, and the likes.

There are also many other goals of NFAE programs. Some of the main ones are: reducing or correcting social gaps and disparities by empowering the disadvantaged population and opening up possibilities and potentials for their proactive engagement in their country's development process, promote gender equality by providing a means for girls and women to gain literacy and other functional skills (technical and income-generating skills) to gain their economic independence, improving livelihood skills by providing information and skills to assist participants in obtaining employment, improving their productivity and reaching a better quality of life, empowerment of the participants to acquire greater confidence in themselves and a greater sense of self initiative, improving health care by imparting and disseminating basic information and Knowledge to local community on the major reasons for the underdevelopment of primary health care in developing countries

(poor quality and conditions of health care and sanitation, child rearing and nutrition, as well as reproductive health including family planning) and preserving the environment by raising the awareness and bringing behavioral changes to take care of degradation of the environment. This global problem, environmental degradation, is particularly serious in developing countries since people directly and continually rely heavily on natural resources and the environment for their daily water and domestic fuel (Berridge, 1973). Therefore NFAE program is the remedy to minimize such problems.

2.1.3. Approaches of Adult Education

Many different approaches of adult education have been identified by adult educators. The common ones are the top-down, bottom-up, participatory and comprehensive approaches. The adult educators agree that these approaches are applied accordingly since there is no best approach. However, the tendency and the common belief among adult educators is that adult learners appreciate any program approach if they are given the opportunity to participate in planning and developing this program.

In developing countries like African countries the top-down which is the origin of colonial administration was the common one. Here there is little or no involvement of the beneficiaries. By nature this approach is run centrally by the state or sponsor-centered approach.

Recently the bottom up and participatory approach was emerged and also accepted as better approach because it involves the needs of the beneficiaries in to the program development. The comprehensive approach is also used as alternative one as it keeps the balance between sponsor centred and adult learner-centred approach (Gboku and Nthog, 2007)

2.2. The Development of NFAE Adult Education

According to Morgan, Holes and Bundy (1976) cited in Tujiman (1996) adult learning in its informal manner has a long history perhaps trace back to many thousands years ago. Adult learning enabled the primitive society to produce their own tools and thereby to lay the foundation upon which the modern civilization rests.

During the biblical periods, prophets had been teaching the people about a real truths of life .Like wise the early educators such as Homer, plato , Aristotle etc had lay out for the development of social values, ethics and utilitarian types of education (Morgaan, Holmes and Bundy (1976) cited in Tujinman,1996).

Although adult education has been around for a long time, the major development came after world war II where there was high demand for trained manpower ,The trend of adult education in developed counties focuses on the liberal enrichment of the adults, i.e. increasing knowledge, experience, etc, whereas in developing countries adult education respond not only to the needs of certain individuals or groups but also to the national development as a whole (Bauch,(1972) cited in Tujinman,1996) This means the practice of adult education varies with the need it services for a particular society.

2.3. Modes of Adult Education Delivery

Education is a lifelong process. It allows the continuous development of a person's capabilities. It can occur with or without a teacher, can happen consciously or unconsciously, accidental or planned etc. Based on these phenomena educators are forced to classify the way adult education can be provided in three common types, namely, informal, formal and non-formal learning.

2.3.1. Informal Education:

It is the lifelong process by which every person acquires and accumulates knowledge, skills and attitudes from daily experiences and exposure to the environment such as at home, at work, at play, from the example and attitudes of family, friends, peer groups ,from travel, reading news papers and texts, the media by listening to the radio or viewing films or television, etc.(Coombs and Ahmed,1974)

As Coombs and Ahmed(1974) explained, informal education is unorganized and often unsystematic; yet it accounts for the great bulk of any person's total lifetime learning-including that of even a highly educated person. It is really true that most adults learn from this accidental and unplanned type of education informally and naturally in ordinary, every day societal settings. That is way it is also said to be or defined as experiential learning that goes on in daily life and can be received from daily experience.

2.3.2. Formal education

This is a highly institutionalized, chronologically graded and hierarchically structured education system, running from primary school to university (Coombs and Ahmed,1974). It is the structured education system that promotes specific curricula for different levels of age development and each level is expected to complete before moving to the next.

It can be provided by the state, private, voluntary individuals, etc. at schools, universities and other institutes. Step by step it has been recognized that this system alone cannot respond to the challenges of modern society (Douglass,1950), Thus Douglass pointed out that formal system welcomes its reinforcement by non-formal educational practices as an effective partner in the lifelong learning process and that necessity accessible for all.

In general, from the above adult educators statement one can see that formal education is that typically provided by an education or training institution, structured(in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is also preplanned and intentional from the learners perspective. It occurs when a teacher has the authority to determine that people designated as requiring knowledge effectively learn a curriculum taken from a pre-established body of knowledge in the form of age graded modern school systems.

2.3.3. Non formal Education (NFE):

Educators of different countries interpret and define NFE differently in their own way. For some, it means educational program provided by MOE apart from the schools and colleges (like adult literacy program).

For others it refers to educational program like Schooling provided by NGOs and yet for others it comprises all the educational and training activities of other ministers such as Health, Agriculture, Labor and Employment, etc.

There are also others who include it within the individualized learning programs for different and specific learning groups and such programs are related to social work and specialist counseling provided by the state, NGOs, Commercial agencies or other civil societies bodies such as religious organizations, trade unions and social movements.

Some also took NFE to mean every educational activity apart from schools and colleges given through radio, television programs and the print media such as newspapers and magazines(Tuijnman 1996 }

Crane et al.(1994) defines NFE as educational activity which is not structured and takes place outside the formal system or formal learning setting, characterized by voluntary, participation , not by mandatory participation. This means it is also referred to as adult education.

European youth Forum which is cited in Douglass (1950) points out that NFE Comprises learning activities taking place out side the formal system, such as those carried out within companies, by professional association or independently by self-motivated adult learners. It corresponds to a collection of teaching tools and learning schemes that are seen as creative and innovative alternatives to traditional and classical teaching systems.

A council of Europe working group has defined NFE as a planned program of personal and social education designed to move a range of skills and competencies, outside but supplementary to the formal education curriculum. The group also underline that participation is voluntary and the programs are carried out by trained leaders in the voluntary and/or state sectors, and should be systematically monitored and evaluated. The experience might also be certified. It is generally related to the employability and lifelong learning requirements of the individual person.

Coombs and Ahmed (1974) similarly defined NFE as ane organized, systematic, educational activity carried on outside the frame work of the formally regular education system to provide selected type of learning to particular subgroups in the population, adults as well as children. It is simple and flexible and can be delivered at any place convenient to the learners. It is generally designed to meet the basic learning needs of disadvantaged groups and can be given at any age.

This definition seems more comprehensive and very clear one because the others mainly focus on the importance and role of non-formal education.

NFE programs are intended for the acquisition, updating, broadening and deepening of knowledge. In different context, it covers education activities aimed at imparting adult literacy, life skills, work skills, and basic education for out of- school children, youth, and adults. Such activities usually have clear learning activities with usually clear learning objectives, but vary in duration, in objectives, and in certification for acquired learning, and in organizational structure(Coombs and Ahmed , 1974)

NFE is a way of helping societies to be more democratic, to respect human right through reacting against any sort of corruption. Citizens may get a chance to experiment and take on responsibilities, may able to develop their curiosity and enthusiasm and to learn to work together through involvement in non- formal education (Gross ,1972)

2.4. Types of Non-Formal Adult Education and its Managing system.

Types of NFAE activities, types of NEAF providers, types of target groups and also mode of delivery are the core categories of NFAE. The knowledge about types of NFAE helps to have a clear understanding of what it constitutes and to develop a system that can monitor NFAE in all activities undertaken under its umbrella The activities of NFAE vary depending on the context of national and local, According to its Social, economic and political situation. The main types of NFAE activities are literacy, life skills training, rural community development, income

generation training, cultural traditional education, equivalency schooling, etc (Rogers, 1992)

Literacy activity is organized mainly to give the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying context. It involves a continuum of learning in enabling the learners to achieve their goals, develop their knowledge and potentials, and participate fully in the community and the wider society Literacy includes basic literacy, post literacy, self learning, etc

Life skills training is a specific program that help learners to give them abilities to better function in daily life and improve society .It includes health and hygiene, HIV/AIDS prevention, family planning, environmental conservation, cognitive skills, interpersonal skills and others.

Income generation training refers to training in income generating productive and service skills and trades It also referred to as livelihood training, with the aim of increasing productivity.

Rural development refers to extension services carried out in rural communities mainly to improve agricultural practices, animal husbandry, natural resource (water soil, forestry, etc) management, and to promote rural development (knewels, 1990).

This day this type of NFAE is very critical particularly in under developing countries as natural resources are used very unwisely due to overpopulation and poverty problem, ignorance of thinking for the future situation.

2.5. Program Areas of NFAE

Many institutions, agencies and organizations deliver educational programs to adults. The programs can be formal or non- formal.

The adult formal education usually focuses on general education and professional development. Adult non-formal education, on the other hand, is usually concerned with a specific content areas such as literacy, health, civic education, etc with a specific clientele such as women, older adults, minority groups or adults with special needs. There are also non formal education programs that aim at professional development that are provided through seminar, workshops, short courses, etc.

Regardless of the particular delivery system, several common issues run through the various program areas in adult education. From among the various programs of NFAE adult basic literacy education is of paramount concern of adult education for various reasons (Rogers , 1992)

Adult basic education is one of the major types of NFAE. It is the building blocks of the lifelong learning structure. It is also refers to the fundamental areas of reading, writing, listening, speaking and mathematics. This basic areas of communication and computation are the foundations that give individuals the power and freedom to control their own lives and to meet the demands of an ever-changing society. Adult basic education serves as a common denominator among varieties of non- formal education programs. Apart from literacy and numeracy, what counts as basic could be practical skills relating to livelihood, health, nutrition, and child care. It could also include civic education such as legal rights, environmental issues, social participation, etc. and artistic or religious expression (Rogers , 1992) As stated above adult basic education includes other curriculum element to be chosen with regard to the local context other than literacy and numeracy.

The other reasons for, supporting ABE programs as stated by UNESCO is that it is a human right, and equity concerns alone suggests that high priority be given to the learning needs of illiterates and semiliterate adults and youth. Beyond equity, the overall objective of literacy and basic education are building key skills and helping the poor extract themselves from the conditions causing poverty.

2.6. Managing and Organizing NFAE Program.

Organizations and institutions that provide NFAE plan, organize, lead, control and evaluate their activities so as to achieve the objective they are established to accomplish. They have to secure and manage the human and other resources effectively and efficiently in light of achieving their goals. The environment within which NFHE functions can affect the learning or training activities greatly. Therefore, the organizations particularly the parent organizations or institutes should create supportive and cooperative learning environments and establish good relationship with their clientele and other stakeholders (Merriam and Cunningham, 1989).

Langer man and Smith(1979) suggest that among the many and various lists of management functions, the common list for NFAE include planning, organizing, leading, controlling and evaluation.

Deciding on the above managerial activities is specifically the responsibility of the NFAE manager even though all the members of the staffs of the organization should share the activities of adult education programs. In every directions since managers must relay up on others to carry out the necessary activities, the process of managing is interpersonal and complex. Thus to overcome this complex full activity

and to be successful, commitment is needed from the side of the manager of adult education.

Planning NFAE programs is a crucial step of activity to take place. All NFAE programs have a purpose and an idea of how to accomplish that purpose. As MC Cockle and Archibald (1982) stated, planning is the process of setting objectives and selecting steps to attain the objectives through analysis and evaluation of alternatives.

McCorkle and Archibald also suggested that adult education should support the opportunity to participate in planning their own learning experience. Regarding participation of adult learners in program developing, Paulo Freire (cited in Gboku and Nthogo, 2007) stated that people should be considered as critical and creative beings capable of knowing and transforming their environments more if they are educated. In Freire's view, education can humanize, liberate and treat people as subjects who control their own lives if the learners made to be involved in a process of proclaiming posing in which they describe, analyses, and act to redesign their realities, in a context of true communication; in which learners and facilitators trust and respect one another.

This shows that true participation of adult learners in planning and developing of every program of NFAE activities according to their context is a must and a tool for designing effective, efficient, relevant and innovative non-formal educational programs.

Another important ingredient of planning NFAE program is processing the assessing needs of the target population.

As Leagans (1964) and Tyler (1971) which is cited in Boone (1985) illustrated, this process can be determined through situation analysis, that is by finding the need gap between the actual present situation

(what is)and the desirable situation (what out to be). This analysis helps the manager, the program designer and facilitators to know the real life needs of the participants and in turn helps them to be efficient and successful in arriving at their goal. Lagans and Tyler also suggested different methods, which can be applied accordingly, that help to identify the learning needs. The most common ones are questionnaire, individual interview or face-to face discussion, focus group discussion and brainstorming sessions.

According to McMahon (1970) needs can be classified into two broad categories. They are felt or immediate needs and unfelt or analyzed needs. McMahon suggested that many people often are not aware of most of their important needs, the basic or long-term needs and tend to focus on the immediate interests. Thus, as stated above the adult education managers must identify those important needs that the target population failed to recognize and plan educational activities accordingly. Other wise , the programs will be less important, tending to focus on immediate interests rather on basic needs. After plan is developed , the next step would be translating in to sequential action plans and implementing carefully in order to achieve the desired changes in the target population. This can be realized by effective and efficient organizational system. To get maximum performance and clear expectations the adult education organizations have to have a basic, uncomplicated organizational structure that allows for flexibility and rapid adaptation . It is true that the adult education organization is contingent upon several important factors to meet the constantly changing needs of the clients.

Smith(1987) suggested that while organizing the program of NFAE the successful manager emphasizes the importance of selecting facilitators as they are the agents of the change. They should be those who are keen sensitive and commitment to the objective of the program.

According to Smith the staffs of the facilitators should be recommended and suggested by the program participants and other community members. When compared with other managers most of adult education managers have relatively little formal power. Therefore, the leader of the adult education should play the role of persuasion and influencing the subordinates. He/she must perform the activities of motivating, delegating and communicating.

Controlling and evaluation is an other important managerial function in the activity of NFAE program. Controlling is particularly allied with the planning function. It ensures that the activity is carried out according to its plan starting from the regulation of inputs up to the final out put, learning or training achievement Knox and associates (1980).

2.7. Non-Formal Adult Education In Ethiopia

Since 1906 a number of policies have been formulated and laws passed to expand education in Ethiopia. Thus through time the demand for modern education became increased and this situation became the cause for the NFAE to get attention. However, the attention was differ from time to time. Another major issue that increases the attention to NFAE. Is that the formal education fail to coping with the increasing demo and of education (Tilahun,1987).

For batter understanding of the historical development of NFAE in Ethiopia it might be wise first to see it before and after Menelik II. Prior to the regime of Manlike II, the traditional form education was predominantly religious oriented (MOE, 1988). This was particularly true in the today's Northern part of Ethiopia. According to Embed, (2001) the main objective of the traditional Ethiopia was to enable participants to be

come literate and equip them with skills that they would apply in their day-to day lives. It also be classified under non- formal education.

After Menilik II, particularly after 1906 the historical development of NFAE can be better seen by categorizing in to three events or periods, namely, from 1900-1974, 1974-1991 and since 1991/92.

The first event particularly from 1906 was when a number of laws was passed against illiteracy; even the religious institutions were urged by laws and directives to undertake literacy education activities (Zelek, 1999).

Since then a number for policies were issued regarding NFAE with different objectives. Some of the major ones are as follows. In 1944 the policy that help to develop mass education and addressing the issue of gender equality was issued by imperial government of Haile Selassie. In 1956 public announcement was made to promote basic education for all and that could be carried out by government bodies, NGOs and voluntary organization to promote literacy activities. The popular campaign that was carried out by voluntary organization through foreign aid was "Beherawi Yefidel Servwit" (Amheric "National literacy movement" (MOE: 1988:45)

In 1966 the education policy which categorizes the formal education and non-formal education to carried out by different ministers other than ministry of Education That is, it was made look for refuge in other ministries.

In this respect, the ministry of Agriculture organized agricultural oriented package programs such as CADU, WADU, etc. to coordinate different agricultural development elements such as extension,

cultivation, fertilizers and grain and animal husbandry. In similar way, the ministry of Health organized training on health related issues such training on prevention and controlling of diseases like malarial (Tilhun,1987).

The second event was that of the Dirge regime from 1974-1991/92. During this time two main programs were launched. NWCDC which was focused on ways of organizing rural communities and means of alleviating poverty and ENLC which was focused on eradicating illiteracy. Moreover the CSTC program was another NFAE that took place during this time; it was targeted to increase productivity and raising the living standard of the people through promoting the development of indigenous skills and acquiring new ones.

The third event of the NFAE in Ethiopia is the current status. At present Ethiopia instituted a decentralized system of education and so the adult education program. Generally, in Ethiopia today two types of NFAE, namely, adult basic education and community skills training centers which have different missions and objectives are given under federal or regional government. To implement these programs different activities are done at MOE, Regional, Zonal and Woreda level. Particularly at present the writing shows that more power is transferred to Woreda offices to handle the NFAE and other related issues at section level. The focus of the content of NFAE is on enabling learners to develop problem-solving attitudes and capacity (MOE, 1994).

2.8. Problems of Implementation of NFAE in Ethiopia

The status of NFAE in Ethiopia is weak and unevenly developed among the regions. The programs were mainly provided at the community level purely literacy education and skill training and not functional adult literacy and livelihood training (Zelege,2003). As Zelege (2003) and

Emebet (2001) said NFAE in Ethiopia is characterized by many problems. Some of the problems revolve around: poor quality and irrelevance of training; low or no budget; lack of trained/professional coordinators who can design need based and life skill-oriented training programs; unmotivated staffs; shortage of resources; lack of coordination among the various NFAE; lack of funding and suitable center that affects access and efficiency; absence of ownership of the program, low rate of attendance on the part of participants; lack of community awareness; and the likes.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

A descriptive research design was used owing to its appropriateness to examine, reveal and explain the current status of the practice of NFAE in a broader magnitude. Quantitative approach supported by qualitative approach were employed to carryout the study.

3.1. Data Sources

Both primary and secondary data were used to collect data. Primary data was collected from Woreda officials (education, health and agriculture offices), extension workers, facilitators and the beneficiaries (peasant association members). Apart from this, various documents from the concerned offices and field observation supported by check lists were used as data sources.

3.2. Sampling Techniques

The administrative town of the Woreda, Ambo, is located at the West end of the peasant association. According to the recent delineation of the Woreda, no peasant association was found at the West of the Ambo Town.

The Wereda has 35 Kebele peasant associations out of these three of the kebeles which are surrounding the town were categorized to town . All of the rest 32 Kebele are therefore categorized according to their geographical location into the three directions of the town, namely, North, East and South. Among the categories there are variation interims of altitude, social customs and others. Thus, stratified random sampling technique was used to group the Kebele in to three strata based on their geographical differences in order to include the Kebele from different locations and altitudes in to the sample. This helps to

avoid the possibility of selecting samples from similar areas and increases the representative ness of the sample. As there was no significant differences among the kebele of peasant associations in each stratum, simple random sampling technique was used to select two associations from each stratum. Thus totally six peasant associations were taken as samples to be studied. In addition, since the altitude of the majority of the Kebeles are medium and very few of them at the tip of the north and north west have lowland altitude. Thus, the proportion of the samples made according to the size of the Kebeles interims their of altitudes.

Each peasant association is further categorized in to smaller groups called “goti” and each “goti” in turn sub divided into smaller ones named “gare” which contains the maximum of 30 houses or families. Thus for detail study by FGD with participants purposive sampling technique was employed. This was to include beneficiaries/participants from different “goti” and “gares” from every direction of the sample of each KPA in to the study. As a result reliable and genuine information about the issue under study was collected. The selected samples of peasant association kebeles with their location, altitude and approximate distance from the administrative town were shown in the following table.

Table 1: Location of Selected Samples of KPA

S.N	Name of KPA	Location	Altitude	Distance from Ambo town (approximate)	Remark
1	Ganji Goro Hore	North of Ambo town	Low land	Remote (40km)	
2	Tule(Xulee)	North of Ambo town	Highland	Medium (25Km)	
3	Illamu Mujja	East of Ambo town	Medium	Near to the town (10Km)	
4	Ukko Qorke	East of Ambo town	Medium	Medium(15Km)	
5	Yai-chabo	South of Ambo town	Highland	Far (30km)	
6	Illamu Goromti	South of Ambo town	Medium	Near to the town (15km)	

3.3. Data Collection Tools and Procedures.

The convenient instruments to collect factual data were questionnaire for officers, supervisors and facilitators/ extension workers, semi-structured interview questions for extension workers/ trainers and focus group discussion for participants/beneficiaries and also some selected local community members. The questionnaire was interpreted in to Afaan Oromo language for extension workers. Besides, observation and document analysis was used to secure information about the issue under study.

A pilot test was conducted to certain samples to get feed back about the appropriateness of the items and the instrument. Based on the information obtained from the pilot test, the necessary correction was made. The correction made was adding open ended questions at the end of some queans like part II question number 14.

Though the location of peasant association was very far from one another to the extent of twelve hours journey and means of transportation was on the back of horse or mule and also on foot the process of data collection was managed by the researcher himself. This was, of course, by organizing certain individuals to assist in appointing the respondents to meet together at particular place, date and time.

3.4. Methods of Data Analysis

The collected data was categorized as per their similarities and presented in a table form. The data collected were analyzed, interpreted and discussed using the simple statistics called percentage. The analyzed data then interpreted and discussed. The data obtained through open ended questions, semi-structured interviews, FGD, field observation and document reviews were summarized and used in analysis as a supplementary to the close ended questions the major findings of the study was listed and reported. Finally, the realistic and feasible recommendation was forwarded.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with presentation, interpretation and analysis of data secured through questionnaire, FGD, semi-structured interview, document review and field observation.

4.1. Characteristics of Respondent

As the main source of data for the study 20 officials /experts and supervisors, 5 from education office, 6 from health office, and 9 from agriculture office, and 24 extension workers, (12 health extension and 12 agriculture extensions) from 6 KPA were included to respond to the questionnaires. In each KPA two health extensions and two agriculture extension workers are assigned. That is, all of the extension workers in the sample Kebele were included to respond to the questionnaire.

Twelve FGD, two from each Kebele in a sample, were made with participants/beneficiaries and selected community members. The responses of the beneficiaries then summarized to be used as a supplementary or an additional to the close ended items.

To get relevant information, the selection of these sample representatives were based on their position and the role they have on the NFAE program.

Table 2: Characteristics of Respondents by Sex, Age, Educational level and Service years.

S. No	NFAE Programs	Respondents										Remarks	
		Education office		Health office		Agri. office		Extension workers/ facilitators					
								Health		Agri.			
		N	%	N	%	N	%	N	%	N	%		
1	Sex												
	a) male	3	60	4	66.67	5	55.56			10	83.33		
	b) Female	2	40	2	33.33	4	44.44	12	100	2	6.67		
	Total	5	100	6	100	9	100	12	100	12	100		
2	Age in year	-	-	-	-	-	-	-					
	a)15-20							3	25				
	b)21-30					2	22.22	9	75	9	75		
	c) 31-40	3	60	3	50.00	4	44.44			3	25		
	d)41-50	1	20	2	33.33	2	22.22	-	-				
	e)51and above	1	20	1	16.67	1	11.11	-	-				
	Total	5	100	6	100	9	100.00						
3	Educational level												
	a) grade 10/12 complete												
	b) 10+1							12	100				
	c)10+2							-	-	-	-		
	d)10+3	5	100	4	66.67	5	55.56						
	e) degree	-		2	33.33	4	44.44	-	-				
	f)MA/ Msc(Mcd	-	-	-	-	-	-						
	Total	5	100	6	100	9	-	12	100	12	100		
4	Service year												
	a)Total work experience												
	-1-2							12	100				
	-3-5					2	22.22			6	50		
	-6-10	-	-	2	33.33	-	-			6	50		
	-11 and above	5	100	4	66.67	7	77.78	-	-				
	Total	5	100	6	100	9	100	24	100	12	100		
	b)Service years as adult												
	1-2							12	100				
	3-5			4	66.67	2	22.22			6	50		
	6-10			2	33.33	2	22.22			6	50		
	11 and above			-	-	5	55.56	-	-				
	Total			6	100	9	100	12	100	12	100		
5	Terms of employment												
	a) Permanent	5	100	6	100	9	100	12	100	12	100		
	b) contract	-	-	-	-	-	-	-	-	-	-		
	Total	5	100	6	100	9	100	12	100	12	100		

Regarding the sex of respondents, as it can be seen from item 1 of table 2 of the total respondents (50%) were males and (50%) were females

This shows that the distribution of gender respondents was equal

As item 2 of table 2 shows the age distribution of the respondents. With regard to this most of the extension respondent (75%) were between the age of 21-40 years. This shows that most of them are in actively working stage of age but very young in treating the adults and need continuous assistance to perform their duty well

Concerning the academic qualification all of the education officials(100%), the majority of the health officials (66.67 %) ,more than half of the agriculture officials (55.56%) and of the agriculture extension workers 100% were at their diploma level. The rest 33.33% of health officials and 44.44% of agriculture officials have their first degree. All of the health extension workers (100%) have 10+1 qualification.

This shows that from the point of view of System of Human resource assignment (BPR) the woreda is still suffer from below standard academic qualification at every level.

Item 4 of table 2 shows the total service years of the workers and the total work experience the workers have as adult educators.

Accordingly, all of the respondents from education office (100%) the majority of health officials(66.67%) and agriculture officials(77.78%) have more than 11 and above years service. On the other hand, all of the health extension workers 100% have 1-2 years of services and 50% agriculture extension workers have 3-5 years. The rest 50% agriculture extensions have 6-10 years service. This shows that officers were well experienced and most of the extension workers have least experience Regarding work experience as adult educators all of health extension workers (100%) have experience of 1-2 years service, 50% of agriculture extension workers have between 3-5 years and the rest 50% of them have between 6-10 years service. This means again the majority of them have

less experience as extension workers. Even in both cases it seems that they are the newly staffed members. Regarding the officials no one from the education office has experience as an adult educator. As the document shows No structure for NFAE at the woreda level and the respondents responded in open ended questions that there is no particularly responsible section for NFAE. The majority of health officials have experience of few years as adult educators.

This shows that the practice of NFAE in the woreda is very young. Regarding the terms of employment as the document shows clearly and as seen from item 5 of table 2 all the respondents are permanent government employers.

4.2. Data Analysis of the Main Issues of NFAE Programs

This section presents data obtained from the respondents under study through questionnaire, semi-interview, Focus group discussion and Situation observation. This analysis focused on what types of NFAE Programs are currently on practice in the woreda education, health and agricultural offices, on what context the program developed and what are the major community problems the program targeted to tackle /Objectives of the program/. In this issue education office has no role at all. This issues are presented and analyzed under table 3 , 4 and 5 as follows

Table 3: Types of NFAE Program Delivered to the Peasant Association Kebele

S . No	NFAE Programs	Respondents											
		Educatio n office		Health office		Agri. office		Extension workers/ facilitators				Total	
								Health		Agri.			
		N	%	N	%	N	%	N	%	N	%	N	%
1	Literacy education	1	20.00	-	-	-	-	-	-	-	-	-	-
2	Post literacy education	-	-	-	-	-	-	-	-	-	-	-	-
3	Civic Education	-	-	-	-	-	-	-	-	-	-	-	-
4	Prevention/Controlling of human diseases	-	-	6	100	-	-	12	100		-	-	-
5	Prevention and controlling of plant and animal diseases	-	-							12	100	-	-
6	Family planning	-	-	6	100	-	-	12	100	-	-	-	-
7	Home life	-	-	6	100	-	-	12	100	-	-	-	-
8	Rural development	-	-	-	-	9	100			12	100	-	-
9	Irrigation methods	-	-	-	-	9	100			12	100	-	-
10	Environmental/natural resources/conservation	-	-	-		9	100			12	100	-	-
11	Income generating	-	-	-		5	66.67		-	6	50	-	-
12	Savings	-	-	-	-	5	41.67			6	50		
13	Cultural traditional education	-	-	-	-	-	-	-	-	-	-	-	-

As shown on table 3, from the three offices where NFAE is supposed to be carried out, surprisingly no types of NFAE program is delivered neither by education office nor under its assistance by any other organization. This shows that the woreda education office did not give due attention to adult education at all .

Regarding the health office, the office has a package of health extension programs. As seen on table 3, prevention and control of diseases, Family planning. And home life are the types of NFAE programs chiefly delivered in the woreda. In FGD the participants assured that recently the office started to teach selected families which the extension workers call them model families in some kebles the skills of how to prepare food, protect from certain diseases such as HIV / AIDS /, TB and others , how to take care for children, sanitation and the likes. This shows that the activity of the health extension is very young and still its coverage in terms of PAK is very less.

Regarding the agriculture NFAE programs as items 8,9,10,11 and 12 on table 3 shows agricultural offices NFAE programs in rural development, irrigation method, environmental conservation, income generating methods and savings respectively.

Table 4: Major Community Problems Targeted to be Tackled

S. No	NFAE Programs	Respondents										Remarks
		Education office		Health office		Agri. office		Extension workers/ facilitators				
								Health		Agri.		
		N	%	N	%	N	%	N	%	N	%	
1	I literacy	-	-	-	-	-	-	-	-	-	-	
2	Back word traditional Social practices	-	-	-	-	-	-	5	41.67	5	41.67	
3	Deforestation	-	-	-	-	9	100		-	12	100	
4	Poverty (in general)	-	-	3	50	9	100	12	100	12	100	
5	Over population	-	-	6	100			12	100			
6	Poor home life	-	-	6	100			12	100			
7	Theft crime	-	-	-	-							
8	Quarreling unreasonably	-	-	-	-							
9	Over taking intoxicant local alcohol	-	-			2	22.22					
10	Ignorance in general	-	-			2	22.22					
11	Un wise use of farm land	-	-	-	-	9	100			12	100	
12	Replacement of artificial fertilizer with Natural fertilizer	-	-	-	-	9	100			12	100	
13	Prevention and control of Human disease	-	-	6	100	-		12	100			
14	Prevention and control of animal and plant diseases	-	-	-	-	9	100			12	100	

As depicted in this table, the health and agriculture offices targeted to tackle certain community problems under their own package of extension programs. Education office on this regard focuses on no problems to tackle through NFAE programs. Items 11-14 were as responded on open ended questions on part II, question No 14M.

The, health office gave due attention to poverty reduction, controlling over population, improving poor home life situation, increasing ability to prevent and control of diseases as shown on items 4,5,6 and 13 respectively.

The agriculture office targeted chiefly community problems such as deforestation, poverty, unwise use of farm land, plant and animal diseases as evidenced from items 3,4,11 and 12, on table 4 respectively.

This shows that both offices theoretically developed programs that are relevant to certain basic community problems. Participants of FGD and interviewee also evidenced these facts. Besides, the participants of FGD and interviewees under lined that many current basic community problems such as participating in many anti saving back ward traditional activities such as enjoying different kinds of « Idir », theft , murder and other crimes, regularly over taking intoxicant local alcohol during the working time, civic education and others did not get the due attention from and government or non- government bodies.

Table 5: Program Context Areas

S . No	NFAE Programs	Respondents										Re k
		Education office		Health office		Agri. office		Extension workers/ facilitators				
		N	%	N	%	N	%	Health		Agri.		
		N	%	N	%	N	%	N	%	N	%	N
1	Is adult education office present?											
	a) Yes	0	0	6	100	9	100	12	100	12	100	
	b) No	5	100									
2	Who developed the program?											
	a) oromia regional office	-	-	4	66.67	9	100	3	25	4	33.33	
	b) zonal office	-	-	-	-	-	-					
	c) woreda office	1	20	-	-	-	-					
	d) NGOs	-	-	-	-	-	-					
	e) I do not know	2	40	2	33.33	-	-	9	75	8	66.67	
3	Was participants need assessment done?	-	-									
	a) Yes	-	-	2	33.33	2	22.22	2	16.67	3	25	
	b) No	-	-	4	66.67	7	77.78	10	83.33	9	75	
4	Did participants partiupated in program development in any way?											
	a) yes	-	-	1	16.67	3	33.33	1	8.33	2	22.22	
	b) No	-	-	3	50	6	66.67	11	91.67	10	83.33	
5	Relevance of the program to participants need	-	-									
	a) very relevant	-	-	2	33.33	3	33.33	2	16.67	2	16.67	
	b)Medium	-	-	3	50	4	44.44	9	75	10	83.33	
	c) Less relevant	-	-	1	16.67	2	22.23					
	d) not relevant	-	-	-	-	-	-	1	8.33			
6	Relevance of the program to the basic community problems	-	-									
	a) very relevant	-	-	1	16.67	2	22.22	10	83.33	9	75	
	b) medium	-	-	5	83.33	5	55.56	2	16.67	2	16.67	
	c) Less relevant	-	-	-	-	2	22.22			1	8.33	
	d)not relevant	-	-	-	-	-	-					

as item 1 shows 100% of the respondent assure that health and agriculture offices have responsible adult education office in the structure of their organization and the woreda education office surprisingly agent has neither adult education office in its organizational structure at the woreda level nor assigned responsible individual for this purpose. This shows that the parent organization for education ignored the adult education at the grass root level .

Regarding the agent who developed the program of NFAE, 66.67% of health officers and 25% of their extension workers respond that the program is developed by Oromia regional office and the rest 33.33% officers who and 75% health extension workers do not know even where/who developed the program . In a similar situation the majority of agriculture extension workers (66.67%) do not know who developed the NFAE program they implement.. This shows that the stalk holders did not fully participated directly or indirectly or have information where, when and who planned and developed the program. That is , they have no awareness to the objectives of the program

Table 4 of item 3 evidenced whether the participants need assessment was done or not. Accordingly 66.67% of health officers, 77.78% of agriculture 75% of both health and agriculture extension workers respond that the participants need assessment was not done. - This implies that program developer did not practically assess situation well to plan the program and this is a very serious defect for the success of the program.

In a similar way as shown on item 4 the majority of the respondents 50%, 66.67%,91.67% and 83.33% health officers, agriculture officers, health and agriculture extension workers, respectively evidenced that

participants did not participate in program planning and development in any possible ways.

This shows that as p. Fierere (1970) said- the program developers considers the participants and line implementers as an object not as a subject that can contribute something to the program planning and development and this in turn affects the succession of the program.

Items 5 and 6 shows theoretically that the program is relevant to the need of the participants and to tackle some basic community problems. Thus in both cases the majority of the respondents answered that the program is more or less equate the need of participants and the basic community problems.

4.3. Issues concerning participants

As students in a school, the target groups in NFAE program are the very important persons that need tailor-made programs in order to bring about the intended necessary changes. Thus , the data collected regarding who they are, the degree of their participation in the program and the benefits they get from the program is shown as follows.

Table 6: Issues Concerning Participants / Target groups

S . No	NFAE Programs	Respondents										Remark
		Education office		Health office		Agriculture office		Extension workers/ facilitators				
		N	%	N	%	N	%	Health		Agri.		
		N	%	N	%	N	%	N	%	N	%	
1	Who are the target groups?											
	a) out of school children and illiterates	2	40.00	-	-	-	-	-	-	-	-	
	b) community members as a whole	1	10.00	5	83.33	-	-	6	50	3	25	
	c) model family	-	-	6	100	2	22.22	12	100	3	25	
	d) selected individuals	-	-	-	-	7	77.78			9	75	
2	How much participants aware and participate in the program actives?											
	a) very high	-	-	4	66.67	5	55.56	2	16.67			
	b) Medium	-	-	-	-	1	11.11	2	16.67	2	16.67	
	C)very less	2	20.00	2	33.33	3	33.33	8	66.67	10	83.33	
3	Are there any observable changes due to program?											
	a) Yes	-	-	2	33.33	4	44.44	2	16.67	2	16.67	
	b) No	-	-	4	66.67	5	55.56	10	83.33	10	83.33	
4	Rate of contribution of the program to the benefices											
	a) very high	-	-	-	-	-	-	-	-	-	-	
	b) medium	-	-	2	33.33	3	33.33	2	16.67	2	16.67	
	c)Very less	-	-	4	66.67	6	66.67	10	83.33	2	83.33	
5	Is/are there person/s awarded as a mode/models due to high beneficial from the program?											
	a) Yes	-	-									
	b) No	-	-	6	100	9	100	12	100	12	100	
6	Are there supporter NGOs?											
	a) yes	-	-	2	66.67	9	100	8	66.67	10	83.33	
	b) No	-	-	4	2.33	0	0	4	33.33	2	16.67	

Item 1 of table 6 indicates who the target groups are. Thus 100% of the health respondents approved that model families selected from the community and trained first to train the other families step by step.

During the FGD the community members and participants also assure this fact the health extension workers also told that they first select the farmers, who have learn and draped out their lesson sometimes ago, as trainers to train others step by step.

This shows that the method of approach is very good but needs commitment and consistency.

The majority of agriculture respondents (more than 75%) also assured that the target groups for their NFAE were selected individuals to be trained first. In FGD the selected community members and beneficiaries respond that the extension workers told to some responsible farmers to work together. However, they said that they didn't see them since then. " This sows that although the approach is good to expand the training but lack consistency and follow up from every responsible ones, particularly from the leaders of the program

Item 2 shows the degree of awareness and participation of the target groups. with regard to this the majority of the health and agriculture officers, 66.67% and 55.56% respectively respond positively to the degree of awareness and participation of the target groups. On the opposite the majority of the health and agriculture extension workers, 66.67% and 83.33% respectively respond to the opposite that participants' awareness is very less and hence their participation in to the program is very less.

The FGD participants and interviewees supported that the community participation particularly in agriculture is very low. The FGD participants underlined that sometimes they confused wither the extension workers

particularly the agriculture extension workers are agricultural cadre or a particular political party cadre. They start something on one time and leaving it aside and start doing/ performing other issues irrelevant to the former one. That is another reason why, as they said, that many participants drop out of participating in to the program.

This shows that the office management and extension workers do not discuss the issues together. That is, no monitoring and evaluation particularly in the case of program delivered by agriculture extension

As seen on items 3 and 4 the majority of all respondents respond that the program does not bring about any meaning full observable changes. The participants of the FGD and interviewees also respond that they expect no change if the program continues as in the current situation even in the agricultural extension which has relatively long duration.

Item 5 of this table evidenced that all of the respondents (100%) respond no one is awarded at even lower level as a result of benefiting from participating in the program. This again shows that the activity of the NFAE in the Woreda is still passive; only staffing not targeted to implement the program to improve community life.

Items 6 shows whether NGOs Support is there or not. Thus, 66.67% of health officers and health extension workers respond that there is NGO support. Most of agriculture and their extension workers, 100% and 83.33% respectively respond that no NGOs support in any way.

The interview participants of health and agriculture support the above facts.

Performing other issues irrelevant to the and former one. Thus most of the community ignore then and drop out of participating in to then program.

This shows that the office management and extension workers do not discuss the issues together extension workers do not discuss the issues together and the reports made by the extension workers are also not true.

4.4. Issues Concerning Extension Workers/Facilitators

AS A Rogers (1992) said a due attention should be given to the extension workers/ facilitators of NFAE program starting from the recruiting and selection up to implementation at the grass-root level as they are the change and development agencies. As they help others to learn and to change. So, data gathered regarding extension workers are summarized and presented as seen on the following table

Table 7: Issues Concerning Extension workers/facilitators

S . No	Items	Health office		Agri. office		Extension workers/ facilitators				Re mar k
		N	%	N	%	Health		Agri.		
						N	%	N	%	
1	Who recruits and selects the extension workers/ facilitator									-
	a) The government	4	66.67	6	66.67	9	75	9	75	
	b) community	-								
	c) committees	-								
	d) politically assigned groups/ kebel	2	33.33	3	33.33	6	50	5	41.67	
2	Criteria for selection of extension workers	-								-
	a)un employed									
	b) educational back ground	5	83.33	6	66.67	8	66.67	8	66.67	
	c) political affinity	2	33.33	3	33.33	6	50	5	41.67	
	d) combination of a,b, c and D	5	83.33	6	66.67	5	41.67	5	41.67	
3	Where do extension workers/facilitators live?									
	a) with the community in the rural near by	4	66.67			8	66.67	5	41.37	
	b) In the near by small town in the woreda			5	55.56					
	c) in the woreda administrative town									
	d) where they find suitable for them	2	33.33	4	44.44	4	33.33	7	58.33	

AS shown in item1 of the table, 66.67% of health and agriculture offices and 75% of their extension workers respond that the extension workers were recruited and selected by the government. However, large number of the health and agriculture officers (33.33%), half of health extension workers(50%) and (41.67%) agriculture extension workers respond that Kebele (politically assigned groups)play specific role in recruiting and selecting extension workers.

This shows that in one way another the Kebele play a role in the recruitment and selection of the extension workers. This implies that there is political tendency for recruitment and selection the extension workers. this may hinder the extension workers that are keen ,sensitive and has commitment for the objective of the program not to be selected .

As shown in item 2 concerning the criteria for selection of extension workers the majority of respondents, 83.33% of health officers and 66.67% of agriculture officers and 41.67% of extension workers again respond that not only educational background but also unemployment and political affinity was also the criteria used for selection of extension workers. This implies that a number of factors pushed out talented extension workers not to be selected.

Regarding the residence of the extension as shown on item 3, 66.67% and 55.56% of health and agriculture officers respectively and 66.67% of health and agriculture extension workers respond that they live in the rural areas with health and agriculture officers and 33.33% and 58.32% of health and agriculture extension workers respond that they live wherever they find suitable since no residence and office was prepared for extension workers in the KPA as FGD and interviewees participants evidenced.

The participants of FGD and interviewees evidenced that very rare perhaps less than 10 PAK in the Wereda constructed residence and training center for extension workers. According to the data obtained from field observation only one KPA from the sample Kebles, Ganji Goro Horee Keble, has training center and extension workers residences for both health and agriculture.

Therefore, the response given by the respondents that extension workers live with KPA community is not practical but it could be from the point of view the fact that normally the extension workers are obliged to live the life of the community they are trained to train to change the life of community. Thus, almost all the extension workers are living in the administrative town of the Wereda.

Table 8: Issues concerning the activates of the mangers

S . No	Items	Health office		Agri. office		Extension workers/ facilitators				Remar k
		N	%	N	%	Health		Agri.		
						N	%	N	%	
1	For how long supervisors vist the extension workers/ facilitators at the center during implementation?									
	a) every 3 months	1	16.67	2	22.22					
	b) every moth	4	66.67	5	55.56	1	8.33			
	c) as they have got time	1	16.67	1	11.11	2	16.67	2	16.67	
	d) not at all.					9	75	10	83.33	
2	Do managements call meeting the extension workers and supervisors for discussion									
	a) Yes	6	100	8	88.89	11	91.66	9	75	
	b) no					1	8.33	3	25	
3	How many times managements call extension workers and supervisors for meeting?									
	a) one every 3 months	1	16.67	-	-	-	-			
	b) every month	4	66.67	4	44.44	2	16.67	2	16.67	
	c) at the end of the year	1	16.67	2	22.22	2	16.67			
	d) as the need arise	-	-	3	33.33	8	66.67	10	83.33	
4	Do managers call participants for meeting?									
	a) yes	2	33.33	4	44.44	6	50	6	50	
	b) No	4	66.67	5	55.56	6	50	6	50	
5	How many times on Job training /work shop given									
	a) many times	5	83.33	-	-	-	-			
	b) once a year	-	-	3	33.33	2	16.67	2	16.67	
	c)as the need arise	1	16.67	6	66.67	8	66.67	8	66.67	
	d) not at all	-	-	-	-	2	16.67	2	16.67	

Item 1 shows the degree of supervisory support to the extension workers during the program implementation. According to the open ended questionnaire respondents and document review, one supervisor is assigned for at least three adjacent Kebeles of KPA. That is, one person supervises at least six extension workers (in case of both health and agriculture). Regarding the supervisory support they give, 66.67% of health officers and 55.56% of agriculture officers respond to different assumptions given. On the other hand, 75% of health extension workers and 83.33% of agriculture extension workers respond that no supervisory support at all given to the line implementers.

Regarding this item the majority of the respondents from the management side and also most of the respondents from implementers side gave opposite response. Supporting the extension workers the FGD participants assured that they saw extension workers very rarely but never seen the so called supervisors. The extension workers during interviewee evidenced this facts. Therefore no supervisory support given to the extension workers at the field.

As shown in item 2 the majority of respondents 100% health officers ,88.89% agriculture officers, 91.66% health extensions and 75% agriculture extension respond that the office call supervisors and extension workers for meeting.

Regarding the rate of meeting that the office call supervisors and extension workers, 66.67% of health officers and 44.44% of agriculture officers respond every month. On the contrary 33.33% of agriculture officers, 66.67% of health extensions workers and 83.33% of agriculture extension workers respond that the meeting will be called suddenly as the need arise.

Thus, the data collected regarding items 2 and 3 shows that there is mal-management and the meeting did not focus on the right issue since it is not by program but suddenly and randomly as the need arise only.

Item 4 shows whether participants called for meeting or not. Thus, majority of the respondents 66.67% of health officers, 65.56% of agriculture officers and 75% of extension workers(both health and agriculture) respond that participants did not called for meeting.This implies no due attention given by the authorities to assess the need of the beneficiaries through collecting direct feed back from the primary source.

Item 5 of table 8 depicts whether work shop is given or not and how many times it is given. Like wise, the majority of all respondents (66.67%) respond as the need arise but most health officers (83.33%) respond many times. The participants of interviewees also support the fact that they are suddenly called for work shop.

This again shows that in this study area the issue of NFAE is marginalized particularly regarding the agriculture field where the development of agricultural extension started about a decade ago, as document review evidenced the duration.

4.5. Issues Concerning Center of Training or Facilitating

The center of training or facilitating is the important factor that can affect the degree of target groups participation and step by step increases the number of drop outs of NFAE program participants. The data collected regarding center of facilitating or training will be presented as follows.

office and resident constructed for health and agriculture extension workers. The FGD and interviewee participants also assured this fact. And that it also in some Kebeles it takes place under the shade of the trees

Thus ,except this kebele, the meeting of training takes place either under the shade of the tree, at the near by school or at the KPA office.

Item 2 shows that the site of centers was selected by participants or government bodies. This was also assured by the participants of FGD and interviewees.

Item 3 shows that most of all of the respondents (75%) respond that the locations of the sites were suitable .

This implies that the site of the centers was suitable because of that the selection was not done by the interest of the particular body but by the involvement of many stalk holders particularly the participants

4.6. Issues concerning the challenging problems that can affect the implementation activities.

Table 10 and 11 below are about the seriousness of problems encountered the implementation of NFAE program delivered by health and agriculture offices respectively. The problems were rated by using the rating scales 3=very serious,2=serious and 1=not serious.

Table 10: Issues concerning the problems that challenge the Implementation of the NFAE Program Delivered by Health office.

S.N	List of problems	Respondents												Remark
		Health office						Agriculture						
		3		2	1		3		2	1				
		No	%	N	%	N	%	N	%	N	%	N	%	
1	Lack of effective follow up			1	16.67	5	83.33.	2	16.67	4	33.33	6	50	
2	Lack of supervisory support			1	16.67	5	83.33	3	25	2	16.67	7	58.33	
3	Shortage of budget	4	66.67	1	16.67	1	16.67	9	75	2	16.67	1	8.33	
4	Lack of clear strategy					6	100			6	50	6	50	
5	Inconsistency of the program					6	100			6	50	6	50	
6	Program interruption with other activities such as political issues			3	50	3	50	2	16.67	3	25	7	58.33	
7	Extension workers lack commitment					6	100			2	16.67	6	50	
8	Extension workers lack sufficient knowledge			5	83.33	1	16.67			7	58.33	5	41.67	
9	Extension workers lack methods of approach to train	3	50	2	33.33	1	16.67	6	50	4	33.33	3	25	
10	Extension workers lack work discipline					6	100					12	100	
11	Participants lack awareness and motivation	6	100					10	83.33	2	16.67			
12	Language problem from extension workers													
13	Societies practice of back word traditions	5	83.33	2	33.33			8	66.67	2	16.67	2	16.67	

As items 3,9,11 and 13 on table 10 depict the majority of the health officers 66.67%,50%,100% and 83.33% respectively and also the majority of health extension workers 75%,50%83.33% and 66.67% respectively to the mentioned items respond that shortage of budget, extension workers lack of experience to approach the participants, participants lack of awareness and motivation to the program and back word tradition practice of the society were very serious problems to implement the program effectively.

This shows that nothing has been done in program implementation except staffing the extension workers. As FGD and interviewee participants respond and as the document review shows almost all of the health posts in the Woreda are non function and many are new and not yet completed.

Table 11: Issues Concerning the Problems that Challenge the Implementation of the NFAE Program Delivered by Agriculture office

S.N	List of problems	Respondents												Rem
		Health office						Agriculture						
		3		2		1		3		2		1		
		No	%	N	%	N	%	N	%	N	%	N	%	
1	Lack of effective follow up	7	77.78	2	16.67			12	100					
2	Lack of supervisory support	3	33.33	2	22.22	1	11.11	12	100					
3	Shortage budget	1	11.11	3	33.33	3	33.33	6	50	3	25	3	25	
4	Lack of clear strategy			3	33.33	3	33.33	7	58.33	2	16.67	3	25	
5	Inconsistency of the program	8	88.89	1	11.11			12	100					
6	Program inter	6	66.67	2	22.22	1	11.11	10	83.33	2	16.67			
7	Extension workers lack commitment	2	22.22	3	33.33	4	16.67	5	41.67	3	25	4	33.33	
8	Extension worker lack sufficient knowledge	2	22.22	3	33.33	4	16.67	3	25	2	16.67	7	58.33	
9	Extension workers lack method of approach to train	4	44.44	1	11.11	4	16.67	6	50	3	25	3	25	
10	Extension workers lack work discipline	3	33.33	5	55.56	1	16.67	6	50	3	25	2	16.67	
11	Participants lack awareness and motivation	9	100					12	100					
12	Language problem from extension workers	-	-	-	-	-	-	-	-	-	-	-	-	
13	Societies' practice of back word traditions	8	1	11.11				10	83.33	1	8.33	1	8.33	

In the Wereda unlike that of the health office the agriculture development agent, extension workers have started implementing the NFAE program to develop the rural areas using various programs at least a decade ago.

As shown on table 11 items 1,5,11 and 13 the majority of the management of the agriculture office (66.67-100%) respond that poor follow up of the program, inconsistency, participants lack of awareness and motivation, program interruption with political issues and other activities, practice of backward tradition were the very serious challenging problems of program implementation.

Most of the extension workers (83.33%-100%) respond that lack of effective follow up, lack of supervisory support, program interruption with other activities such as political issues and others, participants lack of awareness and motivation and societies practice of back ward traditions are the challenging problems as seen on items 1,2,6,11 and 12 on table 11.

The participants of the FGD and interviewees also assured that the extension workers leave what they have started, for example, composite making and being found performing other unrelated activities, for instance, creating pressure on farmers to pay taxation, propagating the goodness of governing party widely, and the likes . This shows that the NFAE is highly marginalized and fail to get the due attention to attain its goal as written on paper/ planned.

CHAPTER FIVE

SUMMARY, CONNCLUSIONS AND RECOMMENDATIONS

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

5.1. Summary of the findings

The major objectives of this study was to assess the current practices of NFAE program in the Ambo Woreda of Oromiya regional state, Emphasis was given on the types of NFAE programs delivered, the context of the program planning and developing for the level of the peasants community, follow up made during the Program implementation activities, the contribution of the program to the participants and the major problems encountered during the implementation of the program. To attain these objectives the study attempted to give answers to the basic questions. Accordingly the following major findings were obtained.

1. Respondents background:

- The extension workers are very young in their age to treat adults' multiple needs and behavior
- According to the recently practicing working system (BPR) the three offices, education, health and agriculture still suffer from below standard human resource assignment in academic qualification .
- All of the health extension workers are newly employed and have only one year work experience.

2. Main issues of NFAE Programs

- Education office surprisingly has delivered no types of adult education program even in organizational structure at the wereda level

- Many current basic and common problems of the community such as illiteracy, post literacy, back word traditional practices, theft crime and others, over taking of intoxicant local alcohol regularly during the work time civic education and the like did not get due attention from the government or non-government bodies.
- The participants need assessment were not done in any way.
- The stalk holders was not made to be participated in program planning and development in any types of participating the participants. Even the important stalk holders, extension workers and participants were ignored even by the parent organization awaring the objectives of the program in any way.
- The program is averagely relevant to what community needs and to some basic community problems randomly not scientifically by planning after need assessment made.

3. Regarding target groups

- The target groups for health program are model families and for agricultural program are selected farmers.
- The participants are not aware of the objectives of the program and the readiness of the community, for participation is very low.
- The program did not bring about any meaningful observable benefits for the participants.

4. Regarding extension workers

- The extension workers in both cases(health and agriculture) are recruited and selected by the government permanently on the bases of educational back ground and through the mirror of political affinity.
- No residence and training center for development workers, extension workers and thus they live where they find suitable for them, in the town or with there family.
- No follow up or supervisory support for extension workers on the process of implementation

- The respective management rarely discussed with the supervisors and extension workers and never discussed with participants about the issues of the extension program.

5. Facilitating/ training centers

- Most of the PAK lack the necessary buildings like development agents' residence, office and training or meeting hole.
- The site of the would be center construction was suitable for participants, extension workers and the community as a whole.

6. Challenges Encountered in the implementation of NFAE programs Health extension and agriculture extension programs encountered with the following multidimensional problems during implementation

Health extension:

- Shortage of budget; this results in making many health posts non-function and extension workers ideal. This also causes lack of buildings for residence, office and training centers
- All of extension workers lack experience of approaching and convincing adults to participate in the program actively.
- Participant community lack awareness of the goal of the NFAE program from the very beginning.
- Participants lack adequate motivation from the management or extension workers that mobilize them towards the program.
- The back word traditional practice of the society resist the effectiveness and efficiency of the program.

Agriculture extension

- Lack of follow up. The management or the supervisors seem that they do not know the day today activities of the extension workers except that they ask for report at the end of the months.
- No supervisory support given to the extension workers
- The program activity become dormant at certain time during the implementation process

- The program interruption with other activities as the extension workers given other duties such as agitating the community to collect tax, to participate in certain political party and the like.
- Participants lack awareness of goal of the NFAE program.
- Participants Lack of motivation to be mobilized.
- Back word traditional practice of the society to participat in to the program effectively.

5.2. Conclusion

The prime intention of the study was to assess the current practices of non- formal adult education programs in the woreda in terms of the types of NFAE program delivered, organizing, planning and implementing, monitoring and follow up of the process of implementation, participants participation, relevance of the program to the needs and interests of the participants and tackling the basic problems of the society, the contribution obtained from the program and the major challenges encountered the implementation around three offices, namely, education, health and agriculture where NFAE is assumed to be delivered in the study area.

Based on the major findings obtained from the research, the following conclusions were drawn.

- The absence of NFAE delivered and the office of adult education at the organizational structure of the wereda education is surprising and is very dangerous for the development of the community. It also affects the international goal of EFA 2015
- The NFAE delivered by health and agriculture in the wereda lack due attention. In health office it did not step beyond staffing the human power as such. This can increase the health related community problems which can the cause for other problems which can seriously affect the improvement of the life of the

community In agriculture extension which has the age of about a decade, the program is still very dormant; no significant activity, no meaningful contribution yet for the community. It is only written and left on paper; poorly implemented.

- The participation of the community was very low due to the lack of motivation and lack of awareness of the objectives of the program. Thus no success of the goal of the program is expected; no improvement of the life of the community economically. This has impact on the country's development and democratic activities.
- The multidimensional and interwoven challenging problems that encountered the implementation cause frightening situations to attain the goal of the program. This is wastage not only for the Wereda but for the country's economically, timely and others

5.3. Recommendation

Based on the findings of the study and the aforementioned conclusion's the following recommendations were given.

- Oromia regional office ought to think again the consequence of the problems of over looking and marginalizing adult education at the grass root level, the Woreda education offices, on the country's multidimensional development need Not theoretically but practically the Woreda should be empowered in all aspects including facilitating the core of development, adult education, particularly for developing country like Ethiopia.
- Woreda education office should be practically empowered to deliver adult basic education integrated with civic education at every primary school in the peasant association.
- The leaders of NFAE Program of the Woreda should be commitment enough to communicate with parent organization and others both horizontally and vertically up and down words and play

a decisive role of persuasion and influencing them to get financial, material and other supports that help to run the program effectively and efficiently.

- The program should be led professionally and technically to attain its goal, not unnecessarily interrupted with political issues and other sensitive issue which can negatively affect the participation rate of the beneficiaries and hence increases their draw backs.
- Mechanism of smoothly fund rising for the program implementation should be designed by the sectors delivering NFAE in collaboration with the Woreda political offices as much as possible. This could be participating NGOs or community themselves.

Bibliography

- Book field, S.D. (1983). ***Adult learners, Adult Education and the community***. Milton Keynes: open university press.
- Boone, Edgar (1985). ***Developing programs in Adult Education***. New Jersey: prentice HALL, Inc.
- Coombes, P.H. and Ahmed, M. (1974) ***Attacking Rural poverty: How Non-formal Education Can Help***. Washington D.C. international Bank for Reconstruction and Development.
- Coombes, P.H. (1970). ***What is Educational Planning?*** UNESCO: International Institute for Educational Planning. Paris.
- Darke, G. and Mam S. (1982). ***Adult Education: Foundations of Practice***, New York: Harper and Row.
- Douglass R. Harl. ed. (1950). ***Education for Life Adjustment***: its meaning and implementation. New York. The Ronald Press Company.
- Emebet Mulugeta (2001) "Main Streaming NFE: Moving from the Margins and Going on Scale To Wards a Grounded theory" Addis Ababa.
- Freire P. (1970). ***Pedagogy of the Oppressed***. New York. Continuum.
- Gboku, M. and Nthogo. (2007). ***Developing Programs for Adult Learners in Africa***. Credo Communication.
- Hadgking A.R. (1957). ***Education and Change***. Oxford University Press: London.
- Harl C. (1950): ***Remarkings the Study of Adult Education***. The relevance of recent development for the disciplinary identity. Neitherland.
- Houle, C.O. (1972). ***The Design of Education***. Jossey-Bass. San Francisco, California.
- Knowles, M.S. (1990). ***The Modern Practice of Adult Education***. Chicago: Follett publishing.

- Knox, Alan B. and Associates (1980). ***Developing, Administering and Evaluating adult Education***. New York: Parentice Hall, Inc.
- Merriam, Sharan B. and Phyllis MCuningham. (ed) (1989) ***Hand book of Adult and continuing Education***: Washington DC American Association of Adult and continuing Education.
- MOE.1 (1994). ***The New Education and Training Policy***. A.A: EMPDA.
- (1986) ***Education Research Manual***: Collection and Statistical Analysis of Data. Curriculum Evaluation. Education research Division A.A.
- (2008). ***National Adult Education Strategy for Ethiopia***. Addis Ababa.
- Rogers, A. (1992). "The purpose of Adult Education." ***Adult learning for Development***. New York : Cassel-
- Smith R.M. (ed) (1979). *Learning to Learn Across the Lifespan*. Jossey, Bass, San Francisco, California.
- Tilahun Workineh (1987). "Introduction to Adult Education" Addis Ababa: Addis Ababa University
- Tuijnman, C. Albert. (1996) (ed). ***International Encyclopedia of Adult Education and Training***. 2nd ed. Bpc. Wheatons Ltd., Great Britain.
- UNESCO. (1976). ***Report of the General Conference of the UNESCO Meeting on International Exchange of Cultural Poverty***. 19th session, Nairobi, Kenya, 26 October-30 November.
- Zelege Weldemeskel. (2003). "An Impact/out come Evaluation of Short-Term In-service Adult Training Programs/ 1998-2002) in Oromia Regional State." Addis Ababa, SETGO Consultants, June.

Appendix-A

Addis Ababa University School of Graduate Students

Department of Curriculum and Teacher's Professional Development Studies (Adult and Lifelong Learning Unit)

Questionnaire to be filled by Woreda education, health and agriculture officials/experts/ supervisors.

Objective

The objective of this questionnaire is to collect information for the research undertaken on the assessment of the practice of non-formal adult education program in Ambo woreda. Your responses are important as you are the user of the non-formal adult education as education officer, health education experts or agricultural education experts.

Therefore, you are kindly requested to fill in the questionnaire genuinely and timely. Your responses will be kept in absolute confidentiality.

NB:

1. No need of writing your name
2. Put a tick mark (✓) for your response in the box provided or circle the letter of your answers.
3. Write your additional comment or suggestion on the space provided.

Thank you!

Part I

Personal Data

1. Sex Male ☐ Female ☐
2. Age range: 20-30 years ☐ 31-40 years ☐
 41-50 years ☐ 51 and above ☐
3. Educational level Diploma ☐ Degree ☐
 NA/Msc/Med ☐ others _____
4. Field of your education _____
5. Total work experience/service years _____
6. Work experience as adult education program _____
7. Your current position _____

Part II

Items regarding the program context

1. What types of non formal adult education (NFAE) that are given by your offices? Please indicate for response by think mark (✓). (more than one answer is possible).

NO	<i>Types of NFAE programs</i>	Yes	No
A	Alternative basic education		
B	Post literacy education		
C	Civic education		
D	Prevention/controlling of human infectious and non-infectious disease		
E	Prevention/controlling of plant and animal diseases		
F	Family planning		
G	Home life: Hygiene nutrition preparation		
H	Environmental (natural resources) conservation		
I	Saving		
J	Income generation/livelihood training		
K	Rural developments		
L	Irrigation methods		
M	Cultural/traditional/ education		
N	Others (If any) please mention them _____ _____		

2. Is there particularly responsible adult education office in your organization?
 A. Yes ☐ B. No ☐
3. What is the total number of illiterate and literate persons in the
 woreda by sex (only for education office)
- Illiterate: Male _____ Female _____ Total _____
- Illiterate: Male _____ Female _____ Total _____
4. Who developed the NFAE programs for adult learners?
- a. Oromia regional office ☐
- b. Zonal office ☐
- c. woreda office ☐
- d. NGOs ☐
- e. I don't know ☐
- f. others (if any) _____
5. The participants' need assessment done before planning or developing
 the program?
- a. Yes ☐ B. No ☐
6. Did participants' /target groups participated in program/planning
 development in anyway?
- a. Yes ☐ B. No ☐
7. Is the program content relevant to the needs and interests of the participants?
- A. Yes ☐ B. No ☐
8. If your response for question no 7 is 'yes', how do you rate the
 relevance of the program?
- A. very relevant ☐ B. medium ☐
- C. Not relevant ☐ D. less relevant ☐
9. Was the program content relevant enough to tackle the problem of the
 community for the long term?
- A. Yes ☐ B. No ☐

10. If your response for question no 9 is “yes”, please rate the relevance of the program?

- A. very relevant ☐ B. medium ☐
C. Not relevant ☐ D. Less relevant ☐

11. How many peasant association Kebele have got access to these programs?

12. How many rivers and springs are made to be used for irrigation in the woreda?

13. Are peasants made to be organized together to produce in groups?

- A. Yes ☐ B. Not yet ☐

14. which of the following major problems of the woreda community currently or organized by your office and planned to be tackled/ that is, objectives of your program/. Please indicate your responses by tick marks (✓)

No	<i>Lists of major problems</i>	<i>Responses</i>
a	Illiteracy	
b	Backward traditional social practices that waste property, work time, energy, etc	
C	Deforestation	
D	Poverty in general	
E	Over population	
F	Poor home life	
G	Backwardness	
H	Theft crime	
J	Unreasonably quarrelling each other	
K	Regularly & over taking of intoxicant local alchol	
L	Ignorance in general	
M	Others that did not mention above (please mention them) _____ _____	

Part III

Items Concerning Participants

1. Who are the target groups?
 - a. out of school children and illiterate adults ☐
 - b. community members ☐
 - c. selected community representatives from each Kebele ☐
 - d. model family ☐
 - e. others if any please mention them

2. To what extent participants aware and participate in the program delivered?
 - a. very high ☐
 - b. medium ☐
 - c. very less ☐
3. If your response for question no 2 is "very less," what do you think the reasons might be?

4. Are there any observable changes seen from the side of the participants in anyway as a result of participating in the program?
 - a. Yes ☐
 - b. No ☐
5. Would your please rate the contribution of the program given to the beneficiaries?
 - a) Very relevant ☐
 - b. Medium ☐
 - c) Not relevant ☐
 - d) less relevant ☐
6. is/are there individuals, who awarded at any level (Kebele, Woreda, zone, or national level) as a result of being high benficiier/s /model Farmer/s/ from the program delivered?
 - a. Yes ☐
 - b. No ☐
7. Are there NGOs who help you to succeed or attain your goal in any way?
 - a. Yes ☐
 - b. No ☐

Part IV

Items concerning facilitators /extension workers/

1. Who recruits and selects the facilitators /extension workers?
 - a. the government ☐
 - b. the community ☐
 - c. the committees ☐
 - d. politically assigned group ☐
 - e. others _____
2. What are the criteria for selection of facilitators or extension workers?
 - a. Unemployed ☐
 - b. Educational background ☐
 - c. Written examination ☐
 - d. Recommendation from political office ☐
 - e. Combination of a, b, c and d ☐
 - f. Others (if any) _____
3. Are the facilitators or extension workers trained after selection?
 - a. Yes ☐
 - B. No ☐
4. What is the terms of employment of facilitators or extension workers?
 - a. Permanent ☐
 - b. contract ☐
5. Where do facilitator or extension workers live?
 - a. In the rural with he community ☐
 - b. in the near by small town of he woreda ☐
 - c. in woreda administrative town ☐
 - d. others (if any) _____
6. Are there permanently allocated professional supervisory bodies who support the facilitator/extension workers while implementing the program?
 - a. Yes ☐
 - B. No ☐

7. How many supervisors are there in the woreda with regard to peasant association kebele?

8. For how long the supervisors go to the centers and give assistance to the facilitators/ extension workers?

a. once every month ☐

b. once every 3 month ☐

c. once per a year ☐

d. as they have got time ☐

e. not at all ☐

f. others (if any) _____

9. Do the concerned management of officers, call meeting and discuss about issues with supervisors/experts and facilitators/ extension works?

a. Yes ☐

b. No ☐

10. Do management officials call participants for meeting and discuss with them

a. Yes ☐

b. No ☐

11. If your response for question no9 is 'yes', for how much?

A. every month ☐

b. every three months ☐

c. at the end of the year ☐

d. as the need arise ☐

e. others _____

12. Are facilitators /extension workers cabinet member of the peasant association Kebele?

a. Yes ☐

b. No ☐

C. I don't know ☐

D. others (if any) _____

13. What is the number of facilitators/extension workers per training centers? _____

14. How many peasant association kebeles of the woreda have residence for facilitators or extension workers?

15. How many times facilitator/extension workers/ and supervisors got on job training or work shop?

a. many times ☐

b. at least once in a year ☐

c. as the need arise ☐

d. not at all ☐

e. any other please mention

Part V

Items concerning center of training or facilitating

1. Where does the non-formal adult education program carried out?
 - a. at the near by town ☐
 - b. at especially constructed office ☐
 - c. under the shade of the tree ☐
 - d. at he near by school ☐
 - e. at the PAK office ☐
 - f. others (if any) _____
2. Who selects the location of center?
 - a. the community ☐
 - b. the participants ☐
 - c. the governments ☐
 - d. the NGOs ☐
 - e. the facilitators or trainers ☐
 - f. other _____
3. For whom the center is not convenient more?
 - a. for participants only ☐
 - b. for facilitator on extension worker only ☐
 - c. for both ☐
 - d. for no body ☐
4. How many DA (development for agriculture) offices are found in the woreda?

5. How many DA offices are functioning?

6. How many DA offices are non-functioning? why?

7. How many health centers and/or health posters are found in the woreda?

8. How many of them are functioning?

9. How many of them are non-functioning? Why?

10. How many adult basic education centers and/or post literacy educating centers are found in the woreda?

Part VI

Items regarding challenging problems

Below are the problems or factors that may challenge the implementation of the non-formal adult education program you are delivering. Please rate the seriousness of the problem using 3 for very serious, 2 for serious and 1 for less serious one and indicate by tick mark (✓).

No	List of challenging problems	3	2	1	Remark
1	Lack of follow up of the implementation activities				
2	Lack of supervisory support for extension workers				
3	Shortage of budget for the program				
4	Lack of clear strategy to implement the program				
5	Mixing of the program with other unrelated program such as political, during implementations				
6	Inconsistency of the program				
7	Facilitators/extension workers lack commitment for implementing the program				
8	Facilitators/extension workers discipline problem				
9	Facilitators/ extension works lack enough knowledge of subject matter				
10	Assignment of facilitators/extension workers to perform other activities other than their profession				
11	Facilitators/extension workers lack how to approach the participants				
12	Facilitators/extension workers have communicating language problem				
13	Participants were not motivated				
14	Participants do not have awareness of the importance of the program				
15	Participants offended of interruption of the program by unrelated other program while implementation.				
16	Back ward tradition of the participants				
17	Extension workers/facilitators do not complete what they have already started.				
18	Lack of due attention by the higher level authorities				
19	Any other problems that are not mentioned above				

Appendix-B

Addis Ababa University School of Graduate Students

Department of Curriculum and Teacher's Professional Development Studies (Adult and Lifelong Learning Unit)

Questionnaire to be filled by facilitators or extension workers.

Objective

The objective of this questionnaire is to collect information for the research undertaken on the assessment of the practice of non-formal adult education program in Ambo woreda. Your responses are important as you are one of the very important human resources (change agents) of the program.

Therefore, you are kindly requested to fill in the questionnaire genuinely and timely. Your responses will be kept in absolute confidentiality.

NB:

1. No need of writing your name
2. Put a tick mark (✓) for your response in the box provided or circle the letter of your answers.
3. Write your additional comment or suggestion on the space provided.

Thank You!

Part I
Personal Data

1. Sex Male ☐ Female ☐
2. Age range 15-20 years ☐ 21-30 years ☐
 31-40 years ☐ 41-50 years ☐ 51 and above ☐
3. Educational level
 - a. grade 10 or 12 completed ☐
 - b. 10 + 1 ☐
 - c. 10 + 2 ☐
 - d. 10 + 3 ☐
 - e. First degree ☐
 - f. others (if any) _____
4. Field of study _____
5. Name of kebele your are working _____
6. Your current position _____
7. Total experience/service years/ _____
8. Work experience as facilitators /extension workers of NFAE program

Part II

Items regarding the program context

1. What types of non formal adult education (NFAE) that are given by your offices? Please indicate for response by think mark (✓). (more than one answer is possible).

NO	<i>Types of NFAE programs</i>	Yes	No
A	Alternative basic education		
B	Post literacy education		
C	Civic education		
D	Prevention/controlling of human infectious and non-infectious disease		
E	Prevention/controlling of plant and animal diseases		
F	Family planning		
G	Home life: Hygiene nutrition preparation		
H	Environmental (natural resources) conservation		
I	Saving		
J	Income generation/livelihood training		
K	Rural developments		
L	Irrigation methods		
M	Cultural/traditional/ education		
N	Others (If any) please mention them _____		

2. Is there particularly responsible adult education office in your organization?

A. Yes ☐

B. No ☐

3. What is the total number of illiterate and literate persons in the woreda by sex (only for education office)

Illiterate: Male _____ Female _____ Total _____

Illiterate: Male _____ Female _____ Total _____

4. Who developed the NFAE programs for adult learners?
- a. Oromia regional office ☐
 - b. Zonal office ☐
 - c. woreda office ☐
 - d. NGOs ☐
 - e. I don't know ☐
 - f. others (if any) _____
5. The participants' need assessment done before planning or developing the program?
- a. Yes ☐
 - B. No ☐
6. Did participants' /target groups participated in program/planning development in anyway?
- a. Yes ☐
 - B. No ☐
7. Is the program content relevant to the needs and interests of the participants?
- A. Yes ☐
 - B. No ☐
8. If your response for question no 7 is 'yes', how do you rate the relevance of the program?
- A. very relevant ☐
 - B. medium ☐
 - C. Not relevant ☐
 - D. less relevant ☐
9. Was the program content relevant enough to tackle the problem of the community for the long term?
- A. Yes ☐
 - B. No ☐
10. If your response for question no 9 is "yes", please rate the relevance of the program?
- A. very relevant ☐
 - B. medium ☐
 - C. Not relevant ☐
 - D. Less relevant ☐
11. How many peasant association Kebele have got access to these programs?
- _____
12. How many rivers and springs are made to be used for irrigation in the woreda?
- _____

13. Are peasants made to be organized together to produce in groups?

A. Yes ☐ B. Not yet ☐

14. which of the following major problems of the woreda community currently or organized by your office and planned to be tackled/ that is, objectives of your program/. Please indicate your responses by tick marks (✓)

No	<i>Lists of major problems</i>	<i>Responses</i>
a	Illiteracy	
b	Backward traditional social practices that waste property, work time, energy, etc	
C	Deforestation	
D	Poverty in general	
E	Over population	
F	Poor home life	
G	Backwardness	
H	Theft crime	
J	Unreasonably quarrelling each other	
K	Regularly & over taking of intoxicant local alchol	
L	Ignorance in general	
M	Others that did not mention above (please mention them) _____ _____	

Part III

Items Concerning Participants

1. Who are the target groups?
 - a. out of school children and illiterate adults ☐
 - b. community members ☐
 - c. selected community representatives from each Kebele ☐
 - d. model family ☐
 - e. others if any please mention them

2. To what extent participants aware and participate in the program delivered?
 - a. very high ☐
 - b. medium ☐
 - c. very less ☐
3. If your response for question no 2 is "very less," what do you think the reasons might be?

4. Are there any observable changes seen from the side of the participants in anyway as a result of participating in the program?
 - a. Yes ☐
 - b. No ☐
5. Would your please rate the contribution of the program given to the beneficiaries?
 - a) Very relevant ☐
 - b. Medium ☐
 - c) Not relevant ☐
 - d) less relevant ☐
6. is/are there individuals, who awarded at any level (Kebele, Woreda, zone, or national level) as a result of being high benficiier/s /model Farmer/s/ from the program delivered?
 - a. Yes ☐
 - b. No ☐
7. Are there NGOs who help you to succeed or attain your goal in any way?
 - a. Yes ☐
 - b. No ☐

Part IV

Items concerning facilitators /extension workers/

1. Who recruits and selects the facilitators /extension workers?
 - a. the government ☐
 - b. the community ☐
 - c. the committees ☐
 - d. politically assigned group ☐
 - e. others _____
2. What are the criteria for selection of facilitators or extension workers?
 - a. Unemployed ☐
 - b. Educational background ☐
 - c. Written examination ☐
 - d. Recommendation from political office ☐
 - e. Combination of a, b, c and d ☐
 - f. Others (if any) _____
3. Are you trained after selection?
 - a. Yes ☐
 - B. No ☐
4. What is the term of your employment?
 - a. Permanent ☐
 - b. contract ☐
5. Where do you live?
 - a. In the rural with he community ☐
 - b. in the near by small town of he woreda ☐
 - c. in woreda administrative town ☐
 - d. others (if any) _____
6. Are there permanently assigned professional supervisors to support you?
 - a. Yes ☐
 - B. No ☐

7. How many supervisors are there in the woreda with regard to peasant association kebele?

8. For how long the supervisors go to the center and give assistance to the facilitators/extension workers? For how long supervisors support you while program implementation?

- a. once every month ☐
- b. once very 3 month ☐
- c. once per a year ☐
- d. as they have got time ☐
- e. not at all ☐
- f. others (if any) _____

9. Do the concerned management of officers, call meeting and discuss about issues with supervisors/experts and facilitators/ extension works?

- a. Yes ☐
- b. No ☐

10. Do management officials call participants for meeting and discuss with them

- a. Yes ☐
- b. No ☐

11. If your response for question no 9 is 'yes', for how much?

- A. every month ☐
- b. every three months ☐
- c. at the end of the year ☐
- d. as the need arise ☐
- e. others _____

12. Are you cabinet member of peasant association kebele?

- a. Yes ☐
- b. No ☐
- C. I don't know ☐
- D. others (if any) _____

13. What is the number of facilitators/extension workers per training centers? _____

Part V

Items concerning center of training or facilitating

1. Where does the non-formal adult education program carried out?
 - a. at the near by town ☐
 - b. at especially constructed office ☐
 - c. under the shade of the tree ☐
 - d. at he near by school ☐
 - e. at the PAK office ☐
 - f. others (if any) _____
2. Who selects the location of center?
 - a. the community ☐
 - b. the participants ☐
 - c. the governments ☐
 - d. the NGOs ☐
 - e. the facilitators or tainers ☐
 - f. other _____
3. For whom the center is not convenient more?
 - a. for participants only ☐
 - b. for facilitator on extension worker only ☐
 - c. for both ☐
 - d. for no body ☐
4. How many DA (development for agriculture) offices are found in the
woreda?

5. How many DA offices are functioning?

6. How many DA offices are non- functioning? why?

7. How many health centers and/or health posters are found in the woreda?

8. How many of them are functioning?

9. How many of them are non-functioning? Why?

10. How many adult basic education centers and/or post literacy educating centers are found in the woreda?

Part VI

Items regarding challenging problems

Below are the problems or factors that may challenge the implementation of the non-formal adult education program you are delivering. Please rate the seriousness of the problem using 3 for very serious, 2 for serious and 1 for less serious one and indicate by tick mark (✓).

No	List of challenging problems	3	2	1	Remark
1	Lack of follow up of the implementation activities				
2	Lack of supervisory support for extension workers				
3	Shortage of budget for the program				
4	Lack of clear strategy to implement the program				
5	Mixing of the program with other unrelated program such as political, during implementations				
6	Inconsistency of the program				
7	Facilitators/extension workers lack commitment for implementing the program				
8	Facilitators/extension workers discipline problem				
9	Facilitators/ extension works lack enough knowledge of subject matter				
10	Assignment of facilitators/extension workers to perform other activities other than their profession				
11	Facilitators/extension workers lack how to approach the participants				
12	Facilitators/extension workers have communicating language problem				
13	Participants were not motivated				
14	Participants do not have awareness of the importance of the program				
15	Participants offended of interruption of the program by unrelated other program while implementation.				
16	Back ward tradition of the participants				
17	Extension workers/facilitators do not complete what they have already started.				
18	Lack of due attention by the higher level authorities				
19	Any other problems that are not mentioned above				

Appendix-c

Semi-Structured In-depth Interview Questions For Facilitators or Extension Workers

The purpose of this interview is to collect information for the research undertaken on the assessment of the practice of non-formal adult education program in Ambo woreda. The success of this study is highly depending on your genuine response. Thus, please give your response honestly and responsibly.

Thank you for the cooperation

I. Personal information

- a. Sex _____
- b. Age _____
- c. Qualification _____
- d. Service year _____
- e. Kebele _____
- f. Date _____

II. Interview Questions

1. What are the problems that are seen in the Woreda regarding:-
 - a. Social life
 - b. Natural environment conditions
 - c. Political issues
 - d. Cultural/traditional issues
2. How do you see the participants in terms of:-
 - The degree of their participation?
 - Their awareness to the program? etc.
3. How do you see the relevance of the program to the needs and the problems of the society?
4. Did you participate in the program development in anyway?
5. How do you see living and/or working with peasants?
6. How do you attempt to overcome the challenge you encountered while program implementation?
7. What do you think the decisions should be in order to change the life of the farmers to better conditions?

Appendix-D

Focus Group Discussion with Participants and Selected Community Members

I. Background Information

1. Kebele _____
2. Distance of kebele from administrative town in (km) _____
3. Age range _____
4. Date _____

II. Main leading questions.

1. What are the problems that are seen in the Woreda regarding:-
 - a. Social life
 - b. Natural environment conditions
 - c. Political issues
 - d Cultural/traditional issues
2. How do you see the activity of facilitators/extension workers?
 - a. In terms of their disciplines
 - b. In terms of their ability, knowledge etc
 - c. In terms of their commitment
3. Where do you live?
4. Do you think the program they deliver to the society appropriate enough to tackle the problems seen in the woreda? (how, why)
5. Did you invited to discuss about the program by the woreda authorities?
6. Have you asked about the problems of the woreda or about what you need as a solution for the problems seen in the woreda?
7. What was/were the advantages or disadvantages you have got from the program?
8. Are there model farmers who awarded by the government in the woreda?
9. What are the problems you teachers (facilitators/extension workers) face while implementing the program?
10. What do you think the solutions that can change your life condition better?

Appendix-E

Observation Checklist

- Name of peasant association kebele _____
- Type of NFAE program observed _____
- Number of participants: Male _____ Female _____ Total _____
- Particular nature of participants _____
- Number of facilitators or trainers _____

No	Observation Lists	Conditions or remarks
1	Convenience of the centers	
2	Time participants arrived at the center	
3	How the facilitators approaches the participants	
4	Participation of participants	
5	How the topic of discussion or the day's lesson is processed	
6	Any observable change that have been took place before	
7	Material used for teaching of training	
8	Observation of documents from the education, health and agriculture offices	

Others that may be happen or seen in the mean time

Declaration

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

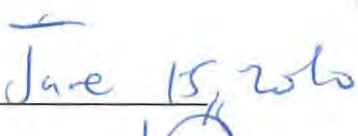
Name : Lalisa Deme Bertola

Date of Submission _____

Signature _____


The thesis has been submitted for examination with approval as a university advisor

Name (Dr.) Temesgen Fereja

Signature _____


Date of Approval _____


ADDIS ABABA UNIVERSITY
LIBRARIES
P.O.BOX 1178
ADDIS ABABA ETHIOPIA