

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION**

**DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL
DEVELOPMENT STUDIES**

**PRACTICES AND MAJOR CHALLENGES OF NON FORMAL ADULT
BASIC EDUCATION: IN REFERENCE TO FIRST CYCLE PROGRAM
TWO SUB-CITIES IN ADDIS ABABA**

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

**BY
HIRUT ABEBE**



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Acronyms

| | |
|---------|---|
| MoE | Ministry of Education |
| A.A | Addis Ababa |
| AAEB | Addis Ababa Education Bureau |
| NFE | Non formal education |
| NFAE | Non formal adult education |
| NFABE | Non formal adult basic education |
| AAEBNFE | Addis Ababa Education Bureau non formal education |

Abstract

The purpose of the study was to investigate the practices and challenges of non formal adult basic education first cycle program given by city government of Addis Abeba Education Bureau. For the study, two sub cities Bole and Yeka were selected using purposive sampling method. These two sub-cities were selected because they had a large number of learners, facilitators and educational centers in this academic year 2002. Ten centers from the two sub-cities (five from each) and six Kebeles (three from each) were selected using purposive sampling method. A total of 81 respondents participated as a source of data. 38 adult facilitators, 6 Non Formal Education supervisors at Kebles, 35 adult learners, one Non Normal Education expert from Addis Ababa Education Bureau, and one Non Formal Education coordinator from Bole sub city were chosen for the study. The data gathering instruments were questionnaire, interview and observation. The questionnaire was given to facilitators and supervisors. The expert, the coordinator and learners were interviewed by the researcher. Observation guideline was prepared and used as a data gathering tools. The actual classroom teaching learning process, the conduciveness of the instructional settings, and availability of educational support inputs were the major areas of the observation. The major findings were all contents were not relevant to adult learners, facilitators did not use variety of assessment tools and different method of instructions, there were shortage of curriculum materials and instructional media in the centers, Facilitators did not get enough payment; there were no responsible body at centers, The instructional settings were conducive yet there were light problem in the classrooms and so on. Based on these findings the following recommendations were forwarded. AAEB and MoE work jointly to revise and distribute text books sufficiently, AAEB should give priority to fulfill curriculum materials in centers, the government has to allot financial support in the implementation of the program, AAEB should give continuous training to facilitators which is related to facilitating adults were some of the recommendations.

Chapter one

1. Introduction

1.1 Background of the study

Adult education has multidimensional advantages in a country's development. Its benefits are twofold in developing countries where the people suffer from abject poverty. By many, it is considered as an essential tool for poverty reduction and sustainable development (Gebyehu, Getahcew & Debebe, 2005).

Cognizant of the above mentioned facts and our country's reality, the Ethiopian government has given more attention to adult education since it would be difficult to think of development without providing adult education to those in need. To this end, the country has adopted different international adult education goals and policies and included various issues about adult education in its Educational and Training Policy. It has also prepared Adult Education Strategy and has launched adult education programs in the country. Specifically, the program practiced in the country include a range of basic education and training components for adults in the forms of basic education, functional adult literacy and community skills training programs (Anis, 2007; Ministry of Education [MoE], 2006).

Non-formal adult basic education program, which is the focus of this study, is provided in Addis Ababa (the research area) by Addis Ababa Education Bureau for adults who lack educational access in their life time. This program is provided in three cycles. The first cycle is for those who are unable to read and write. At this level, four subjects namely, Amaharic, English, Mathematics and environmental science are given to enable learners to solve problems and to change their lives.

The second cycle is for those who have finished the first cycle or for those who have attended regular education and have passed from grade one to two and who can substantiate that with academic certificate (Addis Ababa Education Bureau, [AAEB], 2006).

The third cycle is for those who have finished the second cycle or for those who have attended regular education and have passed from grade two to three and who can substantiate that with academic certificate. Out of these three cycles, the first cycle is the one to be considered in this research. In this first cycle, according to the AAEB, (2010) report 19850, adult learners were registered in two hundred sixteen (216) adult education centers by this academic year 2010 (AAEB, 2010).

As it was learned from the AAEB adult education expert, various problems have been seen in the implementation of non-formal adult basic education programs in the different adult education centers in the city. High dropout rate, lack of adequate teaching materials and shortage of classrooms were among the major ones enumerated by the expert.

This study, in particular intends to assess the practices and major challenges of non-formal adult basic education first cycle program in terms of teaching-learning practices and major challenges faced during this same process.

1.2 Statement of the problem

In many parts of the world, including Ethiopia, education is primarily recognized as a basic human right which should be accessible to all citizens. But many people around the world lack this access. Accordingly adult education program is intended to give basic education for those adults who lack access of education in their life time. Several studies have demonstrated that if it is implemented properly, adult education has positive impact in the development of a country (Anis, 2007)

The Ethiopian government has given more attention to adult basic education and the program is being practiced in different parts of the country. Successful implementation of this program requires trained facilitators, adequate and available teaching materials, conducive instructional settings and so on. In order for the program to function effectively the problems that occur during implementation have to be identified and measures have to be taken to achieve the envisaged goals.

The researcher believes that most educational centers try to practice the program, but it does not seem that they do it in proper ways; even the results secured from this service are not assessed and used as a feedback for the necessary improvements of the future.

Hence the main propose of this study is to investigate the practices and major challenges of Non Formal Adult Basic Education which is given by City Government of Addis Ababa. To this end, the study has set out to answer the following basic research questions.

1. How is the teaching-learning process-taking place?
2. How many facilitators take pre- and in-service training?
3. To what extent are the instructional settings conducive for the teaching learning process?
4. What are the major challenges that affect the teaching-learning process?
5. What efforts have been made to overcome the major challenges faced in teaching learning process?

1.3 Objectives of the study

1.3.1 General objectives

The general objectives of this study are:

1. to get a clear picture of the educational provisions at centers/schools where the NFABE first cycle program is given.
2. to find out problems faced during the teaching learning process that affect the implementation of the program.

1.3.2 Specific objective

Specifically, this research attempts to:

1. explore how the teaching-learning process is taking place.
2. to investigate the condition of the instructional and school settings where non-formal adult basic education first cycle program is supplied.
3. to find out major problems faced around the different components of the teaching learning process those have negative impact in the process.

1.4. Significance of the study

The research will have the following significances:

1. it will serve as a reference for adult education planners, organizers, supervisors and facilitators in the area of non-formal adult basic education.
2. it will serve as a stepping stone for those who are interested in further investigation in this and related areas.
3. It stimulates educational policy makers and implementers to give due attention to the effective implementation of non formal adult basic education program.

1.5. Delimitation of the study

The study explored the teaching-learning practices and major challenges faced in these processes in NFABE programs in Addis Ababa. It does this by delimiting itself to the first-cycle non-formal adult basic education program run by City Government of Addis Ababa Education Bureau in two sub-cities, Yeka and Bole. These two sub-cities were selected because they had large number of learners, facilitators and centers in this academic year 2002 E.C.

1.6. Operational definitions

Adult: individuals who are above 15 years of age. (AAEB, 2006.)

Adult education: the practice of teaching adults who are denied of access to formal education during their childhood and those who are not attending formal school.

Non-formal education: any organized educational activity outside the established formal educational system that is intended to serve identifiable learners.

Non-formal adult basic education: education given for adults on literacy, numeracy and environmental orientation contents. (AAEB, 2006.)

First-cycle non-formal adult basic education program: a level in non-formal adult basic education program for those who are unable to read and write are taught literacy, numeracy and environmental orientation skills to enable them to solve problems and to change their lives. (AAEB, 2006.)

First-cycle non-formal adult basic education learner: an adult who is enrolled in the first-cycle non-formal adult basic education program. (AAEB, 2006.)

Practice: a way of implementing a given educational program.

Teaching-learning practices: educational activities carried out in the non-formal adult basic education provision to help learners have the stated profiles after sometime.

Challenges: problems faced in/around the teaching-learning practice/s of non-formal adult basic education program.

Chapter two

This chapter presents review of related literature that is pertinent to this study.

2. Review of related literature

2.1 Provision of adult education in Ethiopia and in Addis Ababa, in particular

2.1.1 Structure of adult education in Ethiopia

In Ethiopia, adult education program is basically focused on literacy, numeracy and other relevant skills to enable learners to develop problem-solving abilities and change their lives (MoE, 2006). In this program, there are two components where one focuses on literacy program for youth and adults aged over 15 and another on basic skill training for youth and adults in community skill training centers. In the Education Sector Development Program III (ESDP-III) for 2005/2006 – 2010/2011, Ethiopia's national action plan on education, adult education program is partly planned to emphasis functional adult literacy which includes:

- *the practice of reading and writing put to some use. People have attained functional literacy when they have adequate knowledge and skills to use reading and writing for any purpose for which they need those skills."*
- *the acquisition and use of reading and writing to learn practical knowledge and skills useful for other aspects of life, such as agriculture, health, civic education, cultural education and so on (2006:15).*

Ethiopia's national action plan states that functional adult literacy will be a voluntary program, taught by teachers, alternative basic education facilitators, literate adults, secondary and university students. It will be conducted in schools, alternative basic education centers and kebele facilities and the main costs of the program will be teaching and learning materials, training manuals and the training of literacy volunteer teachers (MoE, 2005).

2.1.2 Structure of non-formal adult basic education program in Addis Ababa

In Addis Ababa, basic education for adults is provided by Addis Ababa Education Bureau and the different sub-city education offices it is given for adults who lack educational access in

their life time. This program is provided in three cycles, where the first cycle is for those who are unable to read and write. Specifically, literacy, numeracy and environmental orientation that enable learners to solve problems and to change their lives are focused in this cycle (AAEB, 2006).

The second cycle is given for those who have finished the first cycle or for those who have attended regular education and have passed from grade one to two and who can substantiate that with academic certificate (AAEB, 2006).

The third cycle is for those who have finished the second cycle or for those who have attended regular education and have passed from grade two to three and who can substantiate that with academic certificate (AAEB, 2006; Anis, 2007).

2.2 Major challenges of adult education in Ethiopia

A study conducted by IIZ/DVV (2003) has identifies the following constraints around the provision of adult education in Ethiopia:

- shortage of well-trained facilitators
- shortage of books and teaching materials in the program
- lack of incentives for the program
- high dropout rate due to inconvenient of learning place and work over load
- non-conducive and unattractive nature of the learning centers
- unsuitable learning time
- centers which are too far from learners living and work place
- no or limited budget allocation for the whole program
- absence of suitable contents, methods of teaching and instructional materials which can initiate the interests and demands of the adult learners
- lack of interest on the part of the adult learners as they feel they are treated as children
- teaching children and adult together

- facilitators failure to prepare lesson plans, use active learning and continuous assessment
- facilitators high turnover rate
- does not allow adult learners to participate in planning of what they learn

the above study indicated some common challenges that were occurred during the implementation of adult education in Ethiopia. Those problems affected the implementation of adult education program in Ethiopia.

2.3 Instructional contents and planning in non-formal adult basic education programs

2.3.1 Instructional contents in non-formal adult basic education programs

Adults are not only volunteers in the learning process, but the subjects or skills they learn are by and large voluntarily chosen. This freedom of choice in regard to what is learned is a characteristic of adult education that sets it apart from the schooling of children and other young people (Darkenwald & Merriam, 1982). There are in fact no limits to the “contents” of adult education. However, it does not mean that contents in adult education programs lack any coherence. They can, in fact, be categorized and described logically in terms of the functions or purposes they have/will have in adult lives.

Besides, they should be more practical rather than academic; applied rather than theoretical; and skill-based rather than knowledge and information-oriented (Darkenwald & Merriam, 1982; Rogers, 1996). Adults learn best when they have strong need to learn, the skills taught are related to the activities they do in their lives, when they are participants in the learning situation and when they receive personal satisfaction from what they learn (Yalew, 2001; Darkenwald & Merriam, 1982; Rogers, 1996). Moore (1981) has stated the following as some of the things that adult learners want to learn: skills and wisdom that help them to improve their daily life; vocational skills that enable them to be self-reliant and know more

about themselves; skills and knowledge which are accepted by the community and could bring about mental growth and efficiency in moral and skill development.

Basically, the contents in adult education programs should be designed based on the needs of the learners, the situation they are in and the activities they are expected to do. Parallel to this, adult learners often want to know the value of what they learn, that is, why are they learning the content that they are learning. This, therefore, means that in order for them to learn effectively the learning objectives should be very clear, specific and related to their learning needs. But if they do not know why they are learning a given content/why they are about to learn a given content, facilitators should find ways of creating that need in the adult learners (Sams, 2000).

In non-formal adult basic education programs, especially in the first cycle literacy, numeracy and environmental orientation are the major focus areas. This program, being designed for adults who are unable to read and write, aims to enable them to solve problems and change their lives. In this regard, subjects like Amharic, English, Math and Social studies are taught (AAEB, 2006). In these subjects, specific contents related with the following are included:

In Amharic; Letter recognition, identification and writing, Word formation, Sentence construction and Punctuations are given.

In English; Letter recognition, identification and writing, meaning of basic and simple words, asking question.

In Math; identifying numbers and writing, Understanding and using the four arithmetic operations, Identifying even and odd numbers, Measures of weight and distance, Geometry and other related concepts.

In Social studies; Environment and nature, Rights and responsibilities of individual student, Environmental and personal hygiene, Skills of living together and other related skills.

As Dodd indicated above, a teacher should prepare and use lesson plan to be effective and successful in teaching a given content. On the other hand, unpreparedness results many causes that affect the teaching learning process negatively.

Perrott (1987) on the other side describes what making a lesson plan involves:

1. deciding on the kind of things a teacher want the students to learn and stating what is to be learned in terms of precise instructional objectives
2. specifying an appropriate sequence of topics and tasks
3. describing the teaching methods to be used to move learners towards the learning objective
4. describing how the students will demonstrate what they have learned or determining how to tell whether or not the procedures have ordered by establishing check points to provide feedback and monitor students' progress.

Perrott indicated what involves in making a lesson plan. During the process of lesson plan preparation, a teaching should know the general and specific objectives of a given content, tasks which are given to learners, methods that should be used and how learners are evaluated and so on.

2.4 Teaching methods and related issues

2.4.1 Active and teacher-centered instruction in brief

Learning should not be something where learners sit in classes just passively listening to their teachers and teachers do all the tasking. If this is the case, it inhibits active participation and somehow makes the learner to be submissive (Gagne, Briggs & Wager, 1992).

Learning should rather be active by providing learners' opportunities to meaningfully talk and listen, write, read and reflect on the contents and ideas in the class room and in relation to what learning that content brings them in life. Therefore, to make learning active, teachers

should think of teaching methods, instructional media and curriculum materials that help them best to present their instructional content and get their learners engaged in the teaching-learning process (Gagne, Briggs & Wager, 1992; Grasha, 1996).

2.4.2 Teaching methods in educating adult learners

Teaching methods should make learners go beyond the role of passive listeners and note takers and allow them to take some direction and initiative during the class. They basically should give learners opportunities to learn the content as they work with other learners and alone with their teachers' direction and support and should become active in a sense. And when teachers plan to make their teaching methods of this sort, they should consider the following altogether: learning outcome, teaching aids, needs of adult learners, conditions in the teaching-learning process and other relevant variables (Gagne, Briggs & Wager, 1992; Grasha, 1996; Sams, 2000).

In regard to the methods that can be used in teaching adults, Sams (2000), Darkenwald & Merriam (1982), Jarvis (1983), Silberman (1996), Davis (1993) have mentioned the following as some instances: a class/whole class and a small group discussion, debate, pair dialogue, picture analysis, role playing and dramatization, flash cards, assignments and homework, and lectures.

A study conducted by the Ministry of Education and Academy for Educational Development in 2008 has indicated that different active learning methods are practiced in adult education learning environments in Ethiopia. The methods include discussion/explanation, demonstration, dramatization, role playing, dialogue, recitation, question and answer, discovery and individual instruction. Among these, discussion, dialogue and question and answer are mentioned as the most commonly used ones and where as dramatization, role

playing, discovery as methods not usually used. Finally, the study underlined the need for other methods to be used more frequently.

2.5 Instructional materials/media in non-formal adult basic education

In the same way that teachers of adults should be aware of and able to employ a variety of teaching methods, they should also be aware of and able to employ a variety of instructional materials/media in teaching-learning process (Jarvis, 2004). Instructional materials are instruments with which a teacher teaches and from which students learn. They refer to all sorts of physical means used to carry knowledge, skills and attitude from teachers to learners (Locatis & Atkison, 1984; Romiszowski, 1981).

There are different types of instructional materials that can be used in teaching adults. Among them, Jarvis (2004) and Locatis and Atkison (1984) have mentioned the following as ones teachers of adults should be aware, some of which they should also be competent to use and actually use in the classroom:-

Audio: audio cassettes, audio recording, radio and records

Audio-visual: films, slides, TV programs, video recordings

Visual: charts, diagrams, drawings, photographs, slides, blackboard, flip chart, flash card

Learning aids: handouts, books, stimulation exercises, study visits

Basic-Equipment: chalkboard, flipchart, flannel graph

Technical-equipment: camera, cassette recorder, closed circuit television, record player, TV

Such variety of teaching aids and equipment ensure that learners may be able to learn in accordance with their preferred learning styles. Indeed, the greater the variety of appropriate aids employed, the more likely it is that learners' learning will be helped; but teachers should not employ too many aids in a single classroom for this artificializes the learning environment and interferes with the learning process. However, several research results have revealed that the effects on teaching and learning are greater when more than one media types are used in various combinations (Locatis & Atkison, 1984).

It is, therefore, the responsibility of teachers of adults to be aware of what provision is made by their own schools and by other institutions in their locality, so that they may be able to make the teaching-learning process more active and help their learners learn.

Instructional materials, basically, make concepts/meanings more vivid, interesting and easy to understand for the learners and also to teach for the teacher. However, the mere use of these materials does not guarantee effective teaching. It is their careful selection and skillful handling by the teacher that make them crucial in the teaching-learning process. Therefore, facilitators should remember the variables that they should take into account, while selecting instructional materials for a given content (Locatis & Atkison, 1984; Romiszowski, 1981; Jarvis, 2004). According to Yalew (2001) and Carlton and Erickson, (1986), some of the variables include: needs of the learners/learning styles of the learners, the setting of the learning, convenience for application, reliability, simplicity, availability, accessibility and Efficiency are some of them. As indicated, when facilitators select instructional materials they should first consider the above mentioned variables to make their selection of materials more effective.

2.6 Curriculum materials in non-formal adult basic education

Curriculum materials are in which objectives and contents of education for students of all types are defined, the corresponding teaching methods and materials are described as well as evaluation mechanisms are stated. Those different materials are the syllabus, the teacher's guide, students' text books, and different manuals (MoE, 1987)

A syllabus, for instance, is an outline of a definite subset, which shows the objectives of the subject contents to be covered, the possible methods of teaching, teaching materials, evaluation mechanisms to be employed and the time allotment for each unit (Douglas, 2007;

MoE, 1987) As an important curriculum material, syllabus serves many purposes for the students and the teacher. According to Douglas (2007), a syllabus:

- ensures a fair and impartial understanding between the instructor and students
- sets clear expectations of material to be learned
- indicates outlook of behavior in the classroom
- shows effort on student's behalf to be put into the course
- provides a roadmap of course organization/direction relaying the instructor's teaching
- provide a marketing angle of the course such that students may choose early in the course whether the subject material is attractive.

A study conducted by the Ministry of Education and Academy for Educational Development in 2008 has indicated that learner textbooks are very well available in adult education programs. However, the study has indicated that the availability of curriculum materials such as syllabus, facilitators' guide, modules, manuals and references in the program is not satisfactory.

2.7 Assessment and related issues

2.7.1 Meaning of instructional assessment

Assessment is the process that teachers use to collect information about their learners' learning. This information is gathered to enable teachers' to make decisions in relation to their learners' performance and their own ways of teaching (Academy for Educational Development & MoE, 2005).

2.7.2 Meaning of continuous assessment

Continuous assessment is the conduct of frequent assessment for the purpose of deciding how well learners are achieving the learning outcomes and what teachers and learners should do to improve learners' learning. In this form of assessment, learners receive timely and adequate feedback about their performance and know how well they are doing and what they should do to improve their weaknesses. On the part of teachers, it helps them to know the progress

learners have made, the problems their learners experienced in learning and the effectiveness of their teaching methodologies, assessment tools and instructional media (Puhl, 1997; Academy for Educational Development & MoE, 2005; Walkin, 1991).

Tough this is the most recommended form of assessment, there are still practices of the older mode of assessment which involve examining learners' only once in a semester, usually at the end. Under this form of assessment, learners do not receive timely and adequate feedback along the way about their learning, they don't know how well they are progressing and how they should improve the skills they have some problems around. Even for teachers, this form of assessment does not enable them to know how well their teaching methods, instructional media and their instructional plan are working (Academy for Educational Development & MoE, 2005)

In Ethiopia, "continuous assessment" is traditionally understood as measuring learner's learning via the use of tests, quizzes and assignments, once or twice in a semester, in which grades or numerical scores are assigned to learner's performance. And despite the continuous effort made by the Ministry of Education and other concerned organs at regional, zonal, woreda levels the traditional methods of testing are still evident in some areas (Academy for Educational Development & MoE, 2005).

In the City Government of Addis Ababa Education Bureau's non-formal adult basic education implementation guideline, it is stated that continuous assessment is the preferred mode of monitoring the learners' level of progress in the program. According to the guideline, learners will frequently be assessed in order to know their level of understanding and to determine promotion to the second cycle (City Government of Addis Ababa Education Bureau, 2006).

2.7.3 Importance of continuous assessment

Lambert & Lines (2002), Weeden & Broadfoot (2002) and MoE, (2003) stated the following as instances of importance of continuous assessment in the teaching-learning process:

- a. improving the accuracy and fairness of learners' evaluation. Since learners' performance is monitored as frequently as possible, there is a good probability of knowing the learners performance exactly and fairly judging their achievement.
But if a one time evaluation is made, the evaluation will become inaccurate and unfair for
 - only a small group of tasks can be assessed using one test or exam in a semester
 - learners may know much more than can be asked on a "one shot" exam
 - achievement can be demonstrated in several ways, not just in the way assessed in an evaluation
 - some types of learning can best be accessed via long-term group work, assignments and other.
- b. improving teaching
- c. improving learners' learning and also help learners learn
- d. used to contribute to the information on which judgments are made concerning the effectiveness or quality of instructional programs as a whole

As observed, learners should be evaluated continuously in the teaching learning process. continuous assessment helps students to identify their strong and weak sides in a given content and also shows teachers to evaluate their methods of teaching ,tolls of assessment, instructional media and so on.

2.7.4 Characteristics of continuous assessment

According to Puhl (1997); Jaroliemk & Parker (1997) and Academy for Educational Development & MoE (2005), continuous assessment has the following characteristics:

- it is an on-going process of gathering information about learners' learning progress
- it uses a variety of techniques to make decision about
 - a. what to teach
 - b. how to teach
 - c. how well learners have learned
- it provides timely feedback to learners about what they need to do to improve their learning
- it is aligned with curriculum goals and objectives

2.7.5 Major stages of carrying out continuous assessment

Although continuous assessment takes place through out the teaching-learning process, there are three stages where assessment takes place in the teaching –learning process:

- a. **before instruction:** continuous assessment during this stage is intended to gather information about what learners already know about a given content. Here, assessment is usually used to help plan the instruction.
- b. **during instruction:** at this stage, continuous assessment is used to gather information about how well learners are learning and how the planned instruction is working.
- c. **after instruction:** at this stage continuous assessment is carried out to collect information about how well learners have learned the material that was taught. Here continuous assessment is basically used to assign grades or to re-teach

learners who have fallen behind (Academy for Educational Development and MoE, 2005; Puhl, 1997; Jaroliemk & Parker, 1997; Sams, 2000).

As the above sources indicated, a teacher should assess his/her students using the three stages before, during and after instruction. Using these stages has a positive impact on the successful implementation of a given content.

2.7.6 Assessment methods

Teachers can use a range of assessment methods to monitor their learners' level of understanding/performance. Among the common ones used, Puhl, (1997); Jaroliemk & Parker (1997); Sams (2000); Darkenwald & Merriam (1982); Jarvis (1983) have mentioned the following as some instances: oral question and answer, tests, quizzes, final exam and others, a class/whole class and a small group discussion, student-led review sessions, active review sessions and evaluation of lesson, debate, role playing and dramatization, student summary of another student's answer, pair dialogue, picture analysis, assignments and homework, comprehension activities and sorting/matching.

Although all of the above and some more methods of continuous assessment are recommended to be used, a study conducted by UNSECO in 2009 on the state and development of adult learning and education in sub-Saharan Africa, including Ethiopia, has showed that most countries' reports say very little about assessment methods (other than tests, assignments and examinations) and equally little about aligning assessment with standards.

An aspect related to the use of assessment methods is the issue of giving timely and adequate feedback -before, during, at the end of the learning activity and after - to learners' performance/response. For learners to learn from what they do, they must be told what they

have done well and in what ways they could improve their work. Such feedback encourages learners to work more (Sams, 2000; Darkenwald & Merriam, 1982).

As the scholars point out, different assessment tools should be used to evaluate learners. A teacher should apply variety of assessment tolls like debate, role playing and dramatization, student summary of another student's answer, pair dialogue, picture analysis, assignments and homework and so on to realize the performance each individuals in a classroom.

2.8 Issues related to facilitators' training

Facilitators are the key persons in the teaching-learning process and they play essential roles for the successful realization of the whole program. Hence, proper attention should be give to recruitment and training before and after they join the program.

2.8.1 Recruitment of Facilitators

The way facilitators are recruited may differ from place to place. For instance, in Addis Ababa, City Government of Addis Ababa Education Bureau (2007) has stated the following as criteria to be considered in the selection of facilitators for non-formal adult basic education programs:

- minimum educational attainment: as 12th grade completers in the former curriculum or 10th grade completers in the new curriculum
- inclination: interest to teach adults in adult non-formal basic education programs
- age: those who are 18 or greater than that
- health condition: those in good general health condition
- responsibility: those who are known for their good deeds in their communities and able to shoulder various responsibilities
- should as much as possible be from within the communities

By using the above criteria, the kebele education committee will select facilitators who can fit in the program.

2.8.2 Training of facilitators

Training is an important element that motivates, empowers and makes facilitators ready for the immense work that waits for them. It is, in fact, considered as one of the most important feature that determines the quality of the teaching-learning process and the final success or failure of the non-formal adult basic education program (Sams, 2000; Darkenwald & Merriam, 1982). In non-formal adult basic education programs, facilitators need training at different phases when they are about to join and after they have joined the program. These training needs and/or phases, according the (AAEB, 2007), consist of:

- a sort of initial training on teaching adults, before they start teaching
- short-term training that help them improve their teaching skills, once they start teaching
- an up grading training to obtain their certificate or diploma in teaching after some years of service

Although this is how training is planned to be given to facilitators and actually being rendered, a study by the Ministry of Education and Academy for Educational Development in (2008), has indicated facilitators' needs for better training. This study has stated that the training they receive-which is only few days or weeks long with limited in-service training opportunities is inadequate for the tasks they are expected to carry out.

This study has also mentioned factor, which are considered as demotivating for the facilitators, like too demanding nature of teaching adults, poor attendance of learners in classes, transportation problem and location of centers.

2.8.3 Roles of adult education facilitators

Although adult learners are motivated by external factors to learn, it is their internal motives (i.e., self-esteem, recognition, better quality of life, greater self-confidence, self-actualization,

and so on) that stimulate them to learn. However, adult education facilitators can do different things to help learners get engaged in teaching-learning process. Among these, Knowles (1980) and Sams (2000) identified the following andragogical practices that facilitators should do

- creating a physical and psychological climate conducive to learning
- helping adult learners identify their needs for particular learning within the scope of the given situation
- involving learners in planning methods and curriculum directions
- planning with learners a sequence of experiences that will produce the desired learning
- encouraging learners to formulate their own learning plans
- selecting the most effective methods for producing the desired learning
- producing the human and material resources necessary to produce the desired learning outcome
- helping adult learners measure the outcomes of the learning experience and
- emphasizing experiential, participative and projective instructional methods

As the scholars indicated, adult education facilitators have a number of responsibilities in the implementation of adult education program. These roles and responsibilities of facilitators' have positive effect in the effective implementation of the whole program.

2.8.4 Psychological skill needs of adult education facilitators

In order to help learners learn contents best, facilitators should poses skills that helping to create a conducive psychological environment, for without such conditions thinking of learning and even teaching is difficult, if not impossible.

Different scholars have specified the psychological skills that facilitators should have in order to help adult learners learn best. For instance, Tough as cited in Brookfield (1980), Rogers, (1996) and Sams, (2000) mentioned the following as characteristics of facilitators, which

indirectly tells about the existence of psychological skills in facilitators: warm, loving and accepting of the adult learners; have a high regard for adult learners' self planning competence; view themselves as participating in a dialogue between equals with adult learners; open to change and new experiences and seek to learn from their helping activities. More importantly, Rogers, (1996) and Sams, (2000) in dealing with adult learners, facilitators should be:

- sensitive to learners' self-concepts
- willing to share experiences with learners
- open to learner' suggestions
- able to allow more time for reflection by learners
- able to create atmosphere of flexibility and openness
- able to recognize learners' past experiences
- able to provide regular reinforcement of success that will reduce learners' anxiety
- aware of different learning styles to have a range of appropriate teaching style at their disposal
- flexible and responsive to learners' needs

2.9 Nature of the physical environment and other related issues in non-formal adult

basic education program

The setting where the teaching-learning process takes place can affect the learners' learning and the way teachers teach. If the setting, for instance, is not conducive, it can impede both. Therefore, a given classroom environment should have adequate lighting and space to move around, appropriate temperature, noise minimized to the lowest level and others to promote students learning to the maximum (Educational Psychology Service, 2002; Darkenwald & Merriam, 1982).

Out of the ten sub-cities where the NFABE is given, two sub-cities, namely Bole and Yeka, were selected using purposive sampling technique. This sampling technique is considering two points. The first is the large number of non-formal adult basic education centers, adult learners and facilitators in the two sub-cities compared to the other sub-cities. The second one is the geographical proximity of the centers in the two sub-cities to the researcher.

Ten (10) sample centers/schools, five (5) from each sub-city were selected using purposive sampling technique. The purposes depended on availability of transport service to the schools. Then, thirty eight (38) facilitators (nineteen from each sub-city) were selected using stratified random sampling to have all categories of participants. The strata secured sex and year of experience in facilitating in adult education. Thirty five (35) adult learners were also chosen by using stratified random sampling method. The selection of learners depended on sex, age and academic performance. From those who coordinate and supervise the program, one expert, one coordinator and six supervisors from six kebeles were selected using purposive sampling.

Table 3.2 Enrollment of first cycle adult learners, number of facilitators, and number of NFABE centers in 2002 E.C

| Sub-cities | Total number of 1 st cycle adult learners | Total number of facilitators | No of centers |
|------------------|--|------------------------------|---------------|
| Bole | 3998 | 148 | 25 |
| Yeka | 2883 | 127 | 25 |
| Arada | 1744 | 121 | 23 |
| Gulele | 1724 | 97 | 23 |
| Nefas-Silk Lafto | 1595 | 85 | 21 |
| Kolfe Keraniyo | 2854 | 118 | 22 |
| Addis Ketema | 1463 | 124 | 22 |
| Kirkos | 1592 | 68 | 16 |
| Akaki Kaliti | 1024 | 107 | 22 |
| Ledeta | 973 | 82 | 17 |
| Total | 19850 | 1077 | 216 |

Source: AAEB and Bole and Yeka sub-cities

3.3 The Source of Data

Primary data was gathered in this study. This data was secured from sample participants selected from AAEB, sub-city education office, Kebele NFE supervisors, adult facilitators and learners from the sampled schools.

The researcher planned to obtain secondary data from different sources such as official records, annual reports, students' grade reports from education centers, sub-city education offices and other reports from Addis Ababa Education Bureau. But the researcher could not

find the above listed sources because all responsible parties, AAEB, sub-city and Kebele NFE offices and educational centers do not record such valuable documents .So this research depended on only the primary sources.

3.4 Instrument of Data Collection

The major instruments used in this study were questionnaire, interview and observation.

3.4.1 Questionnaires

Questionnaire comprising of specific question items related to the research questions was prepared for two groups of participants, facilitators and Kebele education supervisors. These two sets of questionnaires with closed and open-ended types of questions were given for the two groups of participants. Questionnaires were used for the appropriateness and help to secure data from many people at a time.

3.4.2. Interview

Interview was prepared to gather information from the following participants: Addis Ababa Education Bureau Non Formal Education Expert, Bole Sub-city Non Formal Education coordinator, and adult learners. Interview helped to get detailed information from the research participants about the practice and challenges of NFABE program.

3.4.3. Observation guide

The researcher observed the actual situation of the teaching-learning practice using observation guidelines. Using the guidelines, the actual teaching-learning process, condition of the classroom environment and its surrounding, availability of educational support inputs in the school compound, and others activities were observed.

3.5 Data collection procedures

The data collection was carried out in two stages: pilot and main study. The pilot test was intended to assess the relevance of the designed instruments to collect data for the main study. That is omissions, ambiguities, misunderstandings and the like were the main concern of the pilot test. During the piloting, instruments were employed after translating them into Amharic and given to three adult education experts to assess the question items content appropriateness, accuracy, and relevance in operationally defined research questions of the study. Based on the reaction of the experts, the instruments were revised and made ready for the pilot study.

The pilot study was conducted in Kirkos sub city. Shimels Habte Primary School and kebele 11/12 were selected. The sub- city and the school were selected using simple random sampling method. The selected kebele was where located in the school. Participants were two NFE supervisors from the kebele; seven facilitators from the school, (four females and three males) totally nine people participated.

Based on the result of the pilot test, each and every item was inspected. The content ambiguities and order of the questions were improved so that items could properly measure what they were planned to measure. Therefore, the question items were found reliable and valid.

On the result of the pilot test, all items of the questionnaire, distribution and continuous follow up during the collection process were made. To maximize the quality of the responses and the rate of return, the time convenient for the respondents were arranged. The researcher did make the objective of the study clear to all the respondents at the time of the questionnaire distribution in order to avoid ambiguity and to ease its administration.

At last, the respondents were asked to fill the questionnaire. Based on the result of the pilot study, measures were taken to improve and modify the instruments. Moreover, interview and observation were used to have triangulation.

3.6 Data Analysis

The data collected using the instruments mentioned above under section 3.4 was organized qualitatively in a way appropriate to answer the research questions. Then, the findings concerning each research question were presented in a descriptive form, analyzed and discussed in relation to the literature review. Finally, conclusions and recommendations based on the discussion were given.

Chapter four

4. Presentation and Analysis of Data

This part of the thesis deals with the presentation and analysis of data collected from the sample respondents to address the basic research questions. The chapter consists of two parts. The first part presents the background of the respondents. The second part describes the result of the study.

Data were gathered through questionnaires are organized in tabular forms and analyzed and interpreted using percentages. On the other hand, the information gathered through interview and observations are qualitatively described in words to supplement the data gathered through questionnaire.

Back ground of the respondents

This section presents characteristics of the respondents who were interested and responded to the questionnaires and interview. Totally, 52 copies of questionnaires (44 for facilitators and 8 for educational supervisors) were distributed. Of these, 44 (84.6%) copies were filled in and returned. More specifically, from the distributed questionnaires 38 (86.4%) of the facilitators and 6 (75%) of the supervisors were completed and returned. It was this figure that would be considered as total respondents in the analysis part of the thesis.

Interview was conducted with 35 learners, one Non Formal Education (NFE) coordinator in Bole Sub-City and one Non Formal Education (NFE) expert in Addis Ababa Education Bureau.

I. PARTICIPANTS WHO RESPONDED TO THE QUESTIONNAIRES

Table 4.1.1 sampled sub- cities, kebeles, schools and participants

| Sub –city | kebeles | Educational supervisors | | | Name of schools | Facilitators | | |
|-----------|--------------|-------------------------|----------|----------|--------------------------|--------------|-----------|-----------|
| | | M | F | T | | M | F | T |
| Yeka | 19 Loke | 1 | - | 1 | 1. Wondirad Preparatory | 2 | 2 | 4 |
| | 20/21 Kara | 1 | - | 1 | 2 .Kara Primary | 1 | 4 | 5 |
| | 08/15 | 1 | - | 1 | 3. Yeka Terara Primary | 1 | 2 | 3 |
| | | - | - | - | 4. Kokobe tsebah Primary | 2 | 2 | 4 |
| | - | - | - | - | 5. Birhan Guzo Primary | 3 | - | 3 |
| Bole | 03/05 | 1 | - | 1 | 1. Birhaneh Zare Primary | 1 | 1 | 2 |
| | | - | - | - | 2. Misrak Del Primary | 4 | - | 4 |
| | 12/13 | 1 | - | 1 | 3. Misrak Ber Primary | 2 | 3 | 5 |
| | 14/15 | 1 | - | 1 | 4 .Bole Addis Primary | - | 3 | 3 |
| | - | - | - | - | 5. Addis Raey Primary | - | 5 | 5 |
| | Total | 6 | - | 6 | 10 | 16 | 22 | 38 |

As it is observed in the table, two sampled sub-cities were selected: Yeka and Bole. From each sub-city, three Kebeles (19 Loke, 20/21 Kara and 08/15) from Yeka and (03/05, 12/13 and 14/15) from Bole totally six Kebeles were selected.

One supervisor was taken from each Kebele and totally six were participated in this research. As can be seen in the table, five schools form each sub city were selected. From Yeka, (Wondirad, Kara, Yeka Terara, Kokebetsebah and Birhan Guzo Primary Schools) and from Bole, (Birhaneh Zare, Misrak Del, Misrak Ber, Bole Addis and Addis Raey primary Schools) were chosen.

From each school a minimum of two and a maximum of five facilitators participated. As we can see from the table, majority of participants were females 22 (57.9%) and males were 16 (42.1%) Totally 38 facilitators participated in this research.

Table 4.1.2 Participants by sex, year of experience and educational qualification

| No | Item | Supervisors | | Facilitators | |
|---|----------------|-------------|------------|--------------|------------|
| | | No | % | No | % |
| 1. sex | Male | 6 | 100 | 16 | 42.1 |
| | Female | - | - | 22 | 57.9 |
| | Total | 6 | 100 | 38 | 100 |
| 2. work experience In NFE | 1 year & below | 1 | 16.7 | 32 | 84.2 |
| | 2-4 years | 2 | 33.3 | 6 | 15.8 |
| | 5-7 years | 2 | 33.3 | - | - |
| | 8-10 years | - | - | - | - |
| | More than 10 | 1 | 16.7 | - | - |
| | Total | 6 | 100 | 38 | 100 |
| 3. educational qualification | Degree | 6 | 100 | - | - |
| | Diploma | - | - | 4 | 10.52 |
| | certificate | - | - | 5 | 13.15 |
| | 10+1 | - | - | 15 | 39.5 |
| | 10+2 | - | - | 8 | 21.5 |
| | 12+1 | - | - | 6 | 15.8 |
| | Total | 6 | 100 | 38 | 100 |

As can be seen in table 4.1.2, there were two groups of participants who responded to the questionnaire, Kebele NFE supervisors and Adult facilitators.

Concerning sex, all supervisors participated in this research are males. This explains that females are not participating in this area. Currently the government of Ethiopia is trying balance gender equality in many areas. So, it is better in the future to give opportunity for those females who can fit to the position. On the contrary, majority of facilitators 22 (57.9%) are females and 16 (42.1%) are males. This may indicates in the selection of adult facilitators, females are given much priority than men or it may be because females performed during the election better than their counter parts.

In terms of the service years of sample groups of respondents, one of the supervisors and majority of facilitators 32 (84.2%) have a year and below experience. Two of supervisors and 6 (15.8%) of facilitators were found in experience range of 2-4 years. Other two supervisors (33.3%) have 5-7 years of work experience and one supervisor one has more than 10 years of experience.

From the above data we can understand that majority of the facilitators lack experience in facilitating adult learners. In terms of education, most of them are 10+1 completed. This also indicates that how facilitators are new to the profession.

II. INTERVIEW PARTICIPANTS

Table 4.1.3 Participants by sex, year of service and educational qualification

| No | Item | NFE Expert | | NFE coordinators | |
|-------------------------------|-----------------|------------|-----|------------------|-----|
| | | No | % | No | % |
| Sex | Male | 1 | 100 | 1 | 100 |
| | Female | - | - | - | - |
| work experience in NFE | 3 years & below | - | - | 1 | 100 |
| | 4-6 years | 1 | 100 | - | - |
| Education | Degree | 1 | 100 | 1 | 100 |

As indicated in table 4.1.3, two men participated in the interview. One NFE expert from AAEB, one NFE coordinator from Bole sub-city was interviewed. As it is shown above, the expert has 4-6 years of work experience in relation to NFE and the coordinator has 3 years and below experience in coordinating the NFE program in the sub city.

Regarding education, both participants are degree holders. This shows that interview participants with the exception of learners, have equal educational qualification.

Table 4.1.4 The age composition of participant learners

| Age | 8-12 | 13-17 | 18-22 | 23-27 | 28-32 | 33-37 | ≥ 38 | Total |
|-----|------|-------|-------|-------|-------|-------|------|-------|
| No | 7 | 6 | 10 | 4 | 5 | 1 | 2 | 35 |
| % | 20 | 17.1 | 28.6 | 11.4 | 14.3 | 2.9 | 5.7 | 100 |

Table 4.1.4 shows the age composition of learners who participated in the interview. As it is seen majority 10 (28.6%) of them aged between 18-22, 7 (20%) between 8-12, 6 (17.1%) between 13-17, 5 (14.3%) between 28-32 and 2 (5.7%) are equal or above 38 years old; 4 (11.4%) between 23-27 and one between 33-37.

From the above data we can see that 22 (62.9%) of learners are adults (28.6+11.4+14.3+2.9+5.7) where as 13 (37.1%), (20 + 17.1) are not adults. According to AAEB, (2006), adults are those whose age above 15. From the above data we can see that 13 (37.1%) of learners who are participating in this research are aged below 18 years, but they are found attending in Adult Basic Education program.

The researcher also observed the text books. (Amharic, English, Environmental Science and Mathematics). All are prepared for adult learners. However, as we have seen from the above table, all learners are not adults. This indicates that The NFABE Program has a problem in addressing the targeted groups of learners.

In connection to the above problem, in a class observed by the researcher, some children who were sitting at the back of the classrooms (because most adults need to sit in the front desks) encountered difficulties to copy notes from the blackboard. They were restless, impatient and were moving from one desk to the other without any purpose. They were warned and shouted at by adults when adults in attempt to keep the silence of the classrooms. It is obvious that how it affects the teaching-learning process.

Table 4.1.5 Adult learners by career

| No | Occupation | M | F | Total | % |
|--------------|----------------|-----------|-----------|-----------|------------|
| 1 | Housemaids | - | 20 | 20 | 57 |
| 2 | Babysitters | - | 3 | 3 | 8.6 |
| 3 | Daily laborers | 5 | - | 5 | 14.28 |
| 4 | Taxi attendant | 1 | - | 1 | 2.9 |
| 5 | Machine worker | 1 | - | 1 | 2.9 |
| 6 | Carpenter | 1 | - | 1 | 2.9 |
| 7 | Guards | 2 | - | 2 | 5.71 |
| 8 | Shop assistant | 1 | - | 1 | 2.9 |
| 9 | Woodworker | 1 | - | 1 | 2.9 |
| Total | | 12 | 23 | 35 | 100 |

Table 4.1.5 indicates the job category of adult learners who participated in the interview. As it is shown in the table, 12 males and 23 females, totally 35 learners were interviewed. Majority of the respondents 20 (57%) are housemaids and they all are females.three of females are babysitters.

Majority of the males 5 (14.28%) are daily laborers. two (5.71%) are guards. The rest equal numbers of participants one is taxi attendant, machine worker, carpenter, shop assistant and woodworker.

The above table indicates all female learners who participated in the interview including children (as we have seen in table 4.1.4) are working in the houses as a babysitters or housemaids. This means, they join the program when they get permission from their employers.

4.2 The result of the study

Table 4.2.1 Facilitators and supervisors responses concerning content relevance

| Item | Facilitators | | supervisors | |
|---|--------------|------------|-------------|------------|
| | No | % | No | % |
| 1. Are all contents relevant to adult learners? | | | | |
| Relevant | 28 | 73.7 | 5 | 83.3 |
| Not relevant | 10 | 26.3 | 1 | 6.7 |
| Total | 38 | 100 | 6 | 100 |
| 2. Are there contents, which you think should be added? | | | | |
| Yes | 8 | 21 | - | - |
| No | 28 | 73.7 | 6 | 100 |
| Non respondent | 2 | 5.3 | - | - |
| Total | 38 | 100 | 6 | 100 |
| 3. Are there less important contents to adult learners? | | | | |
| Yes | 7 | 18.4 | - | - |
| No | 29 | 76.3 | 6 | 100 |
| Non respondent | 2 | 5.3 | - | - |
| Total | 38 | 100 | 6 | 100 |

As it is shown in table 4.2.1, greater part of the respondents 28 (73.7%) of facilitators and 5 (83.3%) of supervisors reply that all contents are relevant to learners. But 10 (26.3%) and one of facilitators and supervisors respectively responded that the contents are not relevant.

The same question was presented to learners, the NFE coordinator from Bole sub-city and the NFE expert from AAEB in the form of interview.

Majority of learners and NFE coordinator decided that all contents are appropriate to adult learners. But some learners and the NFE expert reacted some contents are irrelevant to

learners. Respondents were also asked the reason why they said 'not relevant' in the open ended questions, 10 (26.3%) of facilitators and one supervisor listed their reasons. Majority of them replied the language used in the text books is difficult. Six of facilitators agreed that issues are outdated and some contents are beyond the learners' ability. The rest of participants did not give answer. Moreover, the NFE expert during the interview said: "The books were published in 1993 E.C. That is 9 years ago. But things are changed rapidly. Furthermore, all contents were selected out of the need of the learners. Facilitators and adult learners did not participate."

This view of the expert indicates that learners and facilitators should participate in the preparation of text books and other related materials. The researcher observed the text books and found some contents are difficult to illiterate adults. For instance, in mathematics text book, there is geometrical introduction. In English text book, learners are asked to describe time, to write and say days of the week, months of the year and so on.

In the second item, respondents were asked whether they put forward other contents to be added or not. Accordingly, all supervisors and 28 (73.7%) of the facilitators argued that contents should not be added. eight of facilitators however, replied that some contents should be included. The rest two of facilitators didn't present any response.

Besides, the researcher presented the same question to learners and the NFE coordinator. Majority of learners (31) agreed there were no contents they recommended to be added in the text. But (4) learners informed that there were contents that should be included in the text.

The NFE coordinator explained that, since he was new for the place, he had not seen the books yet. Thus he could not say anything about it.

In relation to item number two, in the open ended question, participants were asked to mention contents that they considered to be added 8 (21%) of facilitators suggested Ethical education, 6 (15.78%) current issues, 4 (10.52%) civic education and three about traffic rules. Information gathered from the interview indicated that a small number of learners explained they need to know about civic education.

Regarding item number three, 29 (76.3%) of facilitators and all of supervisors responded that the contents were not less important. seven of facilitators answered that the contents are less important to adult learners; the remaining two didn't give any response.

From this we can conclude that majority of the respondents agreed that there are no less important contents to adult learners. Those who agreed that there are less important contents explained their reason as, in environmental science subject, contents which talk about harmful traditional practices and 'HIV/AIDS' are less important contents to adult learners. As they expressed, learners know about harmful traditional practices and HIV/AIDS more clearly than as presented in the text book.

Regarding selection of contents, Darkenwald & Merriam, (1982) explained that, in adult education, adults should choose the subjects they learn. Facilitators also should find ways of creating the need in the adult learner. According to them contents should be more practical, skill based and information oriented. However, the data collected show neither adult learners nor adult facilitators participated in the selection of contents and in the preparation of text books.

Table 4.2.2 Responses of facilitators concerning tools and stages of assessment

| No | Item | Facilitators | |
|----|--|--------------|------|
| | | No | % |
| 1 | When do you usually assess your students? | | |
| | Before teaching them a content/s | 10 | 17.5 |
| | while teaching them a content/s | 19 | 33.3 |
| | after teaching them a content/s | 28 | 49.2 |
| | Total | 57 | 100 |
| 2 | How often are learners evaluated? | | |
| | Weekly | 7 | 11.8 |
| | Every two weeks | 16 | 27 |
| | Monthly | 23 | 39 |
| | Twice a semester | 4 | 6.7 |
| | Any time | 9 | 15.5 |
| | Total | 59 | 100 |
| 3 | Have you faced challenges assessing learners? | | |
| | Yes | 28 | 73.7 |
| | No | 10 | 26.3 |
| | Total1 | 38 | 100 |

As it is pointed out in Table 4.2.2, item number one, 28 (49.2%)of the facilitators assess learners after they complete a given content. 19 (33.3%) of them assess while they are teaching and 10 (17.5%) before they start teaching a content.

This indicates that majority of facilitators usually evaluate learners after they complete a content. The interview conducted with learners also indicated that facilitators evaluate them

at the end of learning a given content. In the open ended question facilitators were asked about assessment tools they usually applied. 22 (57.89%) of them explained written test, 7 (18.43%) class work and 9 (23.68%) home work. In addition, all learners responded they were evaluated by written tests on the blackboard.

Regarding item number two, 23 (39%) of respondents assess their students monthly. 16 (27%) every two weeks, 9 (15.5%) don't have any fixed period of time to evaluate learners. 7 (11.8%), Weekly and 4 (6.7%) twice a semester. The interview held with learners show that majority of learners agreed, that they are evaluated each subject monthly.

Concerning item number three facilitators were requested to give whether they faced problems when assessing learners or not. Accordingly, 28 (73.7%) answered that they faced problems while they assessed their students. the remaining 10 (26.3%) replied that they did not. In relation to this, in the open-ended questions, they were asked to list down problems that they had encountered during assessment. As a result, 24 (63.15%) of the respondents responded the main problem was that learners were not be able to read and understand the questions, 28 (73.67%) of them mentioned that learners could not finish the exam within a given period of time, 4 (10.52%) replied some learners became absent during exam times. And 18 (47.36%) of them answered learners were unable to write down their answers properly.

The same question was presented to adult learners about troubles they had encountered when they had examined. Almost all indicated inability to read and write was their common problems. As they mentioned, facilitators read a question twice or three times. When learners asked repetition, facilitators got tired and paid no attention to them. One adult learner responded as:-

It takes me a long time to read a sentence. Our teachers read one question and wait for us till we write our answers down in a piece of papers. When we need to hear some questions repeatedly, they become furious and ordered us to be fast. I myself have a problem to write down my answers properly because I haven't known all Amharic letters yet. If it is multiple choices, there will be no trouble I can copy down the letters but if it is true false and fill in the black items, I always face problems writing my responses.

In the other open ended question, facilitators were asked to explain measures that they took to solve problems that they encountered during evaluation. Two of the respondents explained that they would read the questions till learners gave answers for the questions. Four answered, that they prepared supplementary examinations for those who missed the examination and. One replied that they did some practices before the actual exam time. The remaining did not give an answer.

During classrooms observation at Kara primary school, the researcher observed when environmental science subject test was administered. The facilitator wrote ten questions (five true false and five multiple choices) down on the blackboard and read them one by one. A number of learners followed him and tried to write down their answers in pieces of paper. Some learners were merely listening. They asked the facilitator continuously to read the questions over and again. Others were murmuring since they could not write down their answers. The class was so noisy. This indicated that facilitators did not choose the write way of assessment which was appropriate to learners.

In relation to this, Puhl (1997) and Sams (2000) stated that teachers should be careful in selecting relevant tools of assessments. Oral question and answer, quizzes, debate, role play, matching, pair dialogue, picture analyses are some of assessment tools that the writers mentioned. The most important thing that they recommend is that teachers be supposed to chose the appropriate tools/methods that can help them to assess their students properly.

According to them a teacher should know which assessment method is suitable to assess illiterate students.

The data indicates that majority of facilitators and learners face problems during evaluation. As has been seen from the participants' responses, most of the problems occurred by the types of assessment tools which were used to evaluate learners. As one of the learners explained, since they were beginners, they could not read and write words properly. But they were asked to read questions and to write their answers. From this we can conclude that facilitators are not using the proper method of evaluation to assess illiterate learners.

Regarding stages of assessment, Academy for Educational Development & MoE (2005) signified that learners should be assessed using all the three stages: before instruction, while /during instruction and after instruction. These are the three stages that a teacher should follow when he/she evaluates students.

But as could be seen from the above table, majority of the facilitators, assess learners after finishing contents. This implies that they may not be aware that there are three stages of assessment. Accordingly, there is a need to inform them about or remind them of the three stages of assessment and their significance.

With regard to duration of assessment, Puhl (1997) and Walkin (1991) explained the importance of continuous assessment in the teaching learning process. As these scholars mentioned, continuous assessment helps learners to get timely and adequate feedback about their performance and know how well they are doing and what they should do to improve their weaknesses. On the other side, it helps teachers to know their students' progress, problems they have, and the effectiveness of their teaching methods, assessment tools and instructional media. The city government of Addis Ababa Education Bureau Non Formal

Adult Education Guideline also underlined the significance of continuous assessment and stated that learners should frequently be assessed.

As the research finding shows, most facilitators evaluate learners monthly. It means that learners are evaluated four times a semester. This indicates learners can get timely feedback about their performance and teachers also know their students strength and weaknesses.

Table 4.2.3 Facilitators' responses concerning method of instruction

| Item | facilitators | |
|--|--------------|------|
| | No | % |
| Which one do you often apply in your classroom? | | |
| Only teacher-centered instruction | 9 | 23.7 |
| Only student –centered instruction | - | - |
| Both depending on the nature of the content | 29 | 76.3 |
| Total | 38 | 100 |

As it can be seen from table 4.2.3 item number one, 29 (76.3%) of adult facilitators used both teacher-centered and student-centered instructional methods depending on the nature of the contents. On the other hand, 9 (23.7%) of them used only teacher centered instruction.

The facilitators were asked in the questionnaire to list the specific instructional methods they usually used. Majority of them 31 (81.6%) indicated that they used lecture method. Two of them listed group discussion as their usual instructional method and 5 (13.1%) of them did not give any answer. The interview carried out with learners' shows that all interviewees agreed that facilitators used only teacher-centered teaching method.

As seen above, they mentioned only two methods of instruction: lecture and group discussion. Using this information, we can conclude that either they do not know other methods of instructions or have no understanding about instructional methods. Furthermore, facilitators explained in open-ended question the reason why they selected the methods that they were using. Those facilitators who used lecture method in most of their classes expressed that they found difficulty using student centered method in their classes.

According to 7 (18.4%) them, since learners are beginners for class-room situation, they are noisy, inactive and less interested in group discussions. Therefore, the teacher has to control every activity in the classroom. This condition, according to them, keeps the teacher extremely busy and restless during class. The rest 24 did not answer the question.

Those often used group discussion, two of the facilitators argued that learners learn a lot from their friends. For that reason, a teacher has to prepare an interactive lesson which let them act together with friends and teachers as well. These facilitators seem to have recognized that teaches are not the only sources of knowledge.

Like these facilitators, the learners during the interview indicated they appreciated working together with their classmates rather than merely listening to their facilitators throughout the whole periods. To quote the ideas forwarded by one of the learners, he said:

We don't know how to read and write properly. But we know lots of things better than our teachers. They are younger than us. Life taught us a lot. But they constantly instruct us to accept what they have said. They attempt to control everything. I think sometimes they should better give us opportunity to share out our experiences."

When we compare the information collected from the above two groups, (facilitators and learners) majority of facilitators 31 (81.6%) used lecture method and they indicated how teachers' control is important in the teaching learning process. The interview with the learners

on the other hand shows learners were not interested in always being lectured by facilitators. Instead, they like working in groups and enjoy sharing experience.

In this regard, Sams (2000) stresses the importance of active teaching methods. He remarks that active teaching methods make learners get involved in the teaching-learning process. It also lets learners take notes and become active participants and problem solvers in the teaching learning process.

Darkenwald & Merriam (1982) in the literature review listed active teaching methods such as debate, role play, flashcards, reflection, pair dialogue and the like. Thus facilitators should apply different teaching methods that help learners' be active participants in the teaching learning process. They are also being informed that learners have different experiences and it helps teachers if they use it in different activities. So, facilitators should be volunteers in letting learners involve in activities in the teaching learning process.

Similar to this idea, Knowles (1980) and Sams (2000) indicated the following as roles of adult education facilitators. According to these scholars, facilitators should; involve learners in planning methods and curriculum directions, encourage learners to formulate their own learning plans, select the most effective methods for producing the desired learning, recognize learners' experiences and be able to flexible and responsible to learners' needs and so on.

As indicted above, facilitators have big responsibilities in the selection of appropriate methods of teaching and in the involvement of learners in the teaching and learning process.

Table 4.2.4 Facilitators responses' concerning preparation and use of instructional plan

| No | Item | Facilitators | |
|----|--|--------------|-----|
| | | No | % |
| 1. | Do you prepare and use daily lesson plan? | | |
| | Yes | - | - |
| | No | 38 | 100 |
| | Total | 38 | 100 |
| 2. | Do you prepare and use weekly lesson plan? | | |
| | Yes | 19 | 50 |
| | No | 19 | 55 |
| | Total | 38 | 100 |
| 3 | Do you prepare and use annual plan? | | |
| | Yes | - | - |
| | No | 38 | 100 |
| | Total | 38 | 100 |
| 4. | Do you get timely feed back? | | |
| | Yes | 19 | 100 |
| | No | - | - |
| | Total | 19 | 100 |
| 5. | Do you usually cover lessons as per plans? | | |
| | Yes | - | - |
| | No | 19 | 100 |
| | Total | 19 | 100 |

As it is shown in the above table, item number one, 38 (100%) of facilitators do not prepare and use daily instructional plan. Yet in item number two, 19 (50%) of facilitators prepare and use weekly instructional plan. Regarding item number three all of respondents do not prepare annual plan of teaching.

From the above three items we can understand that 19 (50%) of facilitators use only weekly lesson plan but the rest 19 (50%) employ none of the three. They teach without planning their lessons. Throughout the researcher observation, no facilitator was observed with instructional plans.

Concerning feedback, facilitators were asked if they got timely feedback or not. Those who were using weekly lesson plans, as shown in item number two, all of them replied that they got feedback. In relation to this in the open –ended question they were asked from whom they had received feedback. 10 (52.6%) of them said they got feedback from the school director, 5 (26.3%) said nothing and four replied from the vice director of the school.

Regarding item number five, all of the respondents indicated that they were unable to cover lessons as per the plan. In the open ended question they were asked the reason for that. Majority of the respondents 32 (84.1%) said the problem was due to the discrepancy between content difficulty and learners' ability. Four of the respondents pointed out light trouble two of the respondents argued that failed to cover the contents as planned because there were many holidays.

Dodd (1970) stated the importance of lesson plan preparation in the teaching learning process. Lesson preparation is essential for effective teaching and learning, and that every successful series of lesson is the result of thoughtful preparation. As he stated, most unsuccessful lessons are the result of unpreparedness and are marked by one or more of these faults; the omission of important elements, inaccurate facts taught or accepted as correct, poor timing, lack of logical presentation, lack of interesting detail or illustrative material, boredom and restlessness in the class and excessive correction when the written work of the learners is marked.

The data gathered indicated that half of the facilitators facilitate learners without preparing their lessons. All facilitators' respondents did not prepare and use daily and annual lesson plans. This shows facilitators should have been given awareness about the significance of

preparation and usage of instructional plans. Then they should practice it in the implementation of the NFABE program.

Table 4.2.5 Facilitators responses concerning availability and use of instructional media

| No | Items | facilitators | |
|----|---|--------------|------------|
| | | No | % |
| 1. | Do you use instructional media in the teaching learning process? | | |
| | Yes | 7 | 18.42 |
| | No | 31 | 81.58 |
| | Total | 38 | 100 |
| 2. | Have you prepared instructional media? | | |
| | Yes | 5 | 13.16 |
| | No | 33 | 86.84 |
| | Total | 38 | 100 |
| 3. | Have learners prepared instructional media so far? | | |
| | Yes | - | - |
| | No | 38 | 100 |
| | Total | 38 | 100 |

As it is indicated in table 4.2.5 item number one, 31 (81.58 %) of the respondents do not use any instructional media where as 7 (18.42 %) use instructional media in the teaching and learning process. In the open ended question facilitators were asked to specify the instructional media that they were using. Fourteen (36.84%) of them replied that they used real objects. Seven (18.42%) of them said that they used flash cards and 20 (52.63%) of them said pictures drawing on the black board as instructional media. Learners were also asked whether facilitators used instructional media or not. Most of them responded that teachers did not use any instructional media in the teaching learning process. Out of all the thirty-five learners, three of them said some teachers used real objects.

In the open-ended question, facilitators were asked to list down all instructional media that were available in the schools where they were working. 34 (89.48 %) said no instructional media were available in the schools. Two, said radio is available and two agreed chart is available.

During the researcher schools observation, no pedagogical centers were observed which belonged to the NFABE program. In some schools like Birhaneh Zare, Misrak Ber and Wondirad Primary schools, adult facilitators are permitted to borrow materials from the schools pedagogical centers. But one major problem the researcher noticed was that the centers were open during the day. Nevertheless the NFABE program begins at 5:30 pm. Therefore learners and facilitators present themselves in the schools only after the center has been closed.

On the other hand, the researcher observed a tape recorder in Kokebe Tsebah primary school. The tape recorder belongs to the Non Formal Adult Education Program. Facilitators use it more often during environmental science classes and let learners listen recorded lessons from educational radio programs.

In the other open ended question, facilitators replied about instructional media that are not available in the schools but important to teach adult beginners. Concerning this 8 (21.05%) said flash cards, 7 (18.42%) Amharic and English alphabets, 19 (50%) different pictures and 7 (18.42%) charts which show different colors.

Regarding item number two 33 (86.84%) of facilitators said 'No', they haven't prepared instructional media 5 (13.16%) responded 'yes'. They have prepared instructional media in their lessons. In the open ended question, they were also asked to describe the type of instructional media they prepared. All five of them indicated flash cards. In The other open

ended question, facilitators indicated the reason why they did not prepare instructional media. Thirty-three (86.84%) of the respondents mentioned two common reasons: shortage of materials and lack of experience in preparing such materials.

The facilitators were also asked whether the learners prepared instructional materials. All of them confirmed that the learners did not prepare instructional media. The same question was presented to adult learners in the interview. All the interviewees responded they had not prepared any instructional media. As they explained, they were not ordered to do so. One of the interviewees said:-

“I think these kind of materials are helpful to understand our lessons easily .I’m wood worker. If somebody shows me how to print letters for example, I’ll do it. It is going to be used by teachers for many years in their future teaching.”

This view of the learner indicates that facilitators have the opportunity to get instructional media if they work jointly with learners. As we have seen so far, one reason that facilitators did not prepare instructional media is lack of materials. If they allow learners to participate they can resolve such problem.

Further, this is clearly described by Jarvis (2004), according to this scholar, different types of instructional materials can be used in teaching adults. As he indicated, using a variety of teaching aids and equipment ensure that learners may be able to learn in accordance with their preferred learning styles.

Moreover, instructional materials are interesting and easy to understand for the learners and also to teach for teachers. So facilitators have a big responsibility in selecting and handling instructional materials.

The above data indicate that majority of the facilitators do not use any instructional media in the teaching learning process. As mentioned in the literature review, using instructional media is advantageous for both, facilitators and learners. Facilitators have to get proper understanding in the preparation and use of instructional media.

Table 4.2.6 Facilitators responses concerning availability of curriculum materials

| No | Item | Facilitators | | Supervisors | |
|----|----------------------------|--------------|------------|-------------|------------|
| | | No | % | No | % |
| 1 | Syllabus | | | | |
| | Available & adequate | - | - | 1 | 16.7 |
| | Available but not adequate | 5 | 13.16 | 4 | 66.6 |
| | Not available | 29 | 76.32 | 1 | 16.7 |
| | Non respondent | 4 | 10.52 | - | - |
| | Total | 38 | 100 | 6 | 100 |
| 2 | Teachers' guide | | | | |
| | Available & adequate | 6 | 15.79 | 1 | 16.7 |
| | Available but not adequate | 27 | 71.05 | 5 | 83.3 |
| | Not available | 5 | 13.16 | - | - |
| | Total | 38 | 100 | 6 | 100 |
| 3 | Reference books | | | | |
| | Available & adequate | - | - | - | - |
| | Available but not adequate | - | - | - | - |
| | Not available | 34 | 89.48 | 6 | 100 |
| | Non respondent | 4 | 10.52 | - | - |
| | Total | 38 | 100 | 6 | 100 |
| 4 | Manual | | | | |
| | Available & adequate | - | - | - | - |
| | Available but not adequate | - | - | - | - |
| | Not available | 31 | 81.6 | 6 | 100 |
| | Non respondent | 7 | 18.4 | - | - |
| | Total | 38 | 100 | 6 | 100 |

As indicated in item number one, 29 (76.32%) of facilitators and one of supervisors replied syllabus was not available in the schools. Five (13.16%) of facilitators and 4 (66.6%) of supervisors responded that syllabus was available but in adequate. Four (10.52 %) of the facilitators were non respondents.

Moreover, the interview carried out with the NFE coordinator and the NFE expert indicated that syllabus was not available in all schools. As the NFE expert expressed the situation, the syllabus was found only in AAEB and the bureau did not distribute it.

During the school observation, the researcher asked to have a look at the available syllabus, but could not get any in all sampled schools. From the above information, we can notice that the responses gathered from the questionnaire and the interview disagree with each other. The NFE expert /the major responsible person in the distribution of teaching materials / confirmed that there was no syllabus allocated to schools, kebeles, plus sub-cities. However 9 (79.76%) respondents / facilitators and supervisors in general / replied the syllabus was available but not adequate in the schools where they were facilitating and supervising. 1(16.7%) of supervisor said it is available and adequate in schools.

Considering teacher's guide, in item number two, 27 (71.05%) of facilitators and 5 (83.3%) of supervisors indicated that it was available but not enough. Six (15.79%) of facilitators and one of supervisors said teacher's guide was available and adequate. Yet 5 (13.16%) of facilitators answered that it was not available at all. This implies that majority of the respondents agreed that teacher's guide is available but not adequate in number. The interview conducted with the NFE coordinator and the NFE expert also indicated the availability but scarcity of teacher's guide.

In addition, data gathered from observation signified, in two schools (Wondered and Kokobe Tsebah) each facilitator had teacher's guide for the subject he/she was teaching. In other two schools / Misrak Ber and Kara / there is an acute shortage. In those schools, facilitators share one to five or more. In one school / Birhanh Zare / there is no teacher's guide at all.

Regarding item number three, 34 (89.48%) of facilitators and 6 (100%) of supervisors responded that reference books were not available. Four (10.52 %) of facilitators did not give any response. The interview as well as the observation result illustrated that reference materials were not available in all sampled schools.

With regard to NFABE manual, which is indicated in item, number four, 31 (81.6%) of facilitators and all supervisors answered the manual was not available in the schools.

7 (18.4%) of facilitators, as it is presented in the table were non respondents. The interview conducted with the NFE expert and the NFE coordinator indicated the manual was not available in schools.

The observation result, as well has the same result. Curriculum materials give information about objectives and contents of education for students of all types are defined, the corresponding teaching methods and materials are described as well as evaluation mechanisms are stated. Those different materials are the syllabus, the teacher's guide, students' text books and the different manuals. (Ministry of Education, 2006)

As it is stated in the literature review, curriculum materials are those that teachers rely on during their classroom instruction. Their availability, to a great extent, is a powerful determinant of the success of the whole program. Nevertheless, as we have seen from the data above, majority of the respondents agreed that, those materials are either available but not adequate or not available at all. This implies that little or no recognition is given to these materials. Accordingly, the failure to achieve the set goals may be partly attributed to the scarcity of such materials.

Table 4.2.7 Facilitators' training in facilitating adults

| Training | Facilitators | |
|---|--------------|------|
| | No | % |
| Which training have you got? | | |
| Pre- service | - | - |
| In-service | 5 | 13.1 |
| Both pre and in service | - | |
| None of these | 33 | 86.9 |
| Total | 38 | 100 |
| For how long were the trainings given? | | |
| For 3 days | 1 | 2.6 |
| For a day | 1 | 2.6 |
| For half a day | 3 | 7.9 |
| Non respondent | 33 | 86.9 |
| Total | 38 | 100 |

As it is observed in table 4.2.7, 33 (86.9%) of facilitators did not take any training in teaching adults. Only 5 (13.1 %) of the respondents received in service training in teaching adults.

Apart from the data gathered through questionnaire, an interview conducted with the NFE expert indicated that, majority of facilitators did not get any training in relation to teaching adults. As he explained, The Addis Ababa Education Bureau provided trainings for adult education facilitators only when financial support from nongovernmental organizations was available. Nevertheless, the bureau gave such activities up two years ago. The main reason, as the expert expressed was lack of money. No budget was allotted from the government for training.

As he indicated, majority of facilitators were beginners so they should have been given continuous trainings concerning about the method of teaching adults, lesson plan preparation, use and preparation of teaching materials and the likes.

As it is indicated in table 4.1.2, regarding work experience of participants, 32 (84.2%) of facilitators had a year or less work experience in facilitating adults. This shows vast majority of facilitators assist adults without getting training in facilitating adults. Additionally, during the researcher classroom observation to gather further information, there were lack of class control, lack of time management, lack of planning the lesson and so on. This revealed that there was a need to in the future to give training for facilitators on how to prepare lesson plans, how to teach adults, how to handle learners and other related skills.

Concerning about the duration of time that the trainings had been given to facilitators, 33(86.9 %) did not respond since they were not trained. Three (7.9 %) responded that they had the training only for half a day. One said that they got the training for a day and another one said for three days. The interview result, with the NFE expert in addition shows, the training had been given for very short period of time and had no continuity. The expert considered that it was very difficult to train facilitators in teaching adults within a few days.

In the open ended question, facilitators were asked about the main contents that had been presented in the trainings. All five of them said about common behaviors of adult learners, lesson plan preparation, and methods of teaching adults.

Then using the above indication, we can conclude majority of facilitators are teaching adult learners without having the skill of teaching adults. This will have its own negative impact on the teaching learning process.

Regarding selection of adult facilitators, the main criteria are 12th grade complete in the former and 10th grade complete in the new curriculum, aged 18 or above, interested in teaching adults and so on. (AAEB, 2007). From these criteria we can see how facilitators lack experience in teaching. They are new to the profession. This indicates that better training should be given to make the NFABE effective.

As Sams (2000), Darkenwald & Merriam, (1992) indicated, training is an important element that motivates, empowers and makes facilitators ready for the immense work that wait for them. It is, in fact, considered as one of the most important feature that determines the quality of the teaching learning process and the final success or failure of the Non Formal Adult Basic Education Program. AAEB, (2007) indicated that the bureau had planned to give the training using the following three phases.

- a sort of initial training on teaching adult, before they start teaching
- short term training that helps them improve their teaching skills, once they start teaching
- an up grading training to obtain their certificate or diploma in teaching after some years of service

But as we have seen from the collected data, the bureau could not implement its written objectives in relation to facilitators training. Majority of the facilitators still lack access to short or long term training in facilitating adult learners and this will obviously make the NFABE program defective.

Table 4.2.8 The conduciveness of the instructional setting

| Item | Facilitators | | Supervisors | |
|---|--------------|------------|-------------|------------|
| | No | % | No | % |
| Are the instructional settings conducive? | | | | |
| Yes | 36 | 94.74 | 6 | 100 |
| No | 2 | 5.26 | - | - |
| Total | 38 | 100 | 6 | 100 |

As is observed in Table 4.2.8, 36 (94.74%) of facilitators and all of supervisors said that the instructional settings were favorable. On the other extreme two of the facilitators replied that the instructional settings were not conducive.

Although many of the facilitators said the instructional settings were conducive, in the open-ended question they indicated that the major problem they faced was lack of enough light in the classrooms. In most classrooms, the electric power was weak. According to them, this had an adverse effect on the teaching and learning process

During the interview, most learners agreed that low power of light was the major problem they experienced in the classrooms. As we have seen the information gathered in the close-ended question many of the facilitators agreed that the instructional settings were conducive. But in the open-ended questions they claimed that the major problem they faced were shortage of light in the classrooms. These two ideas are contradict to each other. Yet the researcher also observed schools encountered light problem. Because of weak light,

facilitators and learners faced problems to read and write properly. This problem was primarily seen in Kara, Misrak Ber and Kokobe Tsebah primary schools.

Conversely, since schools are using the classrooms during the day, in all sampled schools, classrooms were in good condition. However, in MisrakBer Primary School in addition to light problem, the classrooms are old and untidy. It is obvious that such conditions are affecting the teaching and learning process .As (Educational Psychology Service, 2002; Darkenwald & Merriam, 1982) said in the review of literature, the instructional settings affect the teaching learning process. So the setting should have adequate light, space to move around, appropriate temperature and so on to make the teaching learning process effective. From the above information gathered from the participants and the researcher classroom observation we can conclude that except light problem, the instructional settings are conducive.

Challenges affecting the teaching learning process and measures taken.

4.2.9 Major Challenges

It is obvious that there would be challenges any program is implemented. Regarding this, an open-ended question was presented to respondents to list down and explain challenges that affect the teaching learning process of the Non Formal Adult Basic Education Program.

The responses on the challenges are summarized as follows:

1. Shortage of teaching materials
2. low payment of facilitators
3. problems related to learners
4. absence of responsible body at schools

Regarding shortage of teaching materials, participants identified challenges such as shortage of text books; shortage of teacher's guide; and shortage of reference books /materials.

Pertaining to low payment of facilitators, most supervisors mentioned problems such as Facilitators lack curiosity in teaching. (Unpunctual, repeatedly absent from work and Incompetence) and facilitators withdrawal.

During the interview, the NFE expert and the NFE coordinator agreed that facilitators were paid 250 birr per month. Since this money is not sufficient, many of them leave for better post in each semester. Almost all learner interviewees also explained that some facilitators are frequently absent from classes. One adult learner explained the situation saying: as,

The last one and half month, we haven't got a teacher for the subject environmental science. We don't know the reason. I think she gave up teaching. We do not know where to go and ask. In environmental science period, we are mixed with other class and attend whatever subject they have.

This witness of the learner indicates that facilitators need continuous supervision, follow up and assistance. Otherwise it is difficult to say the NFABE is implemented effectively. During observation, in Kara Primary School, the researcher noticed that some facilitators were not timely and regularly present.

During classroom observation the researcher noticed when two classes were merged because of the absence of a teacher. The class was so crowded and noisy. They were more than sixty-five. The facilitator could not manage and present the lesson properly. Some students were sitting on the front floor since there were no enough desks in the classroom.

Regarding problems related to learners', participants mentioned, high dropout, age gap between learners in a class room, and unpunctuality.

As the majority of supervisors and all facilitators underlined, one of the major problems related to learners was high dropout rate. Facilitators additionally mentioned that since there

were children in same classes with adults, they faced difficulty to address the interest and capacity of both groups.

The interview held with the NFE coordinator indicated that learners stopped attending classes without returning the borrowed text books. The main reason that caused shortage of text books is learners' continuous dropout. According to his explanation, there was no responsible body that followed and had the books returned. During classroom observation it was noticed that most learners were late comers too. Some were joining the class during the last period.

The participants mentioned that lack of responsible body has resulted into: shortage of classrooms, lack of offices and stealing of light bulbs form the classrooms.

The NFE expert during the interview stated some schools gave worthless rooms which had light and other problems to the NFAE program. There was no body in schools that took the responsibility for the NFAE. As he added, Kebele supervisors had responsibility to monitor and solve minor problems that affected the teaching and learning programs immediately. The main cause for all the above problems, as he explained, was lack of budget. According to him, no budget was allotted to the NFAE program except the facilitators' monthly salary.

The interview conducted with learners revealed that they were getting tired of contributing money for buying bulbs. Mostly they missed classes because the bulbs were repeatedly stolen from their classrooms. They explained there was no responsible person/s in the schools that protected or resolved such problems. It was also observed in all sampled schools, except Kokobe Tsebah Primary School, there were no offices which belong to the NFABE program. Facilitators got problems in putting their properties. They were always seen carrying their teaching materials (duster, chalk, text books...) in a bag.

In the review of literature a study conducted by IIZ/DVV (2003) identified problems in the provision of adult education in Ethiopia. Most of the problems mentioned there were similar with these research findings. Some of them were; shortage of well-trained facilitators; shortage of teaching materials; high dropout rate; teaching children and adult together and facilitators' failure to prepare lesson plans, use of active learning and continuous assessment

4.2.10 Measures taken

All respondents participated in the interview were also asked on what measures they had taken to overcome their problems. They responded that majority of their problems remained unsolved. But they attempted to give tentative solutions on the following few areas.

Related to facilitators

Supervisors explained that when facilitators were repeatedly late or absent from classes, they gave oral warning at first. And then, they fired them and substituted the post by others.

Related to Learners

Regarding children who were attending in adult classes, as the NFE coordinator explained, they were practicing to teach them in separate classrooms.

Regarding bulbs

Adult learners especially in Kara and Misrakber Primary Schools detached the bulbs and put it in the guards' rooms at the end of the class. In the same schools the measure taken by learners was that they selected a representative and the representative took the bulbs home and brought them back the next day.

Chapter five

Summary, conclusions and recommendations

This chapter summarizes the major findings of the study and then concludes on the basis of these findings. Finally, possible recommendations are made.

5.1 Summary

The objectives of this study are to investigate the teaching learning practices of NFABE first cycle program and find out major challenges that affect the process in Yeka and Bole Sub cities in Addis Ababa in ten educational centers. In order to address these issues, the following major research questions have been raised.

1. How is the teaching learning process taking place?
2. How many facilitators take pre and in service training?
3. To what extent are the instructional settings conducive for the teaching learning process?
4. What are the major challenges that affect the teaching learning process?
5. What efforts have been made to overcome the major challenges faced in the teaching learning process?

In order to find out answers to the above questions, a descriptive survey approach which used questionnaires, observation and interviews as data collecting instruments was employed.

The questionnaires were distributed to 42 facilitators working in ten educational centers and 8 educational supervisors working in six kebeles. Out of this, 38 facilitators and 6 supervisors returned the questionnaires. Facilitators were selected using stratified random sampling technique. The strata secured sex and year of experience in facilitating adults. The selected kebeles were those which were found in the same location at the selected centers. In addition, observations were conducted. Furthermore, interviews were held with one NFE expert in City

Government of Addis Ababa Education Bureau, one NFE Coordinator in Bole Sub city and 35 learners from the ten sampled centers/schools. Learners were selected using stratified random sampling techniques. The strata used sex, academic rank and age differences in a classroom. The data obtained through the above instruments have been organized and analyzed by using frequency and percentages.

The major findings of the study are summarized below

Concerning contents relevance

Majority of the respondents 28 of facilitators and 5 of supervisors agreed that all contents were relevant to adult learners. But 10 of facilitators and one of supervisors claimed that all contents were not relevant. The reason that they mentioned were that the language in the text books was difficult, some contents were outdated and beyond the ability of adult learners.

With regard to important contents that should be added in the text, 8 of facilitators suggested Ethical Education, 6 current issues, 4 civic education and 3 traffic rules are supposed to be added in the text books. Participants were also asked to indicate less important contents, if there were. Twenty nine of facilitators and all of supervisors agreed there were no less important contents. However, 7 of facilitators in environmental science points about HIV/Aids and harmful traditional practices were less important to learners. The reason they stated adults knew a lot about those points. According to them, those issues were outdated and too much elementary.

Concerning assessment

Twenty eight of facilitators confirmed that they assess learners after teaching contents, 19 of them during teaching and 10 before teaching. Three assessment tools have been used by facilitators, 22 of them use written tests on the black board, 7 class works and 9 home work.

Twenty-three assess learners monthly, 16 every two weeks. Nine said any time/ no fixed period of time/ 7 weekly and 4 twice a semester.

There were some common problems that facilitators were faced during assessment. 24 of them underlined the key problem was learners' were incapable of reading and understanding questions. Twenty eight said learners could not give their answers within the given period of time. Four answered some learners were not present in exam times and 24 said learners were unable to write down their answers properly. On the other way during the interview, learners also explained inability of reading sentences and writing words were their major problems they came across during assessment.

Concerning method of instruction

Twenty nine facilitators used both teacher centered and student- centered methods of teaching depending on the nature of the contents. Nine used only teacher -centered instructional technique. In regards to specific teaching methods, 31 of facilitators responded they used lecture method mostly. The reason they mentioned was teachers should control all class activities to handle learners. Whereas two of them stated they used group discussion in most of their classes. This method, according the respondents, allows learners to learn from each other. Five did not list any method of teaching.

Concerning instructional planning

Among thirty eight participants of facilitators in this research, half of them prepare and used only weekly instructional planning. The rest half did not use any instructional plans. Yearly and daily plans were not used by any of the facilitators.

Although half of them used weekly lesson plans, they did not cover lessons as per plans in most times 32 replied the major causes were most contents were difficult. So they took time to

make them understandable by learners. The other related point was, as they said, learners were slow to understand all contents easily. Four said in most times, classes had been interrupted because of shortage of light. Two said schools had been closed for there were many holidays. Therefore all the above points affect the completion of contents as planned. Those facilitators who prepare weekly lesson plan, half got timely feed back in relation to the prepared plan. Ten got from the formal school director, 4 from the vice director and the rest 5 did not respond to the given question.

Concerning instructional media

Majority of the facilitators 31 did not use any instructional media in the teaching learning process. Seven of them used instructional media like real objects, flashcards and pictures.

Thirty-four of them responded that no instructional media was available in the schools where they were facilitating. Two of them said that only radio was available and two said charts were available. As they indicated, there were some important instructional media which were not available in the NFABE centers/schools but important to facilitate adult beginners. They were, as 7 of facilitators replied, Amharic and English alphabets, as half said different pictures, and as 8 indicated flash cards and as 7 replied color charts. In relation to preparation of instructional media, 33 of facilitators haven't prepared any instructional media. The main reasons they indicated are shortage of materials and lack of experience in preparing instructional media.

Concerning curriculum materials

Many of facilitators 29 and one of supervisors argued that syllabus was not available in schools where the NFABE program was implemented. Nevertheless, majority of supervisors 4 and 5 facilitators agreed that syllabus was available but not adequate in schools where they

were supervising. Four of the facilitators were non respondents. On the contrary the NFE supervisor during the interview indicated syllabus was not available in any of the schools kebeles and sub-cities. According to him, there is only one copy in Addis Ababa Education Bureau. In relation to teacher's guide, a number of respondents, 27 of facilitators' and 5 of supervisors' replied it was available but not adequate. Six of facilitators and one supervisor said available and adequate. Five of facilitators answered teacher's guide was not available at all. With regard to reference books, all supervisors and majority of facilitators 34 agreed that it was not available. The rest 4 of facilitators did not have any idea about this. Concerning the NFABE manual, all supervisors and majority of facilitators 31 confirmed that it was not available. The remaining 7 of facilitators did not give any answer.

Concerning facilitators training

Greater numbers of facilitators 33 did not take any training in relation to facilitating in adult education. Only 5 got in service training. The trainings were given for a short period of time. Three of facilitators said that the training was for half a day and one of them answered for a day and the other one said for three days. As most of the facilitators who received the in-service training approved, one of the major contents of the training was common behaviors of adult learners, lesson plan preparation and methods of teaching adults.

Concerning instructional setting

All supervisors and majority of facilitators 36 agreed the instructional settings were conducive for the teaching learning process. On the contrary, two of the facilitators answered they were not conducive. The main problem they indicated was, in most classrooms there was a shortage of electric power that affected the teaching learning process seriously.

Concerning major challenges

Respondents signified problems that negatively affected the implementation of NFABE program. Those problems were summarized in four groups: shortage of teaching materials, low payment of facilitators, learners' related problems and lack of responsible body at schools. Under shortage of teaching materials, text books, teacher's guide and reference materials were listed as source of the problem. Since their salary was not attractive, facilitators lacked interest in teaching adult. This was observed in that they were unpunctual, repeatedly absent from work and incompetent in facilitating adults and they left the schools in search of better jobs.

Problems which were related to learners were high dropout, a wide age gap between learners and unpunctuality. Shortage of classrooms, scarcity of offices, and lack of enough electric power in the classrooms and stealing of light bulbs were listed under lack of responsible body in the schools.

5.2 Conclusions

Based on the major findings, the following conclusions are drawn

In all sampled centers, there were great scarcity of curriculum materials such as teachers guide, syllabus, reference materials and manual. The major cause of the above mentioned problems was shortage of budget. No budget was allotted from the MoE to the NFABE program except monthly salary of facilitators. Furthermore, text books were not updated. Therefore some contents are outdated and irrelevant for adult beginners.

Different assessment techniques were not implemented. Facilitators and learners encountered problems during assessment. The major reason of these was facilitators lack knowledge in implementing continuous assessment and choosing appropriate tools to evaluate illiterate adults. Similar to this, varieties of active teaching methods were not used. Most facilitators used lecture method and they believed it was the best way to handle adult beginners. Half of the facilitators prepared and used only weekly lesson plan of instruction. The remaining half did not use any instructional planning in the teaching learning process. Moreover, Majority of facilitators did not apply instructional media in their teaching. Lack of knowledge/skill and scarcity of materials are the major reasons. Majority of them did not take any training in relation to facilitating adults.

There were some major challenges that negatively affected the practice of the NFABE program. Shortage of teaching materials, low payment of facilitator, problems which were related to learners , lack of responsible person at schools , weak power of light in the classrooms and continuous theft of bulbs from the classrooms were the most noticeable problems.

5.3 Recommendations

1. It was found out that the implementation of the program was affected by problems related to text books. (Shortage in number and lack of up to date information in the contents) therefore MoE and AAEB should work jointly to re-vise the text books and to distribute with sufficient number of copies for both facilitators and learners. Sub-city NFE coordinators and NFE supervisors in kebeles need to work together in the allocation of the text books.
2. To bring about success in the practice of NFABE, available curriculum materials, syllabus, teacher's guide, reference books, manuals and others are essential. For that reason it is recommended that AAEB give priority to prepare and distribute adequate curriculum materials in centers where the NFABE program is given.
3. It was found out that the implementation of the program was affected by lack of training of facilitators. Most of them started practicing NFABE program without any pre- practice training. Then more attention is needed on what knowledge and skills are essential for adult facilitators. The AAEB in the short run program should prepare pre- and in-service training constantly for facilitators and in the long-run , it is recommended that the bureau establish cooperation between the teacher college in the region and local as well as other colleges in the country to train facilitators.
4. As per the information gathered from the respondents, lack of offices and pedagogical centers in the educational centers has depressing effect on the overall success of the whole program. So, there is a need that MoE and AAEB consider the case in depth and do all what is possible to allocated adequate budget to establish offices and pedagogical centers.

5. As it is indicated in NFABE guideline, kebele supervisors are responsible to manage and control the program at centers level. Therefore, the kebele NFE offices should assign responsible person at centers/ schools who coordinates, follows-up the overall activities of the program and solves problems encountered around centers/schools.
6. As its name indicates NFABE program is planned for adults whose age are above 15 (AAEB 2006). Thus, kebele supervisors are accountable to pick children out from the NFABE program and send them to centers where alternative basic education (ABE) program is given.
7. Since sufficient budget is needed to implement a given program, the government has to allot enough financial support in the implementation of NFABE program.
8. Finally, the researcher recommends that all responsible bodies in the NFABE program should record written documents which indicate the overall activities of the program like reports(semester, yearly), list of learners , grade reports, prepared lesson plans, dropout and enrollment rates in different years and so on. These documents help the implementers to evaluate their performance. It will also help as a reference for those who want to study the implementation of the program

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Appendix 1

Addis Ababa University

College of Education

School of Graduate Studies

Department of Curriculum and Teacher Professional Development Studies

Questionnaire to be filled by “Kebele Education supervisors”

Dear Kebele Education supervisors”

This questionnaire is prepared to collect information for the research on the “Practices and Challenges of Non-Formal Adult Basic Education in two sub-cities in Addis Ababa-Bole and Yeka.” To do so, questions on the different components of the teaching-learning process and some other related issues are included. And your responses to these questions will help to have a good picture on the provision of Non-Formal Adult Basic Education in your Kebele. Thus, I request you to help me in providing the required information as much as you can. Finally, I would like to express to you that all information you are going to provide will not be used for purposes other than what is intended in this research.

Thank you.

Direction

Dear Kebele Education Experts, below are some instructions about how to fill this questionnaire

1. There is no need of writing your name.
2. the questions are opened –ended and you can add more responses if you think they are related to questions asked.
3. if you need more space to write more, you can use the blank pages attached.

General Information

1. Sex : Male Female
2. Sub-city _____ Kebele _____
4. Total years of service as Kebele Education Experts
4.1 in this Kebele _____

4.2 in another Kebele, if you have _____ and specify what you did there

5. Educational qualification

10+1 10+2 10+3 12+1 12+2

12+3 others (specific) _____

1. What criteria do you use when you select non-formal adult basic education centers/schools?

2. What criteria do you use when you select facilitators?

3. A Are contents relevant to adult learners?

Relevant not relevant

If no, why not _____

4. Are the following curriculum materials available at centers?

| | Available and adequate | Available but Not adequate | Not available |
|-----------------|------------------------|----------------------------|---------------|
| Syllabus | | | |
| Textbooks | | | |
| Teachers Guide | | | |
| Reference Books | | | |
| Manuals | | | |

5. how do you evaluate the teaching-learning process in terms of the following variables?

5.1 availability, use and preparation of instructional media

5.2 facilitators teaching competency

5.3. The conduciveness of the instructional settings

6. How do you evaluate the teaching learning practice of the NFABE program at your Kebele?

7. challenges and measures taken

7.1 What challenges have you encountered so far in coordinating non-formal adult basic education first cycle program at your Kebele?

7.2 What measures have you taken?

7.3 how effective were the measures?

Appendix 2
Addis Ababa University
College of Education
School of Graduate Studies
Department of Curriculum and Teacher Professional Development Studies

Questionnaire to be filled by Non-Formal Adult Basic Education Facilitators

Dear Facilitators,

This questionnaire is prepared to collect information for the research on the “Practices and Challenges of Non-Formal Adult Basic Education first cycle program in two sub-cities in Addis Ababa namely Bole and Yeka. To do so, questions on the different components of the teaching-learning process and some other related issues are included. And your responses to these questions will help to have a good picture on the provision of Non-Formal Adult Basic Education in your school/center. Thus, I request you to help me in providing the required information as much as you can. Finally, I would like to express to you that all information you have provided will not be used for purposes other than what is intended in this research.

Thank you.

Direction

Dear facilitators, below are some instructions about how to fill this questionnaire

1. There is no need of writing your name.
2. Put a tick \checkmark mark for questions that involve “yes-no” options and choices in the boxes provided.
3. Write your response/s in the space provided for the questions.

General Information

1. Sex: Male Female
2. Sub-city _____
3. Name of school/ Center _____
4. Total years of service as facilitator in Non-Formal Adult Basic Education
 - 4.1 This school/center _____

4.2 another school/center, if you have _____

4.3 Specify what you did there _____

5. Educational qualification

10+1 10+2 10+3 12+1 12+2

12+3 others (specify) _____

6. Total teaching load per week/periods _____

Questions related to Instructional contents

1. Are contents relevant to adult learners?

Relevant not relevant

If no, why not _____

2. Are there contents, which you think should be added to the syllabus?

Yes

No

If you say "yes", could you please mention those contents?

3. Are there contents that you think less important to the adult learner's need?

Yes

No

If you say "yes", could you please mention those contents?

4. On instructional plans

4.1 do you prepare and use daily lesson plan?

Yes

No

4.2 do you prepare and use weekly lesson plan?

Yes

No

4.3 do you prepare and use annual lesson plan?

Yes

No

5. Do you get timely feedback on your lesson plans?

Yes No

if yes, who give you the feedback? _____

6. Do you usually cover lessons as per your plans?

Yes No

if no, why not?

Questions related to assessment

1. What does instructional assessment/student assessment mean to you?

2. How do you evaluate the importance of assessment in the teaching-learning process?

3. When do you usually assess your students? /if you assess in all of the cases you can put marks in all of the three/

after teaching them a content/s while teaching them a content/s

before teaching them a content/s

4. How often learners are evaluated?

Weekly every two weeks

Monthly monthly

Twice a semester any time

5. How often do you use the tools and/or procedures you mentioned above for assessing your students?

always sometimes rarely

6. have you faced challenge/s around assessing your students?

Yes No

if yes,

a. could you mention some of the challenges?

b. have you tried to solve these challenges?

Yes

No

if yes,

a. what have you done?

b. how effective were they in solving these challenges?

if no, why not?

Questions related to teaching methods

1. What do student and teacher-centered instruction/teaching methods mean to you?

2. Which one do you often apply in your classroom?

Only teacher-centered instruction

Only student-centered instruction

both depending on the nature of the content

3. What specific teaching methods do you often use in your classroom?

4. What challenges have you faced in applying teaching method/s of your choice?

Questions related to the availability, use and preparation of instructional media

1. How important, do you think, instructional media are in the teaching-learning process?

2. Do you use instructional media in the teaching-learning process?

yes no

if yes,

a. could you please mention some of those you are using?

b. how often do you use them?

if no, why not?

3. What instructional media are available at your school/center?

4. Are there instructional media which are not in your school/center but which you need?

5. Do you prepare instructional media? Yes No

if yes, could you please mention the ones you have prepared so far

if no, why not?

6. Are there times where students are required to prepare instructional media?

Yes No

if yes,

What are the media they have prepared?

Questions related to the availability of curriculum materials

1. Are the following curriculum materials available at your center/ school?

| | Available and adequate | Available but Not adequate | Not available |
|-----------------|------------------------|----------------------------|---------------|
| Syllabus | | | |
| Textbooks | | | |
| Teachers Guide | | | |
| Reference Books | | | |
| Manuals | | | |

2 . Are there any other curriculum materials that you need to have at your school/center?

3 . Are there any challenges you have faced around curriculum materials?

Questions related to pre-service training

1. Did you get /initial/ training before you start teaching?

Yes No

If yes,

a. What was the main focus of the training?

b. for how many days/months was the training given?

c. What was the extent to which the training you received was practical and useful to improve your professional competence?

Very high High Average
Low Very low

d. To what extent was the training you received relevant to teach adults?

Very high High Average
Low Very low

e. Did you receive materials that would assist you in the teaching-learning process from the training?

Yes No

If yes, what types of materials did you receive?

Questions related to in-service/on job training

1. Have you got any training after you start teaching?

Yes No

if yes,

a. For how long?

b. What were the major contents of the training?

c. Does it help you (to) improve the teaching-learning process?

Yes No

d. What was the extent to which the training you received was practical and useful to improve your professional competence?

Very high High Average

Low Very low

e. To what extent was the training you received relevant to teach adults?

Very high High Average

Low Very low

f. Did you receive materials that would assist you in the teaching-learning process from the training?

Yes No

If yes, what types of materials did you receive?

2. How do you see the importance of continuous professional development training on the teaching-learning process?

3. Do you need on job training around the teaching learning-process?

Yes No

If yes, could you please mention the areas that you need training on

Questions related to the conduciveness of the instructional setting and problems encountered

1. Are the instructional settings conducive?

Yes

No

If no what are the problems?

2. Have you encountered any problems that affect the teaching and learning process?

Yes

No

If your answer is 'yes' what are the problems?

3. Have anybody taken solutions to solve the above mentioned problems?

Yes

No

If 'yes' please explain the solutions?

Appendices 3

አዲስ አበባ ዩኒቨርሲቲ

የሥነ ትምህርት ክፍል

የካሪኩለም እና የመምህርነት ሙያ ልማት ጥናት ትምህርት ክፍል

በቀበሌ በሚገኙ መደበኛ ያልሆነ የትምህርት ክፍል ተቆጣጣሪ የሚሞላ መጠየቅ

የተከበሩ ተቆጣጣሪ፤ ይህ መጠየቅ የተዘጋጀው በቦሌና የካ ክፍል ከተማዎች የሚሰጠው መሠረታዊ የጎልማሶች ትምህርት የሥራ እንቅስቃሴ ምን እንደሚመስልና ያሉበትንም ችግሮች በዝርዝር ለማሳየት መረጃ መሰብሰብ ነው። መረጃውን በሚገባ ለመሰብሰብም ከመማር ማስተማር ሂደት በተጨማሪ ከጉዳዩ ጋር ተያያዥነት ያላቸው ጥያቄዎች ተዘጋጅተዋል።

እርስዎ ለቀረቡት ጥያቄዎች ከሚሠጡት ምላሽ ባሉበት ቀበሌ የጎልማሶች ትምህርትን በተመለከተ ያለውን እንቅስቃሴ ለመረዳት ያስችላል። በመሆኑም ለቀረቡት ጥያቄዎች በሙሉ ምላሽ በመስጠት እንዲተባበሩ እጠይቃለሁ። ከእርስዎ የሚገኘው መረጃ ከላይ ከተጠቀሰው የጥናቱ ዓላማ ውጭ ለሌላ አይውልም። በመሆኑም ትክክለኛ ምላሽ በመስጠት ለጥናቱ መሳካት ለሚያበረክቱት አስተዋፅዖ በቅድሚያ አመሰግናለሁ።

መመሪያ:- መጠይቁን እንዴት መሙላት እንዳለብዎት የሚ ያመለክቱ ነጥቦች

1. ስምዎን መፃፍ አያስፈልግም።
2. ከቀረቡት ጥያቄዎች ጋር ተያያዥነት ያላቸው ሃሳቦች/ነጥቦች ካልዎት ከመግለፅ ወደኋላ አይበሉ።
3. ለመልስ መስጫ የተተወው ቦታ የማይበቃው ከሆነ ከመጠየቁ በስተመጨረሻ ባሉ ባዶ ወረቀቶች ላይ የጥያቄዎቹን ቁጥሮች በመፃፍ ምላሽ ይስጡ።

አጠቃላይ መረጃ

1. ያታ ወንድ ሴት
2. ክፍለ ከተማ _____ ቀበሌ _____
3. በቀበሌ ጎልማሶች ትምህርት አስተባባሪ ሆነው ያገለገሉበት ዓመት _____
4. የትምህርት ደረጃ
 10 +1 10 +2 10 +3 12 +1 12 +2 12 +3
 ሌላ ካለ _____

1. የጎልማሶች መሠረታዊ ትምህርት የሚሰጥባቸው ት/ቤቶች ጣቢያዎች በምን መስፈርት የተመረጡ ናቸው?

2. የመማሪያ ክፍሎች ለመማር ማስተማር ሂደት ምቹ ናቸው?

ናቸው

አይደሉም

ካልሆኑ ችግሮቹን ይዘርዝሩ

3. አመቻቸችን ስትመለምሉ የምትጠቀሙት መመዘኛ መስፈርት ምንድን ነው?

4. ለጀማሪ ጎልማሶች የቀረበው የትምህርት ይዘት ከፍለጎታቸው አንፃር ተገቢ ነው?

ነው

አይደለም

ምላሽዎ አይደለም ከሆነ ለምን?

5. በጣቢያዎች ወይም ባሉበት ቀበሌ የሚከተሉት የትምህርት አጋዥ መሣሪያዎች ይገኛሉ?

| | በበቂ ሁኔታ ይገኛል | ይገኛል ግን በቂ አይደለም | አይገኝም |
|----------------------------------|--------------|------------------|-------|
| መርሃ ትምህርት (Syllabus) | | | |
| የመማሪያ መ ፃህፍት (Text books) | | | |
| የመምህሩ መምሪያ (Teacher's guide) | | | |
| ማጣቀሻ መ ፃህፍት (Reference Books) | | | |
| መመሪያ (Manuals) | | | |

Appendix 7

Interview guide for Adult learners

This interview guide is prepared to collect information for the research on the “Practices and Challenges of Non-Formal Adult Basic Education in the first cycle program in two sub-cities in Addis Ababa namely, Bole and Yeka.” Below, there are some points which you should take into account while responding to the questions in the interview guide:

1. If the questions asked are not clear, you can ask the interviewer to explain the questions further.
2. if there are points which you would like to add, you can add, even though they are not asked in the question
3. the questions need your genuine responses, so try to give as frank responses as possible
4. All information you have provided will not be used for purposes other than what is intended in this research.

Thank you in advance for your cooperation.

1. How did you join the non-formal adult basic education program?
2. Why are you interested in attending the program?
3. Are the contents significant to your life/ do they help you in anyway in your day-today life activities? If, please explain how
4. Do you regularly attend classes? If not, why?
5. Do you get enough support from your facilitators, and other responsible bodies? If you say yes, could you mention some?
6. What teaching methods do your facilitators usually use?
7. Which method/s is /are good to you and why?

6. የመማር ማስተማሩን ሂደት ከሚከተሉት መመዘኛዎች አንጻር እንዴት ያዩታል?

6.1. የትምህርት መርጃ መሳሪያዎች መገኘት፣ አጠቃቀምና ዝግጅትን በተመለከተ

6.2. የአመቻቸው የማስተማር ብቃት

7. በእርስዎ ቀበሌ የጎልማሶች ትምህርት የመማር ማስተማር ሂደትን እንዴት ይገመግሙታል?

8. ያጋጠሙ ችግሮችና የተወሰዱ እርምጃዎችን በተመለከተ

8.1. በቀበሌዎ የጎልማሶች ትምህርትን በተመለከተ ምን ችግር አጋጥሞ ያውቃል?

8.2. ላጋጠሙ ችግሮች ምን አይነት የመፍትሄ እርምጃ ተወሰደ?

8.3. የተወሰደው እርምጃ ምን ያህል ውጤታማ ነበር?

Appendices 4

አዲስ አበባ ዩኒቨርሲቲ

የሥነ ትምህርት ክፍል

የካሪኩለም እና የመምህርነት ሙያ ልማት ጥናት ትምህርት ክፍል

በአመቻቸው የሚሞላ መጠይቅ

መመሪያ:- የተከበሩ የጎልማሶች ትምህርት አመቻቸውን ቀጥሎ መጠይቁን እንዴት መሙላት

እንዳለብዎት የሚጠቁሙ ነጥቦች ይገኛሉ።

1. ስምዎን መጻፍ አያስፈልግም

አዎ ወይንም አይደለም ምላሽ ለሚያሰጡ ጥያቄዎች ለመልስ በተተው ሳጥን ውስጥ

() ጭረት () በማድረግ ምላሽ ይስጡ

2. ምላሹን ለመልስ መስጫ በተተወው ቦታ ላይ ይጻፉ

አጠቃላይ መረጃ

1. ጾታ ወንድ ሴት

2. ክፍለ ከተማ _____

3. የት/ቤት ወይንም የጣቢያ ሥም _____

4. ጎልማሶችን በማስተማር ያገለገሉበት ዓመት _____

ከዚህ ቀድሞ ከማስተማር ሥራ ጋር በተያያዘ ሌላ ቦታ ሰርተው ከሆነ

የት ነበር የሠሩት _____

ሥራው ምን ነበር _____

ለምን ያህል ጊዜ ሰሩ _____

5. የትምህርት ደረጃ

10 + 1 10 + 2 10 + 3 12 + 1 12 + 2 12 + 3

ዲፕሎማ ሌላ ካለ _____

6. በሳምንት ውስጥ የሚያስተምሩት ክፍለ ጊዜ ብዛት _____

የትምህርት ይዘትን በሚመለከት የቀረቡ ጥያቄዎች

1. ለጀማሪ ጎልማሶች የቀረበው የትምህርት ይዘት ከፍለጎቻቸው አንጻር ተገቢ ነው?

ነው

አይደለም

ምላሽዎ አይደለም ከሆነ ለምን?

2. በመርጋ ትምህርቱ (Syllabus) ላይ ያልተካተቱ ነገር ግን ለጎልማሶች መሰጠት ነበረባቸው የሚሏቸው ይዘቶች አሉ?

አሉ የሉም

ምላሽዎ አሉ ከሆነ ያስፈልጋሉ የሚሏቸውን ይዘቶች ይዘርዝሩ

3. የትምህርት እቅድን በተመለከተ :-

3.1. እለታዊ እቅድን አዘጋጅተው ይጠቀማሉ?

አዎን እጠቀማለሁ

አልጠቀምም

3.2. ሳምንታዊ እቅድን አዘጋጅተው ይጠቀማሉ

አዎን እጠቀማለሁ

አልጠቀምም

3.3. አመታዊ እቅድን አዘጋጅተው ይጠቀማሉ :

አዎን እጠቀማለሁ

አልጠቀምም

4. ለሚያዘጋጁት ዕለታዊ የትምህርት እቅድ (daily lesson plan) በወቅቱ ምላሽ /አስተያየት ያገኛሉ?

አዎን አገኛለሁ

አላገኝም

ምላሽዎ አዎን ከሆነ አስተያየቱን የሚያገኙት ከማን ነው?

5. አብዛኛውን ጊዜ ለማስተማር ያቀዱትን የትምህርት ክፍል ባቀዱት የጊዜ ገደብ ውስጥ ያጠናቅቃሉ?

አዎን አጠናቅቃለሁ አላጠናቅቅም

ምላሽዎ አላጠናቅቅም ከሆነ ምክንያቱን ይግለጹ::

የተማሪዎች ምዘናን (assessment) በሚመለከት የቀረቡ ጥያቄዎች

1. የተማሪዎች የክፍል ውስጥ ምዘና ስንል ምን ማለታችን ነው?

2. በመማር ማስተማር ሂደት ውስጥ የምዘና አስፈላጊነትን እንዴት ያዩታል?

3. ጎልማሶቹን የሚመዘኑት ከሚከተሉት በየትኛው ወቅት ነው? (ሁሉንም የሚጠቀሙ ከሆነ ሁሉም ላይ ጭረት ማድረግ ይችላሉ።)

ሀ/ አንድን የትምህርት ይዘት ካጠናቀቁ በኋላ

ለ/ አንድን የትምህርት ይዘት ከመጀመርዎ በፊት

ሐ/ በማስተማር ላይ እያሉ

4. ላስተማሩት ትምህርት በየስንት ጊዜው ፈተና ይፈትሳሉ?

በየሳምንቱ

በየወሩ

የሁለት ሳምንቱ

በሴምስተር ሁለት ጊዜ

በማንኛውም ጊዜ

5. ጎልማሶች ምን ያህል ትምህርቱን እንደተረዱ ለማረጋገጥ የሚጠቀሙት የምዘና ዘዴ ወይንም መንገድ ምንድን ነው?

ከላይ የጠቀሙትን የምዘና ዘዴ በምን ያህል የጊዜ ርቀት ይጠቀማሉ

ሁሉ ጊዜ

ከአብዛኛው ጊዜ

አልፎ አልፎ

6. ጎልማሶችን በሚመዘኑበት ጊዜ ያጋጠመዎት ችግር አለ

አለ የለም

ሀ/ ምላሽዎ “አለ” ከሆነ ያጋጠመዎትን ችግር/ሮች ይዘርዝሩ?

ለ/ ችግሩን/ሮቹን ለማስወገድ ሙከራ አድርገው ነበር?

አዎን

አላደረኩም

ሐ/ ያደረጉት/ዋቸው ሙከራ/ዎች ችግሩን ከመቅረፍ አኳያ ምን ያህል ውጤታማ ነበሩ?

ምላሽዎ ችግሩን /ጭንቀትን ለመቅረፍ ሙከራ አላደረጉም ከሆነ ምክንያቱን ይግለጹ

የማስተማሪያ ዘዴ (Teaching Method በሚመለከት የቀረቡ ጥያቄዎች

1. ተማሪና መምህርን ያማከለ የማስተማር ዘዴ ሲባል ለእርስዎ ምን ማለት ነው?

2. አብዛኛውን ጊዜ በክፍል ውስጥ የሚጠቀሙት የትኛውን ነው?

መምህር መር አካሄድን ተማሪ መር አካሄድን

እንደትምህርቱ ይዘት ሁለቱንም አካሄዶች ያማከለ

3. አብዛኛውን ጊዜ የሚጠቀሙት የማስተማሪያ ዘዴ የትኛውን ነው?

የመረጡትን የማስተማሪያ ዘዴ ሲጠቀሙ ያጋጠመዎት ችግር ካለ ይግለጹ

4. ከላይ የጠቀሱትን የማስተማሪያ ዘዴ የመረጡት ለምንድን ነው?

5. የመረጡትን የማስተማሪያ ዘዴ ሲጠቀሙ ያጋጠመዎት ችግር ካለ ይግለጹ?

የትምህርት መርጃ መሣሪያዎችን በሚመለከት የቀረቡ ጥያቄዎች

1. በመማር ማስተማር ላይ የትምህርት መርጃ መሣሪያዎች (instructional media) ምን

ያህል ጠቃሚ ናቸው ብለው ያምናሉ?

ግልጽ ሆኖ ለሌሎች ጥቅም ላይ ላይ ያውጥታል።

አይደለም አዎ

6. ለሌሎች ጥቅም ላይ ላይ ያውጥታል።

ግልጽ ሆኖ ለሌሎች ጥቅም ላይ ላይ ያውጥታል።

አይደለም አዎ

5. ለሌሎች ጥቅም ላይ ላይ ያውጥታል።

ግልጽ ሆኖ ለሌሎች ጥቅም ላይ ላይ ያውጥታል።

4. ለሌሎች ጥቅም ላይ ላይ ያውጥታል።

ግልጽ ሆኖ ለሌሎች ጥቅም ላይ ላይ ያውጥታል።

3. ለሌሎች ጥቅም ላይ ላይ ያውጥታል።

ግልጽ ሆኖ ለሌሎች ጥቅም ላይ ላይ ያውጥታል።

ግልጽ ሆኖ ለሌሎች ጥቅም ላይ ላይ ያውጥታል።

ግልጽ ሆኖ ለሌሎች ጥቅም ላይ ላይ ያውጥታል።

ግልጽ ሆኖ ለሌሎች ጥቅም ላይ ላይ ያውጥታል።

አይደለም አዎ

2. ለሌሎች ጥቅም ላይ ላይ ያውጥታል።

ስርዓተ ትምህርትን በሚመለከት የቀረቡ ጥያቄዎች

1. ቀጥሎ የቀረቡት የሥርዓተ ትምህርት መተግበሪያ መሣሪያዎች (curriculum materials)

በሚያስተምሩበት ት/ቤት/ጣቢያ ይገኛሉ (ጭረት “✓” በማድረግ ምላሽ ይሰጡ)

| | በበቂ ሁኔታ ይገኛል | ይገኛል ግን በቂ አይደለም | አይገኝም |
|---------------------------------|--------------|------------------|-------|
| መርሃትምህርት (Syllabus) | | | |
| የመማሪያ መጻሕፍት (Text books) | | | |
| የመምህሩ መምሪያ (Teacher's guide) | | | |
| ማጣቀሻ መጻሕፍት (Reference Books) | | | |
| መመሪያ (Manuals) | | | |

2. ከላይ በተራ ቁጥር “1” ከተዘረዘሩት መሣሪያዎች ውጭ ሌሎች ለጎልማሶች ትምህርት ጠቃሚ ና አስፈላጊ ናቸው ብለው የሚያምኑባቸው መሣሪያዎች ካሉ ይዘርዝሩ።

3. የሥርዓተ ትምህርት መተግበሪያ መሣሪያዎችን በሚመለከት ያጋጠመዎት ችግር ካለ ይግለጹ

ቅድመ ማስተማር ሥልጠናን በተመለከተ የቀረቡ ጥያቄዎች

1. ወደማስተማር ሥራ ከመግባትዎ በፊት ሥልጠና (training) ወስደዋል

ወስጃለሁ አልወሰድኩም

ምላሽዎ “ወስጃለሁ” ከሆነ

ሀ/ ሥልጠናው በምን ላይ ያተኮረ ነበር?

ለ/ ሥልጠናው የተሰጠው ለምን ያህል ጊዜ ነበር? (ቀን፣ ሳምንት፣ ወር)

ሐ/ ከስልጠናው ያገኙት እውቀት ተግባራዊ የመሆኑና ለማስተማር ሥራዎ ያለው ጠቀሜታ ምን ያህል ነው?

በጣም ከፍተኛ መካከለኛ በጣም ዝቅተኛ
ከፍተኛ ዝቅተኛ

መ/ የወሰዱት ሥልጠና ጎልማሶችን ከማስተማር አንፃር ተገቢነቱ ምን ያህል ነው?

በጣም ከፍተኛ መካከለኛ በጣም ዝቅተኛ
ከፍተኛ ዝቅተኛ

ሠ/ ከሥልጠናው ያገኙቸው ለማስተማር ሥራዎ ጠቀሜታ ያላቸው መርጃ መሣሪያዎች አሉ?

አሉ የሉም

ምላሽዎ “አሉ” ከሆነ ያገኙቸውን መሣሪያዎችን ይግለጹ?

በማስተማር ሥራ ላይ እያሉ የተሰጠ ሥልጠና ላይ ያተኮሩ ጥያቄዎች

1. ማስተማር ከጀመሩ ወዲህ ከሥራዎ ጋር ተያያዥነት ያለው ሥልጠና ወስደዋል

ወስዳለሁ አልወሰድኩ

ምላሽዎ “ወስዳለሁ” ከሆነ

ሀ/ ሥልጠናው የተሰጠው ለምን ያህል ጊዜ ነበር?

ለ/ ሥልጠናው በዋናነት ያተኮረው በምን ላይ ነበር?

ሐ/ የመማር ማስተማሩን ሂደት የተሻለ ለማድረግ ሥልጠናው ጠቀሜታ ነበረው?

ጠቃሚ ነበር ጠቃሚ አልነበረም

መ/ ከሥልጠናው ያገኙት እውቀት ጠቀሜታው ምን ያህል ነው

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

ሠ/ ጎልማሶችን ከማስተማር አንፃር የስልጠናው ተገቢነት

በጣም ከፍተኛ ከፍተኛ መካከለኛ ዝቅተኛ በጣም ዝቅተኛ

ረ/ ለማስተማር ሥራዎ ጠቀሜታ ያላቸው መሣሪያዎች ከሥልጠናው አግኝተዋል

አግኝቻለሁ አላገኝሁም

ምላሽዎ “አግኝቻለሁ” ከሆነ ያገኙቸውን መሣሪያዎች ይግለጹ::

2. የሥራ ላይ ሥልጠናን ጠቃሚነት እንዴት ያዩታል?

3. ጎልማሶችን ከማስተማር ጋር በተያያዘ ሥልጠና ማግኘት ይፈልጋሉ?

እፈልጋለሁ አልፈልግም

ምላሽዎ «እፈልጋለሁ» ከሆነ በምን ጉዳዮች ላይ ሥልጠና ማግኘት ይፈልጋሉ?

ምላሽዎ አልፈልግም ከሆነ ለምን?

የመማሪያ ክፍሎችና በአጠቃላይ ያጋጠሙ ችግሮችን በተመለከተ

1. የመማሪያ ክፍሎች ለመማር ማስተማር ሂደት ምቹ ናቸው?

ናቸው አይደሉም

ካልሆኑ ችግሮቹን ይዘርዝሩ

2. ለመማር ማስተማሩ ሂደት እንቅፋት ፈጥረዋል የሚሏቸው ነገሮች አሉ?

አሉ

የሉም

ካሉ ይዘርዝሩ

3. ከላይ የጠቀሷቸውን ችግሮች ለመቅረፍ የተወሰደ እርምጃ አለ?

አለ

የለም

ምላሽዎ «አለ» ከሆነ የተወሰደውን የመፍትሄ እርምጃ ይዘርዝሩ

Appendix 5

Interview guide for Adult Education Expert

This interview guide is prepared to collect information for the research on the “Practices and Challenges of Non-Formal Adult Basic Education in the first cycle program in two sub-cities in Addis Ababa namely, Bole and Yeka.” And, below are some points which you should take into account while responding to the questions in the interview guide:

1. if the questions asked are not clear, you can ask the interviewer to explain you the questions further
2. if there are points which you would like to add, you can add, even though they are not asked in the question
3. the questions need your genuine responses, so try to give as frank responses as possible
4. All information you have provided will not be used for purposes other than what is intended in this research.

Thank you in advance for your cooperation.

1. Do you believe that the non-formal adult basic education first cycle program is being implemented as per the guideline designed to ran the program?
2. What are the major functions of your office in relation to non-formal adult basic education program?
3. How do you evaluate the over all adequacy of the existing budget for the program?
4. Do you believe your office has carried out the functions it is purported to do/carry out?
5. How do you evaluate the competency of facilitators in teaching adult learners?

6. How do you evaluate the program in terms of availability and adequacy of curriculum materials /adequate resource, textbooks, reference materials, teacher's guide and other for teaching adults/?
7. Do you have contacts with non-governmental organizations, which have projects on non-formal adult basic education? If so/yes, what have you two done together?
8. What challenges have you encountered in coordinating non-formal adult basic education program?
9. What are the major challenges of the non-formal adult basic education program in Bole and Yeka sub-cites.
10. How do you evaluate the overall practices of the non-formal adult education first cycle program in Bole and Yeka sub-cites.
11. What do you think should be done to make the non-formal adult basic education program more effective in general and in Bole and Yeka sub-cites in particular?
12. How do you think the adult education program should be organized to address the needs of adult learners?

Appendix 6

Interview guide for sub-city Adult Education coordinator

This interview guide is prepared to collect information for the research on the “Practices and Challenges of Non-Formal Adult Basic Education in the first cycle program in two sub-cities in Addis Ababa namely, Bole and Yeka.” And, below are some points which you should take into account while responding to the questions in the interview guide:

1. if the questions asked are not clear, you can ask the interviewer to explain you the questions further
2. if there are points which you would like to add, you can add, even though they are not asked in the question?
3. the questions need your genuine responses, so try to give as frank responses as possible
4. all information you have provided will not be used for purposes other than what is intended in this research.

Thank you in advance for your cooperation.

1. How often do you visit schools/centers?
2. Are all the classes, centers/schools conducive for the teaching-learning Process? If no ,why not? in what aspects?
3. How do you evaluate the competency of facilitators in teaching adult learners?
4. How do you evaluate the first cycle program in terms of availability and adequacy of curriculum materials /adequate resource, textbooks, reference materials, teacher’s guide and other for teaching adults/?
5. How do you evaluate the availability, use and preparation of instructional

media at the schools and centers?

6. What professional supports have you given to the facilitators so far?
7. Do you think the program addresses the needs of adult learners?
8. What are the major challenges of non-formal adult basic education first cycle program that affect the teaching learning process?
9. What measures have you taken to solve those problems?
10. What do you think should be done to make the non-formal basic education program more effective?

8. How do you evaluate your teachers' method of teaching?
9. Is your class, center or school conducive for the teaching-learning process? If no, what is the problem?
- 10 How often facilitators assess your performance in each subject?
- 11 Do your teachers use different instructional media? If so, how often?
Do those media help you to understand the lesson/topic easily?
- 12 Do you all have the textbooks of all subjects?
- 13 Do you often cover all chapters in the different subjects in a semester? If no, what do you think the reason is?
- 14 What problems have you faced so far in relation to the teaching-learning process?
- 15 What did you do to solve those problems? /

Appendix 8

Observation guide

Part one: Condition of the classroom environment and its surrounding

| | “Variable” for observation in relation to the classroom | Condition of the “variable” | |
|---|---|-----------------------------|---------------------|
| | | Good/adequate | Not good/inadequate |
| 1 | lighting | | |
| 2 | ventilation | | |
| 3 | space between desks/seats for mobility | | |
| 4 | neatness | | |

Remarks

Part two: Checklist for observing actual classroom teaching-learning process

| Task/item | Good/ adequate | Not good/ in adequate | remark |
|---|-------------------|--------------------------|--------|
| Related to the adult learners | | | |
| -Participation in class discussion | | | |
| -Attentiveness to class teaching | | | |
| Facilitators way of presenting a lesson | | | |
| Related to the | | | |
| -Explanation of lessons clearly | | | |
| -Giving feedback to students responses | | | |
| -Organization to present the lesson well | | | |
| -Motivating students to participate in class discussion | | | |
| -Use of examples while presenting content | | | |

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Part three: Availability of educational support inputs in the school compound

| | Available and adequate | Available but not adequate | Not available |
|------------------------------------|------------------------|----------------------------|---------------|
| Water supply | | | |
| Drinking water | | | |
| Electricity | | | |
| Separate toilets for men and women | | | |
| Waste disposal | | | |
| Pedagogical centers | | | |

Part four: other variables to be observed

- a. number of seats in the classroom
- b. number of adult learners in the classroom
- c. pattern of seating arrangement
- d. availability of table and chair for the facilitators
- e. the center's nearness to transport service
- f. age/range of the adult learners
- g. whether learners have/have brought necessarily materials with them like, books, pen, pencils, textbooks.....
- h. condition of walls, floor, roof

Declaration

This Thesis my original work and has not presented for a degree in any other university and that all sources of materials used for this thesis have been duly acknowledged.

Name Hirut Abebe
Signature Hirut
Date 23/06/2010

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

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