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DEVELEOPMENT**

**The Status and Practice of Non-Formal Adult Education in the
Ethiopian Kale Heyewet Church**

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This is to certify that the thesis prepared by Endale W/Semayat Arbo entitled: The Status and Practice of Non-Formal Adult Education in the Ethiopian Kale Heyewet Church and submitted in partial fulfillment of the requirements of the Degree of Master of Arts (Adult and Lifelong Learning) compiles with the regulations of the University and meets the accepted standards with respected to originality and quality.

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ABBREVIATION AND ACRONYMS

ADB:	Africa Development Bank
AE:	Adult Education
CD:	Community Development
CSOs:	Civil Servant/Service Organization
EFA:	Education for All
EKHC:	Ethiopian Kale Heyewet Church
ESDP I-IV:	Education Sector Development Program
ETP:	Education and Training Policy
FAL:	Functional Adult Literacy
FDRE:	Federal Democratic Republic Ethiopia
GO:	Government Organization
HIV/AIDS:	Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome
IIZ/DVV:	Institute for International Cooperation of German Adult Education Association
MDG:	Millennium Development Goal
MoE:	Ministry of Education
NFAE:	Non-Formal Adult Education
NFE:	Non-Formal Education
NGOs:	Non-Governmental Organizations
NLM:	National Literacy Mission
SNNPR:	Southern Nation, Nationality People Representatives
UN:	United Nation
UNDP:	United Nations Development Program
UNESCO:	United Nations Educational, Scientific and Cultural Organization
USAID:	United State Agency for International Development

Abstract

The purpose of this study was to identify status and practice of NFAE in the Ethiopian Kale Heyewet Church. Descriptive survey method was used for the study. Data were gathered from program facilitators, EKHC education and training department (Capacity building officers), program supervisors, and community representatives. Data were collected from respondents through questionnaire, unstructured interview and observation check-lists. Sampling techniques employed for this study were purposive, random and availability sampling. Appropriate statistical tools (percentage and mean) were used in order to analyze quantitative data while narration was used to analyze qualitative data. The findings of the study revealed that though facilitators had taken training it was not sufficient in relation to their duties and responsibility. The study reflected the contribution of NFAE in the project areas were found good in addressing the community and in poverty reduction and in bringing sustainability growth. Furthermore, according to the findings stakeholders participation was encouraging. The study suggested that facilitators should be trained with relevant training packages in relation to their duties and responsibility. For the success of NFAE, the respective educational officials and experts, EKHC training and education department, and the community at large accomplish their responsibility in organized and integrated manner.

CHAPTER ONE

1. INTRODUCTION

This section of the paper deals with background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, organization of the study and operational definition of related terms.

1.1 Background of the Study

In any field of study, the objective of education is to transfer knowledge, to develop skill, and to bring attitude change. Education play important role in reducing poverty and brining holistic development in every community and society. It can bring changes in various aspects of human life which includes the social, economic, political, technological aspects. In addition to that it can bring rapid growth in the area of scientific development, economic development, technological advancement, expansion of democratic culture, knowledge advancement, innovation etc (Fuad, 2012). Education therefore, is a tool for the development of different aspect of every nation and it must be given priority. Supporting this idea, (Abebaw & Tilahun 2007) stated that, one of the best strategies to address any kind of society need is education.

Non- Formal Education is regarded by many as complementary to the formal system of education. For some others it is an alternative to the formal one. According to Professor Malcolm Adiseshiah, 'the non formal education is wide ranging because it comprehends all learning outside of the formal system, and has no parameters of time and space' (Mohanty 2007 p.378). NFE is taken as an alternative educational system for drop-outs, oppressed, marginalized, poor and left outs. Jarvis (2001) states that NFE is any form of systematic learning conducted outside of a formal organization.

NFE is linked with general development health, sanitation, family planning, environment, industry, agriculture, etc., the people coming to the NFE system would learn skills and understandings besides literacy and numeracy. It is closely connected with improving people quality of life and with social as well as national development. It is regarded as an instrument of development which is not only economic, but also political as well as cultural in character. According to Mohanty (2007) it helps improving productivity, it is also called as part of the skill development program. It is mainly meant for national development. It promotes the social and

individual development. Social development means companies development, economic, cultural, political and so on.

Throughout the world, the importance and practice of Non-Formal Education is increasing and widening in scope often with modern society challenge and with donor support. The Parliamentary Assembly of the European Council strongly describes that formal educational systems alone cannot respond to the challenges of modern society and therefore welcomes its reinforcement by non-formal educational practices (Council European 1999). In relation to donor support that for instance in 2001 the World Bank ran an international 'Distance Learning Seminar: use of outsourcing in the implementation of Literacy and Non-Formal Basic Education programs; the report of which opened with words: increasing number of countries are preparing with partial finance from the World Bank non-formal basic education projects...(World Bank 2001). In May 2003, the Bank was advised to extend its assistance to adult and NFE (World Bank 2003). The Africa Educational Trust state in its 2001 report, the Africa Educational Trust supports non-formal literacy and vocational training programs (The Africa Educational Trust 2001). The other reason is the pressure of EFA is leading many agencies to seek in NFE one means to complete tasks to which they are already committed.

In relation to NFE, and adult education concept, that Ethiopia has been used implement the program by putting adult education policy and strategies in 2008 (FDRE, Ministry of Education National Adult Strategy (2008)). Under ESDP IV, the Ministry of Education will strive to fully implement the National Adult Education strategy (Ministry of Education (2010)). Through the development and implementation of the Master Plan in Adult Education, the Ministry of Education will put forward a broader, holistic and more integrated framework for the quality service provision to youth and adults. The Ministry of Education will consolidate and enhance its working relationship with government, private sector and NGO partners.

In regarding research on the topic of NFE and adult education that there were several researches were conducting in various titles and in the case of different regions. The topics were such as factors affecting adult learners from NFBE; major challenges and opportunities of adult and NFE; the contribution of non-formal TVET training on poverty reduction; integration of environmental education in to adult NFE; the organization and management of non-formal skill training; practices and provision non formal adult basic education and so on. The uniqueness of

this research from the previous works were that it was focus on the contribution of NGOs in the practice, status and provision of NFAE.

In all these NFAE in Ethiopia, currently many governmental and NGOs use the program in order to achieve the Millennium Development goals, to tackle poverty and bring sustainable development. The Ethiopian Kale Heywet Church (EKHC) holistic development program is among the given NGOs and has been served since 1927 in different regions and places. The focus of this paper is to identify status and practice of Non-Formal Adult Education (NFAE) in the EKHC development program head office specifically in capacity building and education and training departments in selected project areas.

1.2 Statement of the Problem

According to Development for International Development (DFID, 2011), operational plan 2011-2015, their vision is to protect the most vulnerable Ethiopians, consolidate developments gains, help to achieve the MDG and seize the opportunities to make their support more transformational, accelerating Ethiopia's graduation from aid dependency.

As the same time according to the 2007 National population and housing census, there were 36,528, 543 adults in Ethiopia between ages 15-55, and according to the 2009/10 UNESCO/EFA global monetary report, the adults national illiteracy rate is 64% (male 50%, female 77%). In which there are 23,270,767 (male 8,992,983 and 14,277,784) illiterate adults. For this reason, increasing the literacy rate is inevitable one of the main objectives of the ongoing growth and transformation plan (GTP) and ESDP IV.

According to the FDRE ministry of education report on development and state of ALE, (Ministry of Education, 2008) the future challenges for adult learning and education include

1. high population and meager resources
2. low number of qualified citizens in adult education.

In Ethiopia, NFAE programs are provided by governmental organizations and by different NGOs. According to the Ethiopian National Report, on the development and state of the art of

adult learning and education, that there are around thirty NGOs working in Adult and Non-Formal education includes the Ethiopian Kale Heywet Church (Ministry of Education, 2008).

So based on the above given explanation, the need and practice of NFAE is no questionable. In relation to the contribution of NGOs in the expansion of NFAE that it is important to know the status and how they are practice it in their development program, the contribution of stakeholders in the practice and implementation of NFAE, and their limitation and challenges in practice and implementation of NFAE.

Therefore, the major purpose of this research is to fill the above mentioned gaps, show the direction for further study and use by any concerned bodies. The researcher will focus and identify in this study, with the help of the latest available data and empirical evidence, about the status and practice of NFAE in the Ethiopian Kale Heywet Church development program. The EKHC is one of the above thirty NGOs which were mentioned in the Ethiopian National Report on the development and state of the art of adult learning and education (Ministry of Education, 2008).

1.2.1 Research Questions

In order to address the above statement of the problem, the following basic research questions were raised.

1. What does the current status and practice of Non-Formal Adult Education (NFAE) in the Ethiopian Kale Heywet Church development program look like?
 - i) To what extent non-formal adult education activities are being implemented in different regions to solve community's problem?
 - ii) What are the focuses of ongoing practice non-formal adult education run by EKHC development program?
2. What are the major problems faced in the practice of non-formal adult education in the Ethiopian Kale Heywet Church program?
3. What efforts are made so far to improve and sustain the practice of Non-Formal Adult Education program?

1.2.2 Objective of the Study

The general objective of the study is assessing the status and practice of Non-Formal Adult Education in the Ethiopian Kale Heyewet Church program and identifying challenges related to the issue. To this end, the following specific objectives were formulated.

- Explore the level of community's participation in undertaking a wide range of the practice of NFAE that emphasize on teaching learning process, solving social problems, for sustainability of the program.
- Examine the presence of necessary condition in the organization that Enhances NFAE activities
- Investigate the roles of a responsible section in the organization of who is coordinating, facilitating, implementing and evaluating NFAE activities.
- Find out the major obstacles that face the practice of NFAE.
- Identify the most important factors that promote the practice of NFAE.

1.3 Significance of the Study

The result of any investigation may serve different stakeholders who may be directly or indirectly concerned and benefited from the process. Hence, assessing the status and practice of NFAE in the Ethiopian Kale Heyewet church program and findings of the study will be expected to serve various bodies within the specific organization and other organization. It will initiate and encourage other researcher to undertake deep and wide investigation on related issue. Lastly, the experiences of other countries which will be included in the study may serve to learn a good lesson both for our country in general and to other stakeholders in particular.

1.4 Delimitation of the Study

The issue of the research is very broad and it may be studied from various aspects such as: role, its consequence, contribution, effectiveness, etc. however; this study was delimited to assessing the current status of the Ethiopian Kale Heyewet Church Non-Formal Adult Education program practice in various regions.

1.5 Limitations of the Study

Unwillingness to give or to show data, poor documentation and unavailability of required data at head office level limited the study. In addition the researcher believes that the limitation of the study lies in the fact that the findings and conclusions made may not be sufficient to represent to the whole populations of the study areas since the study dealt with only three selected field centers.

1.6 Organization of the Study

This study consists of five chapters. The first chapter deals with the introductory section. Under this section there are sub-titles. These are the background of the study, statement of the problem, research questions, objective of the study, significance of the study, delimitation of the study and operational terms. The second chapter deals with the review of related literature, which provided detailed information related to Non-Formal Adult Education practice. The third chapter focuses on with research methodology such as, research method, population and sampling technique of the study, instruments for data collection, and procedures of the study and methods of data analysis. The forth chapter deals with presentation, analysis and interpretation of gathering data. Finally the last chapter focuses on summary of findings, conclusions and recommendation.

1.7 Definitions of Terms

Adult Education: is a broad field that includes basic and continuing education, vocational and technical education, higher and professional development and is offered through formal, non-formal and informal education means and a variety of actors-the state, civil society and organization.

Facilitators:-trainers, change agent, development agents, field workers, contact farmers, grassroots workers, adult educators, extension agents, education agents.

Need Assessment:- is a process of ascertaining the learning needs, health needs or other developmental needs of beneficiaries of educational and developmental programs.

Functional Adult Literacy (FAL): is a reading and writing that a person requires and uses in various task and engagements in very day life. It is also implies providing adults arrange of functional skills

Kebele: is a lower administrative unit of government structures and bodies next to Wereda.

NFAE: - is any organized, systematic educational and training activity carried on outside the framework of the formal system to provide selected types of learning and training to the adult sector of the population. It includes, among other things, agriculture extension and farming training programs, literacy programs, occupational skill training, health, nutrition, family planning, cooperatives education etc.

Non-Formal Education (NFE): An educational activity which is out-siding of the established formal system and is organize dot serve the identifiable needs of specific groups.

NGOs: - are non-profit entities that provide service to the member or client groups and they include grass root organizations such as community groups, religious organizations, cooperative and private development organizations.

Participatory approach:- is design, procedure and methods of planning implementation and evaluation that are built upon the active involvement of the beneficiaries of programs and projects.

Programs:-are the major areas of the study as subject, and other separately identifiable activities, home school links, records of activities, records of achievements, administration, etc).

Project: - is a set of investment s and other planned activities aimed at achieving specific objectives within a pre-determined time frame and budget.

Target groups= beneficiaries, participants, adult learners, trainees, project people.

Wereda: is an area regarded as an administrative division lowers than a Zone and it embraces different Kebeles in it.

Zone: is a regarded as an administrative division lowers than a region and the embraces different Weredas in it.

CHAPTER TWO

2. Review of Related Literature

2.1 Adult and Non-Formal Education

2.1.1 The Concept and Definition of adult and Non-Formal Education

An adult is a human being that is of relatively mature age, typically associated with sexual maturity and the attainment of reproductive age. In human context, the term has other subordinate meanings associated to social and legal concepts, for example a legal adult is a legal concept for a person who has attained the age of majority and is therefore regarded as independent, self-sufficient, and responsible (contrast with “Minor”). Adulthood can be defined in terms of physical, psychological, adult development, law, personal character, or social status.

Adult education is powerful concept for fostering ecologically sustainable development, for promoting democracy, justice, gender equity, and scientific, social and economic development and for building a world in which violent conflict is replaced by dialogue and a culture based on justice (UNESCO, 1997a:1). There are a variety of forms of adult education in the world. Some of them are: Agricultural extension, university extension programs, in-service training, Literacy/ Functional Adult Literacy, Out-of school education, audiovisual education for adults, Mass media education, Vocational education, in-service personnel training, community Development; and cooperative education, and university adult education programs.

2.1.2 Types of Adult Education

According to Coombs and Ahmed (1974:8) that the three types of education are informal, formal and non-formal. The same is true in adult education as well. Adult and education encompass three formats: formal education, informal education and non-formal education.

1. Formal adult education consists of all accredited learning in adulthood, such as Bachelor degrees, or non-graduate certificates in, for example, local history.
2. Informal education occurs when learners critically reflect on their experience, dialogue with others, or become autodidacts, in any type of learning environment.
3. Non-formal education, generally, is regarded as non-accredited learning, such as one of courses, or in-service programs, delivered in a systematic manner.

Based on the above explanation that non-formal education varies from informal education in that deliberate, structural and programmatic. According to Amhed (1975) that he mentions the comparative resemblance and variation of non-formal and formal education in their similarities and differences. Their similarities are in the resource they consumed such as time, physical space, and structures, equipments and books, skills of instructors and learners and they yield similar result that increase skills and knowledge. Their differences in the way they are usually organized operated and the specific purpose they serve. According to Amsalu (2009:8) Non-formal education differs from the formal education in the following ways. These differences are pre determined curricula, which is diversified, flexible, hierarchical and learner centered; strict formality of the formal education; conventional and heretical structure; specific age range of learners; pre determined and time of learning; and pre identified and limited budget and material resources. It also varies from formal education that the latter is chronologically graded and hierarch ally structured up to higher education. In general it is also any organized, systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children.

According to Bishop (1989:25) that non-formal education refers to all organized and semi organized education and training activities that operated outside the regular structure and routines of formal educational system, saving a great variety of learning needs or different subgroups of population both young and old. In this definition the author emphasis is rather broad enough to include school equivalency program for those who dropped out or missed school, professional skill training giving outside the normal system, on job training, adolescent and literacy programs, community programs, health, family planning, cooperative and the like.

2.1.3 Characteristics of Non-Formal Adult Education

As mentioned in the above in relation to the types of education and adult education that non-formal education as alternative approach has its own characteristics, which makes it different from mode of delivery. The most important characteristics of attributed to non-formal education programs are expected to

- Have better relevance to the educational needs and aspirations of the target groups;
- Have better capacity to be adjusted to the time constraint and related circumstances of the participants particularly the disadvantaged groups of the population;

- Have better flexibility of organization;
- Take place within the context of innovative and meaningful action, work and use;
- Have potential to offer opportunities for lifelong learning in conjunction with formal education;
- Provide experiences that can be of value for immediate practical use;
- Have greater and more intense applications of the local resources of the community (Prakasha et al, 1986; Girma, 2004).

2.1.4 Types of Non-Formal Education

Non-formal education can be classified into four major areas depending on their relationship with formal education system and college system (Carron and Hill 1991: 21).

1. Para-formal Education

It composed all kinds of educational program, which provide a substitute for regular full-time schooling. The main purposes of these programs are to offer the second chance to those who, various reasons not attend formal education and could not benefit from regular school system at the given time. The program includes evening classes, official literacy, distance education, and the like. Among these programs that some are only a condensed form of full-time day schooling, while the others are more flexible and more innovative in design and implementation. In this specific field of education a central issue is to guarantee equivalence with degrees awarded in the corresponding levels of the formal education system.

2. Popular Education

The objectives of popular education are to address, to give advantage and explicitly directed towards the marginal groups of the population. It includes adult literacy projects, cooperative training, political mobilization and community development activities such as concentration on the poor, learning by doing method and high structural flexibility.

3. Personal development activities

It involves learning for personal development. These educational activities includes such as the whole range of learning practice organized by cultural institutions (Museums, libraries, and cultural centers), clubs, sport centers, associations promoting leisure time activities (playing music, observation of natural environment, and the like).

4. Professional Training

According to Carron and Hill (1991:21) that the various non-formal programs of professional and vocational training organized by firms, trade unions, private agencies, etc, make up the fourth type of non-formal education programs.

2.2 Objectives and Principles of Non-Formal Adult Education

2.2.1 Objectives of Adult and Non-Formal Education

According to UNESCO (1976:2-3), the goals and purposes of NFAE are:-

- Promoting work for peace, international understanding and cooperation.
- Developing a critical understanding of major contemporary problems and social changes with a view to achieving social justice.
- Promoting increased awareness of relationship between people and their physical and cultural environment, and to respecting nature, the common heritage and public property.
- Creating understanding and respect for the diversity of customs and cultures and to developing solidarity at the family, local, national, regional and international levels.
- Acquiring, either individually, in groups or in the context of an educational establishment, new knowledge, qualifications, attitudes or forms of behavior conducive to the full maturity of the personality.
- Ensuring the individual's conscious and effective incorporation into working life by providing men and women with an advanced technical and vocational education so as to develop the ability to create, individually or in groups, new material goods and new spiritual or aesthetic values developing an understanding of the problems involved in the upbringing of children.

- Developing an attitude where by leisure is used creatively for acquiring any necessary or desired aesthetic values.
- Developing the aptitude of learning how to learn, etc.

The same is true for non-formal education. According to UNESCO the importance of non-formal education is that since education is considered as means of fighting poverty, non-formal basic education is mainly important for urban, rural, and other disadvantaged groups to obtain useful knowledge, attitudes ad skills (UNESCO, 2001:6).

Many researchers agree in the importance of non-formal education such as to transforming rural economy in raising consciousness of the community, the society and the people, in providing on job training and so on. Coombs explained the importance of non-formal education that since schooling is unable to meet the educational learning needs of the rural poor of the world, a property designed, planned and implemented non-formal education can be used as substitute to complement for schooling for those who are deprived of educational opportunity, which in turn helps for rural transforming (Coombs and Papagiannis, 1983).

2.2.2 Principles of Non-formal Adult Education

In addition to the importance and objectives that different authors explain some of adult and non-formal education principles in order to use practically the fields. The principles are:-

- **Adults need to know why**-Knowles, Holton sand Swanson (1998:64-68) noted that adults need to know why they need to learn something before they will take the time to learn it.
- **Responsibility for decisions taken** –Adults have a need to be seen by others as being capable of directing themselves. When adults realize others are imposing ideas on them, they may withdraw by not returning to class or they may voice their concerns to the teacher.
- **Learners’ experiences:** Lindman (1989) emphasized the value of the learner’s experience with regards to adult education, observing that the approach to teaching adults should be through situations rather than subjects. He noted that ‘experience is the adult learners living textbook’.
- **Coping with real life:** Adult learning should help adults to cope with real life situations.
- **Real-life applications:** According to Knowles (1984), when designing a curriculum for adult learners, courses should be organized around the acquisition of skills necessary for one to

earn a living. These skills may include computer skills, farming skills, business skills and teaching skills.

- **Motivation to learn:** Knowles, Holton and Swanson (1998:68) have stated that ‘even though adults can be motivated by external factors (such as higher salaries, promotions, better jobs in the future), they are more motivated to learn by internal pressures, such as the desire for increased job satisfaction, self-esteem and quality of life issues.

So based on the above explanation, non-formal adult education plays vital role in the development of society especially in rural area and urban poor.

2.3. The role of NGOs in NFAE and the role of NFAE in Development

2.4.1 The role of NGOs in NFAE

One of the purposes of NGOs in the NFAE is that to provide and allow marginalized people to obtain skills and knowledge to become active participants in and contributors to development especially at grass root level. The programs and projects of NGOs are supposed to be based on local needs, and they are also expected to give beneficiaries opportunities of participation in managing the NFAE.

2.4.2 The role of NFAE in development

Development is not facilitated by formal education. NFAE has also own facilitating role in fostering development (Kassahun, 1997). NFAE prepares the adult population to attend to their immediate needs, and deals with those who are actually involved in the production process. Secondly, since the majority of the adult population is out-of-school, NFAE provides access to education and training. Thirdly, NFAE is an effective strategy to local development needs because of its cost effectiveness, flexibility and adaptability by giving opportunity to deal with various contents and methods following the needs and capacities of the different groups of people (Doni, 1995:40).NFAE is managed in such a way that is integrated and penetrates all sectors and areas of life in a society, such as nutrition and family planning, skill training, agricultural extension, environmental protection, literacy, income generation, women’s education, credit programs, in short any form of education and training for adults.

Moreover, Samlowski (1993:205) goes to add that NFAE in developing countries is characterized by its:

- Compensatory role which the formal education does not fulfill
- Reliance on the felt needs of the target groups
- Adaptability for social transformation
- Awareness building role
- Emphasis on the improvement of the living conditions of the beneficiaries
- Orientation to employment
 - Focus on increasing people's productivity
 - Integrated (holistic) approach
 - Shortage of trained facilitators and coordinators
 - Lack of in conceptual framework
 - Provision of opportunity to NGOs to fill gap the government fails to service.

The NFAE in the projects has to be integrated into all development process because adults learn better and faster when their learning and training is related to their needs and interests, applicable in their daily life and also when it helps them to solve their problem. In addition, NFAE is a means of facilitating the effective and efficient mobilization of the adult population by raising their awareness about the constraints surrounding them and of their own capabilities to overcome them.

There are numerous cases of NFAE projects that have been successful in achieving significant change in knowledge, attitude and practice in health, nutrition and economic development. The success of some of the projects has been due to the fact that a) facilitators have been trained; b) the program has been holistic in its approach; c) and NFAE has been used as a link to all programs of the project (McGivney and Murray, 1992: 79-80).

Thus NFAE plays a facilitating role in the process of development. The projects of NGOs that are involved in providing information, training people, or any education component are part NFAE. And the successes of NFAE programs depend on its effective management (planning, implementation and evaluation functions).

2.4 Organizational and Management of NFAE

Organization is arranging a complex task into manageable units and defining the formal relationships among the people who are assigned with various tasks (Guruge 1977:13). According to this author that educational organization has the following guidelines. These are

1. Obtaining necessary facilities, equipment and staff to accomplish the plans.
2. Grouping component jobs in to an orderly organizational structure.
3. Establishing the structures of authority and coordinating techniques.
4. Formulating and defining methods and procedures.
5. Selecting training and informing staff, and obtaining the necessary resources.

The management of NFAE also requires further adaptation from the very nature or characteristics of its program, target groups, objectives, etc (Thompson, 1990:5). There are different kinds of techniques, styles and types of management. Because of NFAE and development, the researcher prefers participatory management for this study.

Participatory management is a collective leadership and collective decision making. It is characterized by team work. In NFAE programs that have adapted participatory management, project staff coordinates and facilitate the learning process by encouraging and securing the participation of the beneficiaries. The main purpose of participatory management is to enable the target groups or individuals to become “self reliant, creative and self motivated”.

Participatory management is based on collective leadership in which the group plays the leadership role. It requires the participant of the groups in the whole process. It ensures the participation of target groups in NFAE programs.

2.4.1 The Role of Facilitators

In NFAE programs, the role of the facilitators is helping the adult learners in reaching their goals, changing their existing situations and taking control of whatever affects their lives. The adult educator as a facilitator must

- a) Create an ideal climate for the learning of adults based on mutual understanding which could be both physical and psychological in nature

- b) Involve the adult learners in the planning of programs so that they can play a participatory and contributory role
- c) Involve the learners in assessing their own learning needs and encourage them in setting their own objectives of learning and so on, (Kasshaun 1997).

In order to accomplish these activities, facilitators need have certain educational qualification and trainings. The FDRE MoE (2009) states in functional adult literacy guideline that the qualification of facilitators is grade 10 and if it is not available it could be depend on a situation. In relation to facilitators training that for those who are new begin facilitators must train for thirty days on andragogy and for those who are teachers, community development workers and volunteers must train fifteen days in basic methodology of facilitating.

2.4.2 The Role of Adult learners/Beneficiaries

In participatory management, the adult learners are involved in planning their learning, formulating objectives, implementing and evaluating their programs.

A participation of adult learners in the planning, implementing and evaluating of NFAE programs in NGOs-run projects have the following advantages:

- a) The participants develop self-confidence and get motivated by doing rather than being instructed by another person
- b) Recognition of the knowledge and life experience of the participants builds a feeling of being worthy
- c) The individual obtains experience in solving problems, making decisions, and taking actions and develops the skill of problem solving without the help of other; and
- d) The beneficiaries develop a feeling of responsibility.

2.4.3 NFAE, Capacity Building and Training

The meaning of capacity is that the ability of individuals, organizations or systems to perform appropriate functions effectively, efficiently and sustainability. According to UNDP (1997) and UNESCO (2005) that capacity building or development is the process by which individuals, groups, organizations, institutions, and societies increase their abilities to: a) perform core

functions, solve problems, define and achieve objectives; and b) understand and deal with their development needs in a broad context and in a sustainable manner.

In other word there is no one definitions of capacity building. Throughout the years it has moved from being focus, to concern individual training, the development of institutions and recently a complex systems philosophy where individual capacities are linked with those of institutions and systems at large. According to UNESCO (2005) recent definitions of capacity building that it emphasize the continuing process of strengthen of abilities to perform core functions, solve problems, define and achieve objectives, and understand and deal with development needs.

UNESCO that capacity building is concerned in the following three development areas.

- i. Human resource development: the process of equipping individual with the understanding, skills and access to information, knowledge and training that enables them performs effectively.
- ii. Organizational development: the elaboration of management structures, process, and procedures, not only within organizations but also the management of relationships between the different organizations and sectors (public, private and community).
- iii. Institutional and legal framework development: making legal and regulatory changes to enable organizations, institutions and agencies at all levels, and in all sectors, to enhance their capacities.

Training is a planned process of learning the necessary knowledge, skills and attitudes, which enable an individual performs a certain activity effectively and efficiently (Samuel 1998). Regarding the contents of training programs of facilitators involved in NFAE programs of NGOs include (Kassahun 1997, p.27): are such as behavior of adults, how to facilitate or help the learning of adults, techniques of need assessment, awareness about the nature of NFAE, knowledge of local conditions and cultural values, skills of program planning, methods of teaching and training adults, knowledge of participatory approaches, skills of organizing and coordinating adults for learning purposes and responding to their needs, and leadership skills. The training process could be through workshop, seminars, in-service training and extension programs.

2.5 Opportunities and Challenges of Non-formal Adult Education

Based on human capital, the developmental organizations of Ethiopia (Government, NGOs, Religious and private) were involved in providing non-formal adult education, training and learning programs for instance the in area of production (agriculture, industry, trade, etc) and others in the area of giving services (education, health, hotel, tourism).

2.5.1 Opportunities of Non-formal Adult Education

According to Amsalu (2009 unpublished thesis), adult and non-formal education has the following advantages. These are:

1. increase of adult education at all levels;
2. expand education access in the available contexts;
3. develop up-to-date knowledge and skills to maximize productivity and
4. to provide learning opportunities for dropouts for regular programs.

In addition that NFAE is flexible, adaptable, and cost effective as compared to formal education. So based on these opportunities of adult and non-formal education, that to increase productivity and ensure the basic services for the present and future generation, the specific field of education should be play vital role and any concerned body recognize and use it properly.

2.5.2 Challenges of Non-formal Adult Education

Despite Africa's considerable progress over the last decade, the developing world continues to face major development challenges, including a high incidence of poverty, illiteracy, poor health conditions, conflicts in some regions, and the relentless surge of HIV/AIDS although some regions in the developing world are benefiting greatly from economic opportunities resulting from globalization. The African Development Bank (ADB) has estimated that "Between 40 and 45 percent of the African continent's 793 million people live in poverty, with about 30 percent classified as extremely poor, that is living on less than \$1 per day" (O. Kabbaj, 2003, 3-4). Even more appalling is that "Among all developing regions, Africa has the largest proportion of people living in absolute poverty, and that proportion has remained virtually unchanged for a decade."

Africa is home for 62 percent of the world's 15-24 year-olds who live with HIV, with some 254 million people who had died so far. About 61 percent of people in sub-Saharan Africa are literate against an average of 76 percent for developing countries. It is also reported that on current trends it will take sub-Saharan Africa until 2115 to achieve the MDG target, putting it off track by a century. The target of achieving universal primary education in 2015 will be missed by at least a decade, leading to 47 million children out of school in 2015, 19 million of them in sub-Saharan Africa.

African faces the challenges of achieving rapid and sustainable socio-economic development within national and regional frameworks, achieving the MDGs, eradicating poverty, fighting against HIV/AIDS, preventing and resolving conflicts, and integrating smoothly into the mainstream of the world economy in order to benefit from the opportunities of globalization. These are daunting challenges. Significant efforts are required on the part of African countries and its development partners to address these challenges. Some of the measures include: consolidating democracy, promoting good governance, formulating and implementing effective economic and social policies, and mobilizing domestic and external resources.

More specifically that the major challenges of sustainable development are mentioned by different scholars of the field area. According to Dessu (2007) the main problems were human settlement in ecologically hazardous areas; lack of clean water and sanitation; drought conditions; desertification and land degradation; destruction of vegetative cover water sheds; soil erosion; large scale deforestation, threat of biological diversity; and global warming.

The other challenges are lack of awareness, lack motivation and lack of participation. In order to tackle the above challenges that highly needs creating awareness, motivation and community participation. Because without the participation of the poor in the economic, social, cultural, and political areas that there is no sustainable development.

According to IIZ/DVV (2005:77) the major problems of adult and non-formal education are shortage of well trained facilitators/personnel, shortage of books and teaching material for the programs, lack of incentives for the facilitators, dropping out due to the inconvenient of learning place and due to labor, implementation of different curriculum in different place, teaching children and adults by mixing together, lack of awareness of the community about the program,

lack of commitment from the government, discontinuity (interruption) of the program due to different reason, lack of attention on the out of school children, facilitators' failure to prepare lesson planning, implementation of active learning and continuous assessment, facilitators' turnover and in adequacy of budget.

2.6 Experiences of Selected Countries in Relation to the Status and Practice of adult and Non-Formal Education

2.6.1 The Experience of Uganda

Many sources indicate that in Uganda modern adult education began at the end of 1870s when European missionaries set their foot in the country (Openjuru, 2004). Although missionaries may serve the interest of their respective governments, by their nature they are organized as nongovernmental institutions. Therefore one can say that in Uganda adult education began through the activities of foreign NGOs.

According to Ojijo Pascal Al Amin in (Al Amin, undated), both colonial and post-colonial times, the government has made lot of efforts to promote adult education in the country. In post-colonial Uganda (particularly in contemporary Uganda) adult education has been carried out by the cooperation of the Ministry of education, agriculture, health as well as the ministry of Gender, Labor and Social Development.

But according to the 2008 National Report on the State and Development of the Art of Adult and Literacy education made by the ministry of Gender, Labor and social development in 2008, (Ministry of Gender, labor and social development Uganda, 2008) the only comprehensive government official document on adult education is the white paper on Uganda's adult Education made in 1992. Though we are not able to access the White paper, we have realized that the issue of NGO is not alt list in the main agendas of the paper. Hence, we can say that there is no official government policy on how to regulate the activities of NGOs in Uganda's Adult Education.

George L. Openjuru (2004) states that NGOs filled the gap are left by Uganda's government in relation to the provision of adult education. Openjuru further stresses that the main concern of the government is only literacy campaign. Other international, national and local NGOs have

been involved in programs of rural development, community development, skill trainings, functional adult literacy as well as financing government programs of adult education.

Stelah Keihangwe Tumwebaze (Tumwebazi, 2011) appreciates the partnership that exists between Uganda's government and Nongovernmental organizations. According to Tumwebaze, that in Uganda NGOs and the government have made partnership in five main areas. These include: Professional development, curriculum and material development, policy development, research and publications, as well as celebrating international literacy Day.

Tumwebaze states that in the partnership it is proved that apart from their role that they play in providing adult education programs, NGOs and civil societies are proved to be fast and innovative in implementing adult education programs and dealing with the challenges that affect the implementation process.

According to Tumwebaze that as a result of this partnership NGOs played key role in the development of the country's National adult literacy training Manuals, National literacy strategic investment plan, and national literacy Management Information System.

The above all mentioned partnership works indicate that the government of Uganda has kin interest to work with Nongovernmental organizations in the provision of adult education.

2.6.2 The Experience of India

According to Indian national adult education report submitted to Confintea VI (2008), since its foundation as an independent modern state, the government embarked on promotion education. The country's constitution for instance, clearly stated that the government is obliged to promote compulsory for primary education for children within ten years of the ratification of the constitution.

The 2008 National Report also clearly stated that the government considered literacy and adult education as instrument of promoting democracy.

In 1986 the government came with its National policy of Education. One of the key provisions of this policy is a program entitled National Literacy Mission (NLM).

This program has been developed aiming at eradicating illiteracy. The program clearly understood the roles that NGOs could play in promoting literacy throughout India.

The program it is stated that voluntary groups and social activists are highly encouraged to involve in the country's literacy campaign. The government makes financial assistance for those NGOs who involve in illiteracy eradication effort.

In fact, the financial assistance that would be given for NGOs for this purpose is subject to monitor and management. In the document of NLM is anticipated that NGOs would come up with innovative and diversified methods to promote literacy in the country. NGOs are encouraged to work in programs such as running literacy and post-literacy adult education programs, continuing education, health care education, gender education, environmental protection, poverty alleviation, etc. in order to secure government's financial assistance, each NGO should come up with a defined program and a specific area through which it can operate.

The government allows nonprofit companies, voluntary societies, as well as public trust organizations to work in this program. Yet in the document of NLM it is also pointed out that these NGOs and civil societies need to be registered and should have at least three years of work experience. Moreover, the registered NGOs should have proper constitution or charter or memorandum of articles of association, properly constituted or established management or governing body of which role is clearly defined in the constitution or by-law of the organization, and knowledgeable persons who can sustain the program on voluntary basis. Added to this, it should be made clear that the financial assistance that goes to these organizations should not be used for individual benefit or other purpose stated other than in the policy document.

From this policy document we can learn that the Indian government considers NGOs as its stakeholders. It seems that this program is designed to encourage local NGOs. And also the government seems to understand its implementation problems and anticipated the roles that NGOs could play in this respect.

2.7 Current Status and Practice of Non-Formal Adult education in Ethiopia

Ethiopia's population is growing rapidly, at an average annual rate of 2.6 percent between 1994 and 2008. Currently, Ethiopia is the second most populous country in Africa, after Nigeria. According to the 2000 census, the population is estimated at 78 million in 2009/10. The proportion of the population under age 15 has declined from 49.8 percent in 2004/5 to 45.0 percent in 2007/8. The life expectancy at birth for the whole population is 46.1 (47.5 for females and 44.7 for males).

Ethiopia's total area is about 1.1 Million square km., of which about two thirds is estimated to be potentially suitable for agricultural production. Out of the total land suitable for agriculture the cultivate land is estimated to be 16.5 million hectares (22%). About 96% of the cultivated land area is under smallholder farming while the remaining is used for commercial farming (both state and privately owned). Per capital cultivated land holding averages only around 0.5 hectare.

The end of the military government in May 1991 has led to fundamental changes in political, economic and cultural life of the country namely: Ethiopia has become a federal democratic nation for the first time in its long history; the principle of decentralization has enabled the regional states to shape their own educational activities as well as programs without, of course, violating the New education and Training policy of the country that has been implemented since 1994.

To increase access to education and to benefit from it the policy document states, adult and non-formal education would be given parallel to formal education. In relation to this that ESDP I give a great focus on expanding formal basic education. In similar way ESDP II and ESD III gave emphasis on provision of basic education through alternative delivery or approach. In ESDP IV, adult education with a special focus on integrated FAL is included as one of the major priorities of the action programs of the FDRE.

The proportion of people below the poverty line at national level measured by the poverty head count index declined from 44.2% in 2000 to 38.7% in 2005. Much of the decline in national poverty is attributed to improvements in rural areas. The significant decrease in rural poverty is attributed to the wide-ranging and multi-faceted pro-poor programs that have been implemented in rural areas such as extension programs to support commercialization of

smallholder agriculture, the food security program, and the recent productive safety Net program among others.

The agricultural sector is the major driver of the economy and is a source of income for the majority of the population. The sector contributes about 50% to total GDP, generates about 90% of export earnings and supplies about 70% of the country's raw material requirement for large and medium sized industries that are agro-based.

The government strategy to invest heavily in infrastructure and social services as a way of jumpstarting strong, private sector led growth had created rapid expansion in domestic demand and contributed to overall GDP growth in the last several years.

The central objectives of these national strategies are to address the human development need and achieving the Millennium development Goals (MDGs) by 2015. These were (1) the "sustainable development and poverty Reduction program (SDPRP)" that lasted from 1994 to 2004/05 and (2) the ongoing "Plan for accelerated and sustained development to end poverty (PASDEP)" from 2005/6 to 2009/10.

SDPRP focused on accelerating progress mainly in education and health, expanding the infrastructure, opening the economy, building institutions and further devolution of governance to the Woreda level. PASDEP was intended to consolidate the achievements of SDPRP but with a broad strategic focus on poverty alleviation through diversified pro-poor growth by linking aid management, government development programs and attainment of the MDGs in a single unified framework. This led to significant economic growth and a decrease in the level of poverty.

The present long-term vision, which is inspiring educational reforms, is to transform Ethiopia within 15 years into a middle- income country.

This is stated as follows in the 2009/10 green paper by the Ministry of Science and technology: "to see Ethiopia become a country where a democratic rule, good governance and social justice reign up on the involvement and free-will of its peoples, and once extricating itself from poverty becomes a middle-income economy"

On the other hand, according to a report entitled the role of NGOs in Basic Education in Africa (Yolande Miller, 2003) submitted to USAID in 2003, governments tend to be suspicious in

relation to the involvement of NGOs in the education sector. The report was made based on the assessment of four countries; namely; Guinea Conakry, Mali, Malawi and Ethiopia.

According to Yolande Miller, report that other than being suspicious, governments did not develop any mechanism (a sort of policy) to make use of the input that come from NGOs. This meant that the involvement of NGOs would be highly dependent on their persistence to work with the respective governments.

The report also stated that international NGOs were given more freedom to work in the education sector of these countries than local NGOs. This might happen due to the fact that international NGOs have more financial power, and perhaps governments might want to use the opportunity to secure financial assistance that come from international NGOs to their respective countries. Undoubtedly this would happen when governments would be able compromise their suspicion with the interest of NGOs.

According to Ethiopia's National report on the state and development of the Art of Adult learning and education made by the Ministry of Education in 2008, ministry of Education Ethiopia, 2008) the federal government facilitated the creation of what the report called GO-NGO forum (the forum of government and non-governmental organizations). This forum was designed t promote cooperation between government and NGOs in monitoring and revising the country's adult education strategies and policies. The report also stated that such kind of forums was created at the regional levels. If properly exploited, such forums would contribute for the formulation of national NGO policies and guideline in relation to the delivery of adult education and even other development issues.

2.8 Current Status and Practice of Non-Formal Adult Education in Ethiopian Kale Heyewet Church

Ethiopian Kale Heyewet Church (EKHC) is one of the prominent and evangelical denominations in Ethiopia. The pioneers in the church were the native Ethiopians and SIM missionaries who have sacrificed their precious lives for the sake of great commission (Wendiye, 1998). Since its establishment in December 1927 the church has focused in holistic ministry in fulfilling its mission. EKHC has made significant contribution in building evangelical Christianity and in addressing the development needs in Ethiopia. Currently, according to Wikipedia, encyclopedia

(Kale Heywet Word of Life Church) the Ethiopian Kale Heywet church comprises of 8 million members and 8,126 local churches across the nation. EKHC is home for people from multi-ethnic background, different age groups (more than 70% children and youth), diverse socio-economic background and people in rural and urban settings etc.

The history of EKHC intervention in education dates back to the foundation of the church itself. According to Wendiye (1998) the educational coverage of the country that time was very low and the literacy rate was nominal. The existing few schools were reserved for children of the nobility classes while the majority of the rural poor remain illiterate. Looking at the existing gap, SIM missionaries (founder of the church) initiated the churches to launch literacy program for adults and children with the aim of reading the Bible. Every church was inspired and launched literacy program using church buildings, individual huts and sheds of big trees.

In subsequent years, the literacy program flourished and gave an impetus for the opening up of many elementary schools in the southern part of the country. As a result, the local churches took the responsibilities to administer lower primary schools up to grade 4, while the SIM missionaries to run the junior schools. According to Aklilu Dalelo (the Church and Socio-Economic Transformation, 2003) beside other things, the SIM missionaries supported the church schools by paying part of the salary of supervisors, provide books, and offer in-service training for teachers in summer seasons.

Currently according to unpublished resource material (EKHC contribution in Education 1927-2010) of EKHC is undertaking two types of educational programs. One is the church schools Education program: this is a program administered exclusively by local EKHC churches. There are newly opened schools since 1992 found different parts of the country. The schools provide a wide range of education stretching from literacy program up to high schools. Currently EKHC has 318 schools of which 198 are literacy centers, 99 KG+1 cycle schools, 18 2nd cycle and 4 high schools. These schools have enrolled 37,214 students and employed 868 teachers. The EKHC has constructed 83% these schools between 2004 and 2009, and the remaining 10% and 7% between 1998 and 2003 and 1992 and 1997, respectively. EKHC in its ten years strategic plan have given education as one of the priority intervention area and like to encourage local churches to open new schools and to provide quality educational service for both urban and rural community.

Second are the Project Schools Education programs: is programs run by exotic funds that may be operational for five or less years and later given to the government. EKHC started this program since 2005 to provide access to education for the marginalized and poor rural children. In this regard with the support of KindernoteHilfe (Germany) EKHC has constructed 80 centers in the three Weredas of Halaba, Shashogo, and Siraro and hand over to Education Bureaus. The opening up of these centers have provided educational opportunity for over 16,000 school age children and job opportunity for 160 facilitators. On the other hand, with support of Help a child (Hac, the Netherlands) EKHC constructed 24 standard Basic Education Centers in four Weredas of Oromiya Region (Adda, Liben, Lume and shalla) and in other seven Weredas of SNNPR (Damot Galle, Pullassa, W. enrolled 6500 school children and employed 96 teachers. In a net-shell EKHC has constructed 124 basic education centers in 14 Weredas, providing educational and job opportunities for 22, 500 children and 256 teachers. As part of educational process, EKHC in collaboration with Education Bureaus provided series of trainings to build the capacity of teachers, Parent-Teachers Association, Community Based Organizations, and supervisors of the non-formal and formal education schools (EKHC contribution in Education unpublished 1927-2010).

From these explanations that one can easily realizes EKHC is one of the pioneer in education since 1927, even though is passed through many difficulties. The church has a very rich experience in the field of education that can be shared among other as a good lesson for further development.

Although the coordination of every department in the organization is mandatory in the attainment of its aim, as a primary stake holders in the practice of non-formal adult education and sustainability of the program and administrative bodies will be considered as a study population of the study.

CHAPTER THREE

3. Methodology

3.1 The Research Design

This study aimed at assessing the status and practice of non-formal adult education program in the Ethiopian Kale Heywet Church. The research method employed was a descriptive survey because it enables gathering information on the NFAE program practice and implementation. A descriptive survey research design also helps to assess the current status of NFAE implementation in the selected field centers (Best and Kahn 1989). It involves a clearly defined problem and definite objectives. As a result, this research design was appropriate to describe an on-going process and the current NFAE activities of Kale Heywet Church.

3.2 Sources of Data

Data were collected from the EKHC head office capacity building, education and training officers, from field supervisors, weredas education officers, facilitators/teachers and community representatives. The selection of these participants as sources of data was based on the assumption that they have better information and experiences with respect to supporting, implementing, actors, beneficiaries and participate in the NFAE program.

3.3 Sampling Techniques

The following sampling techniques and sample population were used to carry out the study. The sampling techniques used to select respondents were purposive, availability and random sampling techniques. The purposive sampling technique was used to select respondents who have direct relationship with the issue under study and who can provide their insight and share their experiences. Based on this, EKHC capacity building, education and training officers, weredas education officers, field supervisors were selected purposively. In addition, availability sampling technique was employed to include NFAE facilitators and community representatives surrounding the field centers.

In this regard, with the support of KindernoteHilfe (Germany), EKHC has constructed 80 centers of NFAE in the three Weredas of Halaba, Shashogo, and Siraro and handed over to Education Bureaus. From these three Weredas, Halaba Special Wereda(2nd Cherko) was purposefully

selected. On the other hand, with support of Help a child (the Netherlands) EKHC constructed 24 standard Basic Education Centers in four Weredas of Oromiya Region (Adda, Liben, Lume and shalla). From these four weredas, Adda (Cheleba Boru) wereda was selected purposefully. In other seven Weredas of SNNPR (Damot Galle, Pullassa, W). Damot Galle (Adekosha) was selected also purposefully. The selected Weredas were appropriate for transportation and rich in experience of implementing NFAE activities.

Table 1: Distribution of Sample Regions and Wereda, NFAE centers

Regions	Sample wereda	NFAE Centers in Sample wereda	Sample NFAE Centers
Oromiya (East Shewa)	Adda, Liben, Lume and shalla	Adda	Cheleba Boru
SNNRP	Halaba, Shashogo, and Siraro	Halaba Special wereda	Second Cherko
SNNRP	(Damot Galle, Pullassa, W)	Damot Galle	Adekosha

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

Table 2: Sample Respondents by EKHC and Government System

Sample categories		EKHC		Weredas education office		Sample size
No.	Sample	Population	Sample	Population	Sample	
1	NFAE center	14	3	-	-	3
2	NFAE Supervisors	15	5	-	-	5
3	NFAE facilitators	45	21	-	-	21
4	Community Representatives	21	9	-	-	9
5	Wereda Education officials	-	-	6	2	2
6	EKHC Head Office and Regions capacity building, education and training office	6	4	-	-	4
Total Sample		101	42	6	2	44

As indicated in the above table , the number of sample respondents participated in the study were 2 Wereda education officials, 4 EKHC head office and regions capacity building, education and

training officers, 5 supervisors, 21 facilitators and 9 community representatives. In general the total number of respondents participated in the study were 44. Thus Wereda education officers, EKHC head office and regions capacity building, education and training officers and field supervisors were approached by interview. Three field centers were visited directly. The rest facilitators/teachers and community representatives were approached through questionnaire.

3.4 Instruments of Data Collection

Based on the nature of the information to be gathered, various instruments are used to conduct the assessment. In data gathering the combination of both quantitative and qualitative methods were used. To this end, questionnaire, unstructured interviews, observation and document analysis were data collection instruments employed to obtain the information under investigation.

3.4.1 Questionnaire

As this research was a survey study conducted on different NFAE centers, facilitators and community representatives, the process of data collection has been mainly through questionnaire. It was used to reach a large number of populations in short period of time. Two types of items (closed-ended questions were mainly rating and choice items and open-ended questions were presented to ask for additional information) were prepared to gather relevant and reliable information from the respondents through questionnaire. The questionnaire was first constructed in English and later translated to Amharic directly to approach NFAE facilitators and community representatives. The entire thirty distributed questionnaire were filled and returned. The questionnaire had six different parts that address various issues. The first part was background information of the respondents about six questions. The second was NFAE program context issues which had eight questions. The third part was issue related to facilitators/teachers which had six questions. The fourth part was issue related to NFAE curriculum and teaching learning process which had also six questions. The fifth part was NFAE management and stakeholders participation which had nine questions. The last part was issues related to implementation problems of NFAE which had seventeen questions.

3.4.2 Interview

The interview was employed to get qualitative data about different components to complement and obtain relevant data that not handled by questionnaire. Unstructured interview was prepared to get information from Wereda education, EKHC capacity building, education and training officers, and supervisors were interviewed individually. The interview guidelines questions had conducted six background information of the interviewee and the rest twelve questions were regarding NFAE. The elements of the interview were about the current condition of NFAE program of EKHC, stakeholders participation in the implementation of NFAE, integration between literacy and livelihood in NFAE learning modules, time allocated for NFAE program, selected of trainees and trainers for the NFAE centers, the relationship between facilitators and students/beneficiaries, evaluation of the capacity of NFAE centers to offer the training program, monitoring and evaluation of the program by line department, major problems face in the implementation of the NFAE of EKHC and its remedy. Based on this interview guideline, there were twelve sets of interview schedule and one Wereda education officer interviewed missed because of governmental administration reasons. There were eleven interviewees and eleven interview sessions for minimum about 30 minutes and maximum about 45 minutes totally spent seven hours. For these interview sessions the researcher used taking notes techniques and followed directly with the responsible and duties of the interviewee, selected the basic questions from the interview guideline and focusing need of clarity interview guideline questions. Because of the huge responsibility of some interviewee, it was difficult to get them unless in making repetition appointment ahead and flexibility, to get their sufficient time for the interview in order to get the right information.

3.4.3 Observation

Observation check-list has been employed as instrument to gather the necessary data. It was another key data gathering tool that the researcher used an eye witness to the situation. It was developed in order to examine the adequacy and availability of information of NFAE activities. The major points observed were the condition of learning centers, to check the field center facilities, teaching-learning material/ curriculum issues, teaching learning process, status of organization and provision of instructional materials for center, document observation and the integration of NFAE with other aspects such as health, business, entrepreneurship, farming and

income generating. It was used to consolidate the research and to know the real practice of NFAE in the field center areas.

3.4.4 Document Analysis

The document analysis used to know how the NFAE program was designed, the objectives of NFAE, the subject areas of covered, how NFAE program implemented in schedule, the success impact and challenges was registered, how many people had benefited and in to what extent the beneficiary community applied NFAE in their daily lives. It was helpful to see the status and practice of NFAE and understand the real practical situation of the program in different field centers

3.5 Procedures of Data Collection and Administration

The following procedures of data collection were used in assessing the status and practice of NFAE in the Ethiopia Kale Heywet Church in different selected field centers. First academic literature was reviewed to get information on what has been made in relation to the problem. Second basic questions were formulated by preparing data gathering tools, corrected by the research advisor, then distributed and used to the respondents. After collecting relevant information data was presented, interpreted and analyzed.

3.6 Techniques of Data Analysis

In analyzing the data gathered, both quantitative and qualitative methods were employed. Quantitative data were analyzed by using the frequency count, percentage and mean values whereas interviewed, field center observation and document analysis results were narrated following the results of quantitative data.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

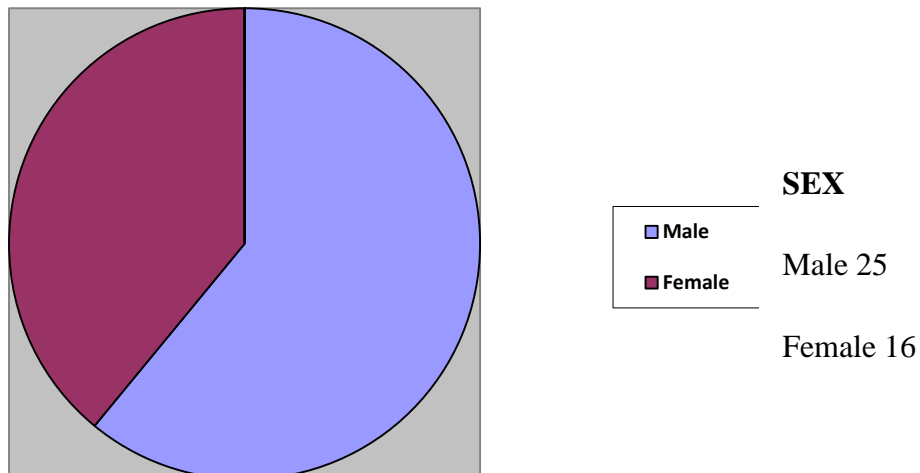
In this chapter, the collected data were presented, analyzed and interpreted. In chapter three as mentioned, that the research data have been collected using different types of data collection tools and procedures such as questionnaires, interviews, practical observation and document analysis. Out of 30 distributed questionnaires, all of them were collected back. The unstructured interview questions were interviewed for eleven concerned bodies such as four EKHC Head Office and Regions capacity building, education and training department officers, five supervisors, two Wereda education officers were filled except one of them. All three field centers were visited, observed and made document analyzed by the researcher.

This chapter has been divided into six main parts. The first discusses the general characteristics of respondents, the second part deals with the NFAE program context issues, the third part discuss the Issue of facilitators /teachers, the fourth part deals with the NFAE curriculum and teaching learning process, the fifth part discuss the NFAE management and stakeholders' participation and lastly the final part discuss the implementation problems of NFAE.

4.1 General Characteristics of Respondent

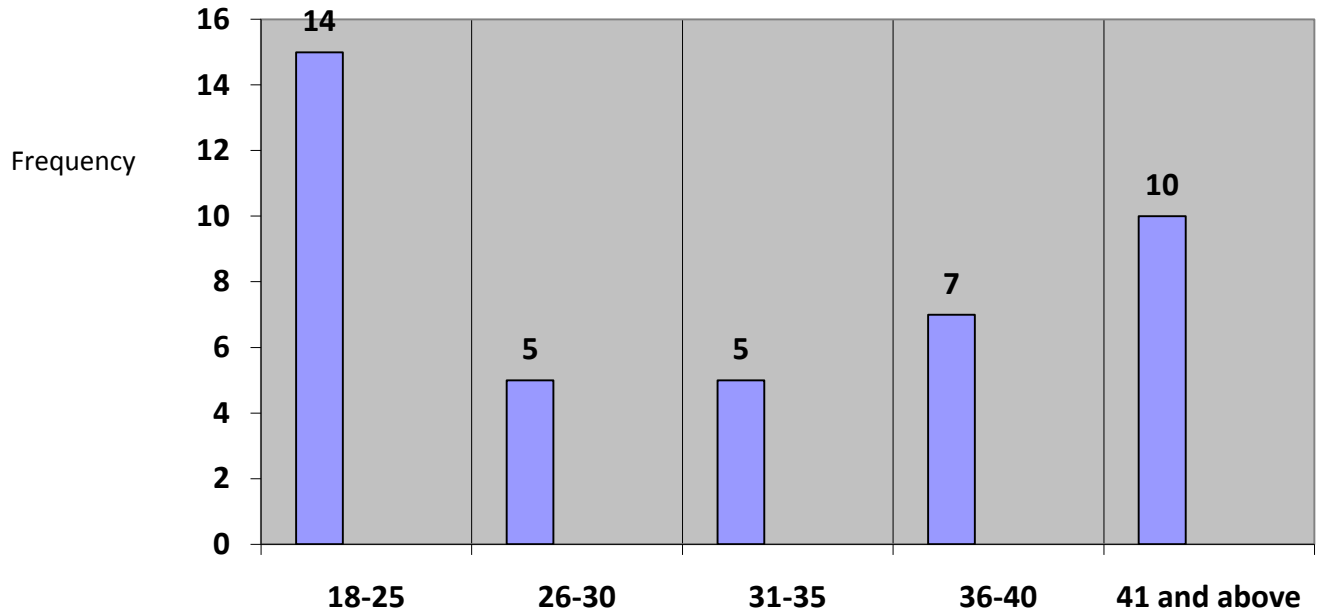
Here under, there are charts and tables that depicted the general characteristics of respondents (sex, age, educational background, Field of specialization (subject area), Current position (work responsibility), Work experience (service years) in current position and in total).

Chart I. Sex of Respondents



The above pie chart shows the sex of the respondents. The respondents were drawn randomly from the population. According to this chart, the numbers of male respondents were 25 and the remaining 16 respondents were females. Based on this figure the numbers of male respondents and female respondents were not proportional.

Chart II. Age of Respondents



Age of Respondents

Regarding respondents' age the analysis shows (36%) of the respondents were found in the age twenty and (24%) of the respondents were found in the age of thirty and the rest (40%) of the respondents were found in the age of forty and above respectively.

In general the age of all respondents lies above 18 years old. From this it is possible to the respondents were capable of giving information for the study of this research. In other word the respondents had experiences to realize what has been going on around them and could be given relevant information.

Table 3: Educational Background and field specialization of Respondents

Respondents Educational Background									
Respondent sex			Grade	Grade	Grade	TTI or	Diploma	BA/	MA/
Groups of	M	F	8 and	9-10/12	10/12	TVET		BSc	MSc
respondent N=41			below		complete	graduate			
Facilitator	10	11	1	3	8	3	3	3	-
Community Representatives	5	4	5	4	-	-	-	-	-
Supervisors	4	1					1	4	
Wereda Education Officers	2							2	
EKHC Head Office and Regions Capacity Building, Education and Training Officers	4							1	3

In relation to respondents educational background that 19.5% of facilitators were grade 10/12 complete, 9.7% of them were degree graduate, 7.3% of them were diploma graduate, again 7.3% of them were TTI/TVET graduate and remaining 2.4% of them were grade 8 and below. At the same time that 12% and 9.7% of community representatives were grade 8 and below, and grade 9-10/12 respectively. At the same time 9.7% and 2.4% of supervisors were degree and diploma graduate. 4.8% of Wereda Education Officers were degree graduate. The rest 7.3% and 2.4% of EKHC Head Office and Regional Capacity, Education and Training Officers were Masters and degree graduate respectively. From the given educational background of the respondents that it is possible to say the status of EKHC NFAE human resource capacity is well organized and able to achieve the objectives of NFAE and to bring holistic change. It may reflect the progress of Ethiopia in education sector especially in relation to educational human resource.

Field of Specialization, Current position and work experience of Respondents

In relation to the respondents field of specialization that 15 (36.5%) of facilitators, 5 (12%) of supervisors, 3 (7.3 %) of EKHC and Regional Capacity Building, Education and Training Officers, and 2 (4.8%) of Wereda Education Officer were trained teachers. And the rest 1 (2.4%) of EKHC Capacity Building, Education and Training Officer and 6 (28.5%) of facilitators were trained as a leadership and facilitators respectively. All of the community representatives were not specialized in educational level and they had an experience of community representative leadership based on the age of NFAE program project.

Regarding current position of facilitators that 14 (34.1%) and 7 (17%) of them has been served as a facilitator and a teacher respectively. Currently all supervisors were engaged in supervision and 2 (4.8%) of them were additionally served as school director. 2 (4.8%) of Wereda Education Officers and 4 (9.7%) of EKHC Head Office and Regional Capacity, Education and Training Officers were engaged in educational expert and supervision based on their organizational structure.

In relation to their work experience that 16 (39%) of respondents had 1-4 year, 6 (14.6%) of them had 5-7 years experience, 10 (24.3%) of them had 8-10 years experience, 4 (9.7%) of them had 11-15 years experience and the rest 5 (12.1%) of them had 16-20 year experience respectively in total.

So based on the respondents field specialization and work experience, that it is a good opportunity for the EKHC, Government and even to the community to address and attain the objectives of NFAE practically.

4.2 NFAE Program Context Issues

Contribution of the EKHC Capacity building in the expansion and accessing of NFAE is that the respondent responses as follows: 85% of the respondent agree on the contribution EKHC in the NFAE in the area of providing alternative basic education, providing schooling for those who are not accessing and drop-out from the schooling and adults and children, educating the community in poverty reduction, change their lives in relation to how to live, family planning and administration, using the resource properly in farming, in capacity building for teachers and

working integrate with the community. 10% of the respondents said that there is no contribution of EKHC and the remaining 5% of the respondent did not responding.

Targets Groups of the NFAE

Table 4: Responses on Target Groups of the NFAE Program

No.	Item	Facilitators =21		Community Representatives N=9		Supervisors		EKHC Head Office and Regional Capacity and Education Officers		Wereda Education Officers	
		F	%	F	%	F	%	F	%	F	%
1	Who are target groups of the program?										
	A. Adults only	12	29	5	12	-	-	-	-	-	-
	B. Children out of school only	-	-	-	-	-	-	-	-	-	-
	C. Adult and Children	9	22	4	10	5	12	4	10	2	5
	Total	21	51	9	22	5	12	4	10	2	5
2	To whom is special focus given in the program?										
	A. Men	2	5	2	5	-	-	-	-	-	-
	B. Women	4	10	3	7	-	-	-	-	-	-
	C. Disabled	3	7	-	-	-	-	-	-	-	-
	D. For all	12	29	4	10	5	12	4	10	2	5
	Total	21	51	9	22	5	12	4	10	2	5

As can be observed from the above table item 1, majority of the respondents, 59% of them were agree that the target groups of NFAE program were adults and children. Whereas, the rest 41% respondents replied that the target groups of the program were adults. The same table item 2, respondents were asked to whom special focus is given in the program. In this case 66% of respondents were responded that special focus was given to all (men, women and disabled). The remaining respondents were states women (17%), men (10%) and disabled (7%) peoples respectively. Moreover EKHC Head and Regional Office Capacity Building, Education, and Training officer, supervisors and Weredas educational officers

explained that the trainees were selected for the NFAE program by considering their age for instance for children select in the age of 9 and above, and for adult in the age of 15 and above(May 8,9,10,&16,2014) .

It show the target groups of NFAE program were addressed and focused to all people specially for those disadvantaged ones.

The status of NFAE Center Facilities

Non- Formal Adult Education centers are schools constructed for the purpose to take place NFAE teaching learning process. These centers are assumed to be constructed by the local community, government, EKHC and other NGOs. Based on this idea, the status of NFAE was questioned to the respondents. The obtained information was presented in the next Table, below.

Table 5: Response on the status of NFAE

No.	Item	Facilitators N=21		Community Representative N=9	
		F	%	F	%
1	Where does NFAE program take place?				
	A. In Kebele office	1	5	1	11
	B. In EKHC compound	-	-	-	-
	C. In formal education center	2	10	1	11
	D. In community skill training center	18	86	7	78
	Total	21	100	9	100
2	Who constructed the NFAE center?				
	A. Local community	12	57	5	56
	B. Government	1	4	1	11
	C. EKHC	8	38	3	33
	D. Other NGOs	-	-	-	-
	Total	21	100	9	100
3	Availability of learning materials(NFAE syllabus, textbook, guides and teaching aids)				
	A. High	7	33.3	2	22
	B. Moderate	11	52.4	6	67
	C. Low	3	14.3	1	11
		Total	21	100	9
4	The appropriateness of the center for teaching learning process				
	A. High	12	57	5	56
	B. Moderate	6	29	3	33
	C. Low	3	14	1	11
		Total	21	100	9

In analysis, 18 (86%) facilitators and 7 (78%) respondents confirmed that NFAE classes are conducted in centers constructed for community skill training center. There were in formal education center by 2(10%) facilitators and 1(11%) community representatives. There were also in Kebele office by 1 (5%) facilitators and 1(11%) community representatives.

In relation to the construction of NFAE that 12 (57%) facilitators and 5 (56%) community representatives respond that the centers are constructed by the local community. 8 (38%) facilitators and 3 (33%) of community representatives replied that the centers constructed by EKHC. During field visit observation, it was found out that the status of NFAE centers constructed by EKHC in three Weredas as a center (Alaba (Second Cherko), Boditi (Adekosha) and Bishoftu(Cheleba Boru)) that found good that their floor were painted and furnished by students' seats. Currently these centers are served for both purposes that in priority for children as primarily school and adults for NFAE. 1(4%) facilitators and 1 (11%) of community representatives respond that the centers constructed by the government especially in Alaba special Wereda that NFAE (out of school children who found in the age of 9-14) take place in different primary schools which constructed by the government.

With regard the availability of teaching-learning materials in the center such as NFAE syllabus, facilitators guide and teaching aids, 11 (52.4%) of facilitators and 6 (67%) of community representatives response were moderate. 7 (33.3%) of facilitators and 2 (22%) community representatives responded high. The remaining 3 (14.3%) of facilitators and 1 (11%) of community representatives response were low.

During field work it was affirmed through supervisors interviewed and observed that the reason is supporting of Wereda and Zonal education officers (May 8, 9, 10, &16, 2014).

As the appropriateness of the centers for teaching learning, 11 (52.4%) of facilitators and 6 (67%) of community representatives responded that the centers were moderate for learning. And 7 (33.3%) of facilitators and 2 (22%) community representatives responded that the centers were high for learning. The remaining 3 (14.3%) of facilitators and 1 (11%) of the community representatives responded low. Respondents were asked to give their reasons through open-ended question for inappropriateness of the centers. The reasons are include that the centers were

not furnished, not have teaching aid materials, and not comfortable the teaching-learning process.

In the field visit, the researcher observed and affirmed through EKHC Head and Regional Office Capacity Building, Education, and Training officer, supervisors and Wereda's educational officers interviewed that the current condition of NFAE program in EKHC development centers were at moderate level and the centers were moderate as majority facilitators and community representatives responded(May 8,9,10, &16,2014).

It is clear that some centers will reform and update. Again the current situation of NFAE centers that in relation to construction, appropriateness of the centers for teaching learning, and availability of teaching learning materials were moderate and need of further work to capacitate the centers.

4.3 Facilitators Issues

Facilitators are playing vital role in the achievement of NFAE objectives and teaching learning process. To have effective and sufficient facilitators' careful recruitment and training is essential and helpful to bring quality education as a result to achieve NFAE objectives. So based qualify facilitators, that appropriate selection and recruitment are essential to develop the level of competence and facilitation skill. In below table presents procedure of selection, recruitment and salary of NFAE program facilitators in the study area.

Table 6: Response on facilitators selection and recruitment

No.	Item	Facilitators N=21		Community Representatives=9	
		F	%	F	%
1	Who select NFAE facilitators?				
	A. Local community representatives and Kebele administration	12	57	5	56
	B. Wereda education office	9	43	4	44
	C. EKHC organization	-	-	-	-
	D. EKHC and local community	-	-	-	-
	Total	21	100	9	100
2	Selection criteria of facilitators				
	A. Educational background	15	71	5	56
	B. Recommendation from Kebele	-	-	-	-
	C. Interest	4	19	2	22
	D. Through written exam and interest	2	10	2	22
	Total	21	100	9	100
3	Who covers the salary of facilitators?				
	A. Local community	12	57	6	67
	B. Government	2	10	-	-
	C. EKHC	-	-	-	-
	D. Other NGOs	7	33	3	33
	Total	21	100	9	100

Regarding the selection and recruitment of NFAE facilitators, that 57% of respondent responded that the selection was carried out by local community and Kebele administration. The rest 43% of respondents were responded by Wereda education office.

The required selection criteria of facilitators were that 67%, 20% and 13% % of respondents were responded by educational background, interest and through exam and interest respectively.

In relation to selection and recruitment criteria of facilitators that the EKHC Head Office and Regional Capacity Building, Education and Training Office, Wereda Education Officers and field supervisors were responded during interview sessions that the selection was carried out by local community, Kebele administration and Wereda Education office. They all were agreeing that the selection criteria were by considering educational background, interest and exam. The payment or salary of facilitators that 12 (57%) of facilitators and 6 (67%) of community

representatives were responded by local community. The remaining 7 (33%) of facilitators and 3 (33%) community representatives were responded by other NGOs.

During different field visit centers, the researcher observed that the payments of facilitators are differing place to place. For instance in Boditi and Bishoftu, the facilitators' salary covers by government and local community. In Alaba special Wereda, the facilitators salary covered by EKHC project.

It was affirmed when interviewed field center supervisors and EKHC training and education officers(May 8,9,10,&16,2014).

The above respondents response show the selection, recruitment criteria and payment of NFAE facilitators were stands at moderate level in relation to human resource appropriateness as a result to address the need of NFAE human power, to achieve its objective and to the community in large in development.

Training of Facilitators

The achievement and success of educational process depends mainly on the ability and availability of facilitators or teachers. For this purpose that NFAE facilitators need build up their capacity in the learning which are in gaining knowledge, skills and attitudinal change. With regard to facilitators training the responses presented in the next table below.

Table 7: Response on training condition of facilitators

No.	Item	Facilitators N=21		Community Representatives N=9	
		F	%	F	%
1	Are the facilitators trained?				
	A. Yes	19	90	6	67
	B. No	2	10	2	22
	C. Not sure	-	-	1	11
	Total	21	100	9	100
2	Duration of training				
	A. Less than 15 days	11	52	5	56
	B. Between 15-30 days	-	-	-	-
	C. Between 31-45 days	6	29	4	44
	D. Other please specify	4 For 2 days	19	-	-
	Total	21	100	9	100
3	The content of training				
	A. On methodology of facilitating adult learning	4	19	-	-
		3	14	-	-
	B. Focuses on monitoring, evaluation and report system	8	38	5	56
		6 in all in the above	29	4	44
	Total	21	100	9	100

As indicated in the above table that 19 (90%) of facilitators and 6 (67%) of community representatives responded that facilitators had trainings. The remaining 2 (10%) of facilitators and 2 (22%) of community representatives responded that the facilitators had not training. From facilitators educational background that among 21 facilitators 11 (52%) of them were certified as primary school teachers and the rest 10 (48%) facilitators were grade 10/12 complete, 9-10/12 and grade 8 and below respectively. In comparing the actual educational background of facilitators with the FDRE MoE (2009) standard and educational qualification of facilitators that the NFAE facilitators status were in a good position.

Regarding duration of training, 11 (52%) of facilitators and 5 (56%) of community representatives responded that they were trained for less than 15 days. It assures in the open ended options questions that some facilitators were trained for two days only. The remaining 6 (29%) of facilitators and 4 (44%) of community representatives responded that facilitators were

trained between 31-35 days. Again in comparing the training of facilitators with the FDRE MoE (2009) facilitators standard and training, there is a gap. The analysis revealed that the facilitators training was not sufficient as mentioned in the above for the success of NFAE program. According to FDRE MoE the training of facilitators are that for those who are new begin facilitators must train for thirty days on andragogy and for those who are teachers, community development workers and volunteers must train fifteen days in basic methodology of facilitating. In relation to the content of training that 8 (38%) Of facilitators and 5 (56%) of community representatives responded that the training content was on the subject area. 6 (29%) of facilitators and 4 (44%) Of community representatives responded that the training content covered in all area which means on methodology, on monitoring, evaluation and report system, on the concept of NFAE and on the subject area. The remaining 4 (19%) of facilitators and 3(14%) of community representatives responded that the training content was on methodology. In this all content of training that the analysis revealed based on the respondent response that the response was vary from facilitator to facilitator and the facilitators had not fully taken training and it could be better in future capacitate facilitators in further training in organization way.

4.4 NFAE Curriculum and Teaching Learning Process

According to the FDRE MoE National Adult Strategy (2008) that in order to develop practical skills, work-man ship, creativity, far-sightedness and democratic culture among the adult through education, due consideration should be given to social and economic developments, while developing/structuring the curriculum. The curriculum should help improve working and lifestyle of adults by strengthening their knowledge, skill and attitude. With regard to the type of curriculum and subjects taught in NFAE centers responses of all respondents were presented in next table below.

Table8: Response on NFAE Curriculum Issues

No.	Item	Facilitators N=21		Community Representatives N=9	
		F	%	F	%
1	Type of curriculum used in NFAE program is				
	A. Condensed curriculum prepared by FDRE MoE	12	57	6	67
	B. Condensed curriculum prepared by Region Education bureau	9	43	3	33
	C. Curriculum prepared by NGOs	-		-	
	Total	21	100	9	100

Regarding the type of curriculum used in NFAE program, that 12 (57%) of facilitators and 6 (67%) of community representatives responded that condensed curriculum prepared by FDRE MoE. The remaining 9 (43%) of facilitators and 3 (33%) of community representatives replied that curriculum Regional Education Bureau used for the program. During observation field visit, and supervisors interviewed that they mentioned and used the type of curriculum condensed prepared by Regional Education Bureau. In other words, according to the given responses of the respondent that it shows further training on the issue of curriculum to avoid confusion and capacitate in the area of how to use it.

Regarding the subjects type taught in NFAE program respondents were asked by open –ended questionnaire to write the type of subject. Both group of respondents explained that educational 3Rs (Reading, Writing, Rhetoric/Arithmetic), in health subject area, in farming subject area, how to use modern technology, family administration and saving.

In relation to the integration between literacy and livelihood in practice module the researcher asked the EKHC Head Office and Regional Capacity Building, Education and Training Office, Wereda Education Officers and field supervisors

were replied that the purpose of NFAE is to empower the community holistically, to sustain and to eradicate poverty(May 8,9,10, &16,2014).

During field visit observation that the researcher observed practically especially in Alaba special Wereda many mothers and their children who are could not get education access, living between the ages of 9-14 have been taught and used in the above mentioned subject matter especially empowering women in income generating saving and supporting which is helpful, important, courage able and indicators to achieve of NFAE program.

Teaching Learning process in NFAE Centers

Allocation of Time

One of the aspects of Curriculum is time. The time needed to complete the curriculum within a year, semi-annual; quarter, week and day must be scheduled. Regarding this, the researcher prepared open-ended questions to know how the program organized in the field centers and research area. All of the respondents agreed and responded that the program has been organized in weekly program that means two days in a week, for three hour and one hour for each. But, all of them not responded that how the program is organized in a year or semiannual or quarterly.

In relation to time allocation that the researcher interviewed EKHC Head Office and Regional Capacity Building, Education and Training Office, Wereda Education Officers and field supervisors

they were replied the program have schedule planning which were not practical in implementation of the program(May 8,9,10, &16,2014).

It revealed and need the NFAE program will organize annually and finding out the implementation problem. Unless, all participant of the program and the program itself may face frustrate and fail.

The Teaching Learning Method and class Organization

With regard to teaching-learning method and NFAE program class organization the response of all respondents were presented below in the next table.

Table 9: Response on Teaching Learning Method Class Organization of NFAE Program

No.	Item	Facilitators N=21		Community Representatives N=9	
		F	%	F	%
1	The organization of NFAE centers forms on				
	A. Multi level classes	5	24	3	33
	B. Self contained classes	1	5	1	11
	C. Single level classes	15	71	5	56
	Total	21	100	9	100
2	The type of teaching method applied in NFAE centers				
	A. Teacher centered	2	10	2	22
	B. Active learning	7	33	3	33
	C. Collaborative	12	57	4	45
	Total	21	100	9	100
3	How does NFAE Learners certified at the end of the program?				
	A. By test results	1	5	1	11
	B. By continuous attendance of classes	1	5	1	11
	C. By both mechanisms	14	67	5	56
	D. Through peer and self assessment	5	23	2	22
	Total	21	100	9	100

In the organization of NFAE centers forms on that as indicated in the table 15 (71%) of facilitators and 5 (56%) of community representatives responded that the classes are organized on single level. 5 (24%) of facilitators and 3 (33%) of community representatives responded that the classes are organized on multi-classes level. The remaining 1(5%) of facilitators and 1 (11%) of community representatives responded that the classes are organized on self contained classes.

Regarding the teaching learning methods, that 12 (57%) of facilitators and 4 (45%) of community representatives responded that the common method of teaching in NFAE centers were collaborative teaching method. In relation to this 7 (33%) of facilitators and 3 (33%) of community representatives responded in the teaching method of NFAE centers were active teaching method. The remaining 2 (10%) of facilitators and 2 (22%) of community representatives were responded the teaching method of NFAE centers were teacher center/traditional method. It shows need of further training and capacities of facilitators in the teaching method of NFAE.

With regard the way of learners certification that 14 (67%) of facilitators and 5 (56%) of community representatives responded by using both mechanisms (by test and by continuous attendance of classes). 5 (23%) of facilitators and 2 (22%) of community representatives responded through peer and self assessment. The remaining 2 (10%) facilitators and 2 (22%) community representatives responded the learners were certified equally by test and by continuous attendance respectively. In addition to the above that during the field visit the researcher observed in document analysis especially in SNNPR that the Wereda administration and Wereda education officers acknowledged through awarding certification the learners publicly which is encourage to other and it is a good model.

4.5 NFAE Management and Stakeholders Participation

According to the National Adult Strategy which prepared by the FDRE MoE (2008) that adult education is founded up on the beneficiaries and requires multi-sect oral activities. Adults will be encouraged to learn, only if they found the program related to their life, problem-solving and brings about a change in their life style. Prevalence of strengthen and coordinated management and organization will enable these limited efforts to expanded and sustained. The extent NFAE program management was presented in the next table below.

Table 10: Response on the Management of NFAE program

No.	Item	Facilitators N=21		Community Representatives=9	
		F	%	F	%
1	Is there clearly stated strategic guideline for the implementation of NFAE program in center?				
	A. Yes	19	90	8	89
	B. No	2	10	1	11
	C. Not sure	-		-	-
	D. Cannot say	-		-	-
	Total	21	100	9	100
2	How much are you familiar with the strategy?				
	A. Very high	7	33	3	33
	B. High	1	5	1	11
	C. Medium	10	48	3	33
	D. Low	3	14	2	22
	E. Very low	-	-	-	-
	Total	21	100	9	100
3	The extent to which Wereda and Zone education office supervise and support				
	A. High	10	47	4	45
	B. Medium	5	24	2	22
	C. Low	5	24	2	22
	D. Very high	1	5	1	11
	E. Very low	-	-	-	-
	Total	21	100	9	100

As indicated in the above table 19 (90%) of facilitators and 8 (89%) of community representatives responded that NFAE program has an implementation strategy. FDRE MoE has prepared National Adult Strategy in 2008 and it is clear each regional state has own NFAE implementation strategy including Oromia and SNNRP. The remaining 2 (10%) of facilitators and 1 (11%) of community representatives responded that there is no NFAE implementation strategy document or they do not know it.

Regarding familiarity with the strategy, 10 (48%) of facilitators and 7 (33%) of community representatives responded that their familiarity with the strategy is medium. 7 (33%) Of

facilitators and 3 (33%) of community representatives replied that their familiarity with the strategy is high. The remaining 3 (14%) of facilitators and 2 (22%) of community representatives responded that their familiarity with the strategy was low. This analysis revealed that there is a gap in understanding and familiarity of NFAE implementation strategy even in facilitator and community representative level. It shows the need of further effort especially from supervisors and Wereda education office support.

In relation to Wereda and Zone education office supervise and support that as stated in the above table 10 (47%) of facilitators and 4 (45%) of community representatives responded that the supervision and support on NFAE Centers was high. 5 (24%) of facilitators and 2 (22%) of community representatives responded that the supervision and support on NFAE centers was medium. The remaining 5 (24%) of facilitators and 2 (22%) of community representatives replied that the support and supervision given by WEO and ZED was very low. As the analysis figure revealed there is some gap between WEO/ZED and facilitators/ community representatives so for the sustainability of NFAE program WEO/ZED need to give support and supervisor at grass root level continuously.

Stakeholders Participation in NFAE Program

Always development has been a collective effort and favor of civil society and its various institutions as well as community, Government and NGOs. These stakeholder participation and contribution is very important in every area of development. It is true also in NFAE program implementation. So based on stakeholders roles and participation in the implementation of NFAE program were presented to the respondents to give their response. Their response was presented in the next table below.

Table 11: Response on stakeholders participation towards NFAE program

No	Items	Respondents			
		Facilitators =21		Community Representatives N=9	
		F	%	F	%
1	Does the community participate in the NFAE program?				
	A. Yes	19	90	8	89
	B. No	2	10	1	11
	C. Cannot say	-	-	-	-
	Total	21	100	9	100
2	If you answer for question No.1 'yes' the kind of contribution				
	A. Land provision and site selection	8	42	3	37.5
	B. Instructional materials provision	3	16	3	37.5
	C. Paying facilitators salary	8	42	2	25
	D. Cash provision for the construction of NFAE center	-	-	-	-
	Total	19	100	8	100
3	Who initiates the community to participate in the NFAE program?				
	A. Community themselves	-	-	-	-
	B. EKHC Organization	6	29	3	33
	C. Kebele administration	15	71	6	67
	Total	21	100	9	100
4	What was the role of government in NFAE program?				
	A. Giving professional support	8	38	3	33.5
	B. Giving refresher training for facilitators	3	14	2	22
	C. Providing instructional materials	8	38	3	33.5
	D. Providing cash	2	10	1	11
	Total	21	100	9	100
5	What was the role of EKHC in making learning center?				
	A. Provision of commercially purchased materials	11	52	4	44
	B. Paying salary of facilitators	-	-	-	-
	C. Sponsoring initial and refresher training facilitators	-	-	-	-
	D. Provision of teaching learning materials	10	48	5	56
	E. All mentioned in the above				
	Total	21	100	9	100

As in the above table stated, the community participation of NFAE program implementation is that 19 (90%) of facilitators and 8 (89%) of community representatives responded the community participate in NFAE program. The remaining 2 (10%) of facilitators and 1(11%) of community representatives replied that the community not participate in NFAE implementation program.

The kind participation and contribution of the community that in implementing NFAE program, 8(42%) of facilitators and 3 (37.5%) of community representatives replied in land provision and site selection. 8 (42%) of facilitators and 2 (25%) of community representatives responded that the community participate in implementing NFAE program was in paying facilitators salary. The remaining 3 (16%) of facilitators and 3 (37.5%) of community representatives replied that the community participate in the implementation of NFAE by providing instructional materials.

To the question who initiated the community participation to implement NFAE program that 15 (71%) of the facilitators and 6 (67%) of community representatives responded that the community participation was initiated by Kebele administration and the remaining 6 (29%) of facilitators and 3 (33%) of community representatives by EKHC. During field visit the researcher observed that the community participation was based on what they have been seen change in their lives. It assured when the researcher interviewed the EKHC Head Office and Regional Capacity Building, Education and Training Office, Wereda Education Officers and field supervisors in relation to stakeholders participation especially the community participation were highly motivated because of what they have been benefited from the NFAE implementation program and find solutions for any anticipate facing problems.

At the same time in relation to the participation of Government bodies in the implementation of NFAE program in the research area that 8 (38%) of facilitators and 3 (33.5%) of community representatives responded that government bodies participated equally in giving professional support and providing instructional materials. 3 (14%) of facilitators and 2 (22%) of community representatives replied that government bodies participated in giving refresher training for facilitators. The remaining 2 (10%) of facilitators and 1 (11%) of community representatives responded that government bodies participated in providing cash.

In relation to the participation of the government that the EKHC Head Office and Regional Capacity Building, Education and Training Office, Wereda Education Officers and field supervisors

were responded that it was helpful to work together in harmony (May 8,9,10,&16,2014).

Regarding the role of EKHC in the implementation of NFAE program that 11 (52%) of facilitators and 4 (44%) of community representatives were responded through provision of commercially purchased materials, for construction of NFAE centers. The remaining 10 (48%) of facilitators and 5 (56%) of community representatives replied that EKHC participated in the implementation of NFAE program through paying salary of facilitators, sponsoring initial and refresher training of facilitators, provision of teaching materials and even in provision of commercially purchased materials for construction of NFAE centers. During field visit the researcher observed three schools which built and filled with standard provision materials by EKHC primarily for the purpose of implementation of NFAE program even they are changed for formal schools. In addition to that when the researcher interviewed supervisors and EKHC training and education department heads that they affirmed more than forty facilitators salary has been paid by EKHC in Alaba special wereda and doing capacity building work especially in Oromia in Ada and Liben Weredas. They have a plan to support the NFAE program in capacity building especially in the provision of refresher training and capacitate the NFAE centers facility.

Moreover in relation to the NFAE program monitoring and evaluation that the EKHC Head Office and Regional Capacity Building, Education and Training Office, Wereda Education Officers and field supervisors

were responded there is strong structural mechanism to monitor and evaluate the program such as by line department including government and EKHC (May 8,9,10,&16,2014).

Monitoring and evaluation are making on the concept of planning, monitoring, evaluation and learning. It implies there is strong monitoring and evaluation of NFAE program.

4.6 NFAE Practicing and Implementation Problems

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

Table 12: Implementation problems of NFAE Program

No.	Problems of Implementation	Respondents rating Scales											
		Facilitators N=21					Weighted Mean	Community Representatives N=9					Weighted Mean
		5	4	3	2	1		5	4	3	2	1	
1	Absence of NFAE syllabus (guide, text books etc)	5	2	4	10	-	3.1	2	1	1	3	-	2.6
2	Shortage of blackboard and chalk	4	10	2	-	5	3.4	1	3	1	-	4	2.7
3	Shortage of teaching aid	8	2	4	-	7	3.2	4	1	2	-	2	3.6
4	Absence of NFAE reference books	10	4	1	-	6	3.6	4	2	1	-	4	3.9
5	Shortage of well trained facilitators	9	2	-	-	10	3	3	2	-	-	4	3
6	High turnover of facilitators	5	5	1	5	5	3	2	2	1	2	2	3
7	Less pedagogical skill of facilitators	7	4	3	7	-	3.5	3	2	1	3	-	3.6
8	Lack of motivation of facilitators	2	5	5	2	7	2.7	1	2	2	1	3	2.7
9	Lack of WEO support and participation	6	3	3	1	8	2.9	2	1	1	1	4	2.5
10	Less community participation	6	4	3	7	1	2.8	2	2	1	3	1	3.1
11	Less awareness about NFAE implementation	3	7	1	10	-	3.1	1	3	1	4	-	3.1
12	Shortage of budget allocation for the program	13	-	-	8	-	3.9	8	-	-	4	-	5.3
13	Unfurnished classroom	7	5	1	1	7	3.2	3	2	1	1	2	3.3
14	Absence of fence	7	1	4	6	3	3.1	3	1	2	2	1	3.3
15	Un conducive compound	4	6	11	-	-	3.6	2	3	4	-	-	3.8
16	Absence of toilet	6	4	3	8	-	3.4	3	2	1	3	-	3.6
17	Absence of water supply	7	10	3	1	-	4.1	3	4	1	1	-	4

As indicated in the above table 12 among the 17 potential problems, shortage of blackboard and chalk, shortage of well trained facilitators, high turnover of facilitator, lack of motivation of facilitators, lack of WEO and ZED support, less community participation, lack of awareness of NFAE strategy, unfurnished class room, and absence of fence were found as moderate problems

by both groups of respondents with weighted mean scores from 2.50-3.49. In general these 9 moderate problems accounted for (53%) of the total.

Nevertheless absence of NFAE reference text books, less pedagogical skill of facilitators, un conducive compound, and water supply in the center were found as serious problems by both group of respondents with weighted mean scores 3.50-4.49. These problems were considered as prominent and serious ones to implement NFAE program in the study area and they accounted for (24%) of total.

Among the stated potential problems absence of NFAE syllabus (guide, text books etc) (4.3,2.5), shortage of teaching aid(3.2, 3.6) and absence of toilet (3.4, 3.6) were the implementation problems which were found between serious and moderate serious problems respectively where the two groups of respondents have different views/opinions.

The only very serious problem was that responded by group of people were shortage of budget allocation for the NFAE implementation program.

General Suggestions and Comment given by Sample Respondents in implementing NFAE program

The general suggestions and comment in implementing NFAE program were collected through questionnaires, interview and field visit observation.

Among the appreciation comment, that NFAE program had been created educational opportunity especially for those who could not get and drop out learners. For those need improvement comment were that NFAE started in a very good manner but throughout it was decline. In this regard it need renew and continue as it was stated and all stakeholders need give attention. All respondents confirmed that NFAE were given less attention by governmental bodies, EKHC, and community. These all stakeholders need further work in integrally on learners, recruit facilitator, build up skills of facilitators, and in creating conducive learning environment for the success achievement of NFAE program.

In addition to the above that EKHC Head Office and Regional Capacity Building, Education and Training Office, Wereda education officers and field supervisors

were suggested that the NFAE program is an instrument to empower the community and means of poverty reduction so that every concerned organization and community need to use it (May 8,9,10, &16,2014).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

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

5.1 Summary of the Findings

The general objective of the study focused on assessing the status and practice of Non-Formal Adult Education in the Ethiopian Kale Heyewet Church program and identifying challenges related to the issue. To this end, the following specific objectives were formulated.

- Explore the level of community's participation in undertaking a wide range of the practice of NFAE that emphasize on teaching learning process, solving social problems, for sustainability of the program.
- Examine the presence of necessary condition in the organization that Enhances NFAE activities.
- Investigate the role of a responsible section in the organization who responsible in coordinating, facilitating, implementing and evaluating NFAE activities.
- Find out the major obstacles that face the practice of NFAE.
- Identify the most important factors that promote the practice of NFAE.

Based on the above specific objectives, this study tried to find some answers to the following basic/research questions.

1. What does the current status and practice of Non-Formal Adult Education (NFAE) in the Ethiopian Kale Heyewet Church development program look like?
 - i) To what extent Non-Formal Adult Education (NFAE) activities are being implemented in different regions to solve community's problem?
 - ii) What were the focus area of ongoing and previously practiced Non-Formal Adult Education (NFAE) run by EKHC development program?
2. What were the major problems faced in the practice of Non-Formal Adult Education in the Ethiopian Kale Heyewet Church program?

3) What efforts are made so far to improve and sustain the practice of Non-Formal Adult Education program?

The study was carried out in three selected EKHC NFAE field centers from two regions in Oromiya and SNNRP. The subjects of the study were 2 wereda education officials, 2 EKHC capacity building, education and training officers, 5 supervisors, 21 NFAE facilitators and 9 community representatives. The data was collected from above groups through questionnaire and interview. In addition to these all, observation and document analysis from NFAE has been used. The gathering data were analyzed using statistical tools such as frequency count, percentage and mean. Qualitative data was used to supplement the findings. Based on the results of data and analysis done, the following main findings were obtained.

1. The numbers of male respondents were larger than the number of female respondents. That could be attributed to unequal access to education and it is possible to say males were more advantageous than female, which implies females were disadvantaged.
2. The research shows the respondent educational background that facilitators were in a good condition in their educational background (they were above grade 9-10/12 and specialized in the field of facilitator and teacher) in comparing with FDRE MoE (2009) the standard and qualification of facilitators in order to achieve the objectives of NFAE program.
 - In relation to educational background of community representatives that they were under grade 8 and need further educational and leadership training.
 - Supervisors, EKHC Head office and Regional Capacity and Building, Educational and Training officers, and Wereda Officers were higher education graduate from diploma up to Master level.
 - From the given educational background of the respondents that it is possible to say the status of EKHC NFAE human resource capacity is well organized and able to achieve the objectives of NFAE and to bring holistic change.
 - So based on the respondents field specialization and work experience, that it is a good opportunity for the EKHC, Government and even to the community to address and attain the objectives of NFAE practically.

3. The contribution of the EKHC Capacity building, education and training department in the expansion and accessing of NFAE was in the area of providing alternative basic education, providing schooling for those who have no access and drop-out from the schooling and adults and children, educating the community in poverty reduction, change their lives in relation to how to live, family planning and administration, using the resource properly in farming, in capacity building for teachers and working in harmony with the community in the target group of both gender and disable persons.
4. In relation to the construction of NFAE that the centers were constructed by the local community. In addition land provision, site selection was done by the community. EKHC was responsible for financial and material resources. It shows both EKHC and the community took part in the construction of the field centers.
 - Currently these centers served for two purposes, that is for children as primary school and center for adults for the program of NFAE. It shows that not given full concern for NFAE as compare to alternative basic education of children or formal primary school program by all stakeholders.
5. The selection and recruitment of NFAE facilitator was carried out by local community and Kebele administration. The required selection criteria were educational background, interest to serve as a facilitator, achievement in written exams.
 - The payment or salary of facilitators was covered by local community, by EKHC project, and by government. During different field visit centers, the researcher observed that the payments of facilitators are differing from place to place.
 - Regarding facilitators duration of training, they were trained for less than 15 days. It was known from in the open ended questions that some facilitators were trained for two days only. The remaining facilitators were trained between 31-35 days. The analysis revealed that the facilitators training were not sufficient.
 - In relation to the content of training the training content focused on the subject area, methodology, monitoring, evaluation and report system, on the concept of NFAE. In all content of training the analysis revealed that the responses vary from facilitator to facilitator and the facilitators had not fully taken training.

6. Regarding the availability and necessary resource that the type of curriculum used in NFAE program, condensed curriculum prepared by FDRE MoE other by Regional Education Bureau. During observation field visit, and supervisors interviewed that they mentioned and used the type of curriculum condensed prepared by Regional Education Bureau. In other word, according to the given responses of the respondent that it shows the need of further training on the issue of curriculum to avoid confusion and capacitate in the area of how to use it.
- Regarding the subjects type taught in NFAE program respondents were asked by open –ended questionnaire to write the type of subject. Both group of respondents explained that educational 3Rs (Reading, Writing, Rhetoric/Arithmetic), in health subject area, in farming subject area, how to use modern technology, family administration and saving.
 - The teaching learning methods, the common method of teaching in NFAE centers were collaborative teaching method and active teaching method.
 - With regard the way of learners certification were by using both mechanisms (by test and by continuous attendance of classes), through peer and self learners.
 - One of the aspects of Curriculum is time. The time needed to complete the curriculum within a year, semi-annual; quarter, week and day must be scheduled. Regarding this, the researcher prepared open-ended questions to know how the program organized in the field centers and research area. All of the respondents were agree and responded that the program has been organized in weekly program that means two days in a week, for three hour and one hour for each. But, all of them not responded that how the program is organized in a year or semiannual or quarterly. It revealed and need the NFAE program will organize annually. Unless, all participant of the program and the program itself may face frustrate and fail.
7. Regarding familiarity with the National Adult implementation strategy was medium, high, low and do not know respectively. This analysis revealed that there is a gap in understanding and familiarity of NFAE practicing and implementation strategy even in facilitator and community representative level. It shows the need of further effort especially from supervisors and Wereda education office support.

- In relation to Wereda and Zone education offices supervise and support that the supervision and support on NFAE Centers was high, medium and low. As the analysis figure revealed there is some gap between WEO/ZED and facilitators/ community representatives so for the sustainability of NFAE program WEO/ZED need to give support and supervisor at grass root level continuously.
- Community participation was mainly seen on provision of land, site selection, and in paying facilitators salary by initiated by Kebele administration and EKHC NFAE program.
- Regarding the role of EKHC in the implementation of NFAE program were through provision of commercially purchased materials for construction of NFAE centers, through paying salary of facilitators, sponsoring initial and refresher training of facilitators, provision of teaching materials and even in provision of commercially purchased materials for construction of NFAE centers.

8. As to the problems encountered in practicing and implementing the NFAE program, the study shows that the major problems were such as shortage of budget allocation, absence of NFAE syllabus (guide, text books etc), shortage of teaching aid, and absence of toilet, NFAE reference text books, less pedagogical skill of facilitators, un conducive compound, and water supply in the center.

9. According to the given general comment, that NFAE program had been created educational opportunity especially for those who could not get and drop out learners. The need improvement comment was that NFAE started in a very good manner but throughout it was decline. In this regard it need renew and continue as it was stated and all stakeholders need give attention. All respondents confirmed that NFAE were given less attention by governmental bodies, EKHC, and community. These all stakeholders need further work in integrally on learners, recruit facilitator, build up skills of facilitators, and in creating conducive learning environment for the success achievement of NFAE program.

5. 2 CONCLUSIONS

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

The status and practice of Non-Formal Adult Education in the Ethiopian Kale Hiwoet Church have a very good foundation. One of the purposes of EKHC in the NFAE is that to provide and allow marginalized people to obtain knowledge and skills to become active participants in contributors to holistic development. In this case the program has its own strength in relation to capacitate human resource, many years experience in the NFAE and in development works.

However the current status and practice of NFAE in the EKHC has the following limitations. These are as the research indicates that NFAE was not given full concern as alternative basic education of children or formal primary school program by all stakeholders; the facilitators training was not sufficient; there is a gap in understanding and familiarity of NFAE practicing and implementation strategy; and the major problems were such as shortage of budget allocation, absence of NFAE syllabus (guide, text books etc), shortage of teaching aid, and absence of toilet, NFAE reference text books, less pedagogical skill of facilitators, un conducive compound, and water supply in the center.

From this all it is possible to conclude to that the status and practice of NFAE in the EKHC has its own strength and weakness. So to continue in its strength every stakeholder such as the community, the EKHC, and the Government play their vital role to avoid and minimize the above mentioned NFAE program problems and working in harmony in order to achieve the NFAE program objectives.

5.3 Recommendations

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

1. NFAE started in a very good manner but throughout time it was decline. In this regard it need renew and continue as it was started and all stakeholders need give attention. All stakeholders the EKHC, community and government education officers should do further work in integrally on learners, recruit facilitator, build up skills of facilitators, and in creating conducive learning environment for the success achievement of NFAE program.

2. It is suggested that facilitators should be trained, provided closer support and supervision for teaching learning process theoretically as well as practically.
3. The research revealed need of NFAE program to organize annually. It is helpful to achieve NFAE program objectives. Without timely schedule, all participant of the program and the program itself may face fail. In other word it shows lack of monitoring and evaluation from all concerning bodies. Therefore all stakeholders should monitoring and evaluate NFAE program against with its objective, planning and implementation.
4. There is a gap in understanding and familiarity of NFAE practicing and implementation strategy, and Wereda and Zone education offices supervise and support even in facilitator and community representative level. It shows the need of further effort in both areas especially from supervisors and Wereda education office support. For the sustainability of NFAE program WEO/ZED should give support and supervise, create familiarity of NFAE strategy at grass root level continuously.
5. As to the problems encountered in practicing and implementing the NFAE program, the study shows that the major problems were such as shortage of budget allocation, absence of NFAE syllabus (guide, text books etc), shortage of teaching aid, and absence of toilet, NFAE reference text books, less pedagogical skill of facilitators, un conducive compound, and water supply in the center. Therefore all stakeholders and concerned bodies especially EKHC, wereda education officers and the community should work in the mentioning challenges and facing serious problems to avoid and to satisfy the standard of NFAE program.

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Appendix-A

Addis Ababa University

College of Education and Behavioral Studies

Department of Curriculum and Teachers Professional Development Studies

Questionnaire to be filled by Facilitators/Teachers and Community representatives

The purpose of this questionnaire is to investigate the status and practice of Ethiopian KHC Adult and Non-Formal education program implementation.

It also intends to appreciate the strength accomplished and there by forward possible solutions for the problems encountered in the practice of Adult and Non-Formal education program implementation.

Accordingly, your genuine and timely responses are quite vital to determine the success of the study so. I kindly request your contribution in filling in the questionnaire honestly.

Instruction

1. No need to write your name
2. For alternative answers fill in the box by using ‘x’ mark.
3. For any additional opinion or explanation use the space provided.
4. I strongly ensure that your responses will be used for academic purpose only. The responses will keep privately and confidentially.

Thank you in advance for your cooperation.

Part I General information of the respondents

1. Sex _____
2. Age A. 18-25 years B. 26-30 years C. 31-35 years D. 36-40 years E. 41 and above
3. Educational background level
 - A. Grade 8 and below
 - B. Grade 9-10/12
 - C. Grade 10/12 complete
 - D. TTI or TVET graduate
 - E. Diploma
 - F. BA/BSc
 - G. MA/MSc
4. Field of specialization (subject area) _____
5. Current position (work responsibility) _____
6. Work experience (service years) in current position _____ in total _____

Part II NFAE program context issues

1. What are the contribution of EKHC capacity building and training department in the project area in relation to NFAE?

2. Who are target groups of the program?
 - A. Adults only
 - B. children out of school only
 - C. Adult and children
 - D. other
3. To whom is special focus given in the program
 - A. Men
 - B. Women
 - C. Disabled
 - E. For all

4. Where does NFAE program take place?
 - A. in Kebele office
 - B. in the EKHC compound
 - C. in formal education center
 - D. in community skill training center

5. Who constructed the NFAE center?
 - a. Local community
 - b. Government
 - c. EKHC
 - d. Other NGOs

6. How do you relate the availability of learning materials (NFAE syllabus, textbook, facilitator guide and teaching aids)

A. high B. Moderate C. low

7. How do you rate the appropriateness of the center for teaching learning process

A. High B. Moderate C. Low

8. If your answer to the question “No. 7” is low please mention the reason

Part III Issue related to facilitators /teachers

1. Who selects NFAE facilitators?
 - a. Local communities representatives and Kebele administration
 - b. Wereda education office
 - c. EKHC organization
 - d. EKHC organization and local community representatives

2. How are facilitators of NFAE recruited? They are recruited on the basis of
 - A. Educational background
 - B. Recommendation from Kebele
 - C. Interest
 - D. Through written examination and interest

3. Who covers the salary of facilitators?
 - A. Local community
 - B. Government
 - C. EKHC
 - D. Other NGOs

4. Are the facilitators trained?
 - A. Yes
 - B. No
 - C. Not sure

5. If your answer for the above question is “yes” for how long? (only for facilitators)
 - A. Less than 15 days _____
 - B. Between 15-30 days _____
 - C. Between 31-45 days _____
 - D. Other please specify _____

6. The content of training is
 - A. On methodology of facilitating adult learning
 - B. Focuses on monitoring, evaluation and report system
 - C. On the concept of NFAE
 - D. On the content of the subject
 - E. Specify if others _____

Part IV Issue related to NFAE curriculum and teaching learning process

1. Type of the curriculum used in NFAE program is
 - A. condensed curriculum prepared by FDRE MoE
 - B. condensed curriculum prepared by Region Education Bureau
 - C. curriculum prepared by NGOs
2. What are the subjects that have been taught in NFAE? (Please list)
 - A. _____
 - B. _____
 - C. _____
 - D. _____
3. Please write how the program is organized
 - A. Number of learning days in a year _____
 - B. Number of weakly learning day _____
 - C. Daily learning hours _____
 - D. Length of one period _____
4. The organization of NFAE classes
 - A. Multi level classes' B. self contained classes' C. Single level classes
5. The type of teaching method applied in NFAE center
 - A) Teacher centered B. Active learning C. Collaborative
6. How does NFAE learner certified at the end of the program?
 - A. By test results
 - B. By continuous attendance of classes
 - C. By both mechanisms
 - D. Through peer and self assessment

Part V NFAE management and stakeholders' participation in NFAE program issues

1. Is there clearly stated strategic guideline for the implementation of NFAE program in the center?
A. Yes B. No C. Not sure D. cannot say
2. How much are you familiar with the strategy?
A. very high b. high C. Medium D. low E. Very low
3. Who are involved in the monitoring and evaluation of NFAE program? (Please list)_____

4. The extent to which Woreda and Zone education office and department supervise and support
A. High B. medium C. low D. Very high E. Very low
5. Does the community participate in NFAE program?
A. Yes B. No C. Cannot say
6. If you answer for question no. 5 'yes' the kind of contribution (more than one answer is possible)
 - a. Land provision and site selection
 - b. Instructional materials provision
 - c. Paying facilitators salary
 - d. Cash provision for the construction of NFAE center
7. Who initiates the community to participate in the NFAE program?
A. Community themselves B. EKHC Organization C. Kebele Administration
8. What is the role of government in NFAE program?
 - a. Giving professional support
 - b. Giving refresher training for facilitators.
 - c. Providing instructional materials
 - d. Providing cash
9. What is the role of EKHC in making the learning center? (More than one answer is possible?)
 - a. Provision of commercially purchased materials for construction of NFAE centers
 - b. Paying salary of facilitators.
 - c. Sponsoring initial and refresher training of facilitators
 - d. Provision of teaching learning materials. e. All mentioned in the above

Part VI Issues related to implementation problems of NFAE are listed below. Please indicate the seriousness of the problem in the implementation of the program by making “X” Very serious= 5, serious = 4, moderately serious =3, low = 2 not serious = 1

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

General comments and suggestions _____

Appendix B

በአዲስ አበባ ዩኒቨርሲቲ

የሥነ-ትምህርትና ሥነ-ባህሪ ኮሌጅ

የሥርዓተ ትምህርትና የመምህራን ሙያ ዕድገት ጥናት ዲፖርትመንት

ይህ መጠይቅ የሚሞላው በአመቻችንና በህብረተሰቡ ተወካዮችነው።

የዚህ መጠይቅ ዋና ዓላማ በኢትዮጵያ ቃለ ህይወት ቤ/ክርስቲያን የልማት አገልግሎት የአዋቂዎች እና መደበኛ ያልሆነው ትምህርት አተገባበር ያለበትን ሁኔታ በማጥናት ጠንካራ አሰራሮችን እንዲሁም የገጠሙ ችግሮችን በመለየት የመፍትሄ ሃሳቦችን ለመጠቀም ነው።

- የመልሱ ትክክልኛነትና በጥንቃቄ ተሞልቶ መመለስ ለጥናቱ ውጤትማነት ከፍተኛ አስተዋፅኦ አለው። ማሳሰቢያ፡-

1. ስምህኛ /ሽን/ መጻፍ አያስፈልግም።

2. ትክክልኛ መልስ በምትሰጥበት /ጭበት ጊዜ

ሀ. ትክክል ነው ባልካው /ሳው ሳጥን ውስጥ የ"X" ምልክት አድርግ/ጊ

ለ. ለክፍት ቦታዎች ተገቢውን መልስ በመጻፍ መልስ /ሸ/

ክፍል አንድ፡- አጠቃላይ መረጃ

1. የታ _____

2. ዕድሜ ሀ. 18-25 ለ. 26-30 ሐ. 31-35 መ. 36-40 ሠ. 41 እና ከዚያ በላይ

3. የትምህርት ደረጃ

ሀ. 8ኛ ክፍልና ከዚያ በታች

ለ. 9ኛ -10/12

ሐ. 10/12 ያጠናቀቀና

መ. በመምህራን ወይም የቴክኒክና ሙያ ተመራቂ

ሠ. ዲግሎማ

ረ. ዲግሪ ምሩቅ

ሰ. ማስተርስ ዲግሪ

3. የተመረቁበት የትምህርት /የሥራ መስክ _____

4. አሁን ያልዎት የሥራ ድርሻ _____

5. የአገልግሎት ዘመን /የሥራ ልምድ _____

ክፍል ሁለት

በተቋሙ ውስጥ የጎልማሶች መደበኛ ያልሆነ መሠረታዊ ትምህርትን በተመለከተ መጠይቅ

1. የኢትዮጵያ ቃለህይወት/ክእለት ምንግብ ታናሽ ስልጠና መምሪያ በጎልማሶች መደበኛ ባልሆነ መሠረታዊ ትምህርት አስተዳደር ስምንት ዓመታት ውስጥ?

2. በተቋሙ/በዘነ/ በወረዳው የጎልማሶች መደበኛ ያልሆነ መሠረታዊ ትምህርት ተሳታፊዎች እነማን ናቸው ?

ሀ. ጎልማሶች _____ ለ. የትምህርት ዕድል ያላገኙ ልጆች _____

ሐ. ጎልማሶችና ልጆች _____ መ. ሌላ ካለ ቢገልፁ _____

3. በንግግራሙ ልዩ ትኩረት የተሰጠው ለማን ነው?

ሀ. ለወንዶች _____ ለ. ለሴቶች _____ ሐ. ለአካል ጉዳተኞች _____

4. የጎልማሶች መደበኛ ያልሆነ መሠረታዊ ትምህርት የሚሰጥበት ማዕከል

ሀ. የቀበሌ ጽ/ቤቶች _____ ለ. በቃለህይወት/ክፍል/ክፍል/ክፍል/ክፍል _____

ሐ. በመደበኛ ት/ቤቶች _____

መ. በማህበረሰብ ክህሎት ማሰልጠኛ ማዕከላት _____

5. ትምህርቱ በጎልማሶች መደበኛ ባልሆነ መሠረታዊ ትምህርት ማዕከል የሚሰጥ ከሆነ ማዕከሉን የገነባው ማኑ?

ሀ. የአካባቢው ማህበረሰብ _____ ለ. መንግስት _____

ሐ. ቃለ ህይወት ቤ/ክ _____ መ. ሌሎች በጎ አድራጎት ድርጅቶች _____

6. በመሠረታዊ ትምህርት መስጨ ማዕከሉ አስፈላጊ የመመሪያ ማስተማሪያ ቁሳቁሶች /የጎልማሶች መሠረታዊ ትምህርት ሲላበስ የመምህሩ መምሪያ የተማሪው መፅሐፍና የትምህርት መረጃ መሣሪያዎች የመገኘት ሁኔታ

ሀ. በበቂ ሁኔታ ይገኛል ለ. በመጠኑ ይገኛል _____ ሐ. በበቂ አይገኝም _____

7. ለመማር ማስተማር ሂደት የማዕከሉ ምቹነት

ሀ. ከፈተኛ ነው _____ ለ. መካከለኛ ነው _____ ሐ. ዝቅተኛ ነው _____

8. ከላይ በተራ ቁጥር “7” ለተጠየው ጥያቄ የማዕከሉ ምቹነት ዝቅተኛ ነው ካለ ምክንያቱን ቢገልፁ _____

ክፍል ሶስት የጎልማሶት መደበኛ ያልሆነ መሠረታዊ ትምህርት አመቻቾችን በተመለከተ

1. የጎልማሶት መደበኛ ያልሆነ መሠረታዊ ትምህርት አመቻቾች የሚመለሱት

ሀ. በአካባቢ ህብረተሰብ ተወካዮችና በቀበሌ አስተዳደር ተወካዮች _____

ለ. በወረዳ ትምህርት ጽ/ቤት ባለሙያዎች _____

ሐ. በቃለህይወት/ክ _____

መ. በቃለህይወት/ክ እና በአካባቢ ውጫማ ህብረተሰብ ተወካዮች _____

2. የአመቻቾች መመልመያ መሰፈርቶች ምን ምን ናቸው?

ሀ. የትምህርት ደረጃና መሠረት ያደረገ _____

ለ. ከቀበሌ አስተዳደርና ህብረተሰብ የሚሰጥ አስተያየት መሠረት ያደረገ _____

ሐ. የአመቻቾችን ፍላጎት መሠረት ያደረገ _____

መ. የፀሐፍ ፈተናና ፍላጎትን መሠረት ያደረገ _____

3. የአመቻቹ ደመወዝ የሚሸፈነው

ሀ. በአካባቢ ህብረተሰብ _____ ለ. በመንግስት _____

ሐ. በቃለህይወት/ክ _____ መ. በመንግስታዊ ባልሆኑ ድርጅቶች _____

4. አመቻቾች ሥልጠና ወስዳለሁ ወይ?

ሀ. አዎን ለ. አልወስዳም ሐ. እርግጠኛ አይደለሁም

5. ከላይ በተራ ቁጥር “4” ለተጠየቀው ጥያቄ መልስዎ “አዎን” ከሆነ ለምን ያህል ጊዜ ነው ስልጠናውን የወሰዱት

ሀ. ከ15 ቀናት ላካም ጊዜ _____ ለ. ከ15-30 ቀናት ድረስ _____

ሐ. ከ31-45 ቀናት _____ መ. ሌላ ካለ ቢያብራሩ _____

6. የሥልጠናው ይዘት ምን ምንድን ነው ?

ሀ. የአዋቂዎች መማር ማስተማር ዘዴን በተመለከተ _____

ለ. በመረጃ አያያዝና በሪፖርት አፃፃፍ ላይ ያተኮረ _____

ሐ. በጎልማሶች መሠረታዊ ትምህርት ፅንሰ ሀሣብ ላይ _____

መ. በጎልማሶች መሠረታዊ ትምህርት ይዘት ላይ _____

ሠ. ሌላ ካለ ቢያብራሩ _____

ክፍል አራት የጎልማሶች መሠረታዊ ትምህርት ሥርዓቱ ትምህርትና የመማር ማስተማር ሂደት በተመለከተ

1. የጎልማሶች መደበኛ ያልሆነ መሠረታዊ ትምህርት አሰጣጥ እየዋለ ያለው ሥርዓተ ትምህርት ምን ዓይነት ነው

ሀ. በፌደራል ትምህርት ሚኒስትር የተዘጋጀ _____

ለ. በክልልና በዞን ትምህርት ቢሮ የተዘጋጀ _____

ሐ. መንግስታዊ ያልሆነ ድርጅቶች ያዘጋጁት _____

2. በጎልማሶች መሠረታዊ ትምህርት ማዕከሉ እየተሰጡ ያሉ የትምህርት ዓይነት በዝርዝር በፅፉ

ሀ. _____

ለ. _____

ሐ. _____

መ. _____

3. የጎልማሶችን መደበኛ ያልሆነ የመማር ማስተማር ሂደቱንና የኘርግራም አደረጃጀት

ሀ. በዓመቱ ትምህርት የሚሠጥባቸው ቀናት ብዛት _____

ለ. በአንድ ሳምንት ትምህርቱ የሚሠጥባቸው ቀናት ብዛት _____

ሐ. በአንድ ቀን ትምህርቱ የሚሠጥባቸው ቀናት ብዛት _____

መ. የአንድ ክፍል ጊዜ ትምህርት ርዝማኔ _____

4. የጎልማሶች መደበኛ ያልሆነ ትምህርት አሰጣጥ

ሀ. የትምህርት ዓይነት በመከፋፈልና አመቻቸችን በመቀያየር _____

ለ. በተማላ አደረጃጀት _____

ሐ. በአንድ ዓይነት ትምህርት እና በአንድ አመቻቸ _____

5. የመማር ማስተማር ዘዴዎ

ሀ. መምህሩን ማዕከል ያደረገ _____

ለ. አሳታፊነው _____

ሐ. በመተባበር የሚያሰራው _____

6. የጎልማሶችን መደበኛ ያልሆነት ምህርት የሚከታተል ተማሪ የትምህርት ወጤቱን የምስክር ወረቀት የሚሰጥበት መንገድ
 - ሀ. በተከታታይ ወጤት ምዘና _____
 - ለ. በመደበኛነት ክፍል ውስጥ መገኘት _____
 - ሐ. በሁለቱም መንገዶች _____
 - መ. በግልና በቡድን ምዘና _____

ክፍል አምስት የጎልማሶች መደበኛ ያልሆነት ምህርት ትግበራ እና የተባባሪ አካላትን ተሳትፎ በተመለከተ

1. በማዕከሉ የጎልማሶች መደበኛ ያልሆነት ምህርት ትግበራ ስልት አለ?
 - ሀ. አዎን _____ ለ. የለም _____ ሐ. እርግጠኛ አይደለሁም _____
 - መ. ምንም ማለት አልፏል ግም _____
2. የአተገባበር መመሪያ ስልት አለካሉ የትግበራ ወንስል ትየተገነዘቡበት ደረጃ
 - ሀ. በጣም ከፍተኛ _____ ለ. ከፍተኛ _____ ሐ. መካከለኛ _____
 - መ. ዝቅተኛ _____ ረ. በጣም ዝቅተኛ _____
3. የጎልማሶችን መደበኛ ያልሆነት ምህርት ሂደት በመገምገምና ድጋፍ በመስጠት የሚሳተፉት እነማን እንደሆኑ በገልጹልን _____

4. የወረዳና የዞን ትምህርት ባለሙያዎች ለጎልማሶች መደበኛ ያልሆነት ምህርት ማዕከል የሚያደርጉት ድጋፍ
 - ሀ. ከፍተኛነው _____ ለ. መካከለኛነው _____ ሐ. ዝቅተኛነው _____
 - መ. በጣም ከፍተኛነው _____ ሠ. በጣም ዝቅተኛነው _____
5. በጎልማሶች መደበኛ ባልሆነት ምህርት ትግበራ ሂደት ላይ የአካባቢ ውህብረተሰብ ተሳትፎ ያደርጋል ወይ? ሀ. አዎን _____ ለ. አይሳተፍም _____ ሐ. መናገር አልፏል ግም _____
6. ከላይ በተራ ቁጥር 5
 ላይ ለተጠየቀው ጥያቄ መልስ ያስሰጡ ለሁለቱም ተሳትፎ የሚያደርገው በምን በምን መንገድ ነው?
 ሀ. ለማዕከሉ ግንባታ ቦታ በመምረጥ እና የግባታ ቦታ በመስጠት _____
 ለ. የመማሪያ ቁሳቁሶችን በማማላት _____
 ሐ. የአመቻቾችን ወርሃዊ ደመወዝ መክፈል _____
 መ. ለማዕከሉ ግንባታ በገንዘብ ድጋፍ _____

7. የአካባቢው ማህበረሰብ በፕሮግራም እንዲሳተፍ ያነሳሳው

ሀ. በህብረተሰቡ በራሱ ነው _____

ለ. በቃለሀይወት ቤ/ክቅስቀሳ _____

ሐ. በቀበሌ አስተዳደር ቅስቀሳ _____

8. በጎልማሶች መደበኛ ባልሆነት ምህርት አተገባበር ሂደት ላይ የአካባቢ መንግስት ማለት ምን ዓይነት ደንብ ያለው ይህ ምህርት ባለሙያዎች ሚና

ሀ. ሙያዊ ድጋፍ በመስጠት _____

ለ. ለአመቻቸው ስለሰጠና በመስጠት _____

ሐ. የመማሪያ ቁሳቁስ በመስጠት _____

መ. የገንዘብ/በበጀት/ ድጋፍ በማድረግ _____

9. የኢትዮጵያ ቃለሀይወት ቤ/ክበ መማሪያ ማዕከሉ መሰራት የነበራት ድርሻ ምን ድነው?

ሀ. ለማዕከሉ ግንባታ የግንባታ የሚሆኑ ቁሳቁሶችን ማማላት _____

ለ. የአመቻቸው ወርሃዊ ደመወዝ መክፈል _____

ሐ. ለአመቻቸው ዘላቂና ወቅታዊ ስልጠና እንዲወስዱ በገንዘብ መደገፍ _____

መ. የመማሪያ ስተማሪያ ቁሳቁሶችን ለማዕከሉ በማማላት _____

ሠ. ከላይ የተጠቀሱትን ሁሉ በማድረግ ይደግፋሉ _____

ክፍልስድስት የጎልማሶች መደበኛ ያልሆነት ምህርት ለመተግበር የሚያገጥሙ ችግሮችን በተመለከተ

በሚቀጥለው ሳጥን ወይም ስጥን ችግሮቹ በዝርዝር የተገለጹ ስህተቶችን እንዲያሳይ ምልክት በማድረግ ያሳዩ። ከ

ፍተኛ ችግር = 5 ፣ ችግር = 4 ፣ አማካይ ችግር = 3 ፣ ዝቅተኛ ችግር = 2 እና ችግር አይደለም / የለም = 1

ተ. ቁ.	በፕሮግራም የአስተገባር ላይ አሉታዊ ተጽዕኖ የሚያሳድሩ ነጥቦች	የአሉታዊ ተጽዕኖ ደረጃ				
		በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	ተፅዕኖ የማያሳድር
1	የጎልማሶች መደበኛ ያልሆነት ምህርት ሲለበስ (የመምህሩ መምሪያ የተማሪ መጽሐፍት ወይም ወይንት) አለመኖር					
2	የጥቁር ሰሌዳና የጠመኔ ፅጥረት					
3	የትምህርት መርጃ መሳሪያዎች ፅጥረት					
4	ማጣቀሻ መጻሕፍት ፅጥረት					
5	ብቁ ስልጠና ያላቸው አመቻቾች ፅጥረት					
6	የአመቻቾች ስራ ለቆመ ሄደ					
7	አመቻቾች በመማር ማስተማር ሂደት ያላቸው ክህሎት እና ሳመሆን					
8	የአመቻቾች በስራቸው ላይ አለመነሳሳት					
9	የወረዳና የዞን ትምህርት ባለሙያዎች ድጋፍ አለመስጠት					
10	በፕሮግራም ላይ የህብረተሰቡ ተሳትፎ አሳይመሆን					
11	የጎልማሶች መደበኛ ያልሆነት ምህርት ትግበራ ስልት ግንዛቤ አሳይመሆን					
12	ለፕሮግራም የበጀት ፅጥረት					
13	በክፍል ውስጥ የተማሪ መቀመጫና ጠረጴዛ አለመኖር					
14	የማዕከላዊ ዘመናዊ አለመታጠር					
15	ለመማር ማስተማር ምቹ ያልሆነ ቅጥር ግቢ					
16	በማዕከሉ የመጻፍ ጽሑፍ አለመኖር					
17	በማዕከሉ የመጠጥ ወሃ አለመኖር					

አጠቃላይ አስተያየትና ተጨማሪ ማረጋገጫ ሰጠው ለውጥ ለውጥ _____

Appendix c

Interview guidelines to be made with NFAE in EKHC heads, concerned staff members and the sub-city /Wereda administration and educational officials

The purpose of this interview is to gather relevant and appropriate data concerning the status and practice of NFAE program in EKHC development programs. The information is only for academic research purpose. Hence, you are requested to provide valuable information honestly and frankly.

Interview date _____ time _____ place _____

Background information of the interviewee:- Sex _____ Age _____ Educational level _____ Field of engagement _____ Total service years _____

A. Questions regarding NFAE

1. What is the current condition of NFAE program in EKHC development centers?
2. How do you explain the role of government, stakeholders, NGO and community currently in supporting NFAE?
3. Is there any integration between literacy and livelihood in practice in learning modules?
4. How do you express the interest of the target groups to participate in NFAE at development programs?
5. Is time allocated for NFAE program enough?
6. How do you select trainees and trainers for NFAE centers,
7. How do you explain the relationship between facilitators and students /beneficiaries?
8. How do you evaluate the institutional capacity of NFAE centers to offer the training program?
9. How do you judge the monitoring and evaluation of the program by line department?
10. What are the major reasons /problems that weakened the capacity of EKHC organization to provide NFAE Program effectively?
11. What attempt is made to avoid or minimize problems?
12. If you have any other comment _____

Thank you for spending time for the interview

Appendix D

Observation check list

Region/Zone/ Wereda _____ NFAE center _____ Class _____

No. of Learners male _____ Female _____ Total _____

Date of observation _____

No.	Observation list item	Level					Remark
		5	4	3	2	1	
1.	Facilities furniture student desk/ seats office for facilitators Reading room Center for preparing teaching aids Toilet /latrine Play ground Fence Clean drinking water supply						
2.	Teaching learning materials /curriculum issues Syllabus Teacher guide Text books Teaching aids Lesson plan Reference books						
3.	Teaching learning process class room organization class room management method of teaching availability of teaching aids no. of student per class learning calendar no. of learning days per week no of learning days per a year						
4.	Status of NFAE centre made of local materials made of factory product						
5.	Document observation student attendance mark list time table reports						

N.B. 5= Excellent, 4- V. good, 3= Good, 2= fair, 1=not fair

6. How does the learning program integration with other aspects of life look like? (Health, business, entrepreneurship, farming, income generating

Appendix E

Guideline for Document assessment

The main objective of this assessment is to collect information for the research entitled. The practice and statues of NFAE in EKHC developmental program

1. How NFAE program is designed?
2. What are the objectives of NFAE?
3. What are the subject areas given or covered in relation to the objectives?
4. How NFAE program implementation is schedule?
5. What success, impact and challenges have been registered?
6. How many people have benefited so far since the program was launched?
7. To what extent the beneficiary community applied NFAE in their daily life?

DECLARATION

This thesis is my original work and has not been presented in any other place and university, and all sources consulted for the thesis have been properly acknowledged.

NAME **Endale W/ Semayat Arbo**

Signature -----

Date -----

Approval

This thesis has been submitted for the examination with my consent and approval as a thesis advisor.

Name **Teshome Tola (PhD)**

Signature -----

Date -----