

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**



**FACTORS AFFECTING THE PROVISION AND  
MANAGEMENT OF NON-FORMAL ADULT BASIC  
EDUCATION PROGRAM IN SOUTH GONDAR ZONE**

BY

**KASSA MENGISTIE YIMAM**



**JUNE 2009  
ADDIS ABABA**

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## ACRONYMS

ABE	Adult Basic Education
NFE	Non-formal Education
NFBE	Non-formal Basic Education
FGO	Focus Group Discussion
CMC	Center Management Committee
ESDP	Education Sector Development Program
EFA	Education for All
MOE	Ministry of Education
NGO	Non-governmental Organization
TGE	Transitional Government of Ethiopia.
UNESCO	United Nations Educational, Scientific and Cultural Organization.
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
WEO	Woreda Education Office
ZEO	Zone Education Office
IIZ/DVV	Institute for International Cooperation of German Adult Education Association.

## ABSTRACT

*South Gondar Zone has lower gross enrolment rate of primary education, many children and adults who are scattered all over the remote areas are denied access to the formal education system. This calls for the provision of educational opportunity for all these groups of adults and children through the non-formal education delivery system. The study was designed with the purpose of assessing the provision and management of non-formal adult basic education. Descriptive survey method was employed to achieve the intended objectives. Data gathered from facilitators through questionnaire were analyzed using percentage; Data gathered from Education officials, center management, committee (CMC) members and adult learners, through interview, focus group discussion and observation were transcribed, analyzed and triangulated with the qualitative data. The major findings of the study are: the program had given low attention, lack of proper curriculum materials, inadequate budget, lack of trained staff related to the program, lack of coordination and communication among officials, lack of strong and clear policy and research development. Based on the major findings and conclusions drawn, the researcher forwarded the following recommendations. The zone should allocate enough budgets for NFABE program by playing the role of coordinating the community and other stakeholders for the program. The south Gondar zone has to initiate various stakeholders such as NGOs to be highly involved in the provision of NFABE program.*

# CHAPETER ONE

## INTRODUCTION

### 1.1. Background of the Study

Education is one of the most important factors that has a direct relation to the development of the society and continues to assume the same role as long as society exists. It plays a significant role in molding the behavior of individuals and is believed to be basic means for nations to develop and cope with technological and scientific achievements. It enhances all aspects of economic, political, social and cultural changes and progress (Rosser, et.al., 1982:34).

Moreover, education is the basic tool to enhance a country's development. This is mainly true because education and training increases and strengthens the creative and productive capacity of human beings. The information and knowledge provided by education can also facilitate people to understand the principles and laws that govern their social and natural environment. At the same time, the skills and capabilities obtained through trainings will have power to strengthen and enrich the active creative, productive and management capacities of the people.

In order to make education meaningful and worth while, provision of adequate educational resources like facilities, equipment, qualified teachers, materials etc., has to be thoroughly considered. It seems because of this, the education and training policy of our country, MOE (1994:27) stress on the supply, distribution and utilization of educational materials, educational technology and facilities in order to promote the quality, relevance and expansion of education.

On the other hand, adult basic learning Griffin [1987:68] in the non-formal delivery mode is one of the components of the main stream educational system. It is the minimum learning continuum that a citizen is supposed to have

access to education. It is the initial venue or foundation to life long education. As such it is identified as basic and recognized as adult basic learning in the non-formal approach.

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

In this regard, Non-Formal Adult Basic Education is found to be effective not only complementing the inadequacies of formal school in terms of preventing dropout and repetition rates, adaptability and functionality, but also providing learning opportunities to different target groups such as children who are not or do not get enrolled in the primary schools, youths and adults who replace in to illiteracy and those who have never benefited any schooling (Maputo, 2001:51).

Moreover, Doni (1995:40) stated that in Non-Formal adult basic education, the adult population to attend their immediate needs, and deals with those who are actually involved in the production process the majority of the adult population is out of school. Non-Formal Adult Basic Education provides access to education and training is an effective strategy to local development needs because of its cost effectiveness, flexibility and adoptability by giving opportunity to deal with various centers and methods of the needs and capacities of the development group of the people.

Hence Non-Formal Basic Education program has a three years cycle and is equivalent to the formal basic education grade (grade 1-4). Under this program education is provided for out of school children and Adults.

Non-Formal Adult Basic Education is not provided only by governmental organizations, but also by various NGO's

The main focus of this study is to assess the factors influencing the provision and management of Non-Formal Adult Basic Education in south Gondar zone in Amhara Region.

### **1.2.Statement of the Problem**

The education system in Ethiopia was bounded with many difficulties and suffers from many problems. Its over all participation in NFABE was very low. On top of this shortage of qualified staff, the absence of research culture together with acute financial constraints has paralyzed the socio-economic development of the nation. Ethiopia, where, a number of economic and social problems such as backward farming practice, environmental degradation, poverty, poor health condition, high prevalence of HIV/AIDS, high population growth, high rate of illiteracy etc. are prevailing “providing adult Basic Education for all is a recognized but unrealized need one of the basic means of realizing this need is the non-formal education program” (Jember et .al., 1996:1).

To alleviate such problems one of the alternative approaches is the Non-Formal Adult basic Education delivery system. In this regard, Tekeste (1996:43) states that Non-Formal Education is relevant to reach basic education for the rural population and urban poor. Non-formal Education is delivered as an alternative to the formal education in order to provide basic primary education for all.

Many case and survey studies conducted outside Ethiopia have revealed major weakness in the management (particularly planning, implementing and evaluating) of NFABE program is the result of these programs were not successful. Therefore, the management of Non-Formal Adult Basic Education programs requires special consideration (Bhola, 1992:42).

The South Gondar Zone Education Bureau and NGO’s are providing Non-Formal Adult Basic Education that is equivalent to the first cycle of primary

education for out of school children and Adults. The south Gondar Zone has lower gross enrollment rate of primary education than other Zones, there are also children and adults who have no accesses to the Non-Formal Basic Education due to many factors.

Accordingly, this study was designed to examine factors influencing the provision and management of Non-Formal Adult Basic Education program for both adults and children within south Gondar Zone.

Based on the foregoing assumption and back ground, the study could attempt to answer the following basic questions. These were:-

1. To what extent is the Non-Formal Adult Basic Education provided in South Gondar?
2. To what extent the NFABE providing agencies and communities involve in the provision and management of the program?
3. What is the level of the training of the staff with particular reference to facilitators and administrators?
4. What are the major challenges encountered in the provision and management of NFABE program?

### **1.3. Objective of the Study**

#### **1.3.1 General objective**

The general objective of the study was to examine factors affecting the provision and management of Non-Formal Adult Basic education in south Gondar Zone.

#### **1.3.2. The Specific Objectives of the Study**

1. To investigate and identify factors that hinders the community to participate in Non- Formal Adult Basic Education program.
2. To find out the major hindrances of the provision and management of Non-Formal adult basic Education program.
3. To initiate facilitators, adult learners and program mangers in the program.
4. To examine Non-Formal Adult Basic Education curriculum problems by program providers.

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

It is hoped that the study would:

1. Help zonal and woreda education officials to reflect on the provision and Management of NFABE in the zone.
2. Help facilitators of NFABE to improve their methods of delivery.
3. Provide Managers of NFABE in the zone useful insight in to the Coordination and organization of NFABE program.
4. Finally, it would serve as a stepping stone for interested researchers to conduct extensive research in the area of NFABE.

#### **1.5 The Scope of the Study**

The south Gondar zone consists of 12 Woredas; therefore, it would be unrealistic and impractical attempting to study NFABE programs in all Woredas due to financial and time constraints. Hence, to make the study more manageable,

1. The study was delimited to 5 woredas and two NGO's namely ALMA and WABE were taken from their respective government settings.
2. It was delimited to examine factors influencing the provision and management of Non-Formal Adult Basic Education program in relation to examine issues of curriculum materials, facilitators' status, and training, finance, community participation, teaching-learning process

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

In conducting this study the researcher has faced the following problems.

1. There was a problem of literature particularly in the area of Non-Formal Adult Basic Education.
2. It was also very difficult to communicate the busy educational officials for interview. How ever, the researcher managed to complete the study despite these problems

## **1.7 Operational Definitions of Key Terms**

**Adult-** is an individual who is regarded in his/her own culture as having assumed or able to assume the responsibilities, interests and rights.

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

**Basic Education-** the very minimum knowledge, skills, attitudes and values that will enable learners to operate with reasonable expectation of success in their community or society.

**Facilitators-** Trainers, change agents, development agents, field workers grass root workers adult educators, extension agent's education agents.

**Non- Formal Education-** any organized educational activity outside the established formal system, whether operating separately or as an important feature of some broader activity that is intended to serve identifiable clientele and learning objectives.

## **1.8 Organization of the study**

The study consisted of five chapters. The first chapter deals with the introduction part of the study that comprises; back ground of the study, statement of the problem including questions to be answered, objectives, significance of the study, scope of the study, limitation of the study and, operational definitions of some important terms study. The second chapter focuses on the review of related literature that provides a basic frame work for the study. The third chapter treats the design and methodology employed to conduct the study. The fourth chapter provide; data presentation analysis and discussion. Finally, chapter five present brief summaries of the findings, conclusions and recommendations.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1. Concepts, Features and Importance of Non-Formal Adult Basic Education

##### 2.1.1. The Concept of Adult Basic Education [ABE]

Adult Basic Education programs including “3rs” and Post literacy programs provided to adults and children above 13 years. Adult Basic Education, a broader concept encompassing literacy Adult Basic Education, which involves post-literacy programs for literacy graduates and continuing education including all forms i.e. informal, non-formal, and formal education within the framework of life- long learning (IIZ/DVV, 2007:20).

In support of the above, Axford (1970:408) added that Adult Basic education is not just basic reading skill or basic computational skill, but knowledge of these skills related to and integrated in to an educational plan for adults that equip them to function on the right grade level. Adult Basic Education is concerned with learning basic social, economic and scientific concepts as well as with attitudes and values that will help the adult in his personal development.

More over, Smith (1987: 246) mentioned that the Adult Basic Education program is a system consisting of five components or sub systems. These are:

1. Mission and Goals- The purpose or mission and long range goals of ABE program.
2. Structural- The tasks to be done and their formal and informal division and co-ordination
3. Psycho-Cultural and socio-cultural -individual behavior and motivation, group dynamics and cultural and political behavior.
4. Technical- The techniques for transforming program needs and ideas in to countries, workshop, seminars.
5. Managerial-The central and coordinating subsystem that set the goals and objectives, design the structure, implementing policies, facilitates the group dynamics of the organization and establishes the control process.

Programming, marketing and staffing are all directly affected by and in turn affect the sources and amount of funds. The manager is responsible both for securing the necessary funds and for budgeting these funds in accord with organizational goals and program objectives (Smith, 1987:246).

In this regard, it is difficult to extract figures for national expenditures on Non-Formal Adult Basic Education. This item rarely appears as such in national budgets and, of course there will be hidden elements in the total budgets of such ministries as agriculture and health as well as education. It is clear however, that very little money is being spent on Non-Formal Adult Basic Education by any of the governments of East and Central Africa when viewed against the apparent need of the money which is spent, it is often true to say that a substantial proportion of it is contributed from over seas sources in the form of aid (Edstrom, 1970:42).

Knox (1980:156) identified that there are two general categories of resources financial resources involve provision of some form of money directly for program support. Non financial resource includes contributions to programs that are not cash supported but do result in cost reduction in programs.

Inadequate facilities may discourage participants because of image, comfort, or convenience, UN satisfactory facilities, equipment and materials may also discourage resources people who fee hampered by this restriction. Administrators must consider facilities and equipment with in this broader context of agency effectiveness.

The serious attempts have been made to estimate the costs involved in programs of adult and non -formal basic education .How ever, in general adult education continues to be under financial when considered in relation to the tasks to be under taken and when compared to other sectors of education (Townsend, 1977:82).

In this connection Kelier (1983:26) stated that central government is the principal but not the sole source of funds. In many countries local government also expected to allocate funds to adult education and there is too the contribution in services and materials as much as in money which voluntary community organizations make.

Knox (1980:161) also suggests all agencies sponsoring Non-Formal Adult Basic Education programs must acquire the necessary resources to support their program efforts. Their success in this acquisition is dependent upon those factors often interrelated which influence the resource acquisition process.

### **2.2.2. Human Resources for the Provision of Non-Formal Adult Basic Education Program**

The provision of Non-formal Adult Basic Education program requires the creation and provision of necessary inputs, the lack of emphasis that has been placed on training. Teacher training for education is considered a basic essential of the profession: in adult education it has been regarded as and still is to a certain extent, an optional extra, training can be the only way of ensuring that all professional adult educators acquire the ability to see and understand the whole field of their wide activity (Edstrom, 1970:43).

For the teacher of adults, the first requirement is that he/she should be sufficiently qualified in the subjects or subjects taught. This does not mean that teacher has to be a specialist: there is always an abundance of openings for those with lowly qualifications. But the teacher must be sufficiently a head of the students to be able to teach with confidence and understanding and sufficiently keen on what is being taught to be able to put over in an interesting and effective manner. To do this the teacher must be well trained in teaching methods applicable to adults and be aware of the needs and teachings of the students and of the society to which they belong (Townsend, 1977:135).

Non-Formal Adult Basic Education is formulated declaring that the local community can play great role in administrating the daily activities of the program and managing the whole performance of the center (IIZ/ DVV, 2002).

Any educational activity requires resources in terms of personnel and material. Their provision for Non--Formal Adult Basic Education raises not only financial problems, but others as well. The saying goes that the value of an institution depends on the people involved in it, this is particularly true in NFABE If it is to retain its characteristics, especially heavily on people, on the members of the communities, it serves and on the members of the instructors and administrators (UNESCO, 1978:64-65).

Good leaders are expected to find means to nurture good teaching / learning aimed external pressures. They do their level best to do a way with all the factors that are toxic to adult teaching- learning (UNESCO, 1978:22). This is particularly in Adult Basic Education on programs all concerned share the responsibilities or the out come of learning, so building many ways of communication with all concerned is an important skill of competence leaders.

### **2.2.3. Curriculum for the Provision of Non-Formal Adult Basic Education Program**

The major curriculum elements must complement one another if the curriculum is to be suitable for preparing adults for successful living. The statement of curriculum goals or objectives focuses on what is important for adults to learn. Curriculum goals give the teacher of adults focus, as well as the flexibility and freedom to achieve these goals in a manner which best suits his students his situation and his own teaching style (Verdun, 1979:22).

People learn best when what they are learning makes sense in their lives. A relevant curriculum is one that presents the basic learning skills in such away that parents see their importance for the daily lives and expected futures of their sons and daughters. In this case, Anderson [1992:30] states that in many

communities “survival skills” curriculum is the most appropriate. The content of such an approach includes environment health, family skills, job creation and peace components as a core around which the “3rs” are learnt.

In non-formal Adult Basic Education there is potentially much more long way in choosing both content and approaches. Content can reflect the political, social, ethnic or religious, majority or can accommodate diverse perspectives and local realities. Methodologies can establish closed system which does not allow, or they can be designed to enable learners and facilitators to participate in creating the learning process. These design decisions, like many other structural decisions, are value base, Chris and Bradley (2000:83). Providing a learner-centered curriculum which takes into account the characteristics, needs and context of potential participants is becoming an important issue in non -formal adult basic education. But developing a suitable and responsive, learner centered curriculum is complex matter.

Curriculum for adults is mainly concerned with the acquisition of knowledge and skills necessary for them to live a productive life and to respond to the dictates of their physical, cultural, political and socio-economic environment (South African, Dept. of Education, 1997:14).

Non-Formal Adult Basic Education and training also provides fundamental skills required for further learning to those individuals who have been unable to gain, or have been denied access to basic education. Non-Formal Adult Basic Education curriculum requires balancing the need for coherence and consistency (and cost effectiveness) with need for appropriateness and relevance to learners. Although the social and political of basic education are to enable citizens and community bases which entails understanding the learner and his or her content (Kidd, 1983:77).

In general, the curriculum of Non-Formal Adult Basic Education programs responded to these educational and developmental needs and are radically different from school based education; the programs demonstrate that non-

### **2.1.2 Features of Non-Formal Adult Basic Education**

The concept of Non-Formal Adult Basic Education is hence simply the synthesis of these three concepts, non-formal education, adult education and basic education. There fore, when we see adult and non-formal education as separate entities, non-formal education refers to all educational activities outside the regular system. But adult education refers only for the education of adults, similarly when we take Non-Formal Adult Basic Education to mean education for adults and children outside the regular time (Biruk, 2006:22).

Every requirement of the learning needs is all determined by the learners. The curriculum is dictated by the particular uses. The mode of delivery is flexibly structured, giving emphasis to local settings of home, work place etc. They are, at times, offered on part time bases. They are low-cost and resource saving in features. The focus is on the learning rather on teaching and hence, encourages and motivates democratic approach and participation (Paulston, 1972:50).

More over, Samlowski (1993: 205) identified that Non-Formal Adult Basic Education in developing countries is characterized by compensatory role in which the formal education fails to fulfill, adaptability for social transformation, an awareness building roles, emphasis on the improvement of the living conditions of the beneficiary and focus on increasing people's productivity etc...

### **2.1.3. Importance of Non-Formal Adult Basic Education**

#### **Program [NFABE]**

Non-Formal Adult Basic Education assists people to develop the skills that are basic to leading on adult life in the community. These include literacy, in innumeracy, communication and learning skills, targeted with life management skill (Strother, 1982:4).

In similar manner, it states that Adult Basic Education offers non-Formal education to educationally disadvantage to adults; in particular these from circumstances of several social and economic hardship and especially those who lack the confidence to return to education through institutionalized provision as the initial entry point. This approach required the adult basic education programs gave a high priority to preparing students to return to institutions such as schools and further education colleges.

Accordingly, Wagner in [UNESCO, 1997:37) stated that both religious and political organizations employed Non-Formal Adult Basic Education programs to fulfill their objectives. Non-Formal Adult Basic Education programs also help to effectively implement family planning as women became more literate, they tend to marry late and bear fewer children. Women have benefited from better Non-Formal Adult Basic Education programs have been found to be better agricultural workers, generate income and take care of their families'.

The aim of Non-Formal Adult Basic Education Provision as:

1. helping students acquire confidence in themselves as valuable, capable people,
2. Enabling people to make use of and improve their capacity to learn.
3. Encouraging people to be active and co-operatively supportive when tackling issues in their lives that might be helped through educational means.
4. Helping people acquire the knowledge and skills necessary to manage their lives and fell they are productive members of the community.

## **2.2 Resources for the Provision of Non-Formal Adult Basic Education Program**

### **2.2.1. Non-Human Resources for the Provision of NFABE Program**

A primary concern for all organization is the source of funding ranging from program tuition and fees to grants to government funding. The typical Non-Formal Adult Basic Education program relies on many sources of funds.

formal Adult Basic Education principally aims to help people in various communities and societies to make practical changes to their daily lives in accordance with their goals (Bates, 1984:15).

### **2.3. The Contribution of the Providing Agencies**

It has to be emphasized at the outset that there can be no universal delineation of the activities of each provider, since clearly there will be important differences between countries according to prevailing political and social circumstance as well as for historical reasons. Further more, roles are not permanently fixed. Rather they should be under constant review, changing with changing conditions, priorities and demands in each country (Townsend, 1977:49).

#### **2.3.1. The Role of Government in the provision and management of NFABE Program**

In most developing countries the power and authority of central government is over-riding. It is central government which controls education: it is natural therefore; the same degree of control will be exercised over much of Non-Formal Adult Basic Education, at any rate. Over those branches in which central government is ultimately involved. Indirectly of course, governmental control extends the Non-Formal Adult Basic Education, since it is legislation which ultimately determines what may not take place (Beder, 1984:29).

Government must consider costs and benefits of increasing the structure or institutionalization of Non-Formal Adult Basic Education activities (UNESCO, 1983:84). Government and their partners can analyze the current allocation and use of financial and other resources for education and training in different sectors to determine if additional support for Non-Formal Adult Basic Education can be obtained.

A prime responsibility of central government acting in its collective capacity, to set the over all policy for Non-Formal Adult Basic Education, to delineate the main guide lines, enact the essential legislation and distribute responsibilities

supported by financial provision for the various ministries. The government should delegate to each ministry the particular responsibilities to be undertaken, and in particular to that ministry which selected to be the one mainly responsible for the provision of Non-Formal Adult Basic Education (Townsend, 1977:50).

It is generally accepted that the ministry of education should be the obvious home for Adult Basic Education, there by ensuring that the link is maintained between the formal and non-formal sectors of education and that adult education is seen as part of a continuing process of education.

The responsibilities of the Ministry of Education are:

1. To foster co-operative inter-ministerial action and be responsible for the serving of what ever, national administration machinery
2. It will be responsible for the execution of its own activities including the actual provision of programs for Adults.

It will also be concerned with the designing of curricula and the setting of standards. It will have to make provision for the training and maintenance of personnel, the supply of teaching materials and the allocation of premises.

In this connection Knox (1993:52) identified that local government will play supporting role in Non-Formal Adult Basic Education. The forms this takes will vary, but it could include the following.

1. Assist with recruitment of suitable staff for the program, part-time teachers.
2. Help with dissemination of information through the production of a regular local news sheet.
3. Provide modest neighborhood centers
4. Give moral and material support.

### **2.3.2. The Role of NGO's in the Provision and Management of Non-Formal Adult Basic Education Program**

NGO's are organizations that are formed by people who have a common goal and co-operate on voluntary bases to achieve their common interest. Thus, NGO's are not part of the state or inter governmental structures, thus they are not directly at the service of governments or other agencies. They are independent groups with their own priorities and programs. They plan their own independent activities but can assist programs started by governments (Thompson, 1990:18). There is a wide variety of NGO's operating across continents, sub continents, and at international levels. There are also regional, national, and local NGO's workings in their own areas of choice.

In most developing countries the government authorities account for the biggest share of Non-Formal Adult Basic Education; nevertheless the non-governmental organization are very significant through their relative importance various according to the political system of the country. With in the NGO's category is a wide variety of agencies whose sole common feature is that they are not directly controlled by government (Townsend, 1977:14).

A number of NGOs undertake Non-Formal Adult Basic Education directly or indirectly and at various levels to facilitate the attainment of their project objectives. Generally, the programs of NGO's are supposed to be based on local needs and they are also expected to give beneficiaries opportunity of participation in managing the Non-Formal Adult Basic Education programs. On the other hand there are employing NGO's that did not recognize that they are employing Non-Formal Adult Basic Education strategy as part of their development programs. In light of these considerations one can safely assume that there exists a conceptual problem regarding Non-Formal Adult Basic Education as a means of facilitating their development objectives (Kassahun, 1997:8).

Generally, in order to universalize Adult Basic Education since recent times, there has been international and indigenous NGO's involvement in the provision management of Adult Basic Education in the different countries.

#### **2.4. The Management of Non-Formal Adult Basic Education Program**

Theories of management originated and developed in industrial and business concerns, Bhola (1992:65) states that the management varies according to situation nature and objectives it is aiming to attain management thus, assumes slightly adopted roles in different social groups and institutions, and serves specific ends and purposes in military, business and other organizations. Similarly, theories of educational management are adopted from industry and business. The management of Non-Formal Adult Basic Education also requires further adoption from the very nature or characteristics of its program, target groups, objectives etc. as stated earlier (Thomson, 1990:5).

However, for the purpose of this study, among some of the techniques of management, participatory management is very important for Non-Formal Adult Basic Education program. Participatory management is based on collective leadership in which the group plays the leadership role. The management of this type requires the participation of the target groups in the whole process. In addition participatory management ensures the participation of target groups in Non-Formal Adult Basic Education programs.

##### **2.4.1. The Process of Planning**

Participatory planning is a process that requires decision making by people who participate in a program on how to use resources and plan activities to arrive at the intended objectives. In addition, planning process requires deciding on the best alternatives that ensure the attainment of goals set. It is the most decisive part of the Non-Formal Adult Basic Education process and should take in to consideration its target population to ensure its participatory planning also involves decision-making, where by the decision is made by the partners in the program (Strother, 1982:14).

organization, target groups fulfill their own needs and goals. Thus, goals of both the Non-Formal Adult Basic Education program in the projects and that of the beneficiaries should be in harmony in the implementation process. Hence, organizing is not limited to the grouping of people only. It also requires organizing the identified needs of the target groups in to learning contents (Thompson, 1990:65).

However, the stage of implementation is not an end in itself. The process of implementation has to be checked regularly and the out comes have to be weighted in terms of the intended objectives. In light of this consideration, the following section will deal with the process of monitoring and evaluation.

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

Monitoring and evaluation go hand-in-hand because good monitoring lays a foundation by collecting data and information to conduct evaluation. Monitoring is a means of taking corrective measures if differences appear between what is going on and intended earlier. It is concerned with a short period performance of the program. It is an integral program activity and an integral part of management (Bhola, 1990:16).

Evaluation focuses on relevance, effectiveness and impact of Non-Formal Adult Basic Education program with the objective of improving projects or programs that currently exist and that of the future ones'. It is concerned with a long term results of a program. It consists of activities that are carried out periodically. Thus, evaluation as it is applied to programs is concerned with measurement and assessment of the value of the attainment (Magneen, 1991: 118).

Evaluation is not an end by itself. Evaluation results should improve planning, implementation and program organization and management of Non-Formal Adult Basic Education in programs. In addition, evaluation results should indicate where action is needed, which aspect requires research, the need for

training and means of taking corrective measures. Thus evaluation goes beyond measuring performance (Kundu, 1986:125).

Nevertheless, Hildebrand (1993:348) mentioned that practitioners manage monitoring and evaluation for the attainment of the intended goals. He fails to organize monitoring and evaluation as the part of the over all learning process from the very beginning. In addition, senior program staffs are not essentially educators. Consequently, they over look the evaluation of skills obtained and changes in attitude and effects on the life of the learner. Thus, they focus on evaluation of financial accounts or material effects. Success reports are usually characterized by figures such as number of participants and days of attendance disregarding the effects of on the beneficiaries. Among the various models of evaluation, participatory evaluation is emphasized for the purpose of this study because of the nature of Non-Formal Adult Basic Education programs, the target groups and the current tendency of development process.

In short thus, the purpose of both participatory evaluation and the program evaluation of Non-Formal Adult Basic Education is to assist the target groups learn so that they can transform their life. It all requires training and above all the training of Non-Formal Adult Basic Education personnel in the projects run by agencies.

## **2.5. Challenges of the Provision and Management of Non-Formal Adult Basic Education Program**

### **2.5.1 Major challenges of NFABE provision**

#### **2.5.1.1 Socio-Economic Issue**

The relation between educational planning and economic planning can be seen as two directional in linkage. In the first place the economy, from its financial resources or wealth would allocate to the education sector, some financial and other related sources, so that training in the required skills can be taken place. When this skills are produced, the education sector sends them to work in the

economy and increases the out put or national income of the country (Mbua, 2000:15).

There is a danger that Non-Formal Adult Basic Education is always presented "as social good". Governments spend a lot of resources on literacy campaigns, but some times they fail. If this happens, no development takes place. It is important to realize that Non-Formal Adult Basic Education classes may actually be a huge waste of financial resources for a country, if learners keep dropping out, it is important to understand the reasons before pouring too many resources a way Kidd (1983:40). It also added that there are many possible reasons for learners dropping out; some we know are that learners often have other expectations of the class. Many learners do not realize that literacy takes time that jobs will not be forth coming as a result of basic literacy.

Learners may also become de-motivate because the classes or the materials are not relevant to their needs. This is sometimes the case when pre-designed course materials are offered to adult learners with out being connected to development program. The materials may be good for one group but irrelevant to another: They may just not meet the interests of adults.

Habtamu (2002:51) show that the socio-economic issues which tend to affect the demand for education in Ethiopia as follows. Low budget allocation to education, poor economic situation of the country and, wars and conflicts in the past. Moreover, he added periodic drought and famine, rapid population growth rate and the need for child labor by parents etc...

In this regard, Bosche et.al. (1996:41) also identified some socio-economic factors influencing the provision of Non-Formal Adult Basic Education program were as follows such as weak organization can work against success, political violence with in communities makes development impossible and uncertainty

about financial support in a project undermines staff confidence and pills over to the learners etc...

Non-Formal Adult Basic Education programs are often seen as secondary need and not integrated in to development program .It is also very important to note that education is as important to development as development is to education with out an educational element to a community development program. Many people will not be able to make a contribution.

Many adults failed to complete the primary school cycles million more satisfied the attendance requirement but did not acquire essential knowledge and skills. In other words, despite significant increases in school enrolments in every region of the world and on the majority of countries over the past three decades basic education for all was still a major challenge (UNESCO, 2003:56).

As Thompson (2001:14) identified that in order to meet the basic learning needs of all, the following guiding principles should be emphasized as clear formulation and statement of the purpose of education, specifically designed educational opportunities for children and young pupil with special learning needs, curricular and delivery system diversity and transformation etc...

#### **2.5.1.2. Socio-Cultural Issue**

Non-Formal Adult Basic Education program must be reflecting local cultural traditions, customs and experiences that respect the positive practices, belief systems, and needs of community and integrating them into curriculum and teaching style have had the most success. These are three key elements that constitute and effective Non-Formal Adult Basic Education curriculum and instructional approach.

1. Learner- driven and learner -focused
2. Flexible and culturally appropriate
3. Skills oriented /competency based.

These factors allow for Non-Formal Adult Basic Education programs to contain an accelerated learning program competence. There are varieties of socio-cultural challenges to achieving the goals of education for all. Illiteracy, particularly female illiteracy, is one of these challenges which is higher in most African countries, [UNESCO, 2001:12].

There are a number of other barriers which get in the way of providing Non-Formal Adult Basic Education programs which supports developments:

1. Lack of learner participation in identifying their needs
2. The educators see Adult Basic Education Training as the same as the formal school system
3. Lack of understanding the use of education.

Here, we could examine a series of precise effects, either in terms of structure effects on the social organization of local communities, on power structures etc .,or on people's attitudes and behavior (effects on beliefs on attitude and practices). In some ways the school may be seen as instrument where by a dominant cultural model is disseminated through out a population from the population. View point, it often tend to impoverish rather than enrich their culture (UNESCO, 1983:46-47).

#### **2.5.1.3. Research Development Issue**

There is nothing mysterious about research. It means simply to find out near the truth, a special sort of way, and finding out using scientific method in definitive manner-conforming and discovering (Edstrom, 1970:90).

All adult educators have a responsibility to see that research is under taken as a matter of urgency. All can participate in the process. There are certain vital tasks that require only a minimum of training, making descriptive records of programs and procedures in adult education, collecting carefully, and accurately vital statistics drawing up and maintaining bibliographic. All adult educators should be research minded and have an eye for research

opportunities and all adult educators can play their part in research process (Edstrom, 1970:94-95).

In this regard, Edstrom suggested that the obstacles to research is how to get research done must be a major one, lack of finance, the absence of research mindedness, lack of materials, and libraries and the general basic facilities which make research possible, lack of trained personnel who are qualified to do research of an intensive kind. Generally, there are four obstacles which adult educator could well look at, with a view to clearing them away. But if research is to be nearly effective, then there is also another important for reaching task which adult educators have to perform well.

The major field or types of research are basic research applied and action research. It is important that adult educators identify those problems and questions which need to be answered as a matter of urgency.

#### **2.5.1.4. Community Participation Issue**

This term used to describe both an aspect of Non-Formal Adult Basic Education as well as an approach to adult learning through community involvement and action, a method now universally accepted and applied. community participation covers of development activity in the field and has been described as a movement to secure the active co-operation of the people of each community in programs designed to raise the standard of living and to promote development in all its forms ... community participatory these, covers all the forms of betterment required by the community in the areas in which its members reside (Townsend, 1977:10).

In support of the above Townsend also stated that the adult will respond best where he is encouraged to participate fully in the learning process. Two considerations arise from this dictum; the first is that participation should be encouraged when ever possible in the construction of activities being designed for adults. In those aspects of Non-Formal Adult Basic Education is concerned

with attitude formation and inquiry in to the social, political, economic and cultural problems and issues, the second point is that participation does not necessarily rule out such methods of reaching lectures, but it does demand that in every learning situations there should be a two way flow of communication.

Many influential encourage or discourage adults to begin and continue participating in Non-Formal Adult Basic Education activity. Two of the most important of these influences are the marketing and counseling practices of the adult education administrator (Knox, 1980:7).

Participation research suggests the intricate pattern of these factors among various sub-population sex, age, social classes, previous education, self concept, level of aspiration and reference groups are among the major factors. The most critical kinds of participation are those that build association among the participants and with other organizations, that is which generate socio-capital. Because these are many stakeholders for education, school can play a critical role in building and re-enforcing the social networks required for sustained democracy (McMinn, 2002:29).

To sum up one of the most important components of Non-Formal Adult Basic Education program is the assumption that the primary responsibility for the provision of adult basic education facilities (both physical and social process) rests on the parts of communities, Non-Formal Adult Basic Education program examined, demonstrated that community support is indispensable to increasing access and creating a quality learning -environment.

#### **2.5.1.5. Policy Issue**

Policy is a statement that is described in very general terms on intended course of action; policies are developed to serve general guide lines in making operating decisions that channel actions towards achievement of the objective, after the fundamental objectives of an activity are established (Ayalew, 1991:102).

Educational planning is not easy concept; since the early, Greeks, there have been attempts to draw up such schemes. What is new, however, is the totality of the new approach and the attempts to relate Non-Formal Adult Basic Education to social and economic development (Edstrom, 1970:52).

On the basis of multi-functional approach, the planning and management of non-formal education must emphasis the cultural aspects of education. However, it should at the same time draw up on operational strategies facilitating improved organic links between the central and local levels.

#### **2.5.2.2 Organizing related factors**

As plans are developed, they need to be carried out to organize is to develop a system of roles and responsibilities and to delegate tasks and resources that provide maximum performance, clear expectation and effective decision making.

The most successful organizations have a basic, uncomplicated organizational structure that allows for flexibility and rapid adoption. The intent is to align the Non-Formal Adult Basic Education program resources in the strategic direction, the organization plans to pursue and in a manner that allow, it to function effectively (Beder, 1984:4).

Efficient management is man power development. There are several aspects to man power development. Firstly, they need to train efficient managers. They are required both at the top and in the middle grades with out efficient management at the center and at the periphery the success of plans will be very much jeopardy.

#### **2.5.2.3. Leading related factors**

In contrast to planning and organizing, leading emphasis implementation.

Three major concepts related to leading are influence, style, and innovation. Administrators function primarily with and through other people by achieving consensus on desirable goals and by encouraging contributions to goal

- Basic skills training for youth and adults in community skills training centers (MOE, 2002:31).

ESDP II envisaged provision of basic education through alternatives mode to realize the goal of universalizing access of primary education by 2015. Adult and non-formal Basic Education is designed to address the primary education needs of adults and others who are substantially older than the traditional primary school ages of 7-14.

Data gathered for these programs as acknowledged by the government, reporting accuracy is very uneven both because many such programs are operated by non-government entities and because many regions are not yet fully sensitized to the role of this type of education (MOE, 2008:38).

ESDP III stresses the importance of ABE program for achieving universal primary education (UPE) by the year 2015 by solving the problem of access in rural underserved and depressed communities, pastoralists an semi-agriculturalists societies (MOE, 2005:44).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. Method of the Study**

Descriptive survey method was employed to undertake the research because this method is useful to gather information from a relatively large number of respondents (Creswell, 2003 :35)

#### **3.2. Sources of Data**

Both primary and secondary sources of data were used in this study. The primary sources of data were the zone education head and experts, Woreda education office heads, supervisors, education coordinators, facilitators, CMC and adult learners. The secondary sources were relevant documents and literatures such as reports and annual plans.

#### **3.3. Sample Population and Sampling Techniques**

According to the statistical information obtained from the education Bureau, there were 188 NFABE centers, 610 facilitators and 70 supervisors in South Gondar Zone. The very difficult topography of the Zone, remoteness of some of the NFABE centers and the time limiting and human power constraints made it difficult to consider all NFABE centers in the zone. Thus, in order to get representative samples of the target population, random and purposive sampling techniques were employed.

Out of the twelve Woredas in South Gondar Zone, five Woredas were selected at random using lottery method (Lay Gayent, Tach Gayent, Estie, Semada and Dera). Facilitators were selected using availability sampling from the sample of NFE centers. A total of 200 facilitators filled in the questionnaires; the other groups of respondents used as the subject of the study were all NFABE experts from the sample Woreda education office, zone Education head and supervisors. Purposive sampling procedure was used to select the sample respondents.

The data obtained from the close ended questions of the questionnaires were analyzed quantitatively using frequently count and percentage. The data obtained from the open-ended questions of the questionnaires, from interview guide, focus group discussion and observation were qualitatively discussed and triangulated.

Based on the data analysis, interpretations were made to reach a certain findings. Finally, conclusions and possible solutions were recommended.

### **3.6. Ethical Issue**

Based on Creswell's statements (Creswell 2003:64-65) regarding ethical issue, the following points were taken in to consideration.

- Respondents give their feed back on their free will and they did not write their names and that of address at the time of filling the questionnaires
- In order to get due attention of participant the purpose of the study was included at the top of the questionnaire. Besides respondents had the right to raise questions and freely respond at the time of data collection.
- As stated in the method of the study, document analysis was performed, so in borrowing documents, I followed and respected the rules and regulation of the institutions.
- In the literature, I did not use the other words, phrases, and statements with out authors.

## **CHAPTERFOUR**

### **Presentation and Analysis of Data**

This part of the thesis deals with presentation, analysis and interpretation of the information gathered from education officials, facilitators, adult learners and community management committee members using questionnaire, interview, focus group discussion, observation and relevant documents.

The chapter is categorized in two parts. The first deals with the characteristics and background of the sample population involved in the study in terms of sex, age, education level and years of experience. The second part presents the analysis concerning factors affecting the provision and management of NFABE program in south Gondar Zone of Amhara Region.

#### **4.1. Background Information of the Respondents**

Respondents were categorized in to four groups. This is selected based on appropriate data collection instruments. These were 30 (10.71%) of education officials, 10(3.57%) of center management committee members, 200 (71.42%) of facilitators and 40(14.28%) adult learners. A total of 200 questionnaires were filled and returned by facilitators. Besides, the data obtained through interview from five Woreda education heads, five NFE Coordinators, 10 NFE supervisors and 10 center management committee members were participated in the study.

Information also taken through focus group discussion with 40 Adult students (children and adults) was part of the analysis. Moreover, observation and documents were used in the analysis of this study.

Thus, the information through questionnaire, interview, focus group discussion, observation checklist and documents were analyzed and interpreted in line with basic questions raised in chapter one.

Finally, based on the responses obtained from sample respondents, the analysis and interpretation of the data are presented below:

The respondents were asked to show their background information through questionnaire, interview and focus group discussion. In this regard the collected information were examined to describe the characteristics of respondents in terms of sex, and age of program providers of Woreda education officials (WEO), center management committee members (CMC), facilitators and adult learners.

**Table 2: Sex and Age of WEO, CMC, and Facilitators**

No	Items	Respondents							
		WEO		CMC		Facilitator		Adult learners	
1	Sex	No	%	No	%	No	%	No	%
	Male	25	83.34	6	60	165	82.5	31	77.5
	Female	5	16.66	4	4	35	17.5	9	22.5
	<b>Total</b>	<b>30</b>	<b>100</b>	<b>10</b>	<b>10</b>	<b>200</b>	<b>100</b>	<b>40</b>	<b>100</b>
2	Age								
	20-35 years	10	33.34	2	20	40	20	13	32.5
	36-45 years	17	56.66	8	80	150	75	27	67.5
	Above46 years	3	10	-	-	10	5	-	-
	<b>Total</b>	<b>30</b>	<b>100</b>	<b>10</b>	<b>100</b>	<b>200</b>	<b>100</b>	<b>40</b>	<b>100</b>

**N.B: WEO= Woreda Education Officials**

As shown in the above table, the great majority of the respondents i.e. 25 (83.34%) of educational officials were males, on the other hand some 5(16.6%) official respondents were females. Therefore, it can be easily understood that under the sampled study area, females' involvement in management of NFBE program was low. Besides 165(82.5%) of sampled respondent-facilitators were males whereas some 35 (17.5%) of facilitators were females. Hence from this information the researcher understands that females' involvement in facilitating NFABE program was low. Moreover in the case 31 (77.5%) of adult learners were males where as 9(22.5%) were females. Therefore, female's participation in the program was low. This also indicates there was a gender imbalance in all categories. Female participation in implementation of NFBE

programs was not adequate which in principles of the programs emphasis is given on providing priority to female.

With regarding age of the total respondents in item 2 of table 2 shows that the majority of the respondents were found between the age range of 36-45 years old i.e. 17 (56.66%) of Woreda officials, 8(80%) of center management committee, 150(75%) of facilitators and 27( 67.5%) of adult learners. This implies that, the majorities of respondents are adults and could have learned a lot from their life experience as interacting member of the community. Therefore, the sample population included in the data is believed to be mature enough to realize and comment on the practices of NFBE program.

Educational level and work experience of NFABE program implementers are necessary for effective implementation of the program. Hence, the researcher examined the educational level and work experience of officials and facilitators.

**Table3: Educational Level and Work Experience of Officials and Facilitators**

Item No.	Items	Respondents			
		WEO		Facilitators	
		f	%	f	%
1	Educational Level				
	▪ Grade 10 Complete			100	50
	▪ Grade 12 Complete	-		3	1.5
	▪ Grade 10+1	-		72	36
	▪ Grade 10+2	-		-	-
	▪ Diploma	4	13.34	25	12.5
	▪ BA/BSC	26	86.66	--	-
	<b>Total</b>	<b>30</b>	<b>100</b>	<b>200</b>	<b>100</b>
2	Work Experiences				
	▪ 0-5 Years	-	-	53	26.5
	▪ 6-10 Years	4	13.34	115	57.5
	▪ 11-15 Years	20	66.66	32	16
	▪ Above 16 Years	6	20	-	-
	<b>Total</b>	<b>30</b>	<b>100</b>	<b>200</b>	<b>100</b>

As indicates in item 1 of table 3 about educational level and experience Woreda Education officials and facilitators. Some 4 (13.34%) of education officials have diploma, where as the majority 26 (86.66%) of the respondents officials have first degree. In the case of facilitators the majority 100 (50%) of the facilitators

were grade 10 complete. Their qualification is appropriate to the standard of MOE guide line stated to teach NFBE program.

Hence, from the above information, the researcher understands that the qualification of Woreda education officials and facilitators were appropriate, but their educational back ground was not related to the NFABE program and adult education.

Concerning years of experience the majority 20 (66.66%) education officials have a range of 11 to 15 years of work experiences. The majority 115 (57.5%) of the program facilitators served greater than 6 years. Accordingly, such a relatively longer years of experience in the education system would help them to possess rich experiences and better understanding about the various issues and problems regarding to the NFBE program that practiced in south Gondar Zone. Therefore, it is taking in to consideration that their responses are very important for success completion of the study.

#### **4.2. Objectives and Levels of NFABE Program**

As indicated in the literature review there is several objectives to be practiced by NFBE programs through out the world. Hence, the objectives as claimed by education experts and program supervisors at all levels and NFBE facilitators. Generally, depend on the priority needs of targeted beneficiaries. Based on the responses obtained from the open ended questions the major objective of NFBE program was for the provision of basic education for out of school children and adults, eradicating illiteracy, to give basic life skills for children aged of the 14, health education, and environmental study.

**Table 4: Facilitators Response concerning to the goals and objectives of the program**

Item No	Items	Respondents		
		f	%	r
1	What are the goals of the program?			
	A. Creating Learning access	147	73.5	1
	B. Alleviate Management Problems	22	11	3
	C. Solve Environmental Problems	31	15.5	2
	<b>Total</b>	<b>200</b>	<b>100</b>	-
2	What are the specific objectives of the program?			
	A. To improve learners living condition	26	13	3
	B. To provide basic education equivalent to grade 4 for children and adults	131	65.5	1
	C. To improve community situation	3	1.5	3
	D. Learners empowerment	40	20	2
	<b>Total</b>	<b>200</b>	<b>100</b>	-

**NB: f = frequency**

**r = rank**

Item 1 of Table 4 indicates the major goal of the program. Concerning to this the majority 147(73.5%) of the facilitator-respondents replied that one of the goals of the program was creating learning access. Some other 22(11%) of facilitator-respondents also revealed that the major goal of the NFBE program was to alleviate management problems. In item "C" some other 31(15.5%) of sampled respondents stated that the goal of the program was to solve environmental problems.

Hence, based on the above information, the researcher understands that the major goals of the program were creating learning access to all disadvantaged groups, solve environmental problems and alleviate management problems that ranked orderly by respondents respectively.

Regarding the item 2 in the same table shows about the specific objective set in the NFBE program. Concerning this some 26(13%) of facilitator-respondents said that the specific objectives of the program was set to improve learners living conditions. The majority 131(65.5%) of respondents replied that to provide basic education equivalent to grade "4" for children and adults. Some

other 3(1.5%) of facilitator respondents revealed that the specific objective of the program was to improve community situation. Other 40(20%) of respondents replied that learner’s empowerment as the specific objective of the program.

Hence, from the above information of the respondents the following were mentioned as the specific objectives of the NFABE program that ranked respectively.

These were:

- To provide basic education equivalent to grade “4” for children and adults.
- Learners empowerment
- To improve learners living condition by NFBE facilitators
- To improve community situation.

**Table 5: Facilitators Response Concerning to the Main Reason to the Provision of NFBE Program**

Item No.	Items	Facilitators Response		
		f	%	r
1	What is the main reason for the provision of NFBE program in the area?			
	A. Cost- effectiveness	109	54.5	1
	B. Assists to acquire literacy and numeracy	37	18.5	2
	C. It is open to all who want to learn outside the formal system	31	15.5	3
	D. Helps to acquire functional skill for learners	23	11.5	4
	<b>Total</b>	<b>200</b>	<b>100</b>	-

**N.B. f= frequency**

**r = rank**

Cost-effectiveness should be a key consideration at all levels of program development, management and delivery. Cost-effectiveness is achieved first by selection of resources to use the least costly, especially by using local facilities and materials.

Accordingly, as shown in table “5” above in item 1 cost effectiveness was given top priority than any other items i.e.109(54.5%) by NFBE facilitators to put differently, cost effectiveness received the highest frequency (number of respondents) as the main reason for the provision of NFBE program in south Gondar Zone. The second priority order i.e.37 (18.5%) of the facilitators replied that assists to acquire literacy and innumeracy. The other alternatives such as “C” and “D” were ranked 3<sup>rd</sup> and 4<sup>th</sup> respectively.

Hence, from the above information, the researcher understands that the main reasons for the provision of NFBE program in the area were as follows respectively

- Cost effectiveness
- Assists to acquire literacy and innumeracy
- Open to all who wants to learn outside the formal system
- Helps to acquire functional skill for learners.

**Table 6: Facilitators Response concerning to the level of the program provision**

Item No	Items	Facilitators Response	
		f	%
1	To what extent is the program provided?		
	A. High	49	24.5
	B. Medium	-	-
	C. Low	151	75.5
	<b>Total</b>	<b>200</b>	<b>100</b>
2	To what extent the program providers have given attention to the program?		
	A. High	38	19
	B. Medium	-	-
	C. Low	162	81
	<b>Total</b>	<b>200</b>	<b>100</b>

**N.B: Fr= Frequency**

As can be shown in item 1 of table 6 about the level of the program provision. Concerning this some 49 (24.5%) of the respondents replied that the program provision in the area was “high” where as other major 151 (75.5%) of the

facilitator respondents stated that the provision of the program in south Gondar Zone is low.

This information was strengthened by interview from education heads, coordinators and experts. Concerning this the interview respondents stated that the program provision in the zone is encountered several problems namely lack of budget, the environmental condition, poverty and socio-cultural conditions.

Regarding item 2 of table 6 shows about the levels of attention given by program providers. Concerning this some 38(19%) of the facilitator respondents said that "High" where as the majority 162 (81%) of the sampled respondents replied that the attention given for program by program providers was low. In this case the above information was supported by interview questions from education heads and coordinators. As the interview respondents depicted that the program providers did not give more attention for the program as they were expected to perform several works in the program.

Besides, the researcher personally observed the facilities of the program centers, facilitators and teaching materials when teaching-learning process took place, so they were not full filled and not found as they expected. Thus, the researcher understands that the attention which was given by the program providers was low.

#### **4.3. The Role of Providing Agencies and the Community Participation**

The contribution of NFBE program providers could be signified in terms of the commitment of all stake holders, the establishment of organized learning centers, increase in attendance or to reduce drop outs, design of relevant curriculum preparation of learning materials and providing budget.

Besides one of the basic characteristic features of modern adult education is the involvement of various stake holders in planning, implementing, financing and monitoring and evaluation of NFABE program. The involvement of stakeholders must put the learners at the center of the whole process.

**Table 7: Facilitators response concerning the contribution of the providing agencies for NFBE program**

Item No.	Items	Facilitators Response	
		f	%
1	What is the main contribution of government in the foundation of NFBE program center?		
	A. Allocating budget	143	71.5
	B. Providing local materials	-	-
	C. Providing both budget and local materials	-	-
	D. Coordinating efforts of different stake holders	57	28.5
	<b>Total</b>	<b>200</b>	<b>100</b>
2	What is the major contribution of NGO's in the establishment of NFBE centers?		
	A. Providing money	181	90.5
	B. Providing local materials	-	-
	C. Providing both money and local materials	19	9.5
		<b>Total</b>	<b>200</b>

**N.B: f=frequency**

Based on this, item 1 in table 7 shows, that the main contributions of government in the foundation of NFBE program centers. The majority 143 (71.5%) of the facilitator-respondents responded that allocating budget where as some other 57(28.5%) of the respondents also replied that the contribution of the government was coordinating efforts of different stake holders.

In this case interview-respondents such as educational coordinators also suggested that “the government was expected in allocating budget. However, the government did not allocate adequate budget and did not motivate the stakeholders for sustainable development of the program.” March 18, 2009

This shows that even if the government was expected to allocate adequate budget and motivating the different stakeholders, it didn't achieve its contribution properly for the program.

As shown in item 2 in the same table about the contribution of NGO's in the establishment of NFBE program centers. Concerning this, the majority 181(90.5%) of the facilitators replied that providing money, on the other hand

some other 19(9.5%) of the respondents also revealed that providing both money and local materials.

Regarding to this, respondents were also asked in the open ended question about the relation and coordination between government and NGO's in providing and managing NFBE program. In this case facilitators and supervisors stated that "The zone education departments and Woreda education heads have not a strong contact and communication with NGO's in supervision, follow up, technical and other assistance". This indicates the education office heads did not have relationship with NGOs concerning NFBE program. Cooperation and relation between government and non-governmental organizations is insignificant and they operate separately with out collaborating with one another to expand and improve NFBE program.

**Table8: Facilitators Response Concerning the Community Participation in the NFBE Program**

Item No.	Items	Facilitators Response	
		f	%
1	Does the Local community participate in the NFBE program centers?		
	A. Yes	45	22.5
	B. No	155	77.5
	<b>Total</b>	<b>200</b>	<b>100</b>
2	The interest (of adult men and women ) for joining NFBE program is -----		
	A. High	140	70
	B. Medium	-	-
	C. Low	60	30
	<b>Total</b>	<b>200</b>	<b>100</b>
3	Do other sectors participate in the program?		
	A. Yes	43	21.5
	B. No	157	78.5
	<b>Total</b>	<b>200</b>	<b>100</b>

**N.B. Fr= Frequency**

Community participation is believed to be an important factor for the success and sustainability of NFBE program. In this regard in item 1 of table 8 all sampled facilitators were asked about the community involvement and

participation in the program. Accordingly, 45 (22.5%) of facilitators replied that the local communities were participated in NFBE program. On the other hand, a significant number of 155(77.5%) of facilitator-respondents replied that the local communities did not participate in NFBE program.

Besides as the interview respondents at different levels replied that the community participation in NFBE program is very low except sending their children to the center, and providing resource materials for the construction of NFBE program centers. The community participation in NFBE program is relatively low, because the community did not assume ownership as mentioned by sampled experts.

Regarding adult students interests for joining NFBE program in item 2 of table 8, 140 (70%) of the respondents replied that students have high interests to the NFBE program, where as some other 60(30%) percent of respondents have low interests.

In the focus group discussion, students express their happiness to get education through NFBE program. However, some students express their fear to continue their education after completing the three years of NFBE program because of the economical problem and distance of schools to cover the necessary educational expenses for attending formal schools.

As shown in item 3 of table 8, about the participation of other sectors in the program, concerning to this some 43(21.5%) of respondents replied that other sectors were participated in the program, on the other hand the majority 157 (78.5%) of respondents also responded that other sectors in the program were not actively participated in the NFBE program.

#### **4.4. The Staff Training for NFBE Program**

The strength and the success of NFBE program is highly depend on the quality of the facilitators. In this regard respondents were asked about their training, salary and responsibilities through interview to supplement the data obtained by questionnaire

**Table 9: Facilitators response concerning the position and selection of facilitators and supervisors**

Item No.	Items	Facilitators	
		f	%
1	What is the status of your position in this center?		
	A. Volunteers	-	-
	B. Employees	200	100
	<b>Total</b>	<b>200</b>	<b>200</b>
2	Who is responsible for the selection of the program supervisors and facilitators?		
	A. Woreda education office	185	92.5
	B. Keble administrators	5	2.5
	C. Project donor	10	5
	<b>Total</b>	<b>200</b>	<b>100</b>

**N.B: f=frequency**

In this case, as it can be seen in item 1 of table 9 all of the facilitators are employees. In the same table item 2, sampled respondents were asked about the responsible organ for the selection of NFBE facilitators, some 5 (2.5%) of respondents said Keble education desks, where as some other 10(5%) of facilitators replied project donor. On the other hand a significant number of 185 (92.5%) of facilitator-respondents responded that Woreda education office. Besides in the information through interview questions with Woreda NFE experts and education heads confirmed that “facilitators are selected by Woreda education office and for selecting of the facilitators include the following criteria, acceptance by the local community, interest to teach in NFBE program, and at least grade 10 complete.”March18, 2009

Hence, according to the above information, the researcher realized that the responsible organ for the selection of supervisors and facilitators was Woreda education office and all of the facilitators are employers in their respective organization.

**Table.10: Facilitators response concerning the training of facilitators, supervisors and Center Management members**

Item No.	Items	Facilitators	
		f	%
1	Have you taken training after you are assigned about NFBE program?		
	A. Yes	39	19.5
	B. No	161	80.5
	<b>Total</b>	<b>200</b>	<b>100</b>
2	Do you think, your training is enough to facilitate NFBE program?		
	A. Yes	9	4.5
	B. No	191	95.5
	<b>Total</b>	<b>200</b>	<b>100</b>
3	Is there well trained and experienced adult facilitators?		
	A. Yes	23	11.5
	B. No	177	88.5
	<b>Total</b>	<b>200</b>	<b>100</b>
4	Do coordinators, supervisions and CMC members take training related to NFABE?		
	A. Yes	54	27
	B. No	146	73
	<b>Total</b>	<b>200</b>	<b>100</b>
5	Have you taken training on how to conduct action Research?		
	A. Yes	-	-
	B. No	200	100
	<b>Total</b>	<b>200</b>	<b>100</b>

**N.B: f=frequency**

As item 1 of table 10 shows 39 (19.5%) of the NFBE facilitators took training before they started the actual work. However, the majority 161 (80.9%) of NFBE facilitators did not get training.

In addition to this in the open-ended question the respondents revealed that there was training not more than a month. However, one month training does not give enough knowledge and competency for facilitators to run the NFBE program effectively and successfully.

According to education coordinators response in the interview question, some facilitators have got a chance in service training to up grade their skills and

knowledge through summer program in Gondar Teacher Training College and the tuitions fees of facilitators are covered by their respective college. In contrary, the majority of the facilitators did not get in service training due to lack of budget.

This implies most facilitators did not get a chance for in-service training to develop their knowledge for the program.

Regarding to item 2 in the same table a few number i.e. 9(4.5%) of facilitator-respondents replied that the training of the facilitator was enough, where as the majority 191 (95.5%) of facilitators responded the training of the facilitators was not competent for NFBE program.

Hence, based on the above information, the researcher understands that the training of the facilitators did not enough to properly carry out the program.

As indicated in item 3 in the same table, some 23(11.5%) of facilitators replied that there were well trained and experienced adult facilitators for the program. Where as a significant number 177 (88.5%) of facilitators responded that there was no well trained and experienced adult facilitators in the program, this implies that the majority of the NFBE facilitators and supervisors were not well trained and experienced for the program.

As item 4 shows in the above mentioned table, some 54(27%) of the respondents replied that coordinators, CMC and supervisors had got training about NFBE, where as the majority 146(73%) of the respondents responded that they did not take training.

Besides, concerning item 5 in the same table, about issues related to research activity. All 200(100%) of the respondents replied "No", i.e. facilitators did not take training on how to conduct action research in order to tackle the problems.

Hence based on the above information, the researcher realized that facilitators and coordinators did not get a chance to train on how to conduct action

research in order to identify problems and to provide possible solutions by themselves and to report to the concerned bodies or stakeholders.

#### 4.5. Program provision Process and Curriculum Issue

The statement of curriculum goals or objectives focuses on what is important for adults to learn curriculum goals give the teacher of adults a general focus, as well as the flexibility and freedom to achieve this goals in a manner which best suits his students, his situation and his own teaching methods.

**Table 11: Facilitators response concerning the program provision Process**

Item No.	Items	Facilitators Response		
		f	%	r
1	The center of the program is-----			
	A. Community skill training center/s	12	6	3
	B .Specially organized NFABE center/s	145	72.5	1
	C. In the Formal school/s	43	21	2
	Total	<b>200</b>	<b>100</b>	-

**N.B: r=rank**

**f=frequency**

Regarding this, in item 1 in table 11 about NFBE program centers. The respondents were asked to replay their currently used in order of priority. In this regard the majority 145 (72.5%) of the respondents replied that the center of NFBE program was specially organized education center, where as some other 12(6%) of respondents said that the program was conducted in the community skill training center. On the other hand some other 43(21.5%) of facilitators stated that the center of the program carried out in the formal education center.

This implies that the NFABE program implemented at specially organized NFABE canters, in the formal education centers and community skill training centers were ranked orderly by the respondents.

**Table 12: Facilitators response concerning class size and schedule**

Item No.	Items	Facilitators Response	
		f	%
1	The number of students in a class is _____		
	A. 35-45	-	-
	B. 46-50	38	19
	C. 51-60	-	-
	D. Over 61	162	81
	<b>Total</b>	<b>200</b>	<b>100</b>
2	The program of NFABE is held in _____	-	-
	A. Morning	48	24
	B. Full day	21	10.5
	C. Evening	-	-
	D. Afternoon	-	-
	E. Out of working day (Saturday and Sunday)	131	65.5
	<b>Total</b>	<b>200</b>	<b>100</b>

**N.B: f= frequency**

As shown in table12, regarding the class size of NFBE program in item 1, the majority 162 (81%) of facilitators stated that more than 61 students attending their education per-section, where as some other 38(19%) of facilitator-respondents said that more than 46 students per-section were attending NFBE program. Hence, the number of students must be appropriate in order to provide quality education and to monitor class properly.

In the same table in item 2 both facilitators were asked about the schedule of NFBE program. In this regard, the majority 131 (65.5%) of respondents replied that the teaching-Learning process was conducted out of working days (Saturday and Sunday). Some other 21(10.5%) facilitator-respondents said it was conducted full day, on the other hand some other 48 (24%) of facilitators responded that the teaching-learning process was conducted in the morning.

**Table 13: Facilitators Response concerning the Curriculum issues**

Item No.	Items	Facilitators	
		f	%
1	Which of the following methods do you think is more suitable for participants of NFABE?		
	A. Student-center method	135	67.5
	B. Teacher-center method	20	10
	C. Both are equally important	45	22.5
	<b>Total</b>	<b>200</b>	<b>100</b>
2	Who designs and develops the curriculum of NFBE program?		
	A .NGOs	22	11
	B. Facilitators and supervisors	-	-
	C. Bureau of Education	178	89
	<b>Total</b>	<b>200</b>	<b>100</b>
3	Are there curricula materials properly designed for learners?		
	A. Yes	13	6.5
	B. No	187	93.5
	<b>Total</b>	<b>200</b>	<b>100</b>
4	If your answer for question 5:6 is 'No' then the reason		
	A. Lack of financial resources	121	60.5
	B. Lack of curriculum experts	79	39.5
	<b>Total</b>	<b>200</b>	<b>100</b>

**N.B: f= frequency**

As shown in the above table in item 1 revealed that student centered method was favored by larger proportion i.e. 135 (67.5%) of NFBE facilitators said student center method, where as some others 20(10%) of facilitator-respondents replied that lecture method. On the other hand 45(22.5%) of respondents stated that both student center and teacher center method.

Regarding this, the facilitators respond student center method, both student center and lecture method and lecture method only as 1<sup>st</sup>, 2<sup>nd</sup> 3<sup>rd</sup> order of priority as good means of methodology. How ever, observation results indicated that the teaching learning process in the observed NFBE program centers were dominated by demonstration and lecture method, but student centered

approach like group discussion and group work were not practiced at all as the classroom combination consists of adults and children.

As indicated in item 2 of table 13 about the curriculum designers and developers for the NFBE. Some 22 [11%] of the facilitators replied that the responsibility to design and develop the curriculum for the program was NGO where as the majority 178(89%) of facilitators responded Bureau of education.

Regarding item 3 in same table about the availability of properly designed curriculum materials for the program. Concerning this some 13(6.5%) of facilitators said there was properly designed and organized NFBE curriculum materials for both children and adults. However the majority 187(93.5%) of facilitators revealed that there was no curriculum materials properly designed for adults and children specifically in the zone.

The interview results also show that “education heads and coordinators stated that the zone has no centrally developed and organized NFBE curriculum.

Besides all of them suggested that the existed NFE curriculum developed for adults and children is not properly designed and both they learn the same curriculum materials.”March18, 2009

As children and adults have different background, knowledge, psychological make up and experience, the objective and content of learning materials should not be similar. Hence, it is not advisable to provide the same curriculum materials for adults and children who have different learning needs.

The researcher also personally observed that the zone has no NFE curriculum materials specifically developed for adults, but there is organized curriculum materials for children and these materials are implemented in most of governments NFBE program for children and adults.

The study revealed that zone education Bureau was not centrally prepared NFBE curriculum for adults. However, the zone education Bureau with ministry of education developed and organized NFBE curriculum materials for children. Hence, adults in NFBE program learn the curriculum materials that are developed for children which are not appropriate for them because adults

and children have different background, knowledge, experiences and psychological make up.

In item 4 of table 13 indicates about why the curriculum materials not exist. Concerning this some 79(39.5%) of the facilitators revealed that lack of adult curriculum experts as the reason for the shortage of materials while as the majority 121(60.5%) of the facilitator-respondents replied that lack of financial resources as the main factor for shortage of adequate curriculum materials in south Gondar zone.

Hence from the above information, the researcher realized that the major reason for the shortage of curriculum material in south Gondar zone lack of financial resources and curriculum materials.

Besides in the open-ended question the facilitator-respondents revealed some other factors for the shortage of curriculum materials namely lack of attention by the concerned bodies, lack of cooperation and communication to solve the problems in short period of time, and lack of trained professionals on adult education.

**Table 14: Facilitators Response Concerning Learners Participation and Curriculum Materials**

Item No.	Items	Facilitators Response	
		f	%
1	Do learners participate in the curriculum design?		
	A. Yes	-	-
	B. No	200	100
	<b>Total</b>	<b>200</b>	<b>100</b>
2	Does the curriculum reflect the local needs of participants?		
	A. Yes	49	24.5
	B. No	151	75.5
	<b>Total</b>	<b>200</b>	<b>100</b>
3	Do facilitators have adequate manuals for teaching?		
	A. Yes	50	25
	B. No	150	75
	<b>Total</b>	<b>200</b>	<b>100</b>

**N.B: f= frequency**

**Table 15: Facilitators Response Concerning the Financing and Budget for NFBE Program**

Item No.	Items	Facilitators Response	
		f	%
1	Does NFBE have adequate budget?		
	A. Yes	49	24.5
	B. No	151	75.5
	<b>Total</b>	<b>200</b>	<b>100</b>
2	What are the financial sources for NFBE?		
	A. Private sector	-	-
	B. NGO's	62	31
	C. Government	125	62.5
	D. All together	13	6.5
	<b>Total</b>	<b>200</b>	<b>100</b>
3	Do the communities support the program?		
	A. Yes	35	17.5
	B. No	165	82.5
	<b>Total</b>	<b>200</b>	<b>100</b>
4	If your answer is "yes" then the support is --		
	A. In cash	63	31.5
	B. In providing material resources required for construction of NFBE?	137	68.5
	<b>Total</b>	<b>200</b>	<b>100</b>

**N.B: f= frequency**

In the table 15, item 1 both respondents were asked about the adequacy of budget for the implementation of the program. In this regard, some 49 (24.5%) of the facilitator-respondents stated that the program has adequate budget but the majority 151(75.5%) respondents replied that the allocated budget was not adequate enough to run the program.

Moreover, as both educational heads and experts through the interview question, revealed that "budget allocated for NFBE program did not exceed from the salary of facilitators." Besides the NFE coordinators confirmed that "they encountered shortage of money to address more needy children and adults, constructing NFBE centers and improve the quality of the program." March 18, 2009

In item 2 of table 15 indicates about the source finance for the program. Concerning this, the majority of the respondents confirmed that their respective organizations are the source of finance for the program i.e. 62(31%) of facilitator respondents stated that NGO was the source of budget while the majority 125(62.5%) of respondents also replied that government was the source of finance. Some 13[6.5%] facilitators said "all together".

In this regard in the open ended question the facilitator-respondents stated that the private sector and other stakeholders must be the source of the finance for the program However, all the above mentioned were not actively participate in providing money and other relevant materials for the program. With out the involvement and support of the fundamental stake holders, the program will not be reached from its specific objectives.

Besides, in the interview question all respondents expressed strongly the inadequacy of budget that allocated by the government and NGO's for proper implementation of the program.

There fore, based on the above information, the researcher realizes that the budget allocated to run NFBE program was inadequate. Thus, both program providers and the stockholders should design a mechanism to get additional finances to make the program more effective and successful.

As can be shown in item 3 in the same table about the community's financial support for the program. Concerning this some 63(31.5%) facilitators responded "Yes", the communities support the program financially, where as the majority 165(82.5%) respondents replied "No", the communities did not support the program financially.

In this regard the center management committee members and coordinators through interview question stated that "the communities did not support financially the program because their economic activity depends on farming. Besides, they added, their economy is mainly dependent on peasant subsistent

agriculture. About 85% of the labor force and 90% of the annual production comes from this sector. Agriculture productivity was slow because of this the zone was not yet self sufficient in food production. There fore the product they produced was not exceeding from their food and cloth to support the program."March12, 2009

This indicates that the majority of the communities did not support the program financially. The government and NGO's alone with out the cooperation of the stakeholders or communities, the program could not be successful and fruitful.

Besides in item 4 of the same table, the majority of 137(68.5%) of the facilitators replied that the communities support the NFBE regarding material resources for construction of NFBE centers. On the other hand some 63(31.5%) of facilitators responded that the communities support the program by providing cash.

In the open ended question the facilitators also supposed that the communities have a great interest to support the program and to join and attend the class but they faced socio-economic problems. Thus, they support the program by providing labor and land for the construction of NFBE centers rather than providing money for the NFABE program.

**Table16: Facilitators Response Concerning Facilities and Facilitators Salary**

Item No	Items	Facilitators Response	
		f	%
1	Do adult facilitators get salary?		
	A. Yes	57	28.5
	B. No	143	71.5
	<b>Total</b>	<b>200</b>	<b>100</b>
2	If your answer for question No 1 is “Yes”, how do you rate Your level of satisfaction with your salary?		
	A. High	19	9.5
	B. Medium	30	15
	C. Low	151	75.5
	<b>Total</b>	<b>200</b>	<b>100</b>
3	Are there adequate facilities of teaching learning materials in the NFABE centers?		
	A. Yes	37	18.5
	B. No	163	81.5
	<b>Total</b>	<b>200</b>	<b>100</b>

**N.B: f= frequency**

In table 16, item 1 also shows that about the salary of facilitators. In this regard some 57(28.5%) of the facilitator respondents said “Yes”, there was adequate salary for facilitators while the majority 143(71.5%) of respondents replied “No”, facilitators did not get adequate salary with in the balance of their works.

Besides in the interview question, all supervisors stated that “the budget allocated for the salary of the NFBE program facilitators was not adequate for this reason the facilitators could not get adequate salary.” March 10, 2009.

From the above information, the researcher understands that the salary for facilitators obtained was not adequate to cover their some basic needs.

Moreover, in item 2 of table 16 about the level of satisfaction of their salary. Some 19(9.5%) of the facilitators said “High”, while some others 30(15%) of the respondents replied “Medium”, on the other hand the majority 151(75.5%) of

the facilitator-respondents revealed that the satisfaction of the facilitators by their salary was "Low".

Regarding to item 3 in the same table the respondents were asked about the adequate facilities of NFBE program. In this case 37(18.5%) of facilitators replied that there was adequate facilities in NFBE program centers while 163(81.5%) of facilitators stated that there was no adequate facilities in the NFBE program centers.

Education supervisors through interview question strengthened the above information that "there was shortage of seats so that a considerable number of children and adult learners were sitting on stone or wooden logs. Besides the researcher personally observed the NFBE program centers, therefore based on the observation the center facilities was not convenient for NFBE learners and facilitators in order to run the program properly." April 9, 2009.

Respondents in Focus group discussion (FGD) also raised the problem of dusty classes because they don't have concrete floor. The students' seat on stone and wooden logs, therefore, it was very difficult to attend their education properly. Besides, the respondents added that the climatic condition is one of the problems in order to attend the program, because the building of the school was not built properly, this problem especially happened when the rain is raining.

#### **4.7. Major Hindrances for the Provision and Management of NFBE Program**

The country has a rich history and rich diversity of human and natural resources, yet facing many challenges. All these diversify call for different approaches in governance and development initiatives.

Investment in adult education can only be justified in the country if it is to contribute in some way to ending the poverty and bring about development of NFBE. Adult Basic education must therefore be design and undertaken in such away that it makes such a contribution.

**Table17: Facilitators Response Concerning the Problems in the Provision of NFBE Program**

Item No.	Items	Facilitators Response	
		f	%
1	Do you think most of the providers of NFBE provided proper services to the beneficiaries?		
	A. Yes	39	19.5
	B. No	161	80.5
	<b>Total</b>	<b>200</b>	<b>100</b>
2	What do you think about the level of drop out rate?		
	A. High	125	62.5
	B. Medium	-	-
	C. Low	75	37.5
	<b>Total</b>	<b>200</b>	<b>200</b>

**N.B: frequency**

As shown in item 1 of table 17, about the proper provision of NFBE program to the beneficiaries, all respondents were asked to indicate the services provided by providing agencies. Concerning this some 39 (19.5%) of facilitators responded that the program providers provided proper and efficient services to the society. On the other hand the majority 161 (80.5%) of the respondents replied that the program providers did not provide proper services to the beneficiaries.

This information also strengthened by all interview respondents such as education heads, coordinators, supervisors, and NFE experts. Accordingly, the respondents suggested that “the program providers did not provide sufficient services to the beneficiaries.” March16, 2009.

In item 2 in the same table respondents were asked about the level of dropout rate in NFBE program. Accordingly, some 75 (37.5%) of respondents replied that the level of drop out rate for children and adults in NFBE program is low. On the other hand 125 (62.5%) of respondents replied that the level of drop out rate in NFBE program was high. Besides in the open-ended question

respondents mentioned some reasons for high drop out rate. Socio-Economic problems as the reason for high dropout rate because children and adults were engaged in various activities, to make money out of these jobs to support themselves and their families.

Moreover, other problems such as distance from the schools, lack of educational materials, lack of time, and lack of center facilitators were the dominant reasons for High drop out rate of children and adults from NFBE programs.

In the focus group discussion students added that adult and children students in the program encountered several problems in order to attend the class properly. Some of the problems they encountered were mentioned in the discussion, these were distance from the school, lack of learning materials, Labor demand and socio-economic problems.

**Table18: Facilitators Response Concerning the Challenges in the Provision and Management of NFBE Program**

Item No.	Items	Respondents Response		
		f	%	R
1	What factors influencing the provision and management of NFBE program in your respective center?			
	A. Lack of coordination and communication	71	35.5	2
	B. Lack of strong policy	115	57.5	1
	C. Lack of research Development	14	7	3
	<b>Total</b>	<b>200</b>	<b>100</b>	-
2	Which socio-economic and cultural roles that influence the provision and management of NFBE program?			
	A. Distance from the center	51	25.5	2
	B. poverty	100	50	1
	C. Labor demand	26	13	3
	D. Lack of awareness	23	11.5	4
	<b>Total</b>	<b>200</b>	<b>100</b>	-

**N.B: f=frequency**

**r=rank**

In the above table, item 1 indicates that the factors influencing the provision and management of NFBE program centers. Regarding this 71(35.5%) of sampled respondents replied that major factor influencing the provision and management of the program was lack of coordination and communication. Other 115(57.5%) of facilitator-respondents responded lack of strong policy. Some other 14(7%) of respondents also said that the factor influencing the provision and management of NFBE program was lack of research development. In general, from the above information, the researcher understands that as the above table shows the fact, lack of strong policy, lack of coordination, and lack of research development were ranked orderly as some major factors that affect the provision and management of NFBE program respectively.

In the open ended questions all respondents strengthened that the other major hindrance for the provision and management of NFBE program in the area were early marriage and respecting to have many children in a family.

As shown in table 18, item 2 about the socio-economic and cultural roles that affect the provision and management of NFBE program in south Gondar Zone. Concerning this 51(25.5%) of the respondents replied distance from the school. Other 100(50%) respondents revealed poverty was as socio-economic and cultural roles that affect the provision and management of NFBE program. Some other respondents 26(13%) also said that culture and social beliefs as the major factors that affect its provision and management.

Moreover the other 23(11.5%) of respondents also responded that labor demand was as socio-economic roles that hindered the provision and management of the program.

Generally, as the above information shows the fact that the socio-economic and cultural roles that affect the provision and management of NFBE program in the south Gondar zone clearly mentioned by the respondents, such as poverty, distance from the center (school), Lack of awareness about the use of

education, labor demand, culture and social beliefs were orderly ranked respectively.

#### 4.8. Program Management

Program management covers a wide range of activities for initial and continued adult education participation; it is encouraged by information and consulting services which relate to both program development and administration. Program managers are expected to plan, organize, control, leading and manage the program properly.

**Table.19: Facilitators Response Concerning Planning, Implementation and Evaluation Mechanism**

Item No.	Items	Facilitators Response	
		f	%
1	Do Woreda heads and supervisors properly plan the program?		
	A. Yes	44	22
	B. No	156	78
	<b>Total</b>	200	100
2	Is there clearly stated strategy and guidelines for implementation of NFABE program?		
	A. yes	118	59
	B. No	82	41
	<b>Total</b>	<b>200</b>	<b>100</b>
3	If your response for question 2 is 'yes", to what extent you are familiar with the guide lines?		
	A. High	32	16
	B. Medium	-	
	C. Low	168	84
	<b>Total</b>	<b>200</b>	<b>100</b>
4	Which evaluation mechanism is used?		
	A. Summative evaluation	125	62.5
	B. Formative evaluation	75	37.5
	<b>Total</b>	<b>200</b>	<b>100</b>

**N.B: f= frequency**

Regarding this item 1 of table 19, about the planning of the program by education heads and supervisors. Accordingly, some 44(22%) of the respondents responded that the program was planned but it lacks coordination and communication.

On the other hand the majority 156 (78%) of respondents replied that the program was not properly planned. This information confirmed by interview questions the program was not properly planned because it was not given more attention by program providers.

Besides, the above information strengthened by interview questions respondents such as Woreda education heads and coordinators themselves. Concerning this they stated that “the program had properly planned; however, the planned program and its effectiveness were not balance because of several problems that discouraged the program namely inadequate budget, and lack of clear policy.” March18, 2009.

As can be seen in item 2 of table 19, 118 (59%) of facilitators responded that NFBE program has an implementing strategy and guide lines where as 82(41%) of facilitator-respondents said that there was no clearly stated strategy and guidelines for implementation of NFABE program.

During the interview the education officials mentioned that “though there was lack of coordinating activities of the stakeholders, the guide line was prepared by Amhara of Education Bureau with clear statement on duties and responsibilities of stakeholders.” March18, 2008.

Besides in item 3 of the same table, some 32(16%) of the facilitators replied that adult teachers were highly familiarized with strategy and guide lines where as other respondents 168(84%) of facilitators said adult teachers were not familiarized with strategies and guideline of the program.

Hence, from the above information, the researcher understands that even if there was strategy and guide line which was prepared by Amhara education

bureau, the facilitators were not familiarized for implementation of NFABE program.

Regarding item 4 of the same table the great majority of respondents 125 (62.5%) said that summative assessment is used as evaluation mechanism, where as some other 75(37.5%) of facilitators revealed that formative assessment is used to measure students progress.

In addition to this coordinators and supervisions through interviews question stated that “formative assessment mechanism was used to measure students progress in NFBE program centers”. April 10, 2009.

Therefore, in curriculum implementations of NFBE, the assessment mechanism can be said that it was implemented in line with the Ethiopian Education and Training policy. TGE (1994) stated that the continues assessment could be conducted to ascertain the profile of students at all level as well as in order to get promoted from one level to the next which students required to have a minimum of fifty percent results.

In the open-ended question all facilitators mentioned the stake holders that had a responsibility for the administration of NFBE program. These were adult learners, facilitators, the community and government. In the case of monitoring and evaluation responsibilities supervisors and facilitators were expected to visit and to assess the program respectively.

**Table 20: Facilitators Response Concerning Coordination, Supervision and Management**

Item No.	Items	Facilitators	
		r	%
1	Do the zone, Woreda and Keble education heads have a strong coordination to tackle the program problems?		
	A. Yes	19	9.5
	B. No	181	90.5
	<b>Total</b>	<b>200</b>	<b>100</b>
2	Do supervisors visited NFABE centers frequently?		
	A. Yes	53	26.5
	B. No	147	73.5
	<b>Total</b>	<b>200</b>	<b>100</b>
3	How do you rate the effectiveness of the management of NFABE at your centers?		
	A. High	27	13.5
	B. Medium	32	16
	C. Low	141	70.5
	<b>Total</b>	<b>200</b>	<b>100</b>
4	Do you have an interest to teach and manage NFABE?		
	A. Yes	46	23
	B. No	154	77
	<b>Total</b>	<b>200</b>	<b>100</b>
5	Is there any center management committee at your NFABE centers?		
	A. Yes	64	32
	B. No	136	68
	<b>Total</b>	<b>200</b>	<b>100</b>

**N.B: frequency**

In item 1 of table 20 shows that about the coordination of education administrators from Keble to Woreda level. Concerning this 19(9.5%) of the respondents replied that there was coordination and communication between Keble education desks and Woreda education office heads, where as the majority 181 (90.5%) of the sampled respondents said that there was no

coordination and communication between the education heads and Keble education desks.

This information strengthened by the interview questions respondents such as coordinators, supervisors and experts about the coordination and communication between education personnel in the zone.

Accordingly, the respondents stated that “there were several problems for communication and coordination from top to bottom.” March 18, 2009

In this case, the researcher investigates documents in order to know their communication and coordination. So that, there was no clear and adequate report and other relevant documents that depict their communication. Hence, from the above information, the researcher understands that there was no a strong coordination and communication between the education administrators from Keble level and to Woreda level.

Regarding to item 2 of the same table, some 53(26.5%) facilitators revealed that “Yes”, supervisors and coordinator visited NFABE centers frequently, where as the majority 147 (73.5%) of the respondents replied that “No”, supervisors were not frequently visited the NFBE program centers.

Besides in focus group discussion (FGD) and during interview the adult Learners and supervisors confirmed that monitoring and supervision on NFBE centers were Low, because of shortage of budget. The Woreda supervisors visited centers either once in a semester or once in a year. This lack of continues supervision and follow up might lead to weak implementation of the NFABE program. On the other hand, in the field visit it was observed that the directors of the near by formal school was found to be responsible in following and reporting the performance of NFABE centers to Woreda Education Office (WEO). Directors were given attention only to formal schools. There fore due to this several problem NFABE program could not properly carry out and improved from time to time.

In item 3 of the same table that depicts about the effectiveness of the management in the NFABE program centers. Concerning this some 27(13.5%) of facilitators said "High", some others 32(16%) of respondents replied "Medium". On the other hand the majority 141 (70.5%) of facilitator respondent revealed that the management effectiveness of the program was low.

Hence, from the information above, one can easily understand that the management under taken in the program centers was not effective.

Besides in item 4 of the same table, some 46(23%) of facilitators replied that adult teachers have interest to teach and manage NFABE program, where as the majority 154(77%) of the respondents said that facilitators had not interest to teach and manage NFBE programs.

As far as this concern, all center management committee (CMC) members in the interview question mentioned "some reasons such as inadequacy salary and the low attention of program providers for the program were some factors."March19, 2009.

This implies that the interest of facilitators to manage and teach NFABE was low due to the above mentioned reasons.

As can be seen in item 5 of the same table about the availability of center management committee in the NFBE centers. Some 64(32%) of facilitators said "Yes", center management committee well organized and performed their activities in the center while the majority 136 (68%) of respondents replied "No," there was no CMC in the program to manage and support the program centers.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

This part of the study as it is the final section of the research summarizes the major findings, the conclusion reached at, and the recommendation forwarded on the basis of the major findings.

#### **5.1 Summary of the Study**

The major purpose of the study is to investigate the factors affecting the provision and management of NFABE program in South Gondar Zone. The study is based on the universal declaration of human rights that every one has the right to education and the limitation of formal education system alone to ensure basic education to adults and children in South Gondar Zone.

Accordingly, the study is guided by the following basic research questions.

1. To what extent is the non-formal Adult Basic Education provided in south Gondar Zone?
2. To what extent the NFABE providing agencies and communities involve in NFABE program?
3. What is the level of the training of the staff with particular reference to facilitators and administrators of NFABE?
4. What are the major challenges encountered in the provision and management of NFABE program?

In dealing with the basic research questions, the study employed descriptive survey method and relevant related literature was reviewed, to identify factors affecting the provision and management of NFABE program in terms of Non-formal basic education curriculum ,human resources, budget, facilitators status, training, community participation, policy issue, cultural factors, economic factors, lack of research development factors and challenges and constraints faced to implement the NFABE program.

Subject groups who served as a source of data and information were drawn through different sampling techniques (Purposive, availability and simple random sampling techniques). The study was conducted in five Woredas selected in simple random sampling technique.

The sample population of the study was: 200 facilitators, 30 adult Learners, 5 education coordinators, 10 NFE experts, 5 Woreda education heads, and 10 supervisors were included in the study.

During the analysis and interpretation of data obtained from sampled respondents through questionnaire, interview, focus group discussion, observation and document analysis were made using relevant statistical tools.

In this case, the data collected through questionnaire was analyzed using percentage while the data collected through interview and focus group discussion were transcribed, analyzed and triangulated with the qualitative data where necessary and appropriate in the interpretation.

Based on the data analysis the following major findings were summarized.

1. The study revealed that program providers were conducting NFBE program for out of school age children and adults but from the document analysis we learn that providers focused on NFBE program for children age between 7 to 14 years old
2. The finding of the study revealed that 75.5% of the facilitators believed that the level of the program provision in south Gondar zone is low and 81% of them replied that the program providers did not give more attention to the NFABE program.
3. The study revealed that 77.5% of the facilitators indicated that the local community did not participate actively in the NFABE program centers because the community did not assume ownership of the program.
4. The finding of the study revealed that the other sectors did not participate in the NFABE program development and improvement.

5. It was found that 92.5% of the facilitators asserted that it was the responsibility of Woreda education office to conduct selection of the program supervisors and facilitators.
6. The study depicted that 80.5% of the facilitators were not trained before and after they assigned to facilitate the program.
7. The finding of the study revealed that all coordinators, supervisors and center management committee members did not take training related to the NFABE program.
8. Concerning the average class size, the finding of the study revealed that 81% of the facilitators stated that the number of students' per-section was high so that it was difficult to control and manage the class program properly.
9. The study showed that facilitators employed the lecture method dominantly.
10. The finding of the study revealed 93.5% of the facilitators asserted that there were no curriculum materials properly designed for the program due to lack of financial resources and lack of curriculum experts related to adult education.
11. The study indicated that 75.5% of the facilitators did not have manuals for teaching adult learners.
12. The finding of the study revealed that 75.5% of the facilitators believed that the allocated budget for the program was not adequate to implement the program effectively.
13. The study revealed that the support of the community to the program was very low as it was asserted by 82.5 %of the facilitators.
14. As the finding of the study showed that the major factors influencing the provision and management of NFBE program centers were lack of clear policy, lack of coordination and Lack of research development.
15. The finding of the study revealed that the socio-economic and cultural roles that influence the provision and management of NFBE program

were poverty, distance from the center, labor demand and Lack of awareness.

16. The finding of the study indicated that 78% of the program did not properly plan by Woreda Education heads and supervisors. Besides, 55% of the facilitators believed that there was no clearly stated strategy and guidelines for the implementation of NFABE program.
17. The study revealed that 73.5% of the facilitators believed that supervisors did not visit the program centers frequently because of financial problems.
18. The finding of the study revealed that 70.5% of the facilitators asserted that the effectiveness of the management of NFABE program center is low.
19. The finding of the study indicated that 68% of the facilitators' believed that there was no adequate center management committee in NFABE program centers.

## **5.2. Conclusion of the study**

On the basis of the major findings the following conclusions were drawn:

- The existence of NFABE in the south Gondar zone can undoubtedly contribute to the efforts the Amhara Region to increase access to education for citizens.
- Lack of coordination between the activities of government institutions and NGOs could affect the provision of NFABE negatively.
- The fact that facilitators did not get adequate training implies poor quality of the provision of NFABE.
- Providing the NFABE program mostly on Saturdays and Sundays was the right measure taken by program providers, since it encourages adult learner participation.
- The fact that the south Gondar zone did not have curricular materials designed for adults would affect the program negatively in that it could not address their needs.

- Lack of clear strategies and guide lines for NFABE would negatively affect the organization and management of NFABE centers.

### **5.3. Recommendations of the study**

Based on the major findings and conclusions drawn, the researcher forwarded the following recommendations:

1. The zone should allocate enough budgets for NFABE program by playing the role of coordinating the community and other stake holders for the program.
2. The south Gondar zone has to initiate various stakeholders such as NGOs to be highly involved in the provision of NFABE program.
3. Community participation is indispensable for the sustainability of NFABE .Hence; the educational officials of the zone have to sensitize the community members to support the program adequately by organizing, awareness creation, meetings, Seminars etc.
4. The zone education supervisors and other related responsible bodies should conduct frequent supervision to ensure the quality of the program.
5. The zone should develop separate instructional materials for adults and children by consulting Amhara Regional Education Bureau to satisfy the needs of these different groups.
6. The zone should also organize short term training for members of center management committee to encourage the development of effective management practices in the NFABE centers.
7. The south Gondar zone should create education and training opportunities for facilitators to capacitate them as well as to improve their qualifications.
8. The zone education department should develop the culture of using research findings based on NFABE in Amhara region in general and in the zone in particular as source of information in its decision making activities.

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**Appendix-I**  
**Addis Ababa University**  
**School of Graduate Studies**  
**Department of Curriculum and Teachers**  
**Professional Development Studies**  
**(Adult and life long Learning Unit)**

**Questionnaire to be filled in by Non-Formal Adult Basic Education program facilitators. The aim of this questionnaire is to collect relevant information from center facilitator.**

**Dear Respondents:** - This questionnaire is prepared to assess the factors influencing the provision and Management of Non-Formal Adult Basic Education program in South Gondar Zone. The collected data will be used only for research purpose i.e. it does not have any negative effect on you or your education center.

Lastly, I would like to thank you in advance for your co-operation and genuine responses.

**N.B**

- No need of writing your name on the questionnaire
- Please indicate your response in the box provided by putting, a tick ( ✓ ) mark
- For additional opinion or explanation you are kindly requested to write briefly as much as possible in the space provided.
- Please follow the specific instruction to respond accurately.
- More than one answer is possible if necessary.

**Part One: Background Information**

General Direction Mark a tick (✓) mark to indicate your response or write your answers in the space provided as necessary

- 1.1 Sex: Female  Male
- 1.2 Age: 20-35Years  36-45 Years   
Above 46 Years
- 1.3 Educational Back ground  
Grade 10 complete  Grade 10+1   
Grade 10+2  Grade 12 Complete  others-----
- 1.4 Total years of experience:-  
1-5 Years  6-10 Years   
11-15 Years  above 16 Years

**Part Two: Objectives and Levels of NFABE Program Provision**

2.1 What are the goals of the program?

- A. Creating Learning access
- B. overcome food shortage
- C. Alleviate management problem
- D. Solve environmental problem
- E. If any others (please specify) -----

2.2 What specific objectives are set?

- A. To improve learner's living condition?
- B. To provide basic Education equivalent to grade 4 for adults
- C. To improve community situation
- D. Learners empowerment
- E. If any others (please specify) -----

2.3 What is the main reason for the provision of NFABE program in the area?

- A. Cost -effectiveness (cheaper alternative)
- B. Assists to acquire literacy and innumeracy
- C. It is open to all who want to learn out side the formal system
- D. Helps to acquire functional skill for learner's life improvement
- E. If any other (please specify) \_\_\_\_\_

2.4 To what extent is the program provided?

- A. High
- B. Medium
- C. Low

2.5 To what extent have the program providers given attention to the Program?

- A. High
- B. Medium
- C. Low

**Part Three: The role of Providing Agencies and Community Participation**

3.1 What is the main contribution of government to the NFABE program?

(More than one answer is possible)

- A. allocating budget
- B. providing Local Materials
- C. providing both budget and local materials
- D. coordinating efforts of different stakeholders
- E. Others (please specify) \_\_\_\_\_

3.2 What is the major contribution of NGO's in the establishment of NFABE centers? (More than one answer is possible)

- A. providing Money
- B. Providing Local Material
- C. Providing both money and local material
- D. If any other please specify \_\_\_\_\_

3.3. To what extent the government and NGO's have relation and Cooperation in managing and providing NFBE program?

3.4 Does the local community participate in the NFABE program centers?

A. Yes  B. No

3.5 The interest (of Adult men and women) for joining NFABE program is

A. High  B. Medium  c. low

3.6 Do other sectors participate in the program?

A. Yes  B. No

**Part Four: The Staff Training for NFABE program**

4.1 What is the status of your position in this center?

A. Volunteer  B. Employee  C. Others \_\_\_\_\_

4.2 Who is responsible for the selection of program facilitators?

A. Woreda education office  C. Project donor

B. Keble administrator  D. If any other (please specify) \_\_\_\_\_

4.3 Have you taken training before and after you are assigned to NFABE Pogrom?

A. Yes  B. No

4.4 If your answer for question 4.3 is "Yes" for how long?

A. Less than 30 days  C. For three months

B. For two Months  D. Others (Please specify) \_\_\_\_\_

4.5 Do you think, your training to facilitate NFABE program is competent?

A. Yes  B. No

4.6 Are there well trained and experienced adult facilitators?

A. Yes  B. No

4.7 Do Coordinators, supervisors and CMC members taking training about NFABE?

A. Yes  B. No

4.8 Have you attended training on how to conduct action research?

A. Yes  B. No

**Part Five: Provision Process and Curriculum in the NFABE program**

5.1 The center of NFABE programs are at \_\_\_\_\_

A. Community skill training center

B. In the formal education center

C. Specially organized NFABE centers

D. If any others (please specify) \_\_\_\_\_

5.2 The number of students in a class is \_\_\_\_\_

A. 35-45  B. 46-50

C. 51-60  D. Over 61

- 5.3 The program of NFABE is held in \_\_\_\_\_  
 A. The morning  B. Full day  C. Evening   
 D. Afternoon  E. Out of working day (Saturday and Sunday)   
 F. Specify (if any other please) \_\_\_\_\_
- 5.4 Which of the following method do you think is more suitable for participant of NFABE?  
 A. Student center method  B. Teacher center method   
 C. Both are equally important
- 5.5. Who designs and develops the curriculum of NFABE program?  
 A. NGO's staff  
 B. NFABE facilitators and supervisors  
 C. Bureau of education  
 D. If any other (please specify) -----
- 5.6. Are there adequate curricular materials for the NFABE program?  
 A. Yes  B. No
- 5.7 If your answer to question number 5.6 is "No", then the reasons could be  
 A. Lack of financial resource  
 B. Lack of curriculum experts  
 C. If any other (please specify) \_\_\_\_\_
- 5.8. Do learners participate in designing the curriculum?  
 A. Yes  B. No
- 5.9. Does the curriculum reflect the local needs of participants?  
 A. Yes  B. No
- 5.10. Do facilitators have manuals for teaching?  A. Yes  B. No

**Part Six: Non -Human Resource and Budget for NFBE program**

- 6.1 Does NFABE program has adequate budget?  
 A. yes  B. No
- 6.2 If your answer is "No" for question 6.1, what would be the solution for the shortage of finance? -----
- 6.3 What are the financial sources for NFABE?  
 A. private sector  B. NGO's  C. Government   
 D. All together  E. Any other \_\_\_\_\_
- 6.4 Does the community support the program?  
 A. Yes  B. No
- 6.5. If your answer is "Yes" then the support is  
 A. In Cash   
 B In providing material resources required for Construction of NFABE   
 C. If any other (Please specify) \_\_\_\_\_

6.6 Do adult facilitators get salary?

A. Yes  B. No

6.7 If your answer to question number 6.6 is "yes" how do you rate your Level of satisfaction with your salary?

A. High  B. Medium  C. Low

6.8. Are there adequate facilities in the NFABE center/s?

A. Yes  B. No

6.9. If your answer to question 6.8 is "No", please mention the problems -----  
-----

**Part seven: Challenges in the Provision and Management of NFABE program**

7.1 Do you think that most of the necessary providers of NFABE have provided sufficient services to the beneficiaries?

A. Yes  No

7.2. How do you rate the level of drop out?

A. high  B. Medium  C. Low

7.3. If your answer for question No. 7.2 is "High" please mention the reasons? -  
-----

7.4. What are the major problems that your NFABE center encountered?

A. Lack of coordination

B. Lack of strong policy

C. Lack of research development

D. If any other (Please specify) \_\_\_\_\_

7.5 What is other factors influencing the provision and management of NFABE program? \_\_\_\_\_

7.6 Which socio-economic and cultural roles have influenced the provision and management of non NFABE program in your centers?

A. Distance from the center

B. Poverty

C. Culture and social beliefs

D. Labor demand

E. Lack of awareness

F. If any other (Please specify) \_\_\_\_\_

**Part Eight: Issue Related to NFABE program management**

8.1. Do Woreda heads and supervisors properly plan the program?

A. Yes  B. No

8.2. Is there clearly stated strategy and guide lines for implementation of NFABE program?

A. Yes  B. No

8.3. If your response for question 8.2 is "yes" to what extent you are familiar with the guide lines?

A. High  B. Medium  C. Low

8.4. Which evaluation mechanism is used?

A. Summative Evaluation  B. Formative Evaluation

8.5 Which stakeholders are responsible for the NFABE administration?

---

8.6 Who is responsible for monitoring and evaluation of the program?

---

8.7 Do the zone, woreda and kebele education heads have a strong coordination to tackle the program problems?

A. Yes  B. No

8.8. Do supervisors visited NFABE center/s?

A. Yes  B. No

8.9. How do you rate the effectiveness of the management NFABE at your Center?

A. High  B. Medium  C. Low

8.10. Do you have an interest to teach and manage NFABE?

Yes  B. No

8.11. If your answer for question 8.10 is "No" mention the reasons?

8.12. Is there any center management committee at your NFABE center?

A Yes  B. No

8.13. If your answer is "Yes" what are the roles and responsibilities of center Management committee?

---

### Part Nine: General Suggestions and Comments

9.1. What are the major problems affecting NFABE program providers to carry out the program properly?

---

9.2. What should be done to over come the existing problems of NFABE? Program in this zone?

---

9.3. What conclusions recommendation would like to suggest?

---

**Appendix-III**  
**Focus Group Discussion**

**Focus Group Discussion with adult students**

- Name of Organization \_\_\_\_\_
- Zone \_\_\_\_\_
- Woreda \_\_\_\_\_
- Kebele \_\_\_\_\_
- NFABE centers \_\_\_\_\_
- Grade level \_\_\_\_\_
- No. of students \_\_\_\_\_
- Date \_\_\_\_\_

**Leading Questions**

1. How do you come and register to this NFABE program?  
\_\_\_\_\_
2. Why didn't you enroll in the formal schools?  
\_\_\_\_\_
3. Why didn't your parents enroll you in the formal school?  
\_\_\_\_\_
4. Who provides you the necessary learning materials?  
\_\_\_\_\_
5. Do you have the students Text Books?  
\_\_\_\_\_
6. What is the scheduled of NFABE program?  
\_\_\_\_\_
7. Do you absent from classes? Why?  
\_\_\_\_\_
8. What methods do teachers use in teaching learning process?  
\_\_\_\_\_
9. Do teachers use-teaching sides in the teaching - learning process?  
\_\_\_\_\_
10. Do you want to extend your education in the formal schools or non -formal education? Why?  
\_\_\_\_\_

**General Comments**

1. What are the problems on the NFABE program?  
\_\_\_\_\_
2. What do you suggest for the effectiveness of the program  
\_\_\_\_\_

## Appendix-IV

### Observation Check List

Name of Organization \_\_\_\_\_

Zone/ Region \_\_\_\_\_

Woreda \_\_\_\_\_

Kebele \_\_\_\_\_

NFABE centers \_\_\_\_\_

Grade Level \_\_\_\_\_

S.N	Item No	Availability	
		Yes	No
1	Teaching learning process - Teaching methodology - availability of teaching aids - Students per- section		
2	Curriculum issue - Reference Books - available to student text books		
3	Facilitates - Office for facilitators - Program schedule - Center for preparing teaching aids - Furniture		
4	Regarding internal organization - latrine - Reading room water		

አዲስ አበባ ዩኒቨርሲቲ

የሥነ ትምህርት ኮሌጅ

ድህረ ምርቃ ት/ቤት

የሥርዓተ ትምህርት የመምህራን ሙያ ልማት ክፍል

(የጉልማሽነት ትምህርት ክፍል)

ይህ የዕቃ ሙከራ መጠይቅ መንግሥታዊና መንግሥታዊ ባልሆኑ በጉልማሶች እና የህፃናት መሠረተ ትምህርት አመቻች የሚሞላ ነው። ይህ

ይህ መጠይቅ የተዘጋጀው በደቡብ ጉንደር ዞን መደበኛ ባልሆነው የጉልማሶች እና የህፃናት መሠረተ ትምህርት ይሆናል። ይምትሰጡት መረጃ ለጥናታዊ ዕቃ ላይ ስለሆነ በናተና በትምህርት ጣቢያችሁ ምንም ችግር እንደማያመጣ አውቀችሁ ቀና ትብብርአችሁን እንድታደርጉልኝ በትህትና እጠይቃለሁ።

በመጨረሻም ለቀና ትብብርአችሁ ክፍተኛ ምስጋናዎን እያቀረብኩ የሚከተሉትን መመርያዎች ይከተሉ።

- በመጠይቁ ላይ ስም መፃፍ አያስፈልግም
- መልስ ነው የምትሉትን በተሰጠው ሳጥን የ(✓) ምልክት ያድርጉ
- ለተጨማሪ ማብራሪያ በተሰጠው ክፍት ቦታ ይሙሉ
- ዝርዝር መመርያዎችን ይከተሉ

ክፍል አንድ: የህይወት ታሪክ

1.1 ያታ - ወንድ  - ሴት

1.2 ዕድሜ - ከ 20 ዓመት በታች

- 20-35 ዓመት

- 36-45 ዓመት

- ከ 46 ዓመት በላይ

1.3 የትምህርት ደረጃ

- 10/12 ክፍል ያጠናቀቀ  - 10+1/12+1

- ዲግሪ  - የመጀመሪያ ዲግሪ  - ሌላ ክል ይግለጹ

1.4 የሥራ ልምድ

- 1-5 ዓመት
- 6-10 ዓመት
- 11-15 ዓመት
- ከ 15 ዓመት በላይ

ክፍል ሁለት: ኘሮግራሙ ለምን እንዲሟካሁድና የጉልማሶች ትምህርት አቅርቦት ደረጃ

2.1. የኘሮግራሙ ዋና ዓላማ ምንድን ነው?

- ሀ. ትምህርት ለሁሉም ለማድረስ
- ለ. የምግብ እጥርትን ለመቀነስ
- ሐ. የአስተዳዳሪ ችግሮችን ለመፍታት
- መ. የአካባቢ ችግርን ለመቀነስ

2.2. የኘሮግራሙ ልዩ ትኩረት ምንድን ነው?

- ሀ. የተማሪውን ንሮ ለማሻሻል
- ለ. መሠርተ ትምህርት ከ 1-4 ክፍል ለማቅረብ
- ሐ. የህብረተሰቡን ንሮ ለማሻሻል
- መ. የተማሪውን እውቀት ለማጎልበት
- ሠ. ሁሉም

2.3. ኘሮግራሙ እንዴት ሊጀመር ቻለ?

- ሀ. በግለሰብ ፍልጎት
- ለ. በመንግስት ፓሊሲ
- ሐ. መንግሥት የማህበረሰቡን ችግር ለመፍታት
- መ. መንግሥታዊ ባልሆኑ ድርጅቶች ፍልጎት
- ሠ. ሌላ ካለ ይግለፁ \_\_\_\_\_

2.4. ይህ ኘሮግራም ለዚህ አካባቢ ለምን አስፈለገ?

- ሀ. አማራጭ ስለሆነ
- ለ. ማንበብና መፃፍ እንዲሁም ሒሳብን ማስለት እንዲቻል
- ሐ. በርቀት የትምህርት ዕድል ለመስጠት
- መ. ሌላ ካለ ይግለፁ \_\_\_\_\_

2.5. ኘሮግራሙ እስከምን ደረጃ ይካሄዳል

- ሀ. ከፍተኛ
- ለ. መካከለኛ
- ሐ. ዝቅተኛ





5.2. ኘሮግራሙ በምን ዓይነት ሁኔታ እየተሰጠ ነው ያለው?

ሀ. መሠረተ ትምህርት ዘመቻ

ለ. ኘሮጀክት አኘሮች

ሐ. ሌላም ካለ ይግለፁ

5.3. በአንድ ክፍል ውስጥ የተማሪዎች ቁጥር ብዛት ሥንት ነው?

ሀ. 30-40 ተማሪዎች

ለ. 41-50 ተማሪዎች

ሐ. 51-60 ተማሪዎች

መ. ከ 60 ተማሪዎች በላይ

5.4. የጉልማሶች ትምርት የሚሰጥበት ጊዜ መቼ ነው?

ሀ. ጧት

ለ. ሙሉ ቀን

ሐ. ማታ

መ. ቅዳሜ እሁድ

ሩ. ሌላም ካለ ይግለፁ \_\_\_\_\_

5.5. ትምርት የሚሰጠው በየትኛው የማስተማር ዘዴ ነው?

ሀ. አስተማሪ ተኮር

ለ. መጻፍና መግለፅ

ሐ. ተማሪ ተኮር

ሠ. ሌላም ካለ ይግለፁ \_\_\_\_\_

5.6. ለጉልማሶች የመማርያ መዕረፍ ሥርዓት ትምህርት ተዘጋጅቶ ተሠራሥጭቷል

ሀ. አዎ

ለ. የለም

5.7. ሥርዓተ ትምህርቱን የሚያዘጋጀው

ሀ. መንግሥታዊ ያልሆነ ድርጅት

ለ. የጎልማሳ ትምህርት አመቻችና ተቆጣጣሪ

ሐ. ትምህርት ቢሮ

መ. ሌላ ካለ ይግለፁ \_\_\_\_\_

5.8. ሥርዓተ ትምህርቱን ተማሪዎች ተቀብለውታል?

ሀ. አዎ  ለ. የለም

ክፍል ስድስት: ለጎልማሳ ትምህርቱ የሚያስፈልጉ ማቴሪያሎችና በጀትን በተመለከተ

6.1. ኘሮግራሙ በቂ የሆነ በጀት ተመድቦለታል?

ሀ. አዎ  ለ. የለም

6.2. ለጥያቄ 6.1 መልስዎ “የለም” ከሆነ ለገንዘብ እጥረቱ መፍትሔው ምንድን ነው?

6.3. የኘሮግራሙ የገንዘብ ምንጭ ምንድን ነው?

- ሀ. የግሉ ሴክተር
- ለ. መንግሥታዊ ያልሆነ ድርጅት
- ሐ. መንግሥት
- መ. ሁሉም በትብብር
- ሠ. ሌላም ካለዎት ይግለፁ \_\_\_\_\_

6.4. ህብረተሰቡ ለኘሮግንሙ የሚያደርገው የገንዘብ ርዳታ በምን ደረጃ ይገኛል

ሀ. ከፍተኛ  ለ. መካከለኛ  ሐ. ዝቅተኛ

6.5. የጎልማሳ መምህራንን ተመጣጣኝ የሆነ ደመወዝ ይከፈላቸዋል?

ሀ. አዎ  ለ. የለም

ክፍል ሰባት: መደበኛ ያልሆነ የጎልማሳዎችን የመሠረተ ትምህርት ለማቅረብና ለማስተዳደር የሚያጋጥሙ ችግሮችን በተመለከተ

7.1. ኘሮግራሙን የሚያቀርቡት ክፍሎች በበቂ ሁኔታ ህብረተሰቡን እያገለገለ ነው?

ሀ. አዎ  ለ. የለም

7.2 የጎልማሳ ተማሪዎች ከትምህርት ገበታቸው የማቋረጡ ሁኔታ በምን ደረጃ ይገኛል

ሀ. ከፍተኛ  ለ መካከለኛ  ሐ. ዝቅተኛ

7.3. ለጥያቄ 7.2 መልስዎ “ከፍተኛ” ወይንም ዝቅተኛ ከሆነ ምክንያቱን ይጥቀሱ

\_\_\_\_\_

አዲስ አበባ ዩኒቨርሲቲ  
የሥነ ትምህርት ኮሌጅ  
ድህረ ምረቃ ት/ቤት

የሥርዓተ ትምህርትና የመሞህራን ልማት ክፍል

ይህ በጉልማሳ ተማሪዎች የቡድን ውይይት የሚካሄድ ነው ?

የትምህርት ቤቱ ሥም \_\_\_\_\_

ወረዳ \_\_\_\_\_

ቀበሌ \_\_\_\_\_

የኘሮግራሙ ማዕከል \_\_\_\_\_

ደረጃ \_\_\_\_\_

1. በዚህ ኘሮግራም እንዴት ተመዘገባችሁ?

\_\_\_\_\_

2. የመደበኛ ትምህርት ለምን መማር አልተማራችሁም?

\_\_\_\_\_

3. ወላጆችህ በመደበኛ ትምህርት ለምን አላስገቧችሁም?

\_\_\_\_\_

4. የትምህርት ቁሳቁሶችን የሚረዳችሁ ማን ነው?

\_\_\_\_\_

5. በቂ የተማሪ መዕሐፍ አላችሁ?

\_\_\_\_\_

6. ትምህርቱን የምትከታተሉት በምን ሠዓት ነው?

\_\_\_\_\_

7. በትምህርት ሠዓት ቀርታችሁ ታውቃላችሁ? ለምን?

\_\_\_\_\_

8. አስተማሪዎችሁ ምን ዓይነት የማስተማር ዘዴ ነው የሚጠቀሙት?

\_\_\_\_\_

9. መምህሩ በሚያስተምርበት ጊዜ የትምህርት መረጃ መሣሪያ ይጠቀማል?

\_\_\_\_\_

10. በመደበኛ ትምህርት ቤት ገብተህ መማር ትፈልጋለህ?

III

አዲስ አበባ ዩኒቨርሲቲ

የሥነ ትምርት ኮሌጅ

ድህረ ምረቃ ት/ቤት

የሥርዓተ ትምህርትና የመምህራን ሙያ ልማት ክፍል (የጉልማሶች ትምህርት ክፍል)

ይህ ቃለ መጠይቅ መንግሥታዊና መንግስቲዊ ባልሆኑ መደበኛ ባልሆነው ትምህርት አስተዳደር፣ ባለሙያ እና አስተባባር የሚሞላ ነው። ይህ መጠይቅ የተዘጋጀው በደቡብ ጉንደር ዞን መበደኛ ባልሆነው የጉልማሶችና የህፃናት መሠረተ ትምርት አቆርቦት አስተዳደር የሚያጋጥሙ ችግሮችን ለመለየትና ለማዋቅ ይሆናል።

ጊምት-ሰጠት መረጃ ለጥናታዊ ዕውቅና ዓላማ ብቻ ስለሆነ በናተና በመሥርያ ቤታችሁ ምንም ችግር እንደማያመጣ አውቃችሁ ቀና ትብብራችሁን እንድታደርጉልኝ በትህትና አጠይቃለሁ።

ክፍል 1 የህይወት ታሪክ

- 1.1.ፆታ - ወንድ  - ሴት
- 1.2.ዕድሜ: - ከ 20 ዓመት በታች
- 20-35 ዓመት
- 36-40 ዓመት
- 46 ዓመት በላይ
- 1.3.የትምህርት ደረጃ
- 10+12 ክፍል ያጠናቀቀ
- 10+1/12+1
- ዲግሎማ
- የመጀመሪያ ድግሪ
- ሌላም ካለ ይግለፁ
- 1.4.ይሥራ ልምድ - 1-5 ዓመት
- 6-10 ዓመት
- 11-15 ዓመት
- ከ 15 ዓመት በላይ

II. ቃለ መጠይቅ

1. መደበኛ ያልሆነው የጉልማሶችና የህፃናት መሠርተ ትምህርት ለመጀመር ያነሳሳው ማነው? ለምን? \_\_\_\_\_
2. በኘሮግራሙ የህብረተሰቡ ተሳተፎ እንዴት ነው? \_\_\_\_\_
3. መበደኛ ያልሆነውን ትምህርት የሚያቀርቡት አካላት (መንግስታዊ ወይንም መንግሥታዊ ያልሆነ ድርጅት) ለኘሮግራሙ ያላቸው አስተዋዕኔ ምንድን ነው? \_\_\_\_\_
4. መደበኛ ያልሆነው መሠረታዊ ትምህርት የሚካሄደው በምን ሠዓት ነው? የት ቦታ? \_\_\_\_\_
5. የኘሮግራሙ በጀት እስከምን ደረጃ ነው? የገንዘብ ምንጩስ ምንድን ነው? \_\_\_\_\_
6. የመሠረተ ትምህርት አመቻች በሙያው በቂ ስልጠና አላቸው ብለው ያስባሉ? መምህራን የሚመርጡትና የሚመደቡት በምን መስፈረት ነው? \_\_\_\_\_
7. ተማሪዎች ከትምህርት ገባታቸው ያቋርጣሉ? ለምን ይመስለዎታል? \_\_\_\_\_
8. ኘሮግራሙን የሚያጋጥሙት ችግሮች ምንድን ናቸው? \_\_\_\_\_
9. ለችግሮቹ ምን መደረግ አለበት ይላሉ? \_\_\_\_\_
10. የጉልማሳማሾችን እና የህፃናትን መሠረተ ትምህርት ሥርዓተ ትምህርት መፃህፍት የሚያዘጋጀው ማነው? ባለድርሻ አካላት የሥርዓተ ትምህርቱን አስፈላጊነት ተቀብለውታል? ለምን? \_\_\_\_\_
11. የኘሮግራሙ ባለድረሻ አካላት እነማን ናቸው? \_\_\_\_\_
12. ኘሮግራሙን ለማስተዳደርና ለመቀጣጠር የሚያጋጥሙ ችግሮች ምንድን ናቸው? \_\_\_\_\_
13. ችግሮችን ለመፍታት ጥናትና ምርምር ተካሄዷል? \_\_\_\_\_
14. የኘሮግራሙን አቅድ የሚዋጠው ማነው? \_\_\_\_\_

DECLARATION

I confirm that this thesis is my original work.

Name Kassa Menqitie

Signature [Signature]

Date submission 15/7/2009

This thesis has been submitted for examination by my approval as  
University Advisor.

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Date 20/07/09