

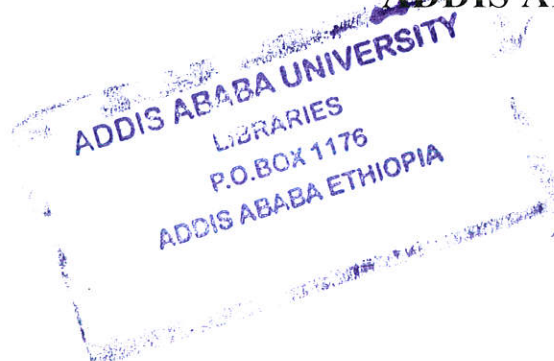
**THE STATUS AND CHALLENGES IN THE PROVISION  
AND ORGANIZATION OF ALTERNATIVE BASIC  
EDUCATION PROGRAM IN ADDIS ABABA CITY  
ADMINISTRATION**

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## School of Graduate Studies College of Education and Behavioral Studies DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT


Human Resource and Organizational Development in  
Education


The Status and Challenge in the Provision and  
Organization of Alternative Basic Education Program  
in Addis Ababa City Administration

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## Acronyms and Abbreviations

- AAU:** Addis Ababa University
- ABE:** Alternative Basic Education
- NFABE:** Non-formal and Alternative Basic Education
- CMC:** Center Management Committee
- CRDA:** Christian Relief and Development Agency
- CSA:** Central Statistical Authority.
- EFA:** Education For all
- ESDP:** Education Sector Development Program
- ESDP:** Educational Sector Development Program
- ETP:** Education and Training Policy
- FDRE:** Federal Democratic Republic of Ethiopia.
- FGD:** Focus Group Discussion
- ICDR:** Institute of Curriculum Development and Research
- ICDR:** Institute of Curriculum Development Research
- IIZ/DVV:** German Adult Education Association and Institute for International Cooperation
- MDGs:** Millennium Development Goals
- MoE:** Ministry of Education.
- NFABL:** Non-formal Adult Basic Learning
- NFBE:** Non-formal and Basic Education
- NFE:** Non-Formal Education
- NGO:** Non Governmental Organization
- REB:** Regional education Bureau
- SWAp:** Sector Wide Approach
- TGE:** Transitional Government of Ethiopia
- UBEP:** Universal Basic Education Program
- UN:** United Nations
- UNESCO:** United Nations, Educational, Scientific and Cultural Organization
- UPE:** Universal primary Education
- WCEFA:** World Conference Education for All

## Abstract

*The main purpose of the study was to assess the status and challenges in provision and organization of non formal and Alternative Basic Education program in Addis Ababa City. So that the outputs of the study can assist to improve the effectiveness of the on-going non formal and Alternative Basic Education program in Addis Ababa Administration. Although formal education has had great contribution for promotion of literacy, the shortcomings that go with it have led to the drop out in schools, increased literacy and general poverty in Addis Ababa City Administration. It is in this regard that this study identified the role the status and challenges in provision and organization of Non Formal Education (NFE) and Alternative Basic Education program as an alternative to addressing issues of poverty, health, illiteracy and development. The effectiveness of Non Formal Education (NFE) and Alternative Basic Education program can depended on a number of key variables such as preparation of relevant curriculum, the availability of facilitators, favorable learning environment and the methodology of Non Formal Education (NFE) and Alternative Basic Education program. A descriptive survey design was used. Data was collected from the Regional Administration (bureau officers and sub city - officers). Others were Wereda Adult Education Officers, Managers of adult and NFE programs, supervisors of adult and NFE programs, facilitators, adult and NFE learners and graduates using simple random sampling and purposive sampling. The instruments for data collection included questionnaire, interview schedules, observation schedules, attitudinal scales, focus group discussions and document analysis for secondary data. Out of questionnaire distributed (230), an overall response rate of 89.6% (206) were obtained. Secondary data included statistics on enrolment for learners, examination results and teacher dynamic. These statistics were collected from the Regional Department of Adult Education, and NFE Centers. Data collected was then analyzed descriptively by use of frequency counts, means and percentage. The findings from data analysis showed that the program is challenged by many constraints: center facilities, unavailability of learning materials, low perception of the program by the community and low attention to the program in providing supervision and support, assignment of untrained facilitators, low commitment of the facilitators and their instructional performance. These problems undermined the quality of education. Thus, the government and other concerned bodies should address these problems jointly. Hence, the researcher forwarded recommendations based on the findings. So that in addition to making schools accessible to the needy children there should be need of fulfilling the required educational input (well trained facilitators, adequate instructional materials etc), center facilities, paying incentives for bodies who work on the issue of the ABE program providing regular supervision and support to the centers and working towards, community awareness creation.*

# CHAPTER ONE

## THE PROBLEM AND ITS APPROACH

This chapter deals with the background of the study, statement of the problem, significance of the study, scope of the study, definitions of key terms and organization of the study.

### 1.1 Background of the Study

Education is a key to social, economic and cultural development. It can be delivered in three modes, namely through formal, non-formal and informal delivery. Since societies could not satisfy the educational needs of citizens only through formal schooling, non-formal education is widely accepted today as a flexible way of addressing the educational needs of learners. Particularly, it has been given due attention after Philip Combs (1968), critical analysis of the world educational crisis (MoE, 2000).

Ethiopia has embarked on the expansion of modern education since the turn of the 20<sup>th</sup> century. Specially, the current Education and Training Policy (TGE, 1994) and the Education Sector Development Program III (ESDP III) have under lined the need to provide equitable and quality education to citizens (MOE, 2005). Non-formal education and training for young and adults is playing a subordinate role in the education policies of many countries. But especially in developing countries non formal education and training provides the possibility to make education available in medium term for the target group in a bigger extent and also to come closer towards the achievement of Education for All and Millennium Development Goals.

Prior to 1970s education had been popularly equated with schooling and measured by the years of class room exposure and the type of level of credentials earned (Coombs, 1985). He further extended the notion of viewing education as a life long process accommodating the informal, formal and non formal modes of education has several advantages in conforming education to real world.

Among these broad and flexible concept of life long learning the following can be mentioned. It helps not only undertake a world wide study, but also assess the overall educational situation and prospects of individual countries; it helps accommodate the highly diverse and constantly growing and changing learning needs and interest of all members of the population from infancy to their old age; it is useful to timely respond to growing and changing learning needs and human resource requirements of a whole society and as these wide range and diverse educational modes and forms of education activities are present in every corner of the world all nations can make use of them in the pursuit of addressing the educational needs of their country with out much trouble(Coombs, 1985).

Accordingly, the new education and training policy through its education sector development program envisaged an alternative mode of delivery(ABE Program) as a means to reach several Millions of un-schooled children from ages of 7-14 (MOE,2005). To this end, several alternative basic education centers have been established in different regions in which some portion of the total enrolment is covered through. The alternative basic education program is assumed equivalent to formal education grades 1-4. The program is focused on literacy, numeracy, and environmental science to enable the learners to developing problem-solving abilities and change their mode of life (MOE, 2002). The program is characterized by cost effectiveness, flexibility and easily accessible and community based. Alternative basic education centers are shelters made by the community from locally available materials. Facilitators form the community and the community is entitled to run the overall program activity backed by technical support and coordination by regional education bureaus and interested NGOs (UNESCO, 2006).

The economic situation of developing countries, the growth of out of school age population, social and health problems and the failure of formal schooling (distance, inequity, dropout, rigidity, irrelevancy etc) force political leaders and educational planners to search for different innovations that could help to increase the provision of basic education for all children and youth in a shortest possible time, with available resources and create partnership with all stakeholders including the local community. The Alternative Basic Education (ABE) which has the quality of flexibility and adaptability as one of NFE approaches emerged in recent years.

The provision of modern adult and non-formal education in Ethiopia has a shorter history. One could handle the provision of adult and non-formal education in Ethiopia especially since the end of the Second World War. Generally, adult and non-formal education is required in Ethiopia (a) to make illiterate youth and adults literate and to raise the awareness of parents regarding the importance of “sending their children to schools” (MOE, 2005) Ethiopia although it has reach experiences in the provision of ABE still needs a workable strategy to narrow the disparity between regions and establish a national system of coherent ABE provision for all out-of school children. The ABE provision in Ethiopia today needs to have further strengthened by well planned and coordinated action ensuring maximum utilization of human material and financial resources to enable out-of school children in all regions to have the opportunity to access quality ABE.

The Addis Ababa City Administration has large number of out school children from the age cohort of (7-14 years) and it has implemented alternative basic education to address the educational needs of these out-of-school children particularly in marginalized rural areas. Addis Ababa City Administration, the study area of this research is also widely implementing the ABE program. Addis Ababa City Administration education department depicted that many children were enrolled indifferent ABE centers in the Addis Ababa City Administration in this academic year (2009/10). However, the condition of facilitators and how the program is going on became a matter of great concern. The quality and effectiveness of education is determined by process of implementing and the performance of competence of basic education center facilitators.

The success of the implementer is also determined by knowledge and attitude they have on the program. Thus, the purpose of this study is to assess the status and challenge in the provision and organization of Alternative Basic Education Program in Addis Ababa city administration.

## **1.2 Statement of the Problem**

Ethiopia is one of countries that committed itself to achieve universal primary education (UPE) for all children by the year 2015. This convention requires mobilizing a considerable amount of nation’s resources to formal education. This is challenging for the country’s economy. The problem obliges to use alternative options for the provision of basic education that calls for the

formulation of sustained public investment program through the mobilization of the national and international resources aimed at quantitative and qualitative expansion in the education system (MOE: 2002).The alternative approach has provided access to basic education to large number out of school children mostly in marginalized areas.

Non-formal and Alternative basic education for out-of-school children and adults is widely implemented in the country in general and in Addis Ababa city administration in particular in the last fifteen years. However, implementation of Non- formal and alternative basic Education (NFABE) requires relevant facilitation of centers, adequate facilitators training, provision of NFABE curriculum, and teaching- learning material and appropriate stakeholders' participation. Even though certain researches have already been conducted on the implementation of NFABE program in many parts of the country, But no studies have been directly carried out on the status and challenges of NFABE in the provision and organization non formal and alternative basic education in the country general and Addis Ababa city administration in particular. Hence, the researcher believes that this study would fill the existing gap.

Accordingly, the following basic questions were addressed as guides in treating the problem.

### **Basic Questions**

1. How is the non-formal and alternative basic education programs organized and provided in Addis Ababa City Administration?
2. What are the main factors and challenges that affect the provision and organization of non-formal and alternative basic education programs in Addis Ababa City Administration?
  - a) What is the level of the training of the staff with particular reference to facilitators and administrators?
  - b) How NFABE curriculum provided and managed by program providers?
  - c) What does the availability of basic teaching and learning materials (textbooks, facilitator's guide, blackboard, chalk) look like at the ABE centers?
3. To what extent is the providing agencies and communities involved non-formal and alternative basic education programs in Addis Ababa City Administration?

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

The general objective of the study was to assess the status and challenge in the provision and organization of non formal and alternative basic education program in Addis Ababa City Administration. In line with this, it would have the following specific objectives:

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

- To assessing the practice of non formal and alternative basic education program in Addis Ababa City Administration.
- To identifying the major challenges that have encountered the provision of non formal and alternative basic education program in Addis Ababa City Administration.
- To analyzing the prospects of non formal and alternative basic education program in Addis Ababa City Administration.
- To suggesting feasible and realistic ways of solving the existing challenges in the practice of non formal and alternative basic education program in Addis Ababa City Administration.

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

The researcher believes that this study would have the following significance:

- It would help education experts and curriculum planners in the program in Addis Ababa City Administration to be better aware of the practices and challenges of non formal and alternative basic education program.
- It would help facilitators of non formal and alternative basic education program centers improve and reflect on their day-to-day practices.
- It would help non formal and alternative basic education program supervisors give more practical assistance to the non formal and alternative basic education program centers.
- It would also initiate other interested researchers to conduct more extensive research in the related fields of non formal and alternative basic education program.

### **1.5.Delimitations of the Study**

The study was aimed at assessing the status and challenge in the provision and organization of Non formal and Alternative Basic Education Program in Addis Ababa City Administration. Due to time and other resource limitation and in order to make the study manageable, its scope was geographically delimited to only twenty five governmental Non formal and Alternative Basic Education Program centers in five sub city (Addis Ketema, Bole, Gulele, Ledet and Kirkos ) sub cities. Furthermore, the aspects were delimited to the internal and external factors of the Non formal and Alternative Basic Education Program centers, the support from wereda education offices and the practice of facilitators and community participation in centers. Had the study covered the whole population and extensively looked in to the educational process of the City, the data would have been richer and the analysis would be deeper.

### **1.6.Limitations of the Study**

This study had several limitations. One of the serious limitations encountered during the study was the limited empirical research in this area to get adequate data to form a basis for the current research and lack of any useful data on non formal and alternative basic education program. In many centers visited, including the sub- city education departments, there was lack of up-to-date data on enrolment, transition and performance of the non formal and alternative basic education program learners. For example, very few centers had records on learners' attendance and background. This made valid conclusions difficult.

Moreover the recent organizational restructuring resulted in the transfer experienced educational personnel of non formal and alternative basic education program to other positions. In this respect, the newly assigned educational personnel may not have adequate information on the problems under the study.

## 1.7. Definitions of Key Terms

**Alternative Basic Education:** - is the component of non-formal education program that serves as an alternative approach to complement the formal education program in the effort to increase access to basic primary educational opportunity to those out-of school children in the age range of 7-14 (MOE, 2008).

**Basic Education:** a specific model of non-formal school equivalency program adopted, in which learners cover the equivalent of the first four grades of primary school in just 3 years, and are then able to transition into the formal system. (UNESCO, 1995).

**Challenges:**-refers to factors that hinder the implementers of ABE program such as non formal and alternative basic education program facilitators, supervisors and WEO to implement the program.

**Non-formal education (NFE):** any systematically organized education activity carried on outside the framework of the formal school system to provide selected types of learning to particular subgroups in the population (Evan, 1981)

## 1.8. Organization of the Study

The study organized in to five chapters. Chapter one is an introduction to the study. It focuses on matters such as the background of the study, the problem to be examined, the demarcation of the field of study and the clarification of terminology. Chapter two, which is part of review of literature study, includes the provision and organization of adult non-formal basic education. Chapter three presents methodology and procedure of the study; the chapter describes instrumentation, population, sampling technique and method of statistical analysis. The description and statistical data along with their possible interpretation are presented in chapter four. The final Chapter five recapitulates the study in terms of summary, conclusions and recommendations. At the end, the thesis contained relevant information's that are used in this study as appendices.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter mainly deals with the conceptual basis of education and its importance. It also threats the modes of education, types of no-formal education, challenge and constraints faced in the provision of adult non-formal education. Resources used for the provision of non formal and alternative basic education program and meaningful participation of stakeholders are also reviewed. Finally historical development of non formal and alternative basic education program in Ethiopia.

#### 2.1 Conceptual Basis of Education and Its Importance

##### 2.1.1 Basic Concept of Education

Education in a broad sense has been a process of preparing the individuals to know his/her environment and adjust to it. The high view of education center up on enabling people in freedom to gain knowledge and enlightenment as something worthwhile, in itself. Education therefore, about helping people to think and act responsibly for themselves and find self fulfillment and quality of life appropriate to their own particular gifts opportunities and insights. It is about promoting personhood (Watson and Ashton, 1965).

Education is the process of nourishing a child or young person. According to Webster dictionary (1979), education is the process of training and developing knowledge's, skills, mind and character, etc. Siddiqu (1990), further stated that education is essential social activating which interact with society in two way. First it receive, support and assistance from the society to sustain its programs and second, it is endeavor to reform and improve. Moreover Combs and Ahmed (1973), stated education thus defined, embraces much more than the conventional academic skills and subjects matters it also includes the acquisition of occupational and household skills or training, the development of a esthetic tastes and analytical modes of thinking the formation of attends, values and aspirations the assimilation of pertinent knowledge and information of marry sorts

### **2.1.2 Importance of Education**

Education is essential for every nation. Each nation prospers or decline depending up on education for its citizens. Civil, religions, political, legislative, judicial and economic reforms continued only through education. Education is not intellectual development alone, that govern individual, nations and global in all it is unleashing of individual potential in all its varied manifestations that does so. The real education is unlocking of potential and that potential can be released only as the school addresses that individual from the perspective of the whole person. That whole includes mental physical, emotional, social, creative, moral and spiritual dimension of every citizen. The dimensions are not discrete. And with in every individual some facet are more highly developed that other are. Development here always individual, it is an ongoing life time process. Foundation for the growth began in home and is reinforced in the school. Growth beyond that continued only through individual initiative (Kelsey, 1993).

So education plays the socialization role in the society, where structural theories, have advanced this approach. Human capital theory is criticized because of lacking the socialization element of the society.

### **2.2 Modes of Education**

Conceptually, education has been taken as an investment in the development of human resources. Human resource development means the process of increasing knowledge, skills and capacity of people (Sodhi, 1995). Most people associate education with schools, colleges and universities; that is the formal sector. But there are many other types of learning for all age groups (Graham-Brown, 1996).

Coombs (1985), states that, up to the 1970 education had been popularly associated with schooling, with the familiar formal education system, learning form the first grade of primary school to the highest reaches of the university. However, much wider view emerged and gained wide acceptance to equate education broadly with learning regardless of where, how or at what age the learning occurred. It also viewed education as a life long process, spanning all of the years form earliest infancy to life's end.

Thus, lifelong education rejects the view of a formal schooling, which occurs once and only in a person's lifetime. The concept of life long education, that education must be conceived of as an existential continuum as long as life, will call for drastic reform and restructuring in curricula and programs study and training at all levels and to all forms of education (Bishop, 1993) .

Education as a life long process that enables the continuous development of a person's capabilities as an individual and as a member of society. Hence, education by its very nature is a continuing process starting form earliest infancy through adulthood, which necessarily entails a variety of methods. Evans (1981), also suggested the spectrum of learning settings in to a number of categories; these are informal, formal and nonformula education.

### **2.2.1 Informal Education**

Coombs (1985), defined informal education as, unorganized, unsystematic and even unintentional at times yet it accounts for the great bulk of any person's total life time learning-including that of even a highly 'schooled' person." It is the life long process by which every person acquires and accumulates knowledge, skills, attitudes and insight form daily experiences in his/ her environment-at home, at work at play (Bishop, 1994).

Through informal education, for example, a child acquires a substantial vocabulary at home before going school, a daughter learns child care and cooking form helping and observing her mother, a son picks up occupational skills from his father and children and adolescents learn from their peers (Coombs, 1985). What an individual learns form informal education, however, is limited to whatever his or her personal environment happens to offer.

Moreover, informal education refers to learning which results from conscious efforts either on the part of the learner to learn form the environment or on the part of the individual or organization with intent to create a learning situation, but with out a specific set of individual learner in mind. It provides an important avenue for self-improvement on the part of learners who do not have the opportunity to attend school (Evans, 1981).

## **2.2.2 Formal Education**

In principle it is a coherent, integrated system, lends itself to centralized planning, management, and financing (Coombs, 1985). Formal education refers to hierarchically structured, chronologically graded 'education system,' running from primary school through the University and including, in addition to general academic studies, a variety of specialized programs and institutions for technical and professional training (Coombs, 1973).

On the part of Evans (1981), formal education by its location is called schools, which are characterized by the use of graded classes of youth being taught a fixed curriculum by certified teachers using standard pedagogical method. Coombs (1985), cites that unlike non-formal education, formal education is a 'true' system in the sense that all of its parts, at least in principle, are interconnected and mutually supporting. In addition, formal education generally involves full-time, sequential study extending over a period of years, within the framework of a relatively fixed curriculum.

## **2.2.3 Non-formal Education**

### **2.2.3.1 The Theoretical Development of Non-formal Education**

The Non-formal Education emerged following the world Educational crisis highlighted by Philip Coombs in 1968. The term non-formal education achieved general currency since the early 1970s. Since then it accumulated a relatively thick mantle of general bibliographies, case studies, and readers as well as a number of more specific writings on alternative forms of educational delivery, on development of appropriate materials and the design of training programs, on planning and coordination, and on political, economic and socio-cultural implication (Collette and Red Clift, 1980). Fordham (1980) also added that before the 1970s a book, or even a conference about Non formal Education (NFE) would not have been possible because the term had hardly been invented. He also extended his explanation that there was no mention of NFE at an important international conference on education, Employment and rural development held at Kericho in Kenya in 1966.

Non formal education is not an entirely new concept. It existed in wide variety forms. As cited by Colletta and Radcliff, (1980 in Tuijnman 1996 (ed) NFE exists as out of school education, Shadow school system, the education complex learning net works and non-convention educational complete, leading net works and non-conventional education. NFE emerged as a result of the realization that universal compulsory schooling, with its high costs and labor intensive technology for meeting the diverse learning adequacy of learning that is rigidly organized with in limited time periods, Circumscribed space, the dogmatism of entrenched subject matter, the structured quality inherent in social mobility patterns that neglect the needs of the poor , the illiterate and the unemployed and the alienation and wastage of youth reflected in high dropout rates (Colletta and Rad Cliff,1980).

Although NFE Program is not entirely a new concept, the programs vary in its historical origin, approaches and content from country to country. If we take Ethiopia, for instance, the NFE emerged since the introduction of modern education in 1908. As Fikre et al in Alemu (2008), NFE in Ethiopia has a century of history and culture. For instance special mobile schools were developed to provide basic literacy to nomadic tribes during the Emperor's regime (MOE, 2000).

The event of searching for alternative modes of delivery was directly equated with the needs and satisfaction it provides to the society. The reasons why the current forms of alternative approaches have been resulted are the dysfunctions of formal education, the desire of communities and groups to decide what and how their children must learn, and the development at regional and Global level for educational reforms (Thomson, 2001; Befekadu, 2006).

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

The other reason for the emergence of NFE in relation to the need for looking alternative approach and communities' right is the aspiration of communities to decide, why, what, and how the children should learn. Secular and religious communities have initiated action on alternative approaches of learning because of their desire to participate in determining what and how their children should learn (Alemu, 2008).

As Gould (1993), in Alemu (2008), development at regional and global level for educational reforms is also one of the basic idea that lays the ground for the emergence of non formal education.

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

The term non formal education variously defined. Non formal education is loaded with different meanings that vary according to a given country's education police, context, and types of programs and ones philosophical views of the role of education. Different authorities/scholars at different times defined non formal education differently. The definitions however reflect more or less the same concept. Accordingly, Coombs and Ahmed (1973) defined non formal education as "any organized and systematic educational activities out side the frame work of formal school system to provide selective type of learning to particular sub groups in the population, adult as well as children." Bishop (1989) also defined NFE as any organized and semi-organized education and training activities that operate out side the regular structure and routines of the formal educational system serving a great variety of learning needs of different sub groups of the population both young and old.

He further explained as non formal education included a range of the basic education and training components as hereunder.

- School equivalency programs to provide a second chance to those who have missed or dropped out.
- Occupational skill training given out side the formal system, on the job training.
- Agricultural extension and farmer training programs:
- Other extension services
- Adolescent and adult literacy programs;

- Youth activities with substantial education purposes;
- Community education and community programs of instruction in health nutritious family planning etc.
- Co-operative and the like.

To this effect, the program focuses primarily on literacy and numeracy in order to enhance the skills and develop problem solving abilities of those whose are enrolled.

Furthermore, Fordham (1992) defined non formal education as any activity out side the structure of education system that is consciously aimed at meeting specific learning needs of particular subgroups in the community be they are children, youth and adults. From aforementioned definitions (Coombs and Ahmed, 1973; Bishop, 1989; and Fordham, 1992) one can understand that non-formal education is instruction that is not obligatory and structured and is learned out side the context of a formal school. Hence, it caters for people who are found at different age levels, with various needs, vocations, cultural and economic back grounds. In connections to this, Tilahun (1997) regarded NFE as education and training delivered out side formal system whatever its purpose, target groups, content and providers. John Hilard (1973) in Bishop (1989) has given a very broad and yet Succinct description of NFE as Follows:

Non-formal education can be valid high quality education imparting life skills and knowledge. It is not a third rate formal education

Non-formal education is education designed to reach large numbers of people where they live and work. Its objective is to impart knowledge, skills and recreation without removing people from their normal environment and responsibilities.

Non-formal education can be highly diverse in organization, funding and management. It can emphasize local initiative, self help, and innovation on the part of large number of people and their local institution. Every successful learner can become in some degree a teacher. It is education designed to pay its own way through increased employment, productivity and social participation. The objectives of NFE is to make learning a national life long learning experiences compatible with the interests of the individuals and communities, for all economic levels of the society

### 2.2.3.3 Characteristics of Non-Formal Education

Non formal education has drawn the attention of many nations, if not most nations, and is being implemented on a large scale particularly by many developing countries. It differs from formal education in terms of having its own objective and organizational set up (Abinur and Ayele, 2003). Some of the characteristics of Non formal Education as Mammo (1994) and Wana (1999) identified are:

- Its relevance to the educational needs and aspirations of the learners
- Its flexibility in organizational structure
- Its capacity to adjust to variety of demands from different social groups
- Its reliance upon local human and material resources
- It enables individuals to get life long learning opportunity and there by provide them experience for which there is practical use.

Abinur and Ayele (2003) also elaborated and summed up the characteristics of Non formal education as:

- It is based on the needs of the participants;
- It is flexible, and is subject to change when found necessary;
- It gives high credit or importance for the experience of participants
- It is related with or tied with practice, is a problem solving, brings about immediate change on the life of participants;
- The program is taken and provided to where the participants live and work;

The program is arranged in a way that suits the participants. The month, date and hour are set up on agreement with-beneficiaries so that there may not be interference with their daily chores:

- It is conducted based on active participation and motivation of the participants;
- It is based on self-help principles;
- The education approach is participant centered; and
- The acquired knowledge and skill is put into effect immediately, which results in productivity and improvement and the living standard of the participants.

#### 2.2.3.4 The Importance of Non Formal Education (NFE)

However, different authorities at different times proved that NFE is vital and decisive, especially for developing countries like Ethiopia. Findings of these authorities suggest that the necessity of NFE. Some of the importance's of Non-formal education as identified are:

For development of nations Development means many things to many people. However, it should be reflected primarily on people rather than any other things. Based on such understandings, education has been considered as an indispensable means in fighting against ignorance and poverty and a necessary primary step in a long March towards socio economic development. Accordingly, providing quality basic education has been acknowledged as a human right and a means for individuals and national development. The world conference on Education for All (WCEFA) held in Jomtien, Thailand from 5 to 9 March 1999, stated in its declaration, Article 3 that strong commitment should be exerted to universalize access and equitable basic education opportunities to all with especial emphasis to girls and women and the underserved groups:

- To access basic education country wide and assert citizens basic human right and
- To accommodate out-of-school children and increasing Access and following the gap for Basic Education.

For developing counties like Ethiopian where the majority of the population is poor and living in the remote areas it would be necessary to provide the society with knowledge and skills to achieve development and progress. However, to achieve development and progress providing primary education to all school-age children is a task that should be seriously reckoned. Hence, to build human capital and bring about a rapid development a formal education systems alone are insufficient. (Abinur and Ayele, 2003). In line with this, it was stated in Education Sector Development program - II (ESDP II) here under as:

*Although there is an explicit objective to provide basic education to all school-age children half of them are still out of school. This happened because we solely depend on the formal mode of delivery. Unless this is supported by other alternative approaches, many more years would be needed to achieve our objectives. Therefore, to increase the access of basic education in a very short time, it would be necessary to draw a strategy that would systematize and strengthen non formal education mode of delivery.*

Moreover, the sector program further explained as non-formal education is the best alternative for those did not have access to formal education.

### **2.2.3.5 Types of Non-formal Education**

Different authorities and writers group NFE into various forms. For instance, Bishop (1993) group NFE as adult education, on the job-training extension services and functional literacy programs. Gibbon (1998) cited in Berhanu (2000) pointed out that there are six distinct categories of NFE of which four are identified by Sinclair and Lillis (1980); and one by Myers (1992 and Wood (1991). These categories of NFE by Coombs and others include: early childhood development, community schools and out of school education, youth development and adult non-formal education, Adult literacy, agricultural extension and farmer training and community development.

Since the aim of this effort/study is focuses on education for out of –school children, there is no need of making further description of all the above mentioned categories. It is rather better to clarify the concepts and nature of out of school education /ABE.

## **2.3 Alternative Basic Education (ABE)**

### **2.3.1 Concepts and Definitions of ABE**

Alternative Basic Education is a non-formal education program which is designed for children between age 7 and 13 years who are under schooled or unschooled (Befekadu, 2003, 2005). It is also called out-of-school education. As ESDPII, it is a component of Adult and Non-formal education program designed for children with 7-13 years age. It is a program that aims at brining children, in only three years, to a level equivalent to the one of students completing four years (grade 1-4) in the formal system. Non formal and Alternative Basic Education are some times still perceived as cheap or short cut to improve general statistics on GER and comply with official targets. However, as it was indicated in the 2004/05 Educational statistics the ABE students excluded in the Gross enrolment ratio reports of that year. (MOE, 2005). MOE (2009) also added that ABE enrolments have been included in reporting regular education since 2005/06. In addition, as noted in the 2005 ESDP Joint Review; a certain degree of confusion persists on the ground definitions, curricula and Standards of different types of non formal

education. This could have negative impact in term of quality and effectiveness of teaching-learning process. Therefore, there is a huge need of studies, researches and discussion to nourish the debate around Non-formal and Alternative Basic Education, a field where the richness of traditional experiences and practices has not been entirely translated yet in official polices and strategies.

MOE (2005), in Education Sector Development program III (ESDP-III) pointed out that ABE programs are critically important as an emergency short-term measure for achieving universal primary Education (UPE) by the year 2015, and in reaching the hard-to-reach remote rural and dispersed communities, pastoralists, semi-agriculturalist societies.

#### **2.4 Challenge and Constraints in the Provision of NFABE**

Non-formal Education and Alternative Basic Education (NFABE) based on the evidence of practice unlike schooling, is marginalized at all levels (Global, regional and within countries) despite the advantage it may contribute to its respective clientele beneficiaries due to lack of pertinent and relevant information on the significance and advantage of ANFE, don't give the necessarily support to ANFE for its implementation and promotions (IIZ/DVV, 2002).

The ultimate goal affirmed by the world declaration on Education for All was to meet basic learning needs of children, youth, and adults. The Framework for Action to "meet basic learning needs" was developed and proposed as a reference and guide to national governments, international organizations working in the education sector. "Meeting the basic learning needs", explicitly presents the significance of basic education to meet the needs of every person.

These needs comprises both essential learning tools and basic learning content required by human being to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development activities, to improve the quality of their lives, and to make informed decision and the like. The satisfaction of these needs empowers individuals to respect and build up on their collective culture, linguistic and spiritual heritage (UNESCO, 2000).

Although basic education has paramount importance, the vast majority of children around the world had not access to basic education, unable to read and write are living in poverty. In countries where expansion of education has not been met and insufficiently provided, it is observed that poverty is wide spread. According to World Bank, (2000),

Child out of 5 children in developing countries (Over 113 million) does not get access of opportunity for primary education. The reasons for these problems are: population growth, unbalanced allocation of resource among different levels of education system and failure to education policies to respond to the educational needs of their respective country (Hinzen, 2000). Moreover, Multon (2001) identified major factors that influence the enrollment of children in schools. One set of factors lies on the communities' perception about education and the other is the problem facing the Ministry of Education to provide education.

As to Multon, the expansion of basic education necessitates the active participation of the community and the families who are the beneficiaries of basic education activities in the process of developing and implementing the education development plan. The other is distance factor, which require many children in rural areas to walk long distance and to lose valuable time in walking that could otherwise be spent helping at home. Other factors mentioned by Multon (2001), that challenged the provision of basic education, in relation to ministry of education are: the physical, social and economic limitations in which it can supply to rural areas. Thus, the ministry has faced challenges like long distance, poor roads, and in adequate shipping vehicles makes it difficult to get building materials, furniture, and equipment and text books to remote schools.

Moreover, according to Zellkeke (2001), EFA promised to give quality of Basic Education for All (EFA) had special place for ANFBE to contribute to the empowerment process for Adults, the focus, however, during the implementation process was on child primary education, adult education was considered as a second route, parallel to the formal education. It seems that countries do not realize that Adult education can cut across and empower citizens in the areas of agriculture, health, environment, family planning and HIV/ AIDS using it as a tool.

The country, being unique in African for having its own script, remaining the land of thumb print is still a challenge (Ayalew, 1989). The most formidable challenge is that potential learners have lost interest for learning and participation in the organization of NFABE programs arising from various constraining factors. Both the central government and regional education bureau have not given priority to the non-formal alternative proposed by non-governmental organization (MOE, 2000). As Yalew, (1999), has addressed, there are still some observed constraints which affect ANFBE program in the country. These include such problem as shortage of trained manpower and inadequate budget to implement these programs.

## **2.5 Resources Used for the Provision of ANFBE Program**

### **2.5.1 Non-Human Resources**

The provision of ANFBE program requires the creation and provision of necessary inputs. Public policy in Basic Education provision was once regarded in most developing countries as the sole preserve of the state (Watkins, 2001). However provision of educational opportunities should not be left to the government only. The organization of Adult learning in many countries is a task for the government as well as non-governmental organization and private agencies (IIZ/DVV, 2004).

UNESCO (2001), also stated local governments have to learn to collaborate with non-governmental and community organization to meet the educational needs of the population. Therefore, building alliances among the government, private sector, NGOs and the user system in general is the call of the day.

As Tassaw et. al (1995), indicates that, physical plants, equipment and other facilities are very important factors that bear quite strong impacts on the nature and quality of training provided to any group of students in any educational institutions .

Quality of education is best reflected in what learners learn, which is the outcome of process that includes the provision of physical facilities, teachers, learning materials and the organizational management to make proper use of these inputs (UNESCO, 2001).

The financial operation is a very important aspect for effective implementation of any education and training program. In line with this Melaku (2000), states that.

*Finance assumes greater importance in education. Expansion of educational system and the provision of quality education in schools greatly influenced by the amount of finance available to education by the extent to which the available finance is effectively and efficiently managed.*

Financing adult education refers to the sources of money that facilitating the necessary resources (human and material resources to the adult education program. The final aspect of adult education involves a variety of items shared by other educational services, some of these expenditures include, in addition to teachers salaries, books and study materials, equipment, furniture, building maintenance etc, (IIZ/.DVV,2004).

Many writers argue that there are different ways of financial sources for the adult education program. Tilahun (1994) stated that the sources are the state and employers, learners themselves, income generating activities, local and national contributions and donations and international activities, local and national contributions and donations and international assistance. This idea was further strengthen by Mamo (1998), stated that NFE encourage participatory approach involving the stockholders such as beneficiaries, facilitators and the community at large. Its' source of funding is usually diversified which includes government, international organizations, communities and n certain cases, beneficiaries. Therefore, collaboration between the government, privates sectors, NGOs and the community has the potential to make education accessible for majority (Shaeffer, 1992).

Adult education has historically suffered almost every where from inadequate financing. The situation to day is not much different with the exception of a very few countries (IIZ/.DVV, 2004). The same is true here in Ethiopia example in ESDPII, “the share of AFNFE is only 1.5 percent of the total budget given to education, even in Addis Ababa, out of the total 100 million Birr budget allocated in 2001, adult education obtained only 875,000 Birr, which is less than one percent of the total budget” (IIZ/DVV, 2003).

Resources in the form of raw materials, equipment and tools required for skill training and NFABL are in short supply (Abebe, 1999: Araya, 1999). Since there are NGOs that finance government run ANFABL programs, it can be implied that the situation in NGO run NFAB learning centers in terms of manpower, budget and other learning materials seem to be better than that of government run ANFBE programs. Thus government, need to mobilize the resource required for the provision of ANFE program.

### **2.5.2 Curriculum**

Basically, a curriculum is better explained as a smooth coherence between educational goals, key principles, learning components and learning process. A curriculum development, thus, entails a systematic effort to harmonize the basic objectives, learning principles and components with learning activities so as to realize the intended goals within a given society or community (IIZ/DVV,2004).

The curricula of many NFE programs are on the lines of national core curriculum, but, it should be based on the needs of the learners and related to the local environment. The curriculum has to be need based and not heavily loaded with the content. It should motivate children to continue with the learning center and provide scope for their development it should not be dominated by a rigid examination system but should provide for continuous evaluation on a graded basis. It should be activity based, work-oriented and experience-based and take into account children's needs (UNESCO, 2001).

This Institute of Curriculum Development and Research (ICDR) of the Ministry of Education is responsible for the designing of NFABL curricula. It is equivalent to the first cycle of (grade1-4) of primary education in the formal education system (Anbessu, 1999). NFABL curriculum preparation for adults learners can be understood to consist of two parts, basic learning programs (grades1-4) and other need based programs TGE education of training policy, (1994).

ICDR of the Ministry of Education is responsible for the designing off NFABL curricula. According to (Anbessu, 1999), the preparation is a kind of prescription for the regions to prepare their own textual materials. As adult learning needs and situations are diverse, the diverse learning contents seem to require relevant need- based and situation-oriented curriculum. The prevailing practices don't seem to consider curriculum design to address diverse Adult learning needs (Abebe, 1999).

According to Watkins (2000), in many countries, the school curriculum is widely perceived as being limited relevance for local needs. Regarding curriculum materials, even the curriculum already under use there is a serious problem (Anbessu, 1999, and Hildebrand, 1999). In this regard, Hildebrand (1999), stated that the curriculum on the whole is academic in character and at most of little account to the learners social, cultural and economic needs. As adult learning needs and situations are diverse, the diverse learning contents seem to require relevant need-based and situation- oriented curriculum.

### **2.5.3 The Facilitators**

The principle of adult- learning process and is curriculum development calls for a competent adult educators. At all levels, the philosophy of peoples participation in community development requires skilled human power that deals with the adults psychology and motivations.

Teachers must know what to teach and how to teach to be a competent professional. They must know the method of teaching besides their knowledge of the subject matter. In connection to this, Azeb (1984), stated that one cannot be a qualified teacher by the subject matter knowledge alone unless she/he is adequately prepared through training in methods of teaching. This indicates that a teacher should be adequately prepared in both the subject matter and methods of teaching if he is to be qualified in the profession.

Albinson (1989), strongly argues that the role of adult and non-formal education in national development cannot be realized without trained and committed adult educators and facilitators.

According to UNESCO (1990), teachers in the non- formal education systems may have expertise in the fields, other than education (social workers, rural extension workers etc) or may

be volunteers. UNESCO (2001), one of the problem areas in the provision of non-formal education is the recruitment, training and assignment of proficient instructors or trainees.

Elxdon (1975), views straining as an attempt to assist he trained in the process of fulfilling their run potential or becoming fully functioning persons in their chosen roles. "In his chief work on" learning how learn "Smith (1982), uses the term to refer to the "educators' attempts to inculcate an awareness in adult learners of their learning styles". In such cases training enables adult education personnel to become skillful and reflective practitioners in the teaching of Adults and the management of Adult education programs. Tilahun (1994), stress the need for training because adult education has a body of knowledge and techniques to be mastered and further developed through research.

UNESCO (2001) stated that training for non-formal education teacher, facilitators would vary substantially from the formal system. Javis (1992) and UNESCO (1997), argue that adult education and training should focus on the application rather than the possession of theoretical knowledge.

In the field of Adult education, the need for further training emanates from the basic principles of Adult education and self-directed learning. As noted by Brookfield (1988) and UNESCO (1997), further training is essential to improve the practice of Adult education for development, catch-up with changes in technology, be familiar with latest innovations, and to improve the delivery of adult education and training. Hence, both pre-service and in-service training of Adult Educators are essential.

When you come in the country reality there is lack or qualified adult educators and trainers on all operational levels (Hilderbrand, 1999), each national regional state depending on the a variable staff assigns civil servants, formal school teachers and when short of required manpower, eight grade completes (Anleye, 1999 and Aray,1999).

According to Kassahun, (1997), NGOs seem to do better in this regard, considering the role of Adult educators play in the organization of learning NGOs give emphasis to the raining of Adult educators.

### **2.5.3.1 Target Groups of Non-formal and Alternative Basic Education Program**

Non-formal basic education included for children, adolescences or adults the following categories children who have never attended school: children who have dropout of school early: specific groups (nomads, refuges, isolated groups, etc) .Adults who have had no access to the elementary schooling or who have relapsed into illiteracy (UNESCO, 1993).

## **2.6 The Roles of Stakeholders in the Provision and Organization of NFABE Program**

According to Shaefer (1992), adult educators, universities, private sectors, local government, donor agencies, NGOs, Federal government and extension agents are considered as the important actors of in the provision and organization of NFBE program.

### **2.6.1 The Need for Government and NGO Partnership in the Provision of NFABE Program**

The need for government and NGO partnership basically steams from the fact that education, like all others sectors of development, is a collective endeavor that demands the full participation of various stakeholders.

The Jomtien International Conference of education for all underlines the vitality of partnerships for attaining the sacred goals of EFA. Article 7 of declaration issued by the conference reads:-

*New and revitalized partnership at all levels will be necessary partnership among all sub-sectors and forms of education... partnerships between education and other government departments, including planning, finance, labor, communities, ...partnerships between governmental and non-government organizations, the private sector, local community, religious groups and families.*

In general a critical element in promoting adult learning is partnership between government, non-governmental and civil society organization and the private sector.

## **2.6.2 The Role of NGOs in the Provision of NFABE Program**

The role played by NGOs in education is more diverse than those of governments and multilateral agencies, hence, NGOs have to work with in the overall national policies but given their strength of flexibility and commitment, they would often be able to achieve what governments never could (UNESCO, 2001). In this regard, many NGOs claim a legitimate right to provide education because they perceive that a government has failed to provide equitable access to quality education they say.

Governments are inefficient in providing access to quality education for all and have thus supported community schools to bridge this gap. In explaining the reasons, Cumming, (1998) noted that, NGOs are suitable for educational innovations due to their unique characteristics such as flexible management system, their commitment to the causes of the poor and disadvantaged. They are also said to be less bureaucratic, focused, effective and efficient (they can get more with less resources) and tend to follow a decentralizing pattern of organization at grass root approach.

Given its flexible, adaptable nature, non-formal education approach is particularly amenable to the NGOs mode of operation (UNESCO, 2001). In addition, the findings of a study conducted by world education forum (MOE, 2000), attest that NGOs have proved to be worthy partners of EFA by providing innovative and alternative non-formal basic education programs and serving the educational need of children, youth and adults in disadvantaged and remote areas. In this regard, in the area of children basic education, ranges of innovative programs were initiated by several NGOs since 1992 under different names and titles such as NFPE, NFBE and ACCESS. These alternatives are being implemented in many states of the country such as Tigray, Amhara, Oromia, Addis Ababa and Southern Regions through the support of NGOs themselves or in collaboration with local governments, they all use the term "non-formal and a more flexible approaches to provide basic Education to children by establishing easily accessible education centers at village level (MOE, 2001).

### **2.6.3 The Role of Government in the Provision and Organization of NFABE Program**

According to Albinson (1989), from the beginning, Ministry of Education has been charged with the major responsibility for implementation and coordination of the whole non-formal education programs including, CSTCS.

While after the change of government (1991), now the country is practicing a decentralized form of educational administration then the regions have given amendatory power regarding the implementation of basic education the areas while the center renders technical and professional assistances (MOE, 1996).

Decentralization decision-making management at local (woreda) level assumes the ownership of Adult non-formal basic learning program at the lower administrative level. It is to encourage learners and other community members to actively and directly participate in the origination, planning, implementing, resourcing, monitoring and evaluation of adult non-formal basic learning programs (Zelleke, 2001). Therefore, through decentralization, empowerments shall be practiced at Woreda levels and all stakeholders here to work jointly and seriously so as to realize the role of ANFE universalizing primary education for all.

### **2.6.4 Community Participation in NFABE Program**

The world declaration on education for all stated the need for communities to act in partnership with government. Hence, the effectiveness of community participation in education, partnership with government and decentralization of control cannot be considered in isolation --- the political and economic context in which they occur (Graham-Brown, 1996). It is accepted that local communities perform on better if they can participates with a reasonable limits from planning to implementation level. In this regard (Watkins 2000), stated that parental engagement with school and participation in school management and decision making have an important bearing on school performance. Therefore, if are to participate in the process of education they should have the opportunity to contribute more than labor and money.

In many cases, the participation of parents and the community members in consultation, cost sharing and decision-making has made the curriculum, teaching materials, and other development projects more appropriate to local conditions (Lockheed et.al, 1991).

## **2.7 Historical Development of Non formal and Alternative Basic Education in Ethiopia**

Non-Formal Education programs differ in its historical origin, approach and content from country to country. As far as is Ethiopia is concerned “one can strongly argue that NFE is not an entirely new phenomena in Ethiopia which claims to have a thousand year of history and culture’ (Fikre et. al, 1999).

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

*“The earliest efforts towards the spread of literary skill in Ethiopia were made by Ethiopian Orthodox Church .... It is safe to say that until the coming of foreign missionaries in the late 19th century and the foundation of secular schools in early 20th century, the Ethiopian Orthodox Church was virtually the only institution teaching literacy skill.”*

The official awareness for the need of “Education for all’ starts during the region of Menlik II when he proclaimed a decree ordering church and Monasteries to actively participate in literacy program in 1908. A similar proclamation was also decreed by Empress Zawditu in 1929 (Jember et, al 1996). As stated in a book ‘Adult Education in socialist Ethiopia Quoted by Ambachew Sema (1985), it was 1940s E.C. formally designed to be know as a literacy program and it was started operating under the ministry of education, teachers were recruited to teach the illiterate Adults.’

Adult Education in Ethiopia means “Adult Literacy” (Tilahun, 1987). This was because its major program focuses on literacy. It was the missionaries who first launched literacy classes. The aim was to enable the converts to read the Bible. Yet, no clear information is found about the date, the agents and target population; moreover, until 1948 there was no movement on the part of the government (Solomon Inquai, 1997).

In Ethiopian adult and non-formal Education history, the year 1955 was marked by two important events proclamation of universal basic education and establishment of “Berhanih Zare New” institute for Adult working .groups (MOE, 1989). Emperor Haileselassie I (r. 1930-1974) issued the proclamation of which is the following is an extract’ with charge every illiterate Ethiopian between the ages of 18 and 50 to learn in the time left over from his daily tasks, such fundamental education as will enable him or her to know Amaharic reading, writing, either at government or private schools (Richard and Bernard, 1974). With this symbolic decree, the foundation of Adult and Non-formal Education was laid down in Ethiopia. And there after literacy campaigns continued to be the focus of the imperial governance.

The need for non-formal educational program in Ethiopia began to be considered towards the end of the first five-year Plan coincided with the UNESCO conferences of African states for the development of education held in Addis Ababa in May 1961. The experience of the conference was however, shocking to the educational leaders” for its suddenly dawned up on them that the country was at the bottom of the hierarchy’ (Ayalew, 1982). Therefore, after Addis Ababa conference, the need to revise the Education system became imminent.

The so called “Fidel Serawit campaign” was launched in 1962 to provide basic literacy for people who where mainly adults. According to Paulos Milkias in Thomas Kurian (1988), initially non-formal education began in the form of national literacy campaign program. Thus in July 1962 the National Literacy Campaign Organization (NLCO) was born as a non-profit making voluntary association. The same outer mentions that in order to consolidate the non-formal education programme, the ministry of Education and fine arts established the directorate of Adult Education and liteacy program.

Adult and non-formal education program include basic education, community development Education, continuing Education. Among these basic education aged many centuries in this country but the modem nation wide adult education literacy provision was began in early 1960s focused on pure literacy skills i.e. reading writing and numeric (Abebe, 1997).

In 1967, Ethiopia joined the UNESCO sponsored Functional Adult Education Program (FAEP) (Soloman Inquai, 1997), then a national advisory committee was set up which latter developed in to a formal Adult Education and Literacy Department (MOE, 1979).

In October 1968, the UNESCO proposed work oriented adult literacy project (WOALP) for Ethiopia, a five-year experimental program was launched with the objective of integrating the literacy Activity with the day- to-day work activity of the learner (Niehoff and Wilder, 1974). In 1972 there came the historic Education Sector Review (ESR), accordingly, the review in relation to Adult and non-formal education in one of the alternative strategies for education. Alternative strategy II placed a strong emphasis on non-formal Education, which would be institutionalized and programmed under the inclusive term community practicum's (MOE, 1972)

### **2.7.1 Non-Formal and Alternative Basic Education from 1975 to 1991**

On the downfall of imperial rule in 1974 the military government continued its effort to eradicate illiteracy in the country. The most famous of this initiative was the National Literacy Campaign (NLC), which was the most extensive program ever.

In December 21<sup>st</sup>, 1974 national development through cooperation campaign was proclaimed which involved more than 56, 000 Campaigners (Mayrhofer, 2001). In 1975/76 the community skill training centers for the rural adults to upgrade their indigenous skills and introducing of new basic technologies (Yusuf et. al 1988). To meet the manpower need, the Majete and Debrebreran adult training centers were founded (MOE, 1989). Following this, in July 1979 the national literacy campaign was launched.

A national literacy committee was also established under the auspices of the Ministry of Education. The campaign was initiated with view of achieving universal literacy by 1989 (MOE, 1979). Basically, the literacy program had two main phases these are, basic literacy and post literacy program (MOE, 1979). The management of literacy and post literacy program was vested upon the National Literacy Campaigns Coordinating Committee (NLCCC). Under the auspices of the NLCCC, came an executive committee headed by the Ministry of Education, and

then there was the department of Adult education, which was responsible for the organization and administration of literacy and CSTCs programs.

To meet the manpower need of coordinators since 1980, the Adult Education department of Bahir Dar Teachers College had made significant contributions (Jemmer et. al 1996).

It drew a lot of resources and was implemented nation wide for ten years from 1979 to 1989. From this campaign three major achievements were frequently quoted as success stories. The campaign reached over 22 million people in the 10 years and the literacy rate at the national level was calculated at 83 % in 1989

### **2.7.2 Non-Formal and Alternative Basic Education Since 1991**

Following, the federal structure of the country, all regional states are empowered to administer their regions including education. Hence, they have the power to implement non-formal education in their areas (MOE. 1996). Based on this, MOE mainly renders technical and professional assistance the condition thus resulted in the dismantling of the former huge Adult Education Department (146 Staff members) at the center. In addition the department in the ministry is reduced a panel under the department of program and supervision.

The new Education and Training policy indicates that non-formal education concentrates both on basic literacy and occupational skills, which is to be given parallel to the formal schooling (TOE, 1994). The policy's sub article 3.2.6 states that 'non-formal Education deals with literacy, numeracy, environment, agriculture, crafts, home science, health and civic education.

*In addition, with regard to the organization of NFE, it is emphasized that the programs should be given in a coordinated way. Articles 3, sub-article 3.6.6 read as: Non-formal Education and training program will be organized by various development and social institutions in coordination with the ministry of education (TGE, 1994).*

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

The Education Sector Development Program III for 2005/2006 – 2010/2011, Ethiopia's national action plan on education, specifically discusses the adult and non-formal education program and defines it to include a range of basic education and training components for out-of-school children and adults. The action plan defines the content of the adult and non-formal education to include literacy, numeracy and the development of skills that enable learners to solve problems and to change their lives. The action plan also outlines three sub-component modes of delivery for adult and non-formal education: alternative basic education for out-of-school children between the ages of 7-14, a functional adult literacy program for youth and adults over 15 and community skills training centers for youth and adults

New Adult Education and Alternative Basic Education policies were to be officialized by the Ministry of Education in Spring 2007. These policies refer to the Education Sector Development III definitions and specifications of non-formal education.

Alternative Basic Education is a type of school equivalency program for children ages 7-14, in which learners cover the equivalent of the first four grades of primary school in just 3 years, and are then able to transition into the formal system.

The context in our country for the promotion of NEABE depending on the conceptual understanding and out look particularly of the political leadership towards non formal and alternative basic education program. Based on the prevailing practices, adult education programs of the country do not seem to have favorable conditions despite strenuous effort.

## **2.8 Experiences of Different Countries in Non-formal Education**

### **2.8.1 The Bangladesh Rural Advancement Committee /BRAC/.**

About four million children could never go to school, almost half of those who are drop out in the early grades, and quality of education is poor. However, Bangladesh has made considerable progress in basic education over recent years. The Bangladesh Rural Advancement Committee (BRAC) has developed some of the best known and most effective strategies for addressing the education problems of the poor rural communities (Watkins 2000).

According to UNESCO (2001), BRAC has pioneered some of the best features of non-formal education. This has been used by other developing countries as well. This feature includes:

- close community participation
- recruitment of teachers from the local community
- a regularly system of proper teacher training
- association of parents with school activities
- a system of intensive supervision; and
- extremely cost effective education

In 1972 BRAC established initially focused on adult literacy and vocational training. Its real experiment with non-formal education began only 1985 it set up NFE schools in 22 villages. By 1997, BRAC had also established over 34,000 non-formal primary schools, which educate over one million students annually (UNESCO, 2001). There are two types of schools. The first offers three years of education for children aged between 8 and 10 who have never attended primary school. The second provides a two-year course for 11-16 year old children who have dropped out of government primary schools. After completing BRAC course, children are equipped to begin or formal primary schools at grade 5 or 6 (Watkins, 2000).

Teachers are selected from within the community and have a minimum of nine years of schooling. Preference is given to female teachers. There is a fairly rigorous system of teacher training, parents are consulted in the running of the school at every. The attendance rate of students in BRAC schools is over 95 per cent. The key to success is to adapt learning opportunities to the circumstances of poverty and disadvantage of children rather than require the children to adjust to the conventional rules and environment of a primary school (UNESCO, 2001).

To sum up, BRAC's work demonstrate what is possible when education systems are adapted to local needs. It also shows the power of demonstration effects. The government of Bangladesh is now adopting many of the curriculum ideas and teacher training methods pioneered by BRAC. In addition, the BRAC schools, which have deliberately targeted poor children who are not served by a regular primary school, is seen as a complement to national system (Watkins, 2000).

### **2.8.2 Egypt: Community School Project**

Egypt is one of the nine high populous countries targeted for improving literacy under the education for all initiative. More than 30 million Egyptian adults are non-literate and each year another quarter of a million is added to the total. Under the partnership, the government was to provide the finance for books, teacher's salary, and a school nutrition program. The local community was to provide space for the school, establish an education committee to manage the school, and advice on curriculum development (UNESCO, 2001).

Unlike other NFE programs in other countries, the involvement of the Egyptian Ministry of Education is high as it was stated earlier. These NFE programs provide the equivalent of a full primary school program, using content and methods geared to the Egyptian rural situation. Classes are flexible to fit activities of the community. The community is involved in school management activities through: "community school committees". The major factors that contributed to the success of the Egyptian "community school project are:

- Clearly stated objectives and targets
- Local and international support;
- Relevance of the curriculum to the beneficiaries;
- Flexibility of class schedules'
- Proximity of the community schools to the residence of beneficiaries;
- Involvement of the communities in the management of the school activities;
- Periodic monitoring and evaluation and
- Adjustment made as required (PHRDPO, 1998).

### **2.8.3 Colombia: The Escuela Nueva Program**

The Escuela Nueva (new school) of Colombia like BRAC model of schooling began in rural areas in 1975 (Wana, 199 ), where it achieved remarkable success and worldwide acceptance. The model features flexible elements suited to rural children and their families/. The primary goal of the innovation is to seek feasible solution to the persistent problem of access, inequality

and poor quality of education in the rural area of Colombia. The program was created to overcome curriculum, training and administrative deficiencies encourage students to learn in their own pace, set low cost materials and encourage community participation in school management.

According to Multon (20002:36) in the early 1980s about 55 percent of five to nine-years – olds and 45 percent of ten to fourteen-year-olds in rural areas had never attended school, and one-third of first-graders dropped out. Schools are multi-grade schools, with one or tow teachers per school. The Escuela Nueva is the best known model of multi-grade schools and has been observed by educators form around the world. Students work at their own pace, and individual assignments are supplemented with work in small groups. Self- instruction books guide them in identifying examples; cultural elements form their own experience, and local materials to be accumulated in the learning centers. The more advanced students help slower students. Children also participate in health, sanitation and nutrition activities. In this way, the school gradually became a resource center for teachers, for agencies operating in other sectors and, eventually, for the community itself. Teachers are trained on the job in three one week courses during the first school year. They have detailed manuals, similar to the students' instruction books. Thus, teachers learn by practice instead of through extensive pre-service lectures. Teachers also attend workshops held at “micro-centers”, where they are encouraged to exchange ideas and questions with other teacher. Students participate in school management: they organized into committees to take care of discipline, cleaning, maintenance, sport, school garden, newspaper and library. The Ministry of Education promotes, supervises, and evaluates its implantation. The school committees work on how to expand the program and the community is participated in school activities and realization of the objectives of the program (Wana, 1999)

# Chapter Three

## Research Design and Methodology

This chapter deals with methodology, source of data, sample and sampling techniques, data gathering tools, development procedure of questionnaire, methods of data analysis as well as organization of the study. To carry out the study the following methodology and procedures were used.

### 3.1 Method of the Study

According to Seyoum and Ayalew (1989), Koul (2006) and Hopkins (1980), the research method employed is determined by the research topic. As mentioned earlier, the purpose of this study was to assess status and challenges in provision and organization of Non Formal and Alternative Basic Education in Addis Ababa city administration. To this end, a descriptive survey method was employed, because this method is appropriate for collecting information from a relatively large number of respondents (Cresswell, 2003). Furthermore, the method helps for identifying the major practice, opinions, suggestions and comments pertaining to the issue under study. In addition, since the study tried to identify the major problems of those encountered the implementation and outcomes of NFABE program, descriptive survey method was found to have been relevant and appropriate.

Thus in this study, descriptive survey was employed as a relevant methodology with the assumption that it could describe the status of the prevailing implementation of Adult Non Formal Basic Education in relation.

### 3.2 Data Sources

Two sources of data were used in this study, namely primary and secondary sources.

#### 3.2.1 Primary Sources

Primary sources refer to individuals or organizations from which information has originated directly as a result of the particular problem under study. The primary sources in this study included regional Non formal education expert, sub city and wereda Non formal education experts, supervisors, center management committee (CMC) members, ABE facilitators and ABE students.

### **3.2.2 Secondary Sources**

Secondary sources refer to a wealth of published and unpublished information available from government departments, trade associations, banks, professional bodies, research organizations, the press and various other agencies. The secondary sources comprised government policies and relevant documents (Kothari, 2004).

### **3.3 Samples and Sampling Techniques**

The data for the study were collected from regional, sub city and wereda non formal education and experts and facilitators, CMC members and ABE students. According to the statistical information obtained from the Addis Ababa education city administration, there are 213 NFABE centers 32500 ABE students, 895 facilitators and 100 supervisors in Addis Ababa education administration. It is very difficult to consider all NFABE centers in Addis Ababa education city administration due to the time limitation and other resources constraints in the study. Thus, in order to get representative sample of the target population sampling techniques are employed. These were simple random sampling and purposive sampling techniques.

Concerning the sampling techniques the Sub city ABE centers and facilitators were selected using simple random sampling technique. Simple random sampling procedure was used to select the sample organizations and respondents because it gives equal chance of being selected for the entire ten sub city 213 ABE centers and 895 facilitators. The selected five sub city was Addis Ketema, Bole, Gulele, Ledet and Kirkos.

The sub city and wereda education office NFE experts were selected by purposive sampling in reference to their responsibilities to educational activities due to their jurisdiction. That is they have direct relationship with the issues under study and who can provide their insight and share their experiences. The validity of such sample hinge on the soundness of the judgment of whoever selects sample (Kothari, 2004). The CMCS and supervisors were selected using purposive sampling. Because, their numbers were not a high figure. Facilitators and ABE students were selected by random sampling.

### **3.4 Instrument of Data Collection**

In order to obtain information pertaining to the subject of the study, five basic instruments of data collection were employed in the process of data collection. These instruments were questionnaire, interviews guidelines, observation checklists, focus group discussion, and examination of selected organizational documents to collect relevant information. To combine the strengths and amend some of the inadequacy any one of the sources of the data collection instrument and document analysis were used to active relevant data for the study. Thus, the survey tools have enabled the researcher to obtain a substantive grasp of empirical data on subject of the study.

#### **3.4.1 Questionnaire**

Questionnaire was the main instrument to collect information from OEB experts, Education offices heads and experts, ABECs heads and facilitators. The questionnaire contains mainly closed-ended and few open-ended questions. Depending on the type of question items, choices and rating were used in the questionnaire. The questionnaire, were prepared in English administered for respondents. Generally 220 copies of questionnaires were distributed to be filled and 206 returned.

##### **3.4.1.1 Pilot-Test**

Once the draft questionnaire was prepared it was administered to respondents in two randomly selected NFABE centers from Yeka sub city from the non-sample centers. The questionnaire was presented in the pilot study to education personnel to ensure the reliability of the instrument. Then based on the pilot test, the internal consistency of the instrument was calculated using split-half method.

#### **3.4.2 Interview**

Interview was one of the major tools employed in this study. This method was employed in the study to acquire qualitative data about various issues of the program and to complement and obtain relevant data that were not handled by questionnaire. Structured interview was prepared to

obtain information from regional and, sub city non formal education Experts and supervisors to cross check the responses made by respondents through questionnaires. Structured interview is structured questionnaire which are verbally presented to respondents with the answers recorded in the questionnaire by the interviewer (Sarantakos, 2005). This helped the researcher minimize misleading report/wrong report of the respondents of the questionnaire particularly on open ended items. Generally 10 interviewees (two educational officials from the regional education bureau five from sub city education departments and 2 CMC) were interviewed for 15 to 20 minutes.

Interview guide were translated into Amharic version from their English equivalent to get the necessary data at ease. Interview was used to elicit depth idea from the respondents in line with basic questions namely status and extent does is the Non-Formal and Alternative Basic Education provision ,the main factors that affect the provision and organization of Non-Formal and Alternative Basic , major challenges in the provision and organization ,extent the providing agencies and communities involved and participated ,level of the training of the staff with particular reference to facilitators and administrators and curriculum provided and managed by Non-Formal and Alternative Basic program providers.

### **3.4.3 Focus Group Discussion (FGD)**

Focus group discussion is an interview in which several respondents are interviewed at one time to generate information (Sarantakos, 2005). This technique was employed in the study to acquire qualitative data on the various components of Non-Formal and Alternative Basic Education program run by the sampled centers. Focus Group discussion in this study was held with CMC members and ABE students. In focus group discussion Hence a group of (10) ABE students in each Sub City were organized for focus group discussion.

### **3.4.4 Observation**

Observation entails gathering data through vision as its main source (Sarantakos, 2005), is a method by which information is sought by way of investigator's on observation without asking from respondents (Kothari, 2004). The real instructional activities are manifested in the

classroom while facilitators teach and children learn. And also center status/facilities are determined by observing the existing situations and facilities. Therefore, observation was used as data gathering instrument in the case of classroom delivery and center status/facilities in the study. Because, the information obtained under this method relates to what is currently happening without being complicated by the past behavior or future intentions or attitudes (Kothari, 2004). Hence, observation was used as the fourth complementary technique employed by the researcher in such aspects of the sampled ABE centers as class room lesson delivery/teaching learning process and the center status where the acquisition of more reliable and accurate information necessitated observation in the natural setting . The observation was carried out based on the check list.

The response formats for the items were multiple choices of four- point (A to D) five-point Likert scale, (Strongly Disagree, Disagree, Undecided, Agree and Strongly Agree); three-points Likert scale (Disagree, Neutral and Agree) and Yes, No types, for close ended questions and 5= very high, 4= high, 3= moderate, 2= low and 1= very low) for observation .

To validate the study, unstructured interview was conducted with the representative of Addis Ababa Education Bureau carried out ANFBE program head aimed at obtaining some information regarding the overall situations and major problems of the ANFBE program.

### **3.5 Procedures of the Study**

The study incorporated different staged .At the initial stage of the research; a review related literature was made with the intent of developing and introducing theoretical background and to develop instruments for data collection. In the second place the selection of sampled weredas and centers was made. Based on the review of literature, instruments were developed and pilot-test was made in three NFABE centers and two WEO.

The data gathering tool were designed on the basis of review of related literature. The questionnaires, interview guideline and observation checklist were developed in view of the basic research questions raised in chapter one of the paper .Before it was administered to respondents, a pre-test was carried out in Yeka sub city education department. This helped the researcher to insure language clarity and check appropriateness of the item contained in the

questionnaire. Pilot test was allowed enough time to permit ambiguities and errors were identified. Experts in the field were consulted. For pilot test, educational personnel were involved and suitable change was made depending on comments collected. Besides, after stabilizing the reliability of the instrument some of the instruments that deal about status of NFABE were rejected.

In initial stage of the questionnaire administration, the researcher had made the objectives of the study clear to the respondents in order to avoid any confusion, still, before distributing the questionnaire the time convenience for the respondents was considered so as to maximize the rate of return of the questionnaire. .

### **3.6 Data Analysis**

Data analysis refers to the method by which the collected data through one or more of data collecting instruments have been properly edited and then organized in the forms of tables or charts or graphs and analyzed by applying various well defined statistical formulae based on the computation of various percentage, derivatives, coefficients, etc (Kothari, 2004). In this study the collected data were categorized as per their similarities and presented in table form. In addition, frequency and percentage and weighted means were used accordingly to analyze the data. Once the data is analyzed, it interpreted and discussed. Where as, the data obtained from FGD and interview were transcribed and analyzed to substantiate the quantitative information. Data from observation were analyzed to substantiate both the qualitative (in the case of center status) and quantitative (in the case of class room delivery) information.

Finally, the major findings of the study were reported and realistic and feasible recommendations were forwarded.

## CHAPTER FOUR

### **Presentation, Analysis and Interpretation**

This chapter is presented with two parts. The first part presents the characteristics of the study groups while the second part deals with presentation, analysis and interpretation of data gathered through different tools of data collections. The study was described both quantitatively and qualitatively in order to answer the basic research questions.

As already mentioned, the purpose of this study was to assess the status and challenges in provision and organization of Non formal and Alternative Basic Education program in Addis Ababa City. For these, twenty five (25) NFABE centers in five sub city of the city were used (five NFABE centers from each targeted five sub city).

The primary information was gathered from educational officials at different levels, center management committees (CMC), supervisors, facilitators and NFABE learners. The information was collected using different data gathering tools such as questionnaire, interview, focused group discussion and observation check list. The questionnaire was employed to gather information from the facilitators.

Generally, 230 copies of questionnaires were distributed to the facilitator's to be filled and 206 of them (89.6%) returned and analyzed. Interview was used for 10 (ten) sub city and wereda education office Non formal Education Experts and supervisors whereas 2 (two) focused group discussion was employed to generate information from five (5) CMC and five (5) NFABE students. Moreover, observation was used to collect information on center status and the teaching learning process in the class room. Furthermore, the data obtained through questionnaire, interview, observation, focus group discussion data and document analysis were analyzed and presented in line with the basic question raised in chapter one.

Finally based on the response obtained from the sample respondents the analysis and interpretation of the data were presented in the following five major parts.

. The first part (4.1) deals with the personal background of the sample respondents in terms of sex, age, marital status qualification, and work experience for adult non-formal education they have received.

The second part (4.2) analysis of data gathered on the status and challenge of NFABE Program in Addis Ababa city administration

The Third part (4.3) presents the factors that influencing the provision of NFABE program

The fourth part (4.4) presents the participation of stakeholders in provision and establishment of NFABE Program

The fifth part (4.5) analyses the challenges on the provision of NFABE Program

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

Description of the characteristics of the target population gives some basic information about the sample population involved in the study. Hence, this part contains general characteristics of respondents. On the bases of the responses obtained, the data regarding the personality characteristics of the respondents including respondent category, respondent organization, gender and age, level of education, marital status, work experience, occupational status and areas of the study for the student respondents were summarized in the following table.

**Table 1: Respondents by Sex and Age**

Items	Facilitators (206)			SUB CITY & WEO Experts ( 10)		CMC Members ( 5 )		NFABE learners ( 5)	
		No	%	No	%	No	%	No	%
Sex	Male	77	37.4	10	100	4	80	2	40
	Female	129	62.6	-	-	1	20	3	60
	Total	206	100	10	100	5	100	5	100
Age	20 & below	9	4.4	-	-	-	-	5	100
	21-30	171	83	-	-	-	-	-	-
	31-40	21	10.2	4	40	-	-	-	-
	Above 40	5	2.4	6	60	5	100	-	-
	Total	206	100	10	100	5	100	5	100

From the data tabulated in Table 1 the following significant characteristics of the respondents have been obtained:

Regarding the sex of respondents as can be seen from item 1 of Table 1, majority 62.6 %( 129) of the facilitators were female while With regards to sub city WEO experts female were not available. The proportion of males ABE Centers was very few. As whole, the data from the sex profile of the facilitators indicates the numbers of male respondents are fewer because the proportions of females in sample centers were very small as compared to female respondents. To cut the matter worse, in the administration, female respondents were null. As it was found in the document analysis, the number of female facilitators exceeds their male equivalent in all non-formal and alternative basic education centers in Addis Ababa city administration. From this, it is possible to draw that the involvement of female in leadership hierarchy was very low. This might due to the unavailability of females who satisfy the required criteria or interested to be assigned for in this position. This may affect the great role and role model that females play in the society to change the communities' perception to send their children to ABE centers.

With regards to age, respondents were almost equally distributed as 83 % facilitators. 60 % Sub City and WEO Experts, 100% of the CMC members and 100% of the ABE learners were 21-30 years, above 40 years, above 40 years and 20 and below years respectively. From this, it is possible to conclude that the subject of the research comprised of very wide cluster of age from youngsters to the senior ones. The response could be free from extreme age bias. It implies that sharing of experience will be facilitated as the sample organizations composed of administrators and facilitators with varied ages.

**Table 2: Respondents by Level of Education and Service**

Items	Facilitators (206)		SUB CITY & WEO Experts ( 10)		CMC Members ( 5)		NFABE learners ( 5)		
	No	%	No	%	No	%	No	%	
Educational level	Grade 10 complete	160	77.6	-	-	-	-	-	-
	Grade 12 complete	36	17.5	-	-	-	-	-	-
	12+1	10	4.9	-	-	-	-	-	-
	Diploma	-	-	-	-	3	60	-	-
	Degree	-	-	8	80	2	40	-	-
	2 <sup>nd</sup> degree holders	-	-	2	20	-	-	-	-
	Total	206	100	10	100	5	100	-	-
Years of experience	0-5 years	173	84			-	-	-	-
	6-10 years	28	13.6	4	40	-	-	-	-
	11-15 years	5	2.4	6	60	2	40	-	-
	16-20 years	-	-	-	-	3	60	-	-
	Above 20	--	--	-	-	-	-	-	-
	Total	206	100	10	100	5	100	-	-

According to the MOE requirement, educational administrators at the region, sub city and wereda level should at least be first degree holders and facilitators in the non formal education centers cycle should be grade 10 complete. To assess the education background, respondents were asked to tick in respective of their education level and the collected data from the respondents are presented in the above table.

As regards to educational qualification the majority of the facilitators 77.6 % and 80 % of the sub city and wereda education experts were grade ten complete and first degree holders respectively. Hence, their qualification to appropriate to the standard of MOE guide lines stated to teach NFABE Program. In this respect MOE (2002), states that the qualification for NFABE facilitators were at least grade 10 complete.

Regarding years of experience as depicted in the table, 84 % of facilitators had less than five years of work experience and 60 % the sub city and wereda education experts had experience above ten year these are mostly educational personnel at sub city and wereda education offices who had better understanding about the various issues and problems of non- formal education in Addis Ababa city administration. From this one can deduce that in the educational personnel at the sub city and woreda were more experienced. And for the present research, the respondents, with rich experience of work, were dependable informants in terms of responding the questions.

#### **4.2 .Analysis of Data Gathered on the Status and Challenge of NFABE Program**

This section presents data gathered from the respondents through questionnaire, interview, focus group discussion (FGD) and document analysis. The presentation and analysis focused on the current status and extent of non-forma and alternative; factors and challenges that affect the provision and organization of non-forma and alternative basic education program; the extent of providing agencies and community participate and involve in non-forma and alternative basic education program; the levels of training staff in non-forma and alternative basic education program and the issues related to the curriculum of non-formal and alternative basic education program in Addis Ababa city administration.

#### 4.2.1 The Purposes of the ANFBE program

Non- formal primary education targets out-of-school children, youth and adult encompassing both the non- enrolled and the drop-outs. It set as objectives to provide education for those who have never been to school, and who have acquired some basic skills of reading and writing, and computation, to improving their learning and further education (Bishop, 1986).

John Hillard, 1993, in Berhanu, (2001), has given broad description about the objectives of the alternative approach of education provision: non-formal education is designed to reach large numbers of people where they live and work. Its objective is to impart knowledge, skills and recreation without removing people from their normal environment and responsibility; it can be highly diverse in organization, funding and management. It can emphasize local initiative self – help and innovation of large number of people it is designed to play its own way through increased employment, Productivity and social participation; and to make learning a national life-long learning experience compatible with the interests of the individuals and communities for economic levels in the society.

**Table- 3: Purpose s for Organizing the NFBE Program**

No	What are the purpose of ANFBE program	Respondents (N = 206)					Mean
		SDA	DA	U	A	SA	
1	ANFBE program is cost effective	-	83	84	28	11	2.83
2	Help adults and children to acquires literacy and numeracy	10	27	60	97	12	3.35
3	It has dealt with the poor and neglected sectors	2	64	76	53	11	3.03
4	It would prepared dropout re-enter to the formal school	7	26	59	97	17	3.44
5	It open to all who want to learn outside formal system	5	51	71	68	11	3.14
6	Help in acquired functional skills for learners life improvement	-	86	87	24	9	2.78
7	Can get such education opportunity with on of interfering with any working time.	4	77	67	47	11	2.92

It is evident from table 3 that purpose s for organizing the NFABE Program is cost effective (mean score is 2.83) and Help adults and children to acquires literacy and numeracy (mean score

is 3.35). It has dealt with the poor and neglected sectors (mean score is 3.03). It would prepare dropout re-enter to the formal school (mean score is 3.44). It open to all who want to learn outside formal system (mean score is 3.14). Help in acquired functional skills for learner's life improvement (mean score is 2.78) and Can get such education opportunity with on of interfering with any working time (mean score is 2.92).

The above table revealed some of the important purpose s for organizing the NFABE Program in Addis Ababa City Administration it helped adults and children to acquires literacy and numeracy and it would prepared dropout re-enter to the formal school .However item "1" i.e. NFABE program is cost effective item 3, i.e. it has dealt with the poor and neglected sectors, item 5, i.e., it, item it open to all who want to learn outside formal system 6. i.e., it helps in acquired functional skills for learners' life improvement and item 7, i.e. it can get such education opportunity with on of interfering with any working time are less important than other purposes of NFABE Program in Addis Ababa City Administration.

Generally, the literature review mentioned the following reason for organization of NFABE program in Addis Ababa city administration; cost effective, help adults and children to acquires literacy and numeracy, it has dealt with the poor and neglected sector, it would prepared dropout re-enter to the formal school, it open to all who want to learn outside formal system, help in acquired functional skills for learners life improvement ,can get such education opportunity with on of interfering with any working time.

As noted in the literature reviews there are many objectives to be achieved by NFABE programs through out the world. Thus the purpose as claimed by the education express and education program and supervision unit heads at all levels and NFABE facilitators generally depended on the priority needs of targeted group (beneficiaries) or students, communities, and other stakeholders.

The Adult Education and Alternative Basic Education draft policies discuss functional adult literacy as "the practice of reading and writing put to some use people have attained functional literacy when they have adequate knowledge and skills to use reading and writing for any purpose for which they need those skills" (MOE, 2006). The policy documents also define functional literacy as "the acquisition and use of reading and writing to learn practical knowledge

and skills useful for other aspects of life, such as agriculture, health, civic education cultural education and so on (MOE, 2006 ).

According to the response obtained from the open ended question the major purpose of NFABE program was for the provision of basic education for out of school children and adults, eradicating illiteracy, given basic skills for adults, to promote access to basic education for females, health education and environmental study. In line with this, MOE (2002), stated that the objective of non formal and alternative basic education program is to offer first cycle primary education for out of school children. The respondents said government policy and external agencies main interest for non formal and alternative basic education program initiation.

#### 4.2.2 The Status of ANFBE Program

Table 4: Response of the Statement of Status NFABE program

No	Items	Respondent s (N=206)	
		No	%
1	NFABE program provide for		
	a) For out of school age children	-	-
	b) For adults	40	19.4
	c) Both for out of school age children and adults	166	80.6
	<b>Total</b>	206	100.0
2	Where the NFABE program run in		
	Formal school	97	47.1
	In the NFABE center.	30	14.6
	Kebele halls	79	38.3
	<b>Total</b>	206	100.0
3	Who construct the NFABE program centers		
	a) Local community	30	14.6
	b) Wereda education office	167	81.1
	c) Addis Ababa Regional Education bureau (REB)	9	4.4
	<b>Total</b>	206	100.0

With regard to the NFABE program provision, as it can be seen from item 1 of Table 4, the great majority of the respondents 80.6 % (166) agreed that program providers were conducting NFABE program for out of school age children and adults. But from the document analysis we learn the Education Sector Development Program, the Ethiopian national action plan on education, specifically discusses the Non-formal and alternative basic education program and defines it to include a range of basic education and training components for out of-school children and adults. The action plan defines the content of the adult and non-formal education to include literacy, numeracy and the development of skills that enable learners to solve problems and to change their lives. The action plan also outlines three sub-component modes of delivery for adult and non-formal education: alternative basic education for out-of-school children between the ages of 7-14; a functional adult literacy program for youth and adults over 15 and community skills training centers for youth and adults.

As shown in table 4 above item 2, 47.1% (97) of the respondents agreed that the NFABE program run in formal school compounds and 38.3% (79) of the respondents said that the NFABE program run in woreda or kebele walls. The study further indicate that the program was implemented at Kebele walls were not sustainable for the teaching-learning process because the sound disturbances and shouting where as the when we come to government formal schools the NFABE program implementing centers is complete. Comparatively speaking the government formal schools the NFABE program centers are more suitable than kebele hall centers.

Regarding the construct the NFABE program centers 81.1% (167) of the respondents most of the centers constructed by wereda education offices and 14.6 % of the respondents said that NFABE centers are scrolls constructed to under take NFABE teaching learning process these centers are assumed to be constructed in the community from local available materials near the community

#### **4.3.Factors that Influencing the Provision of NFABE program**

The World Declaration on Education For All (1990), recognized that the provision of basic education is only meaningful if people actually acquire useful knowledge, skills, values and attitudes. It stated that the focus of basic education must be "on actual learning acquisition and outcome, rather than exclusively based upon enrolment, continued participation in organized programs and completion for certification requirements"(EFA,2002).

The view of becoming competitive in the labor market supports Bock and Papagiannis (1983), that NFABE enables learners to successfully link to the occupational structure of society. However, the study realized that the following factors have got repercussions on the quality of services offered at NFABE program.

### 4.3.1 Facilitators of NFABE program

#### 4.3.1.1 Selection and Recruitment of NFABE Program Facilitators

Facilitators of NFABE program play a crucial role towards quality performance of NFABE learners. There are all the advantages of having a technically competent, self-confident and innovative NFABE workforce that practices the principles of learner-centered and demand-driven delivery. According to the document analysis there are a total of 895 NFABE facilitators in Addis Ababa City Administration, 58.9 % are females while 41.1 % are male.

Lesson observation in three NFABE centers to determine methods and techniques of facilitating learning revealed that teachers over-use the lecture method and particularly liked chorus-type of teaching. During key informant interviews with the NFE teachers

**Table 5: Selection and Recruitment of NFABE program Facilitators**

No	Item	Respondents (N = 206)					
		SDA	DA	U	A	SA	Mean
1	Facilitators are recruited based on criteria set by the NFABE stakeholders	1	92	81	22	10	2.74
2	The recruitment favors female facilitators more than males	9	56	66	66	9	3.04
3	The recruitment procedure is transparent	3	73	76	45	9	2.92

Mean were interpreted as 0.5-1.49 (strongly disagree), 1.5-1-2.49 (disagree) 2.50-3.59 (undecided), 3.50-4.49 (agree) and 4.50 and above for strongly agree

It is evident from table 5 that facilitators are recruited based on criteria set by the NFABE stakeholders . (Mean score is 2.74) and the recruitment favors female facilitators more than males (Mean score is 3.04) and the recruitment procedure is transparent (mean score is 2.92).

From this we can conclude the great majority of the facilitators agreed that the selection of facilitators was not based on criteria set by NFABE stakeholders. Item two of the same table shows that the majority the facilitators disagreed that the recruitment of facilitators would favor female more than male ones. Only a slight majority of respondent facilitators believed that the recruitment procedure was transparent. NFABE promoters in the Addis Ababa city administration lacked proper schemes of services to attract qualified teachers into the program.

To supplement the data obtained by questionnaire. According to the information based on interview with region NFABE expert and sub city education program supervision heads revealed that facilitators are selected in their respective kebele is and criteria for the selecting the facilitators included acceptance by the local community, interest to teach in NFABE program and Complete at least grade 10 complete. Besides, females' candidates are given high private in selection of NFABE program facilitates because it's out of the conviction that female facilitations have patience than their male counter parts in teaching.

The selection criteria of NFABE center facilitators are expected to be selected is one of the unique feature of NFABE program. The facilitators are required to be members of the community who have better educational background at least 10<sup>th</sup> grade complete. The assumption is that their fit to local culture tradition and also be able to retain them easily and can employ them in low salary.

According to Oxenham (2004), the quality and effectiveness of any adult education programme obviously depends crucially on the 'coal face' workers, namely the class instructors or facilitators: it is they who actually teach or interact with the intended beneficiaries.

#### 4.3.1.2 Training Condition of Facilitators

The success of educational process depended largely on the ability of facilitators competence involve command of theoretical knowledge about learning, human behaviors, methods of teaching learning, learners growth, the setting ad environment of rearing and interaction between the learners and environments (UNESCO, 2001). In addition; the characteristic and interpersonal for understanding the needs and interests of learners very important skills in teaching profession. Therefore, capacity building and training of facilitators become crucial in adopting NFABE program to compensate for facilitators lack of knowledge and experiences different methods of training.

**Table 6: Facilitator's Ratings of Their Training needs in selected areas**

No	Items	Respondents (N = 206)					
		SDA	DA	U	A	SA	Mean
1	Facilitators are familiar with the system of non formal education.	80	59	46	21	-	2.14
2	Training programs for Facilitators are not launched regularly.	54	80	4	23	-	2.19
3	Facilitators need training for the procedure of students support services.	16	75	55	42	18	2.85
4	Facilitators need training in guidance and counseling techniques.	66	80	42	18	-	2.05
5	Facilitators need training in the area of active learning methods	40	71	64	23	8	2.45
6	Facilitators need training in the area of lesson plan preparation	20	67	55	43	21	2.89
7	Facilitators need training in planning of students activities.	6	48	73	55	24	3.20
8	Facilitators need training in administration of classroom.	4	52	75	53	22	3.17
9	Facilitators need training in the area of classroom management	40	60	56	30	20	2.32

Mean were interpreted as 0.5-1.49 (strongly disagree), 1.5-1-2.49 (disagree) 2.50-3.59 (undecided), 3.50-4.49 (agree) and 4.50 and above for strongly agree

It is evident from table 6 that facilitators are not familiar with the system of non formal education (mean score is 2.14); training programs for facilitator are not launched regularly (mean score is 2.19); facilitators need training for the procedure of students support services (mean score is 2.85); facilitators need training in guidance and counseling techniques. (mean score 2.05); facilitators need training in the area of active learning methods (mean score 2.45); facilitators need training in the area of lesson plan preparation (mean score 2.89); facilitators need training in planning of students activities (mean score 3.20); facilitators need training in administration of classroom (mean score 3.17) and facilitators need training in the area of classroom management (mean score 2.32).

To strengthen teachers teaching skills, it was realized that only NFABE program conduct facilitator's enhancement program through workshops and seminars. Lesson observation in three NFABE program centers to determine methods and techniques of facilitating learning revealed that teachers over-use the lecture method and particularly liked chorus-type of teaching. The lecture and chorus method, commonly used, gives impression that all learners actively participate in the teaching/learning process. Fast learners are more advantaged than the slow learners are. The striking feature noticed during the lesson was that facilitators were friendly to learners and they put effort in attending to learners needs. The close link these facilitators had with the learners was encouraging and should be emulated.

Accordingly, the majority of the facilitators expressed that their most preferred training would be in the area of "planning of students". The second most preferred area was and class room management and the third one was lesson plan preparation. The least preferred area was training in guidance and counseling techniques.. From the table it can be safely concluded that facilitators emphasized their needs for having training particularly in the areas of planning of students and class room management even though more than 50% of them expressed the need to have training in the remaining areas as well.

**Table 7: Facilitators Degree of Satisfaction with their salaries**

No	Items	Respondents N = 206					
		SDA	DA	U	A	SA	Mean
1	My salary is enough to cover my cost of living -	38	68	51	36	12	2.58
2	My salary is equivalent to the salary of 1 <sup>st</sup> cycle	29	43	68	50	16	2.90
3	There is periodic increment of salary for NFABE Facilitators	46	73	60	21	6	2.35
4	The level of salary is highly dependent on the level of qualification of the ABE facilitators	3	73	76	45	9	2.92

Mean were interpreted as 0.5-1.49 (strongly disagree), 1.5-1-2.49 (disagree) 2.50-3.59 (undecided), 3.50-4.49 (agree) and 4.50 and above for strongly agree

Table 7: above shows facilitators' perception concerning their satisfaction with the salaries they were paid. Accordingly, item one of the table depicts that the majority of the facilitators disagreed (with mean score 2.58) that their salaries were enough to cover their cost of living and, and none of them actually agreed about it. Item 2 of the same table indicates that the great majority of the facilitators believed that their salaries were not equivalent to that of 1<sup>st</sup> cycle primary school teachers (with mean score 2.90). Item 3 of the table indicates that again the great majority (with mean score 2.35) of the facilitators believed that period increment of their salaries took place whereas significant number of them agreed about it.

Finally, item 4 of the table shows that the majority of the facilitators believed that the level of their salaries highly dependent on the level of their qualification but disagreed about it. This implies that all of the facilitators were not satisfied with the remuneration given to them and they indicated that this demotivated them whenever they compared their salary with colleagues in the formal schools. A demotivated facilitator may not perform as highly as is expected thus affecting quality of the program.

### 4.3.2 Physical Facilities NFABE Program Centers.

The study found that most of the NFABE centers were based on formal school buildings and kebel halls. Some of the churches had poor floors, which during the dry session accumulated a lot of dust, constituting a health hazard. Some of the centers had no separate toilet facilities for males and females. Learners were forced to visit the nearby bushes or homes for toiletry. This scenario seriously affects the girl both management and promoters are urged to urgently provide this essential facility

**Table 8: Physical Facilities NFABE Program Centers**

No	Items	Respondents (N = 206)					Mean
		SDA	DA	U	A	SA	
1	There are adequate class rooms in NFABE program centers	6	84	49	57	10	2.90
2	There are adequate desks in NFABE program centers	9	56	66	66	9	3.04
3	There are adequate benches desks in NFABE program centers	3	73	76	45	9	2.92
4	There are adequate blackboards in NFABE program centers	7	42	55	87	15	3.29
5	There are adequate availability of electricity in NFABE program centers	4	54	77	62	9	3.08
6	The NFABE center pedagogical resource centers	3	88	90	20	5	2.68
7	The NFABE center reading rooms or centers	5	84	61	43	13	2.87

Mean were interpreted as 0.5-1.49 (strongly disagree), 1.5-1-2.49 (disagree) 2.50-3.59 (undecided), 3.50-4.49 (agree) and 4.50 and above for strongly agree

It is evident from table 8 that there are adequate class rooms in NFABE program centers. (Mean score is 2.90) and are adequate desks in NFABE program centers (Mean score is 3.04) There are adequate benches desks in NFABE program centers (mean score is 2.92). There are adequate blackboards in NFABE program centers (mean score

Table 9: Responses on Curriculum of ANFBE Program

No	Items	Respondents(N=206)	
		No	%
1	Is there prepared NFABE Program curriculum		
	a) Yes	170	82.5
	b) No	36	17.5
	<b>Total</b>	206	100.0
2	The relevance is curriculum to the local need the local needs		
	a) High	18	8.7
	b) Medium	120	58.3
	c) Low	68	33.0
	<b>Total</b>	206	100.0
3	The appropriateness of the curriculum for a given level ,		
	a) Difficult	21	10.2
	b) Moderate	125	60.7
	c) Easy	60	29.1
	<b>Total</b>	206	100.0
4	The extent to which the ANFBE curriculum has been integrated		
	a) High	25	12.1
	b) Medium	90	43.7
	c) Low	91	44.2
	<b>Total</b>	206	100.0

Table 9 present the ANFBE curriculum issue. According to Anbessu ( 2002), mentioned the absence of suitable curricula for such program seems to contradict of with the philosophy we are intending to follow the main subject area in clued Amharic mathematics, and environmental

science with regard to the relevance of the curriculum responds 82.5 % of the respondents confirmed that there prepared NFABE curriculum and 58.3 % of the respondents approved the relevance is curriculum to the local need the local needs is medium or the curriculum of NFABE is less integrated with to the local needs. Again regarding the appropriateness of the curriculum for a given level 80.8 % of the respondents rated are also moderate. Regarding extent to which the NFABE curriculum 44.2 % of the respondents was approved that less integrated.

One of the factors that enhancing access NFABE program is the designing of relevant and learner needed based course of action ( curriculum ) and the preparation of learning materials. NFABE has significant role in ESDP because of its potential to meet the basic learning needs of our school children, youth and adults. NFABE program is expected to focus on literacy, numeracy, environmental study, agriculture, home science, health, and civic education to enable the learners to developed problem solving attitude and abilities (ESDP, 1998). However according to open ended questions respondent replied that the ongoing course of action for the NFABE program are mainly consisting of arithmetic, language and environmental science.

The predominantly academic nature of teaching discouraging and frighten children as well as adult because the curricular lack relevance to them and does not assist in developing self reliance ,hence this resulted for the drop out of some adult learners from the programs respondents motioned it. Accessing learning through the provision of relevant learning materials remains as the issues of immediate concern by the educational administrator and facilitators.

The success of educational program depends on the quality of teaching learning materials in this regard both respondent, administrators and facilitators were asked about the curricular and its relevance through questionnaires. In this regard the majority of the respondents (both the administrators there is no organized ad centrally developing NFABE curriculum materials for school are children and adults specifically it the region.

The curriculum of NFABE program is assumed to be modified to address the need of adults. Its preparation is believed to be based the information about the learner and related to the local environment (UNESCO, 2001) the following table present the NFABE curriculum issues.

**Table 10: The Curriculum of ANFBE program**

No	Items	Respondents (N = 206)					
		SDA	DA	U	A	SA	Mean
1	The curriculum of the ANFBE s learner centered	24	73	69	67	3	2.62
2	Appropriate language used as medium of instruction in the NFABEs Program	12	23	52	86	44	3.66
3	The curriculum incorporate the issue of HIV/AIDS	27	60	65	35	19	2.80
4	Curriculum materials properly designed for the program	29	65	71	28	13	2.66
5	Duration of training programs is adequate.	30	72	62	38	4	2.58
6	The curriculum encourage learners' participation	29	64	58	38	14	2.75
7	Enough number of facilitators' text-books and guides distributed to the NFABE s	30	67	56	37	16	2.71

Mean were interpreted as 0.5-1.49 (strongly disagree), 1.5-1-2.49 (disagree) 2.50-3.59 (undecided), 3.50-4.49 (agree) and 4.50 and above for strongly agree

Regarding the curriculum of ANFBE program it is evident from table 11 among seven items appropriate language used as medium of instruction in the NFABEs Program (Mean score is 3.66) was described as no more problems. The remaining items, the curriculum of the ANFBE s learner centered. (mean score is 2.62); the curriculum incorporate the issue of HIV/AIDS (mean score is 2.80); curriculum materials properly designed for the program (mean score is 2.66); duration of training programs is adequate (mean score is 2.58); the curriculum encourage learners' participation (mean score is 2.75) and enough number of facilitators' text-books and guides distributed to the NFABE s (mean score is 2.71) were rated as modest problems.

According to Anbessu (2002), mentioned the absence of suitable curricula for such program seems to contradict of with the philosophy we are intending to follow the main subject area in clued Amharic mathematics, and environmental science. The curriculum and learning materials are adapted to local needs through simplification, shortening, condensing or restructuring the curriculum. Flexible evaluation, promotion and certification criteria and procedure. Pragmatic

mix of a variety of approaches and methods: self-learning, group and individual work, peer tutoring, ability and interest grouping.

#### 4.4 Participation of Stakeholders in Provision and Establishment of NFABE Program

The motives of NFABE program could be signified in terms of commitment of the stakeholders, the establishment of organized learning centers increase or reduce drop out, participation gender mix, design of relevant curriculum and preparation of learning materials.

**Table 11: The Extent of Participation of Stakeholders in the Establishment of NFABE Program**

No	Items	Respondents (N =206)	
		No	%
<b>1</b>	Who participated in the establishment of NFABE program		
	a) Local government agencies	<b>31</b>	<b>15</b>
	b) NGOs	<b>2</b>	<b>0.9</b>
	c) Both the government and NGOs	<b>50</b>	<b>24.1</b>
	d) Community	<b>95</b>	<b>46.1</b>
	e) Learners	<b>39</b>	<b>18.9</b>
	Total	<b>206</b>	<b>100</b>

As can be seen from the above table both the respondents assured that the local government agencies 15% , funding agencies or NGOs 0.9 % and both the community and NGOs 24.1 % and are marked ranging from first to third priority orders in the establishment of NFABE program centers in Addis Ababa city administration.

**Table 12: Responses on the Role of Stakeholders in the provision of NFABE Program**

No	Items	Respondents	
		No	%
1.	Which role of the stakeholders play in the establishment of ANFBE program	N = 206	
	a. Providing local materials	26	12.6
	b. Providing cash	120	56.3
	c. Providing both the cash and materials	9	4.4
	d. Others	51	24.7
	Total	206	100

The study revealed that the respondents assured the stakeholders participated in the provision of NFABE program. According to the data in the above table the major roles of the stakeholders in the establishment of NFABE program are providing cash about 56.3 % (120) of the respondents. Responses were also asked in the open ended questions about the interdependence among stakeholders in the organization of NFABE program. In this regard the facilitators stated that the regional and sub city education department had no with other stakeholders. This implies that the regional and sub city education department have loose relationships with other stakeholders and they operate separately without collaborating with one other to improve NFABE program. However the majority of the facilitators appreciate the contribution of wereda administration are providing the wereda hall and compound to use as the center for NFABE program.

#### **4.4.1 Community Participation in Provision of NFABE Program**

The motives of the ANFEE program could be signified in terms of the commitments of all stakeholders, the establishment of organized learning centers, and increase in attendance of relevant curriculum and preparation of learning materials.

participation varies across centers. It has been observed to high effective in some center, where community to seem to be awareness about the importance of the program.

It was mentioned that community numbers become unwilling for what were asked to contribute to NAFE program centers were because they did not know about the importance of the program. This problem confirmed with Multon (2001) explanation that many families / parents see little immediate value in their family setting behind desk, learning, reading and writing and other skills for which there is no use of in community.

The community has an important role to play in the implementation and running of NFE and adult education programs. Respondents agreed on the following tasks:-

- Providing land for construction of schools
- Construction of buildings and other locally available materials (sand, stones, water ect)
- Mobilizing learners
- Feeding the learners
- Provision of security both to the centers and learner
- Human Resource; through centre management centers and volunteer facilitators.

Although respondents know the probable roles the community is supposed to play towards promotion of NFABE in city, minimal contribution can be observed on the ground. This is partly because of the misunderstanding of the concept and purpose of Adult and Non-formal Education. While in developed countries, continuing education is a voluntary undertaking, its circumstantial factors push the learners to the centers and therefore really philosophy and objectives of NFABE in education is generally misunderstood.

#### **4.4.2 Management and Supervision of NFABE Program and Centers**

The management of education is known as administration because of the benevolent nature of educational enterprise and the professional character of its work, the direction of educational organization is entrusted to administrator rather than managers, to minister, to lead, to aid and help is the inherent meanings of the administrator's role. Earlier connotations of the word manager - one who controls to direct subordinates towards the accomplishment of the objectives of the organization, have changed with the development of organizational theory and the application of science of management. Administrative processes are seen as organizational variables which

include organizing, goal setting making decisions, building morals or climate, communicating initiating changes, negotiating, resolving conflicts, supervising and evaluating. The task of administration includes curriculum planning and instructions, finance and business management, legal responsibilities, staffing, learning process, accounting, institution plant services, institution community relations and implementation of state programs

**Table 14: The Management and Supervision of NFABE centers**

No	Items	Respondents (N = 206)					Mean
		SDA	DA	U	A	SA	
1	The Wereda education office experts organize relevant training on various themes for facilitators	38	68	51	36	12	2.58
2	The WEO experts try to ensure the sustainability of the NFABE centers	29	43	68	50	16	2.90
3	NFE experts at Wereda level are responsible to supervise the NFABE centers	46	73	60	21	6	2.35
4	Most of managers have minimum educational qualification	17	26	36	71	56	3.59
5	The roles and responsibilities of each committee member are clearly defined and indicated in the guideline	20	27	29	75	55	3.57

Mean were interpreted as 0.5-1.49 (strongly disagree), 1.5-1-2.49 (disagree) 2.50-3.59 (undecided), 3.50-4.49 (agree) and 4.50 and above for strongly agree

It is evident from table 14 that the Wereda education office experts organize relevant training on various themes for facilitators (mean score is 2.58) The WEO experts try to ensure the sustainability of the NFABE centers (mean score is 2.90). NFE experts at Wereda level are responsible to supervise the NFABE centers (mean score is 2.35). Most of managers have minimum educational qualification (mean score is 3.59) and the roles and responsibilities of each committee member are clearly defined and indicated in the guideline (mean score 3.57).

According, the above table the great majority of respondent indicates that working relationship with the woreda education office experts was encouraging but there is disagreement about it. The majority of the respondent the facilitators believed that the woreda education office experts tried to ensure the sustainability of the NFABE centers whereas. The researcher also interviewed one of the wreda education office experts, said: The woreda education office actively works on ensuring the sustainability of NFABE centers. We have already overtaken many NFABE centers run by various NGOs in our zone. That means, they are becoming government formal primary schools.

#### 4.5 Challenges on the Provision of ANFBE Program

**Table 5: Responses on the Challenges Encountered in Provision of NFABE program**

No	Items	Respondents (N = 206)					
		SDA	DA	U	A	SA	Mean
1	Lack of facilities and materials	33	96	48	19	-	2.27
2	Luck of curriculum and teaching materials	-	76	91	29	-	2.76
3	Lack of involvement of other sector	100	71	25	-	-	1.62
4	Lack of coordination and communication	57	112	27	-	-	1.85
5	Lack of adequate budget	61	126	9	-	-	1.73
6	Lack of trained and experienced manpower	19	105	72	-	-	2.22
7	Internal efficiency	53	80	53	-	-	1.9
	Mean value						2.06

Mean were interpreted as 0.5-1.49 (strongly disagree), 1.5-1-2.49 (disagree) 2.50-3.59 (undecided), 3.50-4.49 (agree) and 4.50 and above for strongly agree

Potential difficulties encountered in the provision and organization of ANFBE program were presented to the respondent to be rated using the five point liken scale as strongly disagree (1), disagree(2), undecided (3), agree (4) and strongly agree (5).In addition respondents were allowed additional potential difficulties that have been out if they felt the list was in complete.

For this purpose of analysis the responses were rated as 0.5-1.49 (strongly disagree), 1.5-1-2.49 (disagree) 2.50-3.59 (undecided), 3.50-4.49 (agree) and 4.50 and above for strongly agree. As it can be read from the above table among seven potential difficulties lack of facilities and resources to run the program effectively, none involvement of other sectors in the provision of ANFBE program, lack of communication and coordination, lack of adequate budget, shortage of trained and experienced man power were rated as very serious one to carry out the ANFBE program by respondents with weight mean scores range from 1.62-2.27 these problems were considered as a prominent and very serious potential difficulties were accounted for by most of the respondents.

The partnership between the government and other stakeholders is strengthened. The educational sector program on policy framework for the education sector for accepting the challenges of Education and Training in Ethiopia in the 21st century recognizes the important role played by Adult Education and continuing Education as a vehicle for transformation and empowerment of individual and society. In addition it stipulates that NFABE offer opportunities for those outside the formal school system to access and benefit from education. The National Action plan on education identified challenges facing non – formal and alternative basic Education in Ethiopia.

The implementation of any program is affected negatively by such factors as absence of financial input, insufficient materials and equipment, lack of cooperative working relationship, and lack of sufficient time and trained manpower. Concerning the factors that challenge the practices of NFABE program in Addis Ababa city administration many of the respondents on the comment section of questionnaire, interview and focus group discussion forwarded many varieties of factors associated with it. These factors include:

- Many of the facilitators did not take initial training which equips them with the necessary skills of teaching methodology, lesson planning, classroom management etc.
- Absence of adequate supervision and guidance from educational administration.
- Absence of salaries/incentives for facilitators so that they did not committed to teach. Rather they teach at NFABE program centers only to get participation certificate
- Absence of adequate teaching- learning materials such as text books, teachers guides and others supplementary materials.

- Absence of individuals who run the program with due attention and great consideration.
- Unavailability of conducive facilities such as potable water reading room, pedagogical center, separate toilet for females and males etc.
- Applicants of grade ten and/or twelve attendants only for the sake of getting participation certification with out ability or interest on the job.
- No involvement of other sectors such as health extension agricultural extension etc.
- Absence of community awareness of ABE program.

# Chapter Five

## Summary, Conclusion and Recommendation

This final chapter comprises the summary of major findings, conclusion and recommendations. The chapter starts with a brief description of the study and goes on to summarize the findings of the study followed by conclusion. At the end, recommendations that are considered to be helpful to address the problems were forwarded

### 5.1 Summary of the Study

The main purpose of the study was to assess the status and challenge in the provision and organization of non formal and alternative basic education program in Addis Ababa City Administration. In order to achieve this, the following basic questions were raised regarding the status and challenge in the provision and organization of non formal and alternative basic education program:

1. How is the non-formal and alternative basic education programs organized and provided in Addis Ababa City Administration?
2. What are the main factors and challenges that affect the provision and organization of non-formal and alternative basic education programs in Addis Ababa City Administration?
  - a) What is the level of the training of the staff with particular reference to facilitators and administrators?
  - b) How ANFBE curriculum provided and managed by program providers?
  - c) What does the availability of basic teaching and learning materials (textbooks, facilitator's guide, blackboard, chalk) look like at the ABE centers?
3. To what extent is the providing agencies and communities involved non-formal and alternative basic education programs in Addis Ababa City Administration?

To this end, a descriptive survey method was employed. This method is believed to be appropriate for generating adequate amount of data from a relatively large number of respondents (Creswell, 2003). The source of data for the research include NFABE Program facilitators, Addis Ababa education sub city and wereda experts, members of the center management committee (CMC) and NFABE learners in Addis Ababa City Administration.

In dealing with this research problem. The study was conducted in twenty five NFABE centers in five sub city in Addis Ababa City Administration. The twenty five NFABE centers were selected from 213 NFABE centers using simple random sampling techniques. The subjects of the study were 250 of which 230 were treated through questionnaire, 10 through interview guide and 10 through focus group discussion. 230 subjects were facilitators of NFABE program. Among the dispatched 230 questionnaires, the returning rate was in general 206 (89.6%). And through interview guide 10 regional, sub city WEO experts treated. Data was also collected using document review and focus group discussion focusing on factors that affect the provision of NFABE program.

Based on the data collected and the analysis made using different statistical tools, the following results were found.

#### **5.1.1. Regarding the Respondent characteristics**

- 5.1.1.1 The finding revealed that the majority 62.6 % ( 129) of respondents were female while 37.4 % (77) of respondents were males. The proportion of males was very few. As whole, the data from the sex profile of the respondents indicates the numbers of male respondents are fewer because the proportions of females in sample centers were very small as compared to female respondents.
- 5.1.1.2 The study also indicated that 83% of respondents within the age range 21-30 years whereas most of the educational officials at the region, sub city and WEO were fell within the age range of 31-40.and above
- 5.1.1.3 Concerning educational background, majority of the facilitators 81% (160) of they were twelve grade complete. Hence, their qualification to appropriate to the standard of MOE guide lines stated to teach NFABE Program. In this respect MOE (2002), states that the qualification for NFABE facilitators were at least grade 10 complete. Whereas, all of the educational officials at various level had at least first degree holders.

5.1.1.4 As far as work experience is concerned the study also revealed that 184.5 % (173) of respondents had less than five years of work experience. Only 10.1% (21) of course insignificant number of respondent have experience above ten year these are mostly educational personnel at region, sub city and wereda education offices who had better understanding about the various issues and problems of non- formal education in Addis Ababa city administration

### **5.1.2 Regarding the Purpose of the NFABE program**

The study revealed that the purpose of the ANFBE program help adults and children to acquire literacy and numeracy, It open to all who want to learn outside formal system and it would prepared dropout re-enter to the formal school were given top priority than any other items those items rated by the respondents.

### **5.1.3 Regarding The Status of ANFBE Program**

The study revealed that the great majority of the respondents 80.6 % (166) agreed that program providers were conducting NFABE program for out of school age children and adults. It also indicate that 47.1% (97) of the respondents agreed that the NFABE program run in formal school compounds and 38.3% (79) of the respondents said that the ANFBE program run in woreda or kebele walls and 81.1% (167) of the respondents said the NFABE centers were constructed by wereda education offices and 14.6 % of the respondents said that NFABE centers .

### **5.1.4 Regarding Factors that Influencing the Provision of NFABE program**

5.1.4.1 The study revealed that recruitment of facilitators was based on criteria set by NFABE stakeholders. But the majority the facilitators disagreed that the recruitment of facilitators would favor female more than male ones. Only a slight majority of respondent facilitators believed that the recruitment procedure was transparent.

5.1.4.2 The study also revealed the majority of the facilitators expressed that their most preferred training would be in the area of “planning of students”. The second most preferred area was and class room management and the third one was lesson plan preparation.

5.1.4.3 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. The finding of

the study revealed that 75.5% of the facilitators believed that the level of the program provision in the Addis Ababa city administration is low and the majority of the respondents in the interview they replied that the program providers did not give more attention to the NFABE program.

5.1.4.4 Regarding the currently ANFBE program run in formal school compounds as perceived by its personnel, with reference to 52 %, and 20%, of employee respondents currently NFABE program run in formal school compounds and kebele halls respectively. In contrary, 59.3 and 3.7% of the respondents perceived the currently NFABE program run in NFABE program center.

5.1.4.5 The study indicate the present the selection and recruiting procedure of NFABE center of the respondents as respond by 47% the selection of facilitators were carried by worda education office. 39% of respondents also responded that the centre commit carries the selection. The required criteria for, the selection of facilitator is educational background, ability test, resident to the community and experience are the common.

5.1.4.6 As indicated in the above table 11, 86 % of respondents responded that facilitators had trained. Regarding facilitators' mode duration of training 27% of the respondents confirmed that the facilitators trained pre-service for short period of time. Regarding the content of training were mainly on teaching, methodology, lesson plan, teaching aids preparation student evaluation and class room management. But the 51% of the facilitators mentioned that the training was inadequate and not relevant in preparing competent facilitators to teach NFABE curriculum as a result the majority of facilitators faced challenge leach the curriculum.

5.1.4.7 The study found that 80 % (16) of the administrators and 68.8 % other facilitators responded that the NFABE program has an implementation strategies and guidelines. The guideline was prepared by Addis Ababa city administration education bureau. Regarding with clear statement on the duties and responsibilities of the stakeholders in supporting ANFBE Program while 60 % (14) of the administrators and 72.8 % of facilitators responded that they have enough knowledge about the implementation of the strategy and guideline center management committee were supposed to manage to NFABE center but the activities carried rut by CMC were found to be low during the

group discussion CMC members and parents states lack of awareness about the importance of the program to the society resulted the community members unwilling to participate in ANFBE centers activities and lack of support is the woreda administration to mobilize the community .

5.1.4.8 As can be seen from the above table respondents assured that the local government agencies, funding agencies or NGOs and both the community and NGOs are marked ranging from first to third priority orders in the establishment of NFABE program

5.1.4.9 The study revealed that both administrators and facilitators assured the stakeholders participated in the provision of NFABE program. According to the data in the above table the major roles of the stakeholders in the establishment of NFABE program are providing cash about 55% of the facilitators revealed

5.1.4.10 The study revealed that low contribution in NFABE program implementation statistical results of the respondent on the contributes of the community. 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.

5.1.4.11 Regarding the Challenges on the Implementation of ANFBE program The finding of the study indicated that both group of respondents were allowed to add additional difficulties that have been left out it there left the lest was incomplete .in this regard

- The program has no separate center to run the program
- The government gives more attention to formal system from NFE
- Insufficient follow up and evaluation
- Lack of centrally developed curricular meatiness
- Lack of motivation among facilitator and high turnovers
- Inadequacy of training to facilitators
- Mostly the learners were late to the class
- Inability of the program to address the beneficiaries

## 5.2 Conclusion of the Study

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

From the findings, it can be concluded that the ABE program was not implemented as intended in Addis Ababa city administration. There was a wide gap between the designed curriculums and what is actually being implemented in practice in the class room. These have been evidenced from the facilitators' actual class room performances and the stake holders understanding about the concept of ABE at sub city, Woredas and community level. These happened due to the problem encountered in the selection, no incentive or salary for facilitators, lack of trainings (both in-service and pre-service), inadequate skills and knowledge, and low commitment of facilitators. The lack of adequate knowledge and skills and low commitment on the part of implementers mainly attributed to the absence of training, workshops and seminars related to ABE program and to the lack of incentives. The absence of adequate communication, feedback provision system and insufficient technical and materials support made the organizational setting of ABE program not conducive to effective implementation of the curriculum.

The low level attention of educational personnel towards ABE program coupled with the existence of unfavorable conditions (i.e. lack of basic facilities and the required resource materials needed in the ABE learning centers) appear to have the contribution to the ineffectiveness of the program implementation.

The attitudes of the communities towards ABE program coupled with the low or little support provided by WEO-NFE personnel seem to have aggravated the problem. Furthermore, communities' lack of awareness about the program, its objectives, importance and policies and their perceptions as zero class would lead the sustainability of the program questionable.

The existence of NFABE in Addis Ababa city administration can undoubtedly contribute to increase access to education for citizens and are playing dynamic role in national development by uplifting socio economic status of masses especially in the city. NFABE schools are also playing vital role in discriminating gender disparity by providing equal opportunities of education to male and the female as well

The respondents believe there lack of coordination between the activities of government institutions and NGOs could affect the provision of NFABE program. The fact that facilitators have not got adequate training implies poor quality of the provision of NFABE Program in the city administration of Addis Ababa

The budget allocated for program and teachers' remuneration was insufficient. It may be increased and students may also be provided incentives in the city administration of Addis Ababa were not inadequate so that it would affect the provision and management of NFABE program.

The fact that the Addis Ababa city administration did not have curricular materials designed for adults would affect the program negatively in that it could not address their needs. Providing the program for both children and adults together in the same class room would have negative impact on the effectiveness of the program.

Lack of clear strategies and guide lines for NFABE would negatively affect the organization and management of NFABE centers Addis Ababa city administration.

Generally, we can conclude that the provision and organizations non formal and alternative basic education have a negative impact on their performance. As evidenced in the study, the existence of lack of coordination between the activities of government institutions and NGOs could affect the provision of NFABE program, inadequate training implies poor quality, insufficient budget allocated for program and teachers' remuneration and lack of clear strategies and guide lines for NFABE would negatively affect the organization and management of NFABE centers Addis Ababa city administration. This finding suggests that educational leader's at all administrative levels should pay attention to improve the performance of their NFBE by enhancing social motivations and shared understanding of their members. On the other hand, more studies should still be needed in order to further the exploration in order to have better understanding of the Provision and organization adults' non formal education to make the necessary changes in pursuing enhanced effectiveness of its objectives.

### 5.3 Recommendations of the Study

Based on the major findings and conclusion drawn from the findings the following recommendations were forwarded:

The alternative approaches to basic education will enable the region access school age children if every concerned body pay much attention and follow up activities at all levels, particularly at grass root levels. To this effect, there has to be department for the program at regional, sub city one and all woredas levels so as to follow up its activities so that following and taking immediate measures would be easily possible.

Finding indicated that awareness of the communities about ABE program is weak. The lack of awareness about ABE program inhibits the community to send their children to ABE centers and provide other necessary contribution of the program. Hence, the WEO together with cluster supervisor and CMC members should create a context which

Finding of the study asserted that there was no face to face communication between facilitators and cluster supervisor, WEO and cluster supervisor, WEO and CMC members and also within themselves. However communication and feedback through different channels among these bodies is important to communicate the assumptions, values, point of view, etc associated with ABE. Therefore, for effective implementation of the program both within and among the experts at all levels and facilitators, WEO together with sub city NFE experts and cluster supervisor should create situations for communication and feedback channels such as seminars, workshops, etc to the programs and its implementations.

The ABE environment in the learning centers and classrooms have been found to be unconducive in terms of inadequacy of the resource like instructional media, classroom facilities, etc. Hence, the sub city educational departement together with regional educational bureau and other concerned bodies such as the community and the cluster supervisors should device mechanizes to alleviate the problems such as developing minimum standard about ABE center construction and distribution of the required materials by woreda education office.

The findings of the study indicate that the cluster supervisor and NFE experts had no adequate knowledge and skill to implement the program. This is among the obstacle to achieve the intended objectives of the program. Hence, NFE experts and supervisors at all levels should be provided with trainings related to ABE curriculum and its implementation.

It was found that ABE facilitators were teaching at ABE centers with no formal training given to them. It is, so to say, a one day orientation alone but no formal training was given to facilitators to teach at ABE centers. This resulted in poor teaching. To avoid this which influences the effectiveness of the program improvements should be made on the pedagogical skills of the facilitators. To this effect, facilitators should be provided with adequate pre-service training in relation to ABE principles, approaches. And also they have to take part in cluster training program together with formal school teachers so that they would have interested to use or borrow instructional resources from CRC. Hence, the WEO together with cluster supervisor should give pre-service training, if possible, refresh training and/or in-service training.

The finding of the study disclosed that the ABE program is considered as zero class among the community and in some woreda NFE experts has little or no concept about how children are promoted from level to level in ABE program and from ABE to formal school and vice versa. Therefore, the regional education department together with sub city education department should give the necessary principles and guidelines for WEO experts and cluster supervisor and aware the community about the ABE program policy through such communication channels as meetings, discussion forums, etc to sensitize the community and to develop common understanding of the importance of the program.

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**Appendices**  
**Appendix A**  
**Addis Ababa University**  
**College of Graduate Studies**  
**Department of Educational Planning and Management**

**Questionnaire to be filled by Addis Ababa city administration NFABE facilitators**

This questionnaire is designed to survey the Status and Challenge of Non-Normal and Alternative Basic Education in Addis Ababa city administration. The purpose of this study to collect relevant data for the subject under study. The success this study to a great extent, relies on your genuine response. Hence, you are kindly requested to be honest in your responses to all the items provided in the questionnaire.

In responding the questionnaire please notes the following:-

1. All the questions a raised are of equal importance to attain the objective of the study
2. You are not required to write your name
3. Put “√ ” mark in the Box and blank space given for questions with options and write your own opinion for question with open ended .
4. Circle the letter of best choice for multiple choice questions.
5. You could respond to one question more than one
6. NFABE mean Non-formal and Alternative Basic Education

## Part One: - General Information

### 1. Sex

- a) Male
- b) Female

### 2. Age

- a) 20 and below years
- b) 21-30 years
- c) 31-40 years
- d) 40 and above years

### 3. Qualification

- a) Grade 10 Complete
- b) 12 Grade
- c) 12 + I
- d) College degree
- e) First degree
- f) Second degree
- g) other (specify) \_\_\_\_\_

### 4. Service years

- a) 1-5 years
- b) 6-10 years
- c) 11-15 years
- d) 16-20 years
- e) 21-25 years

### 5. Marital Status

- a) Unmarried
- b) Unmarried
- c) Divorced

6. Name of the organization \_\_\_\_\_ center \_\_\_\_\_

## Part II

To answer questions (1-12) below choose the best answer you think most appropriate to describe the way things are currently in your Institutions from the Given Alternatives.

1. NFBE program provide for
  - a) for out of school age
  - b) for adults
  - c) both for out of school age children and adults
2. Where the NFABE program run in
  - a) Formal school
  - b) In the ANFBCE center
  - c) Kebele halls
  - d) Under shade
3. Who participated in the establishment of NFABE program
  - a) Community
  - b) Learners
  - c) NGOs
  - d) Local government agencies
  - e) Both the government and NGOs
4. Who construct the ANFBCE program centers
  - a) Local community
  - b) Wereda education office
  - c) Regional Education bureau (REB)
  - d) NGOs
5. Term of facilitators' employment
  - a) Fulltime
  - b) Contract
  - c) Part-time
6. Condition of facilitators training
  - a) Pre-service
  - b) On job training

- c) Short term training
7. The relevance of training to fill skill gap of facilitators
- a) Adequate
  - b) Moderate
  - c) Inadequate
8. the major factors influencing the provision and management of NFBE program centers were
- a) lack of clear policy,
  - b) lack of coordination
  - c) Lack of research development.
9. The socio-economic roles that influence the provision and management of NFBE program were
- A. poverty,
  - B. distance from the center,
  - C. labor demand
  - D. Lack of awareness.
10. Is there prepared NFABE curriculum
- A, Yes      B, No
11. The relevance is curriculum to the local need the local needs
- A. High
  - B. Medium
  - C. Low
12. The appropriateness of the curriculum for a given level
- A. Difficult,
  - B. Moderate,
  - C. Easy
13. The extent to which the ANFBE curriculum has been integrated
- A. high
  - B. Medium
  - C. Low

### Part III

#### Questions Used to Assess the Status and Challenge of Non-formal and Alternative Basic Education in Addis Ababa City Administration.

For the following questions please indicate the extent to which you agree or disagree by putting “x” mark in the box against the choices for each continuum (1. Strongly disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly agree)

	STATEMENTS	1	2	3	4	5
<b>1. What are the Purpose of NFABE Program</b>						
a)	Cost effective					
b)	Help adults and children to acquires literacy and numeracy					
c)	It has dealt with the poor and neglected sectors					
d)	It would prepared dropout re-enter to the formal school					
e)	It open to all who want to learn outside formal system					
f)	Help in acquired functional skills for learners life improvement					
g)	Can get such education opportunity with on of interfering with any working time.					
<b>2. The Management and Supervision of NFABE centers</b>						
a)	The woreda education office experts organize relevant training on various themes for facilitators					
b)	The WEO experts try to ensure the sustainability of the ABE centers					
c)	NFE experts at Woreda level are responsible to supervise the ANFBBE centers					
d)	Most of managers have minimum educational qualification					
e)	There are committees members formed to manage ANFBBE centers					
f)	Provisions of financial and economic resources are adequate to promote non formal education in the country					
g)	The roles and responsibilities of each committee member are clearly defined and indicated in the guideline.					
<b>3. Physical facilities NFABE program centers</b>						
a)	There are adequate class rooms					

b)	There are adequate desks					
c)	There are adequate benches					
d)	There are adequate blackboards					
e)	There are adequate availability of electricity					
f)	Has the NFABE center pedagogical resource center					
g)	Has the ABE center reading rooms or centers					
h)	Have the NFABE Center supplementary reading materials in addition to the learning materials for the core subjects?					
<b>4. Community Participation in NFABE program</b>						
a)	The community Participates in the construction of NFABE centers					
b)	The community cooperativeness with the CMC members					
c)	The commitment of CMC members to initiate the community to give the necessary material support to the centers					
d)	The commitment of the CMC members to initiate the local community to send girls to school					
e)	Providing land for construction of schools					
f)	The community Mobilizing learners					
g)	The community Feeding the learners					
h)	The community Provision of security both to the centers and learners					
<b>5. Selection and Recruitment of Facilitators of NFABE program</b>						
a.	Facilitators are recruited based on criteria set by the NFABE stakeholders					
b.	The recruitment favors female facilitators more than males					
c.	The recruitment procedure is transparent					
<b>6. Degree of satisfaction with their salaries Facilitators</b>						
a)	My salary is enough to cover my cost of livening -					
b)	My salary is equivalent to the salary of 1 ST cycle					
c)	There is periodic increment of salary for NFABE Facilitators					

b)	There are adequate desks					
c)	There are adequate benches					
d)	There are adequate blackboards					
e)	There are adequate availability of electricity					
f)	Has the NFABE center pedagogical resource center					
g)	Has the ABE center reading rooms or centers					
h)	Have the NFABE Center supplementary reading materials in addition to the learning materials for the core subjects?					
<b>4. Community Participation in NFABE program</b>						
a)	The community Participates in the construction of NFABE centers					
b)	The community cooperativeness with the CMC members					
c)	The commitment of CMC members to initiate the community to give the necessary material support to the centers					
d)	The commitment of the CMC members to initiate the local community to send girls to school					
e)	Providing land for construction of schools					
f)	The community Mobilizing learners					
g)	The community Feeding the learners					
h)	The community Provision of security both to the centers and learners					
<b>5. Selection and Recruitment of Facilitators of NFABE program</b>						
a.	Facilitators are recruited based on criteria set by the NFABE stakeholders					
b.	The recruitment favors female facilitators more than males					
c.	The recruitment procedure is transparent					
<b>6. Degree of satisfaction with their salaries Facilitators</b>						
a)	My salary is enough to cover my cost of livening -					
b)	My salary is equivalent to the salary of 1 ST cycle					
c)	There is periodic increment of salary for NFABE Facilitators					

d)	The level of salary is highly dependent on the level of qualification of the ABE facilitators					
<b>7. Facilitator's ratings of their training needs in selected areas</b>						
a)	Facilitators need training in guidance and counseling techniques.					
b)	Facilitators need training In the area of active learning methods					
c)	Facilitators need training In the area of lesson plan preparation					
d)	Facilitators need training In the area of classroom management					
e)	Facilitators need training In the area of continuous assessment					
f)	Facilitators need training in planning of students activities.					
<b>8 The Curriculum NFABE program</b>						
a)	The curriculum of the ANFBE s learner centered					
b)	Appropriate language used as medium of instruction in the ANFBEs Program					
c)	The curriculum incorporate the issue of HIV/AIDS					
d)	Curriculum materials properly designed for the program					
e)	Duration of training programmes is adequate.					
f)	The curriculum encourage learners' participation					
g)	Enough number of facilitators' text-books and guides distributed to the ANFBE s					
<b>9. Challenges on the Provision of ANFBE Program</b>						
a)	Lack of facilities and materials					
b)	Luck of curriculum and teaching materials					
c)	Lack of involvement of other sector					
d)	Lack of coordination and communication					
e)	Lack of adequate budget					
f)	Lack of trained and experienced manpower					
g)	Internal efficiency					

**Part IV**

**Issues related to challenges in the provision and organization ANFBE program.**

1. What are the major challenge in the provision of ANFBE program in Addis Ababa city administration?

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2. What do you suggest to solve the above mentioned problems?

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**Appendix B**

**Interview questions for Regional, sub city and woreda education officials**

1. Describe or state briefly the status and extent of NFABE in your region/ sub city or werada \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Major challenges encountered by the majority of NFABE centers in the region/ sub city or werada \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What are the major problems encountered in the management and supervision of NFABE s in the region/ sub city or werada? \_\_\_\_\_ -  
\_\_\_\_\_  
\_\_\_\_\_
4. What are the major problems faced regarding the ANFBE curriculum, text-books and teaching materials in the region/ sub city or werada \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What are the major obstacles encountered to involve the local community on NFABE? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What are the major hindrances observed regarding ANFBE facilitators in the region/ sub city or werada? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. If you have any suggestions and comment please mention it  
\_\_\_\_\_  
\_\_\_\_\_

## Appendix C

### Focus Group Discussion with NFABE students

#### I) Background Information

Sub city \_\_\_\_\_

Woreda: \_\_\_\_\_

Name of ABE Center: \_\_\_\_\_

No of participants: Male \_\_\_\_\_ Female \_\_\_\_\_

Age range: \_\_\_\_\_

Date: \_\_\_\_\_

Starting time of discussion: \_\_\_\_\_

Ending time of discussion \_\_\_\_\_

#### II) Please respond to the following questions.

1. What subjects do you learn in ABE program?
2. Do you think that the center is convenient for learning?
3. Does the facilitator utilize teaching aids for teaching-learning process?
4. Does the facilitator employ active learning methods in the classroom?
5. Does the facilitator motivate you to learn by your own and develop your self-confidence?
6. How do you judge the center facilities like water, play grounds, toilet etc? (Are there separate toilet rooms for boys and girls?)
7. What are the major problems that you encountered while attending the ABE program?
8. Do you get support form your family to be successful in your education?
9. Is there any others who provided you support to attend your education?
10. What do you suggest to improve the center as a learning environment?

#### Profile of the discussants

S. No	Name	Sex	Age	Grade	Remark

## Appendix D

### Observation Check List Data Collection Form

1. To what extent of the provision and organization ANFBE program is healthy?

- To what degree the staff members are of assistance each other and their learners.
- Do the climates encourage Facilitators and Adult Learners?
- How do employees feel about their environment?

#### Questions Related to Structure

1. What is the level staffing in the program?

- Is there insufficient staffing?

Key: (5= very high, 4= high, 3= moderate, 2= low and 1= very low)

No	Facility	Level of Adequacy					Remark
		5	4	3	2	1	
1	Library						
2	Reference Books						
3	Text books						
3	Instructional Material						
4	Class rooms						
5	Store						
6	Availability of electricity						
7	Availability of furniture						
8	Availability of toilets ...						
9	Availability and usability of black board, charts and pictures						

## Appendix E

### Addis Ababa City Administration Map



*Source Addis Ababa City Administration (2010)*

## Appendix G

Sub-Cities / No of Kebeles / Population

No	Kifle-Ketema	No of Kebeles	Total Population
1	Arada	10	303,810
2	Addis Ketema	9	320,389
3	Lideta	9	296,073
4	Kirkos	11	318,508
5	Yeka	11	304,550
6	Bole	11	298,000
7	Akaki-Kality	8	182,502
8	Nifas Silk-Lafto	10	304,550
9	Kolfe-Keranio	10	261,235
10	Gulelle	10	333,998
		<b>99</b>	<b>2,923,615</b>

Source Addis Ababa City Administration (2010)

## STUDENT DECLARATION

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

Name: Eshetu Biru Gebre

Signature: 

Place and Date of submission: Addis Ababa University

June, <sup>20</sup>2011

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

Name: Dr. Yalew Ingdayehu

Signature: 

Date of Approval June 20, 2011