THE CONTRIBUTIONS AND CHALLENGES OF ALTERNATIVE BASIC EDUCATION SUPPORTED BY SAVE THE CHILDREN DENMARK IN NORTH SHOA ZONE OF OROMIA

BY

KETEMA HAILE GELETA

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

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ADDIS ABABA
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The Contributions and Challenges of Alternative Basic
Education for Children Supported by Save the Children
Denmark in North Shoa (Oromia)

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<th>Definition</th>
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<tbody>
<tr>
<td>AABE</td>
<td>Alternative Approach to Basic Education</td>
</tr>
<tr>
<td>ACCESS</td>
<td>Appropriate, Cost-effective center for Education with in the</td>
</tr>
<tr>
<td></td>
<td>school system</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>ESDP</td>
<td>Education Sector Development Program</td>
</tr>
<tr>
<td>EMIS</td>
<td>Education Management Information System</td>
</tr>
<tr>
<td>FGD</td>
<td>Focus Group Discussion</td>
</tr>
<tr>
<td>GER</td>
<td>Gross Enrollment Rate</td>
</tr>
<tr>
<td>IEC</td>
<td>Information, Education and Communication</td>
</tr>
<tr>
<td>JICA</td>
<td>Japan International Cooperation Agency</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>NER</td>
<td>Net Enrollment Rate</td>
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<tr>
<td>NFE</td>
<td>Non-Formal Education</td>
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<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
</tr>
<tr>
<td>NIR</td>
<td>Net I take Rate</td>
</tr>
<tr>
<td>OEB</td>
<td>Oromia Education Bureau</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural organization</td>
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<tr>
<td>UNICEF</td>
<td>United Nations Children's Fund; formerly, United Nations</td>
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<tr>
<td></td>
<td>International Children Emergency Fund.</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
</tr>
<tr>
<td>WCEFA</td>
<td>World Conference Education for All</td>
</tr>
<tr>
<td>WOE</td>
<td>Woreda Education Office</td>
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<tr>
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<td>Zone Education Office</td>
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Abstract

Education is one of the rights of children (Article 28 of the CRC). It is hardly possible to fulfill the rights of children without accessing basic education to children. Education is among the determining factors of a country’s development. One cannot imagine about development when the actors of development are illiterate. In connection to this, in Ethiopia, a considerable attention and priority has been given to education in general and that of primary education in particular. To this effect MOE has established partnership with NGOs, to implement ABE. Thus, the main purpose of this study was to assess the contributions and challenges of alternative basic education supported by SCD. Based on this purpose, brief review related literature, experiences of other countries as well as research findings of others on ABE were assessed. Descriptive survey research method was employed to conduct the study. Data were gathered from government and NGO officials and experts, facilitators, CMC members and ABE students through questionnaires, interviews and focus group discussion. The data collected through questionnaires were analyzed using percentages, and the qualitative data were analyzed in narration. In order to select sample population random, availability and purposive sampling techniques were employed. The findings of the study revealed that improving physical access of schools through provision of ABECs, motivated parents to send their children to centers and has created education opportunity for the disadvantaged segment of society including girls. The study also showed that the program carried out in the zone is contributing to the achievement of UPE in terms of creating access, gender equity and efficiency. The findings deduced from the study also revealed that both awareness raising and capacity enhancement activities helped the participants to understand more about the objectives of the program which in turn contributes to the effectiveness of the ABE program. Hence, for the success of ABE program in creating an opportunity to primary education, it is advisable to promote the change in attitude and motivation of stakeholders toward ABE which will made them to appreciate the ABE as an alternative way of creating access to education to needy children.
CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

Human beings are born with some basic right and privileges. The right to education is one of the major human rights ever since it was declared by the United Nations in 1948. At birth, all human beings are entitled to education in which one expresses in-built learning potential (Woube, 2003). This immense ability can be realized through education without which it is difficult to imagine human and national development. In other words, central to the development of any nation and its people is the education of its citizens. In this regard, UNESCO (1976) states that "education is not only an end indeed; the right enshrined in the UDHR, it is also our principal and often our sole means of action". In short, education is key human right without which many other human rights are difficult to attain.

The importance of education has been repeatedly emphasized ever since the ratification of UDHR. The declaration inherently underlines that all human beings regardless of any discrimination have the right to access to basic education. Basic Education is the building block and it is the best that a poor country can give to its citizens especially to school-age children and adult population. In addition, basic education helps to meet citizens' needs in their educational pursuit that paves the way for modern life (UNESCO, 1994). Thus, having equal access to primary education is the necessary foundation for all.

International experiences have shown that the issue of making education access to citizens has been the concern of every education system. This concern has been developed into the issue of achieving universal primary education (UPE). Especially, developing countries have been keen to achieve UPE for the citizen with the basic assumption that the roots of poverty have been lack of knowledge.

From 1950 to 1960, a number of ambitious action plans and unattainable goals were anticipated at continental level. As part of that attempt to meet the goals of education for all, there were series of international meetings; these include meetings in Latin America and Caribbean in 1956
in Lima and Santiago conference of 1963 which focused on free and compulsory education. A similar conference was held in Karachi in 1960 and in Tokyo in 1962 to achieve UPE in the year 1980. The Addis Ababa conference in 1961 also envisaged to realize UPE in Africa by 1980 (WCEFA, 1990). However, the attainment of access to quality education through formal schooling approaches has also becoming a difficult task particularly for a number of African developing countries which lacked the necessary skills and resources. Hence, a number of countries, donor agencies and NGOs have realized that the achievement of Universal Primary Education (UPE) strongly requires alternative basic education (ABE) program interventions.

Alternative basic education has become an area that has taken the attention of educationalists and politicians who are devoted to the fulfillment of access to quality education. It is now believed that by the use of Alternative Basic Education it is possible to enhance students’ completion rate through minimizing the number of dropouts by creating safe school conditions and improving educational achievements (Bishop, 1989; World Bank, 1995, 2001). Alternative basic education is, of course, basically based on the same principle of all public education- the principle that all children should be given the opportunity to learn. Like many developing countries of the world, Ethiopia also committed itself to the education for all, which was declared in 1990 and reaffirmed in the Dakar Framework for action 2000. However, taking into consideration the background of the country’s education system, its socio-economic background and the challenges of the formal education system, alternative approaches termed as "Alternative Basic Education" was put in place since 2003 to address the educational problems of the country.

In line with this, the Federal Democratic Republic of Ethiopia adapted ABE programs in its education sector development program (ESDP) – III. This document vigorously articulated that ABE programs are critically important short-term measures for achieving universal primary education by 2015, and in reaching the hard to reach school-age children in remote rural and dispersed communities, pastoralists and semi-agriculturalist societies. (MOE, 2005). This implies that, the formal schooling run by the government alone cannot solve the basic education need in Ethiopia. According to the 1994 education and training policy, therefore, the effort is to focus on an accessible and equitable expansion of basic education, restructuring and the improvement of the quality of education system, the development of relevant curriculum and the improvement of
quality of education provision. The effort to realize these visions in general and increasing access to quality primary education in particular obviously requires an integrated action of all concerned in the field including non-governmental organizations.

It is with this understanding that, the Ethiopian government has taken policy measures to recognize, encourage and support the efforts of NGOs, in promoting primary education, especially Alternative Basic Education for children in all regions of Ethiopia. In response to this, different international donors and agencies are supporting Oromia Regional State in order to institutionalize strategies that respond satisfactorily to the challenges of improving access and quality of basic education through non-formal Alternative Basic Education.

As part of this effort and to facilitate the NGOs effort in reaching the hard to reach rural and dispersed communities the Oromia National Regional Government Education Bureau has been designed and developed a central guideline for non-formal and Alternative Basic Education strategy that would enable the regional government to regularize and coordinate the activities of the concerned agencies (OEB, 2009). The Oromia non-formal Education strategy has the target of meeting the declaration of millennium development goal of education for all by the year 2015. To this end, the strategy captures the most essential components like vision, mission, Objectives of the strategy. It also includes the organizational aspect of the NFE, integration, coordination, linkage among different bodies and their responsibilities, the curriculum of the program and duration of the program.

On the basis of the guidelines and strategies set by the Oromia Regional State, ABE project being implemented in North Shewa Zone, by the Regional Education Bureau in collaboration with Save the Children, Denmark. The project was intended to increase access to quality basic education, build capacity of education offices and create awareness on child right and HIV/AIDS. It is to investigate the Contributions and challenges of this project that the current study is initiated by the researcher.
1.2 Statement of the Problem

Today, it is realized that human resource development at all levels, as a precondition for economic growth and development, requires provision of education to citizens. The provision of education in general and basic primary education to citizens in particular, in turn, requires diversification of educational programs or seeking different alternative approaches to basic education. This is particularly essential in conditions where the formal education system is unlikely to attain universal primary education (World Bank, 1995). As indicated in the base line survey conducted by (2005) in North Shewa Zone there were over 113,047 (50 % Females) school age children deprived of their right to education due to low physical access to education, low awareness of parents on education (especially girls), and poor quality of education in schools, and inconvenient school environment for girls. To address the needs and fulfill the right of children envisaged in the Convention of the Rights of the Child (CRC) and to raise awareness on HIV/AIDS prevention in the zone, Basic Education Project was started by introducing Alternative Basic Education in rural kebeles of nine woredas of the Zone.

As noted above, the overall development objective of the project is “Improving development opportunities for children in the nine woredas of North shewa Zone”. This is supposed to be attained by four immediate objectives: improving access to quality education, improving capacity of education offices, enhancing local capacity and raising awareness on child rights and HIV/AIDS (Project document of the NGO, 2004). Thus, examining the ABE program in relation to project objectives and in line with its overall contributions to realize UPE and challenges encountered are the concern of this study.

1.3. Objectives of the study

The overall purpose of this study is to assess the contributions and challenges of the ABE (alternative basic education) program in North Shewa zone of Oromia.

Specific objectives

Specific objectives of the study are:

1. To examine the contributions of the ABE program in terms of creating access to quality basic education for disadvantaged children.
2. To assess the ABE program with respect to provision of quality education.
3. To examine the program with regard to promoting equity and improving internal efficiency.
4. To identify good practices that could be replicated from the program.
5. To investigate the extent of participation of stakeholders in the activities of the ABE program.

Basic Research Questions

Based on the statement of the problem and objectives of the study, the following basic questions were set:

1. What are the contributions of the ABE program in creating access for out-of-school children in the project area?
2. To what extent the ABE program is addressing quality basic education?
3. To what extent the program promotes girls participation in ABE centers?
4. To what degree do the stakeholders participate in different activities of the ABE program?

1.4. Significances of the study

The researcher believes that the study has the following significances:

- It could enable education officials of different levels, the NGO officials, center management committee (CMC) members and facilitators to understand the contribution of the project in the project area.
- The findings of the study might also give some insight for better ways of ABE implementation.
- It could help to identify best practices and major problems encountered while implementing the program.

It could also initiate, encourage and serve as a springboard for future investigation.

1.5. Delimitation of the study

To make the study manageable, it is delimited to:

1. Access opportunities to quality basic education, promotion of girl’s participation, awareness rising on child right and HIV/AIDS, stakeholders’ participation, and capacity
building Activities. Issues like implementation of the curriculum of ABE, linkage between ABE and formal system, are not the concern of the present study.

2. Four of the woredas in North Shewa Zone, in which the project is being implemented, are the focus of the study.

1.6. Limitation of the study

Among the problems the researcher has faced in conducting the study are:

1. Financial Constraints
2. Shortage of reference materials on ABE

Nevertheless, the researcher used all possible means to get access to relevant information from all data sources.

1.7. Organization of the study

The research report is organized into five chapters. Chapter one deals with the problem and its approach. In chapter two the review of related literature dealt with. Then comes research design and methodology in chapter three followed by presentation and analysis of data in chapter four. Summary, conclusion and recommendation of the study are presented in chapter five. Finally, lists of reference materials for conducting the study, sample interview guide lines and check list are annexed at the end.

1.8. Operational Definition of terms

Alternative basic education: is the component of non-formal education program that serves as 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 (Oromia Education Bureau (OEB,2005).

Basic education: refers to the very minimum of knowledge, skills, attitudes and values that will enable individual to operate with a reasonable expectation of success in their community (Haggis, 1995).
Facilitators: Trained or non-trained teaching staff for the non-formal basic education (OEB and JICA, 2005).

Out-of-school children: children in the official school age (7-14) group for primary education who are not enrolled in school.

Stakeholders: refers to those who have a vested interest in education, its process and outcome (Murgatroyd and Morgan, 1992).
CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. General Notion of Education

Education is one of the decisive instruments in an endeavor towards breaking the vicious circle of poverty. As the objective reality in the 21st century indicates, it is education and training that liberates citizen from ignorance and acquaints them with modern civilization to pave the way for further development and prosperity as well. The secret behind the developed nations or countries that registered speedy development further proves this reality (OEB, 2005). Moreover, education is the backbone of social and economic development of any country; it is the major pillar for the well being of individuals and society at large. Technological advancement, scientific change and new methods of production emanate from education. It enables people to conserve their resource properly. It helps to mobilize human mind for innovation, creation and getting new findings. It is also important to produce well informed, responsible and productive citizens who can adapt him/herself to ever-changing environment.

Education well-equiips individuals and society with problem solving capacity and ability, and enables them to identify harmful tradition and replace them by useful ones in order to bring sustainable development (MOE, 1994). Furthermore, it plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding, and cooperation among people. This implies that it is unthinkable to bring sustainable development which is important for life without having proper education. In line with this, Lackeed and Verspoor (1991), indicates that the development of the world or individual nations hinges more than ever on the capacity of individuals and countries to acquire, adapt, and advance knowledge. Moreover, education is a key for development as well as human right has led to universal primary education (UPE) as a focal point of interest at international level. To actualize this interest, years have passed since countries committed themselves to universalize primary education. Ethiopia is also among one of those countries that committed to provide primary education to all school-age population by year 2015 (OEB, 2005). In addition to the above ideas, education provides participants with basic knowledge, skills, values that increases
their power and capacity to make better decisions, to act, to create, to produce and manage their products it is said that education is a foundation for development. It is an instrument for the economic progress of society through bringing dynamism in the total aspects of the society's life. Education that ensures such value changes can be delivered via variable and suitable systems is the non-formal system. The non-formal educational delivery system is mainly noted for its cost effectiveness, flexibility, location and manner of delivery is arranged according to the convenience of the participants (OEB, 2009).

In general, education is a cornerstone for the development of nations, it is imperative to boost the educational level or status of both sexes.

2.2. Concepts and Definitions of Basic Education and Alternative Basic Education

2.2.1. Basic Education

The document world conference of Education for All defines basic education as basic learning needs attainment as: "Education intended to meet basic learning; it includes instruction at the first foundation level, on which subsequent learning can be based; it encompasses early childhood and primary education for children, as well as education in literacy, general knowledge and life skills for youth and adults" (WCEFA, 1990). Furthermore, UNICEF (1992) defines basic education as the very minimum of knowledge, skill, attitudes and values that will enable individuals to operate with a reasonable expectation of success in their community or society.

The term basic education has also country-specific definitions (Haws, 1986). As to him basic education is similar to the first part or cycle of schooling: three-five years in the former USSR and the acquisition of basic knowledge, skills and attitudes by all citizens in out-of-school in Tanzania. In Ethiopia, basic education includes education provided for children, youths and adults, and contains instruction in literacy, numeracy, environmental protection, crafts, science, health and civics (MOE, 2005).

On the other hand, according to UNESCO (2000), the definition of basic education must be in terms of levels to be attained, and knowledge and skills to be acquired along the lines of the Jomtien enlarged vision, not in terms of a period of compulsory school education. In relation the
above statement, the same document states the role of basic education in the following manner: basic education allows personal development, intellectual autonomy, integration in to professional life and participation in the development of the society in the context of democracy. In order to achieve these aims, basic education must lead to the acquisition of: key skills used as personal development tools and later on, a basis for lifelong learning; initial vocational guidance; the knowledge, development, and for the exercise of participatory and responsible citizenship in a democracy.

Although there is a great difference in interpretation given to basic education in Africa. Kagai et al (1986) identify four main components of basic education in each country. These includes: early childhood education, the primary school, and non-functional literacy and post literacy programs. It is also includes educational components in other sectors other than education to promote specific educational aspects such as extension programs in agriculture, family planning and child health programs. Whatever varying connotation of basic education in the past the term is now coming in to ever increasing use by educators and statesman as an attribute to other forms of education and it can be regarded as a minimum social requirement. Thus, basic education is a set of basic skills, knowledge, and attitudes that enables the learners to take responsibilities for their lives and prepare them for further education. As such it requires creating opportunities of access to education for children who have never been to school or dropped out due to various reasons before becoming literate or relapsed in to illiteracy.

2.2.2. Alternative Basic Education

The inadequacies of the formal education in relation to the needs of certain sectors of the population constitute a source of justification for non-formal education and alternative basic education. Another source of justification stems from the right to determine how education shall be given in conformity with social, legal and cultural values of both providers and beneficiaries. In order to reach this goal alternative basic education initiatives have been designed. Alternative basic education is a type of school equivalency program adopted by Ethiopia 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 transit in to the formal system (MOE, 2008).
The government has adopted ABE as a strategy to increase enrollment and ensure greater equity for "disadvantaged children including girls, children with special needs, and children from pastoralist, semi-agriculturalist and in isolated rural areas" (MOE, 2005). Following recommendations published in a ministry of education (MOE) study, Alternative Routes to Basic Education, in 2000 and the UNESCO/IIP Nomadic education in East Africa research, a resolution was passed at the National Education conference, to incorporate alternative basic education as an alternative to formal primary school. National guidelines for the implementation of the program were developed and by 2003, guidelines had been developed how to roll out alternative basic education (MOE, 2003).

The alternative basic education policy also delineates strategies of action for: strengthening the management framework of alternative basic education, building capacity in alternative basic education, expanding alternative education provision, ensuring the right to education for children with special needs, establishing and sustaining effective collaboration and public-private partnership, mobilizing and ensuring effective budgeting and financing, development learner responsive curriculum and programs, improving delivery systems and techniques for more effective learning, providing for effective monitoring and evaluation and action research, and instituting an appropriate alternative basic education evaluation systems (UNESCO, 2008). Moreover, Thompson (2001), refers alternative basic education as a system of learning which is characterized by flexibility, capacity to recognize and creatively utilize diversity, and transparency in terms of the degree of openness-open access open learning, and limit opportunities to release the creative potential of the learners.

2.3. Importance of Basic Education

Contribution of basic education provision can be seen items of: economic development, social development and political development.

i. Basic Education for economic development: - The assumption behind the provision of basic education is to enable people to be more productive at work and at home (Mingat, 1998). Particularly in third world countries where a large proportion of the working population is based on farming with high rate of illiteracy, basic education provides an investment opportunity, which should have high economic priority on
economic grounds. Investment in basic education is a means to tackling poverty problems (UNICEF, 1992). Spending on education should be considered as a productive investment. Various studies that were conducted in 83 countries showed that 10 top countries in per capita growth their literacy rate was higher by 16% from the rest of the countries. That is the higher the literacy rate the higher economic growth. It is also been demonstrated that investment in education has a direct influence on individual productivity and earning (UNESCO, 1994).

The Economic Effect of education goes beyond improvements in their skills and productivity level. Parents with primary education are more likely to learn about and to use improved health, hygiene, nutrition and similar practices and their children are more likely to be healthy and well nourished (UNESCO, 1994). Furthermore, the case of financing primary education is no longer solely built around arguments such as education for promotion of human values, more democracy and better citizenry, but also around economic pay offs. This is a major shift in thinking from the early 1960s. The analysis of education effect on income level is not new. Today, studies done in East Asia show that education has contributed substantially to economic growth. It is recognized that education is a critical factor in poverty reduction that enhance the participation of the poor in development and strengthens democratic institutions and better environmental protection (UNESCO, 2008).

Generally, it is possible to conclude that, investment in EFA and economic growth has a positive relationship. Hence, paying a considerable attention for the provision of basic education to citizens should be a concern of all partners in collaboration with government.

ii. Basic Education for social development: Different studies had also demonstrated the effect of education on social development. According to World Bank (1991), the more education receives the better female use contraceptives and elongates age of marriage, which contributes to fertility reduction. In line with the above idea, Phillip, J. (1990) and world bank (1991) also stated that providing basic education for mothers in rural areas could have profound effect on their fertility, the health of their
families, the learning potential of their children and the cultural cohesiveness of their community.

Similarly UNESCO (1994), indicates parents with primary education are more likely to learn about and use improved health, hygiene, nutrition and similar practices and their children are more likely to be healthy and well nourished. Moreover, Children of educated Mothers live healthier and longer lives. The higher educational level of mothers, the higher the probability of Mothers to seek modern health care and lower child mortality (Phillip.J, 1990; World Bank, 1991). In nutshell, basic education promotes accomplishment satisfaction of their needs.

iii. **Basic Education for political development**: According to Phillip, J.(1990), education has spillover effects in reducing political instability and violence, and orderly transfer of political power. Supporting this idea, Phillips, H.M. (1975), demonstrated the importance of basic education as: if the poor nations make up the greater mankind continue to be illiterate, economically it makes much harder the task to administrative and political development; socially it means tension between the educationally privileged and the deprived; for individuals it means loss of dignity and opportunity.

### 2.4. Challenges of Basic Education Provision

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 widespread. According to World Bank, 2000, cited in OEB (2005), 1 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.

2.5. Alternative Basic Education: As an Alternative Approach to Basic Education

Alternative approach to basic education refers to a system of learning which characterized by flexibility, capacity to recognize and creatively utilize diversity and transparency (Mambili, 2004). According to Bishop (1986) and Thompson (2001), alternative approaches are applicable to both formal and non-formal educational delivery because it could be used as a means to integrate the formal and non-formal education to effectively address diverse types of needs and lifelong learning. Furthermore, Befikadu (2006), indicated AABE has gained
prominent attention due to the dysfunction of the formal education system, which manifest the needs and circumstances of the community.

Addressing the existing educational problems is a felt need of many developing countries today. One way of addressing it is applying innovative approach to basic primary education. In relation to this, Mambili (2004) Marked AABE is highly instrumental in solving problems of equity, access to education and the promotion of citizen effective participation in national development. Realizing the expansion of education for school age population and the substantial resource required, educational planners have turned their face to a variety of innovative solutions that help to increase the provision of educational opportunities.

A variety of innovations can be recommended to overcome educational provision in situations such as high population increase, the existence of in adequate resources and cost rises to provide education for more of the population (Ahmed, 1997; Bishop 1986). With regard to program responses, different scholars mentioned some positively qualified experiences in many parts of the world. These include:

- Adoption of multi-shift schooling or arrangements where there is a shortage in school space or where children cannot afford to learn full day (Mambili, 2004).
- Adoption of large class-size in areas of where student population density is high. And Multi-grade approach for sparsely populated areas and where the number of children in a given class is minimal (Mambili, 2004).
- Adoption of school schedules; when pupils are obliged to work or perform some domestic task, school schedules can be adjusted accordingly…….(Hussen,1994).
- The use of educational resources throughout the year (including holidays and during vacations (Bishop, 1989).
- Mobile schools for children of migratory population. These could be of different types according to the situation of specific localities.
  - Tent schools of in India for nomads of Rajasthan
  - Mobile schools for the children of Gypsies in Europe
  - The education of children of barges in France and Netherlands (UNESCO in Hussen, 1994).
School mapping and adoption of small feeder satellite schools. The strategic placement of schools nearer to the homes of children (Prather, 1991). Therefore, it is possible to say that ABE is the best approach to provide education for millions of the population who have no access to the formal schooling.

2.6. Rational, Characteristics and Objectives of Alternative Basic Education

2.6.1. Rationale for the provision of ABE

Thompson (2001), sees the alternative approach in evidence today as originating from indigenous evidence prior to the colonial times. In his view, alternative forms of learning have been an important part of the content of learning determined functional needs of the learners, with respect to relevance, contextual, cultural and social features etc. As such Thompson (2001), proposes that the current forms of alternative approaches are firstly, the direct results of the dysfunction of a de-cultured mainstreams of formal education; secondly, the desire of communities and groups to decide what and how their children must learn; thirdly, the developments at the regional and global levels e.g. the Education for All Initiative and other regional initiatives which have implications for education and lastly, the impact of educational philosophical thoughts.

2.6.2 Characteristics of ABE

Alternative basic education is an alternative mode of delivering basic education (first cycle primary education) for those children with difficult access to the level. The content and modality of learning depends very much on the learning needs of the learners and other factors. Hence, ABE program is characterized by: flexibility of timing and duration, great and more direct to learners' needs and aspiration, cost- effectiveness in terms of finance and opportunity cost and absence of uniforms (Thompson, 2001). Moreover, as to MOE (2008) alternative basic education is characterized by:

- Low cost construction;
- Community contribution to construction and school management;
- Inclusion of disadvantaged ethnic groups, gender and special needs groups;
- Teaching in the local vernacular;
- Selection of Facilitator from the local community;
- Accelerated and active and learner-centered teaching methodologies;
- Flexibility in the delivery of education.

2.6.3. Objectives of Alternative Basic Education
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;
- Non-formal education can be highly diverse in organization, funding and management. It can emphasize local initiative self-help and innovation of large number of people;
- Non-formal education is designed to play its own way through increased employment, Productivity and social participation;
- To make learning a national life-long learning experience compatible with the interests of the individuals and communities for economic levels in the society.

2.7. Contributions of ABE Program Delivery
The World Declaration on Education for All (UNESCO, 1990), supported by the Universal Declaration on the Rights of the child, that all children, young people and adults have the human right to benefit from an education that will meet their basic learning needs. In the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be. It is an education geared to tapping each individual’s talents and potential, and developing learners’ personalities, so that they can improve their lives and their societies (UNESCO, 2000). Thus, it is possible to say that the coverage of children by elementary education constitutes a first step to Universal Basic Education. The Provision of ABE has different contributions with regard to the above ideas. Some of the contributions of ABE Program Delivery are discussed as follow.
2.7.1. Improvement of Enrollment (Access)

After more than 40 years of independence for most developing countries and education being high on the political agenda both nationally and internationally, the figures are still too low when it comes to enrollment and literacy rate. Worldwide, some (104-121 million children of primary school age are not in school (Birdsall et al, 2005). Ethiopia is no exception. That is why, the main trust of the ESDP III is to ensure universal primary education by 2015, meaning by this universal access to good quality primary education for all school age children, and to ensure the supply of adequately trained personnel for the realization of the other development goals out line in the plan for accelerated and sustained Development to End Poverty (PASDEP) (MOE, 2006). On top of this, OEB (2006), indicated that making basic education accessible to all children is the basic requirement for achieving goals of UPE. As to OEB (2006), access refers to how much of the eligible school age children are in appropriate grades or in appropriate levels of schooling. Access to the first levels of education is measured in terms of the proportion of children eligible for enrollment at that level. This measure is usually referred to as the admission rate or in take rate (OEB, 2006).

Apparent intake rate (AIR) is the percentage of new entrants (irrespective of age) in grade 1 out of the total number of children of the official primary admission age (age 7 for Ethiopia) in a given year. NIR (Net intake rate) is the percentage of new entrants in grade 1 who are 7 year old, out of the total number of children at official admission age in a given year (MOE, 2009). It is known that school enrollment could not be increased solely by the quantitative expansion of schools, but also requires the mobilization of the community and the family to create awareness on the importance of children’s learning and flexible schedule management.

2.7.2. Reducing Gender Disparity (Equity)

Gender-based discrimination remains one of the most intact able constraints to realize the right to education. Without overcoming this obstacle, Education for All cannot be achieved. Girls are a majority among out-of-school children and youth.

Even though the education of girls and women has a powerful trans-governmental effect and is a key determinant of social development and women empowerment, limited progress has been
made in increasing girls’ participation in basic education. International agreement has already been reached to eliminate gender disparities in primary education and secondary education by 2005. This requires the gender issues be mainstreamed throughout the education system, supported by adequate resources and strong political commitment. Merely ensuring access to education for girls is not enough; unsafe school environments and biases in teacher behavior and training, teaching and learning process, and curricula and text books often led to lower completion and achievement rates for girls. By creating safe and gender-sensitive learning environments, it should be possible to remove a major hurdle to girls’ participation in education (UNESCO, 2000). Another important idea to be considered according to MOE (2009) document, no nation has been able to achieve comprehensive basic education without programs that assist girls.

Thus, comprehensive efforts therefore need to be made at all levels in all areas to eliminate gender discrimination. In addition, throughout the education system, there must be a commitment to the development of attitudes and behaviors that incorporate general awareness and analysis. Education system must also act explicitly to remove gender bias. This includes ensuring that policies and their implementation is supportive girls’ and boys’ learning. Teaching and supervisory bodies must be fair and transparent, and rules and regulations, including promotion and disciplinary action must have equal impact on girls and boys (UNESCO, 2000). Further discussing on this issue, the same document states: in the learning environment, the content, process and context of education must be free of gender bias, and encourage and support equality and respect. This includes teachers’ behaviors, and attitudes, curriculum and text books, and student interactions. Efforts must be made to ensure personal security: girls are often especially vulnerable to abuse and harassment on the journey to and from school and at school (UNESCO, 2000).

2.7.3. Improvement of Quality in Primary Education

The concept of quality education has complex and multifaceted nature. The general concept of quality of education is composed of three interrelated components: the quality of human and material resource available for teaching (in Put), the quality of practice (Process), and the quality of results (out puts) (Grisay and Mahlock, 1991).
According to the Dakar framework for action 2000, the quality of learning is and must be the heart of EFA. All stakeholders-teachers and students, parents and community members, health workers and local government officials-should work together to develop environments conducive to learning. To offer education of good quality educational institutions and programs should be adequately and equitably resourced with the core requirements of safe, environmentally friendly and easily accessible facilities and technologies that are context specific, cost effective and available to all learners. The above document also added that learning environments should also be healthy, safe and protective. This should include:

- Adequate water and sanitation;
- Access to or linkage with health and nutrition service;
- Policies and codes of conducts that enhance the physical, psycho-social and emotional health of teacher, learners; and
- Education content and practices leading to knowledge, attitudes, values, and life skills needed for self-esteem, good health, and personal safety.

2.7.4. Improvement of Internal Efficiency

In Africa only 51% of the children complete primary school according to Birdsall et al 2005. For instance in Malawi out of 1.2 Million pupils who registered for grade 1 only 300,000 finished primary at grade 8 (Gama, 2002). Therefore, improvement of internal efficiency of an education system is crucial. The internal efficiency measures the progression of students through the school system. Among indicators used to measure the internal efficiency of the education system Drop Out rate and Repetition Rate are the major indicators (OEB, 2005). These rates help to understand how the education system works in terms of the use of available resource and time.

A student has three paths in a particular academic year, i.e. Promotion, repetition or drop out. These rates are commonly used to measure the efficiency of the education system in producing graduates of a particular education cycle or level. Repeating a grade means using more resources than allocated to a student; and leaving a school(drop out) before completing a particular cycle or level also wastage of resources (MOE, 2009).
Repetition rate (RR): This indicator measures the proportion of students who have remained in the same grade for more than one year—usually by retaking the grade having either left the grade or come back for a second or a third time. Any repetition reduces the efficiency of the education system—but also, at times an indication of too high pupil-Teacher ratio, unqualified teachers or lack of learning materials (MOE, 2009).

Drop Out rate (DOR):- is the proportion of pupils who have left the system without completing the intended course of study in a given year. This rate shows the extent to which pupils abandon schools. Very high dropout rates result in lowering the access and coverage to primary education and thereby prolonging the target year for achieving UPE. It is believed that reduction in dropout rate especially grade 1 is important for the achievement of the goals of UPE (OEB, 2005). In nutshell, from the above information it is possible to conclude that once children are enrolled, it is vital to ensure they remain at school long enough to complete the curriculum and acquire basic skills.

2.7.5. Improvement of Educational Management

According to UNESCO (1999), the development of quality education must be supported by effective management at all levels. Besides, it was pointed out that the importance of decentralizing education management and governance, by building the necessary capacity at the level of implementation, for facilitating the participation of other education providers, parents, communities, and learners, so as to guarantee responsiveness to changing needs. Wana (1999), also emphasized the need to promote decentralization of education administration and community participation in the education development process is a necessary condition for effective and efficient implementation of the program. It can ensure whether local basic education needs are properly identified and met in a flexible manner. Moreover, communities should be actively involved in every stage of the program starting from planning activities, in the implementation, as well as monitoring and evaluation, and in providing feedback.
2.8. Role of Non-Governmental Organizations (NGOs), the Community and Government in Promoting Alternative Basic Education.

2.8.1. Community participation in promoting ABE

Community participation is one of the important activities in ABE management. The strength of a given ABEC may depend on the degree of community participation.

To participate literally means being part of something. But there are various ways and degree of "being parts of" or "taking part in":

- Use a particular service;
- Contribute resources, materials and labor;
- Attend;
- Be consulted on a particular issue;
- Get involved in the delivery of the service;
- Take part in the implementation of delegated powers;
- Take part in decision making (Coraggio, 1991).

It is also argued that participation is "not only an agreement to follow but an active decision to assume responsibility in considering the rational, implications and potential outcome" of any particular process (Bernard, 1990, in Shaeffer, 1992). Regarding community involvement in educational activities, ESDP-III of Oromia Region states, "in order to lead their school development actively, the existing school management committee will be organized and strengthened to the level of enabling the community to fully participate in planning, implementing and evaluating educational activities" (OEB, 2005). In line with the above citation, M. Ahimed et al (1991) also indicate how communities may participate in basic education like the following:

- Parents and family members working with teachers to help and guide children;
- Community organizations encouraging all potential learners to participate in learning activities;
- Community organizations looking after the upkeep of educational facilities and their contribution to established or adding to such facilities;
- Helping identify people in the community to keep part-time teaching assignments in non-formal centers and encouraging them to perform better;
Helping different learning activities work in a mutually supportive way, responding to total learning needs of the community.

Furthermore, MOE (2002), indicates the importance of community participation as follows: parental participation in school management is a valuable activity, which helps to contribute labor and other resources to construct school. Hence, one of the most important components of ABE program is community participation. First and for most, alternative basic education has to be need based that emanates from the community. As such the community will assume of primary responsibility for the basic education facilities and mobilize resources in the provision, supervision and maintenance of the facilities.

2.8.2. Role of NGOs in Promoting ABE

Increasingly, NGOs have been supplementing government efforts to provide access to education in rural areas with the support of local government officials they are reaching rural populations through awareness programs, linking health, education and job creation. Equally important they are developing models of community participation that encourage communities to build and eventually manage their own education centers. In the process, communities have become involved in defining academic calendar, recruiting and supporting teachers/facilitators.

In countries such as India and Bangladesh there is a long history of Indigenous NGO provision of education with BRAC non-formal provision dating from 1985 in Bangladesh with other forms evident before then, and dating from the 19th century social reform in India (Chowdhry and Rose, 2004; Nair, 2004). For other countries, including Ghana and other in sub-Saharan Africa countries, NGO provision is a more recent phenomenon, more closely associated with its promotion by some international aid agencies and international NGOs.

Ethiopia’s experience of alternative service delivery by NGOs becoming incorporated in to national planning is illustrative experience of other sub-Saharan African Countries. One of the objectives of the 1994 Ethiopian Education and Training Policy (EETP) is to make available special and non-formal education in line with the needs and capability of the country; and to promote relevant and appropriate education training through formal and non-formal programs.
The first Ethiopian sector development program (ESDP-I) indicated the intention that non-formal education would provide a second chance to school dropouts and those youths and adults who have never had the opportunity to attend schools, and that children out-of-school would benefit from an opportunity to become literate through non-formal education. However, ESDP-I did not give much attention to this area. By contrast, ABE Programs (Particularly those offered by NGOs) are considered to play an important role in ESDP-II as a means to achieve UPE by 2015 (Rose, 2007). ESDP-III of Oromia region assures the role of NGOs as partners as follows: many NGOs in cooperation with regional government have made much attempt to develop the program in disadvantaged areas of the region (OEB, 2005). Therefore, governments require working in partnership with NGOs in order to extend their capacity to meet the challenges of primary education.

2.8.3. Role of Government in Promoting ABE
The Regional Education Bureau (with its Zone and Woreda structures) is the main partner of the project. The actual implementation works, however, handled at woreda level. The Woreda education offices are responsible for the day to day-activities of the ABE program. The Woreda education office (WEO) has its own responsibilities in managing the learning process in ABECs and also plays a key role in giving a technical support. Among the major duties and responsibilities of woreda education offices some are: ensuring the availability of educational materials, admission of ABE graduates to second cycle primary school, building management capacity of center management committee members and provision of refresher trainings to facilitators (OEB, 2002).

2.9. Facilitators Recruitment and Training
An active role played by facilitators in an ABE is essential for the successful realization of the objectives of the program. Facilitators are Para professionals including part-time and volunteers selected from within and the respective community. The required level of qualification to be considered for non-formal education varies, with the minimum qualification being 8 years of education (MOE, 2000, OEB, 2002 and Action aid, 2004). According to the above documents in recruitment of facilitators priority should be given to females. Training of facilitators is considered as one of the most important factors that influence the quality of the teaching-
learning process and determines the success or failure of the program. According to ESDP- III, facilitators will be continuously trained through continues supervision and support system. Furthermore, school cluster resource centers will be strengthened and expanded to provide in-service and regular training for facilitators (MOE, 2005). In addition, OEB(2002) confirms that facilitators are required to pass through a minimum 15 days training on topics such as behaviors of different groups of learners, preparation and utilization of teaching aids, teaching methodologies, lesson planning, and etc. This shows that the initial or refresher training mostly focuses on equipping facilitators with basic skills needed to teach each subject. Moreover, the on-the-job training should take place every three months for three successive years and largely focuses on the problems and difficulties facilitators encountered in their daily activities (Berhanu and Ahimed, 2002).

2.10. Experiences of Other Countries in Alternative Basic Education.

2.10.1. Alternative Approach through Community Schools in Zambia.

Non-formal education in Zambia is described as an alternative provision of basic education by other organizations outside the government structures. The government of Zambia, through the ministry of community development and social services, is also involved in the provision of non-formal through community training centers (Thompson, 2001). Among the characteristic features of the Zambian alternative approaches some are:

- Clear educational vision;
- Involvement of the government at both the policy and operational level in facilitating access of educational opportunities for disadvantaged children;
- Linkage between education and life skill training; and
- Community involvement in the establishment of schools.

**Useful experiences from Zambian alternative program include:**

- Clear Vision of AABE and NFE;
- Widely involving parents and the stake holders;
- Simplified Curriculum for primary education that focuses on basic skills appropriate to the targeted populations;
• Flexible time-table and organization that adjust services to the students needs and alters its own organization depending upon its ability to serve the clients; and

• Regular and open communication and cooperative planning (Ahimed et al., 1993, cited in MOE, 2000).

2.10.2. Escuela Nueva of Colombia: An Alternative Learning Program

Escuela Nueva which means “New School” is an educational innovation initially developed and put into practice in Colombia in 1975 and later transferred to Guatemala and elsewhere in Latin America (MOE, 2000). The Primary Purpose of the Escuela Nueva is to seek feasible solutions to the problems of rural primary education in Colombia which was characterized by low access, poor quality and irrelevant curriculum (Rojas and Castillo, 1989). The Escuela Nueva is the best known model for multi-grade school and has been observed by educators from 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 from their own experience, and local materials to be accumulated in the learning centers.

As to Wanna (1999), the major factors that contributed to the success of the new school programs are:

♦ Relevance of the curriculum;
♦ Flexibility of the programs;
♦ Participation of stakeholders in school management;
♦ Low cost of instructional materials;
♦ Good quality of teachers; and
♦ Close Monitoring and evaluation.

2.11. Alternative Basic Education in Ethiopia

Ethiopia has a federal system of government consisting of nine regional states and two city administration. Regional states have considerable authority and responsibility which they exercise and discharge through council at regional, Zonal (in some cases), Woreda and kebele levels. In 2008, there were over 720 woredas and close to 18,000 kebeles. Under the federal
system of government, education is a shared responsibility of the federal, regional state and
woreda governments.

The MOE (Ministry of Education) gives technical and policy support to regional states and
manages university education. Regional states and woredas have the mandate to run formal and
non-formal education programs. WEOs (Woreda Education Offices) are responsible for primary,
secondary education as well as non-formal education for adults and youth and out-of-school
children. An Education and Training policy was put in place (April, 1994) and a rolling
Education Sector Development Program (ESDP) was launched to meet the EFA and MDGs by
2015 (MOE, 2008). Non-formal education models are proposed within the ESDP program as an
alternative to school-based primary education for out-of-school children and for very sparsely
populated and remote communities, with options for graduates of these programs join the regular
schools. In connection to this, ESDP—III stresses the importance of ABE programs in the
following manner: ABE program is seriously vital as emergency short-term measure for
achieving UPE by the year 2015, by in reaching the hard to reach in accessible rural and
dispersed communities, pastoralists, semi-agriculturalist societies (MOE, 2005).

Although considerable attention is placed on alternative basic education to reach out-of-school
children in ESDP, but in reality coverage of these programs is extremely low and is likely to
remain so. The opportunities for alternative basic education, to expand sufficiently to reach the
vast number of children who remain out-of-school is, therefore, dependent on NGOs, who
currently are the main providers of alternative basic education (Rose, 2007).

More Over, the Ethiopian National Action Plan on Education, specifically discusses the adult
and non-formal education program and defines it to include a range of the adult and non-formal
education to include literacy, numeracy, and the development of skills that enable the 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:

1. Alternative basic education for out-of-school children between the ages of 7-14
2. A functional adult literacy program for youth and adults over 15
3. Community skill training centers for youth and adults (MOE, 2008).
ABE programs are considered to be of particular benefit to girls by locating learning centers closer to homes and recruiting female instructors where possible (Rose, 2007). In the last two to three years, in specific regions centers were established. Most ABE activities are accomplished in basic education centers, and are designed to enroll the same age group as regular primary education. Since 2005-2006, ABE enrollments have been included in reporting of regular education-and therefore GER and NER reflect the contribution of ABE to primary education in Ethiopia.

Table 2.1: Enrollment of ABE by Gender

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<tbody>
<tr>
<td>Male</td>
<td>215,315</td>
<td>250,243</td>
<td>426,036</td>
<td>311,427</td>
<td>349,863</td>
<td>12.9%</td>
</tr>
<tr>
<td>Female</td>
<td>175,120</td>
<td>491,515</td>
<td>391,296</td>
<td>271,339</td>
<td>287,380</td>
<td>13.2%</td>
</tr>
<tr>
<td>Total</td>
<td>390,435</td>
<td>741,758</td>
<td>817,332</td>
<td>582,766</td>
<td>637,243</td>
<td>13.0%</td>
</tr>
</tbody>
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As noted, ABE has increased in less than three years (2003/04-2005/06) to over 800,000 contributing an additional 5-6 percent to Gross Enrollment rate (GER) for primary education. The numbers for 2000 E.C. (2007-08) are lower by almost from 1998 E.C (2005-06) because of Underreporting largely by Oromia, and a few other regions. The gross enrollment rate in the ABE program for 1st cycle primary is 7.6% for both sexes, 7.0% for females and 8.2% for males. These are included in the 2000 E.C (2007-2008) enrollment (MOE, 2009).

The Status of ABE Program in Oromia Region

The Oromia Regional state has an area of 353,690 sq. km. It is located between 3° to 40° N and 34° 08° to 42° 55E. Oromia is a region of great physiogeographic diversity. The economy is mainly depends on agricultural activities which are not supported by modern education and technology and much of the product is limited to the daily consumption of the people (OEB, 2005).

As it is the case in the country, in general, the situation of rights of children to quality education is poor in oromia. The information gained from 2007/08 education statistics annual abstract indicates that the net enrollment ratio at primary school, in general, is 78.9 percent (83.1% for
boys and 74.6% for girls) (MOE, 2009). This ratio shows that there are significant numbers of children that do not have access to primary education and fewer girls are going to schools compared to boys. The major causes for the low net enrollment of children to education in general and that of girls in particular could be lack of physical access to school, the low value given to education by parents and poor economic situation of parents. Like ESDP of the country, the region developed action plan and have been made efforts to alleviate the problem by introducing satellite and opening ABE centers as the result many rural children have access to basic education.

**Table 2.2: Enrollment in ABE program in Oromia**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Children</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>2003/04(96 E.C)</td>
<td>233,769</td>
<td>182,780</td>
<td>416,549</td>
<td></td>
</tr>
<tr>
<td>2004/05(97 E.C)</td>
<td>177,796</td>
<td>184,119</td>
<td>361,915</td>
<td></td>
</tr>
<tr>
<td>2005/06(98 E.C)</td>
<td>207,993</td>
<td>189,052</td>
<td>397,045</td>
<td></td>
</tr>
<tr>
<td>2006/07(99 E.C)</td>
<td>95,563</td>
<td>77,441</td>
<td>173,004</td>
<td></td>
</tr>
<tr>
<td>2007/08(2000 E.C)</td>
<td>88,113</td>
<td>65,185</td>
<td>153,298</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>803,234</td>
<td>698,577</td>
<td>1,501,811</td>
<td></td>
</tr>
</tbody>
</table>


The data from table 2 showed that large numbers of children were participated in the above program that would increased the enrollment rate of the region. Thus, it is possible to say that the establishment of ABECs has difference in terms of the enrollment rates in the region, in zones and woredas. According to oromia Education Bureau non-formal education programs strategy implementation guide line of 2009 major components of the ABE are:

**ABE curriculum for children:** ABE curriculum for the children is based on the curriculum for formal education given in the first cycle of education prepared by OEB Contents of the formal curriculum, which is meant for four years. The curriculum is prepared by oromia Education Bureau (OEB) or by the collaboration of OEB and NGOs. To ensure that the national standard, minimum Learning competency (MLC) for a level, cycle, and for each subject should be prepared. The content of formal education, which is delivered in grade 1, and some of the content for grade 2 are included in level1. Similarly the content of formal education for grade 2, which is left over from level1, and some of the contents of grade 3 are taught in level2. Finally,
some of the contents for Grade 3 and the majority of contents in Grade 4 are made to be included in level 3.

**Types of subjects taught:** Types of subjects taught in ABE for Children are Afan oromo, English, Mathematics, environmental science and Aesthetics.

**Educational materials:** The educational materials should take into consideration the condition in which the non-formal basic education program is arranged. After being prepared, the materials are given out to the learners and facilitators. Teaching aids must support the education given at different levels.

**Length of a Period:** ABE for children is delivered in three levels: level 1, level 2 and level 3. The three cycles of ABE is delivered over three years of period. Each subject is to be offered for 50 minutes for five days in a week. Thus a day's lesson lasts for 3 hours 20 minutes. The duration of the teaching-learning process can be adjusted according to the needs of the locality; however, the total length of the hours cannot be less than 766 hrs.

**Center and Center construction:** Non-formal education centers are organized based on the objective realities of the localities central to the beneficiaries and give effective service to the public where it has sufficient classrooms. The classrooms should have sufficient light and ventilation. Moreover, the center construction can be built gradually. The first classes to be built should have two classes of the same size (7mx8m). During the second and third years two additional classrooms will be built subsequently. The construction of the centers should be able to use locally available construction materials as much as possible and the centers should have separate latrines for female and male.

**Participants of ABE:** The Children who will take part in the alternative basic education will be in the age of 7-14:

- Where there is no access for formal education;
- School dropout children who left school without completing first cycle elementary education; and
- Under privileged group of the society such as street children and others.

**Aim of ABE:** Oromia regions draft adult and non-formal basic education strategy states that the aim of ABE is to:

- Extend basic education to all school age children who have been deprived of a basic primary education or who have dropout;
• Enable children to read, write, compute and understand their environment;
• Motivate and prepare children for further education;
• Increase girls' access to education; and
• Meet the Education for All targets by 2015 (OEB, 2006).
CHAPTER THREE

3. Research Methodology and Procedure of the study

Chapter three deals with the research design, source of data, sampling procedure, tools of data collection and method of data analysis.

3.1 Research Method

The main objective of this study was to examine and reveal firsthand knowledge about the contributions and challenges of alternative basic education in light of access creation, promotion of equity in education and girls’ participation and scaling-up of participation of stakeholders in North Shewa Zone of Oromia regional state. Since it is important to show the trends of enrollment, equity and efficiency over the project period, it is essential to use quantitative approach. Thus, descriptive survey method was employed for the study because this method enables gathering relevant information on the contributions and challenges of the program. On top of this, to deeply analyze and demonstrate the major progress that has been registered in terms of capacity building and awareness creation qualitative approach was used.

3.2. Sources of data

Various sources were used to collect the required data for the study. Primary sources of data were ABE head facilitators and facilitators, woreda and Zone education officers & experts, Regional Education Bureau experts, CMC members and representative of the program provider NGO. Furthermore, documents and statistical abstracts were also used as a source of data for the study.

3.3. Sample size and sampling technique

According to the data obtained from coordinator of the program provider NGO, there are 42 ABE centers (ABECs) in nine woredas. Thus, random sampling technique was used to select four woredas. The selected Woredas were Hidabu Abote, Kuyu, Yaya Gulale, and Girar Jarso. At the second stage of sampling, 7 ABE centers were selected out of 16 ABE centers found in the four woredas to make the study manageable. Accordingly, the following centers were included in the sample (for detail information see Appendix-11).
Table 3.1: Sampled Centers

<table>
<thead>
<tr>
<th>No</th>
<th>Woredas</th>
<th>Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gir Jarso</td>
<td>- Gino</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Elamandenka</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Abote</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Golole</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Wayu</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sombocheka</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Nono / Chemeri</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lemu</td>
</tr>
<tr>
<td></td>
<td>Kuyu</td>
<td></td>
</tr>
<tr>
<td></td>
<td>YayaGulale</td>
<td></td>
</tr>
</tbody>
</table>

All respondents were selected on availability sampling except program coordinator of the NGO, heads of Woreda education Offices and head facilitators of the ABECs which were selected purposefully to address people who have direct relations with the program and the issue under study. As indicated above the data for the study was collected from seven groups of respondents. The total number of respondents included in the study is summarized in the following table.

Table 3.2 Sample Distribution of Respondents

<table>
<thead>
<tr>
<th>No</th>
<th>Respondents</th>
<th>Population</th>
<th>Sample</th>
<th>Data Collection Instruments</th>
<th>Sampling Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Head facilitators</td>
<td>4</td>
<td>4</td>
<td>Questionnaires</td>
<td>Purposive</td>
</tr>
<tr>
<td>2.</td>
<td>Facilitators</td>
<td>17</td>
<td>17</td>
<td>Questionnaires</td>
<td>availability</td>
</tr>
<tr>
<td>3.</td>
<td>Woreda and Zone Education offices experts</td>
<td>33</td>
<td>22</td>
<td>Questionnaires</td>
<td>availability</td>
</tr>
<tr>
<td>4.</td>
<td>Woreda &amp; Zone education offices heads</td>
<td>5</td>
<td>5</td>
<td>Questionnaires</td>
<td>Purposive</td>
</tr>
<tr>
<td>5.</td>
<td>Regional education bureau ABE focal experts</td>
<td>2</td>
<td>2</td>
<td>Questionnaires</td>
<td>availability</td>
</tr>
<tr>
<td>6.</td>
<td>SCD program Officer</td>
<td>1</td>
<td>1</td>
<td>Questionnaires and interview</td>
<td>Purposive</td>
</tr>
<tr>
<td>7.</td>
<td>Community management committee</td>
<td>49</td>
<td>34</td>
<td>interview</td>
<td>availability</td>
</tr>
<tr>
<td>8.</td>
<td>ABE Students</td>
<td>868</td>
<td>84</td>
<td>Focus group discussion</td>
<td>availability</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>979</td>
<td>169</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.4. Data Collection Instruments

In this study, multiple approaches of data collection tools were used in order to obtain adequate information of both quantitative and qualitative nature.

3.4.1 Questionnaires

Questionnaires were the main instruments 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 originally prepared in English and later translated to “Afan Oromo” by professionals for the purpose of clarity and to make them easily understood by the respondents (facilitators). The English language questionnaire is administered for government and NGO officials and experts.

3.4.2. Interviews

Interview guides incorporating semi-structured questions were prepared to obtain qualitative information from center management committee and the NGO’s programmer officer.

3.4.3. Focus Group Discussion

Focus group discussions were conducted with (center management committee) and 12 ABE students in each center. The aim of the focus group discussions with ABE students was to strengthen the opinions obtained from informants by other data collecting instruments.

3.4.4. Review of Documents

Documentary sources were consulted in order to have background information. These are project’s and other pertinent literatures such as polices, strategies, declarations, reports, statistical abstracts and literature that have already been done on the area.
3.4.5. Observation
Direct observation of the classrooms and outdoors were employed by developing a check list to collect data about physical setup of alternative basic education centers, teaching materials and other facilities. The interviews and focused group discussion were conducted using Afan Oromo.

3.5. Procedures of the Study
First, relevant literatures were reviewed in order to get information on what has to be made in relation to the problems followed by preparing data gathering tools there by pilot testing. Then, the questionnaires were revised depending up on suggestions and comments during the try out. The data gathering was entirely conducted by the researcher himself.

3.5.1 Pilot Study
The draft questionnaires have been first administered to six facilitators of the organization, zone education office head and two woreda education offices heads and the NGO program coordinator. After it had been filled by these respondents, each questionnaire was examined item by item to detect unclear ideas and statements. Finally, based on the feedback from the pilot test, some items were improved and the final copies of the questionnaires were distributed to 51 sampled respondents.

3.6. Method of Data Analysis
Quantitative data were analyzed by utilizing descriptive techniques. From responses, frequency tables were constructed, data tailed and grouped. Thus, the resulting frequencies were computed and expressed as Percentages.

Qualitative data were analyzed in narration under each category in the tables that relevant to the issues addressed through questions.
CHAPTER FOUR

4. Data presentation, Analysis and Interpretation

This chapter deals with presentation and analysis of data. The first part presents the characteristics and background of the sample populations involved in the study. The second part deals with the analysis and interpretation of data obtained from the respondents on contributions and challenges of alternative basic education supported by Save the Children Denmark (SCD).

4.1. Characteristics and Background of Respondents

The characteristics and background of respondents were examined in terms of sex, age, educational background and years of experiences. The respondents to this study were from Oromia Education Bureau (OEB), North Shewo education office, woreda education offices, NGO that provide the ABE program. Respondents from the ABE centers (ABECs) include facilitators, ABE students and CMC of the respected centers.

Table 4.1: Respondents by sex and age

<table>
<thead>
<tr>
<th>N o</th>
<th>Respondents</th>
<th>Sex</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>1</td>
<td>OEB Experts</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ZEO officers/experts</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>WEO officers/experts</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>program coordinator of the NGO</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Facilitators</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>ABE students</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>CMC members</td>
<td>32</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>115</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As presented in Table 4.1, most of the respondents, 115 (68.04%), were found to be male, while only 54 (31.05%) of the respondents were females. In case of official and expert respondents, 27 (93.10%) were males and only (6.89%) were females. Facilitator respondents consist of 13 (61.90%) males and 8 (38.09%) females. Respondents of ABE students comprise 42 (50%) males and 42 (50%) female respondents. With regard to CMC members, 32 (94.11%) of them were males while (5.88%) of were females. Except for ABE student where there are equal number of males and females, there are great imbalances between male and females respondents. Age wise, 51.72% of officials and experts are above 36 years. All facilitators were in the age range of 16-26. About 48 (57.14%) of ABE students and 22 (64.70%) of CMC members lie within the age range of 10 - 15 and above 36 years respectively. The rest 36 (42.85%) and 12 (35.29%) of ABE students and 12 (35.29%) of CMC member were below 10 years and within the age range of 31-35 years respectively. The comparable number of girls and boys of ABE students helps to get relevant response for the study.

**Table 4.2: Respondents by service and level of education**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Service years</th>
<th>level of education</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 5yrs</td>
<td>6-10</td>
<td>11-15</td>
</tr>
<tr>
<td>OEB Experts</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ZEO officers/experts</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>WEO officers/experts</td>
<td>2</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>program coordinator</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>of the NGO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitators</td>
<td>21</td>
<td>21</td>
<td>14</td>
</tr>
<tr>
<td>ABE students</td>
<td></td>
<td></td>
<td>84</td>
</tr>
<tr>
<td>CMC members</td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>2</td>
<td>14</td>
</tr>
</tbody>
</table>
Concerning respondents year of experiences, the above table indicates that a good number, 14 (48.27%), of officials and experts had more than 20 years experience while the same number of respondents had service years which ranges from 11-15 years. In case of facilitators all of them (100%) had a work experience of less than 5 years. Since CMC members were not in similar occupation and ABE students are not workers, their work experience was not included.

The final item relates to the characteristics of respondents is their level of education. As can be seen from the table, out of the officials and experts included in the study, 18(62.06%) had first degree. About 11 (37.93%) of the officials and experts were diploma holders. Among the facilitators, 14 (66.66%) were completed grade 10, (33%) of them were diploma holders. Of those involved in CMC 12 (35,29 Respondents %) were in grade level of (1-8). The education level of ABE students ranges from level 1 level 3 (i.e. 28(33, 33%), 28(33, 33%) and 28(33, 33%) were from level 1, level 2 and level 3 respectively.

4.2 Analysis of contributions and Challenges of ABE Program Supported by SCD.

This section presents data gathered from the respondents through questionnaire, Interview, focus group discussion (FGD) and document analysis.

4.2.1. Analyses of Educational Status in North Shewa Zone before the Launching of ABE Program

To show the situation of educational status in North Shewa zone before the launching of the ABE programs different documents were consulted. The following tables (table 4.3 to 4.6 and charts4.1 to 4.3) summarize the data obtained from project document of the NGO and OEB statistical abstract.

Table 4.3: Primary School Access in Oromia region (2001/03)

<table>
<thead>
<tr>
<th>Zone</th>
<th>GER</th>
<th>AIR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arsi</td>
<td>86.3</td>
<td>135</td>
</tr>
<tr>
<td>Bale</td>
<td>68.5</td>
<td>117</td>
</tr>
<tr>
<td>Borena</td>
<td>46.6</td>
<td>71</td>
</tr>
<tr>
<td>Guji</td>
<td>61</td>
<td>95</td>
</tr>
<tr>
<td>Hararge WE.</td>
<td>56.1</td>
<td>101</td>
</tr>
<tr>
<td>Hararge W.</td>
<td>54.7</td>
<td>109</td>
</tr>
</tbody>
</table>
Gross enrollment ratio (GER) shows total enrolment in a specific level of education, regardless of age, expressed as a percentage of the official school age population corresponding to the same level of education in a given school year (OEB, 2000). Generally GER indicates degree of participation whether the pupils belong to the official age group or not.

As can be seen from the above table, the gross enrolment rate for North Shewa zone was 49.5% while it was as high as 86% for Arsi and Illu Aba Bora. North Shewa’s GER was only the second from the last and was far behind the regional average of 66.6%. The intake in the same year also show similar picture. That is, North Shewa had the second least AIR of 72% in the region in 2001/03 while the regional average was 104%. This clearly shows that participation in terms of GER and AIR was relatively very low in North Shewa zone before the launching of ABE program. To further show the trends of educational participation in the sample woredas, enrolment data are organized in the following table. The subsequent figure also shows the trends over the five years (2000/01-2004/05).

### Table 4.4: Primary School Enrollment (1-8) in four SCD Woredas (2000/01-2004/05).

<table>
<thead>
<tr>
<th></th>
<th>2000/01</th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Hidabu Abote</td>
<td>5353</td>
<td>3623</td>
<td>8976</td>
<td>5503</td>
<td>3859</td>
</tr>
<tr>
<td>Girar Jarso</td>
<td>6350</td>
<td>5545</td>
<td>11895</td>
<td>7132</td>
<td>6090</td>
</tr>
<tr>
<td>Kuyu</td>
<td>9757</td>
<td>6022</td>
<td>15779</td>
<td>10009</td>
<td>6167</td>
</tr>
<tr>
<td>Y’gulele</td>
<td>5377</td>
<td>3901</td>
<td>9278</td>
<td>6689</td>
<td>4471</td>
</tr>
<tr>
<td>Total</td>
<td>26837</td>
<td>19091</td>
<td>45928</td>
<td>28733</td>
<td>20587</td>
</tr>
</tbody>
</table>

Source: baseline survey of Basic Education program on child right (2005).

As indicated in table 4.4, in 2000/01 about 45,928 children (26837 boys and 19091 girls) were attending primary schools (1-8).

---

| Illu Aba bora | 86.2 | 113 |
| Jimma         | 58   | 105 |
| Shoa East     | 69   | 110 |
| **Shoa North**| **49.5** | **72** |
| Shoa S. west  | 58.5 | 94  |
| Shoa West     | 64.7 | 98  |
| Wollega East  | 73.2 | 103 |
| Wollega Weat  | 80.8 | 92  |
| Oromia        | 66.66 | 104 |

Source: Education statistics Annual Abstract 1995 (2002/03) OEB.
In 2004/05, out of 91970 school age children, 69,275 children of which 44.6% females were enrolled in primary school (1-8) in the sampled woredas. Although there were variations among the woredas in terms of GER registered in 2004/05 is 75.32%. The lowest GER of girls was registered in kuyu woreda (65.58%) and in Yaya gulele Woreda (63.18%) respectively (OEB, 2004). This shows that, though there was an enormous increase in the primary enrollment of the zone in the year 2004/05 it demands further effort of all concerned bodies to create more education opportunity for out of school children. In nutshell, the enrolment trend of the sampled woredas is summarized in the following chart.

Chart. 4.1: Primary enrollment Trend of boys and girls in the sample woredas (2000/01-2004/05).

![Enrollement Trend Chart](chart4.1)

Chart 4.1 above shows that there was an increasing trend in all the four woredas. The enrolment trend depicts that girl’s enrolment was lower than boy’s throughout the five years. The trend also indicates gap and the gap remained in favor of boys and didn’t narrow in any of the years. The implication of this was that the participation in the formal system was not promising to achieve UPE in the target Year. It seems that this served as a driving force to finance the program that serves as an alternative approach to formal education program in order to increase enrolment at primary level by providing education opportunity to all school age Citizens so that all of them
complete education in the year 2015. To depict the situation of the internal efficiency of primary schools in the same woredas, data related the perspective indicators dropout rates, repetition rates, and promotion rates are summarized as follows.

**Table 4.5: Primary (1-8) enrollment, dropout and dropout rate by woreda in 2004/05.**

<table>
<thead>
<tr>
<th>Woreda</th>
<th>Enrollment</th>
<th>Dropout</th>
<th>Dropout Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>T</td>
</tr>
<tr>
<td>Hidabu Abote</td>
<td>7810</td>
<td>6525</td>
<td>14540</td>
</tr>
<tr>
<td>Girarjarso</td>
<td>9993</td>
<td>8768</td>
<td>18761</td>
</tr>
<tr>
<td>Kuyu</td>
<td>12026</td>
<td>8634</td>
<td>20648</td>
</tr>
<tr>
<td>Y/gulele</td>
<td>8530</td>
<td>6989</td>
<td>15520</td>
</tr>
<tr>
<td>Total</td>
<td>38,359</td>
<td>30,916</td>
<td>69,275</td>
</tr>
</tbody>
</table>


The issue of dropouts was a major concern of the zone in general and that of sampled woredas in particular. Out of 69,275 primary school children registered in grade 1-8 in the sample woredas in 2004/05 about 5606 children (3170 boys and 2436 girls) dropped out of school in the same year. The dropout rate accounts for about 8.09% of the enrollment in the same year. On the other hand, there were variations in dropouts among the woredas. The highest dropout rates were registered in Hidabu Abote woreda and the lowest dropout rate were registered in Girar Jarso Wereda in 2004/05. As discussed in the literature part of this study, in an education system where students abandon schools, it is hardly possible to increase the efficiency of the system and thereby achieve UPE in the target year.

This shows that, the dropout rate of students in the four woredas was very high and an alternative approach (ABE) was found as the best way to retain students in the school till they complete their primary education. Dropouts’ trend of the woredas from 2000/01-2004/05 is summarized in chart 4.2.
Chart 4.2: Primary school dropouts by gender and year in the four woredas.

As can be seen in the above chart the retention of students in the school was continuously decreased or dropouts from schools were continuously increased in the five years period. The other indicator of internal efficiency of education system is repetition rate. The following table shows the extent of repetition over the five years.

Table 4.6: Primary school (1-8) repeaters in the four woredas (2000/01-2004/05)

<table>
<thead>
<tr>
<th>Wored as</th>
<th>2000/01</th>
<th>2001/02</th>
<th>2002/03</th>
<th>2003/04</th>
<th>2004/05</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Hidabu</td>
<td>94</td>
<td>51</td>
<td>145</td>
<td>106</td>
<td>120</td>
</tr>
<tr>
<td>Abote</td>
<td>154</td>
<td>138</td>
<td>292</td>
<td>181</td>
<td>178</td>
</tr>
<tr>
<td>Girar</td>
<td>120</td>
<td>105</td>
<td>225</td>
<td>16</td>
<td>34</td>
</tr>
<tr>
<td>Jarso</td>
<td>292</td>
<td>320</td>
<td>612</td>
<td>286</td>
<td>300</td>
</tr>
<tr>
<td>Kuyu</td>
<td>144</td>
<td>93</td>
<td>237</td>
<td>359</td>
<td>331</td>
</tr>
<tr>
<td>Y/Gule</td>
<td>684</td>
<td>602</td>
<td>1286</td>
<td>932</td>
<td>929</td>
</tr>
<tr>
<td>lante</td>
<td>1702</td>
<td>678</td>
<td>760</td>
<td>1438</td>
<td>1514</td>
</tr>
</tbody>
</table>

Source: Base line survey Basic Education Program and child right situation (2005).
As shown in the above table, the repetition rate in the zone is relatively very low and the total repetition rate is 2.1% (boys repetition rate is 1.9% and girl’s repetition rate 2.4%) in the first cycle primary in 2004/05. This could be due to the implementation of the country’s education policy that stipulates automatic promotion at the level of primary education. On the other hand, the repetition rate data of the sample woredas disclose that rate which was 2.80% (boys 2.55% and girls 3.15%) in 2000/01 has increased to 4.64% and no improvement has been observed during the five years period.

In general, From the above data one can safely say that North shewoa Zone was among the least advantaged zones in terms of access to education with in Oromia region and the intervention of SCD and other NGOS in access creation through physical access of ABECs has a great contribution in creating an education opportunity for many out of school children.
Table 4.7: Reasons for medium or law enrollment

<table>
<thead>
<tr>
<th>No</th>
<th>Options</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree (5)</td>
<td>Agree (4)</td>
</tr>
<tr>
<td>----</td>
<td>-------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>1</td>
<td>Timing</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Geographical barriers on the way to school (view)</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Poor school facilities</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Abduction of girls</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Low awareness of parents on education</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>Demand for child labor</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Parents economic problem</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Early marriage</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Poor quality of education in schools</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>In convenient school environment (especially for girls)</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>Lack of awareness among communities about children’s right</td>
<td>7</td>
</tr>
<tr>
<td>12</td>
<td>Law capacity of the nearby primary schools</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Totals</td>
<td>21</td>
</tr>
</tbody>
</table>

As it can be seen from Table 4.7, options 1, 2, 6, and 10 (timing, geographical barriers on the way to school, demand for child labor and in convenient school environment were rated ‘strongly agree’. On the other hand, options 5, 11 and 12 (law awareness of parent on education, lack of awareness among communities about children’s right and law capacity of the nearby primary schools) were ranked ‘agree’ by the respondents. Option 4 (abduction of girls) and options 8 (early marriage) were rated ‘disagree’ by the respondents. This shows these two harmful traditional practices (HTP) are not widely exercised. Further awareness raising programs has to be carried by all concerned partners since both harmful traditional practical expose girls to risk their life due to HIV/AIDS epidemic and girls are not secured and walk alone to school.
Thus, fixed timing of schools, different barriers on the way to school, demand for child labor, inconvenient school environments, low awareness of parents on education, lack of awareness about child right and low capacity of nearby primary schools are among the causes of law enrollment in the sample woredas. Here, the findings indicate that children are deprived of their right to education due to number of factors like: fixed timing, physical barriers and lack of awareness on children’s right.

4.2.2. Reasons for the Launching of ABE Program in North Shewa Zone

The millennium development Goals (MDGs) of the year 2015 can be realized through objectives that are designed to make all school age children complete primary education by providing accessible quality, efficient, relevant and equitable education to citizens and train skilled human resources at different levels that can make of modern science and technology and take part in the economic development of the society. In line with this, the respondents of OEB, Zone, and woreda and NGO officials and experts were asked to show the major reasons for initiating the program in North Shoa Zone by ranking. The following table summarizes the reasons of ABE program initiation in the zone.

**Table 4.8: Reasons for program initiation**

<table>
<thead>
<tr>
<th>Options</th>
<th>Ranks given by Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. To promote access to basic quality education</td>
<td>1</td>
</tr>
<tr>
<td>B. To promote equity between boys and girls</td>
<td>2</td>
</tr>
<tr>
<td>C. To enhance local and education offices capacity</td>
<td>3</td>
</tr>
<tr>
<td>D. To improve school management system</td>
<td>7</td>
</tr>
<tr>
<td>E. Awareness raising on child rights and HIV/AIDS</td>
<td>4</td>
</tr>
<tr>
<td>F. To improve internal efficiency</td>
<td>5</td>
</tr>
<tr>
<td>G. To improve school facilities</td>
<td>6</td>
</tr>
</tbody>
</table>

As shown in the above table, options 1 -3 (promoting access to basic quality education, promoting equity between boys and girls and enhancing local and educations officials capacity) were ranked 1st -3rd by all respondents. In other words, options 1-3 received the highest frequencies by all respondents as the main reasons for initiating the program in the zone. Other options put as reasons (awareness' raising on child rights and HIV/AIDS, to improve internal
efficiency, to improve school facilities and to improve school management system) were given relatively the lowest rank from 4 -7 by respondents.

As indicated by OEB (2002/03) North Shewa is among the least advantaged zones in terms of access to education within Oromia region before the intervention of the program. Gross primary school enrolment rate in North Shoa was 49.5%, much lower than the regional rate of 66.66%. This rate is better than only Borena Zone (refer table 4.3 above). In terms of intake rates as well, North Shoa has 72% which was the lowest rate when seen against the regional average of 104%. In such a zone where access and related opportunities were very limited, launching ABE programs for those reasons ranked 1-3 above seems sensible.

Table 4.9: Target group for the program

<table>
<thead>
<tr>
<th>Options</th>
<th>Respondents</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Officials and experts</td>
<td>Facilitators</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>A. out of school children due to absence of school in their vicinity.</td>
<td>16</td>
<td>53.33</td>
<td>12</td>
</tr>
<tr>
<td>B. drop outs</td>
<td>8</td>
<td>26.67</td>
<td>5</td>
</tr>
<tr>
<td>C. children who have economic problems</td>
<td>2</td>
<td>6.67</td>
<td></td>
</tr>
<tr>
<td>D. children with physical disability</td>
<td>4</td>
<td>13.33</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
<td>21</td>
</tr>
</tbody>
</table>

As can be observed from the Table 4.9, the question was forwarded for officials, experts and facilitators. Thus, the majority of respondents, 16 (53.33%) from officials and experts and 12 (57.14%) from facilitators stated that ABE is designed to provide education opportunity for out-of-school children who did not have school in their vicinity. (26.67%) and (13.33%) of officials and experts and (23.8%) and (19.05 %) of facilitators reveled that dropouts and children who have physical disability have got an education opportunity in the centers. The finding showed the program created education opportunity for children missed opportunity of education, due to different reasons. In addition, as discussed in related literature, ABE 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. This shows that, ABE serves as an alternative route in creating an education access for all needy children.
Table 4.10: Average distance of ABEC from student’s home

<table>
<thead>
<tr>
<th>options</th>
<th>Respondents</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Officials</td>
<td>Experts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>A. 0.5km-1km</td>
<td>6</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>B. 1km-1.5km</td>
<td>24</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>C. 1.5km-2kms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. 2.5kms</td>
<td>30</td>
<td>100</td>
<td>21</td>
</tr>
</tbody>
</table>

As it depicted in Table 4.10, above the great majority 24(80%) of respondents from officials and experts answered that the average single trip distance of ABECs to beneficiary children is within the range of 1km-1.5 km. On the other hand, all (100%) of the facilitators replied that the average single trip is within the range of 0.5km-1km.

As CMC members informed to the researcher there was no such a facility within the range of their children maturity level to manage the distance between home and school. It takes about 1:30 hours to find the next school from their village. They further their idea saying ‘they did not want to put their children at risk while traveling such a long distance between home and school.’ The findings showed that improving primarily physical access of school to children through provision of ABECs where there was no such a facility before motivates parents to send their children to school.

Table 4.11: Extent of girl’s participation Enhancement

<table>
<thead>
<tr>
<th>Options</th>
<th>Respondents</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Officials</td>
<td>Experts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>A) High</td>
<td>21</td>
<td>70</td>
<td>21</td>
</tr>
<tr>
<td>B) Medium</td>
<td>9</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>C) Low</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
<td>21</td>
</tr>
</tbody>
</table>

Table 4.11, deals with extent of girls participation enhanced by the ABE program. The majority of respondents 21 (70%) from officials and experts and (100%) respondents from facilitators
stated that the ABE program was highly enhanced girl’s participation. Only 9(30%) of officials and experts sample revealed that the enhancement is at medium level.

As one of its basic objective the project has created access to ‘quality basic education’ not only for boys but also for girls. For further elaboration during 2005-2006 academic year gross enrolment in the zone reached 67% (61% for girls) as compared the 2003/04, when the project is formulated, which was 54% (47% girls). This is 13 - percentage point (14 percentages for girls) increase in gross enrolment ratio (GER). The contribution of ABE is 6303 students (5.8%) of the total children (108,861) attending primary education in the 9 woredas covered by the program. (Base line survey, 2005). This shows the ABE program has created an access of education opportunity for the disadvantaged segments of the society including girls and helps to narrow gender disparity in the zone.

The following table summarized the contribution of the program in increasing girls participation and promoting equity and internal efficiency in the sampled woredas.

4.12: Trends of ABE students participation (level 1-level 3)

<table>
<thead>
<tr>
<th>Years E.C</th>
<th>Total Enrolment (Level I-level III)</th>
<th>%M</th>
<th>%F</th>
<th>Total dropout</th>
<th>%M</th>
<th>%F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>2597</td>
<td>52.75</td>
<td>47.24</td>
<td>14</td>
<td>0.58</td>
<td>0.48</td>
</tr>
<tr>
<td>1999</td>
<td>3785</td>
<td>53.26</td>
<td>46.73</td>
<td>9</td>
<td>0.19</td>
<td>0.28</td>
</tr>
<tr>
<td>2000</td>
<td>5012</td>
<td>53.29</td>
<td>46.70</td>
<td>21</td>
<td>0.56</td>
<td>0.25</td>
</tr>
<tr>
<td>2001</td>
<td>4637</td>
<td>51.56</td>
<td>48.43</td>
<td>33</td>
<td>0.79</td>
<td>0.62</td>
</tr>
<tr>
<td>Total</td>
<td>16031</td>
<td>52.69</td>
<td>47.30</td>
<td>77</td>
<td>0.54</td>
<td>0.40</td>
</tr>
</tbody>
</table>

Source: Document of NGO understudy.
Table 4.12, Presents the enrolment and dropout of students in ABECs run by save the children Denmark (SCD). The enrolment covers from 1998-2001. As can be seen in the above table, the ABE program has enrolled 2597 students from level 1- level 3 which 47.24% were females in the year 1998 E.C. This includes children that did not get access to formal education dropouts and children who have physical disability. In 2000 the enrollment was increased to 5012 students which shows growth by 92%.

As per interview discussions with CMC members, the interviewee revealed that the construction of ABECs in their vicinity helped the local community by promoting girl’s participation which otherwise out-of-school. In the same way, ABE students participated in the focus group discussion (FGD) indicated that girls receive priority to school in the community than boys due to reason like: parents understanding girl’s right to education, teacher’s (facilitators) initiation and short distance between ABECs and their homes.
Table 4.13: Driving forces that make children to come to centers

<table>
<thead>
<tr>
<th>Options</th>
<th>Respondents</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Officials &amp; Experts</td>
<td>Facilitators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>A) Physical Access</td>
<td>12</td>
<td>40</td>
<td>18</td>
</tr>
<tr>
<td>B) Flexibility in timing</td>
<td>8</td>
<td>26.67</td>
<td>2</td>
</tr>
<tr>
<td>C) Quality of education</td>
<td>2</td>
<td>6.66</td>
<td></td>
</tr>
<tr>
<td>D) Availability of school facilities</td>
<td>8</td>
<td>26.67</td>
<td>1</td>
</tr>
<tr>
<td>E) Existence of co curricular activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
<td>21</td>
</tr>
</tbody>
</table>

As indicated in the above table, the majority of the officials and experts (40%) and facilitators (85.71%) noted that physical access was the major driving force (incentive) that make children (particularly girls) to come the centers. Those who said flexibility of timing and availability of school facilities accounted for (26.66%) of officials and experts. Only (9.52%) of facilitators reported flexibility of timing. From the above result, it seems that the program intervention of expanding access to quality basic education through ABE schemes played its own role by creating access to education opportunity for out-of-school children particularly girls who are deprived of their right to learn.

Table 4.14: State of Dropout in the ABEC system.

<table>
<thead>
<tr>
<th>Options</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) High</td>
<td>2</td>
<td>7.41</td>
</tr>
<tr>
<td>B) Medium</td>
<td>8</td>
<td>29.63</td>
</tr>
<tr>
<td>C) Low</td>
<td>17</td>
<td>62.96</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>100</td>
</tr>
</tbody>
</table>

As it can be seen in the table (62.96%) of zone and woreda officials and experts indicated that the state of dropouts in the ABEC system is low. As it has already been presented in Table 4.12, the dropout’s percentage was less than 1 percent. Hence, it is possible to say that the access to basic education has been accompanied by retention which will result in completion to make a difference in the living condition of the current children - which are the coming parents.
Moreover, as noted by CMC members the establishment of the centers in their locality helps their child to learn on shift base and dropout of children is highly minimized. They also added that, the main reasons for children dropout was their demand for children labor to assist them in house holds’ chores and farm work during harvesting seasons was satisfied since their children were free from school for half of a day.

Table 4.15: Contribution of the ABE Program to the Achievement of UPE in terms of the following factors

<table>
<thead>
<tr>
<th>Options</th>
<th>Respondents (Officials and experts)</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Not involved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>A. Increasing access</td>
<td></td>
<td>13</td>
<td>43.33</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>B. Reducing gender disparity</td>
<td></td>
<td>9</td>
<td>30</td>
<td>7</td>
<td>23.33</td>
</tr>
<tr>
<td>C. Increasing efficiency</td>
<td></td>
<td>8</td>
<td>26.67</td>
<td>11</td>
<td>36.67</td>
</tr>
<tr>
<td>D. Ensuring community participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Awareness creation in understanding child rights</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30</td>
<td>100</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

As can be seen from the table, options A&B (increasing access, reducing gender disparity were rated as ‘high’ by (43.33%) and (30%) of respondents respectively. On the other hand, option C (increasing efficiency was rated ‘medium’ by (36.67%) of respondents. This shows that, the respondents believe that the ABE program carried out in the zone /woredas is contributing to the achievement of UPE in terms of increasing access to children who did not get a chance to learn, promoting gender equity and increasing efficiency.

As review in the literature section, making Basic Education access to all children is the basic requirement for achieving goals of UPE. From the document of the NGO understudy and annual education statistics obtained from zone education office it was made clear that the number of ABE students by project woredas (9) since the year of establishment (from 1998 E.C – 2002 E.C) including all levels (level one- level three) male 17,944, females 16,002 total 33,946 were enrolled in the program. Moreover, the total gross enrollment of the zone for the year 2002 is
93.06%. From this the share of this ABE program accounts for 3-4% (Zone education statistics abstract 2002).

4.2.3. Facility Issues

Success in educational operation is affected by not only by the out-of-school factors. The impact the in school factors is equally influential. As reviewed in the literature section, the document of oromia education Bureau (OEB) has set standards before launching ABE program. The document indicates ABECs should have four classrooms (7mx8m), separate latrines for boys and girls and enough light and ventilation. This section is intended to investigate whether or not the ABECs have the necessary facilities to provide quality basic education. Thus, different facilities that are needed for the provision of basic education were presented to be rated adequate, inadequate and not available.

Table 4.16: Adequacy of facilities

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Respondents</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>Office for facilitators</td>
<td>3</td>
<td>6.98</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>Availability of desks/benches</td>
<td>8</td>
<td>18.60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Reading corner</td>
<td>5</td>
<td>11.63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Pedagogical center</td>
<td>8</td>
<td>18.60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Play ground</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>Potable drinking water</td>
<td>9</td>
<td>20.93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Separate toilet for girls and boys</td>
<td>10</td>
<td>23.26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Availability of sport materials</td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>Availability of different hand tools and seedlings</td>
<td>7</td>
<td>16.28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Materials for co curricular activities</td>
<td>9</td>
<td>20.93</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>43</td>
<td>100</td>
<td></td>
<td>43</td>
</tr>
</tbody>
</table>

As can be seen from the table, items 2,3,4,6, and 7 (availability of desk/ benches, reading corner, pedagogical center, potable drinking water & separate toilet for girls and boys) were rated, ‘adequate’ by (18.60%), (11,63%), (18.60%), (20.93%) and (23.60%) of officials and experts of woreda education offices and SCD and facilitators. On the other hand, the remaining items 1, 5, 8, 9, and 10 were rated ‘inadequate’.
Table 4.17: Facilities to be improved

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Respondents</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Office for the facilitators</td>
<td>6</td>
<td>13.95</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Availability of benches/desks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Reading corner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Pedagogical center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Play ground</td>
<td>16</td>
<td>37.21</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Potable drinking water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Separate toilet for girls and boys</td>
<td>14</td>
<td>32.56</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Availability of sport materials</td>
<td>7</td>
<td>16.28</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Availability of different tools &amp; seedlings</td>
<td>43</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Materials for curricular activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.17, shows the facilities need to be improved in ABE centers. Hence, great majority of respondents 16(37.21%) and 14(32.56%) suggested that the improvement of play grounds and availability of sport materials. The remaining (13.95%) and (16.28%) of the respondents reported as office for the facilitators and the provision of hand tools and seedlings need improvement. Moreover, the participants of FGD also explained that some facilities like desk/benches, library books and reference materials were provided adequately while sport materials, different hand tools and co-curricular materials were inadequately supplied to the centers. On top of this, program coordinator of the NGO in his interview indicated that all facilities of the centers need continuous follow up and improvement. This shows that concerned bodies should identify facilities provided adequately for centers and supply them with the inadequate and non-existent ones. The researcher during his study work also observed that most of the classes were found at very good level and provided with facilities like students’ combined desks, teachers’ tables and chairs. The floors were cemented and have enough ventilation and light. Even though, the reading corners have some books for the time being it needs further intervention of the NGO to increase the number and kinds of books in the library to attract more students in order to use the reading corners.
4.2.4. Matters Related to curriculum, Teaching and Learning process and Teaching materials.

4.2.4.1 Curriculum issues

Table 4.18: Curriculum of the ABE Program

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Options</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Does the Abe program has specifically developed curriculum?</td>
<td>A. Yes</td>
<td>27 90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. No</td>
<td>3 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>30 100</td>
</tr>
<tr>
<td>2</td>
<td>Who prepared the curriculum</td>
<td>A. OEB</td>
<td>2 6.67</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. the NGO (SCD)</td>
<td>4 13.33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. OEB &amp; The NGO</td>
<td>24 80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>30 100</td>
</tr>
<tr>
<td>3</td>
<td>Is the minimum learning competence is defined in terms of</td>
<td>A. Yes</td>
<td>23 76.67</td>
</tr>
<tr>
<td></td>
<td>a) Literacy</td>
<td>A) No</td>
<td>3 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B) I have no idea</td>
<td>4 13.33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>30 100</td>
</tr>
<tr>
<td></td>
<td>b) Numeracy</td>
<td>A. Yes</td>
<td>19 63.33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. No</td>
<td>5 16.67</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. I have no idea</td>
<td>6 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>30 100</td>
</tr>
<tr>
<td></td>
<td>c) Basic learning skills</td>
<td>A. Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. No</td>
<td>26 86.67</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. I have no ideas</td>
<td>4 13.33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>30 100</td>
</tr>
<tr>
<td>4</td>
<td>How do you rate the relevance of the curriculum in terms of meeting the local needs?</td>
<td>A. High</td>
<td>3 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Medium</td>
<td>27 90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Low</td>
<td>- -</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>30 100</td>
</tr>
</tbody>
</table>

First item of Table 4.18, deals with whether the ABE Program has its own specifically developed curriculum. As it depicted in the above table, the percentage in ‘yes’ column, 27(90%) indicated that the ABE Program has a curriculum specifically developed for it.

Item two is concerned with the body who prepared curriculum of the program. Accordingly, 24(80%) of the respondents replied that the body responsible for the preparation of the curriculum was OEB and the NGO.

Item three tried to identify whether the minimum learning competency (MLC) stated the curriculum in terms of literacy, numeracy, and basic essential life skills. As it depicted in Table
4.19, (76.66%), (63.33%) and (66.66%) of the respondents revealed that the MLC was defined in terms literacy numeracy and basic learning skills.

Item 4 deals with the relevance of the curriculum in terms of meeting the local needs. Hence, (90%) of the respondents was rated as 'medium'. The findings from the above items indicate that concerned bodies developed a curriculum that serve particularly the program defined in term of literacy numeracy & basic learning skills that moderately meets the local needs.

4.2.4.2. Teaching and Learning.

With regard to this, the respondents were asked the pedagogical approaches that are commonly employed and classroom organization in the ABECs, and their responses were organized as follows:

Table 4.19: Pedagogical approaches employed in the ABE program

<table>
<thead>
<tr>
<th>Options</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>A) Lecture</td>
<td>11</td>
</tr>
<tr>
<td>B) Group discussion</td>
<td>13</td>
</tr>
<tr>
<td>C) Independent work buy students</td>
<td>12</td>
</tr>
<tr>
<td>D) Demonstration</td>
<td>6</td>
</tr>
<tr>
<td>E) Role Play</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
</tr>
</tbody>
</table>

As can be seen in Table 4.19, the pedagogical approach utilized in the teaching-learning of ABECs, was presented. Thus out of the total respondents 13(30.95%) of woreda officials and experts and facilitators were indicated that group discussion was used as a major pedagogical approach in the centers, where as 12 (28.57%) of the total respondents and 11 (26.19%) of them answered independent work and lecture respectively.

Table 4.20: Classroom organization of the program.

<table>
<thead>
<tr>
<th>Options</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>A) Self-contained</td>
<td>42</td>
</tr>
<tr>
<td>B) Multi-grade system</td>
<td></td>
</tr>
<tr>
<td>C) Departmentalization</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
</tr>
</tbody>
</table>

Table 4.20, shows that classroom organization of the ABE program understudy. As it can be seen in the table all of the respondents (100%) stated the learner centered classroom organization methods was used in the centers. This finding indicates that the necessary pedagogical approaches are organized and materialized in ABECs. Here, the emphasis is on learning than
teaching, and the children are supposed to be at the center of the process and should learn through discovering things for themselves.

4.2.4.3. Availability of teaching materials.

As discussed in the literature part the provision of educational materials for non-formal basic education program should take in to account during the arrangement of the program. The materials have to be prepared and given out to the learners and facilitators. The following table shows the condition of instructional materials of ABECs.

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Options</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>What was the provision of instructional materials to the centers?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A. Adequate</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Scarcely</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Not available</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>43</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>What materials are provided to the centers?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A. Student text books</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Blackboards</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Teaching aids</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Facilitators guide books</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E. Reading and reference books</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>43</td>
</tr>
</tbody>
</table>

As table 4.21, depicts, all respondents (100%) of woreda & NGO officials and experts and facilitators indicated that there was adequate provision of teaching materials for the centers.

The FGD also noted that there was enough teaching materials in their respective centers. This implies that adequate and timely provision of necessary teaching materials is a good incentive both for ABE students and facilitators to be an active participant of the teaching and learning process and this in turn contributes to the effectiveness of the program and quality of education. Generally, educational inputs have key role in improving quality of education. Hence, further follow up and involvement of the supporting NGO and woreda education offices is important.
Item 2 concerns for kinds of teaching materials provided for the centers. Accordingly, (32.56%), (20.93%), (11.63%), (18.60%) and 20.93% of the respondents replied that (student text books, reading and reference materials, facilitators guide books, blackboards and teaching aids) were provided for the centers respectively.

### 4.2.5. ABE Program Management

Strengthening decentralization of education creates the opportunity to increase community participation and improve transparency in the management of schools. In this section, issues related to the management of ABECs are discussed.

#### Table 4.22: Management of ABE Program

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Options</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Officials experts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>Who is responsible for the management Of ABECs?</td>
<td>A. The NGO(SCD)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Woreda education offices (WEO)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Community</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>Is there a clear guideline that shows the mandate and responsibilities of concerned bodies in the management of ABE program?</td>
<td>A. Yes</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. No</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>22</td>
</tr>
<tr>
<td>3</td>
<td>How much you are familiar with the guide lines?</td>
<td>A. High</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Medium</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Low</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>What are the problems countered in the management ABECs?</td>
<td>A. Lack of coordination</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Dalliances in job accomplishment</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Absence of responsible body regarding various issues of ABECs</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Is there adequate and workable communication among all concerned bodies?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>A.</td>
<td>Yes</td>
<td>6</td>
<td>27.27</td>
</tr>
<tr>
<td>B.</td>
<td>No</td>
<td>16</td>
<td>72.73</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
<td>21</td>
</tr>
</tbody>
</table>

Item 1 of Table 4.22, refers to responsible bodies for the managements of ABECs. As it can be revealed from table 4.23 above, woreda education offices and the local communities where responsible for the management of ABECs as indicated by 10(45.45%), 12(54.55%) official and experts and 11(52.38%) and 10(47.62%) of facilitators respectively. This implies that managing ABECs was not a responsibility of single body rather it was managed by joint responsibility of community and government bodies.

As we can see from Table 4.23, item 2 concerned with existence of clear guidelines that shows the mandates and responsibilities of all concerned bodies. All respondents from both group, (100%) answered in ‘yes’ column. The result shows that the guidelines were adequately provided for the implementers by OEB and supporting NGO. Furthermore, in their interview the CMC members also reported the existence of guidelines but they also expressed that as they did not have clear understanding of it.

The third area of concern is that of knowledge of guidelines by the implementers. Accordingly item 3, was rated ‘medium’ by all (100%) of respondents of both group. This shows that the available guidelines needs further and continuous two-way communication among officials, experts, facilitators and CMC members at centers in the implementation process.

Item 4 in table 4.22 deals with the problems encountered in the management of ABECs. Hence, 11(50%) and 9(40.90%) of officials and experts expressed that dalliances in job accomplishments and lack of coordination were the major problems faced them in the management of ABECs. According to 13(61.90%) and 5(23.81%) facilitator respondents lack of coordination and dalliances in job accomplishments were the major problems in ABECs management.
The last item of this table is concerned with existence sufficient and workable communication among all concerned bodies (implementers) The majority of respondents 16(72.73%) from officials and experts and 14(66.67%) of facilitator respondents revealed that communication among implementers was weak as it received high value in 'No' column. Moreover, interview with CMC members showed that the communication should be further intensified for the effectiveness of the program. This finding indicates that the existence of in insufficient communication among partners in regard to implementation of the ABE program. However, adequate and workable communication is an important dimension for effective implementation of the ABE program.

4.2.6. Issues Related to Facilitators

The success of ABE program to provide quality education manly depends up on facilitators. The facilitators should the one who understood and perceived the nature of the program and the learners. The selection and the requirement of these teachers should be made carefully. Hence, appropriate selection and requirement, adequate and relevant training are essential factors to develop the level of competence of facilitators which in turn contributes for provision of quality basic education.

Table 4.23: Selection, requirement and training of facilitators

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Options</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Officials &amp; experts</td>
<td>Facilitator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>Who selects and requirements facilitators?</td>
<td>A. Kebele administration</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Woreda education office</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Central management committee</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. NGO(SCD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>Who are given priority in the requirement of</td>
<td>A. Males</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>facilitators?</td>
<td>B. Females</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. No priority at all</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>22</td>
</tr>
</tbody>
</table>
As indicated in Table 4.23, above for the item 1 that concerned with the selection and requirement of facilitators 12 (45.55%) and 10 (45.45%) of officials and experts revealed that facilitators selection was carried out by joint effort of kebele administration and woreda education office. The same idea was supported by (57.14%) and (42.86%) of facilitators respectively.

Item 2 deals with to whom priority is given while the requirement of facilitators is carried out. Accordingly, a great majority 18 (81.82%) of respondents from officials and experts and all (100%) facilitators stated that priority was given to females during selection of facilitators. This finding shows that the supporting NGO is successful in applying the criteria of giving priority for females as center facilitators.

As depicted in table 4.23, item 3 refers the relevance of initial training in relation to facilitator’s daily activities. Thus, as can be seen from the table it was rated ‘high’ by 14 (63.64%) of officials and experts. On the otherhand, 18 (85.71%) of facilitators was rated as ‘medium’. From this one can say that the level of satisfaction with the relevance of contents of the training was unsatisfactory for facilitators who are directly engaged in the daily activities of the teaching learning process. Thus, considering the critical place facilitators have in meeting the objectives.
of the ABE program, improving the relevance of initial training in line with the background of facilitator and contents of the ABE curriculum is crucial.

As indicated in the above table all (100%) of respondents from both groups indicated that there was on-the-job-training. This shows that the presence of on-the-job-training helps to improve the capacity of facilitators which in turn contributes to improvement of the daily performance of facilitators.

The final item of Table 4.23, concerned with the relevance of on-the-job-training. Hence great majority of respondents from both groups (81.82%) of officials and experts and (80.95%) of facilitators were rated 'medium'.

As interview conducted with program coordinator of the NGO (SCD) it was revealed that there was a high turnover of facilitators which was a huge problem in the implementation of the program almost in all Centers. According to the program coordinator among the reasons for their turn over the major ones were salary and absence of upgrade training.

### 4.2.7. Issues Related to Stakeholders Participation in ABE Program

The participation of various actors is important for successful implementation of ABE program. High interest and strong commitment of these bodies ensures the achievement of the program objectives. Among the program partners: the education bureau and its lower structures, the NGO and the community. These actors have their own particular duties and responsibilities.

**Table 4.24: stakeholder’s participation**

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Options</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Officials experts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>Do stakeholders (community, government SCD, etc ) involved in different ABE program activities</td>
<td>A. Yes</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. No</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>
As indicated in the above table item 1 shows that all (100%) respondents from officials and experts (OEB, ZEO, WEO and NGO) and facilitators answered in ‘yes’ column. This shows that there was a participation of concerned actors in the successful implementation of the program.

4.2.7.1 Community participation in ABE program

As they are the direct beneficiaries from the program, ensuring community participation in direct administration of centers and promoting them to the stage where they possess a sense of ownership to take part in different school activities is of paramount importance. The participation can be in a variety of ways. As indicated in the literature the community may take part in contributing resources (materials and/or labor, helping different learning activities, take part in decision making and involved in management). In order to show the existing situation from among community participation the major ones are presented for the respondents for rating high, medium, low and not involved.

Table 4.25: Degree of community participation in various ABE program activities

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Respondent</th>
<th>High</th>
<th>No</th>
<th>%</th>
<th>Medium</th>
<th>No</th>
<th>%</th>
<th>Low</th>
<th>No</th>
<th>%</th>
<th>Not involved</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Needs assessment</td>
<td>4</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>49</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Site selection</td>
<td>9</td>
<td>18.37</td>
<td>1</td>
<td>2.08</td>
<td>1</td>
<td>2.08</td>
<td>38</td>
<td>77.59</td>
<td>3</td>
<td>6.12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Center construction</td>
<td>10</td>
<td>20.41</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>49</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mobilize resources (finance, land--)</td>
<td>6</td>
<td>12.24</td>
<td>1</td>
<td>2.08</td>
<td>1</td>
<td>2.08</td>
<td>38</td>
<td>77.59</td>
<td>3</td>
<td>6.12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Solving ABE problems</td>
<td>6</td>
<td>12.24</td>
<td>1</td>
<td>2.08</td>
<td>1</td>
<td>2.08</td>
<td>38</td>
<td>77.59</td>
<td>3</td>
<td>6.12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Involving in ABE management</td>
<td>13</td>
<td>26.53</td>
<td>1</td>
<td>2.08</td>
<td>1</td>
<td>2.08</td>
<td>38</td>
<td>77.59</td>
<td>3</td>
<td>6.12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Initialing parents to send their children to centers</td>
<td>7</td>
<td>14.29</td>
<td>1</td>
<td>2.08</td>
<td>1</td>
<td>2.08</td>
<td>38</td>
<td>77.59</td>
<td>3</td>
<td>6.12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Selection and firing of facilitators</td>
<td>5</td>
<td>10.20</td>
<td>1</td>
<td>2.08</td>
<td>1</td>
<td>2.08</td>
<td>38</td>
<td>77.59</td>
<td>3</td>
<td>6.12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Setting school schedule</td>
<td>6</td>
<td>12.24</td>
<td>1</td>
<td>2.08</td>
<td>1</td>
<td>2.08</td>
<td>38</td>
<td>77.59</td>
<td>3</td>
<td>6.12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Guarding and fencing centers</td>
<td>15</td>
<td>30.61</td>
<td>1</td>
<td>2.08</td>
<td>1</td>
<td>2.08</td>
<td>38</td>
<td>77.59</td>
<td>3</td>
<td>6.12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Engaging in income generating activities</td>
<td>10</td>
<td>20.41</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>49</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Supervision &amp; maintenance of facilities</td>
<td>11</td>
<td>22.45</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>49</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Residential construction for facilitators</td>
<td>49</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>49</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 49 100 49 100 49 100 49 100
As depicted in Table 4.25, items 2, 3, 4, 6, 7, 8, and 9 (site selection, center construction, mobilization of resources, involving in ABE management, initiating parents to send their children to centers, selection and firing of facilitators and setting school schedules) were rated as 'high participation'. Items 5, 10, 11, and 12 (solving ABE problems guarding and fencing centers, engaging in income generating activities & supervision and maintenance) were rates as 'medium participation'. On the other hand, the remaining items 1 and 13 'needs assessment' and 'residential construction for facilitators' were rated 'low participation' and 'no participation' respectively.

This means, the participation of respective communities was high in some aspects and medium in others. It was 'participation in needs assessment' and 'construction of residences' in which communities' participation was found to be low and not at all. Depending on these responses of sampled officials and experts and facilitators, it is possible to say that communities are playing a vital role expected of them. Moreover, the qualitative data obtained from CMC members also revealed that the involvement of the community in center construction, initiation of families to send their children to school, planning different activities and setting school hours of was high, whereas their participation in needs assessment and follow-up activities was unsatisfactory. As discussed in the related literature one of the most important components of ABE program is community participation. And first and for most, ABE has to be need based that emanates from the community.

4.2.7.2 Government involvement in ABE program

It is obvious that the partner (the education bureau and its lower structures) has high responsibilities to ensure successful implementation of ABE program. Particularly the woreda education office (WEO) has its own responsibilities for the implementation of the program since it has direct relationship with the community, ABECs and the supporting NGO. In relation to this, the literature part indicates what government bodies expected to carried out in order to met the goal of ABE. Accordingly, activities assumed to be responsibilities of the government bodies were presented for rating by respondents of officials and experts from zone and woreda education offices, program coordinator of SCD and facilitators.
Table 4.26: Degree of government Involvement in ABE activities

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Respondent</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
<td>Not involved</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>1</td>
<td>Needs assessment</td>
<td>12</td>
<td>24.49</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Solving ABE problems</td>
<td>28</td>
<td>57.1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Initiating parents to send their children to the centers</td>
<td>21</td>
<td>42.8</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Training and certification of facilitator</td>
<td>14</td>
<td>28.57</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Provision of technical support</td>
<td>10</td>
<td>20.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Admission of ABE students to formal schools</td>
<td>13</td>
<td>26.53</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>49</td>
<td>100</td>
<td>49</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As depicted in Table 4.26, items 1, 4, 5 and 6 (need assessment, training and certification of facilitators, provision of technical support and admission of ABE students to formal schools) were rated 'high'. On the other hand, item 2 (solving ABE problems) and item 3 (initiating parents to send their children to centers) were rated 'medium'. The finding indicates that government involvement in some ABE program activities (solving ABE problems and initiating parents to send their children) were rated 'medium'. Hence, it is possible to say that government bodies should have to seek ways by which ABE problems are solved in collaboration with other partners for smooth flow of the teaching and learning process.

4.2.7.3 NGO involvement in ABE program

NGOs play an important role not only through expansion of alternative basic education centers to create an opportunity of basic education for children who did not get an access for regular programs but also in promoting equity and improving efficiency and quality of education. In line with this, activities considered to be the role of NGO were presented to the respondents of education official and NGO officials and experts and facilitators in the following table.
Table 4.27: Degree SCD (NGO) involvement in the ABE program activities

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Respondent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>Needs assessment</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Site selection</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Center construction</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>Handling over ABECs when program phases out</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>Provision of combined desks</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>provision of sport stationary and co curricular materials</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Paying monthly salary of facilitators</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Procurement and distribution of students text books facilitators guides reading and reference books</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Sponsoring different trainings for (education offices official&amp; experts CMC members, etc)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>49</td>
</tr>
</tbody>
</table>

As indicated in Table 4.27, items 1,3,4,5,7 and 9 (needs assessment center construction handling over ABECs, provision of combined desks, paying monthly salary of facilitators and sponsoring different trainings) were rated ‘high’ by the respondents. The remaining items 6&8 were rated ‘medium’. Item 2 (site selection) was the only item rated ‘low’ by the respondents. This implies that the NGO was better involved in needs assessment center construction and furnishing with combined desks and provision of commercially purchased materials. More over the NGO is paying facilitator’s salary and sponsored various trainings on different topics for partners.

4.2.8. Awareness Raising and Capacity Enhancement Activities

Awareness raising activities was mainly focused on child rights and HIV/AIDS. The NGO was intended to realize this by means of club formation (child right clubs and HIV/AIDS clubs) and awareness raising workshops (trainings). The trainings were focused on club formation and management, HIV/AIDS transmission and prevention methods and etc. To effectively improve awareness on child rights and HIV/AIDS in project areas 132 child rights and HIV/AIDS clubs
were established and strengthened in 42 ABECs and 24 supported primary schools. Moreover, different information, education and communication (IEC) materials were developed and distributed to all centers and supported primary schools (documents of the NGO). To strength the capacity of zone and woreda education offices both materials (equipment and vehicle) and trainings were provided for the project woredas and zone education offices. These enabled zone and woreda education offices to provide technical and administrative support to ABECs. Furthermore, trainings were given for CMC members on management skills and experience sharing visits were conducted for selected members to build their capacity (ABE program report, 2008). Thus, issues that helps to see the above ideas were presented for respondents (woreda and NGO officials and experts) in the following tables.

**Table 4.28: awareness raising and capacity enhancement Activities**

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Options</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>What are the methods used by the program to raise awareness on child rights and HIV/AIDS?</td>
<td>A. Formation of clubs</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Provision of training workshops</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Procuring and distribution of IEC materials</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Experience sharing visits</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E. Formation of girls affairs committee at woreda &amp; kebele levels</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
</tr>
<tr>
<td>2</td>
<td>Who are the beneficiaries of awareness raising and capacity enhancement activities other than ABECs?</td>
<td>A. Education offices (personnel of both WEO and ZEO)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Primary school teachers and directors</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Community leaders</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Low enforcing bodies</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E. Local community</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
</tr>
<tr>
<td>3</td>
<td>What are the focuses of the trainings?</td>
<td>A. HIV/AIDS transmission and prevention methods</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Child rights convention</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Harmful practices (HTP)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. How to form clubs and their contributions</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
</tr>
<tr>
<td>4</td>
<td>To what extent the awareness raising has sensibly benefited the participants?</td>
<td>A. High</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Medium</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Low</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
</tr>
<tr>
<td>5</td>
<td>What are the focuses of</td>
<td>A. Trainings</td>
<td>10</td>
</tr>
<tr>
<td>capacity enhancement activities?</td>
<td>B. Provision of motorbikes</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Allocation of beget for running costs</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Experience sharing visits</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>What are the benefiters you obtained from both awareness raising and capacity enhancement activities?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Helps to mobilize the community</td>
</tr>
<tr>
<td></td>
<td>B. Helps to initiate the community to send their children to ABECs</td>
</tr>
<tr>
<td></td>
<td>C. Helps to easily carry out daily activities</td>
</tr>
<tr>
<td></td>
<td>D. Helps to understand more above children rotate &amp; HIV/IDS</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

As can be seen from the Table 4.28, item 1 concerned with methods used by the ABE program in awareness raising. Accordingly, provision of trainings, distribution of IEC materials and experience sharing visits were identified as a methods used by the NGO by (31.82%) & (22.73%) of respondents respectively. Only (9.09%) and (13.63%) of respondents supported formation of clubs and girls affairs committee as a method used by the NGO for awareness raising purpose.

Item 2 relates to the identification of beneficiary bodies from awareness raising and capacity enhancement activities. Thus, the same percent of respondents i.e. (22.73%) revealed that zone and woreda education office officials and experts and local community while, primary school teachers and directors, community leaders and low enforcing bodies were reported by (18.18%) of respondents.

Item 3 revealed to the focuses of the trainings. as indicated in table 4.28, 7(31.82%) of respondents reported that HIV/AIDS transmission and prevention methods and 6(27.27%) of the respondents answered child rights convention. On the other hand, (18.18%), (22.73%) of the respondents replied harmful practices and issues related to club formation were the focuses of the training.

As depicted in the above table item 4 (extent of the awareness raising activity sensibly benefited the participants) was rated ‘high’ by a majority (81.82%) of respondents. This shows that
training workshops conducted for education offices personnel, community leader, ABE facilitators and low enforcing bodies especially on child rights has to appreciated. Since child rights promotion in the zone is still at lower stage SCD (the NGO) was striving to bring these issues (child rights) into development agenda of the zone. Furthermore the awareness raising training could help to create chain of action that is to be cascaded down to the grassroots level through application of a multiplier effect.

Item 5 of Table 4.28, concerned with the focuses of capacity enhancement activities. Accordingly, the majority of respondents, 10(45.45%) revealed that trainings were the focused of capacity enhancement. On the other hand, (22.73%) and (18.18%) of respondents indicated that provision of motor bikes and allocation of running costs were the focuses of capacity building activities. Only (13.64%) of the respondents replied experience sharing visits as the focus of capacity enactment activity. Moreover, as an interview conducted with CMC members, the interviewee revealed that the capacity enhancement activities particularly the experience sharing visits helped them in improving their management skills. The construction skill training was also helped them to maintain the centers and facilities when the need arises.

The sixth area of concern is about benefits obtained from both awareness and capacity enhancement activities. Some respondents 7(31.82%) stated that the activities made them to better understand about children rights and HIV/AIDS. Others (27.27%) of the respondents reported that capacity enhancement and awareness raising activities helped them to mobilize and initiate the community to send their children to ABECs. Only, (18.18%) of the respondents indicated that they were benefited through improving carrying out their daily activities. Interview with the NGO program coordinator noted that eighteen rounds of awareness raising workshops were conducted at zonal and woreda level and the participants of these training workshop have involved in changing the attitude of the community on child rights, HIV/AIDS, etc both using the formal channels they were drown and the informal channels. Moreover, to further intensity the awareness on child rights convention copies of IEC materials on different topics (I am HIV positive, a better world, etc) were translated in to Afan Oromo and distributed in all project woredas. According to program coordinator of the NGO for personnel from zone and worda education offices, selected CMC members, there was an experience sharing visits in
selected ABE centers of Jimma Zone and in selected ABE centers of north wollo, of Amhara region. In short, it is possible to say that the awareness raising and capacity enhancement activities helped all partners to effectively implement the ABE program.

4.2.9. Major strengths and weaknesses of the program

The following table summarizes major positive experience and weaknesses of the ABE program:

<table>
<thead>
<tr>
<th>Major strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting temporary shelter or and construction work in parallel manner help to convince and mobilize parents for more construction;</td>
<td>Taking physical access as the only major criteria for site selection has contributed to capacity underutilization of the ABEC;</td>
</tr>
<tr>
<td>Responding to emerging needs (e.g. water supply for 39 ABECs out of 42 ABECs found in 9 woredas), which were not seen at initial planning of the project but still decisive is positive in making more conducive for children and enhancing Communities’ interest in the ABEC;</td>
<td>Short training period limited teaching/facilitation capacity of facilitators e.g. failure to follow up students with different level of understanding, checking daily notes of students?</td>
</tr>
<tr>
<td>Community acceptance of ABE as a means to educate their children depicts appropriateness of the ABEC as potential means to improve access to quality education;</td>
<td>Screening of facilitators without standard written test among the woredas seems affected the uniformity of the quality of facilitators;</td>
</tr>
<tr>
<td>Recruiting facilitators from the locality enable community mobilization and close work relation with CMC;</td>
<td>Changing of committee after training and failure to train new ones created gap in speeding and controlling ABE activities; Clubs do not have by-laws that describe club mandates and Linkage.</td>
</tr>
<tr>
<td>ABEC created confidence in parents to send their children, especially girls almost as many as boys, even curtailing marriage arrangements and after marriage;</td>
<td></td>
</tr>
<tr>
<td>Construction of pit-latrine in primary schools made schools conducive not only for girls but also for female teachers; Experience sharing visits made participants witnessed how community can be mobilized, how close work relationship of facilitators, improved enrollment to maximum possible number, made the program to be effective in its objectives.</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter of the study consists of the major findings of the study, conclusions drawn from the major findings and possible suggested recommendations.

5.1 Summary

The main objective of the study was to assess and reveal the contributions and challenges of the ABE program supported by Save the Children Denmark (SCD) in North Shoa zone. An attempt was also made to investigate extent of participation of stakeholders in different activities of the ABE program.

In order to achieve the objective of the study, some basic questions regarding the contributions of the ABE program in terms of creating access, extent of addressing quality basic education, promotion of girl participation and degree of stakeholder’s involvement in different ABE program activities were examined. The contribution of the program in enhancing capacity of concerned bodies and creating awareness of partners with respect to child rights and HIV/AIDS was also the central question of the study.

In dealing with the research problems descriptive survey methods was employed as a major research method. Both the quantitative and qualitative approach were used to deeply analyze and demonstrate different activities of the ABE program and positive experiences that could be replicated that influenced the success of the program and relevant literature was reviewed.

A total of 169 sampled respondents 30 government and NGO officials and experts, 21 facilitators 34 CMC members and 84 ABE students were participated in the study. The data for the study were collected by means of questionnaires, interviews, focus group discussion and document analysis. The data collected from questionnaires were tailed, grouped and analyzed utilizing percentages, whereas the data collected though interviews and focus grouped discussion where analyzed in narration under each category.
Based on the analysis and interpretation of the data, the summary of the major findings are listed here under:

- Analysis of the relevant document shows that the status of enrollment of the zone was much lower than the zones found in the region. The findings indicate that reasons of low enrollment in the zone were: fixed timing of schools, parents demand for child labor, geographical barriers on the way to school, inconvenient school environment, low awareness of parents on education and low capacity of the nearby primary schools;
- It was found that the major reasons for program initiation in the zone were “to promote access to quality basic education”, “to promote equity between boys and girls” and “to enhance local and education offices capacity”. Moreover, the main targets of the ABE program was out of school children aged 7-14. It also creates an education opportunity for dropouts children with economic problems and children who have physical disability;
- The study indicated that improving physical access to schools through provision of ABECs where there were no such opportunities some years back motivates parents to send their children to centers;
- From the responses obtained, it is clear that the ABE program has created an education opportunity for the disadvantaged segment of the society including girls, and promotes girl’s participation which otherwise would have been out-of-school and helps to narrow gender disparity;
- Majority of the respondents (62.96%) disclosed that the dropout rate of ABE was low i.e., less than 1 percent. Among the reasons for the low dropout rate, as indentified by respondents, was the shift system which enables children to satisfy families demand for children labor for farm work and households chores; From the responses obtained 40% of the respondents indicated that the major driving force (incentive) for the children to come to school was physical accessibility. Others (26.67%) reported flexibility in timing and availability of school facilities;
- The study revealed that most of the respondents believed the ABE program carried out in the Zone/woredas is contributing to the achievement of UPE in terms of increasing access, promoting gender equity, and increasing efficiency;
The study revealed that most of the physical facilities of the ABE centers were adequate and convenient for teaching and learning. On the other hand, the study disclosed that in the ABE centers there were inadequacies of some facilities like: office of facilitators, play ground, sport materials and co curricular materials and reading and reference books which can affect the quality of basic education and amongst the problems that hinder implementation of the program;

The study showed that the condensed first cycle curriculum serves particularly the program defined in terms of literacy, numeracy and basic learning skills which is composed of major subjects (Afan Oromo, English language, Mathematics and Environmental science education ) that moderately meets local needs was prepared by Oromia Education Bureau and in collaboration with the supporting NGO;

Group discussion was utilized as a major pedagogical approach in the teaching learning of ABECs. Moreover, lecture independent work by students and demonstration were also used in the centers. In addition, learner - centered instructional method was materialized in the centers and children are supposed to be the center of the process;

The supporting NGO adequately provided educational materials (text books, black boards, etc) to the centers;

The study indicated that ABECs were managed jointly by the community and government bodies. In this connection, guidelines that show the mandates and responsibilities of these bodies were adequately provided by OEB and supporting NGO, but, knowledge of program implementers regarding guidelines was not promising. And this brought insufficient communication among implementers which resulted in lack of coordination, delay in job accomplishment and absence of responsible body regarding various issues of ABECs;

Facilitators were not satisfied with the relevance of both initial and on-the-job training in accordance with their background and content of ABE curriculum;

The study found that community participation was mainly in site selection, center construction, and resource mobilization, solving ABE problems, initiating parents to send their children to schools, setting school schedules and guarding and fencing. However, participation in need assessment was low;
• The study identified that the respective woreda education offices and Zone education office was highly involved in needs assessment, training and certification of facilitators, provision of technical support and admission of ABE students to formal school. However, solving ABE problems and parent initiation to send their children to centers were revealed as medium involvement of the government bodies;

• The study depicted that the NGO (SCD) was highly involved in needs assessment, center construction, handing over ABECs, provision of commercially purchased materials and financial resources that cover salary of facilitators and sponsored different trainings and less involved in site selection. In addition to this, turnover of facilitators due to lack of incentives like upgrading trainings was identified as a serious problem of the NGO in implementation of ABE;

• Provision of training workshops on different topics, distribution of IEC materials, experience sharing visits and formation of clubs were among the methods utilized by the NGO for awareness raising and capacity enhancement which is highly benefited the participants. Moreover, the study also revealed that materials (equipment and vehicle) provision was also a part of capacity building activities;

5.2 CONCLUSION

Based on the findings of the study, the following conclusions were drawn.

• The ABE program contributes in creating the chance to get access to basic education for children particularly girls, which would have been out-of-school otherwise. That is, the contribution of ABE was not only limited to the creation of access but also improved gender equity, minimized dropouts, raised awareness of children right and HIV/AIDS in the area under study. However, to maximize the contribution of ABE on GER of National and regional level it demands expansion of ABE throughout the country considering the improvement of physical accessibility as a major factor through their provision.

• Adequate provision of physical facilities and instructional materials facilitates the teaching and learning process. However, some facilities like playground, sport materials, office for facilitators and reading and reference books were not adequately found and this could influence the provision of quality education.
Flexibility of academic calendar and convenient school environment added to the short distance between home and school convinced and encouraged parents to send their children to the centers.

- The curriculum of ABE covered the minimum learning competencies that children acquire in terms of literacy, numeracy, and basic life skills during their stay.
- Even though ABE is found to be essential in promoting access, equity and internal efficiency in primary education, lack of adequate and relevant training for facilitators, high turnover of facilitators, absence of adequate and workable communication among implementers of the program, lack of knowledge of guidelines that shows the mandates and responsibilities of implementers and lack of coordination and delays on job accomplishments were challenges faced to effectively accomplish different activities of ABECs.
- Enhancement of partners' awareness and capacity through trainings on leadership, community mobilization skills and on the rights of a child and provision of equipment/materials for zone one woreda education offices resulted in increased community participation in ABECs. This evidenced by communities' participation in allocating plots, contribution of cash and labor, other locally available resources (such as teff straw and wood logs), officers engagement in community mobilization.

5.3. RECOMMENDATIONS
Based on the findings and conclusions drawn, the following recommendations are suggested.

In order to increase educational access to all school-age children especially to those who are under privileged, the ABE program is a good initiative. To this end,

- The Regional Education Bureau should exert efforts to further expand and strengthen the ABE in collaboration with NGOs working on ABE considering physical accessibility and convenience of school environment as a major factor;
• Sensitization of the community and children on the importance of ABE through trainings and meetings has to continue to create more interest in the parents to send children to ABECs;
• Children have to be motivated by provision of facilities and making the school environment attractive.
• It seems advisable to establish more ABE centers that follow more flexible arrangement and let the parents to send all their children to school without completely losing the productive labor they want to get from their children.
• Creating access without adequate provision of inputs like playground, sport materials and reading and reference books affect the quality of education and less attract and motivate students and degrade quality of education. Thus, the supporting NGO should have to think with its partners to provide the centers with the necessary inputs including sport fields, sport materials and reading and reference materials before the termination of the program to attain quality basic education and to make smooth transformation of ABE to formal school.
• From the study results it has been realized that flexibility of school time table enables ABECs to respond to both children’s and parents needs. It is obvious that flexibility is one of the pillars of ABE in the organization and management of educational activities with decentralized governance structure. The researcher recommends that the ABE providing NGO and the woreda education offices should conduct more dialogue with the community to formulate a more flexible time table that complements with local needs.
• The study disclosed that there were shortage of adequate and relevant training for facilitators, knowledge of guidelines that shows mandates and responsibilities of actors, coordination and dalliances in job accomplishment, high turnover of facilitators and absence of good communication among implementers resulted in weak management and performance of ABE. Thus, in order to improve such circumstance (conditions) the following measures should be taken:
  o provide facilitators with more adequate and relevant training so that the teaching learning process could be improved;
  o it may be useful to motivate already existing facilitators providing different incentives and giving them certain opportunities to improve their qualification.
through training (in Teacher’s education institutions or through distance program) to minimize the turnover;

- Success in educational operation is affected by factors like: lack of coordination among actors and delays in job accomplishment. Hence, The NGO and OEB has to give trainings on the guidelines of ABE that shows the mandates and responsibilities of partners which in turn create adequate and workable means of communication among partners at all levels to minimize misunderstandings which helps to improve the management and performance of ABE.

- In order to enhance the effort made by the supporting NGO in implementing the ABE program in the region in general and in the zone in particular it demands a strong collaboration among all stakeholders and the government. Hence, it is advisable if OEB encourage the development of further partnership with NGOs, and private investors to strengthen the implementation of ABE which contributes to the country’s education sector vision to see all school-age- children get access to quality primary education by the year 2015.
BIBLIOGRAPHY

A. Books:


Un published:


C. Websites:


Appendix –1  
Addis Ababa University  
School of Graduate Studies  
Department of Curriculum and Teachers professional Development Studies  
Adult and Life Long Learning unit

Instrument one: Questionnaire to be filled by Education Bureau experts  
The purpose of this questionnaire is to gather information for the research regarding the contribution and challenges of Alternative Basic Education Program supported by save the children Denmark (SCD). Hence, personnel who are directly involved in the program understudy you are kindly requested to provide information that is highly valued for this academic study.

- Please answer each item to the best of your knowledge

N.B.
- Do not write your name
- Indicate your response in the space provided by marking “✓”
- Write your additional comment and suggestion on the given space

Part I. Personal Information
1. Sex  
   - Male ☐  
   - Female ☐
2. Age  
   - 16-20 ☐  
   - 21-25 ☐  
   - 26-30 ☐  
   - 31-35 ☐  
   - 36- and Above ☐
3. Educational background________
4. Field of specialization________
5. Service year  
   - Less than 5 Years ☐  
   - 6-10 ☐  
   - 11-15 ☐  
   - 16-20 ☐  
   - above 20 Years
6. Your position________
7. Your organization________
8. Date of response________

Part II. Issues Related to the ABE program
1. What were the major reasons for initiating the program in the zone?  
(Rank them in ascending order; for instance give ‘1’ for the most important reason and ‘2’ for the second important reason and so on).

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>To promote access to quality basic education</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>To promote equity between boys and girls</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>To enhance local and education offices capacity</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>To improve school management system</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>Awareness raising on child rights and HIV/AIDS</td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>To improve internal efficiency</td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>To improve school facilities</td>
<td></td>
</tr>
</tbody>
</table>
2. Who are the target group for the program? (More than one answer is possible)
   - [ ] Out-of-school children due to absence of school in their vicinity
   - [ ] Drop outs
   - [ ] Children who have economic problem
   - [ ] Children who have physical disability
   Please specify if any _______________________________

3. Where do the ABE classes are being conducted?
   - [ ] In primary schools
   - [ ] In specially constructed centers
   Please specify if any _______________________________

4. To what extent the ABE program enhances girl’s participation?
   - High [ ]  Medium [ ]  Low [ ]

5. If your answer for question No 4 is “high”, what are the driving forces/incentives that make children to come to the centers? (More than one answer is possible)
   - [ ] Physical access
   - [ ] Flexibility in timing
   - [ ] Quality of education
   - [ ] Availability of school facilities
   - [ ] Existence of co curricular activities
   Please specify if any _______________________________

6. To what extent the ABE program is contributing to the achievement of UPE in terms of fulfilling the following factors? (Indicate your response making “✓” where appropriate (More than one answer is possible).

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
</tr>
<tr>
<td>1</td>
<td>Increasing access</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Reducing gender disparity</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Increasing efficiency</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Ensuring community participation</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Awareness creation in understanding child rights</td>
<td></td>
</tr>
</tbody>
</table>
   Please specify if any _______________________________

7. If your answer for question No 6 item 4 is “Low”, what are the possible reasons for low participation of the community? (More than one answer is possible).
   - [ ] Lack of interest
   - [ ] The community was not participated in need assessment
   - [ ] Community’s need was not addressed
   - [ ] The planning was not participatory
   Please specify if any _______________________________
8. If your answer for question No 6 item 5 is "low" what are the reasons for being so? (More than one answer is possible).

☐ The trainings given were not participatory
☐ The trainings were not continuous
☐ The trainings were not focused on local conditions
Please specify if any

Part III. The ABE curriculum issue
1. Does the program has specifically developed curriculum?
☐ Yes ☐ No

2. If your answer for question No1 is 'yes', who prepared it?
☐ Regional education bureau (REB) ☐ The NGO (SCD) ☐ REB and The NGO
Please specify if any

3. Is the minimum learning competence is defined in terms of
☐ Literacy ☐ Yes ☐ No ☒ I have no idea;
☐ Numeracy ☐ Yes ☐ No ☒ I have no idea;
☐ Basic learning skills ☐ Yes ☐ No ☒ I have no idea;

4. How do you rate the relevance of the curriculum in terms of meeting the local needs?
☐ High ☐ Medium ☐ Low

Part IV. General comments on the ABE Program
please give your general comments on the ABE program

Thank you!
Appendix –2  
Addis Ababa University  
School of Graduate Studies  
Department of Curriculum and Teachers professional Development Studies  
Adult and Life Long Learning Unit

Instrument Two: Questionnaire to be filled by Zone Education office head and experts  
The purpose of this questionnaire is to gather information for the research regarding the contribution and challenges of Alternative Basic Education Program supported by save the children Denmark (SCD). Hence, personnel who are directly involved in the program understudy you are kindly requested to provide information that is highly valued for this academic study.  
* Please answer each item to the best of your knowledge 

N.B.  
• Do not write your name  
• Indicate your response in the space provided by marking “✓”  
• Write your additional comment and suggestion on the given space

Part I. Personal Information

1. Sex  
   - Male  
   - Female

2. Age  
   - 16-20  
   - 21-25  
   - 26-30  
   - 31-35  
   - 36- and Above

3. Educational background

4. Field of specialization

5. Service year  
   - Less than 5 Years  
   - 6-10  
   - 11-15  
   - 16-20  
   - above 20 Years

6. Your position

7. Your organization

8. Date of response
Part II. Issues Related to the ABE program

1. What were the major reasons for initiating the program in the zone? (Rank them in ascending order; for instance give ‘1’ for the most important reason and ‘2’ for the second important reason and so on).

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>To promote access to quality basic education</td>
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<td>b.</td>
<td>To promote equity between boys and girls</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>To enhance local and education offices capacity</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>To improve school management system</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Awareness raising on child rights and HIV/AIDS</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>To improve internal efficiency</td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>To improve school facilities</td>
<td></td>
</tr>
</tbody>
</table>

Please specify if any

2. Who are the target group for the program? (More than one answer is possible)

- ☐ Out-of-school children due to absence of school in their vicinity
- ☐ Drop outs
- ☐ Children who have economic problem
- ☐ Children who have physical disability

Please specify if any

3. Where do the ABE classes are being conducted?

- ☐ In primary schools
- ☐ In specially constructed centers

Please specify if any

4. To what extent the ABE program enhances girl’s participation?

- ☐ High
- ☐ Medium
- ☐ Low

5. If your answer for question No 4 is “high”. What are the driving forces/incentives that make children to come to the centers? (More than one answer is possible).

- ☐ Physical access
- ☐ Flexibility in timing
- ☐ Quality of education
- ☐ Availability of school facilities
- ☐ Existence of curricular activities

Please specify if any

6. What is the state of dropout in the ABEC system?

- ☐ High
- ☐ Medium
- ☐ Low

7. If your response for question No 6 is ‘High’ or medium, what are the major reasons?)

- ☐ Poor quality of education in schools
- ☐ In convenient schooenvironment
- ☐ Distance from home to school
- ☐ Demand for child labor

Please specify if any
8. To what extent the ABE program is contributing to the achievement of UPE in terms of fulfilling the following factors? (Indicate your response making "✓" where appropriate (More than one answer is possible))

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
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<tr>
<td></td>
<td></td>
<td>Mediu m</td>
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<td></td>
<td></td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not at all</td>
</tr>
<tr>
<td>1</td>
<td>Increasing access</td>
<td></td>
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<tr>
<td>2</td>
<td>Reducing gender disparity</td>
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<tr>
<td>3</td>
<td>Increasing efficiency</td>
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<td>4</td>
<td>Ensuring community participation</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Awareness creation in understanding child rights</td>
<td></td>
</tr>
</tbody>
</table>

9. If your answer for question No 8 item 4 is "Low", what are the possible reasons for low participation of the community? (More than one answer is possible).

- Lack of interest
- The community was not participated in need assessment
- Community's need was not addressed
- The planning was not participatory

Please specify if any ————

10. If your answer for question No 8 item 5 is "low" what are the reasons for being so? (More than one answer is possible).

- The trainings given were not participatory
- The trainings were not continuous
- The trainings were not focused on local conditions

Please specify if any ————

Part III. The ABE curriculum issue

1. Does the program has specifically developed curriculum?

- Yes
- No

2. If your answer for question No 1 is 'yes', who prepared it?

- Regional education bureau (REB)
- The NGO (SCD)
- REB and the NGO

Please specify if any ————

3. Is the minimum learning competence is defined in terms of?

- Literacy
- Numeracy
- Basic learning skills

- Yes
- No
- I have no idea;

4. How do you rate the relevance of the curriculum in terms of meeting the local needs?

- High
- Medium
- Low

Part IV. Stake holders' participation in ABE program

1. Do stake holders (community, government and SCD) involved in different ABE program activities?

- Yes
- No
2. If your response for question No 1 is 'yes', indicate the adequacy of involvement of these bodies in the following activities? Indicate your response using "✓" mark.

<table>
<thead>
<tr>
<th>Item</th>
<th>Community</th>
<th>ZEO/WEO</th>
<th>NGO(SCD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• assessment</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>• Site selection</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>• Center construction</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>• Mobilize resources (finance, idea, Labor and material)</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>• Solving ABE problems</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>• Being involved in management</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>• Initiating parents to send their children to the centers</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>• Selection and firing of facilitator</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>• Setting school schedule</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>• Guarding and fencing centers</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>• Engage in income generating activities for ABE</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>• Supervision and maintenance of facilities</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>• Residential construction of facilitators</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>• Provision of technical support</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
</tbody>
</table>
- training and certification of facilitators
- Handing over ABE centers when the project phases-out
- Admission of ABE graduate to formal schools
- Provision of combined desks
- Provision of sport, stationary and co-curricular materials
- Paying monthly salary for facilitators
- Procurement and distribution of student text books, facilitators guide, reading and reference books
- Sponsoring different trainings for (facilitators, education Office experts and CMC members).

Part V. What were the major strengths and weaknesses observed while the program was being implemented?

a. In providing basic primary education

Strengths
- Creates opportunity of quality basic education for many out-of-school children
- Increases internal efficiency of ABECs
- Increases girls participation
- Creates Awareness about child rights
- Provision of learning materials

Please specify if any

Weaknesses
- Centers are distant from children’s home
- Centers environment are not girls friendly
- Poor provision of Schools facilities
- In adequate technical support

Please specify if any
b. In supporting primary schools to enhance their capacity and improve quality of education (More than one answer is possible).

Strengths
☐ Provision of combined desks and different books, etc
☐ Provisions of Trainings for directors and teachers
☐ Establishment of girls club and HIV/AIDS Clubs and their support
☐ Praised girls of good academic performance

Weaknesses
☐ The trainings were not in line with the needs of the teachers and directors
☐ The support was not enough and sustainable
☐ Clubs in schools were not active

C. In enhancing community capacity to manage ABECs (More than one answer is possible).

Strengths
☐ Enables the community to be more responsible
☐ Enables the community to know their mandates and roles
☐ Enables the community to develop sense of ownership
☐ Enables the community to follow up and supervise daily activities of ABECs

C. In enhancing community capacity to manage ABECs (More than one answer is possible).

Weaknesses
☐ The capacity enhancement activities were not sustainable
☐ It does not contribute to the community in managing ABECs

C. In enhancing community capacity to manage ABECs (More than one answer is possible).

d. In awareness raising activities (more than one answer is possible).

Strengths
☐ Enables all concerned bodies to be aware of child rights and HIV/AIDS
☐ Enables the stake holders (community, WEO, ZEO, etc) to actively participate regarding
☐ Children’s right
☐ Initiates the community to send their children to school

Weaknesses
☐ The awareness raising activities were not sustainable
☐ It does not participate all stakeholders
☐ The awareness raising activities did not match the needs of the stake holders

Thank you!
Appendix -3
Addis Ababa University
School of Graduate Studies
Department of Curriculum and Teachers professional Development Studies
Adult and Life Long Learning Unit

Instrument one: Questionnaires to be filled by Woreda Education office heads and experts.
The purpose of this questionnaire is to gather information for the research regarding the contribution and challenges of Alternative Basic Education Program supported by save the children Denmark (SCD). Hence, personnel who are directly involved in the program understudy you are kindly requested to provide information that is highly valued for this academic study.

- Please answer each item to the best of your knowledge

N.B.
- Do not write your name
- Indicate your response in the space provided by marking "√"
- Write your additional comment and suggestion on the given space

Part I. Personal Information
1. Sex
   - Male    - Female
2. Age
   - 16-20  - 21-25  - 26-30  - 31-35  - 36- and Above
3. Educational background
4. Field of specialization
5. Service year
   - Less than 5 Years  - 6-10  - 11-15  - 16-20  - above 20 Years
6. Your position
7. Your organization
8. Date of response

Part II. Issues Related to the ABE program
1. What were the major reasons for initiating the program in the zone?
   (Rank them in ascending order; for instance give ‘1’ for the most important reason and ‘2’ for the second important reason and so on).

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>To promote access to quality basic education</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>To promote equity between boys and girls</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>To enhance local and education offices capacity</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>To improve school management system</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Awareness raising on child rights and HIV/AIDS</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>To improve internal efficiency</td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>To improve school facilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Please specify if any</td>
<td></td>
</tr>
</tbody>
</table>

2. What was the status of enrollment of 1st cycle PE(primary education 1-8) before launching of ABE program in your woreda?
   - High    - Medium    - Low

2. If your response to item No2 is ‘low’, what were the major causes of unsatisfactory enrollment?(please, indicate your response rating 5= strongly agree, 4= agree, 3= partially agree, 2= undecided, 1= disagree (More than one answer is possible).
4. Who are the target group for the program? (More than one answer is possible)

☐ Out-of-school children due to absence of school in their vicinity
☐ Drop outs
☐ Children who have economic problems
☐ Children who have physical disability
Please specify if any

5. Where the ABE classes are being conducted?

☐ In primary schools
☐ In specially constructed centers
Please specify if any

6. What is the average single trip distance of ABECs/ABEC to beneficiary children?

☐ 0.5km-1km
☐ 1km-1.5km
☐ 1.5km-2km
☐ 2km-2.5km
☐ More than 2.5 km

7. To what extent the ABE program enhances girl’s participation?

☐ High
☐ Medium
☐ Low

8. If your answer for question No 7 is ‘‘high’, what are the driving forces/incentives that make children (particularly girls) to come to the centers? (More than one answer is possible).

☐ Physical access
☐ Flexibility in timing
☐ Quality of education
☐ Availability of school facilities
☐ Existence of curricular activities
Please specify if any
9. What is the state of dropouts in the ABECs system?

D High  D Medium  D Low

10. If your response for question No 9 is 'High' or medium, what are the major reasons? (More than one answer is possible)

D Poor quality of education in schools  D In convenient school environment
D Distance from home to school  D Demand for child labor

Please specify if any

11. To what extent the ABE program is contributing to the achievement of UPE in terms of fulfilling the following factors? (Indicate your response making "\" where appropriate.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
</tr>
<tr>
<td>1</td>
<td>Increasing access</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Reducing gender disparity</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Increasing efficiency</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Ensuring community participation</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Awareness creation in understanding child rights</td>
<td></td>
</tr>
</tbody>
</table>

Please specify if any

12. If your answer for question No 11 item 4 is "Low", what are the possible reasons for low participation of the community? (More than one answer is possible).

D Lack of interest  D The community was not participated in need assessment
D Community’s need was not addressed  D The planning was not participatory

Please specify if any

13. If your answer for question No 11 item 5 is "low" what are the reasons for being so? (More than one answer is possible).

D The trainings given were not participatory
D The trainings were not continuous
D The trainings were not focused on local conditions

Please specify if any

Part III. ABECs Facility issues

1. To what degree the ABE centers are furnished with facilities? Please, mark your rates in the given boxes. (More than one answer is possible).

<table>
<thead>
<tr>
<th>Adequat</th>
<th>Inadequat</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Office for the facilitators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Availability of benches /desks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Reading corner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Pedagogical center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Play ground</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Potable drinking water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Separate toilet for girls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Availability of sport materials</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
i. Availability of different hand tools and seedling

j. Materials for co-curricular activities

Please specify if any

2. What could be improved in relation to school facilities? (More than one answer is possible).
- Office for the facilitators
- Availability of benches/desks
- Reading corner
- Pedagogical center
- Play ground
- Potable drinking water
- Separate toilet for girls
- Availability of sport materials
- Availability of different hand tools and seedling
- Materials for co-curricular activities

Part IV. The ABE curriculum issue
1. Does the program have specifically developed curriculum?
- Yes
- No

2. If your answer for question No.1 is 'yes', who prepared it?
- Regional education bureau (REB)
- The NGO (SCD)
- REB and The NGO

Please specify if any

3. Is the minimum learning competence defined in terms of
- Literacy
- Numeracy
- Basic learning skill

Please specify if any

4. How do you rate the relevance of the curriculum in terms of meeting the local needs?
- High
- Medium
- Low

Part V. Issues related to the teaching-learning process.
1. Which pedagogical approaches are commonly employed in the ABE centers? (More than one answer is possible).
- Lecture
- Group-discussion
- Independent work by students
- Demonstration
- Role plays

Please specify if any

2. How classrooms are organized in ABECs? (More than one answer is possible).
- Self-contained
- Multi-grade system
- Departmentalization

Please specify if any
Part VI. Issues related with teaching materials

1. The provision of instructional materials to ABE centers is

- [ ] Adequate
- [ ] Scarce
- [ ] Not available

2. If your response to above question is ‘adequate’ indicate the kind of materials provided to the centers? (More than one answer is possible).

- [ ] Text books for students
- [ ] Black boards
- [ ] Teaching aids
- [ ] Facilitators guide books
- [ ] Radio
- [ ] Reading and reference materials

Please specify if any

3. If your answer for question No 1 is ‘scarce’ or “not available”, which materials are lacking or not available? (More than one answer is possible).

- [ ] Text books for students
- [ ] Black boards
- [ ] Teaching aids
- [ ] Facilitators guide books
- [ ] Radio
- [ ] Reading and reference materials

Please specify if any

Part VII. Matters concerning ABE program management

1. Who is responsible for the management of the ABE centers? (More than one answer is possible).

- [ ] The NGO (SCD)
- [ ] Woreda Education office
- [ ] Community

Please specify if any

2. Is there a clear guide line that shows the mandate and responsibilities of concerned bodies in the management of ABE program?

- [ ] Yes
- [ ] No

3. If your response for question No 2 is ‘No’, what problems are you facing in managing the centers? (More than one answer is possible).

- [ ] Lack of coordination
- [ ] Dalliances in accomplishment of various activities of the ABEC
- [ ] Absence of responsible body regarding various issues of the ABEC.

Please specify if any

4. If your response for question No 2 is “yes” how much you are familiar with the guideline?

- [ ] High
- [ ] Medium
- [ ] Low

5. Is there adequate communication between education office experts, head facilitators, facilitators and community regarding ABE activities?

- [ ] Yes
- [ ] No

Part VIII. Issues related to ABE facilitators

1. Who selects and recruiters facilitators? (More than one answer is possible).

- [ ] Kebele administration
- [ ] Woreda education office
- [ ] Center management committe
- [ ] the NGO (SCD)

Please specify if any

2. Who are given priority in the recruitment of facilitators?

- [ ] Males
- [ ] Females
- [ ] No priority at all

3. The relevance of the initial training in relation to facilitators daily activities is

- [ ] High
- [ ] Medium
4. Is there any on the job training to head facilitators/facilitator?
☐ Yes  ☐ No

5. If your response for question No 4 is “yes”, the relevance of the on-going trainings with regard to your daily activities is ———.
☐ High  ☐ Medium  ☐ Low

Part IX. Stake holder’s participation in ABE program

1. Do stake holders (community, government and SCD) involved in different ABE program activities?
☐ Yes  ☐ No

2. If your response for question No 1 is ‘yes’, indicate the adequacy of involvement of these bodies in the following activities? Indicate your response using “✓” mark.

<table>
<thead>
<tr>
<th>Item</th>
<th>Community</th>
<th>ZEO/WEO</th>
<th>NGO(SCD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Needs assessment</td>
<td>High</td>
<td>✓</td>
<td>Low</td>
</tr>
<tr>
<td>• Site selection</td>
<td>Medium</td>
<td>✓</td>
<td>Medium</td>
</tr>
<tr>
<td>• Center construction</td>
<td>Low</td>
<td>¥</td>
<td>Low</td>
</tr>
<tr>
<td>• Mobilize resources (finance, idea, Labor and material)</td>
<td>High</td>
<td>✓</td>
<td>Medium</td>
</tr>
<tr>
<td>• Solving ABE problems</td>
<td>Medium</td>
<td>✓</td>
<td>Medium</td>
</tr>
<tr>
<td>• Being involved in management</td>
<td>Low</td>
<td>✓</td>
<td>Low</td>
</tr>
<tr>
<td>• Initiating parents to send their children to the centers</td>
<td>High</td>
<td>✓</td>
<td>Low</td>
</tr>
<tr>
<td>• Selection and firing of facilitators</td>
<td>Medium</td>
<td>✓</td>
<td>Medium</td>
</tr>
<tr>
<td>• Setting school schedule</td>
<td>Low</td>
<td>✓</td>
<td>Low</td>
</tr>
<tr>
<td>• Guarding and fencing centers</td>
<td>High</td>
<td>✓</td>
<td>Low</td>
</tr>
<tr>
<td>• Engage in income generating activities for ABE</td>
<td>Medium</td>
<td>✓</td>
<td>Low</td>
</tr>
<tr>
<td>• Supervision and maintenance of facilities</td>
<td>Low</td>
<td>✓</td>
<td>Low</td>
</tr>
<tr>
<td>• Residential construction of facilitators</td>
<td>High</td>
<td>✓</td>
<td>Low</td>
</tr>
<tr>
<td>• Provision of technical support</td>
<td>Medium</td>
<td>✓</td>
<td>Low</td>
</tr>
<tr>
<td>• In training and certification of facilitators</td>
<td>Low</td>
<td>✓</td>
<td>Low</td>
</tr>
<tr>
<td>• Handing over ABE centers when the project phases-out</td>
<td>High</td>
<td>✓</td>
<td>Low</td>
</tr>
<tr>
<td>• Admission of ABE graduate to formal schools</td>
<td>Medium</td>
<td>✓</td>
<td>Low</td>
</tr>
<tr>
<td>• Provision of combined desks</td>
<td>Low</td>
<td>✓</td>
<td>Low</td>
</tr>
<tr>
<td>• Provision of sport, stationary and co-curricular materials</td>
<td>High</td>
<td>✓</td>
<td>Low</td>
</tr>
<tr>
<td>• Paying monthly salary for facilitators</td>
<td>Medium</td>
<td>✓</td>
<td>Low</td>
</tr>
</tbody>
</table>
• Procurement and distribution of student text books, facilitators guide, reading and reference books
• Sponsoring different trainings for (facilitators, education Office experts and CMC members).

Part X. Issues related to awareness raising and capacity enhancement

1. Methods used by the project to raise awareness on child rights and HIV/Aids are _____ (more than one answer is possible)
   - Formation of child rights and HIV/AIDS clubs
   - Provision of training workshops
   - Procuring and distribution of IEC materials for both ABE centers and formal schools
   - Experience sharing visits
   - Formation of girls’ affairs committee at woreda and kebele levels
     Please specify if any

2. Who are the beneficiaries of awareness raising and capacity enhancement activities other than ABECs? (More than one answer is possible).
   - Education offices personnel (both zone and woreda offices)
   - Primary schools teachers and director
   - Community leaders
   - Law enforcing bodies
   - Local community
     Please specify if any

3. What are the focuses of the trainings given to bodies listed under question No 2 (More than one answer is possible).
   - HIV/AIDS transmission and prevention methods
   - Child rights convention
   - Harmful practices
   - How to form and lead clubs and their Contributions
     Please specify if any

4. To what extent the awareness raising has sensibly benefited the participants?
   - High
   - Medium
   - Low

5. Capacity building activities of the program were mainly focused on _____ (more than one answer is possible)
   - Trainings
   - Provision of motor bikes
   - Allocation of budget for running costs
   - Experience sharing visits
     Please specify if any
6. What are the benefits you obtained from both awareness raising and capacity enhancement activities? (More than one answer is possible)

☐ Helps to mobilize the community
☐ Helps to initiate the community to send their children to ABECs.
☐ Helps to easily carry our daily activities
☐ Helps to understand more about children’s rights and HIV transmission and prevention methods
Please specify if any ————

Part XI. What were the major strengths and weaknesses observed while the program was being implemented?

a. In providing basic primary education

Strengths

☐ Creates opportunity of quality basic education for many out-of-school children
☐ Increases internal efficiency of ABECs
☐ Increases girls participation
☐ Creates Awareness about child rights
☐ Provision of learning materials
Please specify if any ————

Weaknesses

☐ Centers are distant from children’s home
☐ Centers environment are not girls friendly
☐ Poor provision of Schools facilities
☐ Inadequate technical support
Please specify if any ————

b. In supporting primary schools to enhance their capacity and improve quality of education (More than one answer is possible).

Strengths

☐ Provision of combined desks and different books, etc
☐ Provisions Trainings for directors and teachers
☐ Establishment of girls club and HIV/AIDS Clubs and their support
☐ Prized girls of good academic performance
Please specify if any ————

Weaknesses

☐ The trainings were not in line with the needs of the teachers and directors
☐ The support was not enough and sustainable
☐ Clubs in schools were not active
Please specify if any ————

In enhancing community capacity to manage ABECs (More than one answer is possible).

Strengths

☐ Enables the community to be more responsible
☐ Enables the community to know their mandates and roles
Enables the community to develop sense of ownership
Enables the community to follow up and supervise daily activities of ABECs

Please specify if any

Weaknesses

The capacity enhancement activities were not sustainable
It does not contribute to the community in managing ABECs

Please specify if any

d. In awareness raising activities (more than one answer is possible).

Strengths

Enables all concerned bodies to be aware of child rights and HIV/AIDS
Enables the stakeholders (community, WEO, ZEO, etc) to actively participate regarding
Children’s right
Initiates the community to send their children to school

Please specify if any

Weaknesses

The awareness raising activities were not sustainable
It does not participate all stakeholders
The awareness raising activities did not match the needs of the stakeholders

Please specify if any

Thank you!
Appendix – 4
Addis Ababa University
School of Graduate Studies
Department of Curriculum and Teachers professional Development Studies
Adult and Life Long Learning Unit

Instrument Four: Questionnaires to be filled by facilitators
The purpose of this questionnaire is to gather information for the research regarding the contribution and
challenges of Alternative Basic Education Program supported by save the children Denmark (SCD). Hence, personnel who are directly involved in the program understudy you are kindly requested to provide information that is highly valued for this academic study.

• Please answer each item to the best of your knowledge

N.B.
• Do not write your name
• Indicate your response in the space provided by marking “✓”
• Write your additional comment and suggestion on the given space

Part I. Personal Information
1. Sex □ Male □ Female
2. Age □ 16-20 □ 21-25 □ 26-30 □ 31-35 □ 36- and Above
3. Educational background
4. Field of specialization
5. Service year □ Less than 5 Years □ 6-10 □ 11-15 □ 16-20 □ above 20 Years
6. Your position
7. Your organization
8. Date of response

Part II. Issues Related to the ABE program
1. Who are the target group for the program? (More than one answer is possible)
   □ Out-of - school children due to absence of school in their vicinity
   □ Drop outs
   □ Children who have economic problem
   □ Children who have physical disability
   Please specify if any

2. Where the ABE classes are being conducted?
   □ In primary schools
   □ In specially constructed centers
   Please specify if any

3. What is the average single trip distance of ABECs/ABEC to beneficiary children?
   □ 0.5km -1km □ 1km-1.5km
   □ 1.5km-2km □ 2km-2.5km □ More than 2.5 km

4. To what extent the ABE program enhances girl’s participation?
   □ High □ Medium □ Low
5. If your answer for question No 4 is ‘high’, what are the driving forces/incentives that make children to come to the centers? (More than one answer is possible).

☐ Physical access
☐ Flexibility in timing
☐ Quality of education
☐ Availability of school facilities
☐ Existence of curricular activities

Please specify if any ____________________________

**Part III. ABEC Facility issues**

1. To what degree the ABE centers are furnished with facilities? Please, mark your rates in the given boxes. (More than one answer is possible).

<table>
<thead>
<tr>
<th>Facility</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Office for the facilitators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Availability of benches/desks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Reading corner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Pedagogical center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Playground</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Potable drinking water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Separate toilet for girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Availability of sport materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Availability of different hand tools and seedling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Materials for co curricular activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please specify if any ____________________________

2. What could be improved in relation to school facilities? (More than one answer is possible).

☐ Office for the facilitators
☐ Availability of benches/desks
☐ Reading corner
☐ Pedagogical center
☐ Playground
☐ Potable drinking water
☐ Separate toilet for girls
☐ Availability of sport materials
☐ Availability of different hand tools and seedling
☐ Materials for co curricular activities

**Part IV. The ABE curriculum issue**

1. How do you rate the relevance of the curriculum in terms of meeting the local needs?

☐ High
☐ Medium
☐ Low
Part V Issues related to the teaching-learning process.
1. Which pedagogical approaches are commonly employed in the ABE centers? (More than one answer is possible).
   - Lecture
   - Group discussion
   - Independent work by students
   - Please specify if any

Part VI. Issues related with teaching materials
1. The provision of instructional materials to ABE centers is
   - Adequate
   - Scarce
   - Not available
2. If your response to above question is ‘adequate’ indicate the kind of materials provided to the centers? (More than one answer is possible).
   - Text books for students
   - Black boards
   - Teaching aids
   - Facilitators guide book
   - Radio
   - Reading and reference materials
   - Please specify if any
3. If your answer for question No 1 is ‘scarce’ or not available, which materials are lacking or not available? (More than one answer is possible).
   - Text books for students
   - Black boards
   - Teaching aids
   - Facilitators guide book
   - Radio
   - Reading and reference materials
   - Please specify if any

Part VII. Matters concerning ABE program management
1. Who is responsible for the management of the ABE centers? (More than one answer is possible).
   - The NGO (SCD)
   - Woreda Education office
   - Community
   - Please specify if any
2. Is there a clear guide line that shows the mandate and responsibilities of concerned bodies in the management of ABE program?
   - Yes
   - No
3. If your response for question No 2 is ‘No’, what problems are you facing in managing the centers? (More than one answer is possible).
   - Lack of coordination
   - Dalliances in accomplishment of various activities of the ABEC
   - Absence of responsible body regarding various issues of the ABEC
   - Please specify if any
4. Is there adequate and workable communication between education office experts, head facilitators, facilitators and community regarding ABE activities?
   - Yes
   - No

Part VIII. Issues related to ABE facilitators
1. Who selects and recruits facilitators? (More than one answer is possible).
   - Kebele administration
   - Woreda education office
   - Center management committee
   - The NGO (SCD)
   - Please specify if any
2. Who are given priority in the recruitment of facilitators?
   ☐ Males ☐ Females ☐ No priority at all

3. Have you get training?
   ☐ Yes ☐ No

4. The relevance of the initial training in relation to facilitators daily activities is ——.
   ☐ High ☐ Medium ☐ Low

5. Is there any on the job training to head facilitators/facilitator?
   ☐ Yes ☐ No

6. If your response for question No 6 is “yes”, the relevance of the on-going trainings with regard to your daily activities is ——.
   ☐ High ☐ Medium ☐ Low

Part IX. Stakeholder’s participation in ABE program
1. Do stake holders (community, government and SCD) involved in different ABE program activities?
   ☐ Yes ☐ No

2. If your response for question No 1 is ‘yes’, indicate the adequacy of involvement of these bodies in the following activities? Indicate your response using “✓” mark.

<table>
<thead>
<tr>
<th>Item</th>
<th>Community</th>
<th>ZEO/WEO</th>
<th>NGO(SCD)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>Medium</td>
<td>Not Involved</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>Medium</td>
<td>Not Involved</td>
</tr>
<tr>
<td>Needs assessment</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Site selection</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Center construction</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Mobilize resources (finance, idea, Labor and material)</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Solving ABE problems</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Being involved in management</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Initiating parents to send their children to the centers</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Selection and firing of facilitators</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Setting school schedule</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Guarding and fencing centers</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Engage in income generating activities for ABE</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Supervision and maintenance of facilities</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Residential construction of facilitators</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Provision of technical support</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
</tbody>
</table>
- In training and certification of facilitators
- Handing over ABE centers when the project phases-out
- Admission of ABE graduate to formal schools
- Provision of combined desks
- Provision of sport, stationary and co-curricular materials
- Paying monthly salary for facilitators
- Procurement and distribution of student text books, facilitators guide, reading and reference books
- Sponsoring different trainings for (facilitators, education Office experts and CMC members).

Thank you!
Appendix -5
Addis Ababa University
School of Graduate Studies
Department of Curriculum and Teachers professional Development Studies
Adult and Life Long Learning Unit

Instrument five: Questionnaire to be filled by Program coordinator of the NGO

The purpose of this questionnaire is to gather information for the research regarding the contribution and challenges of Alternative Basic Education Program supported by Save the Children Denmark (SCD). Hence, personnel who are directly involved in the program understudy you are kindly requested to provide information that is highly valued for this academic study.

- Please answer each item to the best of your knowledge

N.B.
- Do not write your name
- Indicate your response in the space provided by marking "√"
- Write your additional comment and suggestion on the given space

Part I. Personal Information

1. Sex  □ Male  □ Female
2. Age  □ 16-20 □ 21-25 □ 26-30 □ 31-35 □ 36- and Above
3. Educational background
4. Field of specialization
5. Service years  □ Less than 5 Years □ 6-10 □ 11-15 □ 16-20 □ above 20 Years
6. Your position
7. Your organization
8. Date of response

Part II. Issues Related to the ABE program

1. What were the major reasons for initiating the program in the zone? (Rank them in ascending order; for instance give ‘1’ for the most important reason and ‘2’ for the second important reason and so on).

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>To promote access to quality basic education</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>To promote equity between boys and girls</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>To enhance local and education offices capacity</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>To improve school management system</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Awareness raising on child rights and HIV/AIDS</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>To improve internal efficiency</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>To improve school facilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Please specify if any</td>
<td></td>
</tr>
</tbody>
</table>

2. Who are the target group for the program? (More than one answer is possible).

□ Out-of – school children due to absence of school in their vicinity
□ Drop outs
□ Children who have economic problem
□ Children who have physical disability

Please specify if any
3. Where the ABE classes do are being conducted?

☐ In primary schools
☐ In specially constructed centers

Please specify if any

4. To what extent the ABE program is contributing to the achievement of UPE in terms of fulfilling the following factors? (Indicate your response making "\n" where appropriate.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not at all</td>
</tr>
<tr>
<td>1</td>
<td>Increasing access</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Reducing gender disparity</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Increasing efficiency</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Ensuring community participation</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Awareness creation in understanding child rights</td>
<td></td>
</tr>
</tbody>
</table>

Please specify if any

5. If your answer for question No 4 item 4 is “Low”, what are the possible reasons for low participation of the community? (More than one answer is possible).

☐ Lack of interest
☐ The community was not participated in need assessment
☐ Community’s need was not addressed
☐ The planning was not participatory

Please specify if any

6. If your answer for question No 4 item 5 is “low” what are the reasons for being so? (More than one answer is possible).

☐ The trainings given were not participatory
☐ The trainings were not continuous
☐ The trainings were not focused on local conditions

Please specify if any

Part III. ABEC's Facility issues

1. To what degree the ABE centers are furnished with facilities? Please, mark your rates in the given boxes. (More than one answer is possible).

<table>
<thead>
<tr>
<th>Item</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Not available</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Office for the facilitators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Availability of benches/desks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Reading corner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Pedagogical center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Playground</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Potable drinking water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Separate toilet for girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Availability of sport materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Availability of different hand tools and seedling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Materials for co curricular activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Please specify if any

2. What could be improved in relation to school facilities? (More than one answer is possible).
   - Office for the facilitators
   - Availability of benches/desks
   - Reading corner
   - Pedagogical center
   - Play ground
   - Potable drinking water
   - Availability of sport materials
   - Availability of different hand tools and seedling
   - Materials for co-curricular activities

**Part IV. The ABE curriculum issue**
1. Does the program have specifically developed curriculum?
   - Yes
   - No
2. If your answer for question 1 is 'yes', who prepared it?
   - Regional education bureau (REB)
   - The NGO (SCD)
   - REB and The NGO

Please specify if any

3. Is the minimum learning competence defined in terms of:
   - Literacy
     - Yes
     - No
     - I have no idea;
   - Numeracy
     - Yes
     - No
     - I have no idea;
   - Basic learning skills
     - Yes
     - No
     - I have no idea;
4. How do you rate the relevance of the curriculum in terms of meeting local needs?
   - High
   - Medium
   - Low

**Part V. Issues related with teaching materials**
1. The provision of instructional materials to ABE centers is
   - Adequate
   - Scarce
   - Not available
2. If your response to above question is 'adequate' indicate the kind of materials provided to the centers?
   (More than one answer is possible).
   - Text books for students
   - Black boards
   - Teaching aid
   - Facilitators guide book
   - Radio
   - Reading and reference materials

Please specify if any

3. If your answer for question 1 is 'scarce' or 'not available', which materials are lacking or not available? (More than one answer is possible).
   - Text books for students
   - Black boards
   - Teaching aids
   - Facilitators guide book
   - Radio
   - Reading and reference materials

Please specify if any
Part VI. Matters concerning ABE program management
1. Who is responsible for the management of the ABE centers? (More than one answer is possible).
   - [ ] the NGO (SCD)
   - [ ] Woreda Education office
   - [ ] Community
   Please specify if any ____________________________

2. Is there a clear guideline that shows the mandate and responsibilities of concerned bodies in the management of ABE program?
   - [ ] Yes
   - [ ] No

3. If your response for question No. 2 is ‘No’, what problems are you facing in managing the centers? (More than one answer is possible).
   - [ ] Lack of coordination
   - [ ] Dalliances in accomplishment of various activities of the ABEC
   - [ ] Absence of responsible body regarding various issues of the ABEC.
   Please specify if any ____________________________

4. Is there adequate and workable communication between education office experts, head facilitators, facilitators and community regarding ABE activities?
   - [ ] Yes
   - [ ] No

Part VII. Issues related to ABE facilitators
1. Who selects and recruits facilitators? (More than one answer is possible).
   - [ ] Keble administration
   - [ ] Woreda Education office
   - [ ] Center management committee
   - [ ] The NGO (SCD)

2. Who are given priority in the recruitment of facilitators?
   - [ ] Males
   - [ ] Females
   - [ ] No priority at all

3. The relevance of the initial training in relation to facilitators daily activities is ——.
   - [ ] High
   - [ ] Medium
   - [ ] Low

4. Is there any on the job training to head facilitators/facilitator?
   - [ ] Yes
   - [ ] No

5. If your response for question No. 5 is “yes”, the relevance of the on-going trainings with regard to your daily activities is ——.
   - [ ] High
   - [ ] Medium
   - [ ] Low

Part VIII. Stake holder’s participation in ABE program
1. Do stake holders (community, government) involved in different ABE program activities?
   - [ ] Yes
   - [ ] No
2. If your response for question No 1 is 'yes', indicate the adequacy of involvement of these bodies in the following activities? Indicate your response using "✓" mark.

<table>
<thead>
<tr>
<th>Item</th>
<th>Community</th>
<th>ZEO/WEO</th>
<th>NGO(SCD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs assessment</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Site selection</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Center construction</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Mobilize resources (finance, idea, Labor and material)</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Solving ABE problems</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Being involved in management</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Initiating parents to send their children to the centers</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Selection and firing of facilitators</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Setting school schedule</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Guarding and fencing centers</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Engage in income generating activities for ABE</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Supervision and maintenance of facilities</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Residential construction of facilitators</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Provision of technical support</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>In training and certification of facilitators</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Handing over ABE centers when the project phases-out</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Admission of ABE graduate to formal schools</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Provision of combined desks</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Provision of sport, stationary and co-curricular materials</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Paying monthly salary for facilitators</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Procurement and distribution of student text books, facilitators guide, reading and reference books</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>Sponsoring different trainings for (facilitators, education Office experts and CMC members)</td>
<td>High</td>
<td>Medium</td>
<td>Low</td>
</tr>
</tbody>
</table>
Part IX. Issues related to awareness raising and capacity enhancement.

1. Methods used by the project to raise awareness on child rights and HIV/AIDS are (more than one answer is possible).
   - ☐ Formation of child rights and HIV/AIDS clubs
   - ☐ Provision of training workshops
   - ☐ Procuring and distribution of IEC materials for both ABC centers and formal schools
   - ☐ Experience sharing visits
   - ☐ Formation of girls’ affairs committee at woreda and kebele levels
   Please specify if any ____________________________

2. Who are the beneficiaries of awareness raising and capacity enhancement activities other than ABECs? (More than one answer is possible).
   - ☐ Education offices personnel (both zone and woreda offices)
   - ☐ Primary schools teachers and directors
   - ☐ Community leaders
   - ☐ Elders
   - ☐ Law enforcing bodies
   - ☐ Local community
   Please specify if any ____________________________

3. What are the focuses of the trainings given to bodies listed under question No 2 (More than one answer is possible).
   - ☐ HIV/AIDS transmission and prevention methods
   - ☐ Child rights convention
   - ☐ Harmful practice
   - ☐ How to form and lead clubs and their Contributions
   Please specify if any ____________________________

4. To what extent the awareness raising has sensibly benefited the participants?
   - ☐ High ☐ Medium ☐ Low

5. Capacity building activities of the program were mainly focused on (more than one answer is possible).
   - ☐ Trainings
   - ☐ Provision of motor bikes
   - ☐ Allocation of budget for running costs
   - ☐ Experience sharing visits
   Please specify if any ____________________________

6. What are the benefits of both awareness raising and capacity enhancement activities? (more than one answer is possible).
   - ☐ Helps to mobilize the community
   - ☐ Helps to initiate the community to send their children to ABECs.
   - ☐ Helps to easily carry out daily activities
   - ☐ Helps to understand more about children’s rights and HIV/AIDS transmission and prevention methods
   Please specify if any ____________________________
Part X. What were the major strengths and weaknesses observed while the program was being implemented?

a. In providing basic primary education

**Strengths**
- Creates opportunity of quality basic education for many out-of-school children
- Increases internal efficiency of ABECs
- Increases girls participation
- Creates Awareness about child rights
- Provision of learning material

**Weaknesses**
- Centers are distant from children’s home
- Centers environment are not girls friendly
- Poor provision of Schools facilities
- Inadequate technical support

b. In supporting primary schools to enhance their capacity and improve quality of education (More than one answer is possible).

**Strengths**
- Provision of combined desks and different books, etc
- Provisions of Trainings for directors and teachers
- Establishment of girls club and HIV/AIDS Clubs and their support
- Prize girls of good academic performance

**Weaknesses**
- The trainings were not in line with the needs of the teachers and directors
- The support was not enough and sustainable
- Clubs in schools were not active

please specify if any

please specify if any

---

c. In enhancing community capacity to manage ABECs (More than one answer is possible).

**Strengths**
- Enables the community to be more responsible
- Enables the community to know their mandates and roles
- Enables the community to develop sense of ownership
- Enables the community to follow up and supervise daily activities of ABECs

**Weaknesses**
- The capacity enhancement activities were not sustainable
- It does not contribute to the community in managing ABECs

please specify if any
d. In awareness raising activities (more than one answer is possible).

Strengths

☐ Enables all concerned bodies to be aware of child rights and HIV/AIDS
☐ Enables the stakeholders (community, WEO, ZEO), etc to actively participate regarding Children’s rights
☐ Initiates the community to send their children to school

Please specify if any

Weaknesses

☐ The awareness raising activities were not sustainable
☐ It does not participate all stakeholders
☐ The awareness raising activities did not match the needs of the stakeholders

Please specify if any

Thank you!
Appendix – 6
Addis Ababa University
School of Graduate studies
Department of Curriculum and Teachers
Professional Development studies
Adult and Life Long Learning unit

Instrument Six: Interview questions prepared to gather information from center management Committee (CMC)

I. Background Information
Sex: M F Age
Level of education Name of the center
Position Kebele

1. Do you participate in the
   A. Need assessment
   B. Center construction
   C. Initiation of families to send their children to school
   D. Follow up activities
   E. Planning different activities of the ABEC

2. Who determine the school hours for children?

3. To what extent the construction of ABEC in your vicinity helped the local community by:
   A. Promoting girls participation
   B. Reducing drop outs
   C. Avoiding problems of geographical barriers like river on the way to school

4. Is the ABE program addressed the local communities
   A. Educational needs?
   B. Social needs?
   C. Economic needs?

5. Is there any clear guide line that shows the mandate and responsibilities of CMC?

6. Is there adequate communication between CMC Members, woreda experts Head facilitators and facilitators?

7. What are the benefits you obtained from different Trainings?

8. What do you comment on the ABE program?

Thank you!
Appendix-7
Addis Ababa University
School of Graduate studies
Department of Curriculum and Teachers
Professional Development studies
Adult and Life Long Learning Unit

Instrument Seven: interview questions prepared for coordinator of the program provider NGO

1. To what extent the ABE centers are furnished with facilities? And what is to be improved?
2. What are the benefits obtained from awareness raising and capacity enhancement activities in line with the success of program implementation?
3. What problems do you face regarding facilitators? And what was the cause of their turnover?
4. What is your comment on the overall performance of the ABE program?

Thank you!
Appendix – 8
Addis Ababa University
School of Graduate studies
Department of Curriculum and Teachers
Professional Development studies
Adult and Life Long Learning unit

Instrument Eight: Focus group discussion guide (for ABE Students)

Name of the Center __________________________ Woreda ________________________________

1. Do you regularly attend classes?
2. What are the major factors that hinder you to attend formal school?
3. What advantages do you gained from ABE program?
4. Is their enough Teaching materials and other facilities for students?
5. Who receives priority to school in the community boys or girls?
6. What are the problems of your school?

Thank you!
Instrument Nine: Document Analysis

1. Enrollment Trends of primary school (1-8)

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollments</th>
<th>Drop outs</th>
<th>Repetition</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boy %</td>
<td>Gir %</td>
<td>Tot</td>
<td>Boy %</td>
</tr>
<tr>
<td>1993</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1994</td>
<td></td>
<td></td>
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<td></td>
</tr>
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<td>1995</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>1997</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Number of children enrolled through ABECS in the project woredas by gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Level-I</th>
<th>Level II</th>
<th>Level III</th>
<th>Total</th>
<th>dropouts</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>T</td>
<td>M</td>
<td>F</td>
<td>T</td>
</tr>
<tr>
<td>1998</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1999</td>
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<td></td>
<td></td>
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</tr>
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<td>2000</td>
<td></td>
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<td></td>
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</tr>
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<td>2001</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Information about facilitators

<table>
<thead>
<tr>
<th>Number</th>
<th>Age</th>
<th>Education level</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>F</td>
<td>T</td>
<td></td>
</tr>
</tbody>
</table>

4. Information about program organization

<table>
<thead>
<tr>
<th>School days in a year</th>
<th>Weekly school days</th>
<th>Daily learning hours</th>
<th>Time for one period</th>
</tr>
</thead>
</table>

Thank you!
Appendix - 10
Addis Ababa University
School of Graduate studies
Department of Curriculum and Teachers
Professional Development studies
Adult and Life Long Learning unit

Instrument Ten: Observation Check list

Name of the woreda ____________
Kebele ________________
ABE Center ________________
Number of students in the center

<table>
<thead>
<tr>
<th>Level</th>
<th>M</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level III</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Situation</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. School Facilities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student desks/benches</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Facilitators chair and tables</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Separate toilet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Potable drinking water</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Office for facilitators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Reading corner/room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Emergency kit</td>
<td></td>
<td></td>
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<tr>
<td>• Play ground and balls</td>
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<tr>
<td>• Pedagogical center</td>
<td></td>
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<tr>
<td>• Fence</td>
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<tr>
<td><strong>B. Instructional Material</strong></td>
<td></td>
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<tr>
<td>• Student text books</td>
<td></td>
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<tr>
<td>• Educational radio</td>
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<tr>
<td>• Syllabus and guides</td>
<td></td>
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<tr>
<td>• Teaching aids</td>
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<tr>
<td><strong>C. Teaching-Learning</strong></td>
<td></td>
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</tr>
<tr>
<td>• Approach</td>
<td></td>
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</tr>
<tr>
<td>• Class room organization</td>
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<tr>
<td>• Class room management</td>
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<tr>
<td>• Cleanliness of the classrooms</td>
<td></td>
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<tr>
<td><strong>D. Documentation</strong></td>
<td></td>
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<tr>
<td>• CMC and facilitators Minutes</td>
<td></td>
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<tr>
<td>• Attendance (facilitators and students)</td>
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<tr>
<td>• Mark list</td>
<td></td>
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<tr>
<td>• Time-table</td>
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</tbody>
</table>

Thank you!
### APPENDIX-11

**List of Woredas and Centers Selected for the study**

<table>
<thead>
<tr>
<th>No</th>
<th>Woreda</th>
<th>ABE Centers in Kebeles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abichu Nga’a</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ejersa Mojo</td>
</tr>
<tr>
<td>2</td>
<td>Girar Jarso</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>Selale Alie</td>
</tr>
<tr>
<td>3</td>
<td>Hidabu Abote</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dekabortie</td>
</tr>
<tr>
<td>4</td>
<td>Debre Libanos</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doroni</td>
</tr>
<tr>
<td>5</td>
<td>Kimbibit</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Moye Abelto</td>
</tr>
<tr>
<td>6</td>
<td>Kuyu</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wogidi jella</td>
</tr>
<tr>
<td>7</td>
<td>Wara Jarso</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jibwasha</td>
</tr>
<tr>
<td>8</td>
<td>Yaya Gulele</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nono Chemeri</td>
</tr>
<tr>
<td>9</td>
<td>Jida</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bitaye</td>
</tr>
</tbody>
</table>

Source: Save the Children Denmark, 2010.
Appendix-12: Summary of Research Findings On ABE in Ethiopia

<table>
<thead>
<tr>
<th>No</th>
<th>Research Topic</th>
<th>Year</th>
<th>Objectives of the research</th>
<th>Major Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Non- formal and Basic Education: Ethiopia Country Profile</td>
<td>2007</td>
<td>To identify country profile regarding non-formal education activities</td>
<td>- Alternative basic education in the region is operated as a joint endeavor of NGOs and government. The government has clustered alternative basic education centers with formal primary school so that they are monitored jointly and can draw upon one another resources.</td>
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<tr>
<td></td>
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<td></td>
<td>- The Region targets ages 7-10 and after this point, the children are encouraged to join the formal school. There is no limit on age ranges, if older youth wish to join the classes.</td>
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<td></td>
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<td></td>
<td>- The duration of the course over the year is flexible. There are not a set number of months that children need to study. However, Learners will cover the content of one level each year, and will complete the ABE program in three years.</td>
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<td></td>
<td>- The time table of the classes is flexible. The region is home to semi-agriculturalists so the exact timing of the classes is built around seasonal community needs.</td>
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<td></td>
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<td></td>
<td>- The ABECs were mobile and stationary. In the mobile schools, the facilitators move with the school. He/she carries, teaching learning materials with him/her.</td>
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<td>- The exact timing of the courses differs from woreda to woreda and from class to class. Generally, class is held 4 hours a day. Some areas hold classes 6 or 7 days a week but the majority of centers holds classes 5 days a week. Furthermore, the learners must cover 675 hours of instruction over the three levels of the program. This averages out of 225 hours per year.</td>
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<td></td>
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<td></td>
<td>- The Region</td>
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<tr>
<td>Region</td>
<td>Identifying the implementation of ABE exercise in four regions</td>
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<td>---------------------------------------------------------------</td>
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</tbody>
</table>
| Afar Region  | - The beneficiaries of ABE program in the region are out-of-school children whose age are 7. Most of the centers in the region are close to their surrounding communities and shift systems are not used in the centers. Moreover, the time-tables in the centers are highly flexible to satisfy the communities' demand for child labor.  
- Community participates on the construction of ABECs and provides residence to facilitators employed from other areas. In addition, the attitude of the community to send their children to ABECs is good but the participation of girls needs further attention. However, there is a lack of community participation in the management and supervision of the ABE centers.  
- Differences in the medium of instructions used in the ABECs and formal primary schools, (Afarigna is a medium of instruction used in ABE centers while Amharic is used in the formal primary schools) may result in differences in academic performance when students from both streams come together at grade 5.  
- ABE centers are close to their surrounding communities and allowed parents close surveillance over physical and moral security of children especially girls in the rural areas and children aged 7-14 years are the beneficiaries of the program.  
- Student dropout is high in government ABE centers than those of the NGOs because facilitators in the latter are paid monthly salaries and there is better follow up and supervision activities  
- Community is highly interested in the ABE program: Construct ABE centers from locally available materials, conduct follow up activities and involve in the management of ABECs through committees.  
- Shortage of students' text books, facilitators' guides and teaching materials in the ABE centers and lack of supervision and follow up activities due to shortage of means transportation and budget.  
- Shift systems are widely used (Shift I for ABE children, Shift II for Women, and shift III for men adults. And the time-tables in the ABE centers are flexible and determined in consultations with the community. |
| Oromia Region|                                                               |
### Analysis of Alternative Basic Education Intervention by the Organization for Prevention, Rehabilitation and Integration of Femal Street Children (OPRIFS)

**Addis Ababa**

- An awareness creation on the important of education is given through different organizations: women's association, youth association and ABE facilitators work jointly with these associations to mobilize community, in the registration of Children, construction of ABE centers from locally available materials, and provision of residences for facilitators who come from other rural areas.
- Negative attitude given to NFE and ABE to provide basic education to adults and out-of-school children. For instance, at woreda education office the NFE experts paid less monthly salary compared to other experts with an equal educational qualification and experience and low motivation of ABE facilitators due to low and varied scales used are considered as challenges of ABE program in the region.

| Analysis of Alternative Basic Education Intervention by the Organization for Prevention, Rehabilitation and Integration of Femal Street Children (OPRIFS) | Examine and explore the major problems encountered in the implementation of the ABE program and identify positive development in the life of female street children. | The intervention of the ABE program had opened the door for female street children who have been denied of educational access in their proximity. | The curricular materials are fit for the beneficiaries at the ABE centers and the community is well satisfied with the program objective. | The assigned facilitators are committed in helping the children and use to understood their problems building friendly relationship. | }

| The Implementation of alternative basic education curriculum by Save the Children Denmark and USA in North Shoa and South | To assess the situation of curriculum | The curriculum of ABE program Covered the minimum learning competencies requirement that children should acquire in terms of literacy, numeracy and basic skills. | | | |
During their stay in the school, the minimum learning competencies focus on four major subjects, such as: Afan Oromo, English, Mathematics, and Environmental Science Education.

As it was revealed by the study, the major factors that affect the quality of ABE if alternative basic education curriculum was not well organized, coordinated, and implemented properly in the centers. These factors include: facilitators selection; students-text ratio; student-teacher ratio; large class size; number of qualified facilitators; curriculum reparation, educational facilities (equipment and furniture); and support provision system for facilitators. Moreover, there were not clear and consistent guidelines used for implementing the curriculum. The available guidelines lacked two-way communication between officials and facilitators at centers regarding the implementation process of curriculum. However, the available guidelines reach the implementers at the right time.

Community management committee got training that enables them to carry out their duties and responsibilities in the implementation of ABE curriculum and the community participation in all centers was adequately observed, especially in the area of scheduling, site selection, and constructing centers.
SIGNED DECLARATION

I, the undersigned, declared 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 the thesis have been duly acknowledged.

Name: Ketema Haile Geleta

Signature

Place and date of submission: Addis Ababa University, July, 2010.

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

Name

Signature

Date of Submission 6-7-2010