

Addis Ababa University
School of Graduate studies
College of Education and Behavioral Studies
Department of Curriculum and Teachers Professional
Development Studies

The Assessment of the Practices and Prospects of
Alternative Basic Education in Horo-Guduru Wollega Zone,
Oromia Region

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Addis Ababa

June, 2010

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By:
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Acronyms

ABE	Alternative Basic Education
ACCESS	Appropriate Cost Effective Center For Education With in the School System.
AGSP	Ambassador's Girls Scholarship Program
ANFEAE	Adult And Non Formal Educational Association In Ethiopia
ANFPE	Adult And Non Formal Primary Education
BRAC	Banglade4sh Rural Advancement Committee
CMC	Center Management Committee
CRC	Cluster Resource Center
EFA	Education For All
ESDP	Educational Sector Development Program
ETP	Educational And Training Policy
FGD	Focus Group Discussion
GER	Growth Enrolment Rate
ICDR	Institute Of Curriculum Development And Researcher
IMPACT	Instruction N Managed By Parents, Community And Teachers
KCYDS	Kangaroo Children And Youth Development Society
MDGS	Million Development Goals
MOE	Minister Of Education
NFE	Non Formal Education
NGO	Non Governmental Organization
RCWDA	Rift Valley Children And Women Development Association
TEN	Taking Education To The Needy
TGE	Transitional Government Of Ethiopia
TTI	Teachers Training Institute
UNICEF	Unite Nations International Children's Emergency Fund
UNESCO	United Nations Educational, Scientific And Cultural Organization
UPE	Universal Primary Education
WCEFA	World Conference For Education For All
WEO	Woreda Education Office
WEO-NFE	Woreda Education Office Non-Formal Education
Y-CHOICES	Youth And Children With Health Options Involving Engagement
ZNFE	Zone Non-Formal Education

Abstract

The purpose of this study was to assess the practices, challenges and prospects of ABE program in Horo Guduru Wolloga Zone. The method employed in the study was descriptive survey. Review of available literature on ABE program and relevant data were gathered from 4 educational officials, 5 cluster supervisors, 6 ABE centers, 30 ABE center facilitators, 24 ABE students, and 25 CMC members.

Respondents were selected by purposive, availability and simple random sampling techniques.

Data collection tools were questionnaire, interview, focus group discussion and observation. Data obtained from questionnaire were analyzed using statistical tools like frequency and percentage. The data from interview, focus group discussion and observation was analyzed qualitatively.

The findings from data analysis showed that the program is challenged by many constraints: center facilities, unavailability of learning materials, low perception of the program by the community and low attention to the program in providing supervision and support, assignment of untrained facilitators, low commitment of the facilitators and their instructional performance. These problems undermined the quality of education. Thus, the government and other concerned bodies should address these problems jointly. Hence, the researcher forwarded recommendations based on the findings. So that in addition to making schools accessible to the needy children there should be need of fulfilling the required educational input (well trained facilitators, adequate instructional materials etc), center facilities, paying incentives for bodies who work on the issue of the ABE program providing regular supervision and support to the centers and working towards, community awareness creation.

CHAPTER ONE

1. Introduction

This chapter covers the background of the study, statement of the problem, significance, delimitation and limitation of the study, definition of terms and organization of the study.

1.1 Background of the Study

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

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

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

real world. Among these broad and flexible concept of life long learning the following can be mentioned.

- i) It helps not only undertake a world wide study, but also assess the overall educational situation and prospects of individual countries;
- ii) It helps accommodate the highly diverse and constantly growing and changing learning needs and interest of all members of the population from infancy to their old age;
- iii) It is useful to timely respond to growing and changing learning needs and human resource requirements of a whole society;
- iv) As these wide range and diverse educational modes and forms of education activities are present in every corner of the world all nations can make use of them in the pursuit of addressing the educational needs of their country with out much trouble.

Accordingly, adult and non-formal education has become an integral part of the education system. Non-formal education mainly deals with the provision of Alternative Basic Education (ABE) for out-of-school children (Befekadu, 2006).

Ethiopian is one of the signatures of the Education for All (EFA) goals and Millennium Development Goals (MDGs). Hence, ABE is among other things given emphasis to meet the universal primary Education (UPE) and gender equality mentioned in both internationally set goals.

Today, ABE has contributed about 6% of the gross enrollment rate (GER) of primary education in the country (MOE, 2008). Among the many zones in Ethiopia that have benefited from alternative basic education is the Horo-Guduru Wollega Zone. Yet, no research study has been conducted so far on the practices, challenges and prospects of ABE in the zone. Moreover, Horo Guduru-Wollega is one of the Zones of Oromia Regional state established as a separate Zone since 2007 with its center Shambo. Prior to that year it was a part of East Wollega Zone, centered at Nekemt. Owing to its newly

establishment and experience of the researcher to the Zone encouraged the researcher to investigate this issue.

1.2 Statement of the problem

Alternative basic education for out-of-school children is widely implemented in the country in general and in Oromia in particular particularly in the last fifteen years. However, implementation of Alternative Basic Education (ABE) requires relevant facilitation of centers, adequate facilitators training, provision of ABE curriculum, and teaching- learning material and appropriate stakeholders participation. In Oromia some research studies have already been conducted on ABE example, Arega(20007) and he found that facilitator selection, students text books ratio, community participation, educational facilities (equipment and furniture), support provided for facilitator are among factors challenging the practice of ABE curriculum. The study also indicated that as there were no clear and consistent guidelines, the available guidelines lacked two way communication between officials and facilitators at centers but the guidelines reach the implementers at the right time, facilitator have strong commitment though support provided for them was inadequate, community participate in scheduling, site selection and construction of centers and administrators and coordinators commitment is weak. However, it is hardly possible to generalize his and others findings for the ABE situation across the region, since the studies focused on very limited geographical sites in the region. Hence, the researcher believes that this study would contribute to alleviate the existing gap. To this end, the following basic research question was set:

- (1) What does the practice of ABE look like in Horo-Guduru Wollega Zone?
- (2) What are the major challenges that have encountered the provision of ABE in the zone?
- (3) What does the prospect of ABE in the zone look like?

1.3 Objectives of the Study

General Objective

The general objective of the study was to assess the practices, challenges and prospects of ABE in Horo-Guduru Wollega zone of Oromia. In line with this, it would have the following specific objectives:

Specific Objectives

- Assessing the practice of ABE in the Zone.
- Identifying the major challenges that have encountered the provision of ABE in the zone.
- Analyzing the prospects of ABE in the Zone.
- Suggesting feasible and realistic ways of solving the existing challenges in the practice of ABE in the zone

1.4 Significance of the Study

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

- It would help education experts and curriculum planners in the zone to be better aware of the practices and challenges of ABE.
- It would help facilitators of ABE centers improve and reflect on their day-to-day practices.
- It would help school cluster supervisors give more practical assistance to the ABE centers.
- It would also initiate other interested researchers to conduct more extensive research in the related fields of ABE.

1.5 Delimitation of the Study

The study was aimed at assessing the practices, challenges and prospects of Alternative Basic Education (ABE) in Horo-Guduru-Wollega Zone. Due to time and resource limitation and in order to make the study manageable, its scope was geographically delimited to only 6 governmental ABE centers in three Woredas(Horo, Guduru, and Abay- Choman woredas). Furthermore, the aspects were delimited to the internal and external environments of the ABE centers, the support from woreda education offices and the practice of facilitators and community participation in centers. Had the study covered the whole population and extensively looked in to the educational process of the zone, the data would have been richer and the analysis would be deeper.

1.6 Limitation of the Study

The researcher had to travel to the sample woredas many times. Because he could not easily find the woreda education office experts who were very busy due to meetings and other responsibilities. However, the researcher collected the necessary data from them at the end.

1.7 Operational Definitions of Key Terms

Alternative Basic Education: - refers to an educational program designed mainly for out-of-school children between the age of 7and 13 years.

Challenges:-refers to factors that hinder the implementers of ABE program such as ABE facilitators, cluster supervisors and WEO to implement the program.

Facilitator: - a person assigned to facilitate the teaching-learning process at the ABE center.

Practice: - Activities carried out by ABE facilitators and the local community to run the ABE program

1.8 Organization of the Study

This study consists of five chapters. Chapter one deals with introduction, where by background of the study, statement of the problem significance, delimitation, limitation and definition of the terms. Chapter two treats review of related literature that lays conceptual frame work of the study. Chapter three deals on the research design and methodology. Chapter four is concerned with the analysis and interpretation of data and discussion on important issues. Where as chapter five presents summary of findings, conclusion and recommendation of the study. Finally list of reference materials used for conducting the study, sample questionnaire; interview, focus group discussion guides and observation check lists are annexed at the end.

CHAPTER TWO

2. Review of Related Literature

2.1 The Theoretical Development of Non-formal Education

The Non-formal Education emerged following the world Educational crisis highlighted by Philip Coombs in 1968. The term non-formal education achieved general currency since the early 1970s. Since then it accumulated a relatively thick mantle of general bibliographies, case studies, and readers as well as a number of more specific writings on alternative forms of educational delivery, on development of appropriate materials and the design of training programs, on planning and coordination, and on political, economic and socio-cultural implication (Collette and Red Clift, 1980 in Tuijnman, 1996(ed)). Fordham (1980) also added that before the 1970s a book, or even a conference about Non formal Education (NFE) would not have been possible because the term had hardly been invented. He also extended his explanation that there was no mention of NFE at an important international conference on education, Employment and rural development held at Kericho in Kenya in 1966.

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

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

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

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

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

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

2.2. The Concept and Definition of Non Formal Education (NFE)

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

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

- School equivalency programmes to provide a second chance to those who have missed or dropped out.
- Occupational skill training given out side the formal system, on the job training.
- Agricultural extension and farmer training programmes:
- Other extension services
- Adolescent and adult literacy programmes;
- Youth activities with substantial education purposes;
- Community education and community programmes of instruction in health mutinous family planning etc.

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

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

- i) Non-formal education can be valid high quality education imparting life skills and knowledge. It is not a third rate formal education
- ii) Non-formal education is education designed to reach large numbers of people where they live and work. Its objective is to impart knowledge, skills and recreation without removing people from their normal environment and responsibilities.
- iii) Non-formal education can be highly diverse in organization, funding and management. It can emphasize local initiative, self help, and innovation on the part of large number of people and their local institution. Every successful learner can become in some degree a teacher.
- iv) It is education designed to pay its own way through increased employment, productivity and social participation

- v) The objectives of NFE is to make learning a national life long learning experiences compatible with the interests of the individuals and communities, for all economic levels of the society

2.3. Characteristics of Non-Formal Education

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

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

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

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

- The program is arranged in a way that suits the participants. The month, date and hour are set up on agreement with-beneficiaries so that there may not be interference with their daily chores;]
- It is conducted based on active participation and motivation of the participants;
- It is based on self-help principles;
- The education approach is participant centered; and
- The acquired knowledge and skill is put into effect immediately, which results in productivity and improvement and the living standard of the participants.

2.4 The Importance of Non Formal Education (NFE)

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

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

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

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

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

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

In Ethiopia, as Adult and Non-formal education Association in Ethiopia ANFEAE (2008) annual report indicates currently non-formal education expanded and under provision of helps to the society through different

projects/programmes. As to this annual report, the association is providing different helpings to hard-to-reach individuals in the different rural Woredas of the regions in the country. Among these projects and programmes to cite some major ones: TEACH project (2005 to 2009) AGSP, Y-CHOICES project, Bereh and Aleltu project. Adult learning project (Worth program and Literacy plus program) Teach Basic Education project (Gambela), are good examples. These different projects and programmes are aimed at supporting children, youth, adults, especially girls/women from poor families and those who are living in rural Woredas of the regions of the country.

The projects/programmes enable the individual to get access to basic education and other life skills access to credit using and saving to sustain their secondary education (e.g. Gambela and Bensihangul girls)

In the past decades non-formal education has not been viewed as interrelated parts of a coherent system of education and national development. i.e NFE has been under- utilized in the past. Rather they were seen as less valued and demanded educational activities. Government especially ministry of Education gave little or no attention to NFE roles. In more concrete terms, NFE system was seen as some thing less than true education and disregarded and under utilized in the past. In contrast to this formal education has enjoyed far greater prestige than out of school education (NFE), have a special value is the market places and in the eyes of society because of its symbols of accomplishment with certificate, diplomas and degrees (Bishop, 1989).

2.5 Types of Non formal Education

Different authorities and writers group NFE into various forms. For instance, Bishop (1993) group NFE as adult education, on the job-training extension services and functional literacy programs.

Gibbon (1998) cited in Berhanu (2000) pointed out that there are six distinct categories of NFE of which four are identified by Sinclair and Lillis (1980); and one by Myers (1992 and Wood (1991). These categories of NFE by Coombs and

others include: early childhood development, community schools and out of school education, youth development and adult non-formal education, Adult literacy, agricultural extension and farmer training and community development.

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

2.6 Alternative Basic Education (ABE)

2.6.1 Concepts and Definitions of ABE

Alternative Basic Education is a non-formal education program which is designed for children between age 7 and 13 years who are under schooled or unschooled (Befekadu, 2003, 2005). It is also called out-of-school education.

As ESDPII, it is a component of Adult and Non-formal education program designed for children with 7-13 years age. It is a program that aims at brining children, in only three years, to a level equivalent to the one of students completing four years (grade 1-4) in the formal system. Non formal and Alternative Basic Education are some times still perceived as cheap or short cut to improve general statistics on GER and comply with official targets. However, as it was indicated in the 2004/05 Educational statistics the ABE students excluded in the Gross enrolment ratio reports of that year. (MOE, 2005). MOE (2009) also added that ABE enrolments have been included in reporting regular education since 2005/06 In addition, as noted in the 2005 ESDP Joint Review; a certain degree of confusion persists on the ground definitions, curricula and Standards of different types of non formal education. This could have negative impact in term of quality and effectiveness of teaching-learning process. Therefore, there is a huge need of studies, researches and discussion to nourish the debate around Non-formal and Alternative Basic Education, a field

where the richness of traditional experiences and practices has not been entirely translated yet in official policies and strategies.

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

2.6.2. The Historical Development of ABE in Ethiopia

As the Element of Non formal basic education, Alternative Basic Education (ABE) was introduced by Non Governmental Organization. Action Aid-a large international NGO working towards enabling /committed to helping children, families, and communities in the poorest areas to overcome poverty and secure lasting improvements in the quality of life, was the first NGO to introduce this initiative programme drawing on its international experiences. Action-Aid introduced an innovative Non-formal primary education program in Ethiopia by the year 1989. It commenced the program with the title entitled “lighting poverty together.

Action-Aid Ethiopia (AAE) is a UK based international NGO with a vision a “world with out poverty.” Its mission is to eradicate poverty by working with the poor and marginalized people” to enable them exercises greater control over their lives (AAE, N.D in Berhanu, 2000).

An Alternative Primary education program called ACCESS is designed to address the basic learning needs of disadvantaged children in Ethiopia. The over all aim of ACCESS is to provide better opportunities in basic education for out of school children are by establishing access centers that would serve as “feeder” or “satellite to formal school education (AAE, ND in Berhanu, 2000) . The program became functional in Dalocha (gurage Zone) and Marega Gena (North Omo Zone) of AAE’S operational areas since 1991 and 1994 respectively.

The term ACCESS stands for Appropriate, cost effective, center for Education with in the School system. The program of ACCESS is guided by a set of twelve general principles (Berhanu, 2000) such as: community participation, flexibility accessibility, adaptability and relevance, linkage with formal schooling, cost effectiveness, local resource focus, program integration with other development works, sustainability, curriculum integration, learner centered approach and gender equity. The main objective of the Action Aid Ethiopia's ACCESS program is to:

- Provide primary school education equivalent to grade 4 level to children aged 7-13 years old who lacks the opportunity of schooling in the formal schools as a basis for further learning or improved life.
- Promote access of girls to basic education
- Reinforce and strengthen formal primary schools through the feeder school programs in order to boost up enrollment, decrease drop-outs and share innovative experiences and practices (AAE, ND in Berhanu, 2000)

From aforementioned description one can understand that the concept of an innovative non-formal basic education introduced by NGO-Action-Aid. The innovative approach of the program is further extended and imitated by other NGOS. Taking Education to the Needy (TEN) project which is supported by the loyal Nether land Embassy is an example to cite (ANFEAE, 2008). The Rift valley child and Women Development Association (RCWDA) an indigenous non-governmental and non-profitable secular organization, which works for the promotion of the welfare of the poor in fulfilling their basic human need focusing on children and women with project programme name Access-RCWDA legally, recognized in 1994 was also a replication of the ACCESS-AAE. Alternative approaches proposed by the NGOS are a compelling program. So that nation must be work much on it. Although an innovative non formal basic education delivery system is crucial for nations especially for developing countries like Ethiopia to provide opportunity of access to good quality basic

education, little or no attention was given to it by both the central as well as regional educational bureaus before 2000. By the year 1997/98 the non-formal Basic primary education was started as a pilot program with the name ABE by the NGOs to provide basic education for out of school children. However, it was after the survey, study entitled "Alternative routes to primary Basic Education" by the Ministry of Education in the Year 1999/2000 due attention was given to the non-formal education (MOE, 2000). Since this time both NGOs and Government have run non-formal basic education through Alternative basic education program to provide education to those children who have never attended school and/or dropped out-of-school due to various reasons. MOE (2000) also pointed out universalizing primary education as formal education system alone are insufficient and NGOs (both international and indigenous) should work in collaboration with government in order to provide basic primary education to under privileged, marginalized and inaccessible rural Woredas of the country.

Accordingly, six or more major NGOs have been providing alternative formal Basic Education program for out-of-school children in the country (MOE, 2000, Bishaw, 2006) These are: Action Aid Ethiopia, Rift Valley children and Women Development Association (RCWDA), Propride Ethiopia, Kangaroo child and Youth Development Society (KCYDS), Irish and Ethiopia, Red Barana Ethiopia, and others. Hence, the Alternative non-formal basic education program as ABE program is currently extended and being implemented in the different regions, zones, Woredas, kebele and even peasant Association in the country. (MOE, 2009)

2.6.3 The Aim and Objectives of ABE

The aim of ABE program is to achieve the Education for all goals adopted in Dakar and the Millennium Development Goals (MDGS) targeting universal primary education. In more concrete term, the aim of ABE program is to alleviate the problem of access of children to basic education by establishing

cost effective, flexible and community based education centers as feeders to formal primary schools (MOE, 2006).

The objectives of the program in the same document are indicated:

- i) To provide children, in the age range of 7-13 who lack access to formal school.
- ii) To promote access of girls to basic education
- iii) To increase the participation rate of basic education of the country in general and of the regions in particular
- iv) To reinforce and complement the formal primary education by playing a feeder role. Generally, the over all objective of the ABE strategy is the development of well planned, organized and coordinated alternative basic education system that provide opportunities for out of school children, especially those between the age of 7 and 13 to have access to good quality basic education opportunities for further education and development.

2.6.4 Major Characteristics of ABE Program

The program is designed to hard- to reach children to provide access to good quality basic education opportunities. It enables children achieve basic knowledge and skills where they live and work with out being removed from their environment and work (Alemayehu, 2008). The Policy gave due attention to females as learner and facilitators. It is obvious believe that the vicinity of learning centers to the community should encourage girls' participation in the program.

Based on the above elaborations the major characteristics of ABE can be summed up:

- It is three years condensed version of the four years first cycle primary education curriculum.

- It is a three level/stage program (level one, level two and level three)
- The curriculum of the program consists of mother tongue language, Mathematics, English and Environmental science.
- The program is taken and provided to where the participants live and work.
- The program is arranged in away that suits the participants. The month, the date and hour are set up on agreement with the beneficiaries so that there may not be interference with the daily chores.
- It is conducted based on active participation and motivation of the participants.
- The educational approach is participant centered (Carr-Hill and Peart, 2005, Befekadu, 2006)

Alternative Basic education (ABE) as a mode of educational delivery has its own characteristics which makes it different from others. ESDP (2006) also added that some of these characteristics of ABE are:

- Its flexibility.
- Its affordability.
- Its ability to give access to all and its potential to suite the diversity of the learner's need.

In view of its unique characteristics, capabilities and advantages especially in view of its relative cheapness compared to formal education to meet most, if not all, this educational goals government should make greater use of this form of education.

2.6.5 Target Groups of ABE

The term 'target' group in this context refers to people or individuals for whom the ABE program is designed or organized. So the beneficiaries of ABE program in Ethiopian context, is generally, those who have never enrolled and/or dropped out of the formal education system. Bishop (1989) also mentioned that

Alternative non formal basic education is an alternative to the children of the poor and the rural communities, particularly the girls, to have opportunity of access to good quality basic education.

Regarding this, Befekdu (2006) pointed out that the non formal basic education approach has proved to be more successful and cost effective to implement rather than formal one and there by a major modality to provide basic education for the most deprived rural communities and pastoralists or semi-pastoralist populations so as to achieve UPE by 2015. Findings of Amarech (2007) also added that children who have never attended formal school or deprived of the right of basic education are the main beneficiaries of ABE program.

2.7. Non Formal Education and EFA/MDGS

Non-formal education and training for young and adults is playing a subordinate role in education policies of many countries. But especially, in developing countries non formal education available in medium terms for target group in a bigger extent and also to come closer towards the achievement of Education For All and the Millennium Development Goals. Education for all (EFA) is an International initiative first launched in Jomtien, Thailand in 1990 to bring the benefits of education to every citizen in every society. In order to realize this aim, abroad coalition of national governments, civil society groups, and development agencies such as UNESCO and the World Bank committed to achieving six specific education goals.

Education for all (EFA) is a compelling goal. Because education improves both the lives of the children and the economic growth and social welfare of nations. In March 1990, Education for all from over 100 countries met in Jomtien, Thailand, to review the state of education for the world's children. They issue a statement declaring that education for all is among the most urgent of the world priorities. They pledged their nations to work towards a future in which all children, every where, will have access to quality basic

education both as a matter of right and as essential element in the efforts to achieve broad social and economic development around the world (Anderson, 1992).

2.7.1. The EFA Goals and Targets

EFA has been the major agenda of UNESCO and developing countries in African and Latin America. According to (UNESCO, 2000) the bold goals and targets of the EFA which introduced at the Jomiten conference were refined and endorsed in the Dakar meeting of 2000 are out lined here under

Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable disadvantaged children.

1. Ensuring that by 2015 all children (with special emphasis on girls and children in different circumstances have access to complete free and compulsory primary education of good quality.
2. Ensuring that learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
3. Achieving a 50% improvement in levels of literacy by 2015 especially for women and equitable access to basic and continuing education for all adults.
4. Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015 (with a focus on enduring girls' full and equal access to and achievement in basic education of good quality).
5. Improving every aspect of education (UNESCO, 2000). Out of aforementioned Dakar goals of EFA the Millennium Declaration reconfirmed two of these EFA goals. Goal 2 and 5 above (Agu, 2007) which refer only to the issue of universal primary education and gender parity respectively.

As mentioned earlier the EFA help meet the learning need of all young people through equitable access to appropriate learning and life skills. These life skills are categorized in to four categories as to UNESCO'S. These are:

- 1) Skill for personal development. Learning must take in to account both academic needs and skills for the individual namely life skills
- 2) Skills for living in society. The need for social and inter lateral skills including responsibility, tolerance and accountability. The needs for critical, analytical, creative and flexible communication skills.
- 3) Skills for dealing with changing economies. The need to possess or learn new skills such as adaptability and problem solving abilities, initiative and entered premiership.
- 4) Skills for dealing with changing work patterns. Individuals need to be flexible to adapt in order to engage in a variety of occupations. In more concrete terms its skills refers to (Anderson, 1992) the base of knowledge and understanding about the world that enable people to reason, to solve problem and to decide the important issues facing their societies.

2.8. Factors Challenging the Practices of ABE

There are numerous interactive factors influencing the practices of Alternative Basic Education (ABE). Among these some of the principal factors are identified as ABE center related factors, socio-cultural factors and Socio-economic factors.

2.8.1. ABE Centers Related Factors

In the context of Alternative Basic Education program learning centers are the final places where the developed curriculum is implemented. Some of the aspects related to ABE center factors are facilities, quality and quantity of facilitators, the nature of the schedule and the distance from ABE centers.

i) Facilitators

Facilitators are teachers or instructors of community based schools or ABE programs (OEB and JICA, 2005 in Arega 2007). ABE centers cannot operate without persons who teach at ABE learning centers. The roles of facilitators vary from situation to situation. However, facilitators have a vital role in the implementation of any program particularly in new innovations. They are one among the building blocks of teaching-learning process/education. In connection to this Anderson (1992) argued that teachers, in these context facilitators, are at the heart of effective education. Since facilitators are among the crucial elements for effective implementation of any program being the existing or the innovated one, they play one of the most important roles in the full development of the individual development. They also have direct or indirect contact with other facilitators, supervisors and other concerned bodies in the educational program. So that facilitators who are teaching and/or providing other educational services should be recruited/ selected from within the community by the respective community. With this regard Anderson (1992) also added that teachers are persons who promote the environment for learning and provide the content of lessons and they can not be replaced by books or by technologies. He further explained even if supplies, curricular improvements and new teaching methods can improve learning environments, none is totally effective without active teacher/s who know/s and interacts with the students.

Shiundu and Omulando (1992) also argued that implementation of any curriculum encompassed different stakeholders but perhaps the one whose role is most important is the teachers. "It is one of the world's well known facts that lack of teachers' enthusiasm can wipeout program effectiveness" (Baker, 1974 in Alemayehu, 2008).

Teachers /Facilitators from the aforementioned facts are among the determinant factors for effectiveness of any newly innovated and/or the presenting program. However, their quality is also crucial. The knowledge, the

skills and attitudes they have before and the skills, knowledge and attitudes they have on the program. Therefore, subject matter knowledge, pedagogical skills and ability of using variety of teaching aids are some among the quality of teachers. The quality and quantity of teachers therefore can be recommended and to transfer at least the minimum learning competencies. Facilitators who are unqualified, under qualified or qualified need to have initial and/or in-service training to the newly innovated program. This helps the teachers/facilitators to acquire the necessary knowledge, skills and attitudes. It also enable the teachers, be they are unqualified or qualified, to be aware of their short comings. In connection to this, Hukins (1988) suggest that in service training must be organized to teachers to be acquainting with up to date methodological innovation and about newly designed curriculum. Alemayehu (2008) also added that provision of refresher training helped teachers become aware of their failure, even qualified teachers. On the other hand, failure to arrange training (initial or in service training) would affect the program implementation. MOE (2005) pointed out before they enter the class room facilitators are provided with initial training to improve their pedagogical knowledge and to realize the desired learning competencies. In service training is provided in summer and distance programs. Apart from quality of teachers, the numbers of teachers available in the ABE centers and also the absenteeism of the Facilitators/ teachers have influence on the implementation of the program.

ii) Nature of Schedule

When the schedule of school conflicts with other essential activities children do not attend or, because they miss too many lessons, eventually drop out. The timing of school relates directly to school costs. If the jobs that a child must do for family survival have to be done during the same hours that school is in session then the indirect cost of school are too high for a family to afford. So that school must be scheduled at convenient times (Anderson, 1992).

As stated by MOE (2006) under the principle to guide ABE strategy:

Education as a whole should be a learner oriented; But ABE must pay particular attention to individual learners, because out-of-school children are in that situation because of various barriers which differ from region to region and person to person.

Anderson (1992) also added that programmes to offer education to children whose families depend on their work can either pay families to offset their economic losses or alter the timing of school so that classes do not conflict with the children's work. He further explained changing the schedule of the classes does not involve additional financial commitment.

The aforementioned statement indicates ABE Approaches help so as to meet the basic needs of the target learners (Children age between 7 and 13) and accommodate the needs and life conditions of poor communities and disadvantaged children's of all walks of life, in rural and urban areas the schedule should be flexible enough. In more concrete terms, a program which has the quality of flexibility and adaptability is more successfully implemented and flexibility of schedules is viewed as one of the factors determinant to the successful implementation of the program. Regarding this Coombs and Ahmed (1974) argued that the flexibility of the school time is one of the factors that hinder children not to attend/enter formal school provided that it is available near to their environment.

iii) Lack of Facilities

The success of any program could be hampered by lack of appropriate and conducive facilities/ environments that create enabling situations for its effective implementation/ practices. In connection to this Anderson (1992) argued that schools must be safe and healthy to attract children to school. The ABE centers are expected to be equipped with locally made chair and table, blackboard, reading rooms and instructional media. AS ICDR (1995) instructional materials are integral parts/components of curriculum development that help students to be mentally alert, enhance clarity of message

and simplify concepts. Concerning this Amare (1999) also pointed out that problem-solving or student centered approach which is strongly stipulated in ETP can not be realized with out making optimal use of instructional materials.

Learning is enhanced by appropriate and well designated learning materials, supplies, and school equipment, but these do not have to be either expensive or elaborate (Anderson, 1992). In addition to internal facilities, external facilities such as the presence or absence of separate toilet for boys and girls, of potable water in and/or near to the centers etc are also challenges to the practices of ABE. Regarding this Davis and Lovelless (1981) argued that the state of the school facilities such as: site, Physical structure and space arrangement, set of special environment and cluster of specialized tools called furniture and equipments can facilitate or hinder the attitudes of teachers towards teaching and/or the attitudes of students towards learning. Lack of appropriate teaching and learning materials is likely to affect the performance of students. Specially in the areas where there is lack of furniture in the school and were students are required to sit on floor, parents are probably against sending their children to school (World Bank, 1995 in Tesfa, 2001).

In some cultures parents are reluctant to send their daughter to schools because of lack of separate toilets and common rooms (World Bank, 1997). Similarly discussing the effect of school facilities on dropout and repletion, UNESCO (1990) reported that in many nations repetition and dropout results because enrolment have increased so much that the schools are unable to benefit all pupils with its limited facilities. Hence, the implementation of ABE curriculum/ program can therefore be hindered by the shortage or lack of adequate and necessary instructional materials and/or facilities.

iv) Distance from ABE center

The distance from the school is a critical factor in school attendance especially for girls (World Bank, 1990). UNESCO (1996) also noted that the maximum distance that children have to travel from home to school varies from country to

country depending up on the means of transportation, physical features of the land and the age of the child to be served. Yet it is commonly accepted that in primary education the child should be able to get school in not more than 45 minutes, which is equivalent to some 3Kms on foot on level ground but less in mountainous areas.

Studies have repeatedly demonstrated that the distance from the school is a critical factor in determining whether or not children especially girls attend school (UNESCO, 1992; Lockheed and Versspeer, 1990 in Tesfa, 2001). Apart from reducing enrollment rate (Versspeer and Lockheed, in Tesfa, 2001), distance between students' home and school affects achievements and dropout (Lockheed and Versspeer, 1990 and Caillods and Postlethwaite, 1995). Children to enter and remain in school must be near by. This does not mean the proximity of the school is the only factor. Experience has shown that parents' decisions about whether or not to send their children to primary school are very much influenced by the proximity of the school (Anderson, 1992).

In Ethiopia, the findings of Tadesse (1974) indicated that long distance between students' home and school was one of the factors affecting participation in rural areas. Mulugeta (1998) in Dereje (2005) also added that "the further away from the village, the larger are the costs since more time is spent in traveling".

2.8.2. Socio-Cultural Factors

Education is a social phenomena aimed at upgrading the over all development of a given society. As a result any change in a society about education will have its profound effect on the over all participation of school age children. The socio-cultural customs and beliefs greatly influence the decision to enroll children, to withdraw them from schools, their performance and grade level attainment. To this regard kandel in Alemayehu (1999) cited in Dereje (2005) mentioned that "Education could not escape the influence of the culture pattern in which it functions and proceed without regard to the particular environment, which it is organized to serve." Cultural influence includes:

feelings, aspirations, attitudes, values, customs, believes, religion, etc which moulds ones behavior (Kaba Garama, 1993). Bornlund (1989) in kaba garama (1993) also clearly stated that cultural norms surround people and permeate thought and action.

Some of the socio-cultural factors which are assumed to be the potential factors to foster or inhibit the success of a program or curriculum implementation are identified and discussed here under in the literature

i) Parental Attitudes towards ABE

Attitudes and perception of the community towards education is one of the socio-cultural factors that challenge the effectiveness of the educational program. Regarding this Odaga and Heneveld, (1995) in Befekadu (1998) pointed out that parental and familial attitudes have a strong influence on the decision to invest in children's education. They further extend their explanation that children's education is a direct result of how much resource and priority parents and families attach to teach their children. Families tend to judge the value of education by the returns from the labor market (Odaga, and Heneveld, 1995 in Befe Kadu, 1998).

The community may or may not believe ABE program is equivalent to grades 1-4 primary schools. Regarding this Bishop (1989) mentioned that out-of-school education is less valued and demanded educational activities in the market place and in the eyes of the society. Not only the attitudes and the perceptions of the community to whom the service is provided but also the government and higher education offices have effect on the success of the program. MOE (2000) on study survey entitled "Alternative Routes to Basic Education" also added that owing to lack of awareness no or little attention was given to an innovative alternative mode of education delivery introduced and implemented by NGOS. As panel discussion made on non-formal education report indicates not only the attitudes of other parties including high level officials who are assigned as NFE experts give less attention to NFE (Abinur and Ayele, 2003). This reminds

me one great saying “people thought they way the taught” This saying suggests that nearly all the concerned bodies who are working in the field of NFE are the product of the formal education system and thus they give less value to NFE. This is to mean that ones attitude is molded by education and experience one had. In connection to the fact that parents attitudes have impact on child education and parents’ educations have too. Adult and Non-formal Education Association in Ethiopia (ANFEAE, 2008) report indicated parents’ education is decisive for the education and well being of their child and as well as to be convinced as education to their children is worth while.

ii) Gender Stereotyping

Stereotype is defined by Allport (1954) in kaba Garama (1993) as an exaggerated belief associated with category (a group of people such as a racial, ethnic or religious group). Any stereotyped concept if the roles of Men and Women at all levels and in all forms of education can inhibit the success of any program. Any stereotyped concept of the role of men and women is conceived as gender stereotyping.

Gender stereotyping is one among the socio-cultural factors that impede girls participation in education perpetuating the dominant role of males and imparting the inferior of females in different activities. Because of this families consider their male children are brave, expressive, self confident, where as the daughters as shy, quite and dependent (Almaz, 1991 in Ziyin, 2004). Speaking strongly in favor of this idea, Derje (2005) found that the attitude of parents towards the importance of education for female is determined by what the society expects of the roles of females and males. He further explains traditional beliefs make girls disadvantaged as compared to boys. Because of the traditional belief parents would rather prefer boy to send to school than girls and they argue that girls who attend school are likely to become prostitutes. Therefore, such differentiation and expectation greatly affect females’ aspiration and competency in education (Dereje, 2005).

iii) Community Participation

Community support for schools and teacher/community interaction make education more effective. Traditional educational systems have not always involved parents and community groups. However, experience shows that programmes to provide educational opportunity to hard-to-reach groups are far more likely to succeed when parents and community are actively involved (Anderson, 1992).

Community participation is one of the factors that have a profound effect on the implementation of ABE. It is an obvious fact that the success of ABE is mainly depends on the participation of community from the designing to the implementation. This is due to the fact the community participations are very crucial for continuity and sustainability of the program. Experiences of other counties such as Bangladesh, Uganda, Philippines and others developing counties showed that communities are the main actors for effectiveness of alternative programs. With regard to this MOE (2005) stated that communities are among the factors playing important roles in all aspects of education from generating resources to managing schools. The MOE further identified the roles of communities as funding new school buildings, building teachers' houses, running-non formal education initiatives, and encouraging girls to go to school and be retained in school until they complete a given level of education. Survey study of MOE (2000) also added that community participation is one of the key factors that enable a program to be implemented successfully.

Findings of Befekadu (2006) in the study entitled "Review of Alternative Basic Education in Four selected Regions of Ethiopia: Afar, Oromia, Somali and Tigray argued that community participation is crucial for effective implementation of ABE. He further explained the level of community participation varies across and with in the regions. The program is highly effective where parents committed for the education of their children and low where the communities committed less. Hence, the success in executing any

activity so as to attain an intended objective, for better or worse, highly dependent on the extent to which the space it provides for involvement of the community in the entire process. By the same talking educational objectives can not be achieved by the government alone. With regard to the continuation of the community to school Atckinson and HIV(1978) cited in Dereje (2005) pointed out that school organizations depends much on their environment for the source they get and for the clients they serve communities can assist facilities, man power, and by participating in administrating the school.

Community participation especially in rural areas where there is unconducive situation is an indispensable input for the success of the system. In line with this, UNESCO (1985) states that, community participation, if properly managed, is a power full tool for changing the attitudes of members towards the schooling of their children on these base communities make their contribution in kind. This is mostly made in the form of donation of land, buildings, and staff housing equipments for school supplies and sport equipment and the like. Furthermore, UNESCO states that where a school intends to build additional classrooms communities participate in supplying them with building materials, man power in the form of free labor and professionals in different fields to train the school personnel.

Therefore, the major roles that community could perform in the development of education is to effectively participate in school construction and encouraging parents to send their children to school and motivate children to stay in the school, particularly girls. It can also include effectively participating in the management of school.

2.8.3. Socio-Economic Factors

Education influence and influenced by socio-economic factors. It is obvious fact that education and social-economic factors are related. So, socio-economic factors are one among the factors challenging the practices of any education program. That is to mean that socio-economic factors such as demand of the

child labor, cost of schooling etc have significant impact on schooling. In this regard Bishop (1989) argued that one of the reasons for high rate of failures, repeaters and drop outs is the socio-economic conditions of the people. He further explained poverty, which is one of the sub content of socio-economic factors, such as in ability to pay schools fees withdrawal of older child to herd cattle or to work on the family holding; the weariness of long journeys to school one empty stomachs; sickness due to malnutrition and lack of medical cares and for girls, withdrawal from school to act as a child nurses to the younger children while the mother work on the family plot are some among these. Ziyn (2004) in Dereje (2005) also speak in favor of this fact by saying socio-economic factors coupled with socio cultural factors inhibit parents to send their children to schools. This is because sending children to schools entails direct and opportunity costs which are prohibitive to poor and rural families. Socio-economic status also causes inequalities in education both access to and quality of education. Regarding this Bishop (1989), argued that the most deep-rooted inequalities of educational opportunity arise from socio-economic status. Some aspects of socio-economic factors are here under described. These are.

i) The Educational Background of Parents /Social Class

Social class is an important factor in determining how much schooling a person get. It is the haves; who get higher levels of learning, the have notes usually get less, if any. Not only do children from higher social classes have more access to education; because of home, family and other conditions they also perform better at school- and so get the better paid jobs which further aggravates the differences between social classes (Bishop, 1989). Fassil et al in Adane (1993) also argued that the socio-economic factors that can be measured by education, economic and occupational level has been known as an important factor affecting pupils' school progress. Many studies indicated that there is a strong positive relationship between family socio economic status and pupils progress or academic status. Among these Steven and park, 1987; Rosi, 1961;

Fuler, 1987; UNESCO-UNICEF, 1987; Alexander, 1980) are some to cite (Adane, 1993).

Parents who are illiterate do not actively participate in school affairs nor do they understand school objectives. Thus, there will be little or no support provided for the child and the child will likely fail or drop-out- of school. Regarding this Brimer and Paule (1971) argued that well educated parents involve more in school affairs and encourage their children better than the less educated parents.

ii) Occupation of Parents

Many writers believe that occupational status of parents cause differences in academic performance among children. For instance Liyod (1978). Chopra (1967); Clcough (1980); and Adams and Bjork (1969) all reported that children from farming and other blue collar back ground families had lower passing and survival rates than children from trading, professionals and white collar families (Adane' 1993). Niles (1981) in Adane (1993) also contended that children from parents with high status occupation due to the natural and cultural privilege, they receive and are academically better than the non-privileged ones. In Ethiopia where many of the people are living in rural areas and farming and other agricultural activities are almost their means of earning their lives it is obvious that they need their children labor to participate on different activities. Farming in the field, looking after domestic animals, wood collecting and water fetching are some among these activities. Regarding this, finding of Tadesse (1974) indicated that many of the drop out were from farming families.

Similarly, Agu, A.O.et al (2007) argued that house hold economic disincentives is one among the factors obstacle to UPE goals achievement. They further extend their explanation that many children in Ethiopia have access to schooling but do not attend. This is because "some families especially from farming and nomadic back grounds tends to place greater value on the time

children spend in other activities such as performing work for income taking care of the animal stock or participating in farming.” Findings of Zhao (2006) cited in Agu, A.O/ et al (2007) showed that because of the cost of the school the children are needed to work at home.

iii) Economic Status and Family Support

As a socio-economic factor variable, the economic status is assumed to have a significant contribution to pupil’s success or failure. Family economic status to a large extent is related to the ability of parents to support their children’s education. Regarding this Scott and Welberg (1979) pointed out that family support both material and attitudinal is one of the most important factors affecting pupil’s progress in school. Economically better off parents are able to provide their children with the necessary learning facilities and attach higher value to the education of their children. In favor of this idea Elliot et al (1966) argued that the value given to education is mostly related to class- culture of the family.

2.9. The Experiences of Some Selected Countries

Among the success stories of innovative Alternative Non-Formal Primary Education (ANFPE) programs identified and disseminated through out the world as a major thrust for achieving quality universal primary education in the third world countries some are discussed here under. These are.

2.9.1. The BRAC Schools Experience

BRAC is an acronym for Bangladesh's Rural Advancement committee. BRAC is, a non-formal primary education approach, one of the most known and widely initiated prototype in educationally backward countries.

According to Prather (1993) Bangladeshi BRAC Non-Formal Primary Education has received considerable attention from the Education for All (EFA) community in the recent year. UNICEF (1993) noted that Bangladesh’s BRAC non-formal

Primary education is one of the best known programs. BRAC schools provide non-formal primary education mainly in rural areas for the poorest children of eight to ten year olds who have never been enrolled or who have dropped out of the formal schools (UNESCO, 2003).

The purpose of the program was to develop a primary education model that could provide basic literacy and numeracy to children, with particular emphasis on girls, who unable to utilize by the conventional school system within a three years period (Prather, 1991, 1993). MOE (2001) also noted that BRAC designed to meet the basic educational needs of the poorest and rural children in Bangladesh who could not be reached by the formal government school or other non formal programmes. BRAC'S program offers its educational services in two types of schools. The first types are the non-formal primary Education (NFPE) schools where 8-10 years old children who have never attend primary schools are admitted and educated for three years. The second types of schools are the Kishor Kishori (KK) schools for 11-16 years old who have dropped out of primary school and are expected to complete the same curriculum offered in formal primary schools in two years time. Each school is a one-class room school consisting of 30 pupils (Ahmed et al.; 1990 MOE, 2001; Sharafuddin, 2000). Case studies made by different authors at different times and UNICEF (1993) summarized the lessons from BRAC's experiences here under. BRAC's Non-Formal Education is the largest alternative primary education program in Bangladesh and one of the most promising education programs in the world. It has demonstrated its effectiveness in its approaches to teachers' selection, training, supervision and parent and community selection, training supervision and parent and community participation, student achievement, completion rates and transfer to formal government system. Prather (1993) also added that although the program of BRAC model and the conventional educational program encompass the same elements such as students, teachers, parents, schedules, instructional sites, instructional approaches and a specified curriculum, it differs from the conventional educational program in different

ways. For instance, its target population, student-teacher and student-classroom ratio are some to cite. BRAC employs a positive discrimination strategy where by 70% of school enrollments are girls and roughly 96% of the teachers are female. Originally the model was started as a three years program and further expanded to a four year program (a four year cycle covering the whole curriculum) (Grades 1-4) (UNESCO, 2003).

Cost efficiency and cost effectiveness has also been measured in BRAC schools by comparing cost and student performance. Studies have also confirmed BRAC's cost of at roughly equal to that of the government's formal schooling and student achievement was found to be much or more than formal school student on basic education and literacy (Berehanu, 2000).

The major components of BRAC program mentioned above are discussed here under.

The teachers: Teachers are selected by BRAC field staff from men and women who live in easy walking distance of the school. The BRAC field staff rests on the criteria to hire the teachers/ facilitators. The staff looks for individuals who are articulate, committed, married and have a minimum of nine years of schooling.

The teacher training include 12 to 15 days of initial training at one of BRAC's regional training centers and one-day re-fresher training each month at the BRAC office nearest to their community. At least twice amount a month BRAC staff visit teachers at their schools and provide additional on the job training and feedback.

Parents: The parents of most BRAC schools are illiterate and are usually the most socio-economically disadvantaged in their villages. Parents pay no fees for schooling rather they replace broken slate boards and worn mats. BRAC provides all pupil and teacher supplies such as pencils, notebooks, textbooks, teacher manuals, slate boards, chalk etc. That is to mean all books and stationary materials are supplied by the BRAC prior to the opening of the BRAC

schools. Parents are held at least two meetings. During these meetings the parents assist in selecting the teacher and setting the schools schedule. Moreover, parents may help the BRAC locate, renovate and lease an appropriate school room.

Schedule: the BRAC school hours are established by the parents as aforementioned. The school session is for 2½ to 3 hours a day, six days per week; 268 days in a year. The school hours are flexible depending on the convenience of parents to send their children. This is to mean the school hours may be changed according to the parents' needs for their children labor.

Instructional Site/Center

BRAC schools operate in rented one-room houses and store rooms at least 240 square feet in size made of bamboo and mud with corrugated tin roofs. BRAC rents these buildings for just 2½ to 3 hours per day, for less than US\$ 5 per month. Students sit on woven mats on a packed mud floor in a 'U' shape, with a black board and teaching aids in the front of the classroom. Neither the teacher nor the students have desks.

The curriculum: the curriculum of BRAC program consists of mother tongue language (Bangala), social science and mathematics has developed over a period of years and has been revised several times. The material covered is roughly equivalent to grade 1-3 in the formal school system. By the year 1987 the NFPE program graduates planned to continue in the government schools and there by the BRAC curriculum were modified to incorporate English, a required subject in the government schools. Hence, the NFPE School includes English in their curriculum during the third year so that children who want to join formal school later are well prepared.

Pupil and Classroom Environment

The 30 students that comprise a BRAC school move through three years of course work as a single group. One teacher leads the group. This student-

teacher ratio is very low in comparison to the lower grades of government primary schools. Pupils are often divided into small working groups in which the quicker pupils help the slower ones and all pupils move together through the lesson at the same pace. BRAC materials stress basically on child-centered philosophy of learning. Instruction in the core subjects was broken up with co-curricular activities, some times for as little as five minutes between subjects.

The Distance from Home to School for BRAC Pupils

It ranges from 1km to 2.5 km. because of these proximity children lose less of their time in travel to and from school. Especially for girls, this is relatively considered safe in that it reduce their exposure to harassment and embarrassment. In addition, the proximity of the schools enable the parents to monitor what happens inside schoolroom, how their children are treated and whether they are happy and busy (Ahmed et al, 1993; Saharafuddin, 2000).

2.9.2. The IMPACT Model of the Philippines

Like other developing counties in Philippines Non-Formal Education (NFE) is commonly practiced. The mission of NFE in the Philippines is to empower the Filipino with desirable knowledge, skills, attitudes, and values that will enable him/her to think critically and creatively, act innovatively and humanely in improving the quality of his/her life and that of his/her family, community and country.

NFE aims to reduce the number of illiterate out of school youth and adults with need based literacy programs plus continue education through basic development projects. Activities that fall under this system of education range from vocational training to adult reading class from family planning sessions to cultural and leadership workshops for community leaders. ([http://education.state.university.com/pages/1104/Philippines Non-formal education.html](http://education.state.university.com/pages/1104/PhilippinesNon-formaleducation.html))

Among the Non formal Primary Education (NFPE) approaches in Philippines the IMPACT model is one. The IMPACT is acronym standing for Instruction

Managed by Parents, Community and Teachers. It is an educational innovation conceived in 1973 by a small group of pioneering educators who established and staffed an intergovernmental organization in South East Asia called “INNOTECH” – a regional center for educational innovation and technology (Cummings, 1986 cited in MOE, 2000).

As Cummings (1998) cited in Berhanu (2000), the IMPACT model commenced owing to the rapid population growth and shortage of teachers. The model has enabled the Philippines to increase the student-teacher ratio over 80:1 by changing the teacher classroom organization and curriculum materials. The IMPACT Model designed an approach that used fewer teachers and new instructional technology of modular learning materials. The IMPACT model considered /viewed as family are important to provide ideas in functioning of schools and older students to help teachers by providing tutors to grades 1-3 children. For advanced grades students learn with self instruction materials and radio program.

Impact was in deed a radical innovation that sharply deviated from the conventional education system in almost every respect. This is because of the poor quality of education, low internal efficiency and rising units’ costs in the region particularly in rural areas (MOE, 2000). Regarding this, Nielsen and Cummings, (1986) in MOE (2000) summarized the concept of IMPACT model here under as:

“...the IMPACT designers conceived a delivery system in which the school would be replaced by a ‘community learning center’, the classroom teacher by giving instructional supervisor capable of managing 100-200 students simultaneously, textbooks by ‘programmed’ self-instructional or peer-mediated modules and classroom lessons by small group exercises in programmed instruction guided by peer or cross-age tutors [parents, old siblings etc.] ...” parents and [community] leaders. Would provide additional

learning facilities in the form of learning porches (or Kiosks) and neighbor hood study centers... craftsmen or specialists would provide training in practical subjects on volunteer basis.”

Impact was first piloted in the Philippines in 1974 with the assistance of IDRC (International Development Research Center) and nearly at the same time in Indonesia with the name of PAMONG. The experiment in both countries proved to be successful and national prototypes for wider dissemination were developed accordingly. The initial success of IMPACT was so significant that it took no time to attract the attention of local educators and donor agencies. Accordingly, the new delivery system became highly impressive and showed keen interest to disseminate it to other countries. Thus, the innovation was adopted in other developing countries like Indonesia, Liberia, Jamaica, Malaysia, and Bangladesh. The vital lessons to be learnt from Impact innovation are mentioned here under as:

- Development of self instructional study materials that enable pupils to pursue their learning largely by their own either individually or in-groups and that make it easy for older siblings, parents and other members of the community to assist pupils in their studies.
- High pupil-teacher ratio as a result of the new role of the teacher as instructional supervisor.
- Employment of the multi grade system in remote and sparsely populated rural areas where the number of pupils is small.
- High community participation that ranges from providing and managing learning centers to involving in the instruction of pupils.

CHAPTER THREE

Research Design and Methodology

3.1 Method of the Study

The purpose of the study was to assess the practices, and `prospects of Alternative Basic education (ABE) in Horo- Guduru Wollega zone. To this end, a descriptive survey method was employed, because this method is appropriate for collecting information from a relatively large number of respondents (Cresswell, 2003). Furthermore, the method helps for identifying the major practice, opinions, suggestions and comments pertaining to the issue under study.

3.2 The source of Data

The necessary data for the study were collected/obtained from both primary and secondary sources. Primary sources refer to individuals or organizations from which information has originated directly as a result of the particular problem under study. The primary sources in this study included zone Non formal education expert, woreda Non formal education experts, cluster supervisors, center management committee (CMC) members, ABE facilitators and ABE students. Secondary sources refer to a wealth of published and unpublished information available from government departments, trade associations, banks, professional bodies, research organizations, the press and various other agencies. The secondary sources comprised government polices and relevant documents (Kothari, 2004).

3.3. Sample and Sampling Techniques

The sample population of the study was obtained from three (30%) of the ten Woredas found in the zone. Six ABE centers (two from each woreda), thirty two facilitators (5-6 from each center), twenty five CMC members, three woreda education NFE experts, five cluster supervisors, twenty four ABE students and

one Zone NFE experts were included in the study this is shown here under in table 1.

Table 1 population and sample picked

No	Item	Population	Sample
1	Woredas	10	3
2	ABE centers of targeted Woredas	200	6(two from each)
3	Facilitators of sampled center	68	32
4	Zone NFE experts	1	1
5	WEONFE experts	3	3
6	Cluster supervisors	5	5
7	ABE students	300	24
8	CMC	25	25

Concerning the sampling techniques the Woreda and ABE centers were selected using purposive sampling technique based on accessibility to transportation. Similarly, the woreda education office NFE experts were picked in reference to their responsibilities to educational activities due to their jurisdiction. That is they have direct relationship with the issues under study and who can provide their insight and share their experiences. The validity of such sample hinges on the soundness of the judgment of whoever selects sample (Kothari, 2004). The CMCS and cluster supervisors were selected using availability sampling. Because, their numbers were not a high figure. As to Sharma (2008) availability sampling is used when those populations is used as samples. ABE students were picked using simple random sampling and ABE facilitators were selected by availability and random sampling. Because random sampling provides each and every items of the population equal chance of inclusion in the sample (Kothari, 2004).

Table 2: Sampled Woredas and centers

No	1	2	3
Woredas	Horo	AbayChoman	Guduru
Centers	-Gitilonadjo - sombodede	-Finchaha kolobo -Dambal	-sena - wedfitbirhan

3.4. Data gathering Instruments and procedures

3.4.1 Data Gathering instruments

Questionnaire, interview, focused group discussion and observation were employed in the study.

Questionnaire

Questionnaire is widely used in education research to obtain information about certain conditions and practices, and inquire in to opinions and attitudes of individuals or group (Best, 2004). In this study questionnaires were used to collect information from ABE facilitators. The questionnaire are contains mainly close ended and some open ended items. Depending upon the type of question items, choices and rating scales were used in questionnaire. Generally 32 copies of questionnaires were distributed to be filled and 30 returned. At each sample ABE centers 5-6 questionnaires were distributed.

Interview

Interview is one of the commonly used instruments for collecting data. Kothari (2006) and KOUL (2006) explained it as a method of collecting data through oral communication (verbally). Interview was one of the major tools employed in this study. This method was employed in the study to acquire qualitative data about various components of the program and to complement and obtain relevant data that were not handled by questionnaire. Structured interview was

prepared to obtain information from zone NFE expert, WEO non formal education Experts and cluster supervisors to cross check the responses made by facilitators through questionnaires. Structured interview is structured questionnaire which are verbally presented to respondents with the answers recorded in the questionnaire by the interviewer (Sarantakos, 2005). This helped the researcher minimize misleading report/wrong report of the respondents of the questionnaire particularly on open ended items. Generally 9 interviewees (four educational officials; from the zone one and from Woredas three) and five cluster supervisor were interviewed.

Focus Group Discussion (FGD)

Focus group discussion is an interview in which several respondents are interviewed at one time to generate information (sarantakos, 2005). This technique was employed in the study to acquire qualitative data on the various components of ABE program run by the sampled centers. Focus Group discussion in this study was held with CMC members and ABE students. In focus group discussion 4-6 CMC members and four ABE students were involved from each sampled centers.

Observation

Observation entails gathering data through vision as its main source (Sarantakos, 2005), is a method by which information is sought by way of investigator's on observation without asking from respondents(Kothari, 2004). The real instructional activities are manifested in the classroom while facilitators teach and children learn. And also center status/facilities are determined by observing the existing situations and facilities. Therefore, observation was used as data gathering instrument in the case of classroom delivery and center status/facilities in the study. Because, the information obtained under this method relates to what is currently happening without being complicated by the past behavior or future intentions or attitudes (Kothari, 2004).Hence, observation was used as the fourth complementary

technique employed by the researcher in such aspects of the sampled ABE centers as class room lesson delivery/ teaching learning process and the center status where the acquisition of more reliable and accurate information necessitated observation in the natural setting . The observation was carried out based on the check list.

Accordingly, two kinds of observation check list were prepared to collect the data on facilitators' class room performances and developed for checking the center facilities. The class observation was developed by considering some basic pedagogical/instructional variables. It was designed to analyze whether the facilitators used various methods, media and techniques to promote varying the instructional process. The class room observations were conducted in three ABE centers (one from each woreda) and six facilitators. Hence, each sample facilitators was observed three times while teaching single subject. So, that a total of eighteen (18) sessions were observed to collect the data on the performance of facilitators. The observation was conducted in two centers for stage one with four facilitators and in one center for stage two with two facilitators. The second observation checklist was employed to check the availability of facilities in the sampled ABE centers. The check list was mainly used as inventory format only to check the availability of the facilities at ABE centers adequately. The observation check list was totally carried out by the researcher him self.

3.4.2. Data Gathering Procedures

Review of related literature was made in advance to get information on what has been done in relation to the problem. Documentary sources were consulted in order to have back ground information for the researcher. Then basic questions were formulated and data gathering instruments were prepared. Questionnaire was prepared in English and translated in to Afan Oromo for the purpose of clarity and to make easily understandable by the respondents. Then, the researcher collected letter of cooperation from AAU, Department of

Curriculum and Teachers professional development studies to a sample administrative zone. Then after, official contact was made with the Horo-Guduru Wollega Zone Education Office to get permission and support for the research work so that a pilot test was conducted in Shambo town to check the appropriateness of the items of the instruments. Based on the information obtained from the pilot test necessary correction was taken by excluding some vague words and phrases and modifying and/or including others .Concerning questionnaire, based on the feed back of the pilot test some vague words and phrases in four question items were excluded and modification were made. Where as, the interview and focus group discussion questions were taken as they were with out excluding and modifying the question items. Because there were no vague words and phrases to the respondents as the pilot test results showed. Finally, the Zone Education Office wrote letter of cooperation to the sampled woredas and the sampled woredas Education Offices also wrote letter to cluster supervisors. Hence, the woreda education officials, cluster supervisors, CMC members and ABE facilitators were informed about the objective of the study. Regarding the procedure of data collection, the researcher hired two assistant data collectors. Hence, the two assistant data collectors were oriented on how to administer and collect data through questionnaire. Then, the respondents were identified and next the questionnaires were distributed in face- to face to the respondents to be filled in. Finally, the filled in questionnaire were collected by the assistant data collectors and the researcher. However, interviews, focused group discussion and observation were carried out by the researcher him self.

3.5 Methods of Data Analysis

Data analysis refers to the method by which the collected data through one or more of data collecting instruments have been properly edited and then organized in the forms of tables or charts or graphs and analyzed by applying various well defined statistical formulae based on the computation of various percentage, derivatives, coefficients, etc (Kothari, 2004). In this study the

collected data were categorized as per their similarities and presented in table form. In addition, frequency and percentage were used accordingly to analyze the data. Once the data is analyzed, it interpreted and discussed. Where as, the data obtained from FGD and interview were transcribed and analyzed to substantiate the quantitative information. Data from observation were analyzed to substantiate both the qualitative (in the case of center status) and quantitative (in the case of class room delivery) information.

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

CHAPTER FOUR

4. Data Analysis and Interpretation

As already mentioned, the purpose of this study was to assess the practices, and prospects of Alternative Basic Education (ABE) in Horo Guduru Wollega Zone of Oromia. For these, six ABE centers in three Woredas of the zone were used (two centers from each targeted Woredas).

The primary information was gathered from educational officials at different levels, center management committees (CMC), cluster supervisors, facilitators and ABE students. The information was collected using different data gathering tools such as questionnaire, interview, focused group discussion and observation check list. The questionnaire was employed to gather information from the facilitators. Generally, 32 copies of questionnaires were distributed to the facilitators to be filled and 30 of them (93.3%) returned and analyzed. Interview was used for zone non-formal education experts, Woreda Education office Non formal Education Experts and Cluster supervisors whereas focused Group discussion was employed to generate information from CMC and ABE students.

Moreover, observation was used to collect information on center status and the teaching learning process in the class room. Furthermore, triangulation of quantitative and qualitative data was made where necessary and appropriate. Finally the researcher used pseudonyms for respondents in this research study.

Data from the aforementioned participants were presented in tables followed by the major descriptions of results.

4.1 Characteristics of the Respondents

As main source of information, the respondents of this study were educational officials who have direct responsibility for ABE program such as Zone Education Department Non Formal Education experts, Woreda Education office Non Formal Education Experts and cluster supervisors. And from ABE centers member of the center management committees (CMC), ABE facilitators and ABE students were included.

Table 3: Types of Major Characteristics of Respondents

No	Types of respondents	Sex			Age						Level of education					Service years				
		M	F	T	Below 20	20-30	31-40	41-50	Above 50	Total	Below grade 8	Grade 10/11 completed and/or attendance	TTI	Diploma	Degree & above	total	1-5	6-10	Above 10	Total
1	Zone non formal education expert	1	-	1	-	-	-	1	-	1	-	-	-	-	1	1	1	-	-	1
2	WEO experts	3	-	3	-	-	1	2	-	3	-	-	-	1	2	3	3	-	-	3
3	Cluster super visors	5	-	5	-	-	3	2	-	5	-	-	-	2	3	5	5	-	-	5
4	CMC members	20	5	25	-	5	10	7	3	25	7	5	-	10	3	25	25	-	-	25
5	Facilitators	16	14	30	22	8	-	-	-	30	-	22	5	3	-	30	30	-	-	30
6	ABE students	12	12	24	24	-	-	-	-	24	24	-	-	-	-	24	-	-	-	-
	Total	57	31	88	46	13	14	12	3	88	31	27	5	16	9	88	64	-	-	64

From the findings of table 3, one can understand that unlike facilitators there was no better gender composition (mix) in assigning of the educational officials. (Zone and woreda NFE experts) and cluster supervisors. This might be due to the unavailability of females who satisfy the required criteria or interested to be assigned for in this position. This may affect the great role and role model that females play in the society to change the communities' perception to send their children to ABE centers. Considering age level, the respondents were found to be vital working age. Regarding educational background of the respondents it seems adequate to implement the ABE curriculum in a position they are assigned for. With respect to the experience of respondents it was found to be small. So, they may not implement the program as more experienced educational officials, cluster supervisors and facilitators. The smallness of the service year of the respondents on this position as a response of the respondents was due to Business Process Re-engineering (BPR) for educational officials and cluster supervisors and turnover for searching of payable job for facilitators.

4.2 Alternatives Basic Education Provision in Horo Guduru Wollega

Alternative Basic Education was launched by the Ministry of Education to address the educational needs of out-of-school children, particularly those of pastoral and underserved rural children. The implementation of the program began in 1997 E.C (MOE, 2004/5). Since then it has been implemented in different regions, zones, woredas and local kebeles of the regions.

Oromia is one of the regions which began to implement the ABE program which was initiated at the national level. The implementation of the program in this region was first started at the pastoral areas of the region and then currently practiced in different parts of the region. The practice of any program requires the participation of different bodies such as private and public sectors, government and NGOs.

The researcher conducted interview with Jabessa, the Horo Guduru Wollega Zone NFE expert, who said there are 533 ABE centers in our Zone. Out of these, 526 ABE centers were governmental where as the remaining 7 were non governmental (March 20, 2010). These NGOs providing ABE program is found in Jima Geneti and Guduru Woredas of the zone. The sample ABE centers under the study were taken from those supported by the government from the three sample Woredas namely: Horo, Guduru and Abay Choman.

During an interview session kebede, Hunde and Tola the woreda NFE experts asserted there are 1627, 4047 and 1806 ABE students at Abay Choman, Guduru and Horo Woreda respectively. Regarding Horo and Abay Choman the woreda NFE experts responded that all the ABE centers were supported by Government while two ABE centers were supported by NGOs at Guduru Woredas and the others were supported by the government and the community like that of Horo and Abay Choman (March 22- April 5, 2010).

Therefore, the above description answers the question that who is providing the ABE in the center.

4.3 ABE Curriculum/Program Implementation

The implementation of any program in general and ABE in particular is known to succeed if it is implemented by well trained and experienced implementers. As to the very nature of the program/ curriculum, ABE curriculum require trained and experienced facilitators and cluster super visors to be well implemented. Facilitators, among the implementers, are vital to achieve the intended objectives of the program. This became true when they took the necessary training before they start to teach as pre-service training and refresh training while they give service. Cluster supervisors were also of vital implementers of the program. Because they were considered “as they are at the heart of the system.” They visit the ABE centers and give the necessary comments; supports etc and inform the difficulties beyond them to the higher official or communities and deal jointly with them.

Curriculum implementers such as facilitators and cluster supervisors alone are not determinant for effective implementation. Others such as the availability of teaching materials, teaching aids, and other basic facilities provision were also required.

Curriculum implementation needs a coordinated effort of many people involved in the process, role clarity of the change agents, the support provided from supervisors, and communication channels etc will have either positive or negative effect on the implementation of the curriculum. The data collected on what the implementation, challenges and prospects of ABE curriculum look like in Horo Guduru Wollega Zone of Oromia regional state is presented here under in different sections and then the discussion results were followed.

4.3.1 Issues Related to Funding ABE Program

In the implementation of NFE curriculum one of the most important features is the involvement of community, NGOs and government. The ABE centers were assumed as they were funded and managed by joint responsibility of community, NGOs and government bodies. The ABE centers under the study were mainly managed by the community and the government bodies as interview of Zone NFE expert's information. The zone NFE expert further explained the participation of the community and government in the provision of ABE in the centers. The participations of the community were constructing ABE centers- Das- schools, providing kebele offices/halls, land provision for center construction, etc .where as the Government involvement was provision of learning materials such as textbooks, teachers guide, and syllabi. However, NFE expert and all cluster supervisors at Abay Choman woreda in the interview reviled that:

There was nothing budgeted for NFE in general and ABE in particular from higher educational officials. This was may be due to less attention they do have to NFE. So, there was no body that does on the issue of ABE. It was considered as additional job which one could do with less attention. There was nobody who works on the issues on ABE with sense of ownership.

Other woredas (Horo and Guduru woredas) NFE experts and cluster supervisors also shared the same ideas. This was because the less value the community and educational officials attached to NFE. With regard to this, Bishop (1989) mentioned as out-of –school education is less valued in the eyes of the society and in the market place. But if there is no budget for any activity it is hardly possible to achieve what is intended. Therefore, unless measures are taken on time and properly such an innovative education delivery approach does not seem promising.

4.3.2. Community, CMC Cluster Supervisors and Facilitators Participation in ABE Provision

The Participation of Community and CMC in ABE Program

Center management committee (CMC) are members of the community selected by the respective community so as to coordinate the community's contribution in specific activities CMC members as stake- holders in ABE program have their duties and responsibilities. With regard to the involvement of CMC members in particular and community in general the interview was held with woreda Education office NFE experts about the participation of the community. They responded that the community participates in such activities as provision of land for center construction, constructing Das-schools, preparing seats for children from locally available resources. The CMC members were also asked through focus group discussion to mention their participation of ABE program. They responded as they participate in such different activities as scheduling of ABE program, awareness creation among the society to have good attitudes

towards ABE program and send their children to the center. As indicated elsewhere in the literature, communities participated in such activities as funding new centers buildings, encouraging girls to go to school and retained there until they complete a given level (MOE, 2000). Therefore, from this finding one can understand that the communities participation for the program seem good. Hence, the community needs to be encouraged to do more for the betterment of the program implementation. In connection to this Odaga and Heneveld (1995) in Befekadu (1998) mentioned children's education is a direct result of how much resource and priority parents and families attach to teach their children.

Participation of Facilitators

The participation of facilitators in the provision of ABE was confirmed from the view of Tolessa, a cluster supervisor, when he said:

Facilitators' participation with respect to the ABE program is only teaching ABE students. They are almost all ten grade students. I believe they need short term training to work at least on awareness creation as they are the member of the community (April 4, 2010).

More over, the data obtained from other cluster supervisors and CMC members of the sampled woredas and centers shared the same points. This indicates that the ABE facilitators in the study areas were not accountable to other activities than teaching learning process.

Facilitators Selection and Salary

Facilitators are teachers who teach at ABE centers. In any teaching -learning the implementers of the program are very crucial. So the criteria by which these individuals selected and recruited were necessary. Hence the researcher summarized the collected information on the issues concerning the selection criteria, salary and satisfaction of the facilitators' working as facilitator in table form here under (Table4).

Table 4: Facilitators Responses Concerning Selection Criteria, Salary and there satisfaction of working as facilitator

S.NS	Items	Options/alternatives	Frequency	%
1	Facilitators selection criteria	Completing grade 8	-	-
		Completing and/or attending grade 10 and 11	22	25.6
		Having at least TTI certificate	5	5.8
		Knowing the culture of the community	28	32.6
		Having acceptance among community	28	32.6
		No criteria	3	3.4
		total	86	100
2	Facilitators salaries per month	100-200 birr	-	-
		201-300 birr	-	-
		301-400 birr	-	-
		Above 400 birr	-	-
		Volunteers	30	100
		total	30	100
3	How do you feel working as facilitator?	Very satisfied	3	10
		Satisfied	3	10
		Not satisfied	24	80
		Total	30	100

Table 4 presents the selection criteria of ABE facilitators and facilitators' satisfaction with working as facilitator.

As can be seen from table 4, 28(32.6%) of respondents responded that having the knowledge of the community and acceptance among the community and 22(25.6%) responded completing and/or attending grade ten and/or twelve are the major criteria. Where as few (5.8%) responded having at least TTI certificate was requirement. Three (3.4%) of the facilitators responded no criteria was asked. Furthermore, one of the woreda education NFE expert confirmed that school directors post notices with the required criteria and then those individuals who were interested as per the criteria were registered. After this teachers development committee's which comprised of school director and department heads screen out those who are going to be assigned as facilitators of ABE based on the criteria set. But when the number of applicants is few or nearly equal or less than the required numbers all applicants were assigned as facilitators.

On the open ended item they described the reason why they were not asked the criteria. They explained as they were formal primary schools teachers who are teaching currently at formal schools. This finding indicates that almost all the ABE facilitators in the study area were selected based on the criteria set. This together with other required and necessary facilities and requirements may lead to the good practices of the program

Item 2 of table 4 indicated that none of the facilitators responded about their payment. However, on the open ended item in the questionnaire the respondents described that most of the ABE facilitators served either with out payment to get participation certificate or they were teachers from formal primary schools.

Furthermore, education officials (woreda education officials) at all sampled woredas in the interview confirmed the above findings and mentioned that most of the facilitators were volunteers who were grade ten attendants and TTI

graduates and few of them were diploma holders from different private colleges to get participation certificate which was taken as criteria during recruitment of regular teachers.

Regarding facilitator satisfaction of working as facilitator, item 3, the great majority (80%) of the facilitators responded that they were dissatisfied with serving as facilitator. To the open ended question items, they described that they were working as facilitator to get participation certificate (grade 10 students) which may help them get jobs or join other institutions. Thus, they did not have motivation to teach. In conditions where there was no at least non-salary benefits for facilitators they do not encouraged to teach with out any absenteeism. With regard to this, Baker (1974) in Alemayehu (2008) pointed out that teacher enthusiasm can wipe out program effectiveness. This indicates facilitators need at least pocket money and/or non salary benefits so that they motivated and encouraged to teach.

4.3.3 Facilitators Term of Employment and Training

Table 5: Facilitators Responses Concerning Terms of Employment and Training

No	Items	Options/alternatives	Frequency	%
1	Facilitators term of employment	Permanent	-	-
		Part-time	-	-
		Contract	-	-
		Volunteer	30	100
		Total	30	100
2	Have you got training to implement ABE curriculum?	Yes	-	-
		No	30	100
		Total	30	100
3	Mode of training given to facilitators	Pre-service training	-	-
		In-service training	-	-
		Short orientation	30	100
		Total	30	100
4	The duration of pre-service training given to facilitators	1-15 days	-	-
		16-30 days	-	-
		Above 30 days	-	-
		One day orientation	30	100
		Total	30	100
5	Areas/ contents of training	Guiding principle and working procedure of ABE curriculum	-	-
		Child psychology focusing on rural and agricultural children	-	-
		Gender issues	-	-
		Production and use of teaching aids from local materials	-	-
		Methods and techniques of continuous assessment	-	-
		Techniques of community mobilizing for effective community participation	-	-
		General orientation	30	100
		Total	30	100

A look at the results summarized in table 5, Item1, all the respondents responded that facilitator's term of employment was volunteer based. This also mentioned in relation to facilitators payment by the woreda education offices with interview. The responses of facilitators to question related to the training they did get before becoming facilitator and after they became teacher none of them responded that they had got either pre-service or in-service training. However, interview with WEO and cluster supervisors indicated that they had got one day general orientation about how to teach, manage class room and document students' files by school directors and formal primary schools that were supposed as competent teachers. Further more, the zone non-formal education expert through interview responded that by the year 2001 E.C a sort of training was given on the issues of ABE at Adama. The participants of this training were one NFE expert form the Zone, one NFE expert form each woreda and two facilitators from each woreda. These individuals further expected to train the other concerned bodies of the program. However, these trained individuals did not give training may due to the value they have toward NFE and mainly lack of budget. With respect to facilitators training as MOE (2005) facilitators are expected to have initial training to improve their pedagogical knowledge and to realize the desired learning competencies. Hukins (1988) also suggest facilitators need to get in-service training to be updated with methodological innovation.

This finding indicates that facilitators were not get the formal training that were required to teach at ABE centers but one day orientation. How ever, one day orientation given to facilitators (who are beginner facilitators) on different areas/contents for individuals who did not have any experience of teaching resulted in poor teaching.

4.4. Issues Related to Teaching-Learning Process

4.4.1. Issues Related to Teaching Methods

Table 6: Facilitators' Responses Concerning Teaching Learning Process

No	Items	Options	Frequency	%
1	Methods of teaching used during teaching learning process at the ABE center	Group work	9	25.7
		Discussion	10	28.6
		Role playing	2	5.7
		Problem solving	-	-
		Question and answer	13	40
		Brainstorming	-	-
		Total	35	100
2	Do you motivate your students to learn by their own and develop their self confidence	Yes	9	30
		No	21	70
		Total	30	100

Table 6 above indicates the frequency of method of teaching used by facilitators. Accordingly, item 1 of the same table shows that 13(40%) and 10(28.6%) of the facilitators frequently used the question and answering and discussion method respectively. Where as, 9(25.7%) and few (5.7%) facilitators employed group work and role playing frequently. On the other hand all cluster supervisors during interview and ABE students during FGD confirmed that the teaching- learning process practiced at ABE centers were teachers centered method which was lecture method dominated.

This could be seen from the view of Tolessa, a cluster supervisor, when he said:

Most of the facilitators are still dominantly using teacher-centered methods like lecture method and demonstration method. I believe they need short term training on active learning methods.

In support of these views the class room observation during field visit revealed that traditional method of teaching (teacher-center approach) was practiced. This finding indicates that ABE facilitator's emphasize teacher-centered approach. But the very nature of the curriculum emphasizes on learning than teaching in which the children were supposed to be at the center of the process and should learn through activity, problem solving and discovering of things. This is, so to say, the education approach is participant centered (Carr-Hill and Peart, 2005; Befekadu, 2006)

Regarding the question whether facilitators motivate their students to learn by their own and develop their self confidence 70%, more of participants, responded "No." where as 30 % responded "yes". The data obtained through focus group discussion with ABE students indicated also that facilitators do little to motivate their students. This is clear from the following statement of one of the participants of focus group discussion, Chali, who said:

Our facilitators do little to motivate us. They usually ask us to repeat what they are telling us.

This saying suggests that the ABE facilitators do not motivate the ABE students to participate actively and invite them to share their ideas with their classmates during teaching learning process. This make the ABE students to be passive participants and unable to think critically and innovatively. This also implies that the ABE facilitators may not pedagogically competent enough.

4.4.2 Teaching- Learning Materials

Table 7: Facilitators Response to the Adequacy of Teaching-Learning Materials

No	Items	Options	Frequency	%
1	Which of the following teaching learning materials adequately available in your ABE centers	Text books	5	11.9
		Black boards	20	47.6
		Chalk	17	40.5
		Teaching aids (TA)	-	-
		Supplementary books (SB)	-	-
		Total	42	100
2	How do you rate the availability of syllabi and facilitators guide at the ABE center?	Adequate	7	23.3
		Not adequate	17	56.7
		Not available	6	20
		Total	30	100
3	What is text-book students ration at your center	1:1	-	-
		1:2	-	-
		1:3	-	-
		1:4	5	16.7
		Others	25	83.3
		Total	30	100

As shown in table 7, only few respondents (11.9 %) responded that there was adequate ABE textbooks at ABE centers .Regarding the availability of adequate ABE textbooks, the data obtained through interview from Zone NFE expert confirmed that there was acute shortage of textbooks so that only one, two or three copies of text books for each subject was/were provided to each class. The availability of text books varies from center to center. In some ABE centers of the wordas there was a condition in which textbooks were only in the hands of teachers/ facilitators.

On the other hand, table 7 above indicates that there was a problem of blackboard and chalk. Regarding this interview held with Abay Choman and Guduru cluster supervisors revealed that there was no blackboard formally provided to ABE centers .In some centers it was borrowed from other institutions. “The chalk was also borrowed from primary schools. Most of the time pieces of chalk used at ABE centers was the remnants of the chalk used during regular teaching in formal primary schools” (March 24-29,2010)

The availability of teachers guide and syllabi varies from center to center. As can be seen in table7, only 7(23.3%) of the facilitators responded there were adequate facilitators guide and syllabi. Whereas more than three fourth of the respondent responded that there were not adequate (56.7) and not available (20%) at the ABE centers. According to the data obtained through interview with Abay Choman WEO non formal education expert, there was adequate facilitators guide and syllabi. He explained “for each core subjects there were facilitators’ guide and at each center there was also one syllabus” (March 24-29, 2010). While the interview conducted with Horo Woreda and Gudura Woreda NFE experts indicated that there were centers where no facilitators guide and syllabi but there were also centers where some facilitators’ guide and syllabi were available (March 29-April 5, 2010).

With regard to the textbook-student ratio as shown in table 7, small number (16.7 %) of facilitator reported that it was one ratio four. Majority (83.3 %) of the facilitators on open ended item of the questionnaire mentioned that the textbook-student ratio varies from one ratio ten (1:10) to no text books available at hands of the students. Similarly, the data obtained through interview with Woreda education office NFE experts also proved that the ratio on average varies from 1: 10 to no ABE text books at the hands of ABE students. In connection to this Amare (1999) pointed out as problem solving or student centered approach can not be realized with out making optimal using of instructional materials. This implies that the educational inputs such as textbooks, syllabi and facilitators guide were not adequately available in

majority of the ABE centers. And thus the quality of this education program undermined.

4.4.3 School Pedagogical Center and/or Cluster Resource Center

Table 8: Facilitators response concerning Pedagogical Center, Cluster Resource Center and Reading room

No	Items	Options	Frequency	%
1	Is there a school pedagogical center at your learning center?	Yes	-	-
		No	30	100
		Total	30	100
2	Is there cluster resource center in your woreda/surroundings?	Yes	30	100
		No	-	-
		Total	30	100
3	The extent to which you use or borrow instructional materials from CRC	Frequently	-	-
		Sometimes	2	6.7
		Rarely	2	6.7
		Not at all	26	86.6
		Total	30	100
4	Reasons why facilitators did not use CRC as source of instructional material	Shortage of time	-	-
		Distance of CRC	9	34.6
		Cluster school staff members negative attitude towards ABE	6	23.1
		No encouragement given by cluster supervision	11	42.3
		Total	26	100
5	is there reading room or corner in ABE center	Yes	-	-
		No	30	100
		Total	30	100

Table 8 (items 1 to 5) deals with the availability of pedagogical center, cluster resource center, reading rooms, reasons why facilitators did not use CRC and the extent to which they use or borrow instructional materials from CRC.

As depicted in table 8, all facilitators (100%) stated that there was no pedagogical center at the ABE centers. During the interview, the cluster supervisors at all centers confirmed that there was no pedagogical center constructed in ABE centers. This is understood from the view of Bekele, one of the cluster supervisors, when he reported:

There is lack of pedagogical center. Both teachers and students lack the opportunity to use diverse materials and to enrich their experiences (April 5, 2010).

Furthermore, the researcher during the center status observation confirmed that there was no pedagogical center at all the sample ABE centers of the sampled woredas. Regarding the availability of cluster resource centers in their woredas/surroundings (item2) all the facilitators responded that “Yes”. The cluster supervisors’ interview also confirmed as there were cluster resource centers. They mentioned even the aim of schools clustering as it was to share resource facilities and staffs among clustered schools/ABE centers.

In response to item3 majority of the respondents, 26 (86.6%) of the facilitators revealed that they did not use or borrow instructional materials from cluster resource center (CRC). Where as, few of them, 2 (6.7%) of facilitators responded that they used CRC some times. Similarly, 2(6.7%) of facilitators responded they used rarely. For the reasons why they did not use all the facilitators mentioned their reasons. As can be seen in table 8, 42.3%, 34.6% and 23.1% of the facilitators revealed that as it was due to no encouragement given by the cluster supervisors, cluster schools staff members’ negative attitudes towards ABE program/ curriculum and distance from CRC respectively. The reason why cluster supervisors did not encourage the facilitators to use instructional materials to use as explained by cluster supervisors through interview

indicated that the CRC did not have the necessary materials that were really relevant to ABE program. Regarding the availability of reading room or corner all the facilitators responded that there was no reading room or corner in ABE centers. The researcher during observation of the center status confirmed that there was no reading room or corner at all sampled centers.

In condition there is no school pedagogical center and no reading corners at the centers the teachers are unable to use teaching aids and others supplementary materials and students also unable to get library services. This hinders facilitators to enrich their knowledge and skills by using the diverse materials available at CRC or Reading room.

4.4.4 Teaching Load and Class Size

Table 9: Facilitators responses to teaching loads and class size

No	Items	Alternative	Frequency	%
1	Numbers of periods you teach per week	< 10 periods	30	100
		11-20 periods	-	-
		21-30 periods	-	-
		Above 30 periods	-	-
		Total	30	100
2	Did your teaching load has any impact on your teaching effectiveness?	Yes	25	83.3
		No	5	16.7
		Total	30	100
3	What is an average facilitator-student ratio in your center?	1: 40 or less	30	100
		1:50	-	-
		1:60	-	-
		1:70	-	-
		Total	30	100

Table 9, item 1 deals with the number of periods per week facilitators teach. All the respondents (100%) revealed that they taught for less than ten periods per

week. Here, the finding indicated either the number of facilitators at the centers was beyond the required number or the number of periods ABE students taught per week was against the standard of ABE program. During an interview session, respondent from Abay Choman Woreda Education Office NFE expert said the facilitators were more than they were needed (March 24, 2010).

Regarding the impact of teaching load on their teaching, the majority (83.3%) of the facilitators reported that it had an impact on their teaching effectiveness. The reasons for these were they were grade ten attendants who were teaching at ABE centers only to get participation certificate with out having no knowledge and skill of teaching. Where as, 5(16.7 %) of facilitators were those TTI complete teaching to get participation certificate so that they reported it had no impact on teaching effectiveness. From table10 one can see that the facilitators-students ratio in most centers were one ratio forty (1:40) or less than forty. The findings showed that the ratio was conducive enough to enable the teachers to manage the activities and performance of the students.

4.5 Issues Related to Supervision

Table 10: Facilitators' Responses to ABE center supervision

No	Items	Options	Frequency	%
1	How often do cluster supervisors visit ABE center?	Once a week	2	6.7
		Twice a month	4	12.3
		Once a month	6	20
		Once a semester	18	60
		Once a year	-	-
		Total	30	100

As can be seen in table 10, majority (60%) of the facilitators responded that the cluster supervisors visited ABE centers once a semester. Whereas 20% and 12.3% of the facilitators revealed that the cluster supervisors visited ABE once

a month and twice a month respectively. Few (6.7%) of the respondents also revealed that the ABE centers were visited once a week.

In addition to the above findings the information obtained from cluster supervisors through interview indicated that most of ABE centers were visited once a week. All the cluster supervisors interviewed in Abay Choman and Guduru woreda revealed that the ABE centers were visited once a week. Whereas in Horo woreda an interview held with cluster supervisor at Sombodede center responded that the supervision was carried once a month. In the same woreda at Gitilo Najo Center the interview result also indicated that the center visited once a week by formal primary schools that were assigned as coordinators and once a month by the cluster supervisor. Concerning this, one of the Woreda NFE expert responded generally about the practice of ABE as:

Nearly all concerned bodies came to ABE centers either to supervise or to visit only twice a year. That is at the beginning and the end of academic year and even their supervision is carried carelessly.

The above findings showed that the supervision of ABE centers varies from center to center even in the same woreda. This indicates that there was no uniform supervision in the Woredas under study. Interview of zone NFE experts on this issue also conformed as there was no uniform supervision.

4.6 Issues Related to Implementers' Knowledge, Commitment and communication

Table 11: Facilitators Responses in relation to Curriculum Implementers

No	Items	Rating Scores									
		Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
		f	%	f	%	f	%	f	%	f	%
1	I have sufficient knowledge of the curriculum	-	-	-	-	2	6.6	20	66.7	8	26.7
2	I am committed to the implementation of the curriculum	-	-	-	-	-	-	18	60	12	40
3	I have had sufficient opportunity for face to face communication with other facilitators on issues related to ABE curriculum implementation	-	-	-	-	-	-	-	-	30	100
4	I have sufficient opportunists to provide feedback related to the ABE curriculum and its implementation	-	-	-	-	-	-	12	40	18	60
5	There have been sufficient work shops and interviews secessions related to the ABE curriculum and its implementation	-	-	-	-	1	3.3	10	33.3	19	63.3
6	I have acquired the skills necessary for ABE curriculum	-	-	-	-	-	-	2	6.7	28	93.3
7	I would like to have opportunities to learning about the ABE curriculum implementation	13	43.3	11	36.7	6	20	-	-	-	-
8	Facilitators have sufficient opportunity for face to face communication with supervisors related to the ABE curriculum	-	-	-	-	4	13.4	13	43.3	13	43.3

Table 11 above, presents issues related to the knowledge and skills, the commitment and the opportunity to face–face communication and work shops and in-service training of facilitators.

As indicated in table 11, item 1 shows, 28 respondents (93.4%) asserted that they had no sufficient knowledge of the ABE curriculum. Also the data obtained through interview with Woreda NFE experts and Cluster supervisors, and researcher’s classroom delivery observation during field visit confirmed that the facilitator did not have sufficient knowledge to implement ABE curriculum.

Item 2 deals with the commitment ABE facilitators have had to implement the ABE curriculum. As can be seen in table 11 above, all the respondents disagreed that they had commitment to implement the curriculum. This finding needs due attention because without the commitment of implementers (facilitators) it could be hardly possible to expect effective implementation of the program. The third area of concern was that of the opportunity of face to face communication the facilitators have with other facilitators with respect to ABE curriculum implementation (item 3). As can be seen from table 11, all the facilitators confirmed that they had no opportunity for face-to face communication with other facilitators.

Item 4 depicts whether facilitators had the opportunity for providing feedback related to ABE curriculum and its implementation. As shown in table 11, none of the respondents agreed that they had opportunity for providing feedback related to ABE curriculum and its implementation. Similar view was also given by Kebede, NFE expert:

There were no communication channels and feedback system in regard to curriculum and its implementation. We just collect and pass numerical data to zone and REB as required.

Item 5, in table 11 deals with the workshops and training provided to the facilitators to implement the ABE curriculum. Almost all (96.6%)of the respondents expressed their disagreement on workshop and in-service training

to implement the ABE curriculum. Data obtained through interview from Woreda Education Offices NFE experts under the question the adequacy of facilitators training and their involvement in the training of facilitators confirmed that there was no formal training either pre-service or in-service training and workshop sessions that had been given to ABE facilitators. The WEO-NFE experts through interview also confirmed that as neither pre-service nor in-service training was given to facilitators. This finding indicated that ABE facilitators need adequate training related to ABE to implement the curriculum as it was designed.

Item 6 concerns with the skills that ABE facilitators had to implement ABE curriculum. As shown in table 11, 93.3% and 6.7% of the respondents strongly disagreed and disagreed respectively. Interview held with cluster supervisors also revealed that the facilitators did not get the necessary skills and knowledge to implement the ABE curriculum.

Item 7 deals with the interest that ABE facilitators have to learn about the implementation of ABE curriculum. As depicted in table 11 above, a great majority (80%) of the respondents would like to have more opportunities to learn about the ABE curriculum implementation. Where as almost one-fifth (19%) of the facilitators as shown in table 11 above, had no decision either to have opportunities to learn about ABE curriculum or not to learn. However, few (3%) of the respondents would not like to have the opportunities to learn about ABE curriculum implementation. This finding also showed that ABE facilitator had not got training that enables them to implement the curriculum.

Item 8 concerned with the existence of sufficient communication (face-to-face) between facilitators and cluster supervisors. As can be seen form table 11, 26 (87%) of the respondents revealed that there was no face-to-face communication between facilitators and cluster supervisors. Where as 12.4 % of the facilitators did not express their views on it. Data obtained though interview from cluster supervisors at all centers understudy confirmed that

there was almost no face to face communication between facilitators and cluster supervisors. Similarly NFE experts Woredas asserted that there was no formal face-face communication between them and others bodies such as cluster supervisors and CMC members.

The findings of table 11 indicated that facilitators had the lack of knowledge skills and commitment to implement the ABE curriculum. It seems that this incapability and lack of commitment could be emanated form lack of adequate training and motivational incentives for facilitators.

4.7 Issues Related to Organizational Setting

Table 12: Facilitators responses to organizational setting

N o	Items	Rating Scores									
		Strongly agree		Agree		Neutral		Strongly Disagree		Disagree	
		F	%	F	%	F	%	F	%	F	%
1	The cluster supervisors have provided sufficient support during the implementation of the curriculum	-	-	-	-	2	6.7	4	13.3	24	80
2	There has been two way communication between WEO personnel, supervisors and facilitators related to ABE curriculum									30	100
3	The WEO has provided sufficient resource materials required for the implementation of the curriculum					1	3.3	-	-	29	96.7
4	The cluster supervisors role in the implementation of the curriculum is clearly stated					6	20	10	33.3	14	46.7
5	WEO personnel and supervisors have positive attitudes towards the ABE and its implementation			3	10	2	6.7	10	33.3	15	50
6	The learning center is flexible enough to meet the requirement of the curriculum					4	13.3	5	16.7	21	70
7	The supervisors provide timely feedback for facilitators							7	23.3	23	76.7
8	Cluster supervisors possess the skills necessary for implementation of the curriculum			2	6.7	18	60	6	20	4	13.3
9	The supervisor appears knowledgeable about the curriculum			4	13.	20	66.7	5	16.7	1	3.3

The data summarized in table 12 designate the perceptions of the facilitators with respect to the organizational climate of ABE program that could influence its curriculum implementation. As can be seen in table 12, a great majority of the respondents (93.3%) revealed that the cluster supervisor had not provided sufficient support for the implementation of the curriculum (item 1). Also, in item 3, the 96.7% of respondents strongly disagree that the WEO provided them sufficient resource material required for the implementation of the curriculum. Similar views were also forwarded by the one of the WEO non formal education experts during an interview session:

There was no any resource material that was distributed to non formal education in general and to ABE in particular. The WEO gave to ABE centers only ABE textbooks (April 5, 2010).

This finding indicated that not only the cluster supervisors but also woreda education offices and others may have negative attitudes towards ABE program and its implementation. Regarding the communication between WEO personnel, supervisors and facilitators with respect to ABE curriculum, all the respondents (100%) strongly disagreed, the fact that there was two way communications. Furthermore, the data obtained through interview with cluster supervisors confirmed that there was no two way communication between these stakeholders (WEO, supervisors and facilitators) specifically on the issues of ABE. Almost all cluster supervisors during interview confirmed that the issue of ABE raised twice a year such as during reporting of a number of children who were enrolled and a number of students who were dropped out. This findings suggest that the WEO personnel, supervisors and facilitators communicated only by report. In response to the feed back of the supervisors to the facilitators, (item 7), all the respondents expressed their disagreement. In item 8 and 9 in table 12, majority of the respondents, 60 % about the skill of the supervisors and 66.7 % about the knowledge of the supervisors responded neither agree nor disagree.

This finding suggests the cluster supervisors had no adequate knowledge and skill to implement the program.

As depicted in table 12 the great majority (80%) of the respondents confirmed that the cluster supervisors' role to implement the curriculum is not clearly stated. On the other hand, some respondents (20%) revealed that the cluster supervisors' role is clearly stated. This finding suggests that at different ABE centers under sampled Woredas the role of cluster supervisors seems various. With regard to the flexibility of the learning centers to meet the requirement of the curriculum the great majority (87%) of the respondents disagreed as shown in table 12 above. On the other hand, few (12%) of the respondents responded neither agree nor disagree.

Table 13: Facilitators responses about the provision of basic materials by WEO for teaching-learning process

No	Requirement for teaching	Adequate		Not adequate		Not available		Total(%)
		F	%	F	%	F	%	
1	Exercise books or format sheets for preparing lesson plan	-	-	1	3.3	29	96.7	100
2	Pen and pencils	-	-	-	-	30	100	100
3	Papers for test and exams	-	-	-	-	30	100	100
4	Paper or exercise books for preparing notes	-	-	-	-	30	100	100

As can be seen from table 13 almost all respondents (100%) confirmed that the woreda education office provided them none of the basic materials such as exercise books or format sheet for preparing lesson plan, pen and pencils, papers for test and exams and paper or exercise books for preparing notes. The data obtained through interview with zone NFE experts and cluster supervisors

also confirmed that the WEO provided no such materials. Further, the cluster supervisor explained that fillip charts cards, markers, pens, pencils etc for teaching and teaching aids were not provided by WEO. The woreda education office in the case of non-formal education provided only the text books, teachers guide and syllabi.

Generally, as can be seen from table 13 all respondents affirmed that no support was provided by WEO to ABE centers' requirements for teaching. From this finding it seems that the facilitators were not satisfied with support provided by WEO for teaching learning process.

4.8 Issues Related to Center Facilities and Class Lesson Delivery

Concerning the availability of facilities/center status and facilitators instructional and lesson delivery the researcher checked through observation using observation checklist. These were presented in table 14 and 15.

Table 14: Classroom lesson delivery observation results (checklists)

No	Items to check classroom practices	Yes		No		Total session
		F	%	F	%	
1	Facilitator has a lesson plan	-	-	18	100	18
2	Facilitator introduces the lesson objectives	4	22.2	14	77.8	18
3	Facilitator connects lesson with prior knowledge of the learners	-	-	18	100	18
4	Facilitator has adequate knowledge of the subject	3	16.7	15	83.3	18
5	Facilitator has adequate pedagogical skill	6	33.3	12	66.7	18
6	Students participate actively in the classroom	2	11.1	16	89.9	18
7	There is gender equity in class participation	10	55.6	8	44.4	18
8	Classroom tasks are planned	5	27.3	13	72.2	18
9	Variety of teaching methods are used	-	-	18	100	18
10	Facilitator encourages students self learning in the class	2	11.1	16	89.9	18
11	Classroom management is good	4	22.2	13	78.8	18
11	Facilitator uses appropriate teaching aids	-	-	18	100	18
12	Life oriented teaching is observed	-	-	18	100	18
13	Continuous assessment method is used	-	-	18	100	18
15	Achievement of lesson objectives is observed	4	22.2	14	78.8	18
16	Students reflect on the lesson content and delivery	2	11.1	16	89.9	18
17	Facilitator provides lessons summary	7	38.9	11	61.1	18
18	Overall classroom interaction and student satisfaction is good	3	16.7	15	83.3	18

As can be seen in table 14, facilitators were not observed connecting lesson with prior knowledge (item 3), using lesson plan (item1), and variety of teaching methods (item 9), teaching aids (item 11), continuous assessment (item13) and life oriented teaching (item12). This resulted ineffective implementation of the program because in conditions were pedagogically recommended principles and guidelines were not practiced in a class room instruction it is difficult to expect effective implementation of the program.

In addition, facilitators were rarely observed practicing the other instructional and lesson presentation variables indicated in the table 14 above.

The data obtained through interview with WEO experts of all sampled Woredas also indicated that facilitators did not utilize teaching aids adequately. The interviewees were also asked about facilitators' pedagogical skill and knowledge of the subject they teach. Regarding this, most of the interviewees responded that the facilitators were not familiar with most of the content of the subject and did not have enough pedagogical skill to teach.

It is obvious that teaching-learning process demands conducive learning environment. However, the types of classes used to run ABE at different centers of the sampled woredas were quite different from standardized classrooms. In ABE centers visited, the classes used for the program are 'dases', private houses, the sheds of the trees and also kebele office/halls, which were not equipped and furnished with the necessary equipment and furniture. This was confirmed through observation using observation checklist. Furthermore, the data obtained through interview with cluster supervisors and focus group discussion with CMC members and ABE students revealed that the learning environment of the ABE centers were not conducive for teaching –learning process. Generally, all the respondents of the study confirmed that both internal facilities of the classrooms such as the inadequacy of the classrooms, the absence of enough and comfortable benches and tables, unavailability of

teaching aids for instance the absence of charts on the walls and external facilities such as absence of pipe water, sport field, reading room, pedagogical centers, staffroom, store room, tea room, separate toilet (for boys and girls) and /or no toilet at all. These all findings were presented in table here under (table 15).

As can be seen in table 15 above, concerning the center status of all the ABE centers of sampled Woredas, the researcher confirmed through observation that the ABE centers were not equipped and furnished with the necessary materials. Further more, the data obtained through interview with cluster supervisors and focus group discussion with CMC members and ABE students revealed that the learning environment/center facilities of the ABE were not conducive for teaching-learning process. Regarding, the facilities of ABE centers, one of ABE student discussant who is attending the program under the shed of the tree at Abay Choman said:

We do not have conducive learning environment, adequate tables and benches. When we learn other children throw stone to us. Even if they did not throw stone we were disturb with the noise around (March, 26, 2010).

In relation to the facilities of the learning environment the ABE students were asked to forward their comments/suggestion on the improvement to be made. Hence, they suggested the learning environment should at least have basic learning requirements and facilities and freed from noise. In line with this UNESCO (1990) reported as the implementation of ABE curriculum/program is hindered by the shortage or lack of adequate and necessary facilities. The Finding of the study indicated just as poor infrastructure highly influence the development of once nations, poor educational facilities resulted in ineffectiveness of program implementation. In other words it is to mean lack of basic facilities and the required resource material needed in the ABE centers appear to have contribution to the ineffectiveness of the program.

4.9. Challenging Factors that Affect the Implementation/ Practices of ABE

The implementation of any curriculum is affected negatively by such factors as absence of financial input, insufficient materials and equipment, lack of co-

operative working relationship, and lack of sufficient time and trained manpower.

Concerning the factors that challenge the practices of ABE in Horo Guduru Worllega many of the respondents on the comment section of questionnaire, interview and focus group discussion forwarded many varieties of factors associated with it.

These factors include:

- Many of the facilitators did not take initial training which equips them with the necessary skills of teaching methodology, lesson planning, classroom management etc.
- Absence of adequate supervision and guidance from educational administration.
- Absence of salaries/incentives for facilitators so that they did not committed to teach. Rather they teach at ABE centers only to get participation certificate
- Absence of adequate teaching- learning materials such as text books, teachers guides and others supplementary materials.
- Absence of individuals who run the program with due attention and great consideration.
- Unavailability of conducive facilities such as potable water reading room, pedagogical center, separate toilet for boys and girls etc.
- Applicants of grade ten and/or twelve attendants only for the sake of getting participation certification with out ability or interest on the job.
- Families' attitudes towards ABE program.
- No involvement of other sectors such as health extension agricultural extension etc.
- Absence of community awareness of ABE program.

- There is no body who is assigned for to work on ABE program specifically.
- Lack of budget so that cluster supervisors did not visit the centers as it was desired.
- The demand of child labor by their parents for such activities as care for live stock, house hold work, farming and pity trade are some to cite.

4.10. The Prospects of ABE Program in Horo Guduru Wollega Zone

The sustainability of ABE is crucial once the program is launched. So to be sustainable, there is a need for cooperation among the community, government, and other supporting and concerned bodies. It is also important to provide guiding principles about the practices of ABE to all implementers of the program. With regard to the provision of guiding principles the data obtained from education officials such as woreda education offices and cluster supervisors confirmed there was no guiding principles about ABE and they did not know as it is possible to transfer children from non-formal education program (ABE) to formal and vice versa. The data obtained from the focused group discussion with CMC members indicate that the community could not differentiate ABE and zero class and considered ABE program as a place where children stayed for one/two/three years until their school age. Accordingly, the implementers of the program such as cluster supervisors, woreda NFE experts and CMC members were asked about the prospect of the program. These respondents through interview and focus group discussion forwarded the following points:

- The WEO and cluster supervisors should work with zone and region education departments and other bodies such as agricultural and health extension and NGOs on the awareness creating of the community.
- The government and others should teach the community as to differentiate zero class and ABE. And also know the objectives of the program.

- The government should provide budget for non-formal education and ABE specifically. So that all the necessary facilities and teaching materials would be fulfilled. Thus, the children would be interested and attended the program regardless of socio-economic factors.

With out fulfilling these and other necessary requirements, as the respondents view it could be hardly possible the program is sustainable.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

5.1. Summary

The main purpose of this study was to assess how ABE program /curriculum are practiced, what factors are challenging its practices and the prospects of ABE curriculum in Horo Guduru Wollega Zone of Oromia Regional State. Accordingly, the study was guided by the following research questions.

1. What does the practice of ABE look like in Horo Guduru Wollega Zone?
2. What are the major challenges that have encountered the provision of ABE in the Zone?
3. What does the prospect of ABE in the Zone look like?

In dealing with the basic research questions, descriptive survey method was employed together variety of data from three purposively selected Woredas in the zone. Six ABE centers (two from each woreda) were selected in the same way. A total of 88 respondents; that is 30 facilitators, five cluster supervisors, four non formal personnel (one zone NFE expert and three woreda NFE experts), 25 CMC members and 24 ABE students were participated in the study as major source of data. The data for study were collected using such data collection instruments as questionnaire (for facilitators), interview (for Non-formal education personnel and cluster supervisor), focus group discussion (for CMC members and ABE Students) and observation check list (for center status and teaching –learning process). The data collected through questionnaire was analyzed using percentage while the date collected through interview and focus group discussion were transcribed, analyzed and triangulated with the qualitative data where necessary and appropriate. Also the data obtained through observation were analyzed using percentage or triangulated with the data collected through questionnaire, interview and focus group discussion where necessary.

Finally, the analysis of the data led to the following major findings

1. It was found that the ABE centers under the study were mainly managed by the community and the government .The participation of the community were constructing ABE centers –das schools, provision of kebele offices/halls, provision of land for center construction etc where as the government involvement was provision of learning materials such as text books, facilitators guide, and syllabi.
2. There was no budget for NFE in general and ABE in particular.
3. There was little or no attention given to NFE in general and ABE in particular in the zone so that no body works on issues of ABE in the sense of owner ship.
4. The participation of the facilitators apart from class room teaching was found to be low.
5. Findings showed that the most common selection criteria for facilitators were found to be having the knowledge of the community (32.6%), acceptance among the community (32.6%) and completing and/or attending grade ten and/or twelve (25.6%).
6. No incentives or salary was paid for facilitators .The facilitators teach only to get participation certificate or career promotion. This resulted low commitment, less motivation and dissatisfaction among facilitators to teach.
7. The findings revealed that no common training either pre-service or in-service training were given to the facilitators .So that it would be hardly possible to expect the facilitators equipped with the necessary pedagogical knowledge and skills to implement the curriculum effectively.
8. Although the teaching learning methods and approaches in ABE assumed to be active learning methods with learner centered approach, however, findings showed that traditional method of teaching was practiced in most of ABE centers.
9. Regarding the adequacy of teaching learning materials the study revealed that the educational inputs such as textbooks, syllabi, facilitators guide and

10. Findings showed that there were no pedagogical centers in all ABE centers under study.
11. The study findings revealed that there was cluster resource center (CRC) in the woreda/surroundings of the ABE centers. But it was not used as instructional resource by the facilitators as majority (86.6%) of the respondents' response. This was due to such reasons as no encouragement given by the cluster supervisors (42.3%), cluster staff members negative attitudes to wards ABE program (34.6%) and the distance from CRC (23.1%).
12. The cluster resource centers were not equipped with the necessary materials that were relevant to ABE program.
13. Finding of the study revealed that there was no reading rooms or corners in all ABE centers under the study.
14. Majority (83.3%) of the facilitators reported that teaching load had impact on their teaching effectiveness.
15. The findings showed that the average facilitators student ratio was one ratio forty (1:40) or less than forty, which was conducive enough to enable the facilitators' manage the activities and performance of the students.
16. Regarding issues related to supervision the findings of the study revealed that there was problem of supervision. The supervision was not conducted uniformly at the ABE centers under the study even in the same woreda.
17. Regarding the issue of communication channels and feedback systems finding of the study revealed that there was no communication channels (i.e face to face, 87% facilitators) and no feedback system (100%) of facilitators.
18. The cluster supervisors didn't have adequate knowledge and skills to implement ABE program.

19. Concerning the actual class room delivery or instructional performance of ABE facilitators under study, from 17 variables used to check class room practice almost none of these variables were practiced in the class room as intended.
20. Though the learning environment was assumed to be equipped with the necessary facilities, finding of the study showed that ABE centers were not conducive for teaching learning process.
21. Findings of the study revealed that a number of factors challenge the practice of ABE program in the zone. Such factors were related to facilitator knowledge and skills, lack of training given to them, facilitators and other program implementers low commitment due to no salary or incentives, awareness of the community towards the program and weak supervision are some to cite.
22. The study disclosed that the ABE program was considered as Zero class among the community. Also the study confirmed that most of the woreda NFE experts has little or no detailed concept about how children promoted from level to level in ABE program and from ABE to formal school and vice versa.

5.2. Conclusions

From the findings, it can be concluded that the ABE program was not implemented as intended in Horo Guduru Wollega Zone of Oromia Regional State. There was a wide gap between the designed curriculums and what is actually being implemented in practice in the class room. These have been evidenced from the facilitators' actual class room performances and the stake holders understanding about the concept of ABE at zone, Woredas and community level. These happened due to the problem encountered in the selection, no incentive or salary for facilitators, lack of trainings (both in-service and pre-service), inadequate skills and knowledge, and low commitment of facilitators. The lack of adequate knowledge and skills and low commitment on the part of implementers mainly attributed to the absence of training,

workshops and seminars related to ABE program and to the lack of incentives. The absence of adequate communication, feedback provision system and insufficient technical and materials support made the organizational setting of ABE program not conducive to effective implementation of the curriculum.

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

The attitudes of the communities towards ABE program coupled with the low or little support provided by WEO-NFE personnel seem to have aggravated the problem.

Further more, communities' lack of awareness about the program, its objectives, importance and policies and their perceptions as zero class would lead the sustainability of the program questionable.

5.3. Recommendations

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

- The alternative approaches to basic education will enable the region access school age children if every concerned body pay much attention and follow up activities at all levels, particularly at grass root levels. To this effect, there has to be department for the program at regional, zone and all Woredas levels so as to follow up its activities so that following and taking immediate measures would be easily possible.
- Finding indicated that awareness of the communities about ABE program is weak. The lack of awareness about ABE program inhibits the community to send their children to ABE centers and provide other necessary contribution of the program. Hence, the WEO together with cluster supervisor and CMC members should create a context which

- Finding of the study asserted that there was no face to face communication between facilitators and cluster supervisor, WEO and cluster supervisor, WEO and CMC members and also within themselves. However communication and feedback through different channels among these bodies is important to communicate the assumptions, values, point of view, etc associated with ABE. Therefore, for effective implementation of the program both within and among the experts at all levels and facilitators, WEO together with Zone NFE experts and cluster supervisor should create situations for communication and feedback channels such as seminars, workshops, etc to the programs and its implementations.
- The ABE environment in the learning centers and classrooms have been found to be uncondusive in terms of inadequacy of the resource like instructional media, classroom facilities, etc. Hence, the zone educational bureau together with regional educational bureau and other concerned bodies such as the community and the cluster supervisors should device mechanizes to alleviate the problems such as developing minimum standard about ABE center construction and distribution of the required materials by woreda education office.
- The findings of the study indicate that the cluster supervisor and NFE experts had no adequate knowledge and skill to implement the program. This is among the obstacle to achieve the intended objectives of the program. Hence, NFE experts and supervisors at all levels should be provided with trainings related to ABE curriculum and its implementation.
- Facilitators for ABE program under the study area were found mostly 10 grade attendants. These were participating in the program only to get

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

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

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Appendices

Appendix A

Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Curriculum and Teacher Professional
Development Studies
(Curriculum and Instruction stream)

Questionnaire to be filled by facilitators:

Dear respondents/facilitators the purpose of this questionnaire is to survey views on "The practices, challenges and prospects of Alternative Basic Education (ABE) program in Horo-Guduru Wolega Zone of Oromia regional state". The success of this study to a great extent relies on your genuine responses. Thus, you are kindly requested to be honest in your responses to all items provided in this questionnaire.

In responding to the questionnaire, please note the following important points.

- 1) All the questions raised here are of equal importance to attain the objectives of the study. Failure to complete any of the them will negatively affect the overall study results.
- 2) You are not required to write your name.
- 3) All your responses will be kept confidential and used only for academic purpose.
- 4) Put thick mark (✓) in boxes or blank spaces given for questions with options, and write your own opinion for open-ended questions

The researchers is grateful to your cooperation in advance

Part I: General Information about the respondents

- 1.1. Sex: A) Male B) Female
- 1.2. Age : A) 18-25 B) 26-35 C) Above 35
- 1.3. Qualification: A) Grade ten complete B) certificate
C) Diploma D) Others please specify _____
- 1.4. Service year in facilitating ABE _____
- 1.5. Your current position _____
- 1.6. Your woreda _____
- 1.7. Name of your ABE center _____

Part II

Section I: Issues related to Facilitators

- 2.1 What were the criteria used when you were selected as a facilitator?
(More than one response is possible)
- A) Completing grade 8
- B) Completing grade 10
- C) Having at least TTI certificate
- D) Knowing the culture of the community
- E) Having acceptance among the community
- F) Others (please specify) _____
-
- 2.2 What is your term of employment as facilitator?
- A) Permanent employment B) part-time employment
- C) Full time contract D) volunteer facilitator
- 2.3 How much is being paid for you per month as facilitator?
- A) 100-200 (birr) B) 201-300(birr)
- C) 301-400(birr) D) above 400

E) If others specify _____

2.4 Who pays your monthly salary (if you are not volunteer facilitator?) (more than one response is possible)

A) Government B) Community C) NGOs

2.5 How many periods do you teach in a week? _____

2.6 Which courses are provided in ABE program? _____

2.7 Do you think the number of period you teach in a day or a week has any impact on your teaching effectiveness?

A) Yes B) No

2.8 If your response to question number '2.7' is 'yes' explain how? _____

2.9 How do you feel working as facilitator?

A. Very satisfied B. Satisfied C. Not satisfied

2.10 If your answer to question 2.9 is "not satisfied" please mention the reasons?

2.11 How do you rate your level of satisfaction with the salary you are being paid?

A) Very satisfied B) satisfied C) not satisfied

2.12 If your answer for question "2.11" is << not satisfied >> please mention the reasons.

2.13 Have you got training to implement ABE curriculum?

A) Yes B) No

2.14 If you response to question no "2.13" is 'yes' what is the mode of training?

A) Pre-service training B) In-service training

C) Others (Please specify) _____

2.15 If you have got pre-service training, the duration of the training was:

A) 1-15 days

B) 16-30 days

C) Above 30 days

D) Others (please specify) _____

2.16 If your response to question number '2.13' is 'yes', what are the contents of the training? (More than one response is possible)

A) Guiding principles and working procedures of ABE program

B) Child psychology focusing on rural and agricultural children

C) Gender issue focusing on the special needs of girls

D) How to facilitate learning using child centered, methods

E) Production and use of teaching aids from local materials

F) Methods and techniques of continuous assessment

G) Techniques of mobilizing community for effective community participation

H) Others (please specify) _____

2.17 Which method of teaching do you usually use during teaching learning process? (more than one answer is possible)

A) Group work B) Discussion

C) Role plays D) Problems solving

E) Question and Answer F) Brainstorming

G) If any other, please specify _____

2.18 Do you motivate your students to learn by their own and develop their self confidence?

A) Yes

B) No

Section II: Issues related to ABE center organization

2.19 Which of the following teaching-learning materials are adequate available in your ABE center? [more than one response is possible]

A) text books

B) Blackboard

C) Chalk

D) Teaching aids

E) Supplementary books

F) If any please specify _____

2.20 Is there a school pedagogical center in your learning center?

A) Yes

B) No

2.21 Is there cluster resource center is your woreda/Surroundings?

A) Yes

B) No

2.22 If your response to question number “2.21” is “yes”, to what extent do you use/borrow instructional materials from cluster resource center?

A) Frequently

B) Sometimes

C) Rarely

D) Not at all

2.23 If your response to question number “2.22” is “Not at all”, what makes it difficult for you to use cluster resource center (CRC) as a source of instructional materials? (more than one response is possible)

A) Shortage of time B) Distance of CRC

C) Cluster schools staff members’ negative attitude towards ABE

D) No encouragement given by cluster supervisors

E) If any others, please, specify _____

2.24 Is there reading room or corner in ABE center?

A) Yes B) No

2.25 If your answer for question number "2:24" is "yes", how do you rate the availability of supplementary reading materials in the reading room (corner)?

- A) Excess B) adequate C) Not adequate

2.26 How do you rate the availability of syllabi and facilitators guide at the ABE center?

- A) Adequate B) Not adequate is
C) Not available D) If any other, please, specify _____
-

2.27 What is textbook-student ratio at your center?

- A) 1:1 B) 1:2 C) 1:3 D) 1:4
E) If any other please specify _____

2.28 What is an average facilitator-student ratio at your center?

- A) 1:40 B) 1:50 C) 1:60 D) 1:70
E) If any [other specify] _____

2.29 How often do cluster supervisor visit your classroom?

- A) Once a week D) Once a semester
B) Twice a month E) once a year
C) Once a month

F) If other, please specify _____

Part 3

Directions: Rate the following by putting tick mark (✓) to indicate your response with respect to each statement in only one of the five alternatives, i.e. Strongly Agree = 5, Agree = 4, neutral=3, Disagree = 2, strongly Disagree = 1

S.No	Section I- concerning curriculum users or implementers	5	4	3	2	1
1	I have sufficient knowledge of the curriculum guide lines					
2	I am committed to the implementation of the curriculum					
3	I have had sufficient opportunity for face to face communication with other facilitators related to ABE curriculum implementation					
4	I have sufficient opportunity to provide feedback related to the curriculum and its implementation.					
5	There have been sufficient workshops and in service sessions related to the ABE curriculum and its implementation					
6	I Have acquired the skills necessary for implementation of ABE curriculum					
7	I would like to have more opportunities to learn about the curriculum implementation					
8	Facilitators have sufficient opportunity for face to face communication with supervisors related to the ABE curriculum					

S.No	Section II- Regarding organization climate	5	4	3	2	1
1	The cluster supervisors have provided sufficient support during the implementation of the curriculum					
2	There has been two way communication between WEO personnel, supervisors and facilitators related to ABE curriculum					
3	The WEO has provided sufficient resource materials required for implementation of the curriculum					
4	The cluster supervisors role in the implementation of the curriculum is clearly stated					
5	WEO personnel and supervisors have positive attitude towards the ABE and its curriculum					
6	The learning center is flexible enough to meet the requirement of the curriculum					
7	The supervisors provide feedback timely for the facilitators.					
8	Cluster supervisor possess the skills necessary for implementation of the curriculum					
9	The supervisors appear knowledgeable about the curriculum					

Part 4

Directions: Please indicate by tick mark (✓) whether or not the WEO provide ABE center with the following requirements for teaching

No	Requirement for teaching	Adequate	Not adequate	Not at all
1	Exercise books or format sheets for preparing lesson plan			
2	Pens and pencils			
3	Paper for tests and exam			
4	Paper or exercise books for repairing notes			

Part 5

General Comment and Suggestions

1. What are the major problems you faced during the implementation of ABE curriculum? _____

2. Do you have any other suggestions and comments on ABE program implementation? _____

Appendix B

Addis Ababa University
School of Graduate Studies
College of Education and Behavioral Studies
Department of Curriculum and Teacher Professional
Development Studies
(Curriculum and Instruction stream)

Interview Guide for Non-formal Education Experts

I. Background information of the interviewer

1. Name of zone: _____
2. Name of Woreda: _____
3. Sex: Male _____ Female _____
4. Age _____
5. Level of Education/qualification _____
6. Position _____
7. Duration of this position/experience on the position _____

II. Please response the following questions

1. How many ABE centers are available in your zone/woreda?
2. How many of them are supported by government and how many of them are by NGOs?
3. How is the recruitment of facilitators conducted?
4. Is there training given for facilitators before and after they were/are assigned as ABE teachers? If your answer is 'yes' when, where, for how long and on what areas they were trained?
5. Do you believe that the facilitators have adequate training?
6. What does the participation of community on ABE program in your zone look like?
7. Do you think that adequate teaching materials such as text books, facilitators guide, syllabi and other supplementary books are available for each course?
8. Do you think that both internal and external facilities of ABE centers are adequate?
9. What are the major factors that challenge the community to send their children to ABE centers? Which factors are greatly affecting the practices of ABE in your zone /woreda?
10. How often do you supervise the ABE centers?

Interview for Woreda Education Office

I. Background information of the interviewer

1. Name of zone: _____
2. Name of Woreda: _____
3. Sex: Male _____ Female _____
4. Age _____
5. Level of Education/qualification _____
6. Position _____
7. Duration of this position/experience on the position _____

II. Please respond to the following questions

1. How many ABE centers are available in your woreda?
2. How many of them are supported by government and how many of them are by NGOs?
3. How many students are currently attending the program in your Woreda?
4. What does the composition of facilitators look like in terms of gender?
5. How is the recruitment of facilitators conducted?
6. Is there training given for facilitators before and after they were/are assigned as ABE teachers? If your answer is 'yes' when, where, for how long and on what areas they were trained?
7. Do you believe that the facilitators have adequate training?
8. Do the facilitators have good knowledge and pedagogical skills to teach the subject?

9. Do you think that adequate teaching materials such as text books, facilitators guide, syllabi and other supplementary books are available for each course?
10. What is the text book-student ratio of the center at your Woreda?
11. How do you see the activities of ABE program?
12. Do you think that both internal and external facilities of ABE centers are adequate? If no which facilities are highly scarce?
13. What are the major factors that challenge the community to send their children to ABE centers? Which factors are greatly affecting the practices of ABE in your woreda?
14. How do you see the relationship between WEO, Center management, Committee members, facilitators and cluster supervisors?
15. How do you see the participation of the community in the provision of ABE program in your Woreda?
16. Who pay salary for facilitators? How much is being paid for them?
17. Would you briefly describe about facilitators turn of employment, salary payment, their stratification and working as facilitator?
18. What does the prospect of ABE program in your Woreda look like?
 - 18.1. Is WEO ready to overtake the ABE centers as formal school?

Interview for Cluster Supervisors

1. How often do you visit ABE centers?
2. Do facilitators utilize teaching aids?
3. Do facilitators of ABE program apply active learning methods?
4. Do the ABE facilitators effectively manage the classroom?
5. What does the participation of the community look like?
6. Have you got training that helps you to supervise ABE program?
7. Do the facilitators have good knowledge and pedagogical skills to teach the subject?
8. Do your cluster ABE facilitators get training on ABE program?
9. Do your clustered ABE centers have cluster resource center? If yes, do the facilitators use/borrow instructional materials from cluster resource center? If not, why? If yes, how often they borrow?
10. How do you judge the support you provide for facilitators for effective implementation of the program?
11. Do you think that the center is convenient for learning?
12. Is there a two-way communication between WEO, CMC facilitators and cluster supervisors?
13. How do you judge about WEO experts and facilitators' knowledge, skills and commitment for the implementation of the curriculum?
14. How do you judge facilitators participation rather than teaching-learning process?
15. How do you see the provision of materials such as flip charts, Cards, Markers, notebooks, pens, and pencils etc for teaching and teaching aid production by WEO?
16. What are the major problems you faced while running this program?

Appendix C

Addis Ababa University
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Development Studies
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Focus Group Discussion with CMC Members

The objective of this focus group discussion is to gather relevant information on practices, challenges and prospects of ABE program. The task of the FGD members is to focus on the question raised by the researcher and actively participate in the discussion. All your comments and ideas will be confidential. Therefore, you are kindly requested to give your genuine comments on the practices, challenges and prospects of ABE in the center.

1. Background Information

Woreda: _____

Kebele: _____

Name of ABE Center: _____

No of participants: _____ Male _____ Female _____

Age range: _____

Date: _____

Starting time of discussion: _____

Ending time of discussion _____

II: Focused Group Discussion Guide

1. Are ABE centers suitable for children's learning? If not, mention the problems why?
2. How do you see the activities of the ABE facilitators?
3. Do you engage yourself in raising the awareness of the community for participation in the ABE activities?
4. How do you evaluate the support given to centers and facilitators by the committee?
5. Do you believe that the curriculum for the ABE addresses the needs of the community?
6. How is your working relationship with facilitators, cluster supervisor and woreda Non-formal education experts?
7. What are the major challenges that ABE centers have encountered so far?

Detail Profile of the discussants

S. No	Name	Sex	Age	Educational background	Occupation	Remark

Focus Group Discussion with ABE students

I) Background Information

Woreda: _____

Kebele: _____

Name of ABE Center: _____

No of participants: _____ Male _____ Female _____

Age range: _____

Date: _____

Starting time of discussion: _____

Ending time of discussion _____

II) Please respond to the following questions.

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

Profile of the discussants

S. No	Name	Sex	Age	Grade	Remark

Appendix D

Observation Check List

Wereda: _____

Center Name: _____

Part I: Observation checklist for classroom Lesson Delivery

S.No	Items to check classroom practices	Yes	No	Remark
1	Facilitator has a lesson plan			
2	Facilitator introduces the lesson objective			
3	Facilitator connect lesson with prior knowledge			
4	Facilitator has adequate subject knowledge			
5	Facilitator has adequate pedagogical knowledge			
6	Students participate actively in the classroom			
7	There is gender equity in class participation			
8	Classroom tasks are planned			
9	Variety of teaching methods are used			
10	Facilitator encourages students self learning in the class (eg. By giving class activities)			
11	Classroom management is good			
12	Facilitator uses appropriate teaching aids			
13	Life-oriented teaching is observed			
14	Continuous assessment method is used			
15	Achievement of lesson objectives is observed			
16	Students reflect on the lesson content and delivery			
17	Facilitator provides lessons summary			
18	Overall classroom interaction and student satisfaction is good			

Observation Check List for Center Status

Wereda: _____

Center Name: _____ Date _____

Part II: Observation checklist for center status

A) External condition

S.No	Availability of facilities	Yes	No	Remark
1	There is pipe water in the ABE center			
2	The ABE compound is well fenced			
3	Sport fields are available			
4	There is reading room			
5	There is pedagogical centers			
6	There is staff Room			
7	Store room is available			
8	Separate toilet for boys and girls			
9	Tea room is available			
10	The ABE center has a garden			

B. Internal Condition

S.No	Availability of facilities in classroom	Yes	No	Remark
1	There are adequate number of classrooms			
2	There are enough number of tables and benches			
3	The classroom has enough light			
4	There is blackboard			
5	Windows and doors of the classroom is well maintained			
6	The Classroom is clean			
7	The Classroom are well ventilated (fresh air)			
8	Teaching aids are available (eg. Charts on the wall)			

DECLARATION

This thesis is my original work and has not been presented in any other university and all source materials are acknowledged.

WaKshume Terefe Dibaba _____
Date

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

Tilahun Fanta (Assistant Professor) _____
Date

