

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**AN ASSESSMENT OF ALTERNATIVE BASIC EDUCATION
CURRICULUM IMPLEMENTATION IN SOUTH GONDER ZONE
OF AMHARA REGION**

By

Alemayehu Demissie Wodajo



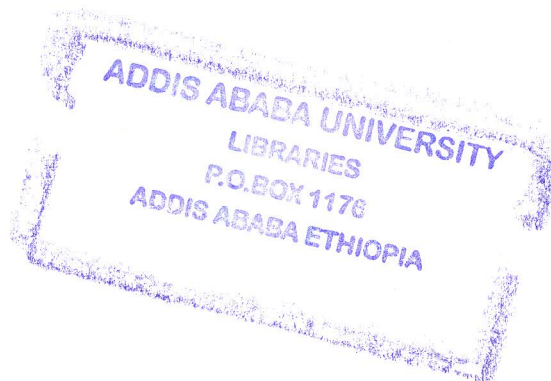
June 2008

**AN ASSESSMENT OF ALTERNATIVE BASIC EDUCATION
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OF AMHARA REGION**

**Thesis submitted to the School of Graduate Studies
Addis Ababa University In partial Fulfillment of the
Requirement for the Master of Art Degree in
Curriculum and Instruction**

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Acronyms and Abbreviations

"ATKLT"	"Amhara Timhirt Killawi Limat Tibiber"
AAE	Action Aid Ethiopia
ABE	Alternative Basic Education
ADA	Amhara Development Association
ANFEAE	Adult and Non-Formal Education Association in Ethiopia
AREB	Amhara Region Education Bureau
CMC	Center Management Committee
CRC	Cluster Resource Center
EFA	Education for All
ESDP	Education Sector Development Program
ICDR	Institute for Curriculum Development and Research
MoE	Ministry of Education
NFE	Non-formal Education
NGO	Non-Governmental Organization
REB	Regional Education Bureau
SCD	Save the Children Denmark
SCN	Save the Children Norway
SPC	School Pedagogical Center
T.T.I	Teacher Training Institute
UNESCO	United Nation Educational, Scientific and Cultural Organization
UNICEF	United Nation Children's Fund
UPE	Universal primary Education
WCAT	Wabe Children's Aid and Training
WEO	Woreda Education Office
ZED	Zone Education Department

ABSTRACT

The purpose of the study was to assess the practice and challenge of ABE curriculum implementation in south Gonder Zone of Amhara Regional State. The assessment attempts to examine the ABE curriculum composition (complexity and explicitly), the competency and the commitment of curriculum implementer, and the conduciveness organizational setting for effective implementation of the curriculum. To serve the purpose, descriptive survey method was employed to collect relevant data from four randomly selected woredas, of which 12 ABE centers (three from each woreda) were selected purposely. All facilitators (38) and trained supervisors (25) and non-formal experts (9) were the major sources of data. Questionnaire, classroom observation and interview guide were employed as data collection instruments. All the close-ended questions of the questionnaires were analyzed quantitatively using frequency count and percentage. The data obtained from other open-ended questions were used to triangulate with quantitative data. The findings of this research indicated that all ABE curriculum implementers in the study areas have adequate educational qualification, but as they lacked skills and commitment towards the curriculum and its implementation. The curriculum materials were well organized and contain adequate number of specific learning objectives, on the other hand, its lack adequacy related to student evaluation and lack flexibility to allow for exploration of related topic. The ABE organizational setting and the classroom facilities were not conducive for effective implementation of the curriculum. Thus, problems related to the curriculum, the low level of competency and commitment of the implementers, inefficiency of the organizational setting and the inadequacy of resource materials, and facilities need immediate improvement for effective functioning and success of the ABE program.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is a fundamental right. Education is the most effective means of reducing rapid rate of population growth, child mortality, eradicating poverty and ensuring democracy and sustainable development. In addition basic education is the foundation and the basis of lifelong learning and knowledge and skill acquisition. Since the Universal Declaration of Human Right by the UN (1948) basic education is regarded as human right. Since then, many declarations and summits have been undertaken at different places and time to make education for all a reality. One can mention:

Addis Ababa Conference, May, 1961 on the "Development of Education in Africa"; Teheran Conference, in 1965, and 1975; Harare Conference, in 1982 which adopted the Harare Declaration (Thompson, 1995. Vii); World Conference on 'Education for All', March 1990 Jomtien. Thailand, (WCEFA, 1990), and "World Education Forum," April 2000 in Dakar, Senegal which renewed the commitment to achieve EFA goals by the year 2015.

According to UNESCO's report (2005) UPE is not assured, about 100 million children are still not enrolled in school, 55% of them are girls. Likewise in Ethiopia, many school age children still lack the access to education. According to MoE (2008: 5) the Gross Enrollment Rate at primary level reached 91.7% and the Net Enrollment Rate was 79.1% in 2006/07, which indicates that 27% school age children did not get a chance of schooling.

The country's education sector vision is "*to see all school age children get access to quality primary education by the year 2015*" (MoE 2005: 2). To realize this vision, ESDP III envisaged an alternative route to basic education as a means to reach the out-of-school children.

In Amahara Region, NGOs, like AAE, SCN, SCD, Plan Ethiopia, ADA etc have began offering ABE in 107 kebeles of 17 woredas (1996-2003) which benefited 19,504 children. To coordinate and support the program, a consultative Forum called "ATKLT" was formed in collaboration with NGOs working on the program in the region (Alemayehu, 1998 E.C: 5).

Based on the experiences and lesson learnt from the Forum discussion, the Education Bureau organized a conference in May 2003, where all stakeholders from zones, woredas and NGOs participated and discussed on the status of educational development in the region. The participants of the conference realized that the slow pace of development could not enable the region to universalize primary education by the year 2015. Hence, every participant determined to escalate the ABE program in their respective woreda (Ibid: 3).

The program (ABE) has its own guiding principles and approaches which enable the region to promote quality basic education in alternative mode of delivery to reach marginalized children in the areas where they reside. The strategy given emphasis in the areas of facilitators, experts and cluster supervisor training, community ownership of the program, and curriculum development which emphasis: integrated approach, child centered activities and problem solving approach as well as focus on four subjects (Language, mathematics, environmental science, English) equivalent to grades 1-4 of formal school (AREB, 2003).

The major components of the ABE curricular materials are syllabi, text books and facilitators guides. These materials are prepared in mother tongue, (Amharic, Oromiffa, Awigna and Himitagna).

The purpose of curriculum is to benefit the learner to develop knowledge, attitude and acquire skills to improve ways of life. In order to realize this, the developed curriculum must be implemented effectively.

Since, the scaling up took place prior to the development of the regional strategy and guideline, the program was faced many unmanageable situations.

Some of the situations were: in adequate communities sensitized about the program, improper facilitators training, and lack of capacity and experiences at all levels in managing the new approach.

Cognizant of these and other related problems, a number of measures have been taken to improve the quality of education given in ABE centers. Some of the measures taken are provision of pre-service and up grading training to facilitator (T.T.I- level); revision of curriculum, awareness creation to Center Management Committees (CME), and distribution of curriculum and supplementary reading materials. Even though, the above mentioned and other activities have been carried out to improve the situations, their exist challenges such as, lack of commitment and skills on the part of facilitators and supervisors; lack of attention from local government and poor quality of the learning centers (Alemayehu, 1998 E.C).

At present, the syllabi are revised by ICDR experts and feedback was obtained from facilitators, teachers and college instructors. The textbooks and facilitators' guide was revised by Teachers' college Instructors. The appraisal was made by experienced primary school teachers. But pre-testing and field test were not practiced prior to implementation.

The implementation of ABE curriculum materials were not yet studied except for the Quality of ABE ABE program in Amhara region; Takele (2006) and Melles et al, (2007); the implementation of ABE program in East Gojjam Zone (Amarech, 2007), and SCN and SCD Project mid-term assessment (Abirha, et al, 2006). These show that no direct study was made in the area of ABE curriculum implementation.

Therefore, it is appropriate to assess of the implementation of ABE curriculum, by taking issues like, the adequacy of the curriculum, the competency of the facilitators and cluster supervisors as an agent of implementers, and communication; support system and the adequacy of resource as organizational setting.

1.2 Statement of the Problem

The alternative approach with its cost-effectiveness and flexibility features provide access to basic education to large number of children who can not have a chance to attend formal schooling for different reasons. The Amhara Regional State has launched the program since 1996 E.C in all weredas of the region, by committing itself to achieve UPE by the year 2015. This conviction requires investing a considerable amount of resources to the program by different stakeholders (community local government and NGOs).

The precondition to maintain quality of ABE program depend upon the precise and the explicit nature of its curriculum, competency and commitment of facilitators and support staff, the availability of adequate instructional resources and appropriate communication and feedback of the organization.

Therefore, purpose of this study was to assess the implementation of ABE curriculum in South Gonder Zone of Amhara Region. In order to address these issues, the study was guided by the following basic research questions:

1. Are of the curriculum materials (text-books and facilitators guides) adequate to promote learning?
2. Do ABE facilitators and cluster supervisors have the commitment and the necessary knowledge and skills to implement the curriculum?
3. To what extent is the organizational climate conducive to foster curriculum implementation?
4. How conducive are the ABE environment and classrooms for effective implementation of the curriculum?
5. What are the challenges of ABE curriculum implementation in the Zone?

In line with the research questions, the objectives of the study were to:

- Assess the adequacy of the of curriculum materials to enhance learning.
- Check whether the facilitators have the necessary subject matter knowledge and skills required to the ABE program.

- Assess the change agents competency and commitment in meeting the expectation of the ABE curriculum and its implementation.
- Examine the adequacy of the organizational setting to the successful implementation of ABE curriculum.
- Identify challenges that influence the implementation of ABE curriculum.

1.3 Significance of the Study

Assessing the implementation of ABE curriculum is an important part of the process for maintaining the quality of basic education.

Hence, the researcher believes that these studies have the following significances:

1. It may help curriculum planners and policy makers to understand the status of ABE in the region in general and in the zone in particular.
2. The region may benefit from the findings of the study for it can identify the strength and weakness of the implemented ABE curriculum.
3. The outcome of the study may contribute some ideas to the field of ABE as country experience.
4. It can help other researchers as a stepping stone for investigating ABE related issues.

1.4 Delimitations of the Study

The study was aimed at assessing the implementation practices of ABE curriculum materials and its hindering factors in detail. Hence, to make the study comprehensive and manageable, geographically it was delimited only to South Gondar Zone of the region, where the researcher has wide experience in the zone.

More specifically, the assessment of the implementation of ABE curriculum was carried out by considering the following factors as study variables.

- **Adequacy of the Curriculum:** in terms of its complexity, practicality and flexibility as perceived by facilitators and cluster supervisors.
- **Competency of Curriculum Implementers:** facilitators and cluster supervisors as change agents were assessed in terms of their knowledge, skills, and commitment about the curriculum and its implementation.
- **Teaching Learning Environment:** refer to the use of different methods of teaching, continuous assessment, the available of necessary educational materials and facilities.
- **Organizational Climate:** include flexibility of the program; technical support to facilitator and channel of communication and feedback system.

1.5 Limitations of the Study

In conducting this study the researcher used all the curriculum materials of the program as a package. It would have been better if particular stage and subject are studied thoroughly.

The study was intended to collect information from education officials from zone and woreda levels; there was a problem of getting them in their offices. Hence, the situation forced the researcher to interview only NFE-experts at woreda level. However, more time and unreserved efforts have been made to collect, interpret the data and report the findings objectively.

1.6 Description of the Study Area

The Amhara Region have eleven (11) Zones, composed of three Nationality zones (Awi; Oromia, and Waghmira); one city administration (Bahir Dar); and the rest (seven) are administrative zones.

The Zone capital city, Debre Tabor is found 100 km from Bahir Dar the way to Wertereta - Waldiya (Chines road) road.

According to Amhara REB (1999 E.C: 214) the participation rate of primary education at regional level was 99.5%, while 101.9% was that of South Gonder zone. The same source revealed that, in South Gonder zone there are 336 ABE centers, 753 facilitators, of which 34.5% are females, and 47, 725 students of which 42.5% are girls. ABE program contribute 10.6% for participation rate of primary education.

1.7 Operational Definition of Key Terms

1. **Alternative Basic Education:** It is a non conventional (Non-formal) approach, the primary purpose is to provide quality basic education (lower primary level grades 1-4) to out of school children
2. **Facilitator:** in the context of ABE, the term facilitator refers to the "teacher" who teaches children in ABE learning centers.
3. **Facilitator Training:** training that constitutes a two week per service or initial training, (before they start the actual work), and refresher training once in three months for three consecutive years at cluster school/ system training.
4. **Curriculum Implementation:** it is the process of putting the design and specification of the curriculum (text-book, facilitator guide, and syllabi) into practice in the classrooms by ABE facilitators with the support of cluster supervisors.
5. **Cluster Supervisor:** an educational expert assigned at cluster level to give educational support to enhance the teaching-learning process which includes, ABE learning centers (AREB, 2005: 2).
6. **Cluster system:** organizing primary schools and ABE centers in one vicinity focuses on establishing organized resources centers for sharing facilities, resources and conducted training among member schools.
7. **Change Agents:** The development of curriculum considered as innovation and changes to occur. The one who implement the curriculum

known to be the change agent or user. Therefore, facilitators and cluster supervisors are change agents, or curriculum implementers in the ABE context.

1.8 Organization of the Study

The study consists of five chapters. As an introduction of the research, Chapter one deals with background of the problem, statement of the problem, objectives, significance, delimitation, limitation and definition of key terms. Chapter two treats review of related literature that focused on highlighting the conceptual framework of the study. Chapter three deals with the methods, procedures of the study and data collection and analysis. Chapter four presents data analysis and interpretation to answer the research questions. Chapter five presents summary of findings, conclusions and recommendations of the study. Finally, list of reference materials used for the study and sample data collection instruments are attached to the appendix of the study report.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Non-Formal Education: An overview

i) Conception and Characteristics-

Non-formal Education (NFE) is loaded with different meanings that vary according to a given country's educational policy, context, types of programs and ones philosophical views of the role of education. Even though different scholars defined it differently, non formal education exhibits similar characteristics which differentiate them from formal education system.

According to Bishop (1989: 131), NFE refers to:

all organized and semi-organized education and training activities that operate outside the regular structure and routines of the formal education system, serving a great variety of learning needs of different sub-groups of the population both young and old.

For Pane Fordham (1992: 30) in Mammo (1999: 33), non-formal education is defined as:

--- any activity outside the structure of the formal education system that is consciously aimed at meeting specific learning needs of particular sub-groups in the community be they children youth and adults.

Compared to Bishop's definition of non-formal education; the definition give by Fordham expanded a bit by including children as a client of NFE provision.

NFE programs are aimed at out of school children/youth covering both the non-enrolled and the dropout. In most cases ABE draw experiences from Non-formal adult learning programs and attempting to establish links with school system and other community development program (UNICEF 1993).

For Mani (1984: 54) non-formal education is "an alternative system of education outside the formal system, based on the learners 'needs and interests, for the illiterates, dropouts, pushed outs and left-outs /non-starters".

Similarly, Tilahun (1997) viewed non-formal education as education and training provided outside formal system whatever its purpose, target groups, content and providers.

John Hillard (1973), has given a very broad description and advantages of NFPE in such away that, NFE impart knowledge and skills without removing people from their environment and responsibilities; it highly divers in organization, funding and management. It emphasize local initiative and resources, and it makes learning compatible with lifelong learning for the interests of the individual and the communities.

Some other authors were interested more in depicting the characteristic features of non-formal education. Among them are Mammo (1999: 40) and Wana (1999: 62). They identified important characteristics of non formal education in current theories and practices, such as it relevance to the educational needs of and aspirations of the learners; flexibility of its organizational structure; capacity to adjusts to variety of demands from different social groups; rely on local human and material resources; offers life long learning opportunity for those who need it and provides experiences for which there is practical use.

After discussing arguments in favor or against formal and NFE modes of delivery, Mammo (1999: 43) viewed education as life- long process and should be a mixture of in school and out of school processes, when the two are combined, it can promote national development.

ii) Types of Non-Formal Education

Educators identified different types of non-formal education and training by categorizing or grouping them according to their educational concepts and thought.

Accordingly, Evans, (1981: 19-21) categorized the sub-sectors as (a) complementary education (which rounds out the school curriculum); (b)

supplementary education (which adds on to schooling at later time and place); and (c) Replacement education (which replaces schooling).

Carron and Hill (1991) grouped non-formal education into four major areas:

- (a) **Para-Formal Education:** to offer a second chance
- (b) **Popular Education:** towards marginalized group of the society and stress on collective development (health, HTP, etc).
- (c) **Personal Development:** learning organized by different institutions.
- (d) **Professional training:** vocational training organized by unions or private agencies etc.

Since non-formal education attempts to address the education and training needs of different groups of the community, Bishop (1989) identified exclusive lists of NFE which includes:

- School equivalency programs to provide a second chance to those who have missed school or dropout.
- Training in occupational skills and on the job training
- Agricultural extension and farmer training
- Adult literacy programs.
- Youth activities with educational purposes
- Community Education, (health, nutrition, family planning, etc.)
- Cooperatives training

In general, NFE presents wider scope, target groups, mode of delivery, curriculum, and pedagogical approaches and have relationship with formal school system.

2.2 Alternative Route to Basic Education

Even though basic education has been accepted as a basic human right (UN, 1948), the rapid population growth, poverty and debate, etc made it evident that education for all could not be effectively meet through formal structure alone.

The Education For All (EFA) conference in Jomtien Thailand in 1990 was set the stage for a rethinking of the "why" and "how" of basic education while Dakar, Senegal 2000 Declaration provided "principles" and "modalities" which are expected to guide the efforts to achieve UPE.

Therefore, UNICEF (1993) has noted three main organizational and institutional arrangements that can be equally serve the purpose of EFA. These are:

- a) The Regular school system
- b) The Traditional Indigenous Education System and
- c) The Non-Formal Approaches

In general, the economic situation of developing countries, the growth of out of school age population, social and health problems and the failure of formal schooling (distance, inequity, dropout, rigidity, irrelevancy etc) make political leaders, and educational planners to search for variety of innovations that could help to increase the provision of basic education for all children and youth in a shortest possible time, with available resources and create partnership with all stakeholders, including the local community.

The alternative basic education (ABE) which has the quality of flexibility and adaptability as one of NFE approaches emerge in recent years.

2.3 Features of ABE Approaches

The provision of ABE has its own features that includes; identification of learning needs, formulation of parallel structure with formal school systems, integrated curriculum, and delivery system. It is focused on participation of

learners, relevance of learning content, and shared responsibility and partnerships (Thompson 2001: 11).

In order to meet the basic learning needs of children and youth, and to accommodate the local context the ABE approach shows the following major characteristics features.

i) The Programs

Unlike the formal schools, ABE adhere to non-formal approach giving emphasis to flexibility and partnership in all stages of the program, so as to accommodate the needs and life conditions of poor communities and disadvantage children of all walks of life, in rural and urban areas.

Therefore, the program is to establishment of an appropriate and cost effective basic education for children that operates as an integral part of the existing formal school system (Ahmed, 1997: 2).

ii) Promoting Equity

The priority is to ensure access to education for girls, women and rural poor people and to remove every obstacle that hampers their active participation.

iii) Need-Based Contents and Curriculum

The environments under which out-of-school children are expected to learn do not permit full time attendance for a long period of time. Hence, the content load and the duration of the learning have to be condensed. The aim and the objectives of the curriculum should meet the context, culture, needs and aspiration of the learners.

In concrete terms, from field experience, the curriculum of out of school children (ABE) may be seen to consist of three main components.

- I) Literacy and numeracy skills or language and elementary mathematics.
- II) Integrated social science /environmental science.
- III) Aesthetes or life skills

Since, non formal/ABE beneficiaries would be heterogeneous with respect to culture, age and level of education; therefore, the learning materials and methodology should be selected related to the specific needs of the target group of learners.

Methodologies appropriate for ABE approach should take into consideration the need for innovative strategies, such as peer teaching, active learning and self-learning.

iv) Facilitators /Instructors

The success of ABE centers to provide quality education to children depends upon facilitators. The facilitators should be the one who understand and perceived the nature of the program and the learners.

The selection and the requirement of these instructors should be made in the locality by the community. Instructors in non-formal sub-sectors needs, to have some level of schooling, and knowledge and skills related to the various areas of learning, methodologies and conception of non-formal education (Birhanu, et al 2002).

v) Collaboration and Partnership

The education system should not be regarded as a branch of the bureaucracy. Instead, it should be interactive with all other parts of social system. The point is to give pupils, parents, and facilitators responsibility to administer the educational system on their own. This assumption of responsibility must embrace three in dispensable areas:

- participation in design and decision making process
- Involvement in the process of management and evaluation
- Financial accountability regard to both in come and contribution

vi) Evaluation/ Monitoring

The evaluation of learners is based on observations, records and continues assessment, on their performance and participation in learning activities and their own self - evaluation.

The whole program can be evaluated by involving learners, instructors, parents, supervisors and community leaders in comparing results with achieved (Ahmed, 1997: 6). In general, the NFE approaches accommodate participatory monitoring and evaluation system, it should be in -built system of the program.

2.4 Curriculum Implementation

Due to the complex nature of curriculum implementation, different educators expressed the phenomenon in different way, but denote related and similar meaning. For instance, Fullan and Pomfret (1977: 336) defined implementation as "the actual use of an innovation consists of in practices." In the same way, Shindu and Omulando (1992: 224) expressed curriculum implementation as "the stage where the curriculum plan is translated into reality through instruction". Further mores Fullan (1991: 65) defined implementation as a process that consists putting into practice of the planned and developed idea, program, or set of activities and structures new to the people attempting or expected to change.

The above definitions indicate that implementation is the process of execution stage of a planned curriculum. The curriculum specialist decision to introduce the curriculum into schools on a large scale makes the actual curriculum implementation.

Lewy (1977: 70) view curriculum implementation as complex process than its development. Development of curriculum is a task of relatively of small team, while implementations require contact with many schools, teachers and students. Ornstein and Hunkins (1998: 292) also view curriculum implementation as an interaction process between those who have developed the program and those who are to deliver (user) it. They elaborated that

successful implementation of curriculum results from careful planning focuses on three factors: *people*, *program*, and *organization*. If implementation to be successful, change would likely to occur in curriculum materials, teaching practice, organizational structure, and belief or understanding about the curriculum and learning practices.

Furthering this idea, Fullan and Pomfret (1977: 361-365) after reviewing a number of studies, came up with the conclusion that there are five dimension for success of implementation. These are changes in materials, organizational structure, role or behavior, knowledge and understanding, and value internalization. Describing these components in detail, the use of new materials and subject matter refers to the content of the curriculum that the teacher is expected to transmit to the students, and the various materials required as transmitting medium. Concerning the organizational structure re-arrangements of structures and physical conditions, the presence of different personnel to perform new roles and an adequate supply of new materials are the main ones.

The role or behavior, deals with new teaching styles, new tasks, new role relationships between teachers and students, teachers and heads, teachers and supervisors and so on. The knowledge and understanding dimension of implementation is concerned that implementers have to know all about the change components, such as its philosophy, values, objectives, contents, and implementation strategy etc.

Regarding users' valuing and commitment to implement the curriculum, it must be linked to the specific aspects of the other components of implementation. There must be feedback system and communication between the developers and the implementers of the curriculum. Lewy (1977) and Fullan (1991) pointed out the complex nature of innovation, the difficulties related to planning and coordinating a multi level social process involving different actors of curriculum game.

Ornstein and Hunkins (1998: 297) viewed implementation as an essential part of curriculum development, which bring the desire changes into reality. In support this idea, Fullan (1981: 310-311) and Gene (1995: 109-110) have also viewed implementation in the context of planned change.

Although different educators suggested various reasons for the need of studying curriculum implementation, Fullan and Pomfrate (1977: 336-335) suggest the following four reasons for the need to study implementation:

1. To know what has changed, it must be known and measured directly
2. To understand why so many proposed educational changes fail, and identify the most problematic aspects to bring about change.
3. To be aware of the activities of the implementers whether they are in line with the requirements of the program.
4. To interpreter learning out comes and relate them to possible determinants, it is necessary to examine the implementation of the curriculum.

A look at the above literatures, generally it indicates that all of them have similar views regarding the essence of curriculum implementation. The authors stress on the program it self, the need for committed and knowledgeable teachers, program arrangements, and organizational structures as essential components of curriculum implementation.

2.5 Factors Influencing Curriculum Implementation

Curriculum implementation is a change process and there are numerous interactive factors influencing its implementation. As a result, different educators who dealt with the issues of curriculum implementation identified number of factors. Regarding this, Fullan (1991: 66-80), after reviewing a number of curriculum implementation studies, indicated three major factors; the nature of the change (the nature of the curriculum) the role of change

agents (curriculum implementers or users') the organization to implement the change.

2.5.1 The Nature of the Curriculum

A number of factors are inherent in the composition of the curriculum which decrease or increase the probability that the curriculum will be implemented. According to Fullan (1991: 380) the curriculum itself has four main factors: need and compatibility, clarity, complexity, quality and practicality of the materials. Similarly, Dow and Whitehead (1981: 2) identified five variables that should be considered in relation to the innovation: complexity, explicitness, communicability, practicality and flexibility.

Describing these components further, they argue that, complexity is both the amount of change the implementation demands, and how many people are or how much of the organization is directly or indirectly affected by its implementation. The implementation of curriculum can be examined in terms of difficulty, skill required, the change in teaching strategy and use of materials. So that all teachers must understand why the change has been made and why it is advantageous.

Explicitness (about goals and means) refers to the clarity of the innovation. Explicitness is related to complexity, the more complex the guideline, the less likely it is to be explicitly stated. Unless the intents of the curriculum are clearly stated, implementation will be seriously hampered. Communicability of the change constitutes both the style in which it is written and the physical make up of the document. It must be attractive and clearly understandable, if implementation is to occur.

Developers may believe the innovation is compatible with existing practices and advocates its use. Teachers' decisions to use innovation are much related to its practicability. If a change is not practical, it is unlikely to be implemented.

A curriculum which can easily be adapted (flexibility) by the teacher will be likely to be implemented than guideline that is rigid and allows little opportunity for teachers in utilization of materials and methodologies.

In an evaluation of the use of innovations, Emrick and Peterso (1978) in Fullan (1991: 380) found that "well articulated adoption materials, which -- are complete, well organized, comprehensive and detailed and address "how-to" concerns are more effective at the implementation stage".

In the same way, Marew (2000: 30), practical changes indicate the presence of next steps. Thus, ABE curriculum implementation should be practical according to the initiation of the developers. However, Anbesu et al (1999: 82) indicates that NFBE curricula development in Ethiopia is not based on need assessment and that try out and evaluations are not used as means for improvement, and beneficiaries are not involved in the curriculum development. Similarly, the report of FAWE (2002) confirmed that "... curricula followed, materials used, duration of study, instructors' and coordinators' profiles, significantly vary, thus it was found out that standard and quality of NFE programs were not maintained."

In general, potential barriers to implementation can be found with in the curriculum itself. Thus, a poorly designed curriculum and which poorly communicated to the users, seems to be by itself a barrier for effective implementation.

2.5.2 The Role of Curriculum Implementers

In the context of alternative basic education program, learning centers (schools), are the final places where the developed curriculum is implemented, and facilitators (teachers) and cluster supervisors have the major role to play in the implementation process. Pratt (1980: 425) stressed that any attempt at change requires people playing key roles. The relationship of facilitators (teachers) and the supervisors, facilitators with facilitators, attitude and knowledge etc are some of the variables which can facilitate or inhibit the

implementation process. Supporting these ideas, Dow and Whitehead (1981: 5) stated that, the users' attitude, knowledge and skills can be sources of barriers to curriculum implementation.

2.5.2.1 The Role Cluster Supervisor

The concept of school cluster is a recent phenomenon in education sphere, mainly focuses on establishing organized resources centers for sharing, resources, facilities and staffs among member schools.

According to Amhara REB, (2005: 2) "primary school cluster means a system of organizing primary schools and alternative basic education centers in one vicinity in school as a centers for joint educational activities.

The rationales of establishing school cluster, (MoE, 2000: 2-3), were to up-date the learner centered methodology in classroom; to make the curriculum more flexible and relevant to the local community, and to produce and disseminate instructional materials at cluster resources centers.

Supervision is one of the key activities for supporting and ensuring the implementation educational programs. In these regard, Dull (1981: 9-10) has identified the following general responsibilities of supervisors as to:

- Work with teachers, community and students to develop curriculum which is relevant to local environment.
- Promote and coordinate in service training for teachers
- Select and use teaching methodologies
- Create child friendly environment.
- Solve teachers' problems and problems of the school.

According to Sergrovanni (2002: 4) modern school supervisors have the following responsibilities, "helping teachers to reflect their practice, demonstrate lesson and conducting formal evaluation of teaching as required by district or state polity". The cluster supervisors have the role to help teaches

to select the instructional goals and objectives, activities and instructional medium for attaining the stated curricular objectives (Lecio: 1979: 299).

Thus, the effectiveness of school cluster supervisor rests on the ability to guide the teachers through a change process mainly on the introduction of approaches to the implementation of curriculum.

Tewodros, (2006: 13) indicated that, in Amhara Region supervisors are assigned in each cluster resources centers and taken training on how to support and following the educational activities of clustered schools and ABE learning centers.

According to school cluster guideline (REB, 2005), the adhoc committee composed of supervisors (chair), principal of cluster resource center school, the representative of ABE facilitators and coordinator of school cluster resource center (secretary) works as coordinating and core management body of the school cluster system.

Concerning the role of cluster supervisors in curriculum implementation, Amhara REB (2005: 29-30) identified the following roles to be played by supervisor, such as:

- Providing professional support for clusters schools.
- Follow-up the clusters performance to enhance the teaching-learning process.
- Supporting teachers to make their classroom conducive for teaching.
- Arranging a permanent or continuous training programs for teachers (facilitators) and follow-up its implementation.
- Coordinate, organize and support member schools and ABE centers
- Conducting a monthly meeting for member schools and ABE centers.

According to ABE guideline (REB:1997 E.C: 21) cluster supervisors have the mandates to organize initial and refresher training programs for facilitators; coordinate and sensitized the community to contribute locally available resources for the program; organized training, workshops and experience

sharing visit to CMC members to enhance their management capacity; and conduct monitoring and supervision monthly in ABE centers.

Generally, cluster supervisors have a leadership role for the implementation of ABE curriculum, since ABE learning centers have no principals. Hence, cluster supervisors have major role to transform the culture of the learning center that is, a culture of "new way of doing things" and "collaborative working environment" and facilitating or making decision when required are crucial for successful curriculum implementation.

2.5.2.2 The Facilitators (Teacher)

Even if her/his role varies from situation to situation, the teacher has vital role in curriculum implementation. Regarding this, Shiundu and Omulando (1992: 213) stated that "in curriculum implementation various personnel are involved, but perhaps the one whose role is most important in seeing that the programs are successfully implemented is the teacher". This implies that, the real change expected is at the classroom level.

In the same way, Baker (1974: 566) stated that, it is one of the world's well known facts that lack of teacher enthusiasm can wipe out program effectiveness."

The extent to which teachers are committed to the implementation determined by the feeling and the commitment they have to the innovation. To motivate and facilitate teachers action and approval, Dow, and Whitehead, (1981: 4) suggest that, one of the more obvious ways in which teachers commitment can be achieved is by teacher participation in curriculum development and in the formulation of plans for their implementation.

Therefore, teachers' attitude or commitment to the innovation and to their duties is a major issue for effective implementation. Regarding this, Ornstein and Hunkins (1988: 227) advised to consider teacher's needs, level of commitment, and skills, "when" and "how" to involve teachers in curriculum implementation.

Equally, important in curriculum implementation is teachers' knowledge, skills and attitudes necessary for the content and the methods required. To know the gap the teachers have, Dow and Whitehead (1981: 4) suggested that, careful examination of existing practices and those prescribed by the new guideline to identify the discrepancies between the two. They further explain that, to overcome the gap, teachers must participate in workshop and in service programs specifically designed to provide staff members with the skills and knowledge needed to implement the curriculum. Similarly, Ornstein and Hunkins (1988: 228) suggest that in services training must be organized to teachers to be acquainting with up-to date methodological innovation and about newly designed curriculum.

The above ideas of the different authors suggest that refresher training would help even qualified teachers to become aware of their short comings. So, failure to arrange in service training of different types for the teachers, it would likely affect implementation.

Moreover, teachers' collaborative activity and social support can enhance their skills and knowledge as to the demand of the curriculum. In this regards, Fullan (1988: 2) indicate that more successful schools has teachers and administrators that formed a professional learning community (collaborative work culture) focused on student work and changed their instructional practice accordingly to get better results.

Generally, it can be said that teachers roles in curriculum development and implementation is crucial, and teachers' motivation and commitment, knowledge and skills, are some of the issues to be considered for the successful implementation of curriculum.

2.5.3 The organization Factors

The organizational setting is another variable for implementation. Some of those aspects related to organizational factors are staff development, channel of communication, the availability and adequacy of instructional materials.

The success of curriculum implementation could be hampered by lack of facilities, equipment and teaching resources in the learning centers (schools). The ABE learning centers are expected to be equipped with locally made chair and table, blackboard, reading rooms /corner and instructional media. Concerning this, ICDR (1995: 22) describes for instance, instructional materials as integral components of curriculum development that help students to be mentally alert, enhance clarity of message, and simplify concepts. Amare (1999: 64) also argued that problem-solving or student-centered approach which is strongly stipulated in the ETP cannot be realized without making optimal use of instructional materials. Therefore, it should be noted that, an effective teaching-learning process to occur, the classroom should be organized properly and adequate instructional materials must be provided to the ABE learning centers.

The Ethiopian Ministry of Education (1986: 45) has pointed out that to teach the elementary subjects, in accordance with the specification of the curriculum, there is a serious shortage of instructional materials. Beside this, most of the elementary school classrooms were poorly constructed.

Thus, the implementation of a curriculum can be hindered by the shortage or lack of adequate and necessary instructional facilities.

The nature of communication channels and feedback system is another face of organization that influences curriculum implementation. Fullan (1991: 381) noted that, "active leadership and teacher-teacher interaction, staff development all serve to increase the communication between administrators and teachers about what should be done, and how to do it. He further stated, while communication systems vary in their degree of formality, a regular,

systematic exchange of information about implementation is necessary for changes in practice to occur.

Therefore, a healthy organizational climate tends to foster implementation while an unhealthy organizational climate tends to inhibit it.

In general, the nature of the curriculum itself, the competency and commitment of implementers (facilitators and supervisors) and the organizational settings are identified in the literatures as potential factors which can foster or inhibit the success of curriculum implementation.

2.6 The Emergence and Status of ABE in Amhara

2.6.1 The Emergence of ABE in the Region

Since the mid of 1990, some international NGOs, like Save the children Norway and Demark started ABE program, in North Gonder, Alefa Takusa Woreda and North Wollo Zone of Habiru and Qobo woredas respectively. Then, followed by Plan Ethiopia, Action Aid Ethiopia, ADA, and some other local NGOs which made their contribution for the emergence of ABE program in Amhara Region.

The Amhara Region Education Bureau (AREB) took the initiative to form basic education forum with partner NGOs working in the field of education. The education consultative forum meetings (from 1991-1995 E.C), serve as cornerstone to disseminate the field experience of NGOs to all levels of educational personal.

In May 2003, the education Bureau organized a conference and invited zone and woreda education personnel and other concerned officials to discuss on the status of formal education development and the conceptions and experiences of NGOs in the field of ABE program.

The participants realized that, the pace of development of formal education with its failure and the economic situations make the region unable to universalize basic education by the year 2015. Hence, every participant determined to escalate the program in his/ her respective woreda.

On the top of these, favorable conditions were in place to scale-up ABE program in regional state such as:

- Political willingness and support from regional government.
- Experiences and conceptions of the program has disseminated among education personnel.
- The support of the community
- Financial and technical support from SCN and SCD (Alemayehu, 1998 E.C: 3).

Hence, after close examining all favorable conditions, the Amhara Region Education Bureau scale-up the program in all woredas of the region.

2.6.2 The Aim and Objectives of ABE

In Amhara Region contexts, ABE is designed to achieve the following aim and objectives:

Aim

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 basic education centers as feeders to formal primary schools (AREB 2003: 2).

Objectives:

- i) To provide children, in the age range of 7-14 who lack access of the formal school.
- ii) To promote access of girls to basic education
- iii) Increase the participation rate of basic educations of the region
- iv) To reinforce and complement the formal primary education by playing a feeder role (ibid)

2.6.3 Major Characteristics of ABE Program

The program is designed to reach large number of marginalized children closer to the areas where they reside. It enables children acquire basic knowledge and skills without being removed from their environment and work. Special

emphasis is given to females as learner and facilitators. The vicinity of learning centers to the community is believed to encourage girls' participation in the program.

Alternative basic education (ABE) is a three year program. The four year 1st cycle primary education curriculum is condensed into a three stage program. Sessions at ABE centers are offered for about three to four hours a day, five days a weeks for 210 to 200 days a year for three years.

Promotion of learners from one level to the next is made on the basis of the results of continuous assessment of their progress. A common terminal examination is also prepared at the cluster centers for level three students. Children who successfully completed the program can enroll in grade 5 of the 2nd cycle primary education. Transfer of learners from ABE to formal school is possible depending on regional transfer guideline.

The participants and their parents decide the program delivery time and days. The methodological approach is more flexible so that learning becomes rational and compatible to the interests of individual learners.

ABE program is community based and owned. It is planned and managed mainly by the community. It emphasize on local initiative, self help and innovation. Centers have low cost building and furniture made by the local community (AREB, 2003 and 2005).

2.6.4 ABE Guiding Principles

In general, ABE program in Amhara Region has the following basic principles:

- i) community participation and ownership
- ii) Flexibility
- iii) Accessibility
- iv) Cost-effectiveness
- v) Gender Equity
- vi) Integrated and condensed curriculum

vii) Adaptability and Relevance

viii) Linkage with formal school /clustered (AREB, 2003: 2-6)

2.6.5 A Look at ABE as Field Practices

i) Organization of the Program

Alternative basic education program has expanded over the last few years from 17 woredas that covered by NGOs to all woredas of the region except, Enjibara, Debertabor and Kemissie towns (REB, 2005/06).

The ABE program is organized in a 3 years condensed program with an average of 200-220 class hours per year. The time of the classes are flexible and are determined by the local communities. However, the duration of classes is 3-4 hours per day and 5 days per week (REB, 2003: 12).

ii) The Curriculum

The major components of the ABE curricular materials are syllabi, textbooks, and facilitators' guides. These materials are developed for nationality languages (Amharic, Oromiffa, Awigna, and Himitigna). The syllabi are developed by ICDR experts, while the student textbooks and the facilitator guides are prepared by the instructors of Deberberhan and Dessie Teacher Education Colleges.

The curriculum focuses on four main subject areas, namely. Issues to making the curriculum condensed and integrated; Making it relevant to local needs and context, and making it equivalent to 1st cycle formal school (REB, 1997: 7).

While developing the curriculum emphasis was given to the following Language (Vernacular and English); mathematic; environmental Science (include the natural and social sciences; history, geography etc); aesthetics (physical Education, Art, music).

iii) The Facilitators

Facilitators are persons who teaches at ABE learning centers. They are selected from within and by the respective community. The required level of qualification is flexible depending on the availability of educated personnel in the area. A minimum of 10 years of education is usually required (REB, 2003: 12).

Training of facilitators is the main component of the ABE program. It is one of the most decisive factors that determine the quality as well as the success or failure of the program. In general, the training program is divided into the following three phases.

1. Initial /pre-service training for 15-20 days at woreda level.
2. Refresher training quarterly bases for three years at cluster level by supervisors
3. Teachers certificate level-the training is organized for two summer and one distance program conduced at teacher education colleges (REB 1997: 11-14)

The 10+1 certificate level training was started in 2004. In 2006, 3184 facilitators were upgrade to T.T.I graduate level and in 1999 E.C. 1100 facilitators are joining the program (REB, 1999: 62).

iv) The Learners

Children who are attending the ABE program generally fall within the age range of 7-14. The enrolment of children in the program has shown a significant progress

Table 1: Number of Students, Facilitators and Learning Centers in Amhara Regional state (1995-1999)

No	Indicators	1995 EC	1997 EC	1998 EC	1999 EC
1	Students	19,504	2,397,722	246,617	332,076
2	Facilitators	343	4,064	4,450	5,953
3	Learning Centers	176	1,887	1,937	2,912

Sources: *Alemayehu, 1998 E.C, REB, 2005/06 and 1999 E.C*

As could be seen in the table above, a remarkable achievement has been gained in terms of the provision of access to basic education. In 1999 E.C, the gross enrolment rate in the region reached 99.5% of which 8.07% was the contribution of ABE program (REB, 1999: 210 and 214).

v) Material Provision

Use of locally available materials for teaching learning process is highly emphasized. However, chalk boards, footballs, supplementary reading materials, chalk, student textbooks and facilitators guides, are provided for each center. The provisions of the materials mainly supported by SCN, SCD and Regional government food security program (Alemayehu, 1998: 8-9).

vi) Management of the Program

Management of the program is the responsibility of each local community, represented by elected center management committee. The woreda education office personals and cluster supervisors have mandate to give technical and supervisory support to the ABE centers and to facilitators.

vii) Community Participation

The ABE strategy and its implementation guideline emphasize and encourage the participation of the communities in all stages of the program, in planning, managing, implementation, monitoring and evaluation of the program (REB, 1997: 19-20). In general, community/parents participation in ABE program has the following forms:

- Allocated land for the centers.
- Constructing the learning centers
- Fencing the centers
- Selecting facilitators
- Sending their children (especially girls) Monitoring facilitators
- Follow up student absenteeism and dropout
- Collect materials from WEOs to the centers
- Follow the day to day activities of the centers (Alemayehu, 1998: 13).

Over the last few years, the ANRS and its partners (international and national NGOs) started implementing ABE program for children both in rural and urban areas. As a field experience, some good lessons have been learnt such as stated above.

In Amhara Region like other regions where the education of girls is hampered by widespread of poverty and HTPs, ABE program, which is flexible, accessible and adaptable to local situation and owned by the community, becomes trust worthy in the eye of parents and promote access of girls to basic education.

In general, the lessons show that, non-formal education program like ABE, poor children could be given a chance for basic education and in the mean time contribute for EFA goal.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Method of the Study

The purpose of the study was to assess the implementation of Alternative Basic Education (ABE) curriculum in South Gonder Zone of Amhara Region. The study seeks to assess the perceptions of facilitators and cluster supervisors on the adequacy of curriculum that are being implemented, their own competency and commitment (as change Agents), nature of the support system or organizational climate and to identify challenges that hinder its effective implementation.

Therefore, to serve this purpose descriptive survey method was selected and employed to undertake the research together variety of data relevant to the problem under study.

3.2 Subjects and Sampling Procedures

According to the statistical information obtained from the Regional Education Bureau, there were a total of 188 ABE centers, 410 facilitators and 70 cluster supervisors in South Gondar Zone in 1998 E.C. The difficult topography of the Zone, remoteness of some of the ABE centers and the time, limiting and human power constraints made it difficult to consider all ABE centers in the zone. Thus, in order to get representative sample of the target population a random and purposive sampling technique were employed.

Out of the twelve woredas in South Gonder Zone, three woredas are not included in the target population, since two of the woredas are newly created and one woreda (Debere tabor town) did not have ABE program. From the remaining nine woredas, four woredas were sampled at random using lottery method (Dera, Farta, Fogera, and Kemkem), of which 12 ABE centers (three from each woreda) were selected purposively. These centers were selected based on the stages of the ABE centers and location. These are centers which have

stage one to stage three and some are located near by the woredas town, which enabling the researcher to conduct classroom observation.

All facilitators in the sample ABE centers were taken as sources of information. A total of 38 facilitators and 25-trained cluster supervisors filled in the questionnaires. The other groups of respondents used as the subject of the study were all NFE experts from the sample Woreda Education Office and NFE team leader from Regional Education Bureau. Purposive sampling procedure was used to select the sample respondents. Thus, in order to substantiate the information obtained from facilitators and supervisors, the researcher interviewed a total of nine Non-formal education personnel.

3.3 Data Collection Instruments and Procedures

Employing multiple instruments of data collection techniques increase the credibility of the research findings and minimize the risk of erroneous conclusion.

Accordingly, three kinds of data collection instruments i.e. questionnaire, interview, and observation guides were employed to generate adequate and a variety of information for the study.

3.3.1 Questionnaire

Two sets of questionnaires were prepared to obtain information from facilitators and cluster supervisors. The Amharic versions were used to collect data from the respondents of the sample ABE centers. Amharic was used for data collection due to the fact that, it is a medium of instruction in ABE centers and it also avoids language problems in understanding the questions.

The two sets of questionnaires have similar formats although some parts and specific items differ in relation to the organizational position of the respondents. Part two (Section I-III) of the questionnaires was adopted from Dow, I.I, and Whitehead, R.Y (1981:13-27) with considerable modifications and amendments to suit the purpose of this research.

The questionnaire for facilitators has got four parts. The first part of the questionnaire was prepared to collect data about facilitators working condition and training (section I) and about extent to which the organizational are conducive (section II) for effective implementation of the curriculum.

The second part of the questionnaire was composed of statements related to the composition of the curriculum itself, (section I); the implementers (section II), and the organizational climate (section III), in which implementation is to occur. Respondents were asked to rate each item on a four point Linker-type scale, i.e. from 4 strongly agree to 1 strongly disagree. A four-point scale is utilized to overcome the neutral choice tendency in the scales. The items in this part of the questionnaire were organized in three sections associated with potential barriers to the curriculum implementation.

The statements in the third and fourth parts were prepared to get information about the existence or absence of essential materials support and necessary facilities in ABE centers that make the teaching-learning environment conducive.

The cluster supervisors' questionnaire has three main parts. The first part is similar to part one (section II) of the facilitators' questionnaire. The second part of the questionnaire differs in some items only in section III due to the organizational position of supervisors. There was no difference in part three of the questionnaire.

In both questionnaires facilitators and cluster supervisors were asked to identify the level (I, II, III) to which the curriculum material they are describing. Table 2 present a summary of the results.

Table 2: - Curriculum Materials of which data were Collected

Curriculum Materials by stages	Facilitators		Cluster supervisors		Total	
	No	%	No	%	No	%
Stage -one	16	42.1	8	32	24	38.1
Stage -Two	13	34.2	6	24	19	30.2
Stage -Three	9	23.7	7	28	16	25.4
All Stage	-	-	4	16	4	6.3
Total	38	100	25	100	63	100

NFE personnel in their interviews gave their concerns to all levels of the curriculum materials, (syllabi, textbooks and facilitators guides)

As the last part of the questionnaire, provision was made to write their comments and suggestions about the problems of the ABE program and its curriculum implementation.

To pre-test the draft questionnaires it was administered to three facilitators teaching from level one to three in one of ABE center and for two volunteer trained cluster supervisors for the pilot study in BahirDar city. The questionnaire was piloted for clarity of questions, directions and for the data that it could draw from facilitators and cluster supervisors based on the purpose of the study. After the respondents filled in the questionnaire, it was discussed item-by-item to detect ambiguous and unclear statements.

Thus, based on the suggestions and comments given during discussion with respondents, one item from part two (section II) concerning the types of support given by NFE personnel's and two items from (section III) concerning WEO-NFE personnel's commitment are canceled. These items were found ambiguous and beyond facilitators concern. Therefore, based on the feedback some other items were refined for the final use. Concerning the questionnaire for cluster supervisors no problem was found except some minor refinement. Finally, both questionnaires for facilitators and cluster supervisors had administered by five

data collectors (all were woreda NFE experts) who are trained by the investigator for the purpose of study.

3.3.2 Observation Checklists

Two kinds of observation checklists were prepared to collect data on facilitators' classroom performances and for checking the availability of instructional media (teaching aids) in ABE learning centers.

The classroom observation rating was developed by examining level-three facilitator guides and textbooks and by considering some basic pedagogical/instructional variables. It was designed to analyze the extent to which facilitators used various methods, Medias and techniques to promote learning during the instructional process. The classroom observation rating and checklist was given to one Postgraduate student in BDU as well as curriculum expert in Amhara Education Bureau for comments. Hence, items, which were found ambiguous, were identified and refined for the final use. The classroom observations were conducted in four ABE centers (one from each sample woreda) in the near by woreda towns. Since ABE centers employed self contained approach, each facilitator was observed twice while teaching each subject (Amharic, English, Mathematics, and Environmental science) in her/his classroom. Hence each sample facilitator was observed eight times in the teaching-learning process, so that a total of thirty-two (32) sessions were observed to collect data on the performance of facilitators. The observation was conducted in two centers for stage one and one each for stages two and three.

The classroom observation rating was done by the researcher and assistant data collectors. The average observation results used to determine the classroom performances of facilitators. The observation checklist was carried out by the researcher.

The second observation checklist was employed to check the availability of instructional media (teaching aids) in the sample ABE centers. The checklist was mainly used as inventory format only to count and rate (adequate, not adequate, and not available) the availability of the teaching aids based on the subjects taught at ABE centers. The observation was carried out by woreda NFE experts who were employed as assistant data collectors. The counting and rating has been done together with facilitators teaching in the sample ABE centers.

3.3.3 Interview Guide

The interview questions were prepared and used to obtain information from officials and NFE experts at WEO, ZED, and REB level. The interview questions (nine in number) were developed based on the potential barriers of curriculum implementation and the main idea of the two questionnaires. The interview questions were given to the same REB curriculum expert for comment. It was after this comment that the interview was conducted with eight WEO – NFE experts and one REB- NFE team leader directly by the investigator.

3.4 Method of Data Analyses

To analyze the data obtained from the different sources different statistical techniques were employed based on the nature of the collected data and the research questions.

All the close-ended questions of the questionnaires were analyzed quantitatively using frequency count and percentage. The data obtained from the open-ended questions of the questionnaires and from interview guide were qualitatively discussed and triangulated with the quantitative data.

In their study on the New Perspective on Curriculum Implementation, (A survey of Teacher Principal and Consultant concerns) Dow, I.I and Whiteheads R.Y, (1981:12), established decision rules, whereby items showing a combined percentage of 25 or higher in the Disagree and Strongly disagree categories were considered to indicate barriers to curriculum implementation.

Thus, based on the above practical experience of experts from Ontario (Ottawa-Canada) and by considering the country curriculum development and implementation practices, the researcher established decision rules. To this end, items showing the combined percentage of 50 or higher in Disagree and Strongly disagree categories were considered to indicate barriers or challenges which affect the implementation of ABE curriculum.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter presents the data collected through different tools with the help of tables and then followed by interpretation and discussions under the major themes in order to give answers to the basic research questions of the study.

4.1 Description of the Respondents

The primary source of data under investigation were facilitators and cluster supervisors who has the implementation roles of the ABE curriculum and Non formal education experts as providers of technical support for effective implementation process.

Table 3: Profile of the Respondents

NO	PROFILE	Facilitators		Cluster Supervisors		NFE- Personnel's	
		No	%	No	%	No	%
1	SEX						
	Female	18	47.4	-	-	2	22.2
	Male	20	52.6	25	100.0	7	77.8
	Total	38	100.0	25	100.0	9	100.00
2	AGE						
	16-25	17	44.7	1	4.00	-	-
	26-35	13	34.2	11	44.0	-	-
	36-45	8	21.1	9	36.0	6	66.7
	46>	-	-	4	16.0	3	33.3
	Total	38	100.0	25	100.0	9	100.
3	Education						
	Grade 9>	3	7.9	-	-	-	-
	T.T.I	35	92.1	1	4.0	-	-
	diploma	-	-	24	96.0	7	77.8
	B.A	-	-	-	-	2	22.2
	Total	38	100.0	25	100	9	100
4	Years of services in the present job						
	0-2 Years	28	73.7	1	4.0	2	22.2
	3-4 Years	10	26.3	24	96.0	3	33.3
	5>	-	-	-	-	4	44.4
	Total	38	100.0	25	100.0	9	100.0

Table 3, presents the classification of respondents by sex, age, educational qualification and work experience in their present positions.

As can be clearly seen from the table, 79 percent of facilitators were within the age group of 16 years to 35 years. Also, 80 percent of cluster supervisors and 67 percent of non-formal education experts were within the age group of 26 years to 45 years of age and from 36 years to 45 years of age respectively. This indicated that, almost all respondents were of vital working age.

There was better gender mix (47 percent female and 53 percent male) in assigning facilitators. However, the gender mix appeared to be in favor of males over females in the part of cluster supervisors (100 percent male) and Non-formal education experts (22 percent females and 78 percent males).

As presented in Table 3, almost all respondents, 92 percent of facilitators, 96 percent of cluster supervisor, and 100 percent of non-formal education experts have adequate educational qualification for the positions they are assigned for.

The implementation of the ABE curriculum is known to succeed, if it is implemented by well experienced staff of facilitators and cluster supervisors. As indicated in the table above, most of facilitators (74 percent) had work experience of between zero to two years. Even if, 92 percent of them had been T.T.I graduate, 63 percent of them (see, table 18) did not get pre-service training concerning ABE issues at woreda or clusters resource centers to equip them for the job. This condition might have negative effect to the implementation of the ABE curriculum. However, the work experience of 96 percent of cluster supervisors and 78 percent of non-formal education experts were vital for their assigned positions.

4.2 The Change Agents' Perceptions Towards the Composition of ABE Curriculum

In identifying the perceptions of facilitators and cluster supervisors (change Agents) regarding the specification of ABE curriculum materials is important because, it can have either negative or positive influence on effective implementation of the curriculum as intended by the developers.

Facilitators are the key agents for effective implementation of the curriculum. Regardless of the complexity or explicitness of the curriculum, the facilitators are the one who put it into practice. According to the Amhara Regional Education Bureau directives (AREB, 2005 and 1997 E.C), cluster supervisors are expected to be instructional leaders of clustered schools and ABE centers. This means that, they are responsible for designing, implementing and evaluating the instructional program of the member schools and learning centers. It is therefore, critical to examine the attitudes of facilitators and cluster supervisors toward the composition of ABE curriculum.

As shown in Table -4 and 5, the respondents revealed that, the curriculum materials are well organized, contain specific learning objectives and have acceptable physical make up. However, four items appears in negative perception in regard to the composition of the curriculum.

TABLE -4

Facilitators' Perceptions towards the Adequacy the Curriculum

No	ITEMS	Strongly agree		Agree		Disagree		Strongly disagree	
		No	%	No	%	No	%	No	%
1	The rationales for the use of the curriculum materials were explicitly stated.	5	13.2	9	23.7	20	52.6	4	10.5
2	The curriculum contains an adequate number of specific learning objectives	8	21.1	24	63.2	5	13.2	1	2.6
3	The curriculum materials are well organized	10	26.3	20	52.6	4	10.5	4	10.5
4	The curriculum is realistic in terms of what students to learn	5	13.2	10	26.3	15	39.5	8	21.1
5	It contains an adequate number of planning strategy related to instruction	7	18.4	23	60.5	5	13.6	3	7.9
6	It contains an adequate number of suggestions related to resource materials	-	-	12	31.6	18	47.4	8	21.1
7	It is realistic in terms of the amount of contents it expects the facilitators to cover	5	13.2	17	44.7	11	28.9	5	13.2
8	It contains sufficient number of suggestions related to student evaluation	-	-	19	50.0	12	31.6	7	18.4
9	The physical make up of the guideline is acceptable	9	23.7	17	44.7	8	21.1	4	10.5
10	It is flexible enough to allow for exploration of related topics	2	5.3	12	31.6	18	47.4	6	15.8

TABLE -5
Cluster Supervisors' Perception toward the Adequacy of the Curriculum

No	ITEMS	Strongly agree		Agree		Disagree		Strongly disagree	
		No	%	No	%	No	%	No	%
1	The rationales for the use of the curriculum materials are explicitly stated.	-	-	10	40.0	12	48.0	3	12.0
2	The curriculum contains an adequate number of specific learning objectives	3	12.0	18	72.0	2	8.0	2	8.0
3	The curriculum materials are well organized	1	4.0	16	64.0	6	24.0	2	8.0
4	The curriculum is realistic in terms of what students to learn	-	-	15	60.0	7	28.0	3	12.0
5	It contains an adequate number of planning strategy related to instruction	4	16.0	14	56.0	7	28.0	-	-
6	It contains an adequate number of suggestions related to resource materials	-	-	13	52.0	9	36.0	3	12.0
7	It is realistic in terms of the amount of contents it expects the facilitators to cover	3	12.0	9	36.0	12	48.0	1	4.0
8	It contains sufficient number of suggestions related to student evaluation	-	-	14	56.0	9	36.0	2	8.0
9	The physical make up of the guideline Is acceptable	3	12.0	13	52.0	8	32.0	1	4.0
10	It is flexible enough to allow for exploration of related topics	1	4.0	12	48.0	9	36.0	3	12.0

The issues related to the clarity of rationale for the use of the curriculum materials (item-one), 62 percent of facilitators and 60 percent of supervisors responded negatively. In regarding to what students to learn (item four), 60 percent of facilitators and cluster supervisors disagree on the realistic of the curriculum in terms of what students to learn.

These unsatisfied perceptions are also supported by NFE personnel during the interview sessions. With regard to the composition of the curriculum NFE experts reported:

The contents of curriculum materials in general and Mathematics and English subjects in particular, are beyond the maturity level of the children.

On the other hand, Mellese, et. al, in the Study on the quality of ABE in Amhara Region (2007:63) concluded that, “only few content of the curriculum were observed illogically sequenced, hardly illustrated and seem to lack activity-orientation. This means that, large part of the curriculum promote the acquisition of basic skills, in the areas of literacy, numeracy and life skills and knowledge. The same study also revealed that most of ABE students have positive perception toward the contents of the curriculum. However, respondents of this study may have be created these perceptions by considering the under school age children who enrolled in ABE program, while the intention of the curriculum materials was to serve school age children who had not chance to join school in their appropriate age.

The respondents, 60 percent and 48 percent of facilitators and cluster supervisors respectively indicated that, the curriculum lacks of suggestions for resource materials and student evaluation techniques. Similarly, more than one half of facilitators (63 percent) and one third of supervisors (48 percent) disagree on the flexibility of the curriculum to accommodate other related topics.

Therefore, these results answer the first research question of the study. The perceptions of the change agents on the adequacy of the curriculum could

influence the effectiveness of the implementation process. That means one could understand from the results and can suggest that ABE curriculum materials need some improvements.

4.3 The Change Agents' Competency and commitment to Implement the Curriculum

The ABE learning centers are the grassroots levels at which the curriculum materials are translated into practice. In the context of ABE, facilitators and cluster supervisors have the major role to play in the implementation process. The collaboration of the change agents, facilitators with supervisors and among facilitators, the feedback system, the knowledge, attitude and skill are some of the variables which can facilitate or inhibit the implementation process. Thus, in order to assess the competency of the change agents (facilitators and supervisors) under this topic the perceptions of facilitators and supervisors in regard to implementers (themselves), and facilitators' instructional performance will be presented and discussed.

4.3.1 Facilitators' Perceptions Towards Curriculum Implementer

As can be seen in Table 6, from the total respondents, 81.6 percent of facilitators were not provided enough training and workshop for effective implementation of the ABE curriculum. Even one-half of these respondents chose the strongly disagree response. This implies that attention should be given to all forms of facilitators support. The response to items three and eight suggest that there were no opportunities to share ideas with other facilitators and supervisors respectively, concerning the curriculum and its implementation.

TABLE 6
Facilitators' Responses in Relation to Curriculum Implementers

No	ITEMS	Strongly agree		Agree		Disagree		Strongly disagree	
		No	%	No	%	No	%	No	%
1	I have sufficient knowledge of the curriculum.	8	21.1	21	55.3	4	10.5	5	13.2
2	I am committed to the implementation of the curriculum.	5	13.2	19	50.0	8	21.1	6	15.8
3	I have had sufficient opportunity for face to face communication with other facilitators related to ABE curriculum implementation.	-	-	13	34.2	20	56.6	5	13.2
4	I have had sufficient opportunity to provide feedback related to the curriculum and its implementation.	-	-	12	31.6	16	42.1	10	26.3
5	There have been sufficient workshops and in service sessions related to the ABE curriculum and its implementation.	-	-	7	18.4	16	42.0	15	39.5
6	I have acquired the skills necessary for the implementation of ABE curriculum.	8	21.1	18	47.4	9	33.4	3	7.9
7	I would like to have more opportunities to learn about the curriculum and its implementation.	5	13.2	27	71.1	6	15.8	-	-
8	Facilitators have sufficient opportunity for face to face communication with supervisors related to the ABE curriculum.	7	18.4	12	31.6	19	50.0	-	-

Nearly, 60 percent of the respondents need more face to face communication with other facilitators or and with cluster supervisors.

Sixty-eight (68) percent of the facilitators confirmed that they have no opportunity for feedback related to the curriculum and its implementation (item four). Similar view was also given by NFE experts:

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

It seems that Regional Education Bureau developed and presented the curriculum for implementation and facilitators have the feeling that their impact in terms of feed back is not required.

The majority of respondents, 84 percent of facilitators would like to have more opportunity to learn about the curriculum and its implementation (item-7). This implies two issues: the knowledge of the curriculum and pre-service and in-service trainings regarding the implementation process.

Generally, facilitators agreed that, they have the skills, knowledge and commitment necessary for the implementation of the curriculum. The result of this study however, contrast the findings of Takele (2007:34) that revealed some of the teachers and facilitators scored lower than their students, they performed poor in English and Mathematics. In the same way as to the capacity of facilitators, Melesse and his associate (2007:54) pointed out that, whatever efforts were made to equip the facilitators for their job, there is no any significant change in their ability of lesson planning and child center teaching. Furthermore, majority of them have difficulty in reading and writing.

The majority of cluster supervisors also disagree about the knowledge, skills and commitment of facilitators (See-Table 10). Also, most of the informants identified the lack of Knowledge, skill and commitment on the part of facilitators as the major problem of the program. It seems that this incapacity and lack of commitment could be emanated from their selection, training and motivational incentive.

4.3.2 Cluster Supervisors Perceptions Towards Curriculum Implementers

The data presented in Table 7, depicts the perceptions of cluster supervisors as implementer. Results of items (one, two and six) indicate that, they have sufficient knowledge (76 percent), committed (63 percent) and have the necessary skills (72 percent) for the implementation process. Even though these results substantiate by facilitators response (see Table 9), it contrasts with the response of NFE experts, they reported that:

Cluster supervisors did not get adequate training on ABE curriculum, they give emphases on administration matters and they do not give attention to facilitators or and ABE program.

Similarly, Melesse, et. al (2007;64) concluded that the "cluster program shows little effect on facilitators' ability and so dose the mobile supervisors." This implies that, the low level of curriculum knowledge and skills of the supervisors make them fail to support facilitators on effective implementation of the curriculum.

Communication problems are perceived by the cluster supervisors as influencing factor in the implementation process. More than one-third of the supervisors felt that facilitator do not have sufficient opportunity for face to face communication with other facilitators and cluster supervisors in discussing the implementation of the curriculum. The majority of the respondents, (72 percent) confirmed that, there was lack of opportunity to provide feedback related to the curriculum and its implementation. This is congruent with facilitators' perception. It seems that, curriculum officials may feel that feedback is not necessary or they are not ready to entertain feedback about the process.

Item five indicates that, 88 percent of the supervisors reflected that the supervisors' capacity building programs are not tailor made for proper implementation. This finding is supported in item seven. All the sample cluster supervisors (100 percent) would like to have more opportunity to learn about

the curriculum and its implementation (item-7). The respondents expressed their strong needs, so that attention should be made to arrange different forms of trainings and communication channels.

Therefore, lack of sufficient knowledge, skills and commitment and the absence of feed back channels would likely hamper the effective implementation process.

TABLE 7

Cluster Supervisors' Responses in Relation to Curriculum Implementers

No	ITEMS	Strongly agree		Agree		Disagree		Strongly disagree	
		No	%	No	%	No	%	No	%
1	I have sufficient knowledge of the curriculum.	1	4.0	15	60.0	9	36.0	-	-
2	I am committed to the implementation of the curriculum.	8	32.0	10	40.0	6	24.0	1	4.03
3	I have had sufficient opportunity for face to face communication with other facilitators related to ABE curriculum implementation.	3	12.0	6	24.0	7	28.0	9	6.0
4	I have had sufficient opportunity to provide feed back related to the curriculum and its implementation.	-	-	7	28.0	17	68.0	1	4.0
5	There have been sufficient workshop and in service session related to the ABE curriculum and its implementation.	-	-	3	12.0	15	60.0	7	28.0
6	I have acquired the skills necessary for the implementation of ABE curriculum.	1	4.0	17	68.0	7	28.0	-	-
7	I would like to have more opportunities to learn about the curriculum and its implementation.	15	60.0	10	40.0	-	-	-	-
8	Facilitators have sufficient opportunity for face to face communication with supervisors related to the ABE curriculum.	5	20.0	7	28.0	11	44.0	2	8.0

4.3.3 Facilitators' Classroom Performance

The understanding of pedagogical concepts and theories empowers facilitators to use thoughtful instructional strategies or variables that support students' learning. Facilitators' classroom performance is an exhibit to examine whether the implementation process is effective or not.

TABLE -8

Classroom Observation Results (Rating Form)

No	Instructional Variables	Rating Scales						Total Session Observed
		Frequently		Rarely		Not at all		
		No	%	No	%	No	%	
1	The facilitators attempt to explain the lesson step by step.	10	31.2	13	40.6	9	28.1	32
2	Facilitators use different teaching methods.	-	-	12	37.5	20	62.5	32
3	Facilitators try to check students understanding.	6	18.7	11	34.4	15	46.8	32
4	Use appropriate evaluation procedures.	-	-	10	31.2	22	68.8	32
5	Guide students during classroom activities.	4	12.5	10	31.2	18	56.3	32
6	Write notes on the black board.	21	65.6	11	34.4	-	-	32
7	Encourage student to participate in the learning process.	12	37.5	14	43.8	6	18.7	32
8	Relate the lesson with students' real life situation.	4	12.5	10	31.2	18	56.3	32

The classroom observation rating (Table-8) depicts that the major instructional considerations that should be practiced by facilitators for effective teaching-learning process. One of the instructional strategy demands the facilitator to explain the lesson step by step using sequential and logical order. As can be observed from the table, one-third (31 percent) of classroom sessions observed

that facilitators attempt to explain the lesson step by step. In 13(40 percent) of the class room sessions facilitator were observed to apply it rarely. Though facilitators were expected to apply appropriate methods and evaluation procedure only in 37 percent and 31.2 percent of session's facilitator were observed rarely in using questions and answer as evaluation procedures and as methods of teaching. Guiding students during classroom activities is one of the instructional variable, only in 4 sessions (12.5 percent) facilitators were frequently observed while guiding the student class work and discussion activities. But in 18 (56 percent) of sessions, facilitators were not observed to use this activity. Facilitators tried to check students understanding using question and answer on the topics in 18.7 percent of the sessions observed, where as, in 15(46.8 percent) of the classroom sessions, facilitators did not observe while checking student understanding about the lesson. As can be seen in Table 8, the facilitators were observed while writing notes on the black board frequently in 80 percent of the class sessions. This was because most of facilitators did not prepare lesson plan and notes, they just copy form text books or facilitators guides. Facilitators are expected to relate the daily lesson with students' real life situation. But this activity does not observed in 18(56.3 percent) of class room sessions.

Classroom observation checklist (Table-9) presented some of the major lesson presentation variables. Facilitators were observed while linking previous lessons to daily lesson (62.5 percent), giving class and homework (47 percent) and encouraged the student to participate in discussion (56.3 percent) of classroom sessions.

TABLE -9**Classroom Observation Results (check list)**

No	Lesson Presentation Variable	Implemented				Total session observed
		Yes		No		
		No	%	No	%	
1	Begins a lesson with explaining its lesson objectives	6	18.7	26	81.3	32
2	Linking daily lesson contents to previous lesson	20	62.5	12	37.5	32
3	Facilitators check class and home work	10	31.3	22	68.7	32
4	Applying appropriate methods of teaching based on the nature of the contents	3	9.3	29	90.7	32
5	Using instructional media based on the nature of the content	5	15.6	27	84.4	32
6	The use of the text books and facilitator guideline in the classroom for teaching	10	31.3	22	68.7	32
7	Checking group and individual participation	8	25.0	24	75	32
8	Giving enough class work or home work to the students	15	46.9	17	53.1	32
9	Giving clear and concise direction for group and individual assignments	9	28.1	23	71.9	32
10	The ability to use chalk board effectively	12	37.5	20	62.5	32
11	Encourage students to ask question and to give answers and participate in discussion.	18	56.3	14	43.7	32
12	Consolidate the daily lesson content and activities	14	43.7	18	56.3	32

Facilitators were observed only in 6(18.7 percent) of the sessions while explaining the daily lesson objectives, but this was not realized in 26(81 percent) of the sessions observed. As can be seen from classroom observation checklist above, in 10(31.3 percent) sessions facilitators checks whether the student finished their class work or not, but in 22(687 percent) sessions they

are not observed to do so. This result of the study substantiate by Melesse and his associates (2007:58). The result of the study revealed that, the facilitators (91.9 percent) give class and home works but they do not correct and provide feedback to their students.

In 29(90.7 percent) and 27(84.4 percent) sessions observed, facilitators were unable to apply appropriate methods of teachings and instructional medias respectively based on the nature of the topics. It seems due to a shortage or unavailability of instructional media in ABE centers and lack of proper training and commitment. Though facilitators use frequently chalkboard, however in 20(62.5 percent) of the classroom sessions they did not exhibit the ability to use the chalk board property. Their hand writing is not legible, they do not clean the chalk board properly, don't write the data and the objectives of the lesson etc. Moreover, they don't write orderly to show the sequence of the topic ideas.

The classroom observation checklist revealed that in 22(68.7 percent) of observed sessions, facilitators did not use text-books or facilitators' guides while teaching. They teach using notes written in pieces of paper and borrow (some time) the student text-books to give note to the students. Similarly, in 24(75 percent) of sessions observed, facilitator failed to check the students group and individual participation in the learning process. Also, they were not seen encouraging girls to participate in learning activities. Facilitators were not observed in 23(71.9 percent) of the sessions giving clear directions for the assignments, except writing or telling the pages number of the textbook where the assignment exists.

Generally, from data presentation and discussion most of the instructional and lesson presentation variables were not applied by facilitators as expected. The study result of Solomon (2007:291) also substantiates the above results that, the classroom practices and the curriculum intention largely do not seem concordant. Furthermore, the lesson presentation of most facilitators lacks depth, sequence and clarity. This may reveal a lack of knowledge and skills on the part of facilitators which also confirmed by cluster supervisors and NFE

experts as well. That is why, 84 percent of the facilitators reported that they need to have more opportunities to learn about the curriculum and its implementation (see Table-5).

Therefore, these results answer the second research question of the study. That shows the extent to which facilitators and cluster supervisors have insufficient knowledge, skills and commitment for effective implementation of ABE curriculum.

4.4 The Conditions of the Organizational Settings

Earlier in this study, we have identified the major influencing factors in three areas: mainly, the curriculum itself, the competency of implementers and the organization setting. Following the identification of obstacles, we have addressed the first two issues, now the study to present the data and discussion as to the overall organizational structure which provides the support system for the implementation of the curriculum.

The data in Tables 10 and 11 designate the perceptions of facilitators and cluster supervisors with respect to the organizational climate of ABE program that could influence curriculum implementation.

Since, curriculum implementation needs a coordinated effort of many people involved in the process, role clarity of change agents, the support provided from supervisors, and communication channels etc, will have either positive or negative effect on the implementation of curriculum.

The data summarized in Table 10, revealed the judgment of facilitators towards the conditions of the organization. Facilitators generally agree that, supervisor's posse the necessary skills and knowledge for providing professional support on the implementation of the curriculum. They feel strongly about the support provided by supervisors during the implementation of the curriculum.

The attitude of educational experts and resource materials support represent the greatest concern to the facilitators (items, 4 and 6). It is the perception of

two-third of the facilitators (73.7 percent) that, WEO personnel and supervisors have no positive attitude towards ABE program and WEO did not provide sufficient resource materials required for teaching. During the interview discussion, some of the informants reported that:

The lack of attention and negative attitude towards ABE at all level as the major problem encountered on ABE program in general and in particular. All WEO officials left the ABE centers construction and other related matter to the local community. The woreda official gave emphases on the support, monitoring and supervision of formal schools. Even, during reporting to higher official little space is given to ABE/NFE program.

Similarly, the provision made to give comments on ABE implementation, facilitators and cluster supervisors confirmed that lack of attention and less sense of ownership are exhibited at all levels of the organization.

As can be seen in Table 10, communication (item three) received a high negative rating (68.5 percent). There has been no two-way communication between WEO personnel, supervisors and facilitators concerning the curriculum and its implementation. It seems that, implementation of ABE curriculum is not a priority with the education hierarchy. Almost 65 percent of facilitators indicated that, there was no time to plan the implementation and the learning centers are not flexible enough to meet the demand of ABE curriculum.

In the same way, Solomon (2007:300) substantiates the results of this study. According to Solomon, government practices of the curriculum development as an experts activity at the top and to be forwarded to implemented at lower level (teachers, directors, etc).

TABLE 10
Facilitators' Responses as to Organizational Setting

No	ITEMS	Strongly agree		Agree		Disagree		Strongly disagree	
		No	%	No	%	No	%	No	%
1	The cluster supervisors have provided sufficient support during the implementation of the curriculum.	6	15.8	23	60.5	7	18.4	2	5.3
2	There was time of planning for implementation of the curriculum.	2	5.3	11	28.9	18	47.4	7	18.4
3	There has been two-way communications between WEO personnel, supervisors and facilitators related to ABE curriculum and its implementation.	-	-	12	31.6	21	55.3	5	13.2
4	The WEO has provided sufficient resource materials required for implementation of curriculum.	-	-	10	26.3	24	63.2	4	10.5
5	The cluster supervisors' role in implementation of the curriculum is clearly stated.	3	7.9	13	34.2	16	42.1	6	15.8
6	WEO personnel's and supervisors have positive attitude to wards the ABE and its curriculum	-	-	10	26.3	21	55.3	7	18.4
7	The learning center is flexible enough to meet the requirement of the curriculum.	-	-	13	34.2	18	47.4	7	18.4
8	The supervisors have high expectation from facilitators related to curriculum implementation.	-	-	23	60.5	10	26.9	5	13.2
9	The supervisors appears knowledgeable about the curriculum.	6	15.8	20	52.6	5	13.2	7	18.4
10	Cluster supervisors possess the skills necessary for implementation of the curriculum.	7	18.4	18	47.4	13	34.2	-	-

TABLE 11
Cluster Supervisors' Responses as to Organizational Setting

No	ITEMS	Strongly agree		Agree		Disagree		Strongly disagree	
		No	%	No	%	No	%	No	%
1	There has been sufficient communication between the WEO experts, cluster supervisors and facilitators related to the ABE curriculum and its implementation.	2	8.0	6	24.0	13	52.0	4	16.0
2	Facilitators have had the opportunity to provide feedback about the curriculum guideline.	1	4.0	6	24.0	15	60.0	3	12.0
3	The ABE learning centers organization is flexible enough to accommodate the curriculum.	2	8.0	14	56.0	7	28.0	2	8.0
4	The WEO has provided sufficient resource materials for the implementation of the curriculum.	1	4.0	1	4.0	19	76.0	4	16.0
5	The WEO personals motivate me for the implementation of ABE curriculum	1	4.0	4	16.0	13	52.0	7	28.0
6	The WEO personnel's provide sufficient support to meet during the implementation of the curriculum.	1	4.0	4	16.0	19	76.0	1	4.0
7	There were enough time for planning the implementation of the curriculum.	2	8.0	13	52.0	9	36.0	1	4.0
8	The WEO-NFE expert have high expectation for facilitators and cluster supervisors related to the implementation of the curriculum.	2	8.0	9	36.0	7	28.0	9	36.0
9	The WEO Non-formal experts role in the implementation of the curriculum has been clearly stated.	-	-	12	48.0	8	32.0	5	20.0
10	The WEO-NFE experts have adequate knowledge about ABE curriculum and its implementation.	2	8.0	8	32.0	15	60.0	-	-
11	WEO personnel are committed to the implementation of the curriculum.	2	8.0	10	40.0	13	52.0	-	-
12	Facilitators have adequate knowledge of the curriculum.	-	-	10	40.0	15	60.0	-	-
13	Facilitators possess the skills necessary for the implementation of the curriculum.	-	-	8	32.0	17	68.8	-	-
14	Facilitators are committed to the implementation of the curriculum.	1	4.0	8	32.0	15	60.0	1	4.0

Moreover, as it is displayed in Table 10, facilitators rated high (76.3 percent) about the support provided from cluster supervisors during the implementation process, and on the other hand, (item six) the attitude of supervisors towards ABE program was rated negatively (73.3 percent) by facilitators which contradict the general notion, that if a person have positive attitude for some thing, she/he is likely to put the idea in to practice and vice versa.

Furthermore, half of the respondent facilitators (57.9 percent) confirmed that the role of supervisors in the implementation of the curriculum is not clearly stated. It seems that even if supervisors know their role in the process of implementation, such has not been communicated to the facilitators. If the role of the implementer is not specified and communicated, it is likely that collaboration and support would be hampered.

Hence, it is difficult to comment on the organizational factors that facilitators find supportive, except that the cluster supervisors adequate knowledge, and skills related to the curriculum and its implementation.

A look at the results described in Table 11, almost one-third of cluster supervisors responded that, facilitators do not have adequate knowledge (60 percent), lack necessary skills (68 percent) and commitment (64 percent) to implement the curriculum. This result of the study, substantiate during interview sessions with NFE personnel:

Some facilitators are becoming facilitators only because they could not get alternative job and do not participate in ABE training and they lack commitment and capacity.

According to the data, cluster supervisors have supportive perception only in two areas of the organization. In these regards, 64 percent of supervisors agreed that, the ABE learning center are flexible enough to support curriculum implementation, and one-half of the respondent supervisors (52 percent) confirmed that, the role of WEO-NFE experts in the implementation of the ABE curriculum has been clearly stated.

Generally, both respondents disagreed on communication and resources support they are provided from the Woreda Education Offices. The curriculum implementers' roles are not clearly stated or communicated with one another. In the part of facilitators; the negative attitude of NFE- experts and supervisors and lack of resource material support needs to get great attention for effective implementation.

Therefore, the data presentation and the discussion of the findings (Table 10 and 11) answer the third research question of the study. It shows the extent to which the organizational settings of the ABE program were not conducive for effective implementation of the curriculum.

4.5 The State of the Teaching-Learning Environment

The teaching-learning process will achieve its intended objectives effectively if the learning centers environments are in a supportive condition for the implementation process. Accordingly, the following tables (Tables 12-19) show the availability of essential resources in ABE centers relevant to the implementation of the curriculum. Thus, the teaching-learning environment includes the existence of basic classroom facilities, necessary support provided by Woreda education offices for teaching, the availability of curriculum materials and instructional media (teaching aids) and the condition of teaching loads and class size will be presented and discussed.

TABLE -12**Learning Centers Conditions as Responded by Facilitators**

No	Basic Facilities	Adequate		Not Adequate		Non Existence	
		N	%	N	%	N	%
1	The classrooms walls and floor are conducive for learning	10	26.3	19	50.0	9	23.7
2	Students desk and tables (locally made)	9	23.7	14	36.8	15	39.5
3	Chair and table for facilitators	-	-	5	13.2	33	86.8
4	Chalk-board	20	52.6	13	34.2	5	13.2
5	Duster	3	7.9	16	42.1	19	50.0
6	Chalk	24	63.2	14	36.8	-	-
7	Teaching-aids	2	5.2	12	31.6	24	63.2
8	Brightness and air condition	15	39.5	11	28.9	12	31.6

TABLE - 13

Basic Materials supplied WEO for the Teaching-Learning Process at ABE centers

No	Basic requirements for teaching	RESPONDENTS																	
		Facilitators = 38						Cluster supervisors = 25						Total = 63					
		Adequate		Not Adequate		Not at all		Adequate		Not Adequate		Not at all		Adequate		Not Adequate		Not at all	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	Exercise books or format for preparing lesson plan	10	26.3	19	50	9	23.7	5	20.0	13	52.0	7	28	15	23.8	32	50.8	16	25.4
2	Pens and pencils	-	-	13	34.2	25	65.8	-	-	16	64.0	9	36.0	-	-	29	46.0	34	54.0
3	Paper for tests and exam	-	-	19	50.0	19	50.0	-	-	14	56.0	11	44.0	-	-	33	52.4	30	47.6
4	Paper or exercise books for preparing notes	-	-	-	-	38	100.0	-	-	5	20.0	20	80.0	-	-	5	7.9	58	92.1
5	Register books or forms for attendance and recording continuous assessment results	15	39.5	9	23.7	14	36.8	6	24.0	11	44.0	8	32.0	21	33.3	20	31.7	22	34.9

The data in Table -12 and 13 show the condition of the learning centers in terms of the availability of classroom facilities and the extent of support by the WEO to requirements for teaching respectively.

The availability of the required facilities in the classroom plays a major role to implement the curriculum as intended by the developers. In Table 11, the data showed only the adequacy of chalk board (52 percent) and chalk (63 percent) in the classrooms. However, from the total respondents, 86 percent, 63.2 percent, 50 percent and 40 percent of facilitators affirmed the non-existence of chair and tables for facilitators, teaching aids, dusters and students desks respectively. The researcher also has observed most of the realities during classroom observation. But no class room is rated to be without chalk. The non-existence of classrooms was reported by (9) 23 percent respondents that mean at least two learning centers are conducting their teaching-learning process under shade of trees or in open air. Also, one-half of the respondents (50 percent) feel that their classrooms are in adequate for the learning process.

Generally, the data indicated that the ABE centers seem to be inadequately equipped with the necessary facilities. This situation is not unique to the learning centers under the study. It has been concluded that in most ABE centers, the class rooms did not contain adequate seats, the floors were dusty and light were not adequate (Takele; 2006:36).

As can be seen in Table 12, all respondents affirmed that inadequate support was provided by Woreda Education offices to ABE centers' requirements for teaching. As shown in Table-12, 50 percent, 65.8 percent and 50 percent of facilitators reported that they do not get most of the requirements such as exercise books for preparing lesson plan, pen and pencils and paper for preparing tests and examination respectively. Also, the majority of cluster supervisors have the same responses. All sample facilitators and 80 percent of supervisors responded the unavailability of paper for preparing teaching note.

In item six, 36% of facilitators and 32% of cluster supervisors reported that their respective WEO do not provide Register books or formats for attendance and recording the students' assessment results. These situations may hamper facilitators to monitor students' absenteeism and applying continuous assessment techniques.

It seems that both facilitators and cluster supervisors are not satisfied with the support provided by WEO for the teaching and learning process. Mellese and his associates (2007:63) concluded that, the learning environment of ABE centers have been found to be unhealthy, unsafe and provided inadequate resources and learning facilities. Similarly, Solomon (2007:305) in the study conducted in Debub and Oromia Region Secondary Schools also came up with the conclusion that the physical organization and shortage of resources at school level have limited the process of curriculum implementation.

Therefore, such unfavorable conditions of classrooms facilities and the absence or the inadequacy of the necessary support required for teaching can possible affect the process of curriculum implementation.

TABLE - 14**The Availability of Curriculum Materials of ABE Centers**

Items	Alternatives	Facilitators = 38		Supervisors = 25	
		No	%	No	%
The availability of syllabi and facilitators' guide?	Adequate	9	23.7	16	24.0
	Not adequate	18	47.4	14	56.0
	Not available	11	28.9	5	20.0
	Total	38	100.0	25	100.0
What is students-text-book ratio in learning centers?	1:1	24	63.2	10	40.0
	1:2	7	18.4	11	44.0
	1:3	1	2.6	2	8
	1:4	6	15.8	2	8
	Total	38	100.0	25	100.0

As can be observed from Table -13 small number of facilitators (23 percent) and cluster supervisors (24 percent) rated the availability of syllabi and facilitators guides as adequate in ABE Centers. Similar number of respondents reported that the above mentioned curriculum materials are not available in their respective ABE Centers. As the data revealed in Table 13, facilitators (47 percent) and cluster supervisors (56 percent) confirmed the inadequacy of facilitator guides and syllabi in the hands of facilitators or ABE Centers.

Therefore, the rates of the two categories of availabilities at least show that some of the facilitators could have some knowledge about the guidelines and the specification of the syllabi.

Regarding text books, the majority of facilitators (63 percent) reported that the student-text books ratio is 1:1 in the ABE Centers. Similarly, cluster supervisors (40 percent) gave the same student-text book ratio in the sample Woredas. The student-text books ratio seems in a good situation, but it needs to revisit the educational materials distribution activity.

Generally, it could be impossible to expect effective implementation of the curriculum where facilitators do not have adequate number of syllabi and guidelines at their disposal.

TABLE - 15

The Availability of Instructional Media in ABE Centers

Items	Alternatives	Facilitators = 38		Supervisors = 25	
		No	%	No	%
Do ABE Centers have pedagogical centers?	Yes	17	18.4	8	32.0
	No	21	81.6	17	68.0
	Total	38	100.0	25	100.0
The amount of instructional media available in ABE Centers	Excess	-	-	-	-
	Adequate	2	5.3	2	4.0
	Not adequate	13	34.2	7	28.0
	Not exist	23	60.5	16	64.0
	Total	38	100.0	25	100.0
Do ABE Centers have reading rooms or corner?	Yes	2	5.3	-	-
	No	36	94.7	25	100
	Total	38	100.0	25	100
The availability of supplementary reading materials in the reading rooms or corners	Adequate	-	-	-	-
	Not adequate	3	7.9	1	4.0
	Not available	35	92.1	24	96.0
	Total	38	100.0	25	100.0

TABLE – 16**The Availability of Instructional Media in the Observed ABE Learning Centers by Subjects**

Subjects	Adequate		Not adequate		Not available		Total	
	No	%	No	%	No	%	No	%
Amharic language	2	16.7	5	41.6	5	41.6	12	100.0
English language	2	16.7	3	25.0	7	58.3	12	100.0
Mathematics	2	16.7	7	58.3	3	25.0	12	100.0
Environmental science	3	25.0	-	-	9	74.9	12	100.0
Aesthetics & physical education	1	8.3	-	-	11	91.7	12	100.0

The data summarized in Tables 15 and 16 described the extent to which the ABE learning centers have the pedagogical centers, reading rooms or corners and instructional media (teaching aids) relevant to the implementation of ABE curriculum. The tables exhibited one major difference, Table 15, gives general information about the availability of instructional medias, where as in Table 16, information is displayed based on specific subject area.

A look at the data displayed in both tables, that insignificant number of ABE Centers made some attempts to meet the implementation demands of the curriculum by accumulating some instructional media.

During the observation, the researcher observed that Wedbiko (Farta Woreda) and Angot (Kemkem Woreda) ABE centers have accumulated relevant instructional media for each subject.

Table -15 presents information regarding the existence of pedagogical centers and reading rooms in ABE centers. Most of the facilitators (81.6 percent) and cluster supervisors (68 percent) responded the absence of PC in ABE Centers. Also, hundred percent of cluster supervisors and 94.7 percent of facilitators confirmed the absence of reading rooms or corners in ABE centers.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The purpose of this study was to assess what is presently happening in terms of ABE curriculum implementation in South Gonder Zone of Amhara Regional State. To this end, the study attempted to answer the following basic research questions.

1. Are the compositions of the curriculum materials efficient to promote learning?
2. Do ABE facilitators and cluster supervisors committed to and have the necessary knowledge and skills to implement curriculum?
3. To what extent was the organizational climate conducive to foster the ABE curriculum implementation?
4. What are the challenges and prospects of ABE curriculum implementation in the Zone?

To serve this purpose, descriptive survey method was employed together variety of data from four randomly selected woredas in the zone, of which 12 ABE centers (three from each woreda) were selected purposely. All facilitators (38 in number), trained cluster supervisors (25 in number) and Non-formal personnel (nine in member) were used as major sources of data. Questionnaire for facilitators and cluster supervisor, classroom observation and interview guide were used as data collection instruments. Finally, the analysis of the data resulted in the following findings:

1. In regard to the adequacy of the curriculum materials
 - 1.1 Concerning the adequacy of the curriculum, facilitators (68.4 to 84.3 percent) and cluster supervisors (64 percent to 84 percent) positively replied by agreeing that the curriculum materials are well organized,

contain adequate number of specific learning objectives and have acceptable physical makeup.

- 1.2 A reasonable percentage of facilitators (60 percent to 68.5 percent) and cluster supervisors (50 percent to 60 percent) confirmed that the ABE curriculum materials do not have explicitly stated rationale for use, not realistic in terms of what students to learn, inadequacy related to resource materials and student evaluation and they are not flexible enough to allow for exploration of related topics.
2. As to competency and the commitment of the change agents
 - 2.1 All the change Agents or curriculum implementers (facilitators (92.0%), cluster supervisors (96.0%), and Non-formal experts) (100%) in the study area have adequate educational qualification for the positions they are assigned for.
 - 2.2 With regard to curriculum implementers, significant number of facilitators (63 percent to 76 percent) and cluster supervisors (63 percent to 72 percent) asserted that they have sufficient knowledge and skills required and commitment to the ABE curriculum and its implementation.
 - 2.3 However, a good number of cluster supervisors (50 percent to 68 percent) and almost all the informants identified the lack of skills and commitment on the part of facilitators as the major problem of the program. Moreover, most of the sample respondents confirmed that, they have had insufficient skills and commitment toward ABE curriculum and its implementation.
 - 2.4 Concerning the actual classroom or instructional performance of ABE facilitators under study, from eight instructional variables only item six (12.5%) was frequently implemented, the two (25%) were rarely implemented (items, one and seven), and the rest five variables (65%) were not implemented as intended. According to the checklist, from twelve-lesson presentation variables four (33.3%) were sufficiently

implemented and eight (66.7%) of the variables were insufficiently implemented.

3. In regard to organizational setting:

3.1 The change agents do lack number of opportunities which might have positive effect in their curriculum implementation performance. In this regard, facilitators (68 percent to 81 percent) and cluster supervisors (52 percent to 88 percent) designated that, they hadn't sufficient opportunities for face to face commutation between facilitators, cluster supervisors and NFE experts and among themselves and lack provision of feedback related to the curriculum and its implementation.

3.2 Curriculum implementers, 81 percent of facilitators and 88 percent of cluster supervisors confirmed that, they have not provided with sufficient workshop and in-service training related to ABE curriculum and its principles and concepts.

3.3 The Woreda Education Offices has not provided the basic required materials to facilitators or ABE centers for effective teaching-learning process.

3.4 Facilitators selection, training and inadequate incentive (salary) were identified as the major problems of ABE program and its overall implementation.

4. Concerning to the conduciveness of ABE learning centers

4.1 Except chalk and chalkboards, other basic facilities of learning centers, such as desks (75%), chairs and tables for facilitators (100%) dusters (92%), instructional medias (95%), and classrooms construction (64%) were not adequate for the teaching-learning process.

4.2 All facilitators were over loaded. That means, they are forced to teach all periods (30 periods) throughout the week. But the class sizes in most learning centers were normal (below 60).

Therefore, as can be seen from the above data and its discussion almost all ABE centers are conducting the teaching-learning process without having instructional media and supplementary reading materials. It seems that, unavailability of instructional materials in the learning centers might have forced facilitators in 80.4 percent of the class session not to utilize any instructional media (see Table 9).

As mentioned above, Table -16 presents the availability of instructional media by subject areas. In the observed ABE centers, however, for Amharic language (41.6 percent), for English (58.3 percent), for mathematics (25 percent), for Environmental Science (75 percent) and for Aesthetic (92 percent) of ABE centers those facilitators teaches the respective subjects without having adequate instructional medias.

The result of this study has indicated that the non-existence of instructional and supplementary reading materials were the most critical problems in ABE Centers. Supporting the results of the study, Takele (2006:36-37), mentioned that many schools and ABE Centers did not have libraries, supplementary reading materials and they exhibited acute shortage of the teaching-learning materials.

Therefore, the above data presentation and its discussions revealed that the absences of relevant instructional media (aids) and supplementary reading materials in the ABE Centers likely, affect the effective implementation of the ABE curriculum.

TABLE 17

The Extent to Which Facilitators' Uses Cluster Resource Centers (CRC)

Items	Alternatives	Facilitators = 38		Supervisors = 25	
		No	%	No	%
To what extent do facilitators used or borrow instruction materials from cluster resource center?	Frequently	2	5.3	-	-
	Sometime	10	26.3	5	20.0
	Rarely	2	5.3	9	36.0
	Not at all	24	63.2	11	44.0
	Total	38	100	25	100.0
What could be the reasons for facilitators not to use CRC as a source of instructional materials?	shortage of time	15	39.5	8	32.0
	Distance of CRC	14	36.8	13	52.0
	Cluster staff negative attitude towards ABE	6	15.8	-	-
	No encouragement given by supervisors	3	7.9	4	16.0
	Total	38	100	25	100

The main focus of school clustering is to establish organized resource center for sharing resources, facilities and staff among clustered schools. These include the production and dissemination of instructional materials for member school.

In the previous presentation and discussion (Table 15 & 16) we come up with the results which revealed the unavailability of instructional materials in the ABE learning centers. Thus, facilitators are left with one option only that is to use or borrow the necessary instructional materials from the cluster resource center where their ABE centers are member. In these regards, Table 17 presents information on the extent to which facilitators are using the resource centers as source of instructional materials to their classroom teaching.

Most of the facilitator respondents (63.2 percent) signify that they (facilitators) were not using the CRC as a source of teaching materials. Also, cluster supervisors (80 percent) rated it in the same way. As can be seen from Table 17, according to the combined (sum) response of the two group of respondents the major reasons for facilitators not using CRC as sources were: the distance of CRC from ABE centers (48.5 percent), shortage of time (36 percent) and lack of encouragement from supervisors (11.1 percent) rated in order of concerns. Also, 15.8 percent of facilitators claimed that the negative attitude of cluster schools staff towards ABE program make them not to use the resource centers. But this issue did not get attention by cluster supervisors. However, during the interview made, some of the informants share facilitators' views:

Negative attitude toward ABE program exhibited to some extent at all level, even by some Woreda education office NFE experts and cluster supervisors. Even, we are forced to focus on formal education program in the field. We are focusing the enrolment not in the curriculum implementation process. We are not properly trained on the ABE program issues.

Therefore, the lowness of the attention given unavailability of instructional materials in ABE centers and refrains from using CRC as resource could likely influence the implementation process. This means, it can affect the learning activity of students from being as effective as it should be.

TABLE - 18

Facilitators' Responses on the Training and Support Provided

Items	Alternatives	Facilitators = 38	
		No	%
Did you get pre-service training at Woreda or cluster level before you start teaching at ABE centers?	Yes	14	36.8
	No	24	63.2
	Total	38	100
How many days have you taken the training?	3 days	3	7.9
	5 days	8	21.1
	10 days	1	2.6
	15 days	1	2.6
	Missing	25	63.2
	Total	38	100
Have you got training on ABE principles and regional ABE strategy and guidelines? Did you have a chance to read the guidelines?	Yes	10	26.3
	No	24	63.2
	Only read	2	5.3
	Didn't read	2	5.3
	Total	38	100.0
How often do cluster superiors visit your class room	Once in year	2	5.3
	Once in a semester	7	18.4
	More than once in a semester	29	76.3
	Not at all	-	-
	Total	38	100.0

The data summarized in Table-18, depicts the extent to which facilitators participate in pre-service training before they start teaching and the understanding of ABE principles and approaches to equip them for the job.

The majorities of facilitators (63.2 percent) responded that they did not participate in pre-service training at Woreda or cluster centers before they start teaching at ABE centers. According to facilitators' responses, lack of budget,

low level of attention for the program and since they are T.T.I. graduate the Woredas didn't see the need to organize training for them. Similar number of facilitators has no idea about ABE features. Cluster supervisors in their comments and NFE experts during the interviews sessions, confirmed the idea of facilitators and suggested that they should participate in educational package training at cluster resources centers, where they are neglected from this opportunities, until now.

The majority of facilitators (76.3 percent) reported that cluster supervisors visited their classroom more than once in a semester. Contrary to this, most of the cluster supervisors and NFE personnel's have affirmed that, classroom supervision were done probably once in a year in nearby cluster center and mostly planned classroom supervision activity is not done at all. The respondents mentioned the absence of budget and transportation, distance of ABE centers and lack of attention as escape goat (reasons) for not putting planned and regular class room supervision into practice.

TABLE - 19**The Assessment of Teaching Load and Class Size**

Items	Alternatives	Facilitators = 38	
		No	%
Number of period you teach in a week	≤ 10 periods	25	65.8
	11-20 periods	-	-
	21-29 periods	-	-
	30 periods	13	34.2
	Total	38	100
Did the teaching loads have any impact on your teaching effectiveness?	Yes	5	13.2
	No	33	86.8
	Total	38	100
What is facilitators-students' ratio?	1:40	10	26.3
	1:50	15	39.5
	1:60	9	23.7
	1:70	4	10.5
	Total	38	100

As indicated in Table 19, the majority of ABE centers use block periods schedule/ program. Put it differently, 10 periods per week means that, one block is equal to 3 periods, if facilitator teaches two block periods per day; it means 6 periods per day and 30 periods per week.

Therefore, all sample facilitators (100 percent) have the teaching loads of 30 periods per week that means, they were teaching all days and weeks. To the contrary, almost all respondents (87 percent) reported that their teaching load does not cause a burden or an impact on their effective teaching.

Concerning class sizes, the data in Table 16 revealed that the majority of respondent facilitators (65.8 percent) rated 1:40 and 1:50 facilitator student-ratios in the class. A provision was given in the questionnaire to write their comments on the problems of ABE program implementation but no comment or

suggestion was made about class size and the impact on their teaching effectiveness.

Class size seems reasonable in the ABE centers under study. However, high teaching loads can be seen as a serious problem that needs to be changed in order to make the learning environment conducive for the teaching learning process.

Generally, the presented data in Tables 12-19 and the discussions of the findings answer the fourth research question of the study. That is the learning environment in the study areas were not conducive for effective implementation of ABE curriculum as intended to be.

4.6 The Challenges Which Affect the Implementation of ABE Curriculum as Perceived by Respondents

In the previous chapter, decision rules were established to be used in the analysis and discussion of the data. These rules applied to the implementations which are identified as hindering factors in the perception of the respondents. Hence, this section presents the perceived challenges of the ABE curriculum implementation from the view point of three groups, (facilitators, cluster supervisors and Non-formal personnel's) responsible for curriculum implementation.

Thus, Table 20 presents the summary of the most major perceived challenges which can influence the implementation process.

Facilitators and cluster supervisors were generally satisfied with the organization of the curriculum. The composition of the curriculum creates positive perception in relation to, it contains, specific learning objectives and the contents are expected to be covered by facilitators.

In regard to the curriculum it self, challenges which are perceived by the respondents were lack of rational for the use of the curriculum, lack of

attention to specify resource materials and students' evaluation and it is not flexible enough to allow other related topics.

Communication remains a major problem. These responses have been shown in number of items that feed back system and opportunity should be developed to exchange information among educational ladders about the curriculum and its implementation. An opportunity for feed back about the implemented materials is an essential part of implementation. Almost, the three groups confirmed that, they need to have workshops and in service training program to learn more about the program and its implementation. NFE experts expressed the needs for facilitators to have pre-service sessions before they start teaching and should be participate in cluster resource centers educational package training.

The knowledge, skills and commitment were inadequate in the part of implementers that need attention by regional officials. Facilitators and cluster supervisors perceived the need for time to plan the implementation. This implies that time before implementation and knowledge of the curriculum and its implementation is decisive. There is a need to plan the procedure of implementation, since the distribution of the materials does not insure implementation.

TABLE – 20

Major Challenges to Curriculum Implementation as Perceived by the Three Groups

CATEGORIES	FACILITATORS	CLUSTER SUPERVISORS	NFE-PERSONNEL
THE COMPOSITION OF THE CURRICULUM MATERIALS	1. The rationale for the use of the curriculum materials are not explicitly stated (62%)	1. The rationale are not explicitly stated (60%)	1. The curriculum materials are beyond the maturity level of the children
	2. The curriculum is not realistic in terms of what students have to learn (60.6%)		2. The curriculum do not reflect the rural once reality
	3. It contains inadequate number of suggestion related to resource materials (68.5%)		3. The physical make-up of the materials are not acceptable
	4. It contains insufficient suggestions related to students evaluation (50%)		
	5. It is not flexible enough to allow for related topics (63.2%)		
IN REGARD TO CURRICULUM IMPLEMENTERS	1. There is inadequate opportunity for face to face communication with other facilitators related to implementation (65.8%).	1. There is inadequate face to face communication with other facilitators (64%).	1. Some of WEO-NFE experts are not committed.
	2. Facilitators have inadequate opportunity to provide feed back (68.4%).	2. Supervisors have inadequate opportunity to provide feed back (72%).	2. Some of the WEO-NFE experts have insufficient skills and knowledge about the curriculum and its implementation.
	3. There are insufficient workshops and in service training (81.6%).	3. There are insufficient workshops and in service training (88%).	3. Facilitators lack the necessary knowledge, skills and commitment to the implementation of the curriculum.
	4. They need to learn more about the curriculum and its implementation (84.3%).	4. They need to learn more about the guide lines and its implementation (100%).	4. There exists inadequate support from WEO- experts for supervisors and facilitators.

Table 20 continued

CATEGORIES	FACILITATORS	CLUSTER SUPERVISORS	NFE-PERSONNEL
CONCERNING ORGANIZATIONAL SETTING	1. Inadequate time was provide to plan for implementation (65.8%).	1. There was insufficient communication among WEO-experts, supervisors and facilitators (68%).	1. Facilitators and supervisors are not committed.
	2. There has been no two way communication between implementers (68.5%)	2. Facilitators have inadequate opportunity to provided feed back (78%)	2. There is inadequate support from WEO-officials.
	3. Insufficient resources are provided by the WEO (73.7%)	3. Insufficient resources are provided by the WEO for implementation (92%)	3. There is no communication and feed back channels at all levels related the curriculum and its implementation.
	4. Cluster supervisors' role in implementation is not clearly defined (60%)	4. The NFE personnel's do not motivate me related to the implementation (80%)	4. Some supervisors have low level of knowledge and skills related to the curriculum
	5. NFE-personnel's and supervisors have negative attitude towards the ABE and its curriculum (73.7%)	5. The NFE personnel's provided insufficient support related to implementation (80%).	5. Almost all informants confirmed that WEO do not provided materials support except textbooks and chalk boards
	6. The ABE centers are not flexible to meet the demands of the curriculum (65.8%)	6. The NFE personnel's role in the implementation is not clearly defined (62%).	6. The supervisors provided insufficient support to facilitators, since they give attention to formal schools.
		7. WEO-NFE experts have low level of knowledge and commitment about ABE curriculum and its implementation (Ave.56%).	7. Facilitators & supervisors have been provided insufficient workshops and in-service training
		8. Facilitators have inadequate knowledge, skills and commitment to the implementation (64%).	8. The construction and location of ABE centers were not conducive for learning

Table 20 continued

CATEGORIES	FACILITATORS	CLUSTER SUPERVISORS	NFE-PERSONNEL
THE CONDITION OF TEACHING LEARNING ENVIRONMENT	1. Students desks and tables are inadequate and non existence (76.3%).	1. Almost all basic requirements for teaching are not provided by WEO as required (Ave.95%).	1. The unavailability of different teaching-learning requirements.
	2. Classrooms and floor are not conducive for learning (73.7%).	2. ABE centers have no pedagogical centers (68%).	2. Focusing in enrollment and administrative issues at all levels
	3. Facilitators' chair and tables are non-existence (100%).	3. Instructional medias are not existing (64%).	3. Lack of necessary furniture's, drinking water, latrine etc in ABE centers.
	4. The absence of dusters (92%)	4. There is no reading room or corner in ABE centers (100%).	4. Students absenteeism
	5. The unavailability of instructional medias (94.8%)	5. Unavailability of reading materials (96%).	5. The unavailability of teaching aids and supplementary reading materials.
	6. Almost all basic requirements for teaching are not provided by WEO as required (Ave. 94%)		
	7. ABE centers have no pedagogical centers (81.6%).		
	8. The absence of reading rooms or corner in ABE centers (94.7%).		
	9. Reading materials are unavailable (92%).		
	10. Facilitators do not use or borrow from CRCs (63%).		
	11. Facilitators teach 30 periods per week (100%).		

Resources support provided were given negative perception by all three groups. The need for more efficient provision of resources associated with the implemented curriculum is the concern of all the three groups.

The learning centers should be organized with pedagogical centers, reading rooms or corners and equipped with the necessary instructional media and supplementary reading materials. But ABE centers in the study areas were ill equipped in essential facilities to carryout effective teaching-learning process.

The facilitators and supervisors expressed their personal knowledge and commitment in regard to implementation. Interestingly, supervisors identified the lack of knowledge and commitment in the part of the two groups while some NFE personnel revealed their insufficient knowledge and commitment as implementer.

The cluster supervisors confirmed that, they need motivation and support from WEO-NFE experts related to the curriculum and its implementation.

The healthy organization of the class rooms and reasonable teaching loads are the basic essential factors for effective implementation; whereas, all respondents perceived the existence of unhealthy classrooms and maximum (30 periods week) teaching loads.

Generally, one could understand from the data presented in table 20 and its discussion that, the educational hierarchies at all level did not give due attention to the ABE curriculum and its implementation. This implies that the education system expect implementation as soon as the curriculum materials were distributed. Therefore, this result answers the fifth research question of the study by identifying the major challenges as perceived by the three groups.

- 4.3 There have been insufficient instructional media in the sample ABE centers (94%). Also, facilitators (95%) do not attempt to use cluster resource centers as source of instructional media.
- 4.4 Most of the ABE centers (95%) do not have pedagogical centers and reading corners in the study areas.

5.2 Conclusions

From the findings, it can be concluded that the ABE curriculum materials were not implemented as intended in South Gonder Zone of Amhara Regional State. There is wide gap between the designed/composition of the curriculum and what is actually being implemented in practice in the classroom. This has been evident from the facilitator's actual classroom instructional performances. This happened due to the problem encountered in their selection, low level of incentive and lack of pre-service and absence of participation in cluster resource centers (schools) training programs.

The lack of adequate skills and commitment on the part of curriculum implementers are mainly attributed to the absence of training, workshops, and seminar related ABE program and to the lack of adequate incentive.

The absence of adequate communication, feedback provision system and insufficient technical and materials support made the organizational setting of ABE program not conducive for effective implementation of the curriculum.

The existence of unfavorable conditions, it 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 implementation process, in addition to the low level of attention in the educational personnel toward the ABE program.

The absence of pre-service and in-service training in related to ABE curriculum and its implementation for facilitators, the teaching loads and the lowers of the support provided by WEO-NFE personnel seem to have aggravated the problem.

The existence of the ABE centers created educational opportunities for a number of out-of school children. Hence, this has contributed to the effort made to achieve UPE in the country in general and in Amhara region in particular.

5.3 Recommendations

Identification of the challenges does not provide a solution in itself. Hence, based on the findings of this study the major recommendations are outlined in order of priority as follow.

1. The curriculum materials need some revision in terms of student evaluation, and to allow explorations on other related topics, etc. Hence, there should be planned and organized program to carryout the activity. All stakeholders should participate in the revision and accommodate the implementation phases as a process rather than as an event.
2. If implementation of the curriculum has to be effective, then communication and feedback channels related to the curriculum and its implementation must be established within and among experts at all levels.
3. The ABE environment in the learning centers and classrooms have been found to be un-conducive in terms of inadequacy of resource, instructional media and classroom facilities. Hence, the Regional Education Bureau should device mechanisms to alleviate the problems, such as developing minimum standard about ABE center construction, and distribution of the required materials by Woreda Education Offices.
4. NFE experts at all levels and supervisors should be provided with sufficient workshops and in-service training related to ABE curriculum and its implementation.

5. Facilitator selection and incentive mechanism have to be revised and reflect the existing economic situation and their qualification. Hence, REB should update the existing ABE strategy and implementation manual.
6. Facilitator should be provided with adequate per-service training in relation to ABE principles, approaches, and also they have to take part in cluster training programs together with formal school teachers.

Therefore, to narrow the gap between the intents of the curriculum materials and actual implementation practice, the barriers discussed in this study should be dissolved as much as possible.

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Part One

Directions: Please respond to the following questions by circling the letter of your choice or writing a complete answer on the space provided.

Section -I - Regarding facilitators

1. How many periods do you teach in a week? _____
2. Do you think the number of periods you teach in a day or in a week has any impact on your teaching effectiveness?
a) Yes b) No
3. If your answer to question number 2 is 'yes' explain how?

4. Have you got pre-service training at woreda or cluster level before you start teaching at ABE center?
a) Yes b) No
5. If your answer for question number 4 above is "yes", for how many days have you taken the training?
a) 3 days b) 5 days c) 10 days d) 15 days
e) if any other specify _____
6. If your answer for question number 4 above is "No" explain why?

7. How do you feel working as facilitator?
a) Very satisfied b) satisfied c) Not satisfied
8. If your answer to questions number "7" is "Not-satisfied" explain why?

9. Have you got a training on the topics, like ABE principles and approach, Regional ABE strategy and implementation guideline?
a) Yes b) No c) only read the guidelines
d) Don't read them e) if any other, please specify _____

Section- II - Concerning ABE learning center organization

1. Is there a school pedagogical center in your learning center?
a) Yes b) No
2. If your answer to questions number 1 is yes, how do you rate, the amount of instructional materials relevant to your teaching?
a) Excess b) Adequate c) Not adequate d) Non exist
3. To what extent do you use/borrow instructional materials form cluster resource center?
a) Frequently b) Sometime c) Rarely d) Not at all
4. If your response to question number 3 above is "Not at all", what makes it difficult for you not to use CRC as a source of instructional materials?
a) Shortage of time
b) Distance of the CRC
c) Cluster schools staff member negative attitude to ward ABE
d) No encouragement given by cluster supervisors
e) if any other, please specify _____
5. Is there reading room or corner in ABE center?
a) Yes b) No
6. If your answer to question number 5 is "yes" how do you rate the availability of supplementary reading material in the reading rooms?
a) Adequate b) Not adequate c) Not available
7. How do you rate the availability of syllabi and facilitator guide lines in the learning center?
A) Adequate B) not adequate C) Not available D) if any other, please specify
8. What is student - textbook ratio?
a) 1:1 b) 1: 2 c) 1:3 d) 1: 4 e) if any other specify -----
9. What is facilitator- students' ratio?
a) 1:40 b) 1:50 c) 1: 60 d) 1:70 e) if any other specify _____

No	Section II- Concerning Curriculum Users or Implementers	4	3	2	1
1	I have sufficient knowledge of the curriculum guidelines.				
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 had 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 the 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 implementation				

No	Section III Regarding Organizational Climate	4	3	2	1
1	The cluster supervisors have provided sufficient support during the implementation of the curriculum,				
2	There was time for the planning of the implementation of the curriculum				
3	There has been two-way communication between WEO-personnel, supervisors and facilitators related to ABE curriculum				
4	The WEO has provided sufficient resource materials required for implementation of the curriculum				
5	The cluster supervisors' role in the implementation of the curriculum is clearly stated				
6	WEO personnel's and supervisors have positive attitude to wards the ABE and its curriculum				
7	The learning center is flexible enough to meet the requirements of the curriculum.				
8	The supervisors have high expectations for facilitators related to curriculum implementation				
9	The supervisors appear knowledgeable about the curriculum				
10	Cluster supervisors possess the skills necessary for implementation of the curriculum.				

Part Three

Directions: Please indicate by tick (✓) mark how 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 for preparing lesson plan			
2	Pens and Pencils,			
3	Paper for tests and exam			
4	Paper or exercise books for preparing notes			
5	Register books or Forms for attendance and recording continuous assessment results			

Part Four

Directions: Please indicate with a tick (✓) mark to your responses by assessing the facilities of the learning center in which you are teaching.

No	Facilities	Adequate	Not Adequate	Non existence
1	The classrooms walls and floor are conducive for learning			
2	Students desk and tables (locally made)			
3	Chair and table for facilitators			
4	Chalk-board			
5	Duster			
6	Chalk			
7	Teaching-aids			
8	brightness and air condition			

Part Five

General comment and suggestions

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

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

PART ONE

Directions: Please respond to the following questions by making circle to the letter/alphabets or by writing a complete answer whenever necessary.

1. Have you participate in training on ABE principles and approach regional ABE strategy and guideline? Did you read them?
 - a) Yes
 - b) No
 - c) Only read the guidelines
 - d) Did not read them
 - e) If any other, please specify -----
2. Does your clustered ABE center have pedagogical center?
 - a) Yes
 - b) No
3. If your answer to question number 2 is "Yes", how do you rate the availability of instructional materials in the center?
 - a) Excess
 - b) Adequate
 - c) Not adequate
 - d) Non-exist
4. How often, do facilitators borrow instructional materials from cluster resource center?
 - a) Frequently
 - b) Sometime
 - c) Rarely
 - d) Not at all
5. If your response to question number 4 is "c" or "d" what could be the reasons?
 - A) Shortage of time
 - B) The distance of CRC
 - C) Negative attitude of ABE
 - D) Lack of support from supervisors
 - E) If any other specify -----
6. Is there reading room or corner in ABE center?
 - a) Yes
 - b) No
7. If your answer to question number 6 is "Yes", how do you rate the availability of supplementary reading materials in the reading rooms?
 - a) Adequate
 - b) Not adequate
 - c) Not-available
8. To what extent do facilitators have access to the syllabi and facilitators guidelines?
 - a) Adequate
 - b) Not adequate
 - c) Not available
 - d) If any other, specify _____
9. What is the student-textbook ratio in ABE centers?
 - a) 1:1
 - b) 1:2
 - c) 1:3
 - d) 1:4
 - e) if others _____
10. On average what is the facilitator-student ratio in ABE centers?
 - a) 1:40
 - b) 1:50
 - c) 1:60
 - d) 1:70
 - e) Any other, please specify _____

Part Two

Directions: Rate the following by putting a tick mark (✓) to indicate your response with respect to each statement in only one of the four alternatives, i.e

Strongly agree=4

Agree=3

Disagree=2

strongly disagree=1

No	Section I- Regarding curriculum Materials	4	3	2	1
1	The rationale for the use of the curriculum materials are explicitly stated.				
2	The curriculum contains an adequate number of specific learning objectives.				
3	The curriculum materials are well organized.				
4	The curriculum is realistic in term of what students to learn.				
5	It contains an adequate number of planning strategies related to instruction.				
6	It contains an adequate number of suggestions related to resource materials.				
7	It is realistic in terms of the amount of contents it expects the facilitators to cover.				
8	It contains sufficient number of suggestions related to student evaluation.				
9	The physical make up of the guideline is acceptable.				
10	The guideline is flexible enough to allow for exploration of related topics.				

No	Section II- Concerning Curriculum Users or Implementers	4	3	2	1
1	I have sufficient knowledge of the curriculum guidelines.				
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 had 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 the 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 implementation				

No	Section III: Regarding Organizational Climate	4	3	2	1
1	There has been sufficient communication between the WEO experts, cluster supervisors and facilitators related to the ABE curriculum and its implementation				
2	Facilitators have had the opportunity to provide feedback about the curriculum guideline				
3	The ABE learning centers organization is flexible enough to accommodate the curriculum				
4	The WEO has provided sufficient resource materials for the implementation of the curriculum				
5	The WEO- Personnel's motivate me to the implementation of ABE curriculum				
6	The WEO personnel provided sufficient support to me during the implementation of the curriculum				
7	There were enough time for planning the implementation of the curriculum				
8	The WEO-NFE expert have high expectations for facilitators and cluster supervisors related to the implementation of the curriculum				
9	The WEO Non-formal experts role in the implementation of the curriculum has been clear				
10	The WEO-NFE experts have adequate knowledge about ABE curriculum and its implementation.				
11	WEO- personnel are committed to the implementation of the curriculum				
12	Facilitators have adequate knowledge of the curriculum				
13	Facilitators posses the skills necessary for the implementation of the curriculum				
14	Facilitators are committed to the implementation of the curriculum				

Part Three

Directions: Please indicate by tick (✓) mark how 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 for preparing lesson plan			
2	Pens and Pencils,			
3	Paper for tests and exam			
4	Paper or exercise books for preparing notes			
5	Register books or Forms for attendance and recording continuous assessment results			

Part Four

General comment and suggestions

3. What are the major problems you encountered during the implementation of ABE curriculum?

4. Do you have any other suggestions and comments on ABE program implementation

APPENDIX C

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ፕሮግራም

የሥነ-ትምህርት ኮሌጅ

የካሪኩለምና የመምህርነት ሙያ ልማት ጥናት ት/ክፍል

በአመቻቸው የሚሞላ መጠይቅ

ውድ አመቻቸው

ይህ መጠይቅ የተዘጋጀው በአማራጭ መሠረታዊ ትምህርት ፕሮግራም ሥርዓተ-ትምህርት (ሲ.ሊ.ሲ፣ የአመቻቸው ማኑዋልና የተማሪው መጽሀፍት) በትክክል ስለመተግበሩና ያጋጠሙ ችግሮችን አስመልክቶ መረጃዎችን ለመሰብሰብ ነው። መጠይቁን ስትሞሉ በምታስተምሩበት ደረጃዎችና የትም/ዓይነቶች መሠረት በማድረግ ነው።

የምትሰጡት መረጃዎች በደቡብ ጎንደር ዞን የአ.መ.ት ሥርዓተ ትምህርት የአተገባበር ሂደት አስመልክቶ ለሚደረግ ጥናትና ምርምር በግብአትነት የሚያገለግል ነው።

ስለዚህ የእናንተ ቀና ዕርዳታና ትብብር እንዲሁም የምትሰጧቸው ሀቀኛ መረጃዎች ለጥናቱ በጥራት መጠናቀቅ ወሳኝነት አለው።

ስም መጻፍ አያስፈልግም

በቅድሚያ ለሰጣችሁት ትክክለኛ መረጃዎች አመሰግናለሁ።

አጠቃላይ መረጃዎች

ሀ. የዜግ ስም ወረዳ

የመማሪያ ጣቢያ ስም

ለ. ያታ ወንድ ሴት

ሐ. ዕድሜ

መ. የትምህርት ደረጃ

ሰ. በአመቻችነት ያገለገሉበት ዓመት

ረ. መረጃ የሚሰጡበት የሥርዓተ-ትምህርት ማትሪያሎች

ሀ/ ደረጃ አንድ ለ/ ደረጃ ሁለት ሐ/ ደረጃ ሦስት

ክፍል አንድ

መመሪያ፡ ከዚህ በታች ለቀረቡ ጥያቄዎች፣ ፊደሎችን በመክበብ ወይም በተሰጠው ባዶ በታ በመጻፍ መልስዎን ይስጡ።

ንኡስ ክፍል I. የአመቻቾች የስራ ሁኔታ

1. በሳምንት ስንት ክፍለ ጊዜዎች ያስተምራሉ?

ሀ. አዎ፣ ጫና አድርጎብኛል ለ. የለም፣ ጫና አለደረገብኝም
2. በቀን ወይም በሳምንት የሚያስተምሩት የክፍለ ጊዜያት መብዛት በተገቢው ሁኔታ እንዳያስተምሩ ጫና አድርጎብኛል ብለው ያስባሉ?

ሀ. አዎ፣ ጫና አድርጎብኛል ለ. የለም፣ ጫና አለደረገብኝም
3. ለ“2ኛው” ጥያቄ መልስዎ “አዎ” ከሆነ፣ ያሳደረው ጫና እንዴት ይገለጻል?

ሀ. አዎ ለ. የለም
4. በአ.መ.ት. ፕሮግራም ለማስተማር ሲቀጠሩ በወረዳ ወይም በክላስተር ደረጃ ቅድመ ሥራ ላይ ሥልጠና ወስደዋል?

ሀ. አዎ ለ. የለም
5. ለ“4ኛው” ጥያቄ መልስዎ ሀ «አዎ» ከሆነ፣ ስልጠናው የተሰጠው ለስንት ቀናት ነበር?

ሀ. 3 ቀን ለ. 5 ቀን ሐ. 10 ቀን መ. 15 ቀን

ሠ. ሌላ፣ ይገለጹ
6. ከላይ ለ“4ኛው” ጥያቄ መልስዎ (ለ) «የለም» ከሆነ ሥልጠና ያልወሰዱበት ምክንያት ምንድነው ብለው ይገምታሉ?

ሀ. በጣም ደስተኛ ነኝ ለ. ደስተኛ ነኝ ሐ. ደስተኛ አይደለሁም
7. በአመቻችንት መስራትዎን እንዴት ይገልጹታል?

ሀ. በጣም ደስተኛ ነኝ ለ. ደስተኛ ነኝ ሐ. ደስተኛ አይደለሁም
8. ለ“7ኛው” ጥያቄ መልስዎ «ሐ» ከሆነ፣ ምክንያቱን ቢገልጹ?

ሀ. በጣም ደስተኛ ነኝ ለ. ደስተኛ ነኝ ሐ. ደስተኛ አይደለሁም

9. ስለኢ.መ.ት ፕሮግራም ዓለማዎች፣ መርሆዎችና ስልቶች እንዲሁም ስለክልሉ የኢ.መ.ት ስትራቴጂና የአፈፃፀም መመሪያን አስመልክቶ በተዘጋጀ አውደ ጥናት ወይም ሴሚናር ተሳትፏል? ሰነዶችን አንብቦል?

- ሀ. አዎ ተሳትፏል ለ. የለም አልተሳተፍኩም
- ሐ. ሰነዶችን አንብቤያለሁ መ. ሰነዶችን አላነበብኳቸውም
- ሠ. ሌላ ካለ ይገለጹ

ንኡስ ክፍል II. የመማሪያ ጣቢያውን በተመለከተ

1. የመማሪያ ጣቢያው ፔዳጎጂካል ማዕከል አለው?

- ሀ. አዎ ለ. የለም

2. ለተራ ቁጥር "1" መልስዎ "አዎ" ከሆነ በማዕከሉ የሚገኙት የማስተማሪያ መርጃ መሣሪያዎች ብዛትና ተገቢነትን እንዴት ይገልፁታል?

- ሀ. በርካታ ናቸው ለ. በቂ ናቸው ሐ. በቂ አይደለም መ. ምንም የለም

3. ከክላስተር ሪሶርስ ሴንተር የትምህርት መርጃ መሣሪያዎች ተውሰው ያውቃሉ?

- ሀ. በተከታታይ እዋሳለሁ ለ. አልፎ አልፎ ሐ. በጣም አልፎ አልፎ መ. ተውሼ አላውቅም

4. ለተራ ቁጥር "3" መልስዎ "መ" ከሆነ በዋናነት ምክንያቱ ምንድን ነው?

- ሀ. የጊዜ አጥረት
- ለ. የክላስተር ሴንተሩ ርቀት
- ሐ. የክላስተር ት/ቤቶች አባላት ለኢ.መ.ት ያላቸው ዝቅተኛ ግምት
- መ. ሱፐርቫይዘሩ ስለማያበረታታን!
- ሠ ሌላ ተጨማሪ ካለ

5. በመማሪያ ጣቢያው የንባብ ቤት ወይም ኮርነር አለ?

- ሀ. አዎ ለ. የለም

6. ለተራ ቁጥር "5" መልስዎ "አዎ" ከሆነ በንባብ ቤቱ የሚገኙት ተጨማሪ የንባብ መጽሀፍት ብዛት እንዴት ይገልፁታል?

- ሀ. በቂ ናቸው ለ. መጠነኛ ናቸው ሐ. በቂ አይደለም መ. የለም

7. በመማሪያ ጣቢያ ሲለበሰችና የአመቻቸች ማነ-ዋል በየትምህርት ዓይነቱ በምን ደረጃ ይገኛሉ?

ሀ. በቂ ናቸው ለ. በቂ አይደሉም ሐ. የለም

መ. ሌላ ይገለጹ

8. የተማሪ መጽሀፍት ጥመርታ ስንት ለስንት ነው?

ሀ. 1:1 ለ. 1:2 ሐ. 1:3 መ. 1:4

ሠ. ሌላ ይገለጹ

9. የአመቻቸ ተማሪ ጥመርታ በአማካይ ስንት ለስንት ነው?

ሀ. 1:40 ለ. 1:50 ሐ. 1:60 መ. 1:70

ሠ. ሌላ ይገለጹ

10. የክላስተር ሱፐርቫይዘር በሚያስተምሩበት ወቅት የክፍል ምልክታ አድርገው ያውቃሉ? ለምን ያህል ጊዜ ነው?

ሀ. በዓመት አንድ ጊዜ ለ. በሲሜስተር አንድ ጊዜ

ሐ. በሲሜስተር ከአንድ ጊዜ በላይ መ. ክፍል ገብተው አያውቁም

ሠ. ሌላ ይገለጹ

ክፍል ሁለት

መመሪያ:- የክፍል ሁለት መጠይቅ በሦስት ንኡሳን ክፍሎች ተደራጅቶ ቀርቧል።
 እያንዳንዱን ገላጭ ዓረፍተ ነገር በሚመለከት ከቀረቡት አራት አማራጮች ውስጥ አንዱን ብቻ በመምረጥ (የ✓) ምልክት በማድረግ የስምምነትዎን ደረጃ ይግለፁ።

በጣም እስማማለሁ = 4

እስማማለሁ = 3

አልስማማም = 2

በጣም አልስማማም = 1

ተ.ቁ	ንኡስ ክፍል I. የሥርዓተ ትምህርት አደረጃጀት	4	3	2	1
1	የሥርዓተ-ትምህርቱ አስፈላጊነት በተብራራና ግልፅ በሆነ መንገድ ቀርቧል				
2	ሥርዓተ ትምህርቱ ግልፅ የትምህርት ዓላማዎችን በብቁ ሁኔታ አካቶ ይሟላል።				
3	የሥርዓተ- ትምህርት ማቲሪያሎች በሚገባ የተደራጁ (organized) ናቸው።				
4	ሥርዓተ-ትምህርቱ ተማሪዎች ሊማሩ የሚገባቸው ከማቅረብ አንጻር ተጨባጭና አዎንታዊ ነው።				
5	ለማስተማር ዕቅድ ዝግጅት የሚረዱ በቂ ስልቶችን አካቷል።				
6	ትምህርቱ ሥራ የተለያዩ ቁሳቁሶችን እንደንጠ ቀም በቂ መረጃዎች ይጠቁማል				
7	አመቻቸው ትምህርቱን በተመደበለት ክፍል ጊዜ እንዲያጠናቅቁ ሆኖ የተዘጋጀ ነው።				
8	የተማሪዎችን ምዘና በተለያዩ ዘዴዎች ለማከናወን የሚያስችሉ በቂ አስተያየቶችና ጥቆማዎችን ይሟላል።				
9	የመጽሀፍቱ ህትመትና ገጽታ ሳቢ በመሆኑ ተቀባይነት አለው።				
10	የሥርዓተ-ትምህርት ዝግጅቱ የተለማጭነት ባህሪ ስላለው ሌሎች ተመሳሳይ ርዕሶችን ለመምረጥ በቂ ዕድል ይሰጣል።				

ተ.ቁ	ንኡስ ክፍል II የሥርዓተ ትምህርቱን ስለሚተገብሩ አመቻቾች እና ሱፐርቫይዘሮች በተመለከተ	4	3	2	1
1	ስለ ሥርዓተ-ትምህርት ማቴሪያሎች በቂ ዕውቀት አለኝ				
2	ለሥርዓተ-ትምህርቱ ተግባራዊነት ጠንካራ ዕናት (committed) አለኝ				
3	የሥርዓተ-ትምህርቱ ተግባራዊነት አስመልክቶ ከሌሎች አመቻቾች ጋር ፊት ለፊት ለመወያየት በቂ አጋጣሚዎችን አግኝቻለሁ።				
4	ስለሥርዓተ-ትምህርቱ ያሉኝ አስተያየቶች ግብረ መልስ ለመስጠት (feed back) በቂ ዕድሎች አግኝቻለሁ።				
5	ስለአ.መ.ት ሥርዓተ-ትምህርት እና ተግባራዊ ሂደት አስመልክቶ በተዘጋጁ አውደ ጥናቶችና የሥራ ላይ ሥልጠናዎች ላይ በበቂ ሁኔታ ተሳትፎ አለሁ።				
6	ሥርዓተ-ትምህርቱ ተግባራዊ ለማስደረግ የሚያበቁ አስፈላጊ ክህሎቶች አሉኝ።				
7	ሥርዓተ-ትምህርቱን ተግባራዊ ለማድረግ የሚያስችል ተጨማሪ ሥልጠናዎች እንዲመቻቹልኝ እፈልጋለሁ።				
8	አመቻቾች ስለሥርዓተ-ትምህርቱ ተግባራዊነት ከሱፐርቫይዘሮች ጋር ፊት ለፊት ለመወያየት በቂ ዕድሎች አግኝተዋል።				

ክፍል ሁለት

መመሪያ:- የክፍል ሁለት መጠይቅ በሦስት ንኡሳን ክፍሎች ተደራጅቶ ቀርቧል።

እያንዳንዱን ገላጭ ዓረፍተ ነገር በሚመለከት ከቀረቡት አራት አማራጮች ውስጥ አንዱን ብቻ በመምረጥ (የ✓) ምልክት በማድረግ የስምምነትዎን ደረጃ ይግለፁ።

በጣም አስማማለሁ = 4

አስማማለሁ = 3

አልስማማም = 2

በጣም አልስማማም = 1

ተ.ቁ	ንኡስ ክፍልI. የሥርዐተ ትምህርት አደረጃጀት	4	3	2	1
1	የሥርዐተ-ትምህርቱ አስፈላጊነት በተብራራና ግልፅ በሆነ መንገድ ቀርቧል				
2	ሥርዐተ ትምህርቱ ግልፅ የትምህርት ዓላማዎችን በበቂ ሁኔታ አካቶ ይሟላል።				
3	የሥርዐተ- ትምህርት ማቴሪያሎች በሚገባ የተደራጁ (organized) ናቸው።				
4	ሥርዐተ-ትምህርቱ ተማሪዎች ሊማሩ የሚገባቸው ከማቅረብ አንጻር ተጨባጭና አዎንታዊ ነው።				
5	ለማስተማር ዕቅድ ዝግጅት የሚረዱ በቂ ስልቶችን አካቷል።				
6	ትምህርቱ ሥራ የተለያዩ ቁሳቁሶችን እንድንጠ ቀም በቂ መረጃዎች ይጠቁማል				
7	አመቻቾች ትምህርቱን በተመደበለት ክፍል ጊዜ እንዲያጠናቅቁ ሆኖ የተዘጋጀ ነው።				
8	የተማሪዎችን ምዘና በተለያዩ ዘዴዎች ለማከናወን የሚያስችሉ በቂ አስተያየቶችና ጥቆማዎችን ይሟላል።				
9	የመጽሀፍቱ ህትመትና ገጽታ ሳቢ በመሆኑ ተቀባይነት አለው።				
10	የሥርዐተ-ትምህርት ዝግጅቱ የተለማጭነት ባህሪ ስላለው ሌሎች ተመሳሳይ ርዕሶችን ለመምረጥ በቂ ዕድል ይሰጣል።				

ተ.ቁ	ንኡስ ክፍል II የሥርዓተ ትምህርቱን ስለሚተገብሩ አመቻቾች እና ሱፐርቫይዞርዎች በተመለከተ	4	3	2	1
1	ስለ ሥርዓተ-ትምህርት ማቴሪያሎች በቂ ዕውቀት አለኝ				
2	ለሥርዓተ-ትምህርቱ ተግባራዊነት ጠንካራ ዕናት (committed) አለኝ				
3	የሥርዓተ-ትምህርቱ ተግባራዊነት አስመልክቶ ከሌሎች አመቻቾች ጋር ፊት ለፊት ለመወያየት በቂ አጋጣሚዎችን አግኝቻለሁ።				
4	ስለሥርዓተ-ትምህርቱ ያሉኝ አስተያየቶች ግብረ መልስ ለመስጠት (feed back) በቂ ዕድሎች አግኝቻለሁ።				
5	ስለአ.መ.ት ሥርዓተ-ትምህርት እና ተግባራዊ ሂደት አስመልክቶ በተዘጋጁ አውደ ጥናቶችና የሥራ ላይ ሥልጠናዎች ላይ በበቂ ሁኔታ ተሳትፎአለሁ።				
6	ሥርዓተ-ትምህርቱ ተግባራዊ ለማድረግ የሚያበቁ አስፈላጊ ክህሎቶች አሉኝ።				
7	ሥርዓተ-ትምህርቱን ተግባራዊ ለማድረግ የሚያስችል ተጨማሪ ሥልጠናዎች እንዲመቻቹልኝ አፈልጋለሁ።				
8	አመቻቾች ስለሥርዓተ-ትምህርቱ ተግባራዊነት ከሱፐርቫይዞርዎች ጋር ፊት ለፊት ለመወያየት በቂ ዕድሎች አግኝተዋል።				

ተ.ቁ	ንኡስ ክፍል III የአደረጃጀት ምቹ ሁኔታ በተመለከተ	4	3	2	1
1	ለሥርዓተ-ትምህርቱ ተግባራዊነት የክላስተር ሱፐርቫይዘር በቂ ድጋፍ አድርጓል።				
2	ሥርዓተ-ትምህርቱን ተግባራዊ ለማድረግ የሚያስችሉ ዕቅድ ለማዘጋጀት በቂ ጊዜ ነበር				
3	የአ.መ.ት. ሥርዓተ-ትምህርትን አስመልክቶ በወረዳው ባለሙያ፣ በሱፐርቫይዘርና በአመቻቾች መካከል የሁለትዮሽ ግንኙነት ምቹ ሁኔታ ነበር				
4	የወረዳ ት/ጽ/ቤት ሥርዓተ-ትምህርቱን ለመተግበር የሚያስፈልጉ ቁሳቁሶችን በበቂ ሁኔታ አቅርቧል።				
5	ስለሥርዓተ-ትምህርቱ ተግባራዊነት የሱፐርቫይዘሮች ሚና በግልፅ ተቀምጧል				
6	ስለአ.መ.ት. ፕሮግራም እና ሥርዓተ-ትምህርቱ የወረዳ ት/ጽ/ቤት ባለሙያዎችና ሱፐርቫይዘሮች ቀና አስተሳሰብ አላቸው				
7	የመማሪያው ጣቢያ ፕሮግራም ተለማጭ መሆን ሥርዓተ-ትምህርቱን ተግባራዊ ለማድረግ አስችሏል።				
8	አመቻቾች ሥርዓተ-ትምህርቱን ተግባራዊ ያደርጋሉ ብለው ሱፐርቫይዘሮች ያምናሉ ወይም ይጠብቃሉ።				
9	ሱፐርቫይዘር ስለአ.መ.ት. ሥርዓተ-ትምህርት በቂ እውቀት አለው።				
10	ሱፐርቫይዘር ሥርዓተ-ትምህርቱን ተግባራዊ ለማድረግ የሚያስችል አስፈላጊ ክህሎቶች አሉት				

ክፍል ሦስት

መመሪያ፣ ከዚህ በታች የተዘረዘሩትን ለማስተማር አስፈላጊ የሆኑ ቁሳቁሶች አስመልክቶ የወረዳ ት/ጽ/ቤቶች በምን ያህል መጠን ለመማሪያ ጣቢያው እንዳሟሉ (የ✓) ምልክት በማድረግ ይገለጹ።

ተ.ቁ	ለማስተማር የሚያስፈልጉ	በበቂ ተሟልቷል	በቂ አይደለም	የለም
1	ለትምህርት ዕቅድ ዝግጅት የሚያገለግል ደብተር ወይም ፎርማት			
2	እርሳስና እስክራብቶ			
3	ለቴስትና ፈተናዎች ማዘጋጀት ወረቀት			
4	ለትምህርት ዝግጅት (note) የሚያገለግል ደብተር ወይም ልሙጥ ወረቀት			
5	ለተማሪዎች መቆጣጠሪያና የተከታታይ ምዝና ውጤትን ለመመዘገብ የሚረዳ የመመዘገቢያ መዝገብ ወይም ፎርማት			

ክፍል አራት

መመሪያ፣ ከዚህ በታች የተዘረዘሩት ፋሲሊቲዎች አስመልክቶ የመመሪያ ጣቢያው ያሉበትን ሁኔታ (የ✓) ምልክት በማድረግ ይገለጹ።

ተ.ቁ	አስፈላጊ ፋሲሊቲዎች	በበቂ ነው	በቂ አይደለም	የለም
1	የመማሪያ ክፍሎች ግድግዳዎችና ወለሎች ለመማር ማስተማር ሂደት ተስማሚ ናቸው			
2	የተማሪው ወንበር እና ሴስክ (ከአካባቢ የተሰራ)			
3	የእመቻችት ወንበር እና ዘረጸዛ			
4	ቁጥር ሰሌዳ			
5	ዳስተር			
6	ጠመኔ /የክ			
7	የትምህርት መርጃ መሣሪያዎች			
8	ክፍሎች በቂ ብርሃን እና አየር የሚያገኙ መሆኑ			

ክፍል አምስት

አጠቃላይ አስተያየት፤

1. በአ.መ.ት የሥርዓተ ትምህርት ትግበራ ሂደት ያገጠሙ ዋና ዋና ችግሮች ናቸው የሚሉትን በገልፁ?
2. በአ.መ.ት ፕሮግራም አተገባበር ሂደት ላይ ሌሎች ተጨማሪ አስተያየቶች ካሉት በገልፁ?

APPENDIX-D

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ፕሮግራም

የሥነ-ትምህርት ኮሌጅ

የካሪኩለምና የመምህርነት ሙያ ልማት ጥናት ት/ክፍል

በክላስተር ሱፐርቫይዘሮች የሚሞላ መጠይቅ

ውድ ሱፐርቫይዘሮች

ይህ መጠይቅ የተዘጋጀው በአማራጭ መሠረታዊ ትምህርት ፕሮግራም ሥርዓተ-ትምህርት (ሲ.ሲ.ሲ፣ የአመቻቸው ማኅ-ዋልና የተማሪው መጽሀፍት) በተግባር ላይ በትክክል ስለመዋሉና ያጋጠሙ ችግሮችን አስመልክቶ መረጃዎችን ለመሰብሰብ ነው።

የምትሰጡት መረጃዎች በደቡብ ጎንደር ዞን የአ.መ.ት ሥርዓተ ትምህርት የአተገባበር ሂደትን አስመልክቶ ለሚደረግ ጥናትና ምርምር በግብአትነት የሚያገለግል ነው።

ስለዚህ የእናንተ ቀና ዕርዳታና ትብብር እንዲሁም የምትሰጧቸው ሀቀኛ መረጃዎች ለጥናቱ በጥራት መጠናቀቅ ወላኝነት አለው።

ስም መጻፍ አያስፈልግም

በቅድሚያ ለሰጣችሁት ትክክለኛ መረጃዎች አመሰግናለሁ።

አጠቃላይ መረጃዎች

ሀ. የዜግ ስም

ወረዳ

ክላስተር ማዕከል

ለ. ምረቃ ወንድ

ሴት

ሐ. ዕድሜ

መ. የትምህርት ደረጃ

ሰ. በሱፐርቫይዘርነት ያገለገሉበት ዓመት

ረ. መረጃ የሚሰጡበት የሥርዓተ-ትምህርት ማቴሪያሎች

የደረጃ አንድ

የደረጃ ሁለት

የደረጃ ሦስት

ክፍል አንድ

መመሪያ፣ ከዚህ በታች ለቀረቡ ጥያቄዎች ፊደሎች በመክበብ ወይም በተሰጠው ባዶ ቦታ በመጻፍ መልስዎን ይስጡ፤

1. ስለአ.መ.ት ፕሮግራም ዓለማዎች፣ መርሆዎችና ስልቶች እንዲሁም ስለክልሉ የአ.መ.ት ስትራቴጂና የአፈ.ዓፀም መመሪያ አስመልክቶ በተዘጋጀ አውደ ጥናት ወይም ሲሚናር ተሳትፏል? ሰነዶችን አንብበዋል?

ሀ. አዎ ተሳትፏል ለ. የለም አልተሳተፍኩም

ሐ. ሰነዶችን አንብቤያለሁ መ. ሰነዶችን አላነበብኩም

ሠ. ሌላ ካለ ይግለጹ

2. የመማሪያ ጣቢያው ፔዳጎጂካል ማዕከል አለው?

ሀ. አዎ ለ. የለም

3. ለተራ ቁጥር "2" መልስዎ "አዎ" ከሆነ በማዕከሉ የሚገኙት የማስተማሪያ መርጃ መሣሪያዎች ብዛትና ተገቢነትን እንዴት ይገልፁታል?

ሀ. በርካታ ናቸው ለ. በቂ ናቸው ሐ. በቂ አይደለም መ. ምንም የለም

4. አመቻቾች ከክላስተር ሴንተር የትምህርት መርጃ መሣሪያዎች ተውሰው ያውቃሉ?

ሀ. በተከታታይ ለ. አልፎ አልፎ ሐ. በጣም አልፎ አልፎ

መ. ተውሰው አያውቁም

5. ለተራ ቁጥር "4" መልስዎ "መ" ከሆነ በዋናነት ምክንያቱ ምንድን ነው?

ሀ. የጊዜ እጥረት

ለ. የክላስተር ሴንተር ርቀት

ሐ. የክላስተር ት/ቤቶች አባላት ለአ.መ.ት. ያላቸው ዝቅተኛ ግምት

መ. ሱፐርቫይዘሮች ስለማናበረታታቸው

ሠ ሌላ ተጨማሪ ካለ

6. በመማሪያ ጣቢያው የንባብ ቤት ወይም ኮርነር አለ?

ሀ. አዎ ለ. የለም

7. ለተራ ቁጥር "6" መልስዎ "አዎ" ከሆነ በንባብ ቤቱ የሚገኙት ተጨማሪ የንባብ መጽሀፍት ብዛት እንዴት ይገልፁታል?

ሀ. በቂ ናቸው ለ. በቂ አይደለም ሐ. የለም

8. በመማሪያ ጣቢያ ሲለበሱትና የአመቻቸውን ማኅቀል በየትምህርት ዓይነቱ በምን ደረጃ ይገኛሉ?

ሀ. በቂ ነው ለ. በቂ አይደለም ሐ. የለም መ. ሌላ ይገለጻል

9. የተማሪ መጽሀፍት ጥመርታ ስንት ለስንት ነው?

ሀ. 1:1 ለ. 1:2 ሐ. 1:3 መ. 1:4

ሠ. ሌላ ይገለጻል

10. የአመቻቸውን ተማሪ ጥመርታ በአማካይ ስንት ለስንት ነው?

ሀ. 1:40 ለ. 1:50 ሐ. 1:60 መ. 1:70

ሠ. ሌላ ይገለጻል

ክፍል ሁለት

መመሪያ:- የክፍል ሁለት መጠይቅ በሦስት ንኡሳን ክፍሎች ተደራጅቶ ቀርቧል።
 እያንዳንዱን ገላጭ ዓረፍተ ነገር በሚመለከት ከቀረቡት አራት አማራጮች
 ውስጥ አንዱን ብቻ በመምረጥ (የ✓) ምልክት በማድረግ የስምምነትዎን ደረጃ
 ይግለፁ።

በጣም እስማማለሁ = 4

እስማማለሁ = 3

አልስማማም = 2

በጣም አልስማማም = 1

ተ.ቁ	ንኡስ ክፍል I. የሥርዓተ ትምህርት አደረጃጀት	4	3	2	1
1	የሥርዓተ-ትምህርቱ አስፈላጊነት በተበራራና ግልፅ በሆነ መንገድ ቀርቧል				
2	ሥርዓተ ትምህርቱ ግልፅ የትምህርት ዓላማዎችን በበቂ ሁኔታ አካቶ ይዟል።				
3	የሥርዓተ- ትምህርት ማቴሪያሎች በሚገባ የተደራጁ (organized) ናቸው።				
4	ሥርዓተ-ትምህርቱ ተማሪዎች ሊማሩ የሚገባቸው ከማቅረብ አንጻር ተጨባጭና አዎንታዊ ነው።				
5	ለማስተማር ዕቅድ ዝግጅት የሚረዱ በቂ ስልቶችን አካቷል።				
6	ትምህርቱ ሥራ የተለያዩ ቁሳቁሶችን እንድንጠ ቀም በቂ መረጃዎች ይጠቁማል				
7	አመቻቾች ትምህርቱን በተመደበለት ክፍል ጊዜ እንዲያጠናቅቁ ሆኖ የተዘጋጀ ነው።				
8	የተማሪዎችን ምዘና በተለያዩ ዘዴዎች ለማከናወን የሚያስችሉ በቂ አስተያየቶችና ጥቆማዎችን ይዟል።				
9	የመጽሀፍቱ ህትመትና ገጽታ ሳቢ በመሆኑ ተቀባይነት አለው።				
10	የሥርዓተ-ትምህርት ዝግጅቱ የተለማጭነት ባህሪ ስላለው ሌሎች ተመሳሳይ ርዕሶችን ለመምረጥ በቂ ዕድል ይሰጣል።				

ተ.ቁ	ንኡስ ክፍል II የሥርዓተ ትምህርቱን ስለሚተገብሩ አመቻቾች እና ሱፐርቫይዞሮች በተመለከተ	4	3	2	1
1	ስለ ሥርዓተ-ትምህርት ማቴሪያሎች በቂ ዕውቀት አለኝ				
2	ለሥርዓተ-ትምህርቱ ተግባራዊነት ጠንካራ ዕናት (committed) አለኝ				
3	የሥርዓተ-ትምህርቱ ተግባራዊነት አስመልክቶ ከሌሎች አመቻቾች ጋር ፊት ለፊት ለመወያየት በቂ አጋጣሚዎችን አግኝቻለሁ።				
4	ስለሥርዓተ-ትምህርቱ ያሉኝ አስተያየቶች ግብረ መልስ ለመስጠት (feed back) በቂ ዕድሎች አግኝቻለሁ።				
5	ስለአ.መ.ት ሥርዓተ-ትምህርት እና ተግባራዊ ሂደት አስመልክቶ በተዘጋጁ አውደ ጥናቶችና የሥራ ላይ ሥልጠናዎች ላይ በበቂ ሁኔታ ተሳትፏል።				
6	ሥርዓተ-ትምህርቱ ተግባራዊ ለማስደረግ የሚያበቁ አስፈላጊ ክህሎቶች አሉኝ።				
7	ሥርዓተ-ትምህርቱን ተግባራዊ ለማድረግ የሚያስችል ተጨማሪ ሥልጠናዎች እንዲመቻቹልኝ አፈልጋለሁ።				
8	አመቻቾች ስለሥርዓተ-ትምህርቱ ተግባራዊነት ከሱፐርቫይዞሮች ጋር ፊት ለፊት ለመወያየት በቂ ዕድሎች አግኝተዋል።				

ተ.ቁ	ንኡስ ክፍል III የትግበራ ውቅር /አደረጃጀት/ ሁኔታ	4	3	2	1
1	የወረዳ ት/ጽ/ቤት ባለሙያዎች፣ ሱፐርቫይዘሮችና አመቻቾች የአ.መ.ት. ሥርዓተ-ትምህርት ተግባራዊ ለማድረግ የሚያስችል በቂ የርስ በርስ ግንኙነት አድረገዋል።				
2	ሥርዓተ-ትምህርቱን አስመልክቶ አመቻቾችና ሱፐርቫይዘሮች ግብረ መልስ ለመስጠት (feedback) ምቹ ሁኔታዎች ነበሩ።				
3	የመማሪያ ጣቢያው አደረጃጀት ተለማጭ መሆን ሥርዓተ-ትምህርቱ ተግባራዊ እንዲሆን አግቧል።				
4	የወረዳው ት/ጽ/ቤት ለሥርዓተ ትምህርቱ ተግባራዊነት የሚያስፈልጉትን (ግብዓቶች) ቁሳቁሶች በበቂ መጠን አቅርቧል።				
5	ሥርዓተ-ትምህርቱ ተግባራዊ እንዲደረግ የወረዳው ባለሙያ ያበረታታኝ (Motivat) ነበር።				
6	የወረዳው ባለሙያዎች ሥርዓተ-ትምህርቱ ተግባራዊ ለማድረግ የሚያስችል በቂ ድጋፍ አድርገዋል።				
7	ሥርዓተ-ትምህርቱን ተግባራዊ ለማድረግ የሚያስችል ዕቅድ ለማዘጋጀት በቂ ጊዜ ነበር።				
8	የወረዳ ባለሙያዎች ሥርዓተ-ትምህርቱን ተግባራዊ ያደርጋሉ ብለው በአመቻቾችና ሱፐርቫይዘሮች ላይ ከፍተኛ እምነት አላቸው።				
9	ሥርዓተ-ትምህርቱን ተግባራዊ ለማድረግ ሂደት የወረዳ ባለሙያዎች ያላቸው ሚና በግልፅ ተቀምጧል።				
10	የወረዳ ባለሙያዎች ስለስርዓተ ትምህርቱ በቂ ዕውቀት አላቸው።				
11	የወረዳ ባለሙያዎች ሥርዓተ-ትምህርቱን ተግባራዊ ለማድረግ ቁርጠኛ ናቸው።				
12	አመቻቾች ሥርዓተ-ትምህርቱ አስመልክቶ በቂ ዕውቀት አላቸው።				
13	አመቻቾች ሥርዓተ-ትምህርቱን ለመተግበር በቂ ክህሎት አላቸው።				
14	አመቻቾች ሥርዓተ ትምህርቱን ተግባራዊ ለማድረግ ቁርጠኛ ናቸው።				

ክፍል ሦስት

መመሪያ፣ ከዚህ በታች የተዘረዘሩትን ለማስተማር አስፈላጊ የሆኑ ቁሳቁሶች አስመልክቶ የወረዳ ት/ጸ/ቤቶች በምን ያህል መጠን ለመማሪያ ጣቢያው እንዳሟሉ (የ✓) ምልክት በማድረግ ይግለጹ

ተ.ቁ	ለማስተማር የሚያስፈልጉ	በቂ ተሟልቷል	በቂ አይደለም	የለም
1	ለትምህርት ዕቅድ ዝግጅት የሚያገለግል ደብተር ወይም ፎርማት			
2	እርሳስና እስክራብቶ			
3	ለቴስትና ፈተናዎች ማዘጋጀት ወረቀት			
4	ለትምህርት ዝግጅት (note) የሚያገለግል ደብተር ወይም ልሙጥ ወረቀት			
5	ለተማሪዎች መቆጣጠሪያና የተከታታይ ምዝና ውጤትን ለመመዝገብ የሚረዳ የመመዝገቢያ መዝገብ ወይም ፎርማት			

ክፍል አራት

አጠቃላይ አስተያየት

1. በአ.መ.ት የሥርዐተ ትምህርት ትግበራ ሂደት ያገጠሙ ዋና ዋና ችግሮች ናቸው የሚሉትን ቢገልጹ?

2. በአ.መ.ት ፕሮግራም አተገባበር ሂደት ላይ ሌሎች ተጨማሪ አስተያየቶች ካሉት ቢገልጹ?

APPENDIX-E

Facilitators Classroom Performance Observation Rating and Checklist

Woreda _____

Learning Center _____

Level _____

Subject _____

Date _____

Time _____

Rating Scale

No	Instructional Variables	Frequently	Rarely	Not at All	Total Session Observed
1	The facilitator attempts to explain the lesson step by step				
2	Facilitators uses different teaching methods				
3	Facilitator tries to check students understanding				
4	Uses appropriate evaluation procedures				
5	Guiding students during classroom activities				
6	Writing notes on the blackboard				
7	Encourages students to participate in the learning process				
8	Relates the lesson with students' real life situation				

Checklist

No	Lesson Presentation Variable	Yes	No	Total Session Observed
1	Begins a lesson with explaining its lesson objectives			
2	Linking a daily lesson contents to previous lessons			
3	Facilitator checks class and homework			
4	Applying appropriate methods of teaching based on the nature of the content.			
5	Using instructional media based on the nature of the content			
6	The use of text books and facilitator guidelines in the classrooms for teaching			
7	Checking group and individuals participation			
8	Giving enough class work or home work to the students			
9	Gives clear and concise directions for group and individual assignments.			
10	The ability of use chalkboard effectively			
11	Encourage the students to ask questions and to give answers and to participate in discussion			
12	Consolidate the daily lesson content and activities			

APPENDIX-F

The Availability of Instructional Materials in the ABE Learning centers
 Observation Check List

Woreda----- ABE center -----

No	Subjects	Adequate	Not adequate	Not Available	Remark
1	Amharic language				
2	English language				
3	Mathematics				
4	Environmental science				
5	Aesthetics and physical education				

APPENDIX-G

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF CTPDS

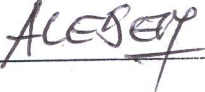
INTERVIEW QUESTIONS TO WEO, ZED AND REB-NFE PERSONNEL

INTERVIEW QUESTIONS


1. How do you evaluate the ABE curriculum materials? (syllabi, textbooks and facilitator guides)
2. Do you have positive attitude to word ABE curriculum guideline and its implementation?
3. Do you have the necessary knowledge and skills to give support to the implementation of ABE curriculum?
4. Do facilitators and cluster supervisors have adequate knowledge and skills to implement the guideline?
5. Are there adequate channels for feedback related to the effectiveness of the curriculum during implementation?
6. Are there clear evidences of support given by the WEO toward the implementation of the curriculum?
7. How adequate workshops and in service training have been provided for WEO-NFE experts, facilitators and cluster supervisors?
8. What are the major problems encountered during the implementation of ABE curriculum?
9. Do you have any other comments on ABE program implementation?

DECLARATION

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

Name Alemayehu Demissie Wodajo
Signature 
Submitted to Addis Ababa University
Date June 2008

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

Name Dessu Writu (Ph. D)
Signature 
Date June 2008