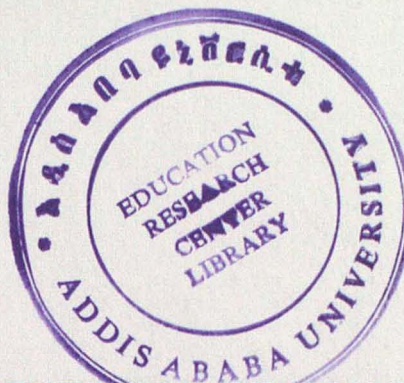
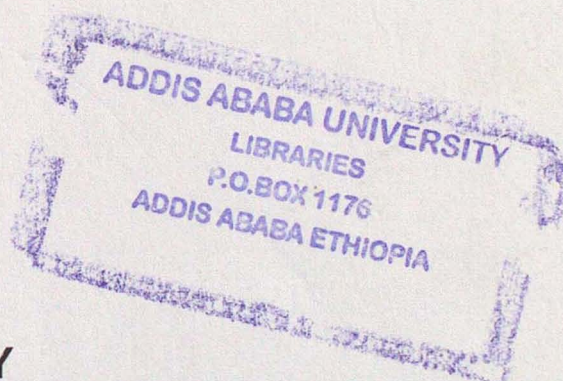


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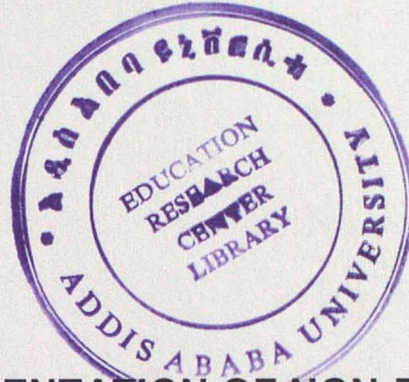


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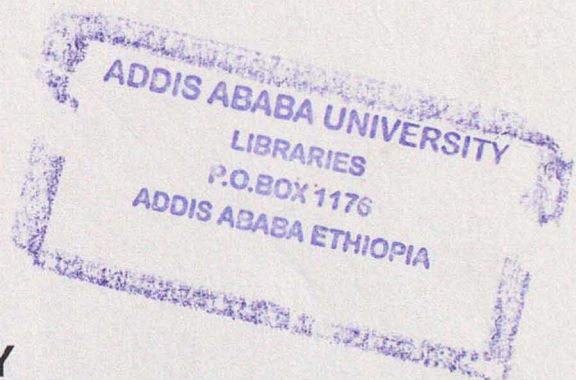
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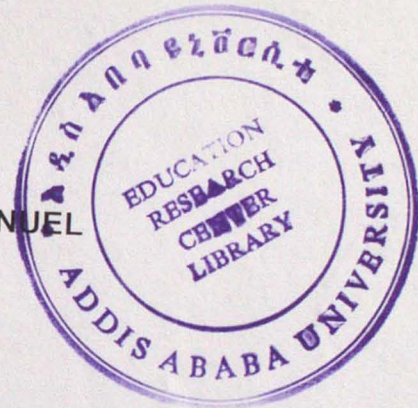
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BY

ASHEBER W/AMANUEL



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ADDIS ABABA UNIVERSITY

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FOR THE DEGREE OF MASTER OF ARTS
IN CURRICULUM AND INSTRUCTION

JULY 2007

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ACRONYMS AND ABBREVIATIONS

ABE	Alternative Basic Education
ACCESS	Appropriate Cost-effective Center for Education within the School System
CMC	Center Management Committee
EFA	Education for All
ESDP	Education Sector Development Program
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
FSCE	Forum on Street Children Ethiopia
GER	Gross Enrolment Rate
ICEDA	Integrated Community and Education Development Association
MOE	Ministry Of Education
NER	Net Enrolment Rate
NFBE	Non-Formal Basic Education
NFE	Non-Formal Education
NGO	Non-Governmental Organization
NIR	Net Intake Rate
OEB	Oromia Education Bureau
RCWDA	Rift Valley Children and Women Development Association
RWYCDP	Ratson Women Youth Children Development Program
STD	Standard Deviation
TGE	Transitional Government of Ethiopia
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
VOCD	Vision Organization for Community Development
WCEFA	World Conference Education for All
WEO	Woreda Education Office

Abstract

In Ethiopia, as the basis for any development endeavor, considerable attention and priority has been given to primary education. To this effect, the MOE has established partnership with NGOs to implement educational activities in general and Alternative Basic Education to promote primary education in particular. In practice, however, these activities were highly challenged by a number of problems. Thus, the main purpose of this study was to assess implementation of Non-formal Alternative Basic Education supported by NGOs.

Based on this purpose, brief review of related literature and experience of some countries were assessed. Descriptive survey method was used for the study. Data were gathered from facilitators, government and NGO's officials, Center Management Committee members, primary school teachers, and previous ABE students. Data were collected from respondents through questionnaires, focus group discussion and document analysis. In order to select sample population purposive, random and availability-sampling techniques were employed. Appropriate statistical tools (the mean, standard deviation, t-test and one-way ANOVA) were used in order to analyze and interpret the data.

The findings of the study revealed that though training was given to facilitators, the training given in relation to their duties and responsibilities were insufficient. Consequently, the performance of facilitators was found to be relatively poor. The study also showed that the salary paid for facilitators was unsatisfactory. On top of this, the contribution of Alternative Basic Education in the project area was found to be relatively good in solving the problem of the area. However, in the regional and national level it was not satisfactory.

According to the findings deduced from the study, it was revealed that the relation between formal and ABE center was very low. Although community participation was encouraging, the commitments from the government side in supervision and monitoring were at low level. Moreover, the opinion and views of stakeholders towards the use of Alternative Basic Education were found to be positive, which may create fertile ground for expansion of Alternative Basic Education. Furthermore, it was found out that there were problems related to textbooks and reference materials, lack of facilitators' motivation, poor educational facilities, and scarcity of financial support of NGOs. These were the main problems that hinder the implementation of Alternative Basic Education.

Hence, it is suggested that facilitators should be motivated and trained with relevant training in relation to their duties and responsibilities. For the success of Alternative Basic Education in promoting primary education, the respective government bodies, NGOs and the community should accomplish their responsibility in organized manner. In addition to this, the government and NGOs should sensitize and mobilize the respective community to expand Alternative Basic Education to underprivileged area.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Education is the cornerstone to alleviate poverty and to enable people to improve their lives. It is a tool for acquiring knowledge, and basic skill necessary to get better standard of life. It is with this view, that Abinur (2002:84) considered education as a tool to develop knowledge, identify source of problems, and solve them, appreciate nature, improve society's living standards, develop and transmit society's culture to the next generation. Similarly, Sisay (2002:35) also states that education is one of the basic tools for human development and it is a precondition for individuals to understand their potential and contribute to social and economic process of change.

Realizing the importance of education, in 1948, the UN adopted the Universal Human Rights and Article 26 of this document states, "Everyone has the right to education, education shall be free, at least in the elementary and fundamental stages"

(Kurian,1988:i). The above declaration gives an inalienable right to every human being.

Based upon the above realities, considerable efforts have been made by the international community to realize Universal Primary Education (UPE). Specially, developing countries have been keen to achieve UPE for their citizens with the basic assumption that the roots of poverty have been lack of knowledge. From 1950 to 1960, a number of ambitious action plans and unattainable goals were anticipated at continental level. As part of the attempt to meet the goals of education for all, there were series of international meetings. These include meetings in Latin America and Caribbean in 1956 in Lima meeting, and Santiago Conference of 1963 that focused on free and compulsory education. Similar conference was held in Karachi in 1960 and in Tokyo in 1962 to achieve UPE in the year 1980. The Addis Ababa Conference in 1961 also envisaged to realize UPE in Africa by 1980 (WCEFA, 1990:40).

Despite the fact that considerable progress was made towards the achievement of the goal, due to short-lived commitment, the plan was not practically successful. In order to

reverse the trend, successive conferences were held under the sponsorship of the United Nations (UN). A more concrete approach to UPE in developing countries was designed by World Conference on Education for All (WCEFA) in March 1990 in Jomtien, Thailand. In view of the significance of education to over all development, the conference set the year 2000 as the target for achieving EFA goals (Bastian, 2004:6).

In spite of the international community's commitments to achieve EFA goals by the year 2000, there was no significant improvement made by the nations of the world to achieve EFA goals. The commitment for achievement of Education for All was also renewed in April 2000 where the delegate from 164 countries were represented at the World Education Forum held in Dakar, Senegal pushed the target for achieving EFA to the year 2015 to provide free and compulsory education of good quality (UNESCO, 2000 in Feye,2006:2).

Based on the trend of rate of progress from the 1990s, it was forecasted that the global primary completion rate would not be more than 83% by the year 2015. Accordingly, it was estimated that 37 countries out of 155 countries have a potential to achieve EFA goals. Fortunately, Ethiopia is included in the "On-the- fast track list". Nevertheless, 86 countries are still at risk of not achieving UPE completion. These countries are labeled as "seriously off track" (Barbara et al, 2003:5).

Even if, Ethiopia is on the fast track list, its education is still characterized by lack of access to schooling, lack of quality, equity and low internal efficiency. In 2004/05, the Net Enrolment Rate (NER) in the country was 68.5% and Gross Enrolment Rate (GER) was 79.8%. In the same year, NER of Oromia Region was 75%, whereas the GER was 87.5% (Annual abstract, MOE; 2005:5). From the above statistical data, we can deduce that 31.5% and 25% of school age children were out of school at the National level and in Oromia Region respectively.

Besides the above facts, there is a gender gap in rural areas; there are also regional disparities of primary school students. Minorities and girls have remained the most neglected in rural areas. In urban area, street children and the disabled are underprivileged groups. According to MOE 2004/05 annual abstract, there were regional

disparities in terms of GER. In 2004/05 GER is very high (150%) for Addis Ababa while it is very low for Afar (20.9%). In the same year, the gender gap in GER is 16.5% in favor of boys (MOE, 2005:10-11).

In order to surmount the problem, since the formal school system is expensive and requires huge expenditure, under the current economic condition, shortage of manpower, it seems unthinkable to realize the goals of education for all in Ethiopia. The challenges resulted from inability of formal education to provide access to basic education and the problems of resources, led the government to seek for alternative ways to provide basic education.

It is with this understanding that the government of Ethiopia envisaged the role of non-formal education in expanding access to education. In view of this, MOE conducted a study on six NGOs working on ABE in the year 2000. The study entitled "Alternative Routes to Basic Education" identified the importance of alternative ways of providing basic education MOE (2000:51-52).

The findings of the study fascinated MOE to put considerable emphasis on expanding alternate mode of delivering basic education. Subsequently, the government in its policy documents known as ESDP II and ESDP III has given much emphasis on provision of basic education through alternative approach in favor of out of school children and adults who did not get the chance of education. For instance, ESDP II expressed the importance of alternative approach as follows:

Models of flexible complementary basic education programs of equivalent quality that would respond to the needs of specific groups such as out of school children, etc that are currently not served by the formal system shall be developed and implemented. (MOE, 2002:24)

The above statement explains Alternative Basic Education (ABE) should not be seen as competent means of delivery to formal education. Rather it is a program, which serves as an alternative approach to harmonize the formal education program for out of school children.

MOE has also conducted a study on partnership between government and NGOs in promoting primary basic education. The study has recognized the contribution of NGOs that work on education to address EFA goals. In connection with the above recognition, ESDP II also stressed that government/NGOs partnership shall be strengthened to expand and apply complementary basic education initiatives in the regions (MOE,2002:24).

The above conditions ensure favorable policy environment that has been created to NGOs to promote and expand ABE program in the country. Nowadays, ABE program has been implemented in various Woredas, towns and localities by different NGOs. The regional government has also gradually appreciated the significance of the idea of ABE and has subsequently taken various policy measures to integrate and expand this approach as means of promoting access to quality education.

Therefore, the implementation of ABE has to be examined in relation to expectation and contribution to realize UPE. With this notion, this study is intended to investigate the status of implementation of ABE and challenges that might have been faced in the implementation of the program by NGOs.

1.2. Statement of the Problem

The contribution of education to social, political and economic development of a given country is of paramount importance. It plays a key role in reducing problems related to development. It is one of the basic tools for human development, respect of democracy and human right. In connection with this, Aggarawal (1997: 4-5) has noted that education plays a significant role for national development in increasing production, promoting social and national integration, developing democratic values, establishing acceptable pattern in the society, developing secular outlook, promoting international understanding and synthesizing cultural and scientific values.

In line with this, the government of Ethiopia has given due attention to promote the education system in general and primary education in particular. Recently the Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) of the country have increased in large number. Accordingly, the GER and NER of primary education of the country have

increased from 57.4% and 44% in 2000/01 to 79.08% and 68.5% in 2004/05 respectively (MOE,2005:11).The above data shows an increment of 22.45% of GER and 24.5% of NER within three years. .

Regardless of these progresses and intensified government efforts to provide access to basic education, there are still serious problems in terms of dropout, regional disparity, gender gap, urban-rural GER and NER. In terms of disparity, according to MOE (2005:6) the Net Intake Rate (NIR) of primary education in the year 2004/05 was 60.9%, which indicates that 39.1% of school age children could not attend grade one at the right age and this also results in reducing the NER.

MOE (2004/05) annual abstract indicates that the NER of primary education in Addis Ababa and Gambella were 96.2% and 86% respectively, while the NER of Afar and Somali Region were 12.6% and 21.4% respectively. This means the two indicators in Afar and Somali Regions are far behind the national average of 68.4%. From the above data, it is also possible to deduce that 87.4% and 78.6% school-aged children were out of school in Afar and Somali Region respectively. In addition to this, the NER of girls and boys in primary school were 63.6% and 73.2% respectively showing gender gap of 9.6% in favor of boys (MOE, 2005:6).

Furthermore, the problem of dropout is a serious issue that affects the Gross Enrolment Rate and Net Enrolment Rate of the country. ESDP III explains the dropout and rural-urban gap as follows: "There has been observed no promising improvement in drop out. The national average dropout rate of grade one is still very high (22.8%) in the year 2003/004 indicating that on the average nearly one out of four students is dropping out of school before he/she reaches grade two. In 2004/05, the rural-urban gap in GER was 18.2% (MOE; 2005:11). This implies that meeting UPE by 2015 requires minimizing the disparity between regions, gender gap between boys and girls, rural-urban gap and dropout rate in primary education to required level and maximizing Net Intake Rate (NIR), NER etc. otherwise there could be great challenge to attain the UPE by 2015.

To address and ensure Universal Primary Education (UPE) by avoiding the above challenges, an innovative alternative approach commonly known as Alternative Basic

education has been already started in different regions of Ethiopia (MOE, 2002:24). For instance ESDP III of Oromia Region states that "Alternative Basic Education serves to complement the formal educational program, it increase enrolment at primary level and plays great role in providing educational opportunities to all school age children so that all of them complete primary education in the year 2015"(OEB, 2005:49). Whether the region achieved these advantages from ABE is what inspired the researcher to conduct this study. Specifically, the researcher has decided to conduct research on Non-formal Alternative Basic Education programs, which are supported and administered by NGOs in East Shewa and Adama City Administration.

The main purpose of the study is, therefore, to assess the implementation of Non-formal Alternative Basic Education in East Shewa Zone and Adama City Administration of Oromia Regional State. It also tries to investigate the problems that influence implementation of Alternative Basic Education and its Contributions in the project area. In this regard, this study tries to focus on the following objectives:

1. To assess the contribution of Alternative Basic Education program in promoting primary education.
2. To evaluate the extent of participation of stakeholders in Alternative Basic Education program.
3. To assess the views and opinions of the stakeholders towards Alternative Basic Education.
4. To assess the proficiency of facilitators to accomplish their duties and responsibilities in Alternative Basic Education centers.
5. To identify major problems that affect the implementation of Alternative Basic Education program.

Based up on the above objectives, this study is expected to find some possible solution to the following basic questions:

1. What are the contributions of the Alternative Basic Education program in promoting primary education in the project area?
2. To what extent do the stakeholders involve or participate in Alternative Basic Education program?

3. What are the views and opinions of stakeholders towards Alternative Basic Education?
4. Do facilitators perform their duties and responsibilities effectively?
5. What are the major problems that affect the implementation of Alternative Basic Education program?

1.3. Significance of the Study

The attempt made to improve the status of primary education only through formal education is inadequate. Thus, it is necessary to use other alternative strategies like ABE to address the commitment to Universal Primary Education in the year 2015.

Based on this notion, the study assesses the implementation of Alternative Basic Education (ABE) in the project area and the major implementation problems for the effectiveness of Alternative Basic Education program. Therefore, the result of this study is expected to have the following significances.

- It could enable the government officials and NGOs officials, facilitators and Center Management Committee (CMC) members to understand the actual status of implementation of Alternative Basic Education.
- The findings of the study might also give some insight for better ways of ABE implementation starting from the grass roots level.
- It could help to identify the contribution of Alternative Basic Education.
- It could also inspire and initiate the concerned NGOs to continue taking part in Alternative Basic Education.
- It could help to identify major implementation problems of Alternative Basic Education.
- It could also initiate, encourage and serve as launch pad for further study.

1.4. Delimitation of the Study

The scope of the study is delimited to the assessing of only five Alternative Basic Education programs, which are supported by NGOs. Two of them are found in Adama City Administration, which represent the urban Alternative Basic Education programs,

and three of them are found in East Shewa Zone, which represent the rural programs. Since there are diverse alternative approaches for education, the study is delimited only to Alternative Basic Education for children. It did not include those children and adults attending literacy classes. Moreover, the study also did not include evaluation of ABE curriculum and academic performance of students due to time constraint.

1.5. Limitation of the Study

In conducting this study, the researcher has faced the following problems, which contributed to the limitation of the study.

1. Shortage of reference materials especially on ABE of children in international context.
2. Financial constraints have limited the scope and depth of the study.

1.6. Operational Definition of Terms

Basic Education: refers to programs of courses designed to give the learners a proficiency to utilize language, numeracy and literacy in everyday life (Jarvis, 1990).

Formal Education: The hierarchically structured education system, which extends from primary schools to graduates programs at University (Jarvis, 1990).

Gross Enrolment Rate (GER): The total number of students of all ages in a particular level of education, expressed as a percentage of the population within the specific age group for the level of education (OEB, 2006).

Net Enrolment Rate (NER): The number of students enrolled who belongs to the official enrolment age for that level of education, as a percentage of the total population in the age group (OEB, 2006).

Net Intake Rate (NIR): The number of children entering into grade one in any given year whose age is seven (OEB, 2006).

Non-Formal Education- Activity which occurs outside of the established formal system and is organized to serve the identifiable learning needs of specific group (Jarvis, 1990).

Partnership- A formal relationship between individuals or groups in which expectation and commitments are agreed before hand and which has, as its heart, a shared profit, risk element and a relationship built upon fulfilling an obligation or completing a task (Prince of Wales Business leaders Forum in MOE;2002:16).

Non-Governmental Organization: An organization that is not statutory body and not completely financed by the state, which exists to undertake a social or community task (Jarvis, 1990).

Out of school Children- Children in the official school age group who are not enrolled in the school (Mputu; 2001:85).

Woreda- An area marked of and developed for administrative purpose with defined authority and responsibility representing a population of up to 100000 (Procl. No 7/1992).

Zone- An intermediate administrative level between Region and Woreda (Procl. No 7/1992).

1.7. Organization of the Study

The study is organized into five chapters. The first chapter deals with the background of the study, statement of the problem, significance of the study as well as delimitation and limitation of the research. The second chapter focuses on the review of related literature. The third chapter deals with research design, methodology, and Instrument of data collection. The fourth chapter presents analysis and interpretation of the data. The summary, conclusion and recommendations are presented in the fifth chapter.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Emergence and Historical Development of Non- Formal Education

The search for alternative mode of delivery had been started before thirty years. The event of searching for alternative means of delivery was directly related with satisfying educational need of the society. The occasion of searching for alternative mode of delivery was in a time of rapid expansion of formal education. According to (Thompson,2001:13, Befekedu,2006:9),the current forms of alternative approaches have resulted from the following factors: the dysfunction of formal education, the desire of communities and groups to decide what and how their children must learn, and the developments at regional and global level for educational reforms.

I. The Effects of the Dysfunction of Formal Education

A functional view of non-formal education was adopted to improve the quality of the performance of the people by improving agricultural productivity. The relevance of non-formal education to contextual realities and its cultural acceptability attracted those who lost formal educational opportunities, especially at a point in time when formal education had been the focus of sustained criticism by different educators (Thompson, 2001:9).

ii. Communities' Right to Choose

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

iii. Development at Regional and Global Level for Educational Reforms

The third basic idea that lays the ground for emergence of non-formal education directly related with the occasion happened in the development of educational reform in the global level. In this case, several international events contributed for the reforms of

education to include non-formal education to achieve Universal Primary Education. "The Regional Conference set out by UNESCO for development of education in Asia Karachi, Pakistan in 1961 and 1962 in Tokyo, for Africa State in Addis Ababa in 1961, for Latin America in Santiago, Chile discussing to include the consideration of alternative forms of education"(Gould, 1993:23). With regard to this, Education for All conference (Jomtien, Thailand, 5-9 March 1990) which sets the stage for a rethink of the "why" and "how" of basic education. The EFA Declaration and Framework for Action provide the general principles and modalities which are expected to guide the efforts to achieve Education for All" (Befekadu, 2006:14).

2.2. The Concepts and Definition of Non-Formal Education (NFE), Alternative Basic Education (ABE) and Basic Education

The concept of non-formal education is wide and complex, which reflects various and many forms to respond for different demands and needs of individuals or groups (Hamadache, 1994:4132). However, the concept of non-formal education is broad; Philip Coombs was historically the first to suggest the concept of non-formal education in his Analysis of World Educational Crisis. He emphasized that the well-designed non-formal education has high potential for rapid and significant contribution to all human beings in general and to nation wide development, in particular (Befekadu, 2006; Bock & Papagianis, 1983, and Mamo, 1999). Non-formal education was suggested to local level program for poor adults; however, the program got the attention of the oppressed third world. Its term was chosen by international development agencies (Labelle, 1986:1). Even though the concept of non-formal appeared as one mode of delivery starting from 1960s, no universal definition has been forwarded until now. The problem of the absence of universally accepted definition has not got solution for the last many years. The problem of defining non-formal education in single term arises from lack of appropriate definition for all non-formal activity in terms of its function. Carron & Carr-Hill (1991:5), also states, "The definition of non-formal Education has been a source of running controversy over the last 30 years. It was obvious that the concept on non-formal education has been evolving and expanding and so were their definitions being expanded and revised". Furthermore, Hamadache (1994:4132), states the definition of non-formal education is not consistent. Thus, it rather requires frequent improvement

and adjustment because many programs which have diversified and flexible nature in their organization and teaching learning methods fall under non-formal education. Coombs & Ahmed (1974:8) define the three types of Education: Informal, Formal and Non-formal as follows:

Informal Education is "the life long process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and to the environment."

Formal Education is "the highly institutionalized, chronologically graded and hierarchically structured education system; spanning lower primary school and the upper reaches of university."

Non-Formal Education is "any organized, systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children." In the above definition, non-formal education differs from informal education in that it is deliberate, structural and programmatic. On the other hand, it differs from formal education because the latter is chronologically graded and hierarchically structured up to University. Apart from Coombs and Ahmed definition, G. Bishop has given another definition as follows:

Non-formal Education refers to all organized and semi organized education and training activities that operated outside the regular structure and routines of formal educational system, saving a great variety of learning needs or different subgroups of population both young and old. (Bishop,1989:25)

Bishop's definition is rather broad enough to include school equivalency program for those who dropped out or missed school, professional skill training giving outside the normal system, on job training adolescent and literacy programs, community programs of health, nutrition, family planning cooperative and the like.

Alternative Basic Education: refers to "a system of learning which is characterized by flexibility, capacity to recognize and creatively utilize diversity, and transparency in terms of the degree of openness-open access open learning, and limit opportunities to release the creative potential of the learners" (Thomposon,2001:4).

According to Berhanu & Ahmed (2002:12), Alternative Basic Education is a generic term, which is now often used in Ethiopia to refer to innovative and non-conventional (non-formal) approaches to children's basic education, which is now widely practiced at the field level by large NGOs and local governments. This innovative initiative is implemented with a variety of abbreviated names and project titles such as NFE, NFBE, NFPE, Access, etc. Furthermore, ESDP III of Oromia Region defined the term as follows: "The component of non-formal education program serves as an alternative approach to complement the formal education program in the effort to increase access to basic primary educational opportunity to those out of school children in the age range of 7-14" (OEB, 2005:49). In relation to the above statement, the same document states the purpose of Alternative Basic Education in the following manner: ABE fundamentally intended by regional government to offer the opportunity of basic primary education for children of 7-14 age that have lost the chance of formal primary school (OEB, 2005:49).

Basic Education: The term basic education has been defined by different authors and organizations based upon their need of implementation. Certain documents define as complementary program of primary education, while the other based on attainment of minimum knowledge. Some the common definitions of basic education are:

Basic Education activities are seen as providing parallel complementary provision of primary cycle but for groups who, for one reason or another, have failed to complete the primary cycle (Carr-Hill, 1995:465). The above definition of basic education is directly concerned with the children who are not attending primary education.

Furthermore, the document of World Conference Education for All defines basic education based on basic learning needs attainment as follows:

"Basic Education refers to education intended to meet basic learning; it includes instruction at the first or foundation level, on which subsequent learning can be based; it encompasses early childhood and primary education for children, as well as education in literacy, general knowledge and life skills for youth and adults" (WCEFA, 1990:ix).

2.3. Types of Non-Formal Education

According to Carron and Hill (1991:21) non-formal education can be grouped into four major areas depending on their relationship with formal education system and college system. These four groups of non-formal education are:

1. Para-formal Education

This type of non-formal education composed of all kinds of educational program, which provide a substitute for regular full-time schooling. The main objective of these programs is to offer the second chance to those who, for various reasons, could not benefit from the regular school system at ordained moment. The area includes various types of evening classes, official literacy programs, distance education programs etc. Some of these programs are only a condensed form of full-time day schooling, while the others are more flexible and more innovative in design and implementation. A central issue for this educational field is to guarantee equivalence with degrees awarded in the corresponding levels of the formal school system.

2. Popular Education

The central part of this segment of educational initiatives, which are explicitly directed towards the marginal groups of the population. It includes adult literacy projects, cooperative training, political mobilization and community development activities. The main characteristics of these types of activities are concentration on the poor, learning by doing approach, and high structural flexibility.

3. Personal Development Activities

This involves learning for personal development. It encompasses a wide variety of activities, which may differ from one country to another. These educational activities include the whole range of learning practice organized by cultural institutions (museums, libraries, and cultural centers), clubs, sport centers, associations promoting leisure time activities such as playing music, observation of natural environment, etc.

4. Professional Training

The various non-formal programs of professional and vocational training organized by firms, trade unions, private agencies, etc, make up the fourth type of non-formal education programs (Carron & Hill, 1991:21).

2.4. Characteristics of Non-Formal Education

Non-formal Education as alternative approach has its own characteristics, which makes it different from other mode of delivery. According to (Prakasha et al. 1986, Mamo; 1999, Girma; 2004), the most important characteristics attributed to non-formal education programs are expected to

- Have better relevance to the educational needs and aspirations of the target groups;
- Have better capacity to be adjusted to the time constraint and related circumstances of the participants particularly the disadvantaged groups of population;
- Have better flexibility of organization;
- Take place within the context of innovative and meaningful action, work and use;
- Have potential to offer opportunities for life long learning in conjunction with formal education;
- Provide experiences that can be of value for immediate practical use;
- Have greater and more intense applications of the local resources of the community;

Furthermore, Ahmed (1975) states the comparative resemblance and variation of Non-formal and Formal Education as follows: Both Non-formal and Formal education are similar in the resource they consumed such as time, physical space and structures, equipments and books, skills of instructors and learners and they yield similar result that increase skills and knowledge. However, there are important differences in the way they are usually organized, operated and the specific aims they serve.

Non-formal education differs from formal education in that it has no

- Predetermined curricula;
- Strict formality of formal education;
- Conventional and hierarchical structure;
- Specified age-range of learners;
- Predetermined place and time of learning;
- Pre-identified and limited budget and material resources (Mamo, 1999:38).

2.5. Importance of Non-Formal Education

Researchers and Educators in the field of non-formal education explained the importance of non-formal education in transforming rural economy, in raising consciousness of the people, in providing on job training and so on. According to Coombs, since schooling is unable to meet the educational learning needs of the rural poor of the world, a properly designed, planned and implemented non-formal education can be used as substitute to complement for schooling for those who are deprived of educational opportunity, which in turn helps for rural transformation (Coombs in Bock and Papagiannis, 1983). In relation to this, Tekeste (1996:43), states, "non-formal education is relevant to reach basic education for the rural population and urban poor".

Furthermore, the UNESCOs document states the importance of non-formal as follows: Since education is considered as means of fighting poverty, non-formal basic education is mainly important for urban, rural and other disadvantaged groups to obtain useful knowledge, attitudes and skills (UNESCO, 2001:6). According to the above perspective, it could be possible to say non-formal education has prominent role in the development of society in remote area and urban poor.

Regarding the importance of non-formal education an indigenous writer, Tilahun (1995:4) also indicates the importance of non-formal education in relation to the developing countries as follows: Interest in non-formal education by developing countries is grounded in pedagogic (NFE is pragmatic, versatile, adaptable and diversified) and in non-pedagogic (inequality of educational opportunity, mass illiteracy

and sinking economic) considerations. Non-formal Education is seen as a means by which

1. Education and training can be provided to those for whom basic education is not realistic alternative. Non-formal program are generally intended to serve the deprived section of the society, eg women or girls (urban and rural), handicapped youth, rural poor, etc ;
2. Scarce educational resources would be more efficiently used;
3. There is always stress on involvement of the community in planning and operating the evaluation programs;
4. Paraprofessionals can be used from the local community;
5. Relevant, diversified, flexible, development oriented and functional programs are delivered.

In addition to the above listed role, researchers like (Brembek; 1971, Carnoy; 1974b, La Belle and Verhine, 1975 in Bock & Papagiannis; 1983) have listed the importance of non-formal education in the development of nations as follows:

1. Provides education to those for whom schooling is not realistic alternative;
2. Make new skills and attitudes available to rural poor;
3. Avoid cultural obstacles that prevent some people from utilizing school effectively;
4. Use scarce educational resources more effectively and
5. Modify schooling system itself;

In the above sense, non-formal education is seen as having the potential to diminishing schooling's stratifying power; that is, it is believed to have considerable potential for providing an alternative channel of upward social and economic mobility to low status social groups.

2.6. Rationale for Alternative Basic Education

The ultimate goal of alternative approach to basic education is to create access to education for out of school children and adults due to some reasons. Inability of the formal school system to address growing basic education need for which all citizens are entitled has lead to the government and international community to seek alternative

approach (Thompson, 2001:4). In addition to the above citation, the document of Rift Valley Children and Women Development Association (RCWDA) explains the rationale for launching Alternative Basic Education in the following manner:

- Poverty did not allow the majority of the community to send their kids to far distant formal schools. Subsequently many school age children were denied to access to basic school.
- The timing of the existing formal school was rigid and children could not serve their parent after schooling.
- Girls' school participation was low because of fear against abduction, rape, and other forms of sexual harassment and the belief that respect and reputation of the family may spoiled.
- Formal schools were full of problems, which could not allow it to absorb the school age children and failed to address the needs of the local community (RCWDA, 2005:2).

2.7. Conditions for Implementing Alternative Basic Education

2.7.1. Facilitators

Facilitators are the key persons in the teaching learning process. An active role of facilitators in ABE is essential for successful realization of the program. Without having effective facilitator, it is hardly possible to achieve the aim of ABE. To have effective facilitators' careful recruitment and training is inevitable to attain quality education.

I. Facilitators Recruitments and Training

a) Facilitators Recruitments

The way by which facilitators are recruited may differ from place to place. However, (MOE, 2000, OEB, 2002, Action Aid, 2004), states, most of the facilitators in all programs are paraprofessionals including par time and volunteers recruited from the manpower which is locally available. According to the above documents in recruitment of facilitators, high priority should be given to females in the recruitment of facilitators to create role models. The required level of qualification to be recruited for ABE facilitators

varies, with minimum requirements of being 8 years of education. In connection to the above, for better implementation of ABE, in recruitment of paraprofessionals, priorities should be given to the communities where the ABE is situated and if not possible to neighboring area. Additional qualities that are required to be recruited as facilitators are knowledge and respect for the culture and the norm of community, interest to serve community, free from harmful practices, ability to shoulder responsibility, love and respect to serve community, free from harmful practices, love and respect to children and teaching profession, ability to communicate with clarity and effectiveness (Ayalew,2002:69;OEB, 2002:5-6; Berhanu and Ahmed, 2002:32). Moreover, Berhanu & Ahmed in their study pointed out facilitators to be adequately proficient should complete grade 9-12, either in new or old education system (2002:32-34).

Furthermore, the recent study of MOE states facilitators are expected to devote themselves full-time to their teaching, for which they receive salary in between 100-200 Birr. The salary levels almost half of the salary received by regular government teachers. In most cases, the amount is not large, in which facilitators recruited are under employed (MOE, 2002:37).

b) Facilitators Training

Training is an important activity that motivates and empowers the facilitators. It is considered as one of the most important factors that determine the quality of the teaching learning process and the final success or failure of the entire program. In ABE center, since the teachers are paraprofessionals, the training is necessary to empower them in content of the subject matter as well as in professional aspects. According to ESDP III, "facilitators will be continuously trained through continuous supervision and support system will be in place. Moreover, school cluster resource center will be strengthened and expanded to provide in-service and regular training for the facilitators working on ABEs" (MOE, 2005:44).

Training should be more systematic, synchronized, and consistent with the personality of the learner and this statement holds truth for poor deprived urban children who are in vulnerable conditions (Martin & Feleke, 1997:4). The training given in ABE centers has

different duration. It differs from one center to another center. However, mainly facilitator's service receives an extensive training from 15-20 days and continuous in service training at fixed intervals. In line with the above-suggested time the study on equipping ABE facilitator on job, recommended the structure and duration of the training in the following manner: Initial training is a primary training, which is completed within the duration of 15 days or 120 hours. Initial training mostly focuses on equipping the facilitators with basic skills needed to teach each subject. Continuing or refresher training is an ongoing training that should take place every three months for three successive years. Refresher training largely focuses on the problems and difficulties encountered by facilitators on their day-to-day work. The total number of training hours over the three years period should range from the minimum of 288 hr to 480hrs (Berhanu & Ahmed, 2002:48). Furthermore, Berhanu & Ahmed in their study identified that training of ABE facilitators should be given in variety of delivery methods and techniques. According to them it includes classroom training, on job support, exposure visit, distance learning, provision of manual, modules and reference materials, arranging meeting and experience sharing (Berhanu & Ahmed, 2002, Befekadu;2006).

c) Responsibility and Duties of Facilitators

Duties and responsibilities of facilitators differ in certain aspects from regular school teachers. Their duties and responsibilities are not limited only to classroom activities. They have additional responsibilities of mobilization and awareness creation of community, as secretary of the local education committee and maintaining regular and healthy relationship between the community and Alternative Basic Education centers. Regarding the duties and responsibilities of facilitators (Berhanu & Ahmad, 2002; IZZ/DVV, 2002), mention the following points:

- Guiding and teaching learning activities through ABE approach.
- Organizing and managing classroom for activity based on group learning.
- Keeping records of students and their progress by continuous assessment.
- Contacting parents on the issues related to the attendance of the learners.
- Working closely with community leaders and extension workers in mobilizing the community members for development activities;

- Preparing and using teaching aid from local materials;
- Using participatory and problem solving methods;
- Taking minutes of Center Management Committee(CMC) meeting;
- Preparing and using lesson plan for each subject using subject syllabus;
- Working toward networking the school with others, institutions, etc;
- Supporting girl children to participate and sustain the learning process;

2.7.2. Organization and Physical Facilities

ABE centers should be organized depending upon the local conditions. Though ABE centers have no defined standards, to maintain the sustainability of the center by upgrading into formal school the newly constructed ABE center should fulfill the following conditions: Firstly, the center must have wide compound, Secondly; the boundary of the center should be defined, Thirdly; the number of the classroom should not be less than four of each minimum accommodation capacity of fifty students, Fourthly; the center must be found at average distance for the local community, Lastly; the center must have the necessary facilities like pedagogical center, isolated pit latrines for boys and girls at different corner (OEB, 2002). However, if there is no newly constructed ABE center, the program can be conducted in farmer association office, cooperative buildings, religious buildings, yards, prisons, adult training center and under the shades of trees (OEB, 2005:4; Berhanu, 1999:312). Moreover, the teaching learning process of non-formal basic education can be held under shelter of trees in community constructed low cost hut made of straw and mud in church and mosque buildings, in kebele hall, in a formal school building, in rented house and in any convenient place (Action Aid, 2004).

Despite of the fact that it is appropriate to start the provision of ABE every where, it seems logical gradually to equip those centers with adequate facilities like benches, desks, toilet, water and teaching learning materials to improve quality of basic education in ABE center.

2.7.3. Management of ABE Center

In management of Alternative Basic Education centers, different stakeholders participate in the process of planning, implementation and evaluation. It is a joint responsibility of the three parties, namely; the project staff, the government through its education sector, and the community.

The management of alternative education should have to adapt participatory management of project staff coordinators that facilitate the learning process by encouraging and securing the participation of beneficiaries (Girma, 2004:80). In relation to the participatory management, the proposal of FSCE (2003:10), forwarded the following idea, "All education activities, including the ABE program, fall under a management structure which involves categories of people designated education sector experts/coordinator of sector officers and the community role in management expressed through organized committee".

In addition, decentralized type of management is suggested in which various stakeholders play important role. High-quality management of an urban alternative education program for poor underprivileged children seems to suggest that decentralized mechanisms of monitoring activities works well where the variety of levels of stakeholders and member in the program have management roles (Feleke & Martin,1997:7).

Some of the major roles of Non-Governmental organization, Local government, and Local community in management of Alternative Basic Education are as follows:

a. Non-Governmental Organization

Non-Governmental organization is the main responsible body for Alternative Basic Education center, which is supported by the organization. NGOs that sponsored Alternative Basic Education program have the following major role in implementation of Alternative Basic Education. They have the roles in the provision of commercially purchased materials for construction of the classroom, paying monthly salary for the facilitators, sponsoring the initial and refresher training of facilitators, procurement and

distribution of student textbook and facilitators' guides to ABE centers, provision of sport materials and provision of some agricultural implements are among the responsibilities of non- governmental organization (IIZ/DVV, 2005:76).

b. Local Government

Woreda Education Office(WEO) has its own responsibility in managing learning process in ABE centers and also plays a key role in planning and implementing, monitoring activities of ABE program. Among the major duties and responsibilities of Woreda Education Offices are the following: supervision of the ABE center activities, provision of professional support to facilitators, building the management capacity of ABE center management committee, ensuring the availability of relevant and educational materials, provision of refresher training to the facilitators, assigning trained teacher to some ABE centers, upgrading of some ABE centers to formal schools, certification of ABE graduates, admission of some ABE graduates to the second cycle primary school by recognizing the three years education of children equivalent to the four years formal program in the first primary education (1-4) (OEB,2002:14-15;IIZ/DVV,2005:76).

C. Local Community

Community participation is one of the important activities in ABE management. The strength of a given ABE center may depend on the degree of community participation. Regarding community involvement in educational activities, ESDP III of Oromia Region states, "In order to lead their school development actively, the existing school management committee will be organized and strengthened to the level of enabling the community fully participate in planning, implementing and evaluating educational activities" (OEB, 2005:55). In line with above citation, the study of MOE also indicates the importance of community participation as follows: parental participation in school management is a valuable activity, which helps to contribute labor and other resources to construct school. Parental supervision is also used to increase internal efficiency (MOE, 2002:51). Furthermore, regarding community involvement Berhanu & Ahmed (2002), suggest its merit saying, ABE is a grass root empowerment, which enables the

community to participate in planning, and decision-making process of basic education program starting from needs analysis to implementation stage of the program.

Among the major responsibilities are: contribution of locally available construction materials, provision of land free of charge, fencing the compounds of the centers by planting evergreen plants, provision of free labor during the construction of classroom, facilitators residence, reading room, pit latrines, and rehabilitation of classrooms, digging water wells in the school compounds and clearing of near by ponds, participate in facilitators selection and firing, employment of guards for ABE centers, identification and registration of children for the learning centers, carrying out on site supervision of students, teacher attendance and in overall management of the center, source of discussions on appropriate scheduling of instruction and other vital matter, support teachers materially and morally and supplying necessary materials (Ayelew, 2002; Berhanu, 1999; Befekedu, 2006; MOE, 2002 & IIZ/DVV, 2005).

Even though the local communities have their own responsibility in ABE center, the Center Management Committee (CMC) who was elected by the community accomplishes most of the specific activities. The CMC consists of at least five or at most seven members including facilitators who serve as secretary of the committee. Some of the major responsibilities of CMC's are serving as link between ABE center and children parents, mobilizing and sensitizing the rural community on the need to support the program, following up and monitoring teaching and learning regularly, holding weekly meeting to discuss on ABE program, calling all the parents when it is necessary to discuss ABE center, participating in planning implementation and evaluation (FSCE, 2003:9)

Although NGOs, local community and local government bodies managed ABE center jointly, the issue of ABE fall under question after the termination of NGOs support. As it has been practically observed to maintain sustainability of ABE, commonly it is transferred to government bodies by upgrading into formal school or handed over to the community to continue as ABE.

2.7.4. Curriculum of Alternative Basic Education (ABE)

One of the prerequisites for running ABE program for out of school children is the availability of appropriate curriculum materials. Regarding the curriculum of ABE, ESDP III of Oromia Region states, "Curriculum for ABE program will be prepared based on the local context in such a way that it is linked to the formal primary school curriculum" (OEB, 2005:58). Moreover, Befekedu strengthens the above points when he says, to increase the relevance of curriculum the learners mother tongue should be used in the preparation of teaching materials and as medium of instruction in ABE centers (Befekadu, 2006:25). To make the curriculum more relevant, the document of Action Aid Ethiopia and the study of needs assessment of non-formal education in Oromia suggested the guideline to be followed during curriculum development. The guidelines they have mentioned are:

- Making the curriculum condensed and integrated;
- Making it relevant to local needs and circumstances;
- Making it equivalent to the knowledge and skills prescribed to formal school learners by formal school curriculum to ensure the transferability of children to formal school (Action Aid, 2004:11; OEB, 200:91).

Since there is a linkage of ABE to formal education system, the curriculum of first primary school and ABE must be similar in content to attain equivalent quality. In relation to this, the curriculum of formal education and ABE should be more or less similar in terms of content. The ABE curriculum is assumed to be a condensed version of the first cycle of primary school curriculum (OEB, 2000:87; MOE, 2005:44). The document of ABE strategy of Oromia OEB (2005:7) suggests "Four subjects to be learned in ABE centers, vernacular language, English, mathematics, and environmental science". However, the document of Action Aid Ethiopia suggested an additional course of Civic education currently HIV/AIDS education (Action Aid, 2004:13).

The curriculum of non-formal education is condensed into three levels in such away that it meets the national standard of Minimum Learning Competency (MLC) for a level cycle and each subject. In level one contents of formal education of grade, one and some of the content of grade two are included. In level two the remaining content of grade two

and some content of grade three are taught. The remaining of grade three and grade four formal curriculums is included in level three.

Comparison between Formal and Alternative Basic Education Curriculum

Grade for Formal School	Level of Alternative Basic Education
Grade four	Level three
Grade three	Level two
Grade two	Level one
Grade One	

Source: Oromia Education Bureau, 2002:2

In the preparation of curriculum, the issues of traditional practices and knowledge of spread and prevention of disease could be included in the curriculum. Regarding the content of the curriculum, the document of needs assessment of Oromia Region identified what should be included in ABE curriculum. To make the curriculum of ABE responsive, issues related to backward cultural practices, economic activities, health care, environmental protection, nutrition, family planning, civic life, local skills should be included so as to solve the problem encountered (OEB,2000:87). Moreover, the document of strategy for ABE of Oromia Region suggests, the duration of ABE to be completed is 3 years. The time for lesson of 1-year is 766 hrs and the duration of the lesson for one day is 3.20 hrs (OEB, 2005:7). The directive of non-formal education of Oromia region, also suggests in other way one level of program should be completed within 12 months in 230 working days. All four subjects are taught for 40 minutes 5 days a week (OEB, 2002: 14-15). Similarly, the document of Action Aid Ethiopia explains the implementation of 3 years cycle program with an average 200-220 days class hour per subject. On the average, the duration of classes is 3-4 hr/day and 5 days a week (Action aid, 2004:13). The study of MOE, further indicates though, the number of years for completing ABE is equal to three years, the number of day of instruction varies from 150 to 220 days. (MOE, 2000:33).

2.7.5. Instructional Materials

Instructional materials are the key components that contribute a great deal for the success of learning program. In relation to their importance, Girma suggests, Instructional materials are used to increase the acquisition of knowledge, skills and attitude according to the levels of students. Furthermore, the author explains that instructional materials are used to make learning experience more tangible, practical and active (Girma, 2004:39-40). From the above concept, it is possible to understand the necessity of instructional materials in learning processes. A learning material gives life to education.

In ABE center, teaching materials can be prepared from local material at lowest costs. Regarding this idea, the study of MOE (2002:49) explains instructional materials as follows: "The availability of instructional material is the lowest cost component of basic education, but it is the one with greatest impact on learning." Feleke & Martin reinforce this idea when they say; the availability, sufficiency and the presence of instructional materials like textbooks, references, teachers, guides, visual aids, etc contribute to the success of a learning system. Learners can get more meaning and experience if the source from which they extract information, knowledge and skills is diversified (Feleke & Martin, 1997:8). Furthermore, the government Policy Document ESDP III emphasizes the usage of ABE center for production of instructional materials. "The center shall be utilized for the preparation of teaching materials and for exchange of experiences on the challenges met and successes achieved in the area of teaching and learning" (MOE,2005:44).

2.7.6. Methods of Teaching

Methods of teaching are classified into modern and traditional based on the role of teachers and students as well as time in use. The modern methods are the student-centered, which aim at helping students in the realization of knowledge, the development of skills and value through their active involvement (Girma, 2004:27). Moreover, in relation to the local life, ESDP III states, "instruction will be focused

sustained and targeted to reflect learners' local life" (MOE, 2004:44). Furthermore, Yalew indicates the importance of methodology as follows:

No matter how good the curriculum may be and how well it is organized, and whether or not teaching materials are available, ultimately the quality of education rests mainly on methodology of instruction employed by teachers. (Yalew, 2004:18)

From the above statement, it is possible to understand methodology is one of the decisive factors in teaching learning process.

Learner-centered approach is participatory, active pedagogy that is characterized by cooperative learning and inquiry that fosters conceptual understanding, critical thinking and problem solving skills. This approach includes role-playing, discovery methods, inquiry methods, discussion, and problem solving methods. Teacher-centered method is a rigid chalk and talk, lecture driven pedagogy or rote learning. Such pedagogy places students in a passive role, limiting their activity to memorizing facts and reciting them to teachers. This approach includes lecture, demonstration, question and answer methods (UNESCO, 2005:153, MOE, 1999:68).

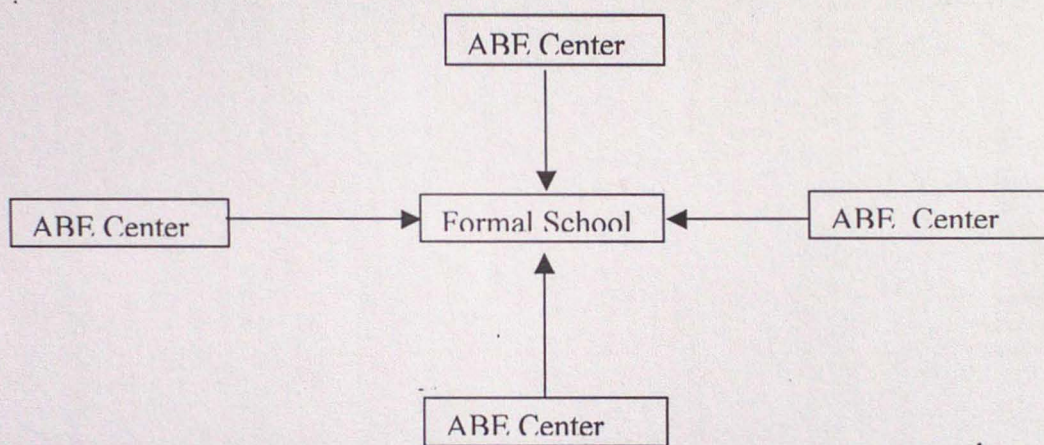
2.7.7. Linkage of ABE Centers to Formal School

The primary aim of linkage of ABE to formal schools is to avoid the problem of continuity and lack credentials. To make the linkage of the curriculum of ABE to the formal curriculum, the ABE curriculum must correspond to formal programs since the ultimate goal of several ABE is to integrate learners into the regular and available formal education system (OEB, 2000:7; Feleke & Martin, 1997:7). The linkage between ABE and formal school has many advantages in relation to the transfer as well as in the case of experience sharing. Getu et al. explains the linkage between ABE and formal school.

Linkage of ABE centers with nearby formal schools should be strengthened for experience sharing purpose. Facilitators should be encouraged to visit the nearby schools for experience sharing and especially to facilitate the smooth transfer of children from ABE centers to formal school which gives them the opportunity to continue their by joining grades which would fit them at formal schools. (Getu et al; 2002:17)

In line with this, the OEB strategies for non-formal basic education explains in addition to academic activities like experience sharing and training, formal school should give general service to the neighboring ABE. Teachers of formal school also should supervise monitors and evaluate the ABE centers (OEB, 2005:21).

According to Action Aid Ethiopia, the linkage established as a feeder school to formal school system at the second primary level. Children completing the ABE program are expected to be physically strong to walk to the nearby school to attend class. Based on the response to the need of children of ABE the linkage between the ABE and formal schooling represented diagrammatically as follows:



Action Aid in OEB (2000:10).

2.7.8. Monitoring and Evaluation

Monitoring and evaluation go hand in hand because monitoring lays a foundation by collecting data and information to conduct evaluation. Monitoring and evaluation are used as a tool to keep progress of the program. To approve the quality of education system, there should be a right way of monitoring and evaluation system. The document of MOE stresses the importance of monitoring for academic performance, in increasing access and internal efficiency in the following manner: "There will be continuous monitoring of students progress toward the lesson they learn, to increase academic performance and get better assistance." Monitoring also includes enrolment, attendance, dropout and transfer to formal school" (MOE, 2005:44). Moreover, monitoring is not the issue of one body it is the responsibility of different bodies, who

participate directly or indirectly in the management system. According to OEB (2005:7) document, "monitoring will be done starting from Regional Bureau to ABE center that includes CMC, non-formal education experts, supervisors and other concerned body".

Evaluation of students can be achieved by different means, which helps the student to understand the subject matter. The study for needs assessment of non-formal education of Oromia Region emphasizes the necessity of evaluation using different methodology. Facilitators of non-formal education programs are expected to apply continuous assessment techniques and procedures. This includes regularly administering tests and practical activities, giving homework of different nature and grading the results (OEB, 2000:89). In line with the above statement, the document for strategy of ABE states, evaluation should be done by continuous assessment based on group work, discussion, presentation, project work and so on (OEB,2005:7).

2.7.9. Certification and Promotion

The certification could be done when students transferred from one level to another level. Woreda Education Office (WEO) (IIZ/DVV, 2005:76) will achieve certification of ABE graduates. Regarding, promotion from ABE to formal school and vice versa, MOE has forwarded the guideline in which the learner can be transferred from ABE to formal or vice versa as follows:

a) Transfer from Non-formal Basic Education to Formal Program

- One who has completed successfully level one in ABE program will be able to join grade two during the second semester in formal education program.
- One who has completed successfully level two in ABE program will be able to join grade four of the formal school and follow his or her studies.
- Those that have completed level three in ABE program, after taking a terminal examination and passing successfully, will be able to join the second cycle of formal primary school in grade five.

b) Transfer from the Formal to Non-Formal Basic Education Program.

- Student who has completed grade one in the formal school program can join level two of ABE program.
- Student who has completed grade two in the formal school program can join level three of the ABE program.
- Student who has successfully completed grade three in the formal school can join level three of the ABE program and pursue his or her studies (Araya, 2002:27).

2.7.10. Cost – Effectiveness

Cost effectiveness is one of the basic principles of ABE programs. To measure cost – effectiveness of ABE, one has to conduct a comparative study between ABE and formal school expenditures. The cost-effectiveness of ABE can be explained by the low cost of construction of building and other cost substitute by community labor. Avoid heavy costs by building expensive structures to serve the short-term needs of particular communities. Given the concern to achieve Universal Primary Education, there is wisdom in building a large number of low cost schools in the short run. The study undertaken by MOE, further explains in its conclusion about the cost effectiveness of ABE as follows: “In sum, the capital cost per student of alternative schools is no more than one seventh of those government schools. The operational costs are typically not more than half of those government schools” (MOE, 2000:48).

2.8. Issues Related to Contribution of ABE Program

2.8.1. Access

Access refers to how much of the eligible school age children are in appropriate grades or in appropriate levels of schooling. The access to the first level of education is measured in terms of the proportion of children admitted relative to the total child population eligible for enrollments at the level. This measure is usually referred to as the admission rate or intake rate. Apparent Intake Rate (AIR) is the total number of children of all ages entering grade one in any given year. Apparent intake rate can go beyond 100% since it includes over age children (OEB, 2006:4-6).

Net Intake rate is the number of children-entering grade one in any given year and whose age is 7 years. Considering the age of entry of primary school is seven years. Net intake rate cannot be more than 100% (OEB, 2006:4-6). The access of children to attend primary school is minimized due to different factors. Some of the major factors are: Poverty, long distance of school, parental lack of awareness, parental need for child labor, such as household chores, herding, farming and weeding, guarding of crops, Care of siblings, bonded, poor quality of education, direct educational cost like fee, uniform, exercise book, cultural barrier like premature marriage, drought, poor employment prospects, absence of clean water and sanitation, facilities for girls and boys are basic elements of a healthy, safe and secure inconvenient learning environment (UNESCO,2005;OEB, 2000:iii).

2.8.2. Equity

Inequity aspects can be related to poverty, gender, location, religious, linguistic or ethnic identification and physical or mental disabilities and physical or mental disabilities (WCEFA, 1990:53-54). In connection to this Firdisa (2001:343) states, males, urban children, high income groups, some ages groups and zones seems to get relatively more equitable access to education. Even though, inequity may be related to different conditions, according to WCEFA, of all the problems of equity in primary education, the participation of successful achievement of girls deserves highest priority. The above document also explains the challenge for gender equity as follows:

Females often suffer from the negative attitudes of teachers who underestimate girls' competence and unsupportive family and community perceptions of the appropriate levels of education for women. Even where social provisions are made to females, family demands for girls' household labor and cultural emphasis on the early marriage of women can impede attempts to equalize the opportunities. Furthermore, for those females who gain access to complete primary education, gender biases in instructional techniques, learning materials, and test designs further reduces the probability that their measured achievement will equal that of males. (WCEFA, 1990:55)

Other than gender equity, the other important equity aspect is location equity. The concern of location equity includes both rural-urban and regional disparities. The

UNESCO (2005:18), document states, access to primary education in rural area is still much lower than in urban area while the quality education is also poorer. Education to serve rural development is one of the main problems facing the drive to achieve EFA. According to (WCEFA, 1990,55; Habtamu, 2002:47; Firdisa, 2001:343), regional and urban-rural disparities can happen due to the following reasons:

- Poor economic condition of the family ;
- Long distance between the home and the school;
- Need of child labor at home and farms;
- Low level of awareness of the community;
- Difference of language of instruction use in school often differs from that used in home;
- Irrelevance of curriculum;
- Encouragement of early marriage in rural area;
- Lack of commitment in terms of large education budget;
- Traditional and cultural practices some family for sending children to school;
- Unproportional budget allocation of regions, zones and Woredas;
- Large amount of educational wastage in terms of dropout and repetition rates;

2.8.3. Quality

The issue of quality education is a dynamic and continual process and what constitutes quality education changes from time to time in response to the demand of the clients and the society (Yalkawu, 2001:111). ESDP II document explains the quality of education in the following manner:

Quality education includes quality learners as well as environment that are healthy, safe, protective, gender sensitivity and provide adequate resources and facilities. It also includes content that is reflected in relevant curricula and materials for the acquisition of skill, knowledge and attitude. (MOE, 2002:24-25)

To describe the good quality education, some focus on content, materials and methods used in teaching, others focus on the education input, such as teacher- student ratios,

student-section ratios, etc. According to the training manual of Oromia Education Bureau and the document of World Conference on Education for All, quality of the education system may refer to many characteristics, such as quality of the inputs, quality of the output, quality education process and quality of outcomes of the education system.

1. **Quality of input:** Quality of education input includes the adequacy of textbooks, classroom, teacher qualification and furniture, students – section ratio, student – teacher ratio and student- textbook ratio is the indicator used for measuring the quality of these input.
2. **Quality of process:** Quality of educational process includes the following five major elements:
 - a/ Appropriate teaching environment i.e. Active learning
 - b/ Management practice of the school. i.e. leadership of the school, supervision, instructional Leadership etc.
 - c/ The school leadership etc
 - d/ The school environment – the physical as well as the social environment
 - e/ The school community interaction
3. **Quality of output:** The output assessed is easily expressed in terms of academic achievement. Traditionally, the examination system provided as a measure of the quality of outputs and sometimes test grades are also used to measure quality. Repetition also often considered as the measure of quality of the education system.
4. **Quality of outcome:** Improved social status, employment and higher earning for graduates of the education system are some of the customs expected by society. Many of the society will argue that education is not important unless it affects their economic, political, social and spiritual lives (OEB, 2006:4-6, WCEFA, 1990:51).

Regarding the improvement of quality of education, ESDP II and ESDP III recommended the following points

As quality enhancement the following condition should improve school leadership and management, community partnership, student-centered learning, professional development, quality of instructional program, learning environments like school facilities, class size, teachers behavior and attitude, school discipline policies, supervision and support services are to be strengthened. Moreover, the curricula and textbooks shall be student-centered, non-discriminatory, and standard based to enhance desired quality and relevance. (MOE, 2002:25; MOE, 2005:59)

In relation to the above-suggested methods of improving quality, the document of World Conference for Education for All, to improve the quality of education the following priorities should be required:

1. Improving the availability and use of instructional materials
2. Enhancing teachers' effectiveness by emphasizing subject mastery, communication skills, and teacher motivation.
3. Improving managerial skills, community and instructional structures, and individual and organizational incentives;
4. Increasing the time actually spend on learning (WCEFA, 1990:53).

2.8.4. Internal Efficiency

The internal efficiency measures the progression of students through the school system. Dropout and repetition rates are the two major indicators used for measuring internal efficiency (OEB, 2006:4-7).

Dropout rate: is defined as a student who does not complete the intended course of the study or dropout designate the proportion of pupils who leave the system without completing in a given grade year (Tegegn, 1998:107). High dropout has a serious effect in lowering the access to school as well as it will consume resources. Concerning this, Bastian (2004:18) states "very high dropout rate and there by prolonging the target year for achieving Universal Primary Education." Inline with this, the Oromia Education Bureau document also explains the dropout put away important funds of education

system while they are enrolled. The dropout phenomenon reduces the completion rate of the school system.

In addition, the ability of these dropouts to contribute to the economy will be reduced through reduced income and output (OEB, 2006:4). Based upon the above problem, reducing dropout rate is important to achieve Universal Primary Education. In relation to this, reduction in the dropout rates, especially in grade one is important for the achievement of the goals of UPE. It is believed that grade one dropout is the strongest barrier for many children for their continuation and completion of primary education (Bastian, 2004:18). From the above given information it is possible to say, once children are enrolled, it is vital to ensure that they remain at school long enough to complete the curriculum and acquire basic skills.

Repetition Rate: refers to the proportion of pupils who repeat a grade once or twice. The repetition rate measures the rate at which pupils repeat grades. Repetition rate affects the internal efficiency of the system. High repetition rate related with low internal efficiency and expenditure of resources (Tegegn, 1998:107). According to Oromia Education Bureau document:

A repeater consumes more resources of the education system than a non-repeater to complete the same level of education. A repeater occupies the space in the classroom and furniture and consumes a portion of the teacher salary and other resources. Repetition increases the student-section ratio and students-teacher ratio. (OEB, 2006:4-8)

In line with the above quoted statement, repetition prevents access to schooling to other children who do not have chance to go to school, because the school space in use by the repeaters (Tegegn, 1998:107). Furthermore, UNESCO (2005:18) document states, a high-level grade repetition is a symbol of a dysfunctional school system often exacerbating dropout and resulting in overcrowded schools. Repeating a grade at early period enlarged the risk of dropout.

2.9. Problems that Hinder Implementation of Alternative Basic Education

The strategy for non-formal basic education document of Oromia Region and Adult and Non-formal education Newsletter based on their studies and supervision report forwarded the following problems that encountered the implementation of Alternative Basic Education. The major implementation problems are:

1. Shortage of well trained facilitators;
2. shortage of books and teaching materials for the programs;
3. Absence of facilitators in a place far away from the center;
4. Absence of monitoring due to lack of transportation and budget;
5. Lack of incentive for the facilitators;
6. Dropping out due to the inconvenience of learning place and due to labor;
7. Implementation of different curriculum in different place;
8. Teaching the children and adults by mixing together;
9. Lack of awareness of community about the CMC;
10. Lack of commitment from the government to the kebele level;
11. Discontinuity /interruption/ of the program due to different reason;
12. Lack of attention on the out of school children of the town;
13. Contractual base employment of the facilitators ;
14. Absence of residential house for the facilitations near ABE center;
15. Lack of water supply near the center and separate latrine for boys and girls;
16. Facilitators' failure to prepare lesson planning, implementation of active learning and continuous assessment;
17. Lack of additional space (Land) for sport field, school and garden;
18. Facilitators' turnover;
19. Loose relation between ABE and formal schools
20. In adequacy of budgets (OEB,2005:3;IIZ/DVV,2005:77;FSCE,2003:20).

2.10. Roles of Non-Governmental organizations

The term Non-Governmental Organization (NGO) defines a variety of institutions that include non-profit agencies, community based organizations, charities, advocacy groups, private universities, religious institutions, unions and other formal and informal

groups (Comings, 1995:4148). "Non-governmental organization other than church charitable organization developed in Latin America as independent entities during the 1960s" (Carvalan-vasquez, 1995:4149).

Concerning NGOs importance as partner with government has many audiences. Certain literature assures the role of NGOs in different sector of development. ESDP III of Oromia region ensures their role as partners as follows: Many NGOs in cooperation with regional government has made much attempt to develop the program in disadvantaged areas of the region. Particularly, the contribution of NGOs to expand ABE program was notable (OEB, 2005:13). In addition to the above, there are also different evidences that emphasized the roles of NGOs as partnership to expand developmental activities to marginalized and underprivileged area.

NGOs have been involved in developmental activities aimed at helping the less advantaged section of our society to surmount poverty, disease and ignorance (Wosenu, 1998:83). Furthermore, the paper presented on establishment of NGOs Forum in Adama, stresses the role NGOs in education sector in the following manner: Above all NGOs and private sectors are serving the government in capital provision and building of new schools or additional classrooms. In line with this, the role played by NGOs is essential in increasing access, improving quality, equity and efficiency of education in the region (OEB, 2002:2).

In relation to the above statement, the report on the development of education to the UNESCO 47th session, forwarded the role of NGOs in education sector as follows:

NGOs and the private sector also have great role to play in the provision of education at all levels of education echelon in addition to financial material and technical support to the ESDP. Representatives of donors and non-government organization are working with ESDP central committee and bodies are set up to oversee, coordinate and facilitate the implementation process of the program. (FDRE, 2004:18)

2.11. Experience of other countries

2.11.1. The BRAC (Bangladesh Rural Advancement Committee) Schools

The BRAC's was designed to meet the basic educational needs of the poorest and most disadvantage children in the rural area of Bangladesh who could not be reached by formal government schools. The BRAC program had targeted rural children of two different age groups.

- (a) Children of 11-14 years who never attended schools; and
- (b) 8-10 years old children who dropped-out from formal schools
(MOE,200:8;Wanna, 1999:72).

The case studies made by Ahmed, Chabbott, Joshi and Pande (1993) demonstrated its effectiveness in its approach in teacher selection, training, supervision and community participation, student achievement, completion rates and transfer to formal government school system. Furthermore, a case study entitled by "Learning from BRAC Experience" suggested the following experience, which is transferable to other countries:

- ❖ Clear focus on social goal widely perceive as important by parents, students governments;
- ❖ A simplified curriculum for primary education that focuses on basis skill and is appropriate to the targeted population;
- ❖ Para-professional teachers selected from the community, with short preservice training, scheduled in service training and strong supervision;
- ❖ Small instructional units and correspondingly small catchments areas so that no student or parent is far removed from his/her home;
- ❖ Active parents and community involvement as a major goal;
- ❖ Comprehensive management support system that emphasized staff training, logistics, following through, and delivery of services;
- ❖ Flexible timetable and an organization that adjusts services to the client/ students needs and alters its own organization depending upon its ability to service its client's students.
- ❖ Reduced capital cost, where funds are expended for current operation and services and not on "bricks and mortar," and

- ❖ Viable mutually reinforcing NGO/ Community partnerships characterized by regular and open communication and cooperative planning (Ahmed, et al., 1993:123).

2.11.2. Basic Education in Urban Poverty Areas (BEUPA), UGANDA

The document of successful experiences in non-formal and alternative approaches to basic education in Africa has listed a number of experiences that can be transferred into other countries. Among the successful programs BEUPA of Uganda, which aims to improve the life perspectives of out of school children and adolescents between the ages 9-18, is the notable one.

The important features that contribute for success of the program are the following:

- Apply mother-tongue education and integrated approach to learning:
- Developed and used the core curriculum of a condensed version of primary school curriculum, which includes instruction in psychosocial skills, and living value education.
- There is close relationship between the BEUPA program and formal school.
- The delivery of curriculum shortened from five to three years.
- Utilize the expertise from community that makes the school part of the community.
- Facilitation of learning was held through child – centered and flexible approach.
- Communities' involvement in the program.

In BEUPA program, the above condition has facilitated learner-friendly, pedagogical processes and learning environments, harmonized the relationship between the school, and the community. The integrated nature of the curriculum enhances the holistic development of learners in terms of intellectual, physical, emotional, and social development and promotes interaction between the formal and non-formal sub-sectors (Thompson, 2001:16).

2.12. Current Status of Alternative Basic Education in Ethiopia

Ethiopian education was characterized by lack of access to schooling, lack of quality, equity and low internal efficiency. In relation to the problem of access, Ayalew indicates, "Access is limited to only few people with almost no impact on changing the status of illiteracy, and the country was basically remained the land of the thumb print (Ayalew, 1989:31).

With this understanding, the government has set the New Education and Training Policy. To increase access to education the policy document states, non-formal education would be given parallel to formal education (TGE, 1994:8). Although the policy document explains in the above manner, ESDP I give a great focus on expanding formal basic education. However lately, ESDP II and ESDP III gave much emphasis on provision of basic education through alternative delivery. ESDP II states, "Non-formal education programs would specifically address the problem of gender disparity in the provision of basic education and increase participation in primary education" (MOE, 2002:31). In connection to this ESDP III also stresses the importance of ABE programs in the following manner. ABE program is seriously vital as emergency short-term measure for achieving UPE by the year 2015, by in reaching the hard to reach inaccessible rural and dispersed communities, pastoralists, semi-agriculturalist societies (MOE, 2005:44).

Regarding to the contribution of ABE at the national level, the MOE abstract explains as follows: In the year 2004/2005, the GER in ABE program is 5.2% for both sexes and 6.9% for females. If we include this in 1997 E.C. GER of 79.8% will increase by 5.2% and becomes 85% (MOE, 2005:7). Similarly, when we consider input of ABE in Oromia Region, the GER of ABE increases from 6.8% in the year of 1997 E.C. to 7.3% in 1998 E.C. which increase the gross enrolment of the year 1998 from 87.7% to 95 (MOE,2005:5; OEB, 2005:13).

2.12.1. Successful ABE Program in Ethiopia

Even though various ABE programs are established by NGOs in the country, some of them had been successful in increasing access, quality, equity and efficiency of basic education. Out of the successful ABE in the country is the "Life Glow School" that have been developed by Partnership for Innovation in Ethiopia (PIE) program and local NGO partner, Kangaroo Child and Youth Development Societies (KCYDS) which is located at Woserbe North-west of Addis Ababa at a distance of 15 kilometer.

According to study conducted by MOE in the year 2000, the LGS students are achieving more than peers who are attending formal government school. The MOE more recognized LGS as positive model of non-formal Education based on low cost, gender equity/ sensitivity, achievement, learning environment, community involvement and successes in reaching students who would otherwise be unable to attend school. The MOE has noted some of the success of LGS' in statistical comparison with the national level.

1. LGS has a total of females' students of 58% in 1999/2000 as compared with a national average of 35%.
2. A four-classroom LGS model school costs 64,000 Birr as compared to 700,000 Birr for four-classroom government school.

Similarly, PIE Assessment Oct. (2000) shows that the child centered "Active learning" model of education has resulted in children liking their schools and teachers in contrast to students who attend teacher dominated government school. The dropout rate for LGS is 5.7%, which is low as compared to with the national average of 25% (<http://www..savethechildren.org/sponsorship/eProject>).

CHAPTER THREE

3.0. Methodology and Procedure of the Study

The following methodology and procedures were used to carry out the study.

3.1. Methodology

This study was aimed at assessing the implementation of Non-formal Alternative Basic Education in East Shewa Zone and Adama City Administration in Oromia Region. The research method employed was descriptive survey method. The method enables the researcher to assess the present situation and identify some of the major problems in implementing the Non-formal Alternative Basic Education program. Furthermore, the descriptive survey method has also enabled the researcher to find out the solutions for the existing problems in implementing Non-formal Alternative Basic Education program in the project area and helped to test the basic questions.

As stated by Sing Sidhu (1985:69), descriptive survey is the method of investigation which attempts to describe and interpret what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, beliefs etc. Consequently, in describing the existing situation in implementing the program, the descriptive survey method was found to be relevant and appropriate.

3.2. Sources of Data

Data was collected from Zonal and Woreda Education officials and experts; NGOs project officials and experts, facilitators who currently work in ABE, formal primary school teachers who taught ABE level completed students, previous ABE students and Center Management Committee (CMC) members.

The selection of the above respondents has been for the following reasons. The officials and experts of education offices and NGOs are administrators, supervisors and founder of ABE centers, and are believed to serve as sources. Facilitators of ABE centers are also selected because they are main implementers and actors in the program. The CMC members are the main coordinators of community who participate actively in ABE

center; they make decisions on different issues of the program. Accordingly, they are found to be the essential parts in giving original information. Formal primary school teachers were chosen as data sources to investigate their opinion and views on ABE and to examine their relationship with ABE centers. Previous ABE students were also selected as respondents to examine the implementation of their ABE in relation to their current formal primary school.

Moreover, focus group discussion was conducted with parent, community representative, facilitators, expert, and supervisors to get detailed information on some issues. Furthermore, documents and statistical abstracts, government regulations, policies and directives have been used as sources of data for the study.

3.3. Sampling Techniques and Sample Population

The following sampling techniques and sample population were used to carry out the study. The sampling techniques used were purposive, random, and availability sampling techniques. Government education official and experts, NGOs project officials and supervisors were selected by purposive sampling. Students and CMC members were selected by random sampling, whereas facilitators and primary school teachers were also selected by availability sampling.

Moreover, sample NGOs and ABE centers were selected by random sampling. For the purpose of this study, East Shewa Zone and Adama City Administration had been purposely selected because the researcher had felt experience about the problem through his work experience in the area. From East Shewa Zone, three NGOs working on Alternative Basic Education program for rural out of school children were selected. These are Rift Valley Children and Women Development Association (RCWDA), Integrated Community and Education Development Association (ICEDA) and Ratson Women, Youth and Children Development Program (RWYCDP), which are found in Adami-Tullu, Akaki, and Adea Woreda respectively. Thus, NGOs were randomly selected from seven NGOs, which comprise 43% of NGOs working on ABE in the Zone. From Adama City Administration, two NGOs working on Alternative Basic Education program for out of school children and vulnerable street children were randomly

selected. These are Forum on Street Children Ethiopia (FSCE) and Vision Organization for Community Development (VOCD). These two NGOs also account 50% of NGOs working on ABE program in Adama City Administration.

In selection of ABE centers run by five NGOs, 21 ABE centers, which comprise 50% of the total ABE centers, have been randomly selected from 42 ABE centers. CMC members were also randomly selected. From five-seven members of CMC in each center, only two (28.5%) were selected. Except for RWYCDP that has not started to transfer students to formal school, for each of the NGOs one primary school, which admits students from each of them, was selected randomly. The selected schools were Adami-Tullu and Oda-Nabe elementary schools that admit students from RCWDA and ICEDA respectively. Adama No 2 and Adama No 3 schools were also selected since they take graduates of ABE from FSCE and VOCD sponsored ABE centers respectively.

All teachers, who taught ABE level complete students in formal primary school during the last year and currently, were involved in the study as well as previous ABE students, were randomly selected from the formal school that was selected as a sample. From each school, only 10 previous ABE students whose age was greater than 15 were selected for the study. All of them were grade 6 students. The rationale behind setting age and grade level of students was to get more matured respondents that can investigate ABE center in comparing to formal school. In the case of students selection, the numbers of students selected were similar in all primary school because of lack of organized data about ABE students irrespective of their age to calculate the proportion. In this regard, it was assumed that sample ABE centers and number of sample respondents could sufficiently represent the other ABE in the Zones under study.

The following Table indicates the study sites and the number of respondents who participated in this research from each site. As indicated above the data for the study has been collected from five types of respondents. The total number of respondents included in the study is summarized in the following table.

Table 3.1. Sample Centers & Respondents Categories of the Study

Sample Categories	NGO's in the Sample										Sample size
	FSCE		RCWDA		ICEDA		VOCD		RWYCDA		
	Pop	samp	Pop	samp	Pop	samp	Pop	samp	Pop	samp	
ABE	6	3	18	9	6	3	6	3	6	3	21
Officials & supervisors	4	4	4	3	4	3	4	3	4	3	16
Facilitators	11	11	18	16	7	6	14	14	12	10	57
CMC members	21	6	56	14	21	6	21	6	21	6	38

As shown on Table 3.1, from the side of NGOs the number of sample respondents participated in the study were 16 officials and supervisors, 57 facilitators and 38 CMC members.

Table 3.2. Sample Respondents Categories of the Study

Sample Categories	Government Organization in the Sample												Sample size
	Adama No 2 school		Adama No 3 school		Adami-Tullu school		Oda-Nabe school		Adama City		East Shewa Zone		
	Pop.	Sam	Pop	samp	Pop	samp	Pop	samp	Pop	samp	Pop	samp	
Teachers	11	10	9	9	10	10	10	9	-	-	-	-	38
Students	-	10	-	9	-	9	-	9	-	-	-	-	37
Officials & experts	-	-	-	-	-	-	-	-	4	4	16	13	17

As shown on table above, from the government organization 38 teachers, 37 previous ABE students and 17 officials and experts were participated in the study.

In general, as shown on the above two tables the total number of respondents participated in the study were 203. All the respondents on both tables were approached by questionnaire. In addition to this focus group discussion was held with community representatives, facilitators, experts, supervisors and parents.

Thus, based on the sampling techniques, sample size and sample population, the findings and recommendations of the study are assumed to be applicable to the NGOs taken as samples and much could be implied for other NGOs in the areas.

3.4. Instruments and Procedure of Data Collection

The following procedures and tools were employed to collect data for the study.

I. Instruments of Data Collection

Because, it was a survey study conducted on different site and organization and large population, the process of data collection has been mainly through questionnaire. For further information, document analysis, and focus group discussion guide have been employed as instruments to gather the necessary data.

Four types of questionnaire were prepared for this study. The first one is for NGOs and government officials and facilitators. The second one is for Center Management committee (CMC) members, the third, and the fourth types were for formal primary school teachers and previous ABE students respectively. The questionnaires contained mainly rating and choice items. Besides, the open-ended questions were presented under every group of items to solicit additional information.

The questionnaires were originally prepared in English and later translated by professionals to "Afan Oromō" and "Amharic" language for the purpose of clarity and to make them easily understood by the respondents. Amharic questionnaire is administered to urban facilitators, teachers and students, while Afan Oromo questionnaire is administered to rural area. The English language questionnaire is administered for government and NGOs officials and experts.

Focus group discussions were also held with community representative, facilitators, experts and supervisors. A detail discussion checklist have been prepared and utilized during the discussion as a guide. Furthermore, relevant documents have been analyzed to support data from other sources.

II. Pilot Test

The draft questionnaires have been first administered to five facilitators at "Gudina Tumsa Foundation" and to five officials and experts of NGOs and Fantallee Woreda Education Office. After it had been filled by these respondents, each questionnaire was examined item by item to detect ambiguous and unclear statements. Moreover, during

the pilot test, opinions of three experts were obtained from Adama University and senior experts of English language education from Rift Valley University College.

The pilot test also enabled the researcher to delete irrelevant items from the questionnaire. The advisor of the study also validated the self-developed questionnaire and shaped the questions in a way to gather relevant information. Thus, based on feedback from the pilot test, the items were improved and the final copies of the questionnaire were distributed to the respondents.

III. Procedures of Data Collection and Administration

The following procedures of data collection were used in assessing the implementation of Non-formal Alternative Basic Education in East Shewa Zone and Adama City Administration. First, relevant academic literature was reviewed to get information on what has been made in relation to the problem. Second, basic questions were formulated followed by preparing data gathering tools thereby pilot testing. Then after being corrected, the questionnaires were distributed to the respondents and filled with the help of field supervisors of ABEs.

Besides, the researcher made the objectives of the study clear to the respondents in order to avoid confusion and facilitate ease of administration. Subsequently, after collecting relevant information, data processing and analysis was made using SPSS.

3.5. Methods of Data Analysis

The data collected based on the purpose of the study through questionnaire, focus group discussion and document analysis was structured, organized and framed to suit for analysis and inferences. The data gathered through questionnaire, focus group discussion and document analysis was organized in tables and figures, which give detailed information. The data obtained through the questionnaires were first analyzed using SPSS-13 version for window statistical software package to generate frequencies, mean, and standard deviation.

The following descriptive statistical techniques were used to analyze the study:

Percentage and frequency counts were employed to analyze various characteristics of the sample. These statistical tools help to determine the relative standing characteristics like sex, age, work experience, educational level, marital status, and number of children. Moreover, other statistical tools such as mean, t-test and one-way ANOVA test were also employed to the data. The t-test was computed separately to find out if there are mean differences between officials and facilitators with respect to each item ($P < 0.05$) and the one-way ANOVA was computed to determine if there is difference in perception between facilitators, officials, CMC members, teachers and students on different items.

CHAPTER FOUR

4.0. Data Presentation, Analysis and Interpretation

This chapter deals with presentation and analysis of the data that are categorized into two parts. The first part presents the characteristics and background of the sample populations involved in the study in terms of sex, age, educational level and year of service. The second part deals with the analysis and interpretation of the data obtained from the respondents on the implementation of Non-formal Alternative Basic Education (ABE) supported by NGOs.

4.1. Characteristics and Background of Respondents

4.1.1. Categories of Respondents

Respondents of the questionnaires were categorized into five groups. As presented in Fig.4.1, there were 33 officials and experts who were project coordinators, program officers and education supervisors of NGOs at the project level and Woreda education head, team leader, non-formal education experts and supervisors. On the other hand, 57 facilitators (currently teaching in ABE center) and 38 Center Management Committee (CMC) members were involved in the study. All the above respondents involved in the study were active participants of ABE project as teachers, program designers and coordinators/managers.

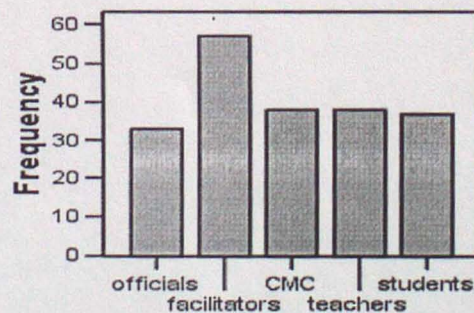


Fig. 4.1. Categories of Respondents

In addition to the three groups of respondents, 38 primary school teachers including principals and 37 students who were learning in ABE before two years were included in the study to get additional information. Altogether, the researcher used 203 respondents in the study.

4.1.2. Sex and Age Profile of Respondents

Table 4.1. Sex and Age Wise Distribution of Respondents

Respondents	Sex	Total		Age in years								Total
		N	%	19-30		31-40		41-50		>50		
				N	%	N	%	N	%	N	%	
Officials and Experts	Male	31	94	6	18	11	33.3	9	29	5	16	100
	Female	2	6	1	50	1	50	-	-	0	-	100
	Total	33	100	7	21.2	12	36.4	9	27.2	5	15	100
Facilitators	Male	27	25	25	92.6	2	7.4	-	-	-	-	100
	Female	30	28	28	93.6	2	6.6	-	-	-	-	100
	Total	57	53	53	93.3	4	7	-	-	-	-	100
Center Management Committee	Male	29	76.3	5	17.2	9	31	11	35.5	4	13.8	100
	Female	9	23.7	-	-	3	33.3	3	33.3	3	33.3	100
	Total	38	100	5	13.1	12	31.5	14	36.8	7	18.4	100
Formal school teachers	Male	24	63.2	5	20.8	5	20.8	11	24.4	3	12.5	100
	Female	14	36.8	4	28.6	5	35.7	3	21.4	2	14.3	100
	Total	38	100	9	23.7	10	26.3	14	36.8	5	13.1	100
				< 15		15-18		19-30				
ABE students	Male	19	51.3	-	-	17	89.5	2	10.5	-	-	100
	Female	18	48.7	-	-	14	77.8	4	22.2	-	-	100
	Total	37	100	-	-	31	93.9	6	16.2	-	-	100
Total Respondents	Male	130	64	41	31.5	44	33.8	33	25.4	12	9.3	100
	Female	73	36	33	45.2	25	34.2	10	13.8	5	6.8	100
	Total	203	100	74	36.4	69	33.9	43	21.3	17	8.4	100

As presented in Table 4.1 and Fig.4.2, from the total respondents 130 (64%) were males while the remaining 73 (36%) were females. In the case of official respondents, 31(94%) of them were males and only 2 (6%) were females. Of the facilitators, 27(47.4%) were males, while 30(53.6%) were females. Teacher respondents from primary schools consist of 24 (63.2%) males and 14 (36.8%) females. Respondents of previous ABE students comprise 19 (51.3%) males and 18 (48.7%) females. Though there is a gender imbalance between males and females in officials and experts, there are comparable number of males and females in other categories of respondents. This helps to get relevant response for the study from both sexes.



Fig.4.2.Sex profile of Respondents

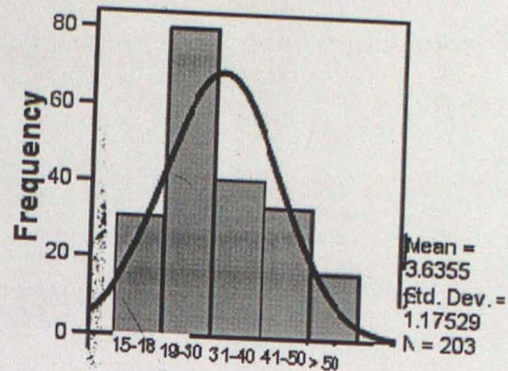


Fig.4.3.Age profile of Respondents

Age wise, 21(63.6%) officials and experts are between ages of 31-50 years, the remaining 21.2% and 15.1% are below 31 and above 50 years respectively. In case of facilitators, 53 (93%) of them were in the age range of 19-30, while the rest 4(7%) were in the age range of 31-40. About 68.3% and 63.1% of CMC members and primary school teachers lie within the age range of 31-50 years respectively, while the remaining were below 31 and above 50 years. About 93.9% of the previous ABE students of grade 6 lie within the age range of 15-18, while the rest of them were above 18 years.

Regarding the age of the total respondents, Fig.4.3, shows that 80 (39.4%) of them are in the age range of 19-30 years, 38 (18.7%) of them are in the age range of 41-50 years. The remaining 37 (18.2%), 31(15.3%), and 17(8.3%) represent the age range of 41-50, 15-18 and greater than 50 years respectively. This indicates that most of the respondents were young whereas the rest were not.

4.1.3. Work Experience and Educational Level of Respondents

Work Experience and Educational level have their own contribution to the implementation of ABE. Therefore, the respondents were asked to indicate their educational level and their experience. However, since CMC members were not in similar occupation and previous ABE students are not workers, the work experience of them were not included.

Table 4.2. Work Experience and Educational Level of Respondents

Respondents	Work experience	Total		Educational Level of Respondents										
		N	%	12+TTI		Diploma		12+3		BA/BSc		MA/MSC		Total
				N	%	N	%	N	%	N	%	N	%	
Officials and Experts	1-10 years	9	27.3	1	11.1	5	55.5	1	11.1	2	22.2	-	-	100
	11-20 years	9	27.3	-	-	7	77.8	1	11.1	1	11.1	-	-	100
	21-30 years	12	36.4	-	-	3	25	1	8.33	7	58.3	1	8.3	100
	>30 years	3	9	2	6.6	-	-	-	-	-	-	1	8.3	100
	Total	33	100	3	9.1	15	45.4	3	9.09	10	30.3	2	22.2	100
Facilitators				10 comp		12 comp		10+TTI		12+TTI		Diploma		
	1-10 years	49	86	8	17	13	26.5	12	24.5	3	6.1	13	26.5	100
	11-20 years	8	14	-	-	2	25	1	12.5	-	-	5	62.5	100
	Total	57	100	8	14	15	26.3	13	26.5	3	5.3	18	31.5	100
Teachers				<12+TI		12+TTI		Diploma		>diploma				
	1-10 years	10	26.3	-	-	1	10	9	90	-	-	-	-	100
	11-20 years	8	21	-	-	4	50	4	50	-	-	-	-	100
	21-30 years	17	44.7	-	-	8	47	9	53	-	-	-	-	100
	>30 years	3	7.8	-	-	3	100	-	-	-	-	-	-	100
Total	38	100	-	-	16	42.1	22	57.9	-	-	-	-	100	
				Donot go to school		Grade 1-4		Grade 5-8		Grade 9-12		>12		
Center management committee		38	100	-	-	23	60.5	10	26.3	5	13.2	-	-	100
Students		37	100	-	-			37	-	-	-	-	-	100

The table above indicates that, out of the officials and experts included in the study, 10(30%) had BSc/BA, only two of the officials had MSC/MA. About 3(9%) and 15(45%) of the officials and experts were 12+3 and diploma holders respectively. The remaining 3 (9%) graduated from TTIs. Among the facilitators, 18(31.5%) were diploma holders, 16(28%) were TTI graduates, while the rest completed grade 10 and 12. From primary school teachers respondents, 22(52.7%) of them were diploma holders, whereas the rest 42.1% were TTI graduates. Of those involved in CMC, 23(60.5%) were in the grade level of 1-4 and 10(26.3%) were in grade level of 5-8. The rest 5(13.2%) were in the range of grade 9-12. The educational levels of all previous ABE students were grade 6.

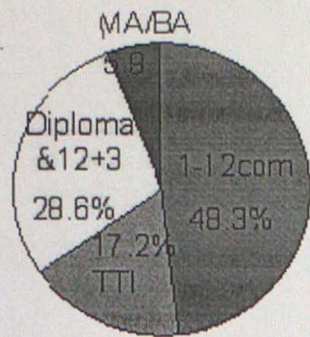


Fig.4.4. Educational Level of Respondents

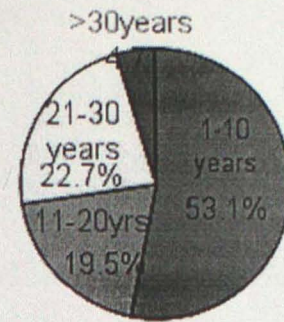


Fig.4.5. Work Experience of Respondents

Generally, as indicated in Fig.4.4, from the total respondents, 98 (48.3%) of them were in the range of grade 1-12 completes, 35(17.2%) were TTI graduates, 58(28.6%) were diploma and 12+3 and the rest 12(5.9%) were BA and MA holders. This indicates that more than half of the respondents are below diploma qualification.

Regarding work experience of respondents that include officials, facilitators and teachers, Table 4.2, and Fig.4.5, reveal that 68(53.1%) have work experience of 1-10 years, while the rest 25(19.5%),29(22.7%), and 6(4.7%) of them have work experience of 11-20,21-30 and greater than 30 years respectively. This implies that more than 60% of the respondents have work experience of 1-10 and 11-20 years, while the rest have above 20 years. This long experience of respondents may help to enrich the study.

4.1.4. Number of Children and Educational Level of CMC members

In developing countries like Ethiopia, children may not attend school due to social and economic problems. For instance, educational expenditure for school uniform, stationeries and food, and other costs could be taken as the main problems. All these factors become complicated when the number of children in the given family is large. Those with large number of children may be affected by these problems. On the other hand, the educational level of individuals may help them to plan their family. This in turn helps them to handle their children with the existing economic conditions.

Table 4.3. Number of Children and Educational Level of CMC Respondents

Respondents	No of Children	N=38		CMC's Educational Level					
		N	%	Grade 1-4		Grade 5-8		Grade 9-12	
				N	%	N	%	N	%
Center Management Committee	1-3	9	23.7	4	44.4	3	33.3	2	22.2
	4-6	12	31.6	5	41.6	4	33.3	3	25
	7-9	9	23.7	6	66.6	3	33.3	-	-
	>9	8	21	8	100	-	-	-	-
	Total	38	100	23	52.6	10	26.3	5	13.1

As it can be seen from the table above, from CMC respondents with grade level of 1-4, only 4 of them have 1-3 children, 5 of them have 4-6 children, 6 of them 7-9 and 8 of them have more than 9 children. Those with grade level 5-8, 3 of them have 1-3 children, 4 of them have 4-6 and 3 respondents have 7-9 children. Finally, from those in educational level 9-12, only 2 of them have 1-3 children and 3 of them 4-6 children.

Table 4.3, shows a reverse relationship between educational level and number of children of CMC members. In this case, as education level increases the number of children of CMC members' decreases. That means, the CMC members with better education level have small number of children, whereas members with lower education level have larger number of children. In line with this, in the literature part an attempt has been made to indicate the importance of basic education in promoting family planning.

4.2. Analysis of Implementation of Non-Formal Alternative Basic Education Supported by NGOs

This section presents data obtained from NGOs under study through questionnaire, focus group discussion (FGD) and document analysis. The analysis focuses on contribution of ABE in promoting primary education, facilitators' recruitment, payment, training and performance and participation of different stakeholders in ABE program. The views and opinions of stakeholders on the importance of ABE and problems that hinder the implementation of ABE program were also analyzed in the study.

4.2.1. Project Context

In achieving EFA goal, the government of Ethiopia has realized that NGOs can play vital role in providing education to out- of- school children who have been denied the chance of formal education due to different reasons. This paved the way for the establishment of a number of NGOs in the country to work on ABE to address access, equity and quality in the education system. Currently, there are 11 local NGOs working in East Shewa Zone and Adama City Administration in the area of ABE. Out of these, five NGOs were randomly selected to secure data of the study.

All NGOs under study were local NGOs that were supported by Umbrella and International NGOs. The primary objectives of these NGOs were to promote access to education to out of school children. The other intentions were also raising the quality of education and bringing equity of all sorts.

Moreover, children between the ages 7-14 were targeted by all sampled NGOs, though adults above 14 years could also benefit from the program. Currently sampled NGOs are also supporting 42 ABE centers with different capacities ranging from 6 to 18 ABE centers in the area under study.

4.2.2. Contribution of ABE in Promoting Primary Education

ABE has a lot of contribution in increasing access for the disadvantaged segments of the society. Children living in areas without school or any alternative learning facilities and those who could not attend the formal school system could benefit a lot from ABE. ABE also helps to narrow gender and geographical disparities in the country. The following table summarizes the contribution of ABE in increasing access, equity, and internal efficiency in East Shewa Zone and Adama City Administration.

Table 4.4. Trends of Students Participation in ABE centers

Program Provider	Years E.C.	Total Enrolment	% F	%M	Total dropout	%F	%M	Total promotion	% promoted
FSCE	1996	665	69.5	30.5	33	5.2	3.2	632	95
	1997	845	56.8	43.2	43	5.76	2.7	802	94.9
	1998	857	58.5	41.5	36	4.77	2.2	821	95.8
ICEDA	1996	2520	39.1	60.9	507	16.7	22.2	2013	79.9
	1997	1821	39	61	237	14	12.3	1584	86.9
	1998	1110	26.8	73.2	295	30.2	25.2	815	73.4
RWYCDP	1996	-	-	-	-	-	-	-	-
	1997	985	44.5	55.5	211	18.6	23.6	774	78.5
	1998	773	49.3	50.7	87	8.4	14.6	686	88.7
RCWDA	1996	3164	45.5	54.5	464	12.9	17.7	2700	85.3
	1997	4208	45.9	54.1	510	13.8	10.1	3858	91.7
	1998	4339	48	52	106	2.52	2.35	4233	97.5
VOCD	1996	641	57.4	42.6	31	4.3	1.6	610	95.1
	1997	848	61.5	38.5	23	2.76	0.76	825	97.3
	1998	551	60.4	39.6	33	5.04	3	518	94
Total	1996-1998	23,327	50.2	49.8	1641	7.93	7.76	20,871	89.5

Source: Document of NGOs under study.

The above table presents the enrolment, dropout and promotion of students in ABE centers run by five sampled NGOs that is, FSCE, RWYCDP, RCWDA, ICEDA and VOCD. The enrolment covers the past three academic years starting from 1996-1998 E.C.

As can be seen in the above table, FSCE has enrolled 665 students of which 69.5% were females in the year 1996 E.C. This includes street children and children that did not get access to formal education. In 1997 E.C. the enrolment was increased to 845 students which show growth by 27%. FSCE has increased enrollment from 665 in 1996 to 857 in 1998 E.C. In each year, as it is presented in Table 4.4, the number of female students is greater than that of male students. In FSCE, dropout has been minimized from 3.2 to 2.2% for males and from 5.2 to 4.77% for females in three consecutive years of 1996-1998.E.C. There is no repetition throughout the three years.

The above table also indicates RCWDA's contribution using the same indicators. In 1996 E.C. RCWDA has enrolled 3,164 students in its ABE center. Out of these, 45.5% were females. In 1997 E.C. the number of students enrolled was 4,208, which shows an increment of 32.9% from the previous year. In the following year, enrolment was again raised to 4,339 students showing still an increase of 3% from the previous

year. Females' enrolment was improved from 45.5 to 48% within three consecutive years of 1996-1998 E.C. In ABE centers of the same NGO, the dropout rate has been minimized from 17.7% to 2.35% for males and from 12.9% to 2.52% for females in three successive years.

Overall, the sampled NGOs ABE centers enrolled 23,327 children in the past three years. From the enrolled students, 20,871 (89.5%) were promoted from one level to the next level, while the rest are dropouts. In terms of equity from the enrolled students, in sampled ABE center, 50.2% were females. This proportion is above the proportion of female students both at regional and national level. The drop-out rate of the sampled ABE's was 7.93 for females and 7.76 for males within the year of 1996-1998 E.C. However, at national level the drop-out rate of primary education is around 14%, which is almost double of the ABE's.

In 1998 E.C. East Shewa Zone and Adama City Administration the number of ABE students was 10.1% and 14.2% of the total grade 1-4 students population respectively. In line with this, the literature reviewed in the study indicates that at the national level the GER of ABE in the year 1997 E.C. was 5.2% that increases GER of primary school of the national from 79.8% to 85%. In Oromia Region, the GER of ABE in the year 1997 and 1998 E.C. was 6.8% and 7.3% respectively. This increases the GER of primary school of the region into 92.3% in 1997 E.C. and to 95% in 1998 E.C.

In addition to the contribution inferred from the above table and the documents analyzed, the FGD members noted the importance of ABE in terms of its flexibility, cost effectiveness and its proximity. The rural community stressed that ABE is a panacea to their children who have lost the chance of formal education due to harmful traditional practices like abduction and other types of harassment.

This shows that ABE has contributed a lot for those who are denied access to formal education in addressing access, equity and in improving internal efficiency of the area under study. However, as it is reviewed in the literature section its contribution on the GER of the region and national level seems insignificant which indicates slow expansion of ABE in the country.

4.2.3. Factors that Affect Access and Equity to Formal School

Even though many efforts have been made to address access and equity, still there are different factors that inhibit students from attending formal school. In the literature part, factors that affect access and equity were discussed in detail. CMC members and previous ABE students were asked to rank the possible factors that hinder children from starting formal education in schools before joining ABE. Accordingly, Table 4.5 below depicts the summary responses of CMC members and previous ABE students.

Table 4.5. Major Factors that Hinder Children to Attend Formal School

No	Items	CMC (N=38)		Students (N=37)		Total mean	Rank
		Mean	STD	Mean	STD		
1	Long distance from formal school	3.94	.957	4.02	.985	3.98	1
2	Parents need for labor	3.52	1.00	3.67	.914	3.60	3
3	Cultural barriers	3.36	1.05	3.29	.967	3.33	4
4	Direct educational Costs	3.76	.998	3.67	1.00	3.72	2
5	Low level of awareness of the family	2.84	1.2	2.83	1.04	2.84	5

As can be seen from Table 4.5, "long distance from formal school", "direct education costs for uniform, exercise book, etc", "parents need for labor" were ranked first, second and third respectively. Both CMC members and previous ABE students ranked first "distance from formal school". This could be problem for rural children of age seven who face difficulty to walk long distance to formal school. The fourth item that was ranked second can obviously be related to poverty that affects access to education. The remaining factors "cultural barriers" and "low level of awareness of family" were ranked fourth and fifth respectively.

In addition to the above results in the FGD, most of the rural community expressed their problems in relation to the long distance between children residence and the formal schools and the need for child labor, while community in urban areas stressed their problems in relation to the education costs of formal schools. Although cultural barriers ranked the fourth factor, the NGO field supervisor informed the researcher girls' abduction as problems in some areas. He noted that this year alone eight students were

abducted from the ABE center located in between 10-15km away from the border of Addis Ababa in Akaki Woreda.

In short, one can safely say that distance from formal school, parents need for child labor and educational costs were factors that could be considered as serious problems for children to join formal school.

4.2.4. Facilitators Recruitment , Payment, Training and Performance

4.2.4.1. Facilitators Recruitment and Payment

Provision of quality basic education is highly dependent on the quality of facilitators. Hence, appropriate recruitment, adequate training and motivation mechanisms are essential to develop the level of competence and facilitation skills.

Table 4.6. Facilitators Recruitment and Payment

Items	FSCE	ICEDA	RWYCDP	RCWDA	VOCD
Major recruitment criteria	- community members	-community members	-community members	-community members	-community members
	-Community acceptance	-Community acceptance	-Community acceptance	-Community acceptance	-Community acceptance
	-Knowledge of local language and culture of the community	-Knowledge of local language and culture of the community	-Knowledge of local language and culture of the community	-Knowledge of local language and culture of the community	-Knowledge of local language and culture of the community
	-minimum standard as per government education level	minimum standard as per government education level	minimum standard as per government education level	minimum standard as per government education level	minimum standard as per government education level
Priority during recruitment for	Females	Females	Females	Females	Females
Initial salary in Birr	250-300	150-200	250-300	150-200	250-300
Term of employment	Contractual	Contractual	Contractual	Contractual	Contractual
Who cover the salary of facilitators	NGO	NGO	NGO	NGO and community	NGO

As Table 4.6 indicates that, the recruitment criteria for the facilitators are similar for all NGOs. The common criteria are acceptance by the community, knowledge of local language and culture of the community and minimum qualification of grade 10 complete of New Education Policy and grade 12 complete of Old Education Policy. All the NGOs employ facilitators on contractual basis with possibility of annual renewal based on the facilitators' performance. Except, RCWDA that has also support from the community for

costs of salary, all other NGOs cover the salary cost by themselves. The intention behind applying recruitment criteria is to minimize costs to be required in training and salary of facilitators as they have time to engage themselves in other income generating activities to supplement their lives.

As discussed in the literature, the recruitment of female facilitators should get priority so as to create models. In relation to this, Table 4.6 shows that all NGOs give priorities for females during recruitment. However, due to scarcity of female facilitators, this criterion was not practiced widely in rural sampled ABEs in which only 29.4% were females whereas in urban sampled ABEs 86.9% were females.

As it is seen from the table above, the local NGOs use different initial salary scale for facilitators. For three NGOs (FSCE, RWYCDP, and VOCD), the initial salary scale ranges between Birr 250-300, while it is between Birr 150-200 for ICEDA and RCWDA respectively. When seen against the initial salary paid for TTI graduates in government schools, which is 475 Birr, the salary paid for ABE facilitators is almost half of TTI graduates. Moreover, the results of FGD indicate that community employed facilitators who did not get training are also paid much less than what NGO employed facilitators are getting.

As it has already been discussed under Table 4.6, the local NGOs working in East Shewa Zone and Adama City Administration use different salary scales for facilitators. To know facilitators' satisfaction on the salary scale, questions were posed to facilitators and their responses were organized as follows:

Table 4.7. Facilitators Responses on Payment Satisfaction

Responses	Facilitators	
	N	%
Satisfactory	7	12.3
Unsatisfactory	50	87.7
Total	57	100

As indicated in the above table, 87.7% of the facilitators indicated that they were not satisfied with their monthly pay salary. Those who said the payment is satisfactory account for 12.3% of the facilitators. As noted by FGD members, the problem is

particularly serious for those facilitators who are hired by the community. According to the result of the discussion, such facilitators are less paid than those employed by the local NGOs. Where facilitators are not satisfied, it might again be very difficult to expect commitments and overall job satisfactions. This, in turn, may have negative impact on the realization of ABE goals- proving access, quality and equity in basic education.

In general, unsatisfactory payments, difference among local NGOs in salary scale, relatively less pay for community-employed facilitators can be an obstacle to the provision of quality basic education. Such problems may even lead facilitators to look for other possibilities to earn better salary that eventually might lead to high turnover of facilitators.

4.2.4.2. Facilitators' Training

Facilitators were asked whether they have taken training before embarking on facilitation activities and during actual practice.

Table.4.8. Response on Training of Facilitators'

Responses	Facilitators					
	Male	%	Female	%	Total	%
Trained	22	81.5	29	96.6	51	89.5
Untrained	5	18.5	1	3.4	6	10.5
Total	27	100	30	100	57	100

As it can be seen from the table,, 22 (81.5%) of males were trained while 5 (18.5%) of them were untrained. On the other hand, 29 (96.6%) females were trained whereas only 1 (3.4%) of them were untrained. Out of total 57 facilitators, 51(89.5%) of them had training before embarking on their duties while 10.5% of facilitators were untrained. To get further information on the training, officials and those facilitators who got training were asked questions related to the sufficiency of the training in terms of quality and frequency. Their response is summarized as follows:

Table 4.9. Responses on the Sufficiency of Facilitators' Training

Response	Officials		Facilitators		Total	
	N	%	N	%	N	%
Sufficient	4	13.8	7	13.7	11	13.8
Insufficient	25	86.2	44	86.3	69	86.2
Total	29	100	51	100	80	100

As indicated in the above table, the majority of the officials (86.2%) and facilitators (86.3%) noted that the training provided for the facilitators was not sufficient when seen against the day –to –day tasks of the facilitators. Those who said the training was sufficient accounted only for 13.8% and 13.7% of officials and facilitators respectively.

In general, from the above two tables, one can safely say that the attempt to give training to facilitators is something that needs to be appreciated. However, it is equally important to think of the adequacy of the training in terms of both quality and frequency. The FGD participants also verified that so far there was no on the job training for the facilitators other than the induction training.

As mentioned in the literature part of the study, the directives of Oromia Education Bureau indicate that one has to get induction training for about 15 days before deploying for the facilitation activities in ABE and the training should continue by way of on job training to bring improvements in the work of facilitators. When seen against this, what is going on ABE seems requiring more attention to fill the gap between the expectations and what is being actually happening in the area of training of facilitators. As clearly noted in the literature part, it may be unwise to expect efficient and effective accomplishment of ABE in centers where trainings are not up to the standard.

4.2.4.3. Facilitators' Performance

As noted in the literature part of the study, facilitators are not only responsible to conduct classroom teaching but also accountable to undertake other related activities like preparation of materials from the local sources, organizing and managing their classes, enhancing and motivating female students participation, keeping appropriate records related to teaching and management, etc. To get the information on these issues, respondents were asked to rate facilitators activities using five scales. The scales are

very high=5, high=4 ,medium=3, low=2 and very low=1.On this scale, the higher the score, the greater the performance of the facilitators will be .For the ease of analysis, the obtained values were interpreted as below 2.5 'low performance' 2.5-3.74 'moderate performance', and above 3.74 'high performance'.

To test whether there was difference in perception about the performance level of facilitators between groups of respondents, one-way ANOVA was also employed. Accordingly, Table 4.10 depicts the summary of the results.

Table 4.10. Performance of Facilitators

No	Items	Officials and Experts N=33		CMC members N=38		Aver age mean	Comparing Means: One –way ANOVA		
		Mean	STD	Mean	STD		F	Sig.	F-critical
1	Guiding and teaching children	3.90	.879	4.10	.763	4.01	1.01	.32	With df=(1,88) at P<.05 4.0
2	Preparing teaching aids from local materials	2.30	.683	2.55	1.03	2.43	1.4	.24	
3	Organizing and managing classroom	3.39	.788	3.63	.913	3.53	2.68	.072	
4	Using teaching aids prepared from local materials	2.3	.769	2.57	1.03	2.45	1.5	.20	
5	Supporting girls to participate in ABE	3.69	.883	3.92	.749	3.81	1.38	.251	
6	Using participatory and problem solving methods	2.30	.636	2.63	.713	2.47	4.13	.046	
7	Implementing continuous assessments	2.18	.950	2.63	.819	2.42	4.58	.036	
8	Keeping students and school records	3.78	.857	4.02	.752	3.91	1.97	1.43	
9	Establishing relationship with parents on the issues of students	3.3	.728	3.55	.795	3.43	1.88	.175	
10	Preparing and using lesson plan	2.21	.699	2.63	.970	2.43	4.62	.035	
11	Working towards community mobilization	2.33	.692	2.55	.601	2.45	2.04	.158	
12	Working towards net working with other school	2.48	.662	2.18	.800	2.29	1.86	1.77	
13	Participation in school management	2.42	.791	2.55	.745	2.49	.56	.45	
14	Taking minutes for CMC	3.03	1.01	3.44	.891	3.25	3.12	.047	

Level of performance ('high performance'>3.74, 'moderate'=2.5-3.74, 'low performance'=< 2.5)

As can be seen from the table, item 1, 5, 8 (guiding and teaching children, supporting girls to participate in ABE, keeping students and school records) were rated as 'high performance' with mean value > 3.74 . Items 3, 9, and 14 were rated as 'moderate' with mean value greater than 3. The remaining items, item 2 (preparing teaching aids from local materials), item 4 (using teaching aids prepared from local materials) item 6 (using participatory and problem solving methods), item 7 (implementing continuous assessments), item 10 (preparing and using lesson plan), item 11 (working towards community mobilization), item 12 (working towards net working with other school) and item 13 (participation in school management), were rated as 'low performance', with mean value less than 2.5 under the above 8 items.

This shows that, the performance of facilitators in relation to their responsibilities and duties seems to be at low level. The members of FGD also mentioned most of the duties and responsibilities indicated above as areas of weakness. When asked the reason, most of the members emphasized on problems related with capacity and motivation.

Therefore, unless the capacity of facilitators improved to perform the above objectives; it is difficult and challenging to attain quality basic education. Thus, to improve the capacity of facilitators, continuous and appropriate training must be given in relation to their duties and responsibilities. In addition to this, there should be continuous supervision, monitoring and evaluation from Woreda Education Office and the NGOs.

Moreover, the results of one-way ANOVA test revealed that the obtained value of F- for all items, except item 6, 7 and 10, were less than the corresponding tabulated Value ($F_{critical}=4.00$). These obtained results revealed that there were no statistically significant difference between CMC members and officials. However, in items 6, 7, and 10, the computed F value is greater than the tabulated F value, which shows significant difference between groups of respondents in responding to the items. The mean value of CMC for these items were relatively greater than that of the officials. This might have happened due to difference in technical knowledge between CMC and officials in understanding such items.

4.2.5. Availability of Facilities, Curriculum and Time allocation of ABE

4.2.5.1. Availability of Facilities

For the provision of quality education, facilities are essential inputs of the education system at large. As reviewed in the literature section, the document of Oromia Education Bureau (OEB) has set standards before launching ABE program. The document of OEB indicates that the ABEs should have wide area of land, four classrooms with the capacity to accommodate 50 children at a time, pedagogical center, furniture, separate latrines for boys and girls and be within walking distance for school age (7-10) children. This section is intended to investigate whether or not the ABE centers have the necessary facilities to provide basic education. To do this, different important facilities that are needed for the provision of quality basic education were presented to be rated by five point scale: very high=5, High=4, medium=3, low=2 and very low=1. On this scale, the higher the score, the higher the availability will be. For ease of analysis, the obtained mean values were interpreted as below 2.5 =low availability, 2.5-3.74=moderate, and above 3.74 =high availability.

Table 4.11. Availability of Facilities in ABE center

No	Items	Official and experts N=33		Facilitators N=57		Average mean	Comparing means: Test for equality of means df=88		
		Mean	STD	Mean	STD		Mean	t	Sig.(2 tail)
1	Availability of desks	2.66	1.24	2.42	.705	2.51	1.19	.234	1.96 P<.05
2	Availability of benches	2.78	1.23	2.82	.965	2.80	1.52	.131	
3	Availability of separate toilet room	2.18	1.2	1.87	.825	1.98	1.34	.184	
4	Availability of water	1.93	.788	1.98	.915	1.96	.51	.822	
5	Availability of reading room	1.78	1.16	1.47	.709	1.58	1.59	.115	
6	Availability of pedagogical room	1.84	.833	1.66	.786	1.73	1.06	.304	
7	Availability of sport materials	2.21	1.02	1.82	.826	1.96	1.62	.530	

Level of Availability :< 2.5 =low availability, 2.5-3.74=moderate, and > 3.74 =high availability.

.As can be seen from the table, for 'availability of desk' and 'availability of benches' the average mean values are 2.51 and 2.8 respectively, showing moderate availability. For the remaining items, availability of "separate toilet for girls", "water", "sport materials"

“pedagogical room”, and “reading room” the mean value range from 1.58 to 1.98, indicating low level of availability.

Moreover, for the same items t-test was calculated; consequently, the observed t-values are less than the tabulated value ($t_{critical}=1.96$) with (1,88) df at 0.05 level of significance. This indicates that there is no statistically significant difference between officials and facilitators in perceiving about the availability of facilities.

As reviewed in the literature section, teaching mainly takes place in ABE centers constructed by community, in farmers’ and cooperative halls. However, respondents raised problems they are facing in this regard. As pointed in FGD, rooms are not regularly repaired. In addition, classes are without concrete foundation and leak during rainy seasons. This makes the rooms muddy when it rains and very dusty during dry seasons.

The researcher during his study work also observed that most of the classes were constructed from mud blocks and wooden materials. Most of the floors of the old classrooms were severely damaged, while the recently constructed ABEs are incomplete; without windows and not conducive for teaching-learning activities. Relatively, the availability of the facilities was worse in rural areas than in urban areas. In rural areas, the researcher observed considerable numbers of students sitting on stone or wooden logs. It was also common to see number of students sitting on the ground in some centers.

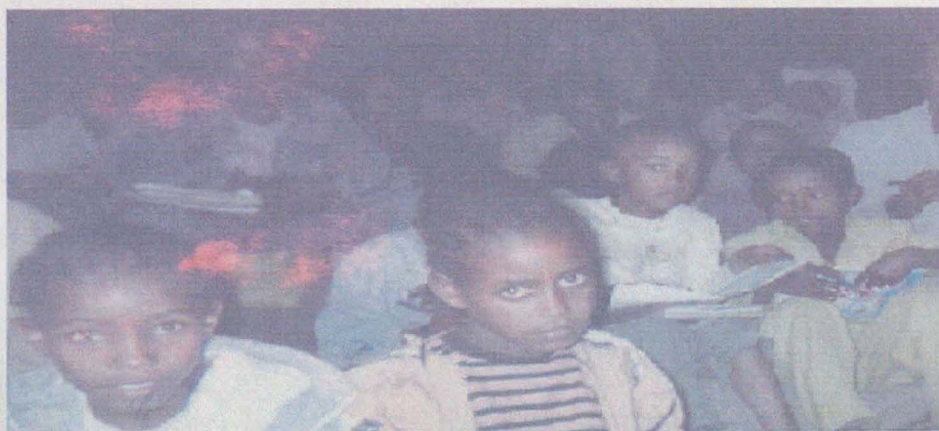


Fig.4.6. Non-formal Alternative Basic Education students sitting on the ground at ICEDA center

Though the set standard requires four learning rooms with capacity of 50 students, the researcher observed that there are only two rooms for teaching children each accommodating up to 90 students in ICEDA's ABE.

On the other hand, in ABE centers of some local NGOs facilities were highly fulfilled. For instance, ABE center of FSCE has furniture, separate toilet for boys and girls, water facilities and sports field with necessary materials. In some centers, the researcher also observed students using computers with the help of well-trained facilitator.



Fig.4.7. Non-formal Alternative Basic Education students working on computer at FSCE center

Furthermore, different software were developed for ABE students in the field of mathematics, English, environmental science and citizenship education. All the above-mentioned facilities may improve the quality of basic education in a given ABE center. Where there are scarcities, the concerned NGOs should fulfill the necessary materials in consultation with the concerned stakeholders.

4.2.5.2. Curriculum of Alternative Basic Education

With regard to this sample, NGOs were asked what type of curriculum was used in their ABE centers, and their responses were organized as follows:

Table 4.12. Types of Curriculum Used at ABE Centers

No	Sample NGO	Types of Curriculum used	
		Condensed Curriculum Prepared By OEB	Curriculum Prepared by NGOs
1	FSCE		x
2	ICEDA	x	
3	RCWDA	x	
4	RWYCDA	x	
5	VOCD		x

Table 4.12 shows that type of curriculum used in ABE under study. Regarding this 3 NGOs, namely; ICEDA, RCWDA, RWYCDP, responded that they used condensed curriculum prepared by OEB, whereas FSCE and VOCD used curriculum prepared by their own organization.

The response from NGOs shows that the rural NGOs used condensed curriculum prepared by OEB whereas the urban NGOs used curriculum prepared by their own organization. As one of the NGOs officials informed the researcher, the reason why not using condensed curriculum prepared by OEB in urban ABE is that the curriculum was prepared in Afan Oromo for those whose mother tongue is Afan Oromo. However, in urban area since most of the children's mother tongue is Amharic, they are unable to use the prepared curriculum materials.

This shows that there is obvious problem for using government prepared curriculum materials in urban ABE. However, teaching without properly recognized curriculum in urban ABE may make the students incompetent with formal school students when they join formal school.

On the other hand, though textbooks were prepared for ABE, the FGD participants explained that there is scarcity of ABE textbooks and facilitator's guide in rural ABE centers. Moreover, facilitators in FGD explained the curriculum prepared by the government has certain difficulty and lack of clarity. Thus, the OEB should give due attention for the issues under discussion to attain better quality education.

4.2.5.3. Allocation of Time

To cover the curriculum of ABE, sufficient time should be allotted to each portion to enable students to compete with grade five students of formal education when transferred to formal school. To complete the curriculum within defined time, instructional program should be designed. The time needed to complete the curriculum within a year; week and day must be scheduled. Regarding this, the following table shows whether NGOs are different or not among themselves in their time allocation.

Table 4.13. Time Allocation of ABE in Sampled NGOs

No	Items	FSCE	ICEDA	RCWDA	RWYCDP	VOCD
1	Number of school days in a year	200 days	200 days	200-220 days	210 days	215 days
2	Number of school day in a week	5 days	5 days	5 days	5 days	5 days
3	Daily learning hours	2.40 hours	3-4 hours	3-4 hours	3-4 hours	3.30 hours
4	Length of one period	40 minutes	45 minutes	45 minutes	40 minutes	40 minutes
5	Number of shifts per day	2	2	2	2	2

Table 4.13, reveals that the number of school days within a year ranges from 200-220 days. In all ABE centers, the number of school days per week is 5, with the total number of periods ranging from 5-6 per day. The duration of period also ranges from 40-45 minutes. All the sampled ABE centers use double shift system. Organizing two shifts was not only to accommodate all school age children but also to entertain parental demands for the child labor who otherwise are not willing to send their children to ABE centers.

As it is reviewed in the literature part of the study, the OEB set the number of days to complete one level of ABE is 230 days in 12 months. When the number of school days in ABEs under investigation is seen against the 230 days set by OEB, the number of days set by all NGOs is relatively below standard. So to cover the curriculum of ABE

and to make the ABE students competent with formal school students, sufficient amount of school days should be allocated.

4.2.6. Linkage between ABE Center and Formal school

The linkage between ABE center and formal school is not only for transferring students from ABE to formal school but also very important in raising the quality of basic education. This could be through supervision, training and experience sharing activity between ABE centers and formal schools. In this regard some ways of linkage assumed to improve basic education in ABE center were presented to be rated in the following manner. The scale used are Always= 4, Sometimes= 3, Rarely = 2, Not at all= 1

On the rating scale, the higher the frequency, the greater was the extent of linkage between formal school and ABE center. For the purpose of analysis, the obtained mean values were interpreted as below 2= 'rarely used,' 2-2.99= 'moderately' used, ≥ 3 = 'frequently used.'

Table 4.14. Linkage between ABE Center and Formal school

No	Items	Officials and experts (N=33)		Facilitators (N=57)		Teachers (N=38)		Comparing means: One-way ANOVA		
		Mean	STD	Mean	STD	Mean	STD	F	Sig.	Fcritical
1	Supervision	1.93	.665	1.98	.743	1.92	.712	.099	.697	With df= (2,125) at P<.05 2.97
2	Training	2.45	.665	2.05	.971	2.44	.891	3.24	.042	
3	Transfer of students	3.45	.711	3.42	.730	3.26	.759	.739	.480	
4	Exchange of instructional materials	1.87	.696	1.77	.732	1.78	.990	1.92	.826	
5	Experience sharing	1.93	.645	1.71	.796	1.78	.874	.861	.425	

Extent of Linkage :< 2= 'rarely' used, 2-2.99= 'moderately' used, ≥ 3 = 'frequently' used.

As can be seen from Table 4.14, item 3 (transfer of students from ABE to formal school) was rated as 'frequently used' with mean value greater than 3 by all group of respondents. This shows existence of strong linkage between two institutions. Item 2 (training) also rated as 'moderately used' by all groups of respondents. On the other hand, item 1, 4 and 5 (supervision, exchange of instructional materials and experience sharing) were rated as rarely existing linkage area with mean value less than 2.

One-way ANOVA was used to identify the difference in response of facilitators, officials and primary school teachers in rating the types of linkage between ABE and formal school. The result of one-way ANOVA test at (2,125) df at 0.05 level of significance, for all items with the exception of item 2, revealed that the obtained F values are less than the tabulated value ($F_{critical}=2.97$). Besides, the associated P-values for the same items at the same df are greater than 0.05 level of significance. Thus, it could be concluded that there is no statistically significant difference between the three groups of respondents in perceiving the linkage between formal school and ABE center. On the other hand for item 2, the computed F value is greater than the tabulated $F_{cri}=2.97$ and P-values for the same items at the same df is less than 0.05 level of significance which shows the difference in perception among the respondents. The inadequacy of training in terms of linkage between ABE centers and formal school perceived more by facilitators rather than other respondents. This may happen because facilitators may understand the necessity of linkage in training between the ABE and formal school in relation to the problems encountering them in their day-to-day activity and they may expect to get more experience during the training from formal school teachers.

In addition to the above result, in the FGD, the participants noted that the linkage between ABE centers and formal school must not be limited only to the above points. The linkage should include academic and sport competition between ABE and formal school students. According to them, this may help the ABE students to improve their academic performance and to socialize themselves to formal school students. In line with this, in the review literature section of the study has dealt with the linkage between ABE and formal school plays a major role to foster the teaching learning process, preparation and utilization of instructional materials between formal school teacher and facilitators.

From these angles, one can safely say that the linkage between ABE centers and formal school seems at low level and limited to only few aspects of linkage. Thus, considering the importance of the linkage government bodies and NGOs should have to make effort to create strong linkage between formal school and ABE centers.

4.2.7. Management of ABE center by Community, NGOs and Local government

Alternative Basic Education center was managed by joint responsibility of community, NGOs and government bodies. In managing ABE centers, each of them has its own responsibilities. In the following section, the data gathered in responsibilities of the concerned bodies are discussed separately in Table.4.15, 4.16, 4.17 and 4.18 as follows.

4.2.7.1. Community Participation

Community participation is very important in implementation of ABE program. The participation can be in a variety of ways. As indicated in the literature, the community may provide labor, material and financial support. The community must also be involved in management of ABE starting from planning up to evaluation. In order to show the existing situation, from among community participation, the major ones are presented to the respondents for rating by five point scale: very high=5, high=4, medium=3, low=2, and very low=1. For the purpose of analysis, the obtained mean values were interpreted as below 2.5 = 'less participation', 2.5-3.74= 'moderate participation,' and above 3.74= 'high participation'.

Table 4.15. Community Participation in ABE

No	Items	Official and Experts (N=33)		Facilitators (N=57)		Average mean	Comparing Means: One-way ANOVA		
		Mean	STD	Mean	STD		F	Sig.	Fcritical
1	Land provision and site selection	3.96	.983	4.10	.838	4.05	.483	.490	With df= (1,88) P<.05 4.00
2	Raw material provision	4.18	.635	3.91	.785	4.01	2.81	.097	
3	Monitoring the attendance of facilitators	3.39	.704	2.98	1.04	3.13	4.05	.043	
4	Facilitators selection and firing	4.12	.857	4.24	.808	4.2	.474	.493	
5	ABE center construction	3.54	.869	3.77	.906	3.68	1.34	.250	
6	Identification and registration of children	2.81	1.01	2.28	.881	2.47	6.95	.01	
7	Provision of financial support	2.48	.667	2.42	.705	2.44	.178	.654	
8	Involves in management	3.81	.950	3.59	.942	3.67	1.15	.287	
9	Center management committee selection	4.48	.833	4.21	.795	4.31	2.39	.125	
10	Involves in solving problem of ABE	3.48	.712	3.48	.903	3.46	3.43	.196	
11	Labor provision	4.09	.765	4.03	.731	4.05	.118	.732	

Level of participation : ('high participation >3.74, 'moderate' =2.5-3.74,'less participation=<2.5)

As depicted in Table 4.15, items 1, 2, 4, 9, and 11 (land provision and site selection, raw material provision, facilitators' selection and firing, labor provision) were rated as 'high participation', with average mean value above 3.74 by the respondents. On the other hand, the remaining items 3, 5, 8, and 10 were rated as 'moderate participation', with average mean value ranging from 3.13 to 3.68. Items 6 and 7 (registration and identification of children and provision of financial support) were rated as 'less participation', with mean value below 2.5.

This means, the participation of respective communities was high in some aspects and moderate in others. It was 'identification and registration of children' and 'provision of financial support' in which community's participation was found low. Depending on the responses of the officials and facilitators, it is possible to say, that the respective communities are playing many of important roles expected of them. Moreover, the participant of FGD also explained that the respective community mainly participates in raw material, labor and land provision.

The same items were also tested for similarity or dissimilarity of perception between officials and facilitators about the participation level of community. Consequently, except for items 3 and 6 (monitoring the attendance of facilitators and Registration and identification of children) the results of one-way ANOVA the obtained F value were less than F critical with df (1, 88) at 0.05 level of significance. On the other hand, the obtained F values for items 3 and 6 were greater than the tabulated F value ($F_{critical}$) with the same df and level of significance. This shows that there was a difference in perception about the participation level of community in two items between the two groups of respondents. Regarding these items, officials relatively perceived more positively than the facilitators. However, the difference might have occurred because facilitators' better (close) observation of the reality than officials who had not been part of the continuous supervision and evaluation.

4.2.7.2. Government Involvement in ABE

It was obvious that government bodies at different levels are responsible for ABE starting from policy making up to its implementation. Particularly, the Woreda Education Office (WEO) has its own responsibilities at implementation level as it has direct

relationship with the community, NGOs and ABE center at the grass root level. With this regard, the literature part indicates what government bodies expected to perform to meet the goal of ABE. Some of the tasks listed were related to the government roles in supervision of ABE, professional support, training of facilitators, certification of ABE students and admission of ABE graduates to formal school.

These major responsibilities of the government bodies were presented to the respondents for rating in five scales. For ease of analysis, the obtained mean values were interpreted as: <2.5='less involved', 2.5-3.74='moderately involved,' and above 3.74= 'highly involved',

Table 4.16. Government Involvement in ABE

No	Items	Officials and experts N=33		Facilitators N=57		Average mean	Comparing means: One-way ANOVA		
		Mean	STD	mean	STD		F	Sig	Fcritical
1	Supervision and evaluation ABE center	2.33	.645	2.17	.814	2.23	.925	.339	With df= (1,88) P<.05 4.00
2	Provision of professional support to facilitators	2.39	.658	2.28	.818	2.32	.459	.500	
3	Provision of training for facilitators	3.57	.791	3.24	1.10	3.36	2.26	.136	
4	Assigning trained teachers to some ABE center	4.39	.704	4.26	.641	4.31	.808	.371	
5	Certification of ABE graduates	2.75	1.09	2.31	1.25	2.47	2.84	.095	
6	Upgrading of ABE to formal school	2.72	1.23	2.22	.982	2.41	4.46	0.37	
7	Admission of ABE graduates to formal schools	4.09	.765	4.03	.731	4.05	.118	.732	

Level of Involvement : ('highly involved >3.74', 'moderately involved=2.5-3.74,' 'less involved <2.5)

As depicted in Table 4.16, item 5 (certification of ABE graduates) and item 7 (admission of ABE graduates to formal schools) were rated "high", with average mean value of above 3.74 by both facilitators and officials. On the other hand, item 3 was rated as "medium" with mean value of 3.36. The government bodies were less involved in item 1 (supervision and evaluation of ABE centers) item 2 (provision of professional support to facilitators), item 5 (assigning trained teachers to some ABE center) and item 6 (upgrading of ABE to formal school) as average mean values for four items 2.23, 2.32, 2.47 and 2.41. respectively.

With the exception of item 6 (upgrading of ABE to formal school), the result of one-way ANOVA with $df=88$ at 0.05 level of significance interval for all items revealed that the obtained F values are less than the tabulated value ($F_{critical}=4$). Besides, the associated P-value for the same items at the $df=88$ are greater than 0.05 level of significance. Thus, it would be concluded that there is no statistically significant difference between officials and facilitators in perceiving government involvement in implementation of ABE. However, the difference in perception on item 6 (upgrading of ABE to formal school) may be due to higher expectation of facilitators to upgrade ABE into formal school.

The literature discussed also shows that formal school and supervision of WEO experts can assist the academic performance of ABEs. The directives of Oromia Region also clearly states the Woreda experts and supervisors are supposed to visit ABE once every two weeks. As it is explained in FGD, experts of non-formal education commonly supervise ABE center once every three to six months. In some centers the WEO expert come once in a year for supervision. It was also noted that due to shortage of manpower at Woreda level there is a weak follow up and supervision efforts which might ultimately contribute to poor quality performance of the program.

In addition to these points above, sample facilitators also suggested that government bodies should regularly supervise and train the facilitators and should have to seek ways by which ABE can be linked with formal school in terms of professional developments. They also added that training should be given to facilitators in training institution to enhance their capacities.

In short, one can safely say that concerned government bodies are performing many of the duties expected of them particularly those tasks like giving chances for ABE graduate to join formal education and certifying them are important in promoting ABE. However, it seems important also to work more on upgrading ABE to formal school, supervision, evaluation and professional support to facilitators.

4.2.7.3. Non-governmental Organization Involvement

NGOs can play an important role in the development of education in general and in improving of access, quality and equity in particular. In line with the objectives of the study, the major responsibilities of NGOs in the implementation of ABE were presented to the respondents to be rated by five rating scales: very high=5, high=4, medium=3, low=2, and very low=1. For the purpose of analysis the obtained mean value were interpreted as <2.5=' less involved', 2.5-3.74 'moderately involved', and points above 3.74 were considered as 'highly involved'.

Table 4.17. NGOs Involvement in ABE

No	Items	Officials and experts=33		Facilitators N=57		Average mean	Comparing means: One-way ANOVA		
		Mean	STD	Mean	STD		F	Sig	Fcritical
1	Provision of commercially purchased materials for construction	4.24	.751	4.07	.883	4.13	.883	.350	With df= (1,88) P<.05 4.00
2	Paying monthly salary for facilitators	4.24	.902	4.00	.707	4.08	1.99	.161	
3	Sponsoring induction and refresher training	3.69	.636	3.31	.928	3.45	4.36	.04	
4	Procurements and distribution of students textbooks and facilitators	3.69	.983	3.4	.863	3.51	2.17	.143	
5	Provision of sport material	2.69	.847	2.31	1.15	2.45	2.74	.101	
6	Provision of stationary materials	2.45	.753	2.35	1.04	2.38	.250	.619	

Level of Involvement : ('highly involved >3.74', 'moderately involved=2.5-3.74,' 'less involved <2.5)

As can be seen from the table 4.17, the average mean for item 1 (provision of commercially purchased materials for construction) and item 2 (paying monthly salary for facilitators) were rated with mean value greater than 4, indicating high involvement of NGOs in two activities. The average mean values for items 3 and 4 were also above the average, 3.45 and 3.51 respectively. The remaining two items, item 5 and 6 were rated below average value 2.38 and 2.45 respectively.

This implies that NGOs were better involved in provision of commercially purchased materials and in paying facilitators salary. However, provision of textbooks, sponsoring

induction training and refresher training and provision of sports materials require further involvement of NGOs in order to improve the quality of basic education.

Moreover, the result of one-way ANOVA test revealed that except for item 3 (sponsoring induction and refresher training) the obtained F values for all items were less than the corresponding tabulated value ($F_{critical}=4$). These obtained results revealed that there is no statistically significant difference between officials and facilitators in perceiving the level of involvements of NGOs in ABE implementation. Consistent to this, the observed P-values were greater than the 0.05 level of significance. In other words, the obtained value indicates that there were similar perception among the respondents about the involvement level of NGOs in ABE implementation. However, for item 3, the computed F value is greater than the corresponding tabulated F value. This shows that there is perception difference between officials and facilitators on this item. The perception difference of item 3 may happen due to facilitators' need for more training to be used in their day-to-day activities.

4.2.7.4. Participation of Center Management Committee (CMC)

Center management committees are members of the community selected by the respective community in order to coordinate the community's contribution in specific activities. CMC plays an active role in management of ABE. The major roles and responsibilities of CMC include community mobilization, participation in planning, implementation, monitoring and evaluation of ABE, conducting meeting with concerned bodies, etc. In order to get data on the participation of CMC, major responsibilities were listed for rating using five point Likert scales: Strongly agree=5, Agree=4, Undecided=3, Disagree=2, Strongly disagree=1. For the purpose of analysis the obtained mean value were interpreted as <2.5 = 'disapproved', $2.5-3.74$ = 'moderately approved', points above 3.74 were considered as 'highly approved'.

Table 4.18. Participation of Center Management Committee in ABE

Item	Items	Officials and experts=33		Facilitators N=57		Average mean	Comparing means: One-way ANOVA		
		Mean	STD	Mean	STD		F	Sig	Fcritical
1	Conducting regular meeting about ABE	3.69	1.21	3.98	1.18	3.87	1.19	.278	With df= (1,88) P<.05 4.00
2	Developing relationship with kebele officials and facilitators	3.66	1.21	3.87	1.01	3.8	.773	.382	
3	Have meeting with students family to discuss about ABE	3.72	1.17	3.15	1.37	3.36	3.58	.061	
4	Mobilize community to participate in ABE	3.72	1.15	3.45	1.26	3.55	1.02	.316	
5	Regularly participate in planning, implementation, monitoring, and evaluation of ABE	2.48	1.29	2.19	1.27	2.3	1.02	.315	

Level of Agreement: (highly approved >3.74, 'moderately approved=2.5-3.74,' disapproved<2.5

As it can be seen from Table 4.18, item 1 (conducting regular meeting about ABE) and item 2 (developing relationship with facilitators and kebele officials) were rated 'strongly agreed' by sample facilitators and officials with mean value greater than 3.74. The total mean value for item 3 (have meeting with students family to discuss about ABE) and 4 (mobilize community to participate in ABE) ranges between 3.36-3.55 which shows moderate participation. It was only for items, 5 (regularly participate in planning, implementation, monitoring and evaluation of ABE) that the mean value became below 2.5 by group of respondents.

The FGD also noted that though CMC members participate in many of ABE management activities, they lack the skill to plan, monitor and evaluate ABE implementation.

This shows there is a very high commitment of CMC members to participate in conducting regular meeting and developing the relationship with kebele officials. On the other hand, the participation of CMC members in planning, implementation, monitoring and evaluation is negligible. Consequently, to increase their participation continuous and relevant training should be given to CMC members.

Moreover, the result of one-way ANOVA test revealed that the obtained value of F for all items was less than the corresponding tabulated value (F critical=4). These obtained

result revealed that there is no significant difference between officials and facilitators in perceiving level of participation of center management committee in management of ABE.

4.2.7.5. Sustainability of ABE

The sustainability of ABE is crucial once the program is launched. In this regard, those ABE programs started by NGOs need special attention from the community and government. After the termination of NGOs working on ABE, there should be certain mechanisms to hand over the already started project to either respective community and or the local government bodies.

Regarding this, respondents were asked to provide their opinion how the projects should be sustainable. The following table summarizes responses of officials, facilitators and CMC members.

Table 4.19. Sustainability of ABE

No	Items	Officials and experts(N=33)		Facilitators (N=57)		CMC (N=38)		Total	
		No	%	No	%	No	%	No	%
1	Upgrading ABE into formal school	30	90.9	55	96.5	35	92.1	120	93.75
2	To hand over to the community	3	9.1	2	3.5	3	7.9	8	6.25
	Total	33	100	57	100	38	100	128	100

As indicated in Table 4.19, 30(90.9%) of the officials, 55(96.5%) of the facilitators and 35(92.1%) of the CMC members suggested the upgrading of ABE to formal school. Only 9.1%, 3.5%, & 7.9% officials, facilitators and CMC members respectively suggested handing over to the community. Out of total respondents 120 (93.75%) were supported upgrading whereas 8 (6.25%) of the total respondents suggested that the ABE be passed on to the local community to make the program sustainable.

Moreover, the focus group discussion (FGD) participants suggested that the government should have to upgrade ABE to formal school to avoid the problem of sustainability.

In addition to this, they also noted that before the termination of their program, NGOs should fulfill the necessary standard to upgrade ABEs into formal school.

As the NGOs officials informed to the researcher, the sustainability of rural NGOs ABEs under study were mainly achieved by upgrading them to formal school, whereas sustainability of urban ABEs mostly made sustainable by handing over to the community. The officials also indicated that so far up to now 34 ABE centers were upgraded to formal school, while only 6 urban ABE centers were handed over to the community.

However, both mechanisms (upgrading to formal school and handing over to the community as they are) have their own problems. Here, what calls for further discussion are problems that might be encountered because of upgrading ABE to formal school system. If ABE centers are upgraded to formal school, as suggested by many respondents, the local community might be discouraged and might not send their children to school because of absence of flexibility, opportunity costs, and longer duration of learning unlike ABE's.

On the other hand, as ABE is the panacea for those people who have been denied the chance of formal education due to education costs, long distance and need for labor, handing over them to community may bring another economic burden to the members of the community in paying the salary of facilitators. Furthermore, most of the urban ABEs centers are found in small compounds and as a result may not be possible to upgrade into formal school. Therefore, considering the above-suggested problems, the issue of sustainability should be well planned before starting the program.

4.2.8. Views and Opinions on the Importance of Alternative Basic Education

Despite the fact that there is clear evidence about the advantages of ABE in relation to flexibility, cost effectiveness and accessibility, arguments for or against it often reflect different considerations. In this regard, amongst other arguments that could be assumed to stand for or against the implementation of ABE, the major ones were presented to the respondents (facilitators, officials, CMC, formal school teachers, and previous ABE students) to be rated by five Likert scale. The items were prepared in such a way to determine respondents' level of agreement on the stated views. Accordingly, the respondents were asked to rate items based on what they believe as: Strongly agree=5,

Agree=4, Undecided=3, Disagree=2 and Strongly disagree=1. For the purpose of analysis the obtained results were interpreted as < 2.5 = 'strongly disapproved', $2.5-3.74$ = 'Moderately approved' and > 3.74 = 'strongly approved'. Besides, to see whether there was a difference in perception about the different views in relation to the promotion of ABE, one-way ANOVA were employed.

Table 4.20. Views and Opinions of Stakeholders on ABE

	Items	Officials and experts(N=33)		Facilitators (N=57)		CMC (N=38)		Formal school Teachers(N=38)		Student (N=37)		Comparing means : one-way ANOVA		
		Mean	STD	Mean	STD	Mean	STD	Mean	STD	Mean	STD	F	sig	Fcritical
1	ABE has no efficient and effective teachers	3.06	1.05	2.75	1.02	2.86	1.14	3.02	.884	2.86	1.13	.647	.629	With df= (4,198) at P<.05 2.37
2	ABE is linked with the students lively-hood	3.57	1.19	3.61	1.09	3.68	.933	3.18	1.11	3.62	1.08	1.31	.267	
3	ABE is important since it is accessible for students	4.03	.951	4.17	1.26	4.18	.833	4.00	.735	4.05	1.22	.274	.894	
4	ABE does not follow effective method of teaching	2.46	1.16	1.91	1.05	2.26	1.32	2.48	1.04	2.39	1.16	5.19	.001	
5	ABE is important due to its flexible and adaptable nature	4.12	1.13	4.22	1.16	4.6	.945	4.02	.972	4.16	.928	1.71	.149	
6	ABE enable the children to write, read, and compute	3.81	1.10	4.42	.985	4.15	1.28	4.02	.942	4.16	.928	2.16	.074	
7	ABE is important due to its cost effective way of teaching	4.03	1.13	4.10	1.01	4.02	1.28	4.10	.894	4.05	1.24	.051	.995	
8	ABE gives more chance for female students	4.06	1.02	4.15	1.26	4.42	.792	4.21	.843	4.08	.953	.744	.563	
9	ABE helps children who were denied access to formal school	4.48	1.00	4.52	1.05	4.57	1.27	4.39	1.00	3.97	1.14	1.91	.110	
10	ABE center has no sufficient instructional materials	3.27	1.2	3.10	1.19	3.47	1.17	2.73	1.17	2.64	1.13	3.29	.12	
11	ABE should be substituted by formal school because it is useless	1.96	1.26	2.12	1.24	1.89	1.03	2.05	1.01	2.00	1.26	.243	.914	
12	Students of ABE can achieve good result as formal school students	4.06	.863	4.10	1.19	4.42	1.24	3.65	1.38	4.27	.932	2.35	.055	
13	The time given for ABE is not sufficient	3.27	1.12	2.80	1.24	2.57	1.30	3.5	1.20	2.86	1.31	3.2	.14	
14	ABE is the means of propagating political ideas.	1.84	1.12	1.75	.950	1.60	.916	2.10	1.13	1.51	.650	2.12	.008	

Level Agreement : highly approved >3.74', moderately approved = 2.5-3.74', Disapproved < 2.

As can be seen from Table 4.20, items 3, 5, 6, 7, 8, 9, and 12 ('ABE is important since it is accessible for students', 'ABE is important due to its flexible and adaptable nature', 'ABE enable the children to write, read, and compute', 'ABE is important due to its cost effective way of teaching', 'ABE gives more chance for female students', 'ABE helps children who were denied access to formal school', and 'students of ABE can achieve as good result as formal school students') were strongly approved ; with the average mean values greater than 3.8 by all group of respondents. Items 4, 11, 14, ('ABE does not follow effective method of teaching', 'ABE should be substituted by formal school because it is useless', 'ABE is the means of propagating political ideas') were 'strongly disapproved', with mean values of <2.5. On the same table, the remaining four items 1, 2, 10, 13, ('ABE has no efficient and effective teachers, 'ABE is linked with the students' lively-hood, 'ABE center has no sufficient instructional materials' and 'the time given for ABE is not sufficient'), were rated at 'moderate' with mean value ranging from 2.5-3.74.

The findings showed that statements in favor of ABE were highly approved where as statements against the program were disapproved by most groups of the respondents. This implies that stakeholders have positive opinion that may create fertile ground for the realization of ABEs objectives.

One-way ANOVA test was also used to analyze the results to know whether there was a statistically significant difference between the response/opinions of facilitators, officials, CMC members, students and primary school teachers. Accordingly, the computed F values for items, with the exception of items 4, 10, and 13, are less than the tabulated value ($F_{critical}=2.37$) and the associated P-values indicated that there was no statistically significant difference between all groups of respondents. However, in the case of item 4, 10 and 13 the computed F value is greater than the tabulated F value and the P-associated value is less than 0.05 levels of significances. This shows that there is a significant difference in perception of respondents on the latter items. In this case, formal school teachers and previous ABE students perceived the given opinions (ABE does not follow effective method of teaching, ABE center has no sufficient instructional materials, and the time given for ABE is not sufficient) more positively than the other three groups of respondents. This might have happened because of the fact

that formal school teachers and previous ABE students might have been influenced by the facilities of formal school when rating these items.

Thus, from the result obtained, one can infer that most of the respondents have positive opinions towards the importance of ABE, which may help to increase the opportunities to expand ABE programs.

4.2.9. Problems that Hinder the Implementation of ABE

Although there are practical challenges that hinder its proper implementation, ABE still works in different part of the country. There are two types of implementation problems of ABE. The first one was challenges and problems related to resource allocation and the second one were problems related to beliefs and attitudes that are regularly challenging the implementation of ABE. In this regard, among other the challenges that could be assumed to stand against the implementation of ABE, the major ones were presented to the respondents to be rated by five point scales: Very serious=5, Serious=4, Moderate=3, Low=2, Not serious=1. For the purpose of analysis, these obtained results were interpreted as below 2.5=not serious problem, '2.5-3.74 = moderate problem, 'and > 3.74 'serious problem'. Moreover, to test whether there was a difference between facilitators and officials in their perception about the problems in the implementation of ABE, one –way ANOVA was employed.

4.2.9.1. Problems Related to Instructional Materials

Facilitators and officials were asked to rate problems related to instructional material. Accordingly, the table that follows portrays the summary of the response

Table 4.21. Problems Related to Instructional Materials

No	Items	Officials and experts(N=33)		Facilitators (N=57)		Average mean	Comparing means: One-way ANOVA		
		Mean	STD	Mean	STD		F	Sig	Fcritical
1	Lack of facilitators' guide	3.63	.994	4.03	.865	3.88	3.97	.049	With df= (1,88) P<.05 4.00
2	Shortage of ABE textbook	2.96	1.15	3.40	1.06	3.24	3.24	.075	
3	Lack of reading and reference materials	4.33	.735	4.00	.779	4.12	3.98	.049	
4	Scarcity of locally prepared materials	3.51	.755	3.01	1.05	3.25	3.88	.052	
5	Shortage of blackboard and chalk	1.78	1.16	1.47	.709	1.59	1.59	.115	

Level of Problems :< 2.5=Not serious', 2.5-3.74= 'moderate problem',>3.74= 'Serious problem

As can be seen from the table, among the given items, item 5 (shortage of blackboard and chalk) was rated as 'not serious', problem with average mean value less than 2.5 by group of respondents. Items 2 and 4 (shortage of ABE textbook and scarcity of locally prepared materials) were rated as "moderate" with the average mean value of 3.24 and 3.25 respectively. On the other hand, items 1 and 3 (lack of facilitators' guide and lack of reading and reference materials) were rated as "serious problem", with average mean value of 3.88 and 4.12 by both group of respondents respectively.

As discussed in the literature, educational inputs like textbook, reference materials and others have key role in improving quality of education. Nevertheless, as facilitators report it on FGD, there are scarcity of textbooks, facilitators' guide, and reference books. The shortage of the above educational inputs might create an obstacle on achieving quality basic education in ABE centers. Accordingly, the concerned NGOs should have to fulfill the need of educational inputs as much as possible.

Besides, for the same items one-way ANOVA test was calculated. Consequently, the observed F value for all five items were less than the tabulated value ($F_{critical}=4$) with $df=(1,88)$ at 0.05 level of significance. This indicates that there is no statistically significant difference between facilitator and officials in their perception about the level of problems related to instructional materials. Hence, one can safely say that lack of reading and reference materials and facilitators' guide are problems in ABE centers while shortage of ABE textbook was moderate problem.

4.2.9.2. Problems Related to Facilitators

Since the duties and responsibilities are not limited to only teaching activities, facilitators should be equipped with sufficient training. Training of facilitators may include pedagogical skills, content knowledge, methodology of teaching, assessment, classroom management and so on.

In this regard, eight items were prepared to investigate problems related to ABE facilitators. The following table presents facilitators and officials responses.

Table 4.22. Problems Related to Facilitators

No	Items	Officials and experts (N=33)		Facilitators (N=57)		Average mean	Comparing means: One-way ANOVA		
		Mean	STD	Mean	STD		F	Sig	Fcritical
1	Shortage of well trained facilitators	3.12	1.05	3.42	1.11	3.31	1.57	.214	With df= (1,88) P<.05 4.00
2	Lack of pedagogical skills	3.63	.962	3.19	1.39	3.35	2.61	.110	
3	Incompetence with content knowledge	2.39	1.02	2.33	.663	2.35	.115	.735	
4	Lack of motivation of facilitators	3.81	1.01	4.22	.945	4.08	3.72	.057	
5	Unfamiliarity with learner centered methodology	3.63	1.05	3.21	1.24	3.36	2.71	.103	
6	Unfamiliarity with continuous assessment	3.06	1.11	2.77	1.36	2.87	1.06	.305	
7	Failure in preparing lesson planning	2.90	.979	2.59	1.3	2.71	1.42	.231	
8	High turn over of facilitators	3.33	.853	3.84	1.29	3.65	4.07	.047	

Level of Problems :< 2.5='Not serious', 2.5-3.74='moderate problem',>3.74='Serious problem'

As can be seen from the Table, 4.22, amongst the eight items, item 3 (Incompetence with content knowledge) was rated 'not serious' with the average mean value below 2.5 for both groups of respondents. On the other hand, problems related to items,1,2,5,6,7 and 8, ('shortage of well trained facilitators, 'lack of pedagogical skills', 'unfamiliarity with learner centered methodology', 'unfamiliarity with continuous assessment', 'failure in preparing lesson planning', ' high turn over of facilitators'), were rated as "moderate" with the average mean value ranging from 2.71 to 3.65. Only item 4, that is, 'lack of motivation of facilitators', was rated as "serious" problem with average mean value greater than 3.8 by all groups of respondents.

Moreover, the same items were tested to see whether there was difference between facilitators and officials in perception about the level of problem associated with the facilitators. Accordingly, the observed F values and the associated P-values with df (1, 88) at 0.05 level of significance for item 8 revealed that there was a statistically significant difference between group of respondents. That is, the calculated F values was greater than the tabulated value (F cri=4) and the associated P-value was less than the 0.05 level of significance. This means, facilitators perceived 'high turn over of

facilitators' as serious problem than the officials. This could be because facilitators have close observation of the problem than officials since they are involved in day-to-day activities of ABE. On the other hand, for items 1,2,3,4,5,6,and 7, the observed F-values are less than the calculated F value and the associated P-values with $df=(1,88)$ is greater than 0.05 level of significance. Therefore, there was no significant difference on the above point between facilitators and officials.

Furthermore, from FGD, it was made clear that facilitators employed by community have no sufficient initial training and refresher training or upgrading course. As a result, they lack competence in pedagogical skills, mastery of contents and other related skills to facilitate instructional activities properly. Therefore, to minimize the problem, facilitators should be equipped with sufficient amount of training in relation to their duties and responsibility; otherwise, the problems would become an impeding factor that may affect the provision of quality basic education.

4.2.9.3 Problems Related to Facilities

For the provision of quality education and smooth implementation of ABE, the centers are expected to have improved facilities, adequate and well-furnished classrooms, quality instructional materials, physical facilities like toilet, water, etc.

In this regard, four items were prepared to investigate perception of respondents about the level of the problems related to the facilities.

Table 4.23 Problems Related to Facilities

No	Problems Related to Facilities	Officials and Experts (N=33)		Facilitators (N=57)		Average mean	Comparing means: One-way ANOVA		F-Critical
		Mean	STD	Mean	STD		F	Sig	
1	Poor toilet facilities	4.18	.726	4.4	.923	4.32	1.39	.240	With $df=(1,88)$ at $P<.05$
2	Absence of water facilities	4.06	.903	4.36	.937	4.25	2.26	.136	
3	Unfurnished classroom	4.15	.618	4.26	.835	4.22	.447	.506	
4	Absence of conducive sport field	3.81	1.01	4.22	.945	4.08	3.72	.057	

Level of problems : < 2.5='Not serious', 2.5-3.74='moderate problem,' >3.74='serious problem',

As table 4.23 depicts, all the items 1, 2, 3 and 4, (poor toilet facilities, absence of water facilities, unfurnished classroom and absence of conducive sport fields) rated as "serious problems" with average mean value greater than 4 for both groups of respondents.

To determine whether there was significant difference between two groups of respondents, a test of one-way ANOVA was employed. The result of the test for items 1, 2, 3 and 4 showed that the observed F-values are less than the critical value ($F_{critical}=4$) with df (1, 88) at 0.05 level of significance. These obtained results indicated that there was no statistically significant difference between facilitators and officials. This shows the existence of problems.

From the above analysis, it is possible to say that unavailability of facilities were serious problems in implementation of ABE. This implies that for better quality of education, the classrooms should be furnished with the necessary materials like benches, desks and blackboard. Unless and otherwise the other above-mentioned facilities are fulfilled, it is difficult to expect provision of quality basic education.

In addition to the problems asked by questionnaire, the FGD participants have raised problems in relation to government bodies and NGOs. As it was indicated, on the side of the government bodies, there is lack of supervision and monitoring and lack of commitment towards implementation of ABE program and from NGOs side there is scarcity of financial support of ABE centers and lack sponsoring continuous refresher training. Therefore, from the above-indicated point, it is possible to say that there are serious problems in supervision, monitoring and financial support of ABE centers.

CHAPTER FIVE

5.0. Summary, Conclusions and Recommendations

The chapter deals with the summary of the major findings of the study. Conclusions are also drawn and possible and practical recommendations are forwarded.

5.1. Summary

The main purpose of the study was to look into the status of Non-Formal ABE sponsored by NGOs in East Shewa Zone and Adama City Administration. An attempt was also made to investigate problems that have influenced the implementation of ABE in these two research areas.

In order to achieve the purpose of the study, some basic questions regarding the contribution of ABE programs and views and opinions of stakeholders on ABE, effectiveness of facilitators in carrying out their duties and responsibilities, and major problems in the implementation of ABE were closely examined. The extent of participation and involvement of stakeholders in ABE in their respective locality was also central question of the study.

In dealing with the research problems, descriptive survey method was employed and relevant literature was reviewed. A total of 203 persons; that is, 33 NGO and government officials, 57 facilitators, 38 CMC members, 38 primary schoolteachers and 37 previous ABE students have participated in the study.

The data for the study were collected by means of questionnaire, focus group discussions and document analysis. The data collected were critically analyzed, interpreted; using appropriate statistical tools (the mean, standard deviation, t-test, one-way ANOVA).

Based on the analysis and interpretation of the data, the researcher has listed the summary of the major findings hereunder.

- ❖ The main target of ABE projects was out of school children aged 7-14. The objective of the projects was to promote access, equity, and quality.
- ❖ The result of the document analysis identified that, ABE has great contribution in addressing access and equity as well as improving internal efficiency in the project area. However, its contribution on GER of the national and regional level was insignificant which implies minimum expansion of ABE in the country.
- ❖ From the responses obtained, it is clear that as far as factors that affect access and equity is concerned, long distance from formal school, direct educational cost, and parents need for labor, were the major problems that affect access and equity.
- ❖ All the sampled NGOs have implemented similar criteria in recruitment. The recruitment criteria include acceptance by the community, knowledge of culture and language as well as minimum standard as per government education level (Grade 10 and Grade 12 complete in New and Old Education Policy respectively).
- ❖ The initial salary paid for facilitators' ranges from 150-300 Birr in different NGOs. However, the study revealed that the facilitators were not satisfied with their salary. The employment condition was contractual and mostly paid by NGOs and to some extent by the community.
- ❖ Although training of facilitators was sponsored by NGOs, the study depicted that the training given was insufficient in relation to their duties and responsibilities. On the other hand, community employed facilitators were not trained at all.
- ❖ From the responses obtained regarding the performance of facilitators, it was found that guiding and teaching students, supporting girls to participate in ABE, documenting students and school records, were performed well. Nevertheless, tasks that include, preparing teaching aid from local materials, using locally prepared teaching aids, using participatory and problem solving methods, implementing continuous assessment, preparing lesson plan, participation in school management,

mobilization of community and working towards networking were not performed well. This shows low level of performance of facilitators.

- ❖ The study revealed that in most cases the physical facilities of ABE centers were inadequate and inconvenient for teaching and learning. On the other hand, the study disclosed that in many ABE centers there is scarcity of educational inputs like textbooks, facilitators guide and reference materials, which can affect the quality of basic education and amongst the serious problems that hinder the implementation of ABE.
- ❖ The study revealed that the condensed first cycle curriculum prepared ABE by Oromia Education Bureau were used by NGOs supporting rural ABE, while urban ABE students in the centers under study did not use the prepared curriculum materials due to the difference in their mother tongue. On the other hand, in the urban ABE under study the curriculum materials of ABE were prepared specifically by the NGOs supporting the program.
- ❖ The study identified that the academic calendar was found to be flexible and determined by the local communities. The number of days for teaching and learning varies from 200-220 days in a year. The number of teaching and learning days in the week was 5 days with 40-45 minutes of contact periods in a day. However, it was identified that when compared to the local government calendar, the number of school days for NGOs ABE relatively seemed inadequate.
- ❖ At the policy level, the linkage between ABE to formal education system was established and comparable curriculum was developed accordingly. Conversely, the study depicted that the link between ABE and formal school was mainly limited to the transfer of students from ABE to formal school. On the other hand, cooperation based on supervision, experience sharing and exchanging of instructional materials were insignificant, which is against the concept of being feeder/satellite school.
- ❖ The study indicated that community participation was mainly on provision of land, raw material, labor contribution, selection and firing of facilitators and CMC selection. However, participation in contributing financial resources and registration and identification of children were found to be low.

- ❖ The study identified that the respective local government bodies were highly involved in certification of ABE graduates and admission of ABE graduates to formal schools. However, supervision and monitoring of ABE center, upgrading of ABE to formal school, provision of professional support to facilitators and assigning trained teachers to some ABE center were revealed as low involvement of the government. The above listed activities were also depicted as serious problems in the implementation of ABE.
- ❖ The study depicted that the NGOs were highly involved in the provision of commercially purchased materials for construction and financial resources that cover salary of facilitators and less involved in "provision of sport materials and stationery materials. In addition to this, lack of motivating facilitators and scarcity of funding ABE center was identified as a serious problem of NGOs in implementation of ABE.
- ❖ The study revealed that the participation of CMC found out that the CMC members conduct regular meeting and have relation with kebele officials. Conversely, it showed that the participation of CMC in mobilizing community and participating regularly in planning, implementation, monitoring and evaluation of ABE centers was low.
- ❖ The study disclosed regarding the sustainability of ABE most of the respondent (93.75) ABE should be upgraded into formal school after the termination of NGO's. However, few of the respondents (6.25%) suggested to be continued as ABE by the community.
- ❖ The study revealed that most of the respondents were highly accepted the view that explains importance of ABE and highly rejected the negative views towards Alternative Basic Education.

5.2. CONCLUSIONS

Based on the findings presumed from the study, the following conclusions were drawn.

- ABE program has contributed a lot in addressing equity, access and internal efficiency in the area under study. However, the issue of quality was under question due to scarcity of educational input and relevant facilities. The contribution of ABE on GER of National and Regional level was found insignificant. This shows the slow expansion of ABE throughout the country.
- The attempt of addressing the need of basic education through alternative approach in involving the community in resource mobilization, project design, implementation and monitoring seemed to be promising. This, in turn, fostered a sense of ownership and cultivated fertile ground for broad social base of ABE centers.
- NGOs, government bodies and the community at large were expected to participate in ABE in a coordinated and integrated manner in multidimensional ways to minimize the financial burden on the government in order to expand access, improve equity, quality, and relevance of ABE to achieve UPE goals.
- Though ABE is found essential in promoting access and equity in primary education there is :
 - Lack of adequate training of facilitators.
 - Lack of commitment of stakeholders to participate in performing all activities.
 - Shortage of educational facilities and educational inputs like textbook, facilitators' guide, pedagogical center, unfurnished classroom and toilet services, which affect the quality, equity and access of education.
- Usual relation of ABE and formal school in academic as well social aspects were found to be important in improving quality of basic education and socialization. However, the cooperation between ABE center and formal school in terms of training, supervision, experience sharing and exchange of instructional materials were found to be very low. This should be maximized to ensure quality basic education.

5.3. RECOMMENDATIONS

Based on the findings and conclusion drawn, the following recommendations are forwarded with the hope that it would be used by NGOs working on ABE and Oromia Education Bureau (OEB) and other relevant stakeholders as well as researchers.

1. Trying to attain UPE only through formal system of education is a costly business when seen against the country's low economic status and rapidly growing population. To this end, the Oromia Education Bureau should make more efforts as soon as possible to expand ABE by initiating NGOs working on ABE to address access, equity and quality in target time of UPE.
2. To increase access to quality basic education, facilitators should be trained to acquire knowledge and skills required for competent job performance. Therefore, since the facilitators are recruited with minimum standard as per government education level (Grade 10 and Grade 12 complete for New and Old Education Policy respectively) to train and to certify, the concerned NGOs in collaboration with Oromia Education Bureau ought to organize and facilitate short-term and long-term training in teachers' training institute in their spare time. This, in turn, helps to transfer the ABE facilitators to government employee after the termination of the program.
3. The study disclosed that there are lacks of supervision, monitoring, and evaluation especially on the government side, there is loose relationship between the NGOs and government bodies, there is scarcity of resources, and many other problems that affect the implementation of ABE, which resulted in weak management, and performance of ABE. Therefore, to improve such circumstance the following measures should be held:
 - a. The government bodies and NGOs should assign experts and field supervisors that have enough experience, knowledge, and interest to work on ABE.

- b. As the founder of ABE, the NGOs should have to support the center with necessary resources in order to increase the facilities of ABE, capacity of facilitators, which in turn improves the quality of basic education.
- c. Both the government and NGOs should sensitize the community in collaboration with grass root level organization like kebele to participate in management of ABE. Moreover, the CMC ought to be trained in according to their responsibilities in order to increase their capacity of implementation.

In general, to move one-step forward the implementation of ABE, the NGOs, government, and community are supposed to work courteously on monitoring, supervision and evaluation of ABE centers.

- 4. Expanding access without fulfilling minimum required inputs like furnished classroom, toilet service, textbooks, and other instructional materials degrade the quality of education at the expense of quantity. Thus, the supporting NGOs should have to think with their stakeholders to furnish the ABE centers with the necessary educational inputs including sufficient classrooms, sports fields, toilet rooms, and water facilities before the termination of their program to attain quality basic education and to make smooth transformation of ABE to formal school.
- 5. Oromia Education Bureau prepared ABE curriculum; however, the ABE curriculum prepared by Regional Education Bureau was not used in urban ABE due to difference in mother tongue. On the other hand, to solve the problem certain NGOs developed their own specific curriculum in urban area. Therefore, Oromia Education Bureau in collaboration with concerned NGOs should develop relevant ABE curriculum for urban area. For those prepared their own specific curriculum, to ensure its relevance and compatibility with formal primary school curriculum, it has to be evaluated by OEB curriculum experts.
- 6. Frequent relation between formal school and ABE centers could be important in increasing the academic performance and socialization of students. However, as the study disclosed, except in the transfer of students from ABE center to formal school their linkage was found to be insignificant. Consequently, the Oromia

Education Bureau and the concerned NGOs should work together and ought to design their cooperation in terms of training, supervision, experience sharing, and instructional material exchange, academic and sport competition between students.

7. As it was depicted in the study, the views and opinions of the majority of respondents towards the use of ABE were found to be positive. For this reason, the Oromia Education Bureau and the concerned NGOs should use this fertile ground and potential by initiating the community to expand ABE in the area with scarcity of formal school.

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Appendix-A

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL
DEVELOPMENT STUDIES.**

**Questionnaire to be filled by NGO's Officials & Experts, Government
Education Officials, Experts, Supervisors and Facilitators**

Dear Sir/Madam,

The purpose of this questionnaire is to gather data regarding implementation of Non-Formal Alternative Basic Education. The study is purely academic and in no way affects you personally or organizationally. Rather the success of the study depends on your frank and timely response. The outcome of the study is supposed to increase access, equity, efficiency and better quality of primary education in the project area. Moreover, the study may help the government to achieve the goal of Universal primary Education by the year 2015. Therefore, you are kindly requested to show your cooperation by giving the necessary and reliable information.

General Direction

1. Please, do not write your name.
2. Indicate your response in the space provided by marking "X".
3. For any opinion or short answer and explanation, you are kindly requested to write briefly as much as possible in the space provided.
4. The questionnaire consists thirteen sections. Only one representative of the NGO's officials will fill sections from (II-VI). Questions with (*) marks are excluded for the government and NGO's officials, and questions with (#) marks are excluded for the facilitators. The rest all filled by both officials and facilitators.

Thank you!

Indicate Your Response by Marking "X" or Writing on the Space Provided Accordingly.

I. Personal Information

- a) Sex _____ d) Work experience (service) _____
 b) Age _____ e) Name of your organization _____
 c) Educational level _____ f) your current position _____

II. Project Context Issues

- a) Year of establishment _____
 b) Type of Organization
 • Local NGO _____
 • Umbrella Networking NGO _____
 • International NGO _____
 c) Operational area: Region _____ Zone _____ Woreda _____
 Town (kebele) _____ No of sites _____

d) What were the major reasons for initiating an Alternative Basic Education programs?

Please indicate your priority starting from 1- in ascending order

Possible reasons to promote ABE	Rank
a) To improve school facility	
b) To address equity	
c) To address access	
d) To improve management system	
e) To enhance teacher performance	
f) To improve internal efficiency	
g) To promote educational relevance	
h) others -----	

e) Who is your target population?

- a) Out of school children _____ b) Dropouts _____
 c) Repeaters _____ d) Other _____

III. Number of Facilitators of ABE by Sex in the Year 1999 E.C.

Facilitators		
Male	female	Total

**IV. Enrollment, Dropout, Repetition and Promotion Trends of Sample NGOs ABE Students
from the Year 1996-1998 E.C.**

Year	Enrollment			Dropout			Repetition			Promotion		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1996												
1997												
1998												
Total												

V. Please indicate or Write how the program is organized in the table below.

Average Number of school days in year	No of weekly school day	Daily learning hours	No of shift per day	Time for one period

VI. Please Show the type of Curriculum you used in your ABE by marking "X".

Types of Curriculum Used in ABE center	
Condensed Curriculum prepared by Regional Education Bureau	Curriculum Prepared by NGOs

VII. Facilitators Recruitment, Payment and Training

1. What is the necessary requirement of facilitators' recruitment in ABE centers?

(More than one answer is possible)

a) Community acceptance b) knowledge of culture and local language

c) Specify, if any _____

2. What is the minimum requirement of facilitators to be recruited in terms of education level?

A) For candidates who attended the old education policy

a) Grade 8 b) Grade 9-12 c) 12 complete d) 12+TTI d) Specify, if any _____

B) For candidates who attended the old education policy

a) Grade 8 b) Grade 9-10 c) 10 complete d) 12+TTI

e) Preparatory Complete

d) Specify, if any _____

3. Do priorities given for female facilitators on recruitment?

a) Yes b) NO

4. How is the term of employment of facilitators is

a) Permanent b) contract for a year c) others if any _____

5. How much salary do facilitators receives during initial employment?

a) 100-150 Birr b) 150-200 Birr c) 200-250 Birr
 d) 250-300Birr e) above 301 _____

6. Who covers the salary of facilitators?

a) Community b) Government c) NGO

(*). 7. Do the payment of ABE's facilitators' satisfactory?

a) Yes B) NO

(*).8. Do you trained after recruited as facilitators.

a) Yes b) NO

9. If you say yes, was the duration of the training sufficient?

a) Yes b) NO

(#).10. Tasks to be performed by Facilitators are Listed Below. Show our Choice by Marking "X" Based on the Degree of Performance.

S. N	Possible Tasks to be Performed	Very high	High	Medium	Low	Very Low
		5	4	3	2	1
1	Guiding and teaching children					
2	Preparing teaching aids from local materials					
3	Organizing and managing classroom					
4	Using teaching aids prepared from local materials					
5	Supporting girls children to participate in education					
6	Using participatory and problem solving methods					
7	Implementing continuous assessments					
8	Keeping students and school records					
9	Establishing relationship with parents on the issues related to the attendance of the learners					
10	Preparing and using lesson plan for each subject					
11	Working to wards community mobilization and organization					
12	Working to words net working the school with other schools, institutions etc					
13	Participation in the school management					
14	Taking minutes of center management committee meeting					
15	Others _____					

VIII. Availability of Facilities

1. Where does ABE program takes place? (more than one answer is possible)

- a) In kebele hall ' e) Cooperative Hall;
 b) Private houses; f) Primary school;
 c) Religious / church or mosque; g) New established center;
 d) Under trees h) others. _____

2. How do you rate the availability of facilities in ABE centers?

	Very high (5)	High (4)	moderate (3)	low (2)	Very low (1)
a) Availability of desk	_____	_____	_____	_____	_____
b) Availability of benches	_____	_____	_____	_____	_____
c) Availability of separate toilet for girls'	_____	_____	_____	_____	_____
d) Availability of Water	_____	_____	_____	_____	_____
e) Availability of reading room	_____	_____	_____	_____	_____
f) Availability of sport materials	_____	_____	_____	_____	_____
g) Others, if any _____	_____	_____	_____	_____	_____

IX. Linkage of ABE and Formal School

1. How often ABE and formal school have the linkage in the following activity?

	Always(4)	Sometimes(3)	Rarely(2)	Not al all(1)
a) Supervision	_____	_____	_____	_____
b) Training	_____	_____	_____	_____
c) Transfer of students	_____	_____	_____	_____
d) Provision of instructional materials	_____	_____	_____	_____
e) Experience sharing	_____	_____	_____	_____
f) Others _____	_____	_____	_____	_____

X. Management of ABE Center

1. Who is responsible for administration and management of ABE center? (more than one answer is possible)

- a) Community b) NGOs
 c) Government d) others _____

2. Participation or Involvement of Communities, NGOs and Government in the Management of Alternative Basic Education Center are Listed Below. Show Your Choice by Marking "X" Based on the Degree of participation.

i	Community Participation	Very high	High	Medium	Low	No Participator
		5	4	3	2	1
1	Land Provision and site selection					
2	Raw material provision					
3	Monitoring attendance of facilitators					
4	Facilitators selection and firing					
5	ABE center construction					
6	Identification and registration children					
7	Supporting financially					
8	Involve in management					
9	Center management committee selection					
10	Involves in problem solving of ABE					
11	Labor Provision					
12	Others _____					
ii	Government Involvement	5	4	3	2	1
1	Supervision ,monitoring and evaluation of ABE Program					
2	Provision of Professional support to facilitators					
3	Provision of training					
4	Certification of ABE graduate					
5	Assigning trained teachers to some ABE centers					
6	Upgrading of some ABE centers to formal schools					
7	Admission of ABE graduates to formal school.					
8	Others, ----- -----					
iii.	Non-Governmental organization Involvement	5	4	3	2	1
1	Provision of commercially purchase materials for construction or classroom					
2	Paying monthly salary for facilitators					
3	Sponsoring initial and refresher training of facilitators					
4	Procurement and distribution of student textbooks and facilitators' guides to ABE centers.					
5	Provision of sport materials					
6	Provision of stationary materials like exercise					
7	Others, ----- -----					

iv. The possible tasks to be performed by Center Management Committee are listed below.

Show your agreement by marking "X" based on the degree of performance.

	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly disagree (1)
a) Conducting regular meeting about ABE.	_____	_____	_____	_____	_____
b) Develop relationship with kebele official and facilitators.	_____	_____	_____	_____	_____
c) Has meeting with students' family to discuss about ABE center	_____	_____	_____	_____	_____
d) Mobilize the community participation in ABE	_____	_____	_____	_____	_____
e) Regularly participate in planning, implementation, monitoring and evaluation of ABE	_____	_____	_____	_____	_____

v. What must be happen with regard to ABE center after the NGO support terminates

- a) To promote ABE to formal primary school
- b) To hand over to community to continue as ABE.
- c) Specify, if any _____

XI. The Following Statement Represents Opinions or Views Related to importance of Alternative Basic Education. Please Show Your Agreement Or Disagreement by Marking "X".

S N	Items	Stron agree	Agree	Un-decided	Dis-agree	Strongly Disagree
		5	4	3	2	1
1	ABE has no efficient and effective teachers.					
2	ABE is linked with student lively hood.					
3	ABE is important since it is accessible for students.					
4	ABE does not follow effective method of teaching.					
5	ABE is important due to its flexible & adaptable nature					
6	ABE enable children to write, to read and to compute					
7	ABE is important due to its cost effective way of teaching					
8	ABE gives more chance for female students					
9	ABE helps children who denied access to formal education					
10	ABE center has no sufficient instructional materials					
11	ABE should be substituted by formal education because it is useless.					
12	Students of ABE can achieve as good as formal school students.					
13	The time given for ABE is not sufficient.					
14	ABE is the means of propagating political idea					

XII. Problems / Factors/ that Affect the Implementation of Alternative Basic Education are Listed Below. Show the Seriousness of the Problem in the Project by Marking "X" on Space Provided.

Nc	Items	Very serious	Serious	Moderately serious	Low	Not serious
		5	4	3	2	1
A	Problems related to Instructional materials					
1	Lack of facilitators guide					
2	Shortage of ABE textbook					
3	Lack of reading and reference materials					
4	Scarcity of locally prepared teaching material					
5	Shortage of black board, chalk etc					
6	Others, _____					
B	Problems Related to Facilitators					
1	Shortage of well trained facilitators					
2	Lack of pedagogical skills					
3	Incompetence with the content knowledge					
4	Lack of motivation of facilitators					
5	Unfamiliarity with learner center model of teaching					
6	Unfamiliarity with continuous assessment					
7	Failure in preparing lesson plan					
8	High turn over of facilitators					
9	Others, _____					
C	Problems Related to Facilities					
1	Poor toilet facilities					
2	Absence of water facilities					
3	Unfurnished Classroom					
4	Absence of Conducive sports field					
4	Others _____					

GeneralComments _____

Appendix-B

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL
DEVELOPMENT STUDIES.**

Questionnaire to be filled by Center Management Committee

Dear Sir/Madam,

The purpose of this questionnaire is to gather data regarding implementation of Non-Formal Alternative Basic Education. The study is purely academic and in no way affects you personally or organizationally. Rather the success of the study depends on your frank and timely response. The outcome of the study is supposed to increase access, equity, efficiency and better quality of primary education in the project area. Moreover, the study may help the government to achieve the goal of Universal primary Education by the year 2015. Therefore, you are kindly requested to show your cooperation by giving the necessary and reliable information.

General Direction

1. Please, do not write your name.
2. Indicate your response in the space provided by marking "X".
3. For any opinion or short answer and explanation, you are kindly requested to write briefly as much as possible in the space provided.

Thank you!

Indicate Your Response by Marking "X" or fill your Response on the Space Provided Accordingly.

I. Personal Information

- a) Sex _____ d) Marriage: single _____ married _____
 b) Age _____ f) Number of children _____
 c) Educational level _____

II. Rank the Major factors that hinder your child to formal school before attending ABE starting from 1- in ascending order.

No	Major factors	Rank
1	Distance from formal school	
2	Direct education costs	
3	Need for child labor	
4	Cultural barriers	
5	Lack of awareness of parents	

III. Tasks to be performed by facilitators are listed below. Show your choice by marking "X" based on the degree of performance.

S. N	Possible tasks to be performed	Very high	High	Medium	Low	Very low
		5	4	3	2	1
1	Guiding and teaching children					
2	Preparing teaching aids from local materials					
3	Organizing and managing classroom					
4	Using teaching aids prepared from local materials					
5	Supporting girls children to participate in education					
6	Using participatory and problem solving methods					
7	Implementing continuous assessments					
8	Keeping students and school records					
9	Establishing relationship with parents on the issues related to the attendance of the learners					
10	Preparing and using lesson plan for each subject					
11	Working to wards community mobilization and organization					
12	Working to words net working the school with other schools, institutions etc					
13	Participation in the school management					
14	Taking minutes of center management committee meeting					

IV. What must be happen with regard to ABE center after the NGO support terminates

- a) To promote ABE to formal primary school
- b) To hand over to community to continue as ABE.
- c) Specify, if any _____

V. The Following Statement Represents Opinions or Views Related to importance of Alternative Basic Education. Please Show Your Agreement or Disagreement By Marking "X".

S N	Items	Strongly agree	Agree	Undecided	Dis- agree	Strongly Disagree
		5	4	3	2	1
1	ABE has no efficient and effective teacher					
2	ABE is linked with student lively -hood.					
3	ABE is important since it is accessible for students.					
4	ABE does not follow effective method of teaching.					
5	ABE is important due to its flexible & adaptable nature					
6	ABE enable children to write, to read and to compute					
7	ABE is important due to its cost effective way of teaching					
8	ABE gives more chance for female students					
9	ABE helps children who denied access to formal education					
10	ABE center has no sufficient instructional materials					
11	ABE should be substituted by formal education because it is useless.					
12	Students of ABE can achieve as good as formal school students.					
13	The time given for ABE is not sufficient.					
14	ABE is the means of propagating political idea					

Appendix-C

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL
DEVELOPMENT STUDIES.**

Questionnaire to be filled by Formal School teachers

Dear Teachers,

The purpose of this questionnaire is to gather data regarding implementation of Non-Formal Alternative Basic Education. The study is purely academic and in no way affects you personally or organizationally. Rather the success of the study depends on your frank and timely response. The outcome of the study is supposed to increase access, equity, efficiency and better quality of primary education in the project area. Moreover, the study may help the government to achieve the goal of Universal primary Education by the year 2015. Therefore, you are kindly requested to show your cooperation by giving the necessary and reliable information.

General Direction

1. Please, do not write your name.
2. Indicate your response in the space provided by marking "X".
3. For any opinion or short answer and explanation, you are kindly requested to write briefly as much as possible in the space provided.

Thank you!

Indicate Your Response by Marking "X" or fill your Response on the Space Provided Accordingly

I. Personal Information

- a) Sex _____ d) Work Experience _____
 b) Age _____ f) your current position _____
 c) Educational level _____

II. Linkage of ABE and Formal School

1. How often ABE and formal school have the linkage in the following activity?

	Always	Sometimes	Rarely	Not at all
a)Supervision	_____	_____	_____	_____
b) Training	_____	_____	_____	_____
c) Transfer of students	_____	_____	_____	_____
d) Provision of instructional materials	_____	_____	_____	_____
e)Experience sharing	_____	_____	_____	_____
f)Others _____	_____	_____	_____	_____

III. The following statement represents Opinions or views related to the importance of Alternative Basic Education. Please Show Your Agreement Or Disagreement By Marking "X".

S N	Items	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
		5	4	3	2	1
1	ABE has no efficient and effective teachers					
2	ABE is linked with student lively -hood.					
3	ABE is important since it is accessible for students.					
4	ABE does not follow effective method of teaching.					
5	ABE is important due to its flexible & adaptable nature.					
6	ABE enable children to write, to read and to compute					
7	ABE is important due to its cost effective way of teaching					
8	ABE gives more chance for female students					
9	ABE helps children who denied access to formal education					
10	ABE center has no sufficient instructional materials					
11	ABE should be substituted by formal education because it is useless.					
12	Students of ABE can achieve as good as formal school students.					
13	The time given for ABE is not sufficient.					
14	ABE is the means of propagating political idea					

Appendix-D

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL
DEVELOPMENT STUDIES.**

Questionnaire to be filled by Previous ABE Students

Dear Students,

The purpose of this questionnaire is to gather data regarding implementation of Non-Formal Alternative Basic Education. The study is purely academic and in no way affects you personally or organizationally. Rather the success of the study depends on your frank and timely response. The outcome of the study is supposed to increase access, equity, efficiency and better quality of primary education in the project area. Moreover, the study may help the government to achieve the goal of Universal primary Education by the year 2015. Therefore, you are kindly requested to show your cooperation by giving the necessary and reliable information.

General Direction

1. Please, do not write your name.
2. Indicate your response in the space provided by marking "X".
3. For any opinion or short answer and explanation, you are kindly requested to write briefly as much as possible in the space provided.

Thank you!

Indicate Your Response by Marking "X" or fill your Response on the Space Provided Accordingly

I. Personal Information

- a) Sex ____ c) Educational level _____
 b) Age ____

II. Rank the Major factors that hinder you to attend formal school before attending ABE. starting from 1- in ascending order.

No	Major factors	Rank
1	Distance from formal school	
2	Direct education costs	
3	Need for child labor	
4	Cultural barriers	
5	Lack of awareness	

III. The following statement represents Opinions or Views Related to importance of Alternative Basic Education. Please Show Your Agreement or Disagreement by Marking "X".

S N	Items	Strongly agree	Agree	Undecided	Disagre	Strongly Disagree
		5	4	3	2	1
1	ABE has no efficient and effective teachers					
2	ABE is linked with student lively -hood.					
3	ABE is important since it is accessible for students.					
4	ABE does not follow effective method of teaching.					
5	ABE is important due to its flexible & adaptable nature.					
6	ABE enable children to write, to read and to compute					
7	ABE is important due to its cost effective way of teaching					
8	ABE gives more chance for female students					
9	ABE helps children who denied access to formal education					
10	ABE center has no sufficient instructional materials					
11	ABE should be substituted by formal education because it is useless.					
12	Students of ABE can achieve as good as formal school students.					
13	The time given for ABE is not sufficient.					
14	ABE is the means of propagating political idea					

Appendix-E

Focus Group Discussion Guide

(For community representative, facilitators, experts and supervisors)

1. Do community employee facilitators? If yes, do they have taken training?
2. Do you think that ABE is important in addressing education to the children in the area?
3. What are the major factors that hinder the children in the area to attend formal school before the appearance of ABE?
4. Is there are enough textbook, facilitators guide, and other reading materials?
5. Do communities participate in the management of ABE?
6. Is there is sufficient supervision program on ABE from the government and NGO's?
7. How ABE centers can be sustained after the termination of NGO's?
8. Did the communities contribute labor, raw material and cash for ABE center?
9. Who receives priority to school (boys and girls) in the community?
10. What are the major factors that hinder the implementation of ABE?
11. Any opinion, concerns, suggestions and recommendations you would like to give.

Thank you!