ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF CURRIUCULM AND TEACHERS PROFESSIONAL DEVELOPMENT STUDIES

TREND AND DETERMINANTS OF ENROLLMENT AND DROPOUT IN ALTERNATIVE BASIC EDUCATION: THE CASE OF MECHA WOREDA, WEST GOJJAM

BY

SHIBABAW MELESE DESTA

JULY, 2009

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JULY, 2009

ADDIS ABABA

Dedicated to

My wife, W/ro Felegush Ayehu, who successfully shouldered the burden of bringing up our daughters Mekdes and Nardos, when I was away for the study and provided me with unreserved support.

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Abbreviations and Acronyms

ABE	Alternative Basic Education
ABEC	Alternative Basic Education Center
ABEP	Alternative Basic Education Programme
ADA	Amhara Development Association
ANFE	Adult and non -formal education
ANRS	Amhara National Regional State
AREB	Amhara Region Education Bureau
BRAC	Bangladesh Rural Advancement Committee
CRC	Cluster Resource Center
CMC	Center Management Committee
E.C	Ethiopian Calendar
EFA	Education For All
ESDP	Education Sector Development Program
ETP	Education and Training Policy
GDP	Gross Domestic Product
GER	Gross Enrollment Rate
GPI	Gender parity index
MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
NFE	Non-formal education
NFPE	Non formal primary education
NGOs	Non Governmental Organizations
PDRE	Peoples Democratic Republic of Ethiopia
PAs	Peasant Associations
UPE	Universal Primary Education
UNICEF	United Nations Children's Fund
UNESCO	United Nations Education, Science and Cultural Organization
WEO	Woreda Education Office
WCEFA	World Conference on Education for All
ZED	Zonal Education Department

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Abstract

The major purpose of the study was to assess trends and determinants of enrollment, dropout and gender parity in ABE in Mecha woreda. Employing survey design, data was collected from 58 Alternative Basic Education (ABE) facilitators, 12 ABE supervisors and a random sample of 180 ABE students in 20 learning centers. To supplement the data collected through questionnaire, qualitative data was collected through focus group discussions (which comprised 140 ABE Center Management Committee (CMC) members) and interview of 8 key informants. Both quantitative and qualitative methods of data analysis have been employed. The result indicated that gross enrollment, which stood at 894 in 2003/04 was found to grow to 3296 in 2007/08, showing a relative growth of 268.7 percent. The gross enrollment for boys and girls, which were only 458 and 436 in 2003/04 grew to 1660 and 1636 in 2007/08 demonstrating growth rate of 362.4 and 375.2 percent respectively. Given that girls constitute 49.6 percent of the gross enrollment in level one, 49.5 percent in level two and 50.1 percent in level three, gender disparity in the study area was found to be too narrow. Dropout rate, which stood at 15.4 percent in 2003/04, was found to decline to 7.8 percent in 2007/08. The dropout rate for boys and girls, which marked 15.9 and 14.9 percent in 2003/04 declined to 8.1 and 7.5 percent in 2007/08 respectively. Dropout rate was found to be relatively high for boys than for girls. The dependent variables, gross enrollment and dropout rate, were examined against various explanatory variables so as to identify determinants of gross enrollment and dropout rate in the study area. Accordingly, parents' level of awareness on the benefits of education, demand for child labour, relationship between learning centers and the community and level of technical support provided were found to be determinants of gross enrollment. The level of involvement in family work, employment prospect, relationship between learning centers and the community, support of parents, quality of education, flexibility of the program, adequacy of learning facilities, support of facilitators and absenteeism were found to be determinants of dropout. Given that the numbers of women facilitators outnumber that of men and establishment of learning centers closer to villages where the community dwells, the two variables, namely, gender of facilitators and distance to learning centers were not found to have statistically significant association with dropout in the study area.

CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Education helps any country to create strong economy, which can cope up with the challenges of development and can easily adapt to the changing world and technological conditions in the global economy. In line with this, Lockheed and Verspoor, (1991:1) argued that economic growth and level of education go together. Each year of schooling increases individual output by 4 to 7 percent and countries that improve literacy rates by 20 to 30 percent have seen increases in Gross Domestic Product (GDP) by 8 to 16 percent (USAID, 2008). Technological advancement, economic growth and new methods of production require well trained and skilled human resource with appropriate skills, and this is the outcome of education, of which basic education is amongst the forefront. Basic education has been also recognized as a basic and democratic right. The 1948 Universal Declaration of Human Right declares that everyone has the right to basic education irrespective of his/her color, age, economic background, geographical location, religious background, race and gender (AREB 2003, Lind A. and Anton Johnston 1989, World Bank 1999, MoE 1999 and UNICEF, 1999) cited in Husen (2003).

Following the declaration, tremendous attempts have been made in national and regional development plans. In the 1960s UNESCO held series of conferences in different regions. (e.g., in Addis Ababa 1960, in Karachi, Pakistan 1960 and Tripoli, Libya 1966). The years have been set as years of achieving Universal Primary Education (UPE) in most countries of Asia and Africa. On these conferences, the delegates of countries declared their intention to achieve UPE as much as possible. The Addis Ababa plan of 1961 resoluted that primary basic education be universal, compulsory and free by 1980. Internationally held conferences in Thailand (1990) and Senegal, (2000) were targeted for advocacy and provision of basic education for all children and adults (UNESCO, 1961: 20, cited in Hussen, 2003).

Despite the aforementioned events and efforts, achieving universal basic education remains illusion for many of the third world countries (EFA Global Monitoring Report, 2006). The question of access, efficiency and gender disparity were amongst the major problems

constraining achievement of universal primary education particularly in the third world. The world education conference (2000) as cited in Hussen (2003) reported that over 113 million children do not have access to primary basic education out of which 100 million (88.5%) live in third world countries. In third world countries non-attainment is a serious problem. Primary education of the third world characterized by high dropout rate, as opposed to children in developed countries that rarely leave school at the primary level. Report of world education forum revealed that amongst the 96 million students that entered school in grade one in 1995, 24 million were likely to leave their education before they reached grade five (UNESCO, 2005: 5).

The situation in Ethiopia is not different. Despite, the wish and aspiration of the government for universal primary basic education, the pressing reality is that many children are still out of access to basic education and high drop out and repetition prevails. Providing equitable access to basic education and ensuring that children who are in schools complete the whole cycle remained to be a serious challenge. To alleviate these pressing problems of the sector (problems of access, dropout and gender disparity) and thereby achieve universal primary education, the government of the Peoples Democratic Republic of Ethiopia (FDRE) is undertaking various policy initiatives and strategies including issuance of the new Education and Training Policy (ETP) of the 1994 and Education Sector Development Programs (ESDPs).

The Ministry of Education (MoE) of PDRE and Education Bureaus of regional states has been working in close collaboration for the achievement of a common goal: Universal Primary Education. Consistent with this, review of Amhara National Regional State Education Bureau (ESDP III, 2006: 15) asserts that provision of basic education as one of the key strategies of development and poverty reduction. The plan to provide basic education to all children in the region is also in line with national goals as articulated in the Education and Training Policy.

It is true that illiteracy is a significant problem in the third world including Ethiopia and the formal education system caters for handful of students and the rest become alienated (Tekeste, 1996: 39). Formal education system alone cannot respond to the challenges of modern society and therefore, welcome its reinforcement by non formal educational practices (Alan R., 2004:1). In this regard, Ethiopia has recognized Alternative Basic Education (ABE) in to its overall strategy so as to reach the unreached children in the country. The government has developed a

national ABE strategy through participatory process and much has been already done in ABE. MoE has carried out several activities to support and encourage Regional Education Bureaus for the provision of ABE (MoE, 2006). Preparation of curriculum framework, provision of professional training for those involved in ABE program, preparation of guideline on transfer of student from ABEP to formal education program are to mention but few .Regional Education Bureaus have also carried out different activities to provide basic education for out of the school children. Preparation of learning text books, assignment and provision of training for facilitators, preparation of guidelines and strategies are to mention some of the activities carried out in Amhara region as an example.

MoE (1999 E.C: 38) revealed that in less than three years, ABE add up 5 to 6 percent to gross enrollment for primary education at national level in 2005/06. Besides, data from Amhara Region Education Bureau (AREB), verifies that, in the region, gross primary education enrollment in recent years moved from 80.7% in 2005/06 to 99.5% in 2008. This was mainly attributed to the expansion of ABE in the rural areas of the region. To this effect ABE has contributed 8.1% to the region's gross primary school enrollment (AREB, 2000: 40 E.C).

It is plain to see that achievement of the regional state from the perspective of gross primary school enrollment is dramatic. The ultimate objective of universal primary education can not be achieved only by bringing more children into school. Sending school aged children into school is a necessary, but not sufficient condition to reach the objectives for which universal primary education is promoted. Therefore, this study attempted to analyse the trends and find out the major determinants of enrollment and drop outs in west Gojjam Zone, Mecha woreda, which has the largest (one hundred) ABE centers.

1.2 Statement of the Problem

In spite of the fact that both the federal and regional governments of Ethiopia have been exerting rigorous effort and managed to achieve significant success in terms of providing access to basic education, there are still many children that are out of school. AREB (2000 E.C: 158) pointed out that 403,110 children are not still enrolled at regional level, out of whom 19.71% (79,467) are in West Gojjam and 14,144 are in the study area, Mecha *woreda*.

Provision of basic education in Ethiopian in general and in Amhara region in particular is confronted with number of challenges that go beyond enrollment rate. Dropping out at early grades of primary education both in the formal and non-formal mode is amongst the major obstacles constraining the effort towards attaining Universal Primary Basic Education and adult's literacy. Of the total students enrolled in grade one in 1998 E.C. at national level 20.1% of which 20.3% were boys and 19.7% girls have left school before reaching grade two (MoE, 1999:33-34 E.C). During the same period, 17.79% of students of whom 15.44% were females and 19.9% males, enrolled in grade one left school before attaining grade two in Amhara National Regional State (AREB, 2000 E.C: 52).

Gender disparity, which among other things is manifested in enrollment rate, drop outs are amongst the major problems of the education sector in Ethiopia. Although more children are coming to formal primary schools and non-formal Alternative Basic Education centers every year, the percentage of girls still remain low and the drop out rate is higher (MoE, 1998 and MoE, 1999).

Wastage in education particularly in the form of dropout is a major problem of the education sector in the Third World including Ethiopia (Habtamu, 2002). The problem of dropout and repetition have been studied by many researchers including Tilaye (1999), Ayalew (1997), Taddesse (1974), Darge (1997), Tsion, (1994) and others, cited in Habtam (2002). However, some of these studies dealt with secondary level education and others dealt with formal primary education. Furthermore, through time some of these studies became obsolete.

Even though the aforementioned studies managed to cover major parameters of dropout and grade repetition, they were found to be confined in the area of formal primary and secondary education. So far no thorough research had been conducted against these parameters in the context of Alternative Basic Education particularly in west Gojjam Zone. Furthermore, the gender dimension, which is amongst the major cross-cutting issues, is an area for which no sound research is carried out from the perspectives of Alternative Basic Education. This research is, therefore, an attempt to fill the existing gap in the area of enrollment and drop out into Alternative Basic Education with emphasis on gender and thereby add a brick to the body of knowledge in the education .To this end the following research questions were formulated.

1. What do the trends of gross enrollment and dropout rates in ABE look like in the learning centers of Mecha Woreda?
2. What do the gender parities in enrollment and dropouts of ABE look like in the learning centers of Mecha Woreda?
3. What are the major determinants in ABE program enrollment and dropout?

1.3 Objectives of the Study

The over all objective of this study is to analyze the trends and determinants of enrollment and dropout rate in ABEP, focusing on gender in the sample learning centers, Mecha *Woreda*, West Gojjam. Its specific objectives are basically to give answers to the research questions mentioned above.

1.4 Significance of the Study

Amhara National Regional State is amongst the regions in which dropout in ABECs is high (AREB E.C, 2000: 50-52). Therefore, findings of this study will be valuable for policy formulators, decision makers, planners and practitioners of the region. Besides adding a brick to the body of knowledge in the education sector in general and that of Alternative Basic Education in particular, outputs of the study could also be immense input for investors, donors and Non Governmental Organizations (NGOs) interested to operate in the study area.

1.5 Delimitation of the Study

The scope of this study is confined to only investigating the trends and determinants of enrollment and dropout into ABE with a focus on gender in West Gojjam, Mecha *Woreda*. The study would have been more meaningful had it included other aspects of ABE. The researcher couldn't do that because of time and other constraints. Neverthless, every effort has been made to make the study as comprehensive as possible.

1.6 Limitation of the Study

Due to shortage of research budget and difficulty of accessing dropouts who are living in quite scattered and remote villages, the sources of information for the causes of drop out were limited to ABE students, facilitators, supervisors and CMC members.

1.7 Operational Definitions of Terms

Gender Disparity:

It is a variation in enrollment between boys and girls in terms of educational opportunity (MoE, 1999)

Gender:

It is cultural elaboration of differences between men and women while definitions of masculinity and feminity take sex as a point of departure they go much further to create behavioral and even psychological distinctions, which up on careful analysis are formed to be largely arbitrary. Gender becomes the set of patterns of learned behavior about what society considers appropriate for women or men (Stromquist, 1997).

Gross Enrollment Rate:

Gross Enrollment Rate expresses the total male and female enrollment of all ages in primary schools as a percentage of the total male and female population of school age in the country (MoE, 1999 E.C). In this paper it is defined as the participation of male and female students of all age in ABE as a percentage of the total students of enrollement.

Alternative Basic Education:

Refers to a non formal provision of basic literacy and numeracy required in ABE learning centers which is equivalent to grade one to four in the formal education program.

Facilitators:

Refers to instructors who teach children in ABECs.

Dropout:

Pupil who leaves learning centers before the end of an academic year.

CHAPTER TWO

LITERATURE REVIEW

This chapter is devoted to review of related theoretical and research literature with due focus on the basic questions of the study. Therefore, it serves as theoretical/conceptual framework for the study.

2.1 Concept of Alternative Basic Education (ABE)

According to several literature (AREB, 2003; Melese, et al, 2007, to mention some), alternative Basic Education (ABE) is one mode of Non-Formal Education (NFE). Non-Formal Education is defined as "any organized and sustained educational activity with a specific purpose and provided outside the formal education system" (UNESCO, 1997 as cited in Settu (2002). It is a variety of non-formal educational activity through which individuals acquire the essential knowledge and develop the ability needed to lead life in the society. In most cases, non-formal education programs are meant for those people who are not currently participating in the formal education system or those who could not receive sufficient education in the past.

Alternative Basic Education program as presently practiced in Ethiopia, has a three year cycle and is equivalent to the first cycle of formal basic education (Grade one to four). Under this program, education is provided for both out of school children and adults (MoE, 2002:16). According to Wana (1999:77) cited in Amarech (2007) non-formal primary education (NFPE) programs are aimed at providing education for out of school children or youth that have no access for the formal school program. As the author pointed out, it has a potential to serve gender or regional disparities, addressing specific groups (girls, working children, street children, orphans, refuges, nomads etc).

In most cases non-formal primary education draw experiences from adult educational systems and other community development programs for its flexibility and relevance to its clientele. Furthermore, Berhanu and Ahmed (2002) have also stated that Alternative Basic Education (ABE) as a newly non-formal approach for children's basic education with a primary objective of providing quality basic education to the disadvantaged children in different contexts. From the definitions above it can be concluded that ABE is a foundation for those who are not able to

participate in the formal education system, so as to enable them benefit from alternative educational opportunities designed to meet their basic learning needs such as literacy, numercy and other skills.

Though Alternative Basic Education is a form of NFE which seems to focus on out of school children (AREB: 2003), the program seems to fill gaps which the formal education program could not address. The document pointed out that the program is cost effective and flexible.

With regard to ABE objectives, John Hillard (1993) cited in Amarach (2007:16) has stated broad description of objectives of ABE provision as follows:

1. *Non-formal education is designed to reach the hard to reach people where they live and work. Its objective is to impart knowledge, skills and recreation without removing people from their normal environment and responsibilities;*
2. *Non-formal education can be highly diverse in organization, funding and management. It can emphasize local initiative, self help and innovation of large number of people;*
3. *Non-formal education is designed to play, its own way through increased employment, productivity and social participation, and*
4. *To make learning a national lifelong learning experience compatible with the increase of the individuals and communities for all economic levels in the society.*

2.2 Overview of International Experience in ABE

Countries in the world committed themselves to provide basic education for all children and some countries have achieved the goal that all children have access to basic education (Moulton, 2001:11). The author reported that these countries used various alternative strategies to achieve their objectives. As a result successful alternative strategies have achieved global fame and have been adopted in other countries in the world. In order to examine what can be learned from these countries in the provision of basic education the Bangladish Rural Advancement Committees (BRAC), the Egyptian community school project and the Escuela Nueva program of Colombia are discussed in the following session.

2.2.1 The BRAC Experience

A wealthy of review literature (Ahmed et al, 1993; BRAC, 1997 cited in Ayalew and Girmaw 2002) stated that Bangladesh is a densely populated country with high population growth rate, high poverty and high rate of adult illiteracy. However, in recent years innovative programs of basic education have been initiated in the country to alleviate the problem of illiteracy (Sharafuddin, 2001:1). In order to tackle the problem of illiteracy (Ayalew and Girmaw, 2002) stated that Bangladesh Rural Advancement Committee's (BRAC) non-formal primary education (NFPE) program began in 1985 with 22 experimental schools in rural Bangladesh. According to the authors, the purpose of the program was to provide basic education to rural children who never attended primary schools or who dropped out of formal school. Since its inception, the program was able to provide basic education to more than a million children who previously left the formal primary education system. The program expanded rapidly and by the end of 1997 there were more than 34 thousand BRAC schools throughout Bangladesh. The Major Components of BRAC Program are Teachers, Parents and School community and Schools. These can be treated one by one as follows:

A. The Teachers

As Ayalew and Girmaw (2002) pointed out teachers are generally married adults and 95 percent of them are women who have completed at least nine years of education and live within easy walking distance to school. According to the authors, preference is given to women at least for two reasons:

1) To increase women's employment opportunities, and
2) Parents are more likely to send their children (especially girls) to schools where teachers are women.

B. The Parents and School community

One major feature of BRAC Schools is the presence of active parent involvement in program design. Parents assist BRAC staff in selecting the teachers and setting the school schedule. They also hold meetings after the openings of the schools to discuss their children's progress

attendance etc. Parents pay no fee for schooling. BRAC provides teaching materials for all pupils (Ayalew and Girmaw (2002).

C. The Schools

Today BRAC's non-formal primary education program is by far the largest nongovernmental primary education program in Bangladish. It organizes two types of schools. One is for children aged 8-10 who have never attended school and the other is for those aged 11-16 years old who have dropped out of primary school (sharafudin, 2000 and Ayalew and Girmaw, 2002). The authors further reported features of BRAC schools that can be taken as strong points:

- BRAC schools are located within villages. This is important because parents can keep an eye on their children and parents would not worry about girls.
- BRAC schools are free to the poor. Parents do not incur direct financial costs to the education of their children. Otherwise poor parents would not have been able to send their children to schools

From what has been stated above, the Ethiopian government in general and the Amhara National Regional government in particular can take the best experiences of Bangladesh. These are assigning more female facilitators, learning centers and location of centers should be selected planned, evaluated and monitored with participation of the community and/or parents. The ABE should give chance for children whose ages are 7-14 and for other children who dropped out and/or unable to participate in the formal education system.

2.2.2 The Egyptian Community School Project

Amhara Development Association (ADA) in conjunction with scholars (Ayalew Shibeshi and Girmaw Abebe, 2002) pointed out that low participation rate, high rates of dropout and high gender inequalities in enrollment characterized Egyptian conventional school system. The problem was more sever in rural areas, particularly for girls. To curb this state of affairs the community school project was introduced in 1992 with the support of UNICEF. The Authors further painted out that the objectives of the project was to increase the educational participation of rural children, especially girls.

As a result of this project Egypt was able to increase enrollment rate among rural children. Parallel with the increase of this enrollment, there was also a considerable decrease in dropout rates and absenteeism. The above mentioned authors reported that the curriculum in the community schools is closely related to the day to day lives of the rural population. The flexibility of school schedules is another positive aspect of these community schools. Moreover, there is a good deal of community participation in schools activities. The success of this project, as conceived by Ayalew and Girmaw (2002:24) quoting Wanna (1999) has been attributed to the following factors:

1. Local and international support.
2. Flexibility of class schedule.
3. Clearly stated objectives and targets.
4. Relevance of the curriculum to the beneficiaries..
5. Proximity of the community schools to the residence of beneficiaries.
6. Involvement of the community in the management of school activities.
7. Periodic monitoring and evolutions.

The authors further reported that, the lessons to be learnt from the foregoing experiences of these schools appear to be the following (Ayalew and Girmaw, 2002:24-25):

1. The expansion of primary education in a developing country can alternatively be promoted through a carefully designed cost-effective non-formal education or through innovative strategies within the formal education system.
2. If non-formal education programs are to succeed and have a lasting effect on the lives of students, there is a need to participate parents and the community right from the design of programs to the final stages of implementation.
3. As long as the need becomes the expansion of basic primary education through cost effective means, local primary school graduates can be employed on a temporary basis to serve as teachers paid modest salary provided they are carefully selected and given appropriate training.

4. Periodic supervision of education programs contributes greatly to the possible identification of deficiencies in the programs *and ultimately to their improvement.*

From these distilled points, the writer of this paper felt that the quality of ABE facilitators very much determines the quality of education in the program. This can be achieved when facilitators are motivated to teach and student gets motivated to learn. Moreover, the program should have fertile ground for the disadvantaged section of the population, such as girls, street children, orphans and the like.

2.2.3 The Escuela Nueva Program of Colombia

The Escuela Nueva Program (meaning new school) in Colombia like BRAC model is an innovative strategy intended to improve the relevance and efficiency of rural primary schooling (Wana, 1999:75) cited in Amarech (2007) and (Ayalew and Girmaw, 2002). The authors reported that the program achieved a remarkable success and world wide acceptance. The model characterizes flexible elements suited to rural children and families. The primary goal of the innovation is to seek feasible solution to the persistent problem of access, inequality and poor quality of education in the rural area of Colombia. The program was created to overcome curriculum and administrative deficiencies and encourage students to learn in their own pace, set low cost materials and encourage community participation in school management (Wana, 1999) cited in Amarech (2007).

The Escuela Nueva program as (Ayalew and Girmaw (2002) reported is implemented through a number of reforms which include, among other things, assistant teachers, multi- grade teaching, organization of buildings and class rooms and student leaders are elected to assist teachers in group work, to run the schools in the absence of teachers, to decorate schools etc.

Thus as the authors pointed out the program has been successful in raising the quality of basic education in a cost-effective manner. It has also contributed to increased educational participation and decreased rates of dropout and repetition.

The Escuela Nueva program as it has been observed by educators is the best known model of multi-grade schools. The schools are with one or two teachers per school. In these schools a student does not have to repeat grades or to review materials he/she already knows. Rather he/she moves from grade to grade depending on his/her completion of the minimum standards for the grade (Ayalew and Girmaw, 2002). The author further pointed that, teachers are expected to change their traditional roles of becoming the source of knowledge to being facilitators of knowledge and the managers of learning programs. Teachers, thus assume responsibility for maintaining the learning centers and school library, becoming leaders in their community and organizing community learning programs.

Escuela Nueva is a decentralized program with three administrative levels: the center, the department and the school. At the center is a coordinator with a small team responsible for coordination, the design of policies and strategies and to program evaluation. At the department level there is a committee comprising a coordinator and a team multipliers who act as extension agents to the field (Ayalew and Girmaw, 2002).

At school level, teachers and students jointly carry out the administrative functions. As the above mentioned authors pointed out the central idea of the Escuela Nueva approach is that, the teachers are managers of classroom learning. The students take over these administrative functions and check their own attendance.

In Escuela Nueva school programs , there is a high level of community participation. Teachers are the initiators of the link between the school and the community and have sustainable autonomy in the kind of community activities they initiate. The ministry of education promotes supervision and evaluation of its implementation (Ayalew and Girmaw, 2002) and (Wana, 1999) cited in Amarech, 2007).

2.3 The Importance of Girls' Education

Evidences from cross country studies provide a sound basis for concluding that educating girls provides multiple advantages for households and societies (World Bank 2001, Herz and sperling,

2004) cited in Lewis M. and Marlain L. (2008).The importance of girls' education for economic and social development is well known. Development economists have emphasized the importance of girl's educational attainment in reaching overall goals. Summers (1994) cited in Lewis M. and Marlain L. (2008) noted that investment in girls' education will be the highest return investment available in the developing world.

The social impact of female education is profound. In connection with this, the most important evidence made by Schultz (1994) in Lewis M. and Marlaine L(2008) and Anderson (1992:2) that the role of mothers' education plays a great role in lowering fertility, reducing infant and child mortality and promoting children's education. The same authors further state that, educated girls tend to marry later and they are more likely to plan their families, improving reproductive health and lowering fertility. On average, infant mortality declines 5-10 percent for each year of girl's education.

Scholars (Behrman and Sengupta, 2002; Schultz, 2002; Alderman and King, 1998 in Lewis M. and Marlaine L.(2008) portrayed that maternal education shows universally positive impacts on children's schooling. Children of mothers who had ever attended formal schooling were much more likely to attend school than children of mothers who had not been to school. The same authors state that mothers' educations have a strong impact on girls, particularly where girls' enrollment lags behind that of boys.

As there are several findings in literature, increasing investment in girls and women's education has particular beneficial effects to empower girls and women with in the family and society. If educated girls become mothers they are much more likely to send their children to school. In this regard UNESCO (2003:18) analyzed households of 55 countries and found out that educated mothers were much more better in terms of sending children to schools.

Extensive researches confirm that investing on girls' education provides high returns in terms of maternal and children health, income growth, productivity and sustainable family. In recognition of these benefits, Herz (2004:16) cited in Maureen, Lewis, et al (2008)concludes that there may be no better investment for the development of poor countries than investing on girls' education.

2.4 Gender Inequality in Education

As to dozens of literature, gender is a concept that deals with the roles and relationships between women and men. These roles and relationships are determined by socio-cultural, religious, political and economic factors not by biology (UNESCO, 2003). In other words, gender refers to socially constructed roles and responsibilities assigned between women and men in a given location, which vary widely among societies and cultures and all of which are subject to change overtime (UNESCO, 2002, 2003). In the same way Oxfam GB (2005:17) indicates that the differences and relationships are not determined by biological differences between women and men, but are socially defined and shaped by traditions and beliefs.

In this case, as UNESCO (2003) notes, gender refers not to women but to both women and men and to the interaction between them. According to UNESCO, therefore, gender analysis has to deal with both sexes in relation to each other, not in isolation. Furthermore, an understanding of gender does not imply that all women are alike. These behaviors can be affected by race, ethnicity, age, class, religion, nationality and social rank. These are other factors that may cause significant differences among women themselves and among men as well.

The purpose of looking at gender is not to divide men and women; rather, it draws our attention to those issues that have brought unequal relations and allows us to address these issues with appropriate measures that will help reduce inequality (UNESCO, 2003). According to the report, therefore, to adopt a gender perspective is to differentiate between what is biological and natural and what is learned and socially and culturally constructed. What is socially constructed is relatively transformable but what is biologically determined is relatively un transformable. As the result, there are gender disparities that are not biologically based. They are disparities that arise from the different roles and relationships of women and men. As (UNESCO, 2003) pointed out, therefore, the concept of gender helps us to focus on growth in terms of equitable distribution of benefits between women and men in any field of development including education.

Given the current disparities in education the equal treatment of women and men seems insufficient as a strategy for gender equality. A lot of literatures indicate that in many countries

in Africa, Asia and Latin America the gender disparities in education remain strongly in favor of boys (Lockheed and Verspoor, 1991:148). Despite this, the 1990 Jomtien (Thailand) world education conference as well as Universal Declaration of Human right asserted that "everyone has a right to education". Declaring the goal of basic education for all, especially for girls is the most priority to ensure access to education (WCEFA, 1990). Nevertheless, unexpectedly there were more than 113 million children, 60 percent of whom were girls who have no access to primary education. The problem in developing countries is further more complicated by high dropout rate (EFA, 2006).

Various studies associate the system of education in developing countries with low participation rate of school age children at primary level, high gender disparity and high dropout rates. In this connection, EFA global monitoring report (2006) indicated that from Sub-Saharan African countries Benin is still far from universal net enrollment 59% and 31% for boys and girls respectively since 1990.

The situation in Ethiopia is not much different. Recently, it has been recorded in the education statistics (MoE, 2006/2007:33-34) at national level 20.3% and 19.7% of boys and girls enrolled in grade one have left before reaching grade two respectively. Among these the higher rate is for girls rather than boys and this situation is similar in Amhara Regional State. As Stromquist, (1989) observes the main set of factors explored in the literature as determinants of female enrollment include economic conditions of the household, cultural and religious values, parental aspirations for children's education, distance from home to school and other home and school related factors.

In general, according to World Bank (2000) gender inequality in education remains a challenge constraining the realization of the right to education for boys and girls in most countries of the world. Hence, as the document further pointed out, it is possible to conclude that without removing this problem, education for all cannot be achieved. To make this feasible throughout the education system, changes in attitudes, adequate resources and strong political commitment are required.

Gender parity index (GPI) assesses differences and is ratio of the number of enrolled girls to enrolled boys and level of education based on the grass enrollment ratio (GER). A gender parity index (GPI) of 1 represents 100 girls for every 100 boys in school. If the gender parity index is between 0-1 then, there is a disparity in favour of boys, while a value greater than 1 indicates a disparity in favor of girls. It is sometimes considered that a gender disparity between 0.97 and 1.03 indicates that gender has been attended (the EFA Global, Monitoring Report team, 2003).

In relation to access, gender parity is frequently an important indicator of balanced programs to boost enrollment and participation in education. No nation has been able to achieve comprehensive basic education with out programs that assist girls (MOE, 2008: 27). The document further pointed out that, in a situation of equity between boys and girls enrollment rates, gender parity index is 1, while 0 indicates the highest disparity. That is the parity index is close to 1, there is mare equity between education access for boys and girls.

So, parity index measures the equity between girls and boys. To calculate parity index the data education indicator for girls and education indicator for boys are required.

Method of calculation:

$$\text{Parity index for GER} = \frac{\text{GER for girls}}{\text{GER for boys}}$$

Source: EFA Global Monitoring Report team (2003)

2.5 Student Flow

Brimer and Pauli, (1971:10) pointed out that student flow refers to what extent the objectives set for each grade or each level is met as compared with the results achieved. It is clear that all pupils admitted to the first grade do not complete the cycle with in prescribed minimum period. Some of them dropped out before the end of the cycle and some repeat one or more grades before completing the cycle with the exception of cases where automatic promotions is used. This can be analyzed by calculating the three basic flow rates of students: promotion rate, dropout rate and repetition rate for each grade and different academic years separately for males and females IIEP (2000), Tegegn, (1996), UNESCO, (1972) in Settu, (2002). Thus, promotion

rates, dropout rates and repetition rates are the indicators used to measure the flow of students from grade to grade and from level to level. The focus of this study is, however, on enrollment and drop out rates since there is automatic promotion for ABE students.

2.5.1 Gross Enrollment

The Gross Enrollment Rat (GER) is the specific level of education, regardless of age expressed as percentage of eligible official school age population corresponding to the same level of education in a given school year (UNESCO, 2003). This indicator is mostly used to show the general level of participation in a given level of education and takes in to account both the over aged and under aged pupils (UNESCO, 2003, MOE, 2008).

Gross Enrollment Rate is a crude measure of school coverage. Usually, since it includes under aged and over age pupils GER can be higher than 100 percent and frequently countries attempt to address back log of students interested in attending school but previously unable to because of financial needs, family issues or lack of schools (MOE, 2006/7:22)

UNESCO, (2003) advises that in order to make sustainable progress towards universal access to primary education, a high gross enrollment exceeding 90 percent should be accompanied by a decline in the enrollment of over aged and under aged pupils in order to free places for pupils from the eligible age group.

2.5.2 Drop out

The term dropout is defined as "a pupil who leaves school before the end of the final year of the educational stages in which he/she is enrolled" (Brimer and pauli, 1971:15) and (UNESCO, 1980:13). Accordingly, the definition is much related with the education cycle in which the pupil is enrolled. A pupil leaving school after the completion of a compulsory cycle without going on to the succeeding cycle doesn't constitute dropout (Brimer and pauli, 1971:15). The authors further explained that these pupils who cannot proceed to the next cycle cannot be termed dropouts. In terms of internal efficiency of their school system, they would be 'leavers' but not 'premature leavers'. On the other hand to dropout before completing the final grade of a given cycle or stage is considered as wastage because, the pupil has not achieved the educational

objectives of the cycle or the stage and they are much more likely to relapse in to illiteracy than those who complete the cycle (Brimer and Pauli, 1971:16). Various studies indicate that higher dropout rates are registered in the first grades, especially in the developing countries (in the African counties, South East Asia and Latin America) World Bank (1990) and Brimer and Pauli, (1971). The reports also pointed that the dropping out rates are higher among girls in rural schools in the regions mentioned above. Similarly, recent reports (MoE, 1998, USAID, 1993, Tegegn, 1998) cited in Habtamu (2002) show that the dropout rate is very large at primary school level in Ethiopia.

2.6 Determinants of Alternative Basic Education Program

Equitable access and high rates of dropping out have been identified by many researchers as major determinants that negatively affect Alternative Basic Education Programs. For example, Shiundu (1999) cited in Settu (2002) classified the factors in to four categories: school factors, out of school factors, combination of school and out of school factors and student personnel factors. Similarly, Habtamu (2002) also grouped into socio-economic, school related, family and community related etc factors. The same to this, Brimer and Pauli, (1971) classified as internal and external factors. These researchers further assured that the aforementioned factors are interdependent and interrelated. Therefore, it is believed that the above mentioned points are subsumed under parents' education background, economic conditions of household, socio-cultural challenges, school related factors (teachers) community and parent participation and distance between homes to school.

2.6.1 Economic Conditions of Household

Anderson (1988) cited in Lockheed and Verspoor (1991:150) reported that children from poor families in all countries are less likely to enroll in schools and more probably to drop out than children from well to do families. The authors further reported that families pay for education of their children both directly and indirectly. Direct pays include expenditure on books, school uniforms and lunches. Indirect or opportunity costs include the household labor not done or income not earned by children in school (Lockheed and Verspoor, 1991). Similarly, World Bank (1997:114) reported that children from well to do families are more likely to be enrolled in

schools than those children from poor families. For instance, Evans (1981) cited in Lockheed and Verspoor (1991) states that in Nepal and in India in the richest of 10 percent of the families, the rates of enrollment exceeded those of the poorest 10 percent by 50 to 100 percent. In Cote d'voire the enrollment rate of the wealthiest 20 percent was 64 percent, whereas that of the poorest 20 percent of the school age population was 33 percent Glewwe (1988) in Lockheep and Verspoor (1991).

Children in poor families, their labor is often critical to the income or survival of the family in rural areas (Stromquist 1989:150) and(Lockheed and Verspoor 1991:152). According to other authors report in several developing countries, poor rural girls seldom participate in school. This is because they must fetch water, prepare food, gather wood, keep younger children and perform other important domestic work (Nayana, 1985; Nyikana, 1982; Toledo, Clavijo and de Hernadez, 1980; UNESCO 1979; Yeoman 1985) cited in Stromquist, (1989:150). These children from poor families often leave school and become dropouts, because they must help their parents. On the other hand, the higher income of the family, the greater the desire of parents for their children's education (Stromquist, 1989:152).

2.6.2 Socio-cultural challenges

Socio-cultural challenges are other determinants to achieve the goals of Education for All (UNESCO, 2003). The cultural perception of the community for girl's education is less inclined. The traditional society's preference for boys' education restricts girls' ability to access formal education systems (Kingdom, 1997). Those impending factors on girl's education include early marriage, sexual harassment, and the need for girl's labor, traditional cultural perceptions (Stromquist, 1989). Girls are more likely to leave school when there is illness in the family. A study of some 1,808 dropouts in Egypt depicted that 13 percent of the girls identified illness in the family as a reason for leaving school compared with 7 percent of boys (Harltey and Swanson, 1984) in Stromquist, (1989:151).In connection to this, the World Bank policy paper (1990) shows that low income countries due to high dropout rates less than two thirds of those who enrolled in primary school complete the entire cycle.

The Ethiopia's case is by no means an exception. The education system is confronted by different problems among which dropout of students from school is the one. This has been clearly stated in the education and training policy (MOE, 1994:3) as "the gross participation rate of primary education is below 22 percent of relevant age cohort of these a large number of discontinuous and relapse to illiteracy". The research findings of various studies agree with this policy statement. For instance, Mulugeta and Amanual (2002) in Habtamu (2002) indicates the main variables that are affecting the demand of schooling as: poor economic situation of the country, the need for child labor by parents, poor quality of education, lack of stationary materials, unqualified teachers, long distance between schools and home, rapid population growth, poor understanding of un educated .

Furthermore, Tilaye (1999) has also reported that from those who entered grade one (1976/77-1993/94) the proportion of students who survived up to grade 12 was unlikely to exceed 12 percent. More recently it has been recorded in the education statistics annual abstract for the year (2006/7) (MOE, 2008:3) at national level 20.1 percent of the pupils enrolled in grade one has left school before reaching grade two. In the same period in Amhara Region 17.79 percent of pupils enrolled in grade one have also left school before reaching grade two (AREB, 2008:52). Thus the above evidences appear to indicate that the enrollment and the dropout rates are school problems in the education system of the developing countries because of the poor economic conditions and the socio-cultural challenges of the families in particular and the society in general.

2.6.3 Parents Education Background

Brimer and Pauli (1971) proclaimed that parental educational background is likely to shape children's attitude towards education. Children of educated parents have the chance of access to education and completing it. The authors further pointed out that those well educated parents involve more in school affairs and encourage their children better than those who are less educated. Since educated parents recognize the value of education, it is expected that their children perform well in school. This idea has been confirmed that the educational level of parents is a significant determinant of enrollment, persistence and performance. In this regard (Magland, 1994) cited in Tilaye (1999) reported that parental education affects school enrollment and years of schooling for their children positively and significantly. Similarly Hyde (1989)

pointed out that educated parents are more likely to send their children to school and keep them longer time in school than uneducated parents. Stromquist (1989:152) also states, "the higher the education of parents, the greater their tendency to favor education for both their daughters and sons".

According to Brimer and Pauli (1971:96) a major contributing variable to the isolation of the school from the community is low level of education of parents. Where parents have not themselves been in school and remain illiterate, there is no basis on which the school can anticipate any understanding of its aims or activities. Illiterate parents are less able to access the benefits of schooling for their children, especially their daughters. (ibid) added that if one has never been to school, it is difficult to understand why continuity in attendance should be important.

In brief terms, if parent's participation in their children's education and school affairs is very high and continuous, students' performance would be better and school efficiency would be higher. As it is discussed above, parents who are illiterate do not seem to participate actively in the school affairs as they could not understand the school objectives properly. Thus, there would be little support or no support provided for the child. If the support is low, the child will likely dropout or may not get access to education at all.

2.6.4 Teachers related factors

Teachers are central from all the human resources at school level as they are directly involved in the teaching learning process. So, the quality and the quantity of teachers available in the schools or centers affect the learning out come. Schools cannot operate without teachers; however, shortages of teachers are common in rural areas (Lockheed and Verspoor, 1991:155).

Schools with motivated, interested, experienced and better qualified teachers may increase enrollment and lower dropout rates of students. In recognizing this idea, many researchers agree that teachers' lower interest or negative attitude towards their profession might be one of the variables that contribute to lesser enrollment and higher rates of dropout which affect the efficiency of the school (Tekeste, 1990) and (Taddesse, 1974) in Tilaye, (1999). The authors

further pointed out the evidence of our country that the assignment of untrained, de-motivated and less experienced teachers aggravate rates of dropout and this is a prevalent problem in rural schools.

According to the World Bank report (1990) the causes of low motivation of teachers are low salaries, poor working conditions, weak support and supervisory service. Low motivation and lack of interest affect the quality of teaching, the relationship between teachers and students which result low achievement of pupils and high dropout rates (World Bank, 1990).

Incentives are needed to encourage and motivate teachers especially females. Increasing the supply of female teachers is an important strategy for the access of girls to schools. For instance, in India a rural community recruited female secondary graduates to teach classes which significantly decreased the dropout rate of children especially girls (Chamie, 1983) in Lockheed and Verspoor, (1991:155). The authors further pointed out that a special program in Nepal to increase the attendance of girls provided free tuition, stipends and incentives that permitted rural women to function as teachers (UNESCO, 1984) in Lockheed and Verspoor, (1991). The other possible solutions include multiple shifts and incentives are believed to be encouraging especially for female teachers

2.6.5 Community Participation in Education

Education takes place not only in schools but also within families, communities and society (World Bank, 1997). The report indicated that the various degrees of responsibilities taken by each group none can be the sole agent to take 100 percent responsibility for educating children. Parents and families cannot be the only group of people for children's education. Communities in particular and the society in general must support parents and families in the upbringings and educating of their children. Accordingly, it is important to attempt to develop partnership between parents, schools and communities.

Many research studies have identified various ways of community participation in education. Heneveld and Craig (1996) recognized parent and community support as one of the key factors

to determine school effectiveness in Sub-Saharan Africa. The author identifies five categories of parent and community support that are relevant to the region:

1. Children come to school prepared to learn
2. The community provides financial and material support to the school
3. Communication between the school, parents and community is frequent
4. The community has a meaningful role in school governance
5. Community members and parents assist with instruction.

As there are ample evidences the community participation in education results in quantitative and qualitative improvement of schooling, Anderson (1992:28) reported that community support for schools and teacher/community interaction make education more effective. The author further stated that programs to provide educational opportunity to hard to reach groups are far more likely to succeed when parents and community are actively participated. Similarly Nielsen and Cummings (1997) pointed out that when there is community and parent support children attend regularly and are interested in their learning. More over when there is community and parent support schools are able to achieve their objectives.

It seems true that schools cannot make significant improvement without the support and active participation of the community. In this regard, Menge and others (1953:13) stated that in many countries schools which have relatively little contact with the community were unable to make remarkable advances. Consistent with the above, Anderson (1992:28), Nielsen and Cummings (1997:34), community involvement can improve education in some of the following ways:

- Ensuring students' regular attendance and completion.
- Cultivate an environment supportive of school program.
- Raising money for schools.
- Boosting morale of school staff.
- Ensure all students have adequate study place.
- Identify and help students with problems
- Adequate enrollment and education benefit
- Constructing, repairing and improving school facilities.

- Contributing in labor, materials, land and funds.
- Recruiting assistant or regular teachers.
- Make decisions about school location and time schedules.
- Help students with family emergencies.
- Monitoring and follow up on teacher attendance and performance.
- Forming village education committees to manage schools.
- Actively attending school meeting s to learn about children's learning progress and class room behavior
- Helping children with studying.
- Advocating and promoting girls' education.
- Scheduling school calendars
- Identifying factors contributing to educational problems (low enrollment, high repetition and dropout).

2.6.6 Community Mobilization and Advocacy in Ethiopia

Since the introduction of modern education in Ethiopia, the provision of education was confined to the sole responsibility of the government. The situation has been, however, changed these days in that the community has started to support and manage schools. The community is building new schools and establishing ABECs based on volunteerism (ESDP II; 2003/4, ESDP III 2004/5).

The community contributes local materials, labor and cash for the construction of schools and/or ABECs. Moreover, the community members have to participate in parent-teacher associations and/or center management committees (CMC) in the day to day activities of schools and ABE centers. These include planning, organizing, monitoring and evaluating the whole lot of the school processes. Such participation is crucial to reduce dropout rates and increase enrollment rate. It is also advisable to make schools and/or centers to be friendly especially for girls (ESDP III, 2004/05).According to (ESDP III, 2004/05), the ABECs will also serve as an important place for meetings and adult learning, which in turn would create collaboration between facilitators,

parents and students. This also creates shared goals, ideas and high level of community participation in the implementation of the programs (ESDP III, 2004/05).

2.6.7 Distance between Home and School

Distance between home and school is a critical factor in determining whether or not children, especially girls, attend school (Lockheed and Verspoor, 1991:146). The authors state that the single most important determinant of enrollment is the proximity of a school to primary school age children. Since schools in urban areas are available and accessible, urban children are more likely to attend school than rural children. According to these scholars (Maglad, 1994; Cammish and Brock, 1994; Deble, 1980, cited in Tilaye ,1999) enrollment and dropout rates are decidedly worse in rural than urban. This is because the geographical location of schools has a great impact on children's chance of going to school and staying there.

Moreover, as several research findings indicate that the distance between home and school has significant part in the learning condition of children. This has a negative impact on children. In this regard, Tilaye (1999) recognized that, as it is not fair to expect that a child who walks for one or two hours a day will follow his/her lesson regularly and effectively. The author further pointed out that fatigue, thirst and hunger are dominant and these deter his/her active attendance in the class.

Habtamu (2002) identifies the following determinant of enrollment and dropout.

- Parents wanting child's labor for household and farm chores;
- Schools being too far from children's home (tiresome, risk on the way etc.);
- Poor health of the child (missing classes and then quitting);
- Rough school environment (beating, harassment etc.);
- Poor attitude of parents and the community about education (giving less value to education);
- Early marriage
- Unqualified and/or unmotivated teachers and school administrators;
- Inability to cope with home work in addition to household chores;

- Family breakdown, divorce and absence of peaceful conditions in the family;
- Claiming that education is not vital for life;
- Lack of support with students' academic difficulties (studying, homework, etc.), and
- Regular absenteeism from school due to illness, being late, busy at household chores, etc.) and then dropout from school.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Research Design

Survey methods could be adapted to collect generalizable information from almost any known human population Selltiz et al., (1959) cited in Metalign, (2005). Survey design provides quantitative or numerical description of trends, attitudes or opinions of a population by studying a sample of it (Creswell, 2003: 153). Survey methods are extremely efficient in terms of providing large amounts of data at relatively low cost in a short period of time, and has come to be virtually synonymous with social scientific methodology (Smith, 1975 cited in Metalign, 2005). Accordingly, the type of research design appropriate for the study is survey design.

3.2 Source of Data

The source of data for the research consists of both primary and secondary. Primary data was collected through questionnaire, key informant interview, observation and focus group discussion. Survey interview was conducted with 180 ABE students; questionnaire was filled by 58 facilitators and 12 supervisors, focus group discussion was held with 140 Center Management Committee (CMC) members using the formal administrative channels and key informant interview was held with 8 officials and professionals.

Secondary data source used for the study includes data from the Ministry of Education, Amhara National Regional State (ANRS) Education Bureau, West Gojjam Zone Department of Education, Mecha *Woreda* Education Office and Alternative Basic Education Centers. Professional literature, research publications and journals were also important sources of secondary data.

3.3 Samples, Sample Size and Sampling Technique

3.3.1 Alternative Basic Education Students

There are 15 *Woredas* in West Gojjam administrative zone of Amhara National Regional State, of which Mecha *Woreda*, the woreda with the largest (100) governmental ABE learning centers, was selected. The research was conducted in randomly selected 20 learning centers, which is 20

percent of the population. In this study Alternative Basic Education students were the main respondents. A total of 180 Alternative Basic Education students, (9 from each sample learning center) were selected.

Survey sampling has two goals: providing unbiased samples and sample estimates with the smallest sampling error. The solution to the problem of bias and sampling error is probability sampling (David, 1995). Accordingly the method of sampling applied in this research was random sampling, which ensured sampling units equal chance of being included, and hence representativeness. Selection of the respondents was carried out by employing simple random sampling technique.

3.3.2 ABE Facilitators and Supervisors

There are 58 facilitators in the selected sample learning centers and 12 supervisors in Mecha *Woreda*. Since size of facilitators and supervisors was manageable, all of them were included in the study.

3.3.3 ABE Center Management Committee (CMC) members

There are 140 CMC members (7 CMC members in each sample learning centers). Since size of CMC members was manageable, all of them were included using formal administrative channels for the focus group discussion.

3.3.4 Key Informants

People with adequate knowledge and experience in ABE were selected for key informant interview. Key informants include:

- Team leader of Adult and Non-Formal Education (AREB);
- Expert of Adult and Non-Formal Education (AREB);
- Deputy Head of West Gojjam Zone Department of Education;

- Team leader of Formal Education of West Gojjam Zone Department of Education;
- Expert of Adult and Non-Formal Education , West Gojjam Zone Department of Education;
- Deputy Head of Mecha Woreda Ofiice of Education;
- Head of Adult and Non-Formal Education Desk, Mecha *Woreda* Ofiice of Education, and
- Expert of Adult and Non-Formal Education, Mecha *Woreda* Ofiice of Education.

3.4 Data Collection Instruments

Appropriate questionnaire and checklists were prepared to collect data. Respondents must be told what the research is all about in the language that they can understand. Respondents in this study are speakers of *Amharic*. Therefore, the questionnaire was translated into the language. Doing so was very important for it enabled the respondents to easily understand the questionnaire and express their ideas comfortably.

Stacey (1969 cited in Metalign, 2005) pointed out that the principal application of interview in social science is its use for the purpose of making people talk about themselves. Interview enables to ascertain both subjective and objective facts (Mayntz et al., 1976). For interview of large number of the population, including persons of varying levels of literacy, it is probably most satisfactory and certainly most common to use the personal face-to-face interview (ibid). Furthermore, response rate and flexibility in face-to-face interview is too high to extract more information. Given the aforementioned merits, face-to-face interview was the preferred instrument to collect data from Alternative Basic Education students, key informants and focus group discussants.

Interviewers are those up on whom the most important task of collecting data rests. Therefore, care was taken in their recruitment. Twelve enumerators who are professionally competent were selected amongst supervisors and staff of Mecha *Woreda* Office of Education. They were given one day training about the objectives of the research, detailed contents of the questionnaire and checklists, how to approach respondents and how to record responses.

3.5 Pilot Testing

Pilot testing was undertaken so as to validate research instruments. Prior to the pilot testing, data collection instruments were submitted for comment to the research advisor, three colleagues and two experts who have ample experience on adult and non-formal education in ANRS Education Bureau.

The pilot testing was carried out in two ABE learning centers of Bahir Dar Zuria *Woreda*, which is neighbour to the research site, Mecha *Woreda*. The data collection instruments were administered to 5 facilitators, 5 supervisors and 10 ABE students.

Having completed the interview and collected the completed questionnaires, critical review was undertaken so as to check whether or not the questionnaire suffers from problems of ambiguity, instruction, wording, sentence construction, time requirement etc. Accordingly, the following problems were encountered in the pilot test.

- Some respondents misunderstood the instruction. For instance, there was statement which reads "No need of writing name." Because of this problem some of the respondents did not write the name of the learning centers. So, it was corrected as "No need of writing your name."
- Some words and phrases were also refined and corrected based on the feedback from the pilot test.
- Re-ordering of items were also made to relate items which have similar concept.
- The instrument prepared for ABE students was originally in a questionnaire format. However, most of them were found unable to read and write well. This called for the need to shift from questionnaire into schedule. Accordingly, the data collection instrument to be used with ABE students was decided to be structured interview instead of questionnaire.

To determine the internal consistency of data collection instruments Cronbach Alpha method was employed. Accordingly, the reliability was found to be 0.81 and 0.85 on 10 ABE students

and 10 (facilitators and supervisors) respectively. Their content validity was also established through the consultation of experts in the field.

3.6 Data Analysis

The data collected in the field and the secondary data obtained from various sources were tallied counted and analyzed in tune with objective of the study. Triangulation of data source has a number of advantages that no single source could have. Carvalho and White (1997) cited in Metalign (2005) pointed out that integrating methodologies help in implementing better measurements, confirming, enriching, merging and explaining the findings resulting in better analysis. White (2002) also indicates that using quantitative and qualitative approaches together yields synergy. Therefore, the study employed both qualitative and quantitative methods.

To supplement the data collected through questionnaires, qualitative information was collected through focus group discussions and key informant interviews. Findings from the primary and secondary data were compared and contrasted with the findings of focus group discussion and key informant interviews.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Brief Description of the Study Area

Amhara National Regional State is located between 8^0 45' N and 13^0 45' N latitude and 35^0 46' E and 40^0 25' E longitude. It shares boundaries with Afar National Regional State in the East, Tigray National Regional State in the North, the Republic of Sudan and Benishangul Gumuz National Regional State in the West and Oromia National Regional State in the South. With an area of 157,076.74 km^2, which covers 14 percent of the country, and population of about 18.6 million, which covers a quarter of the country's population, the region is the second biggest and most populous region in the country.

The study area, Mecha *Woreda*, is found in the West Gojjam Zone administration of Amhara National Regional State. The *Woreda* shares boundaries with Yilmana Densa *Woreda* in the East, Achefer *Woreda* in the West, Bahir Dar town and Bahir Dar Zuria *Woreda* in the North and Sekela *Woreda* and Fagita Lacoma *Woreda* in the South. According to the *Woreda's* Office of Finance and Economic Development, the total area of the *Woreda* is 1560.27 km^2, of which 80 percent is *Kolla* (low land) and 20 percent is *Woina dega* (mid altitude). It comprises of 4 urban *Kebeles* and 39 *Peasant Associations (PAs)*. Altitude of the area ranges from 1,800 meters above sea level in the lowlands to about 2500 meters in the mid altitude.

The total population of the *Woreda* is 364,336 of which 92.4 % are in the rural and 7.6 percent are in urban areas. The rural population of 336,700 constitutes 50.9 % male and 49.1% female. The urban population is about 27,636 of which 42.8 % are males and 57.2 % females.

The *Woreda* has uni-modal rainfall pattern, which occurs from July to September. The mean annual temperature and rainfall ranges from 24 to 27^0c and 1,500 to 2400 mm respectively. Of the total area, land under cultivation, grazing and forest and bush account for 44.64, 9.24 and 11.28 percent respectively. While settlement area and rugged terrain comprise 5.36 and 19.02 percent respectively, others account for 11.46 percent. Agriculture is the main source of livelihood and small-scale farmers, who are thriving for subsistence practicing mixed farming, dominate the sector.

With regard to school infrastructure, in the *Woreda* there are 80 primary schools, 1 general secondary school (grade 9 to 10), 1 preparatory school (grade 11-12) and 100 Alternative Basic Education Centers. The *Woreda* has no pre-school and technical and vocational schools. Concerning the performance of primary education in the woreda, the gross enrollment is 94.02%.The dropout rate is 5.7% (6.56% male, 4.86% female) west Gojjam education department report (2001 E.C).

4.2 Characteristics of Respondents

Respondents of this research were 180 ABE students; 12 CRC supervisors and 58 facilitators. Characteristics of these respondents are depicted in table 1 and 2.

Table-1: Characteristics of Facilitators and Supervisors

No.	*Characteristics*		*Respondents*					
			Facilitators		*Supervisors*		*Total*	
			No. of Respondents	*%*	*No. of Respondents*	*%*	*No. of Respondents*	*%*
1	Sex	Men	20	34.5	11	91.7	31	44.3
		Women	38	65.5	1	8.3	39	55.7
		Total	***58***	***100***	***12***	***100***	***70***	***100***
2	Age	Below 20 years	-	-	-	-	-	-
		20-25 years	51	87.9	-	-	51	72.9
		26-31	5	8.6	1	8.3	6	8.6
		32-37	2	3.5	6	50.0	8	11.4
		38-43	-	-	3	25.0	3	4.3
		44 and above years	-	-	2	16.7	2	2.8
		Total	***58***	***100***	***12***	***100***	***70***	***100***
3	Educationa l status	Below 10/12 grade	-	-	-	-	-	-
		10/12 complete	-	-	-	-	-	-
		Certificate (TTI)	58	100	-	-	58	82.9
		Diploma	-	-	12	100	12	17.1
		Degree	-	-	-	-	-	-
		Total	***58***	***100***	***12***	***100***	***70***	***100***
4	Work experience on present job	1-5 years	58	100	-	-	58	82.9
		6-10 years	-	-	8	66.7	8	11.4
		11-15	-	-	4	33.3	4	5.7
		16-20	-	-	-	-	-	-
		21 and above	-	-	-	-	-	-
		Total	***58***	***100***	***12***	***100***	***70***	***100***

As depicted in Table-1, of a total of 58 facilitators, 20 of them (34.5 percent) were found to be men and 38 (65.5 percent) women. This was found to be consistent with Chamie (1983) cited in Lockheep and Verspoor, (1991: 155) and Nelly P. Stromquist, (1989: 155; 163) who stress the importance of increasing supply of women teachers as an important strategy in terms of improving access to girls and preventing children's dropout.

The proportion of women serving at supervisory level was found to be too low (only 8.3 percent). Although women were pretty well represented as facilitators, they were found under-represented at supervisory level. This shows that gender disparity was wider in the position of CRC supervisors, and hence women were found to be disadvantaged in the educational leadership as a result of which girls lack role model.

With regard to age structure, the vast majority (87.9 percent) of the facilitators were found to be in the age range of 20 to 25. Those in the age range of 26 to 31 and 32 to 37 accounted for 8.6 and 3.5 percent respectively. Of a total of 12 supervisors, 50 percent were found to fall in the age range of 32 to 37. While the age range of 26 to 31 and 38 to 43 accounted for 8.3 and 25 percent respectively, the age range of 44 and above constitute 16.7 percent.

Though the minimum requirement to qualify for the position, ABE facilitator, is 10^{th} grade complete, all of the facilitators were found to have certificate in Teacher Training Institutes (TTI). This was found to be consistent with Tekeste (1990) and Taddesse (1974) cited in Tilaye (1999) who argue that schools with qualified teachers are in a better position to increase enrollment and lower dropout rates. As per the minimum requirement set by AREB, all of the supervisors are graduates at diploma level.

With regard to work experience, all of the facilitators were found to have served in this position for a period of 1 to 5 years. While 66.7 percent of the supervisors were found to have served for a period of 6 to 10 years, 33.3 percent served for a period of 11 to 15 years. Supervisors were found to have more experience than facilitators. Result of focus group discussion and key informants revealed that this is attributed partly to the shift of facilitators into the formal education system and resignation of facilitators because of unattractive salary scale for serving in

remote rural areas. This was found to be consistent with the World Bank (1990) which argues that low salary and poor working conditions are amongst the causes of low motivated teachers. This in turn affects the quality of teaching as well as the relationship between teachers and students ending up in low achievement of students and high dropout rates (ibid).

Table-2: Characteristics of ABE Student respondents

No.	*Characteristics*		*Levels of ABE*						*Total*	
			Level one		*Level two*		*Level three*			
			No. of Respondents	*%*	*No. of Respondents*	*%*	*No. of Respondents*	*%*	*No. of Respondents*	*%*
1	Sex	Male	30	50	30	50	30	50	90	50
		Female	30	50	30	50	30	50	90	50
		Total	***60***	***100***	***60***	***100***	***60***	***100***	***180***	***100***
2	Age	Below 7 years	10	16.7	-	-	-	-	10	5.60
		7-10	37	61.7	25	41.7	19	31.7	81	45.0
		11-14	8	13.3	31	51.6	39	65.0	78	43.3
		15-18	5	8.3	4	6.7	2	3.3	11	6.1
		Total	60	10 0	60	100	60	100	180	100

As portrayed in Table-2 a total of 180 ABE students (90 males and 90 females) were interviewed for the study. Sixty ABE students were interviewed from each level of which 50 percent were females. While the majority of respondents in level one (61.7 percent) were in the age range of 7 to 10, 16.7, 13.3 and 8.3 were found to be in the range of less than 7 years, 11 to 14 and 15 to 18 years respectively. In level two, the majority of the respondents belong to the age range of 11 to 14 and 7 to 10 years (51.6 and 41.7 percent) respectively. Age ranges of 11 to 14 and 7 to 10 years accounted for 65 and 31.7 percent of the respondents in level three.

Despite that the official age for level one and/or for grade one is seven years (MoE: 2008:34, AREB, 2003:8). The maximum age level to enroll in level three in ABE centers was found to be fourteen. About 16.7 percent of level one students were found to be less than seven years and 8.3 percent were above the age limit (14 years), which was found to be unusual compared with the official age for level one. About 6.7 and 3.3 percent of level two and level three students respectively were also found to be above the age limit of 14, attending in levels in which they were not supposed to be. This, according to focus group discussants was linked with the demand

of parents for child labor in their subsistence agriculture. Key informants say the reason for some parents to send under-age children into ABE centers was simply to pretend as if they were complying with the government's policy of education for all.

Table-3: Parents' Educational Status and Occupation as rated by ABE students

No.	*Characteristics*		*No. of Respondents*	*%*
1	Occupation of parents	Farming	163	90.5
		Business	7	3.9
		Others	10	5.6
		Total	***180***	***100***
2	Educational status of respondents' mothers	Illiterate	81	77.9
		Grade 1-6	15	14.4
		Grade 7-12	8	7.7
		Total	***104***	***100***
3	Educational status of respondents' fathers	Illiterate	61	80.3
		Grade 1-6	10	13.1
		Grade 7-12	5	6.6
		Total	***76***	***100***

As portrayed in Table-3, farming was found to be the sole occupation for 90.5 percent of parents of ABE student respondents. While parents engaged in business accounted for only 3.9 percent, parents in other occupations constitute 5.6 percent.

Just like many rural areas of Ethiopia, the literacy level of respondents' parents was found to be too low. About 77.9 percent of mothers and 80.3 percent of fathers were found to be illiterate. Parents that reached the level of grade 1 to 6 and 7 to 12 were found to be few. While 14.4 percent of mothers and 13.1 percent of fathers were found to reach the level of grade 1 to 6, only 7.7 percent of mothers and 6.6 percent of fathers managed to reach the level of grade 7 to 12.

4.3 Trend Analysis of Gross Enrollment

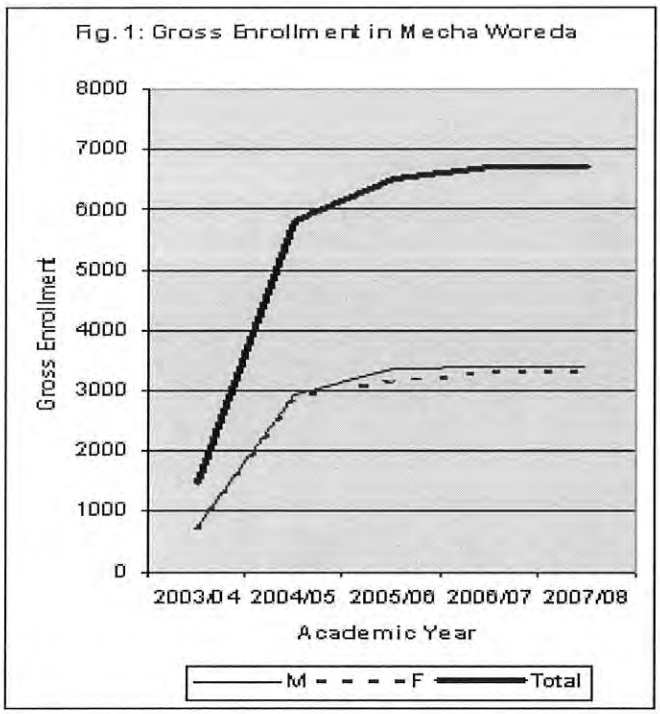
Table-4: Trends of enrollment and gender parity in ABE

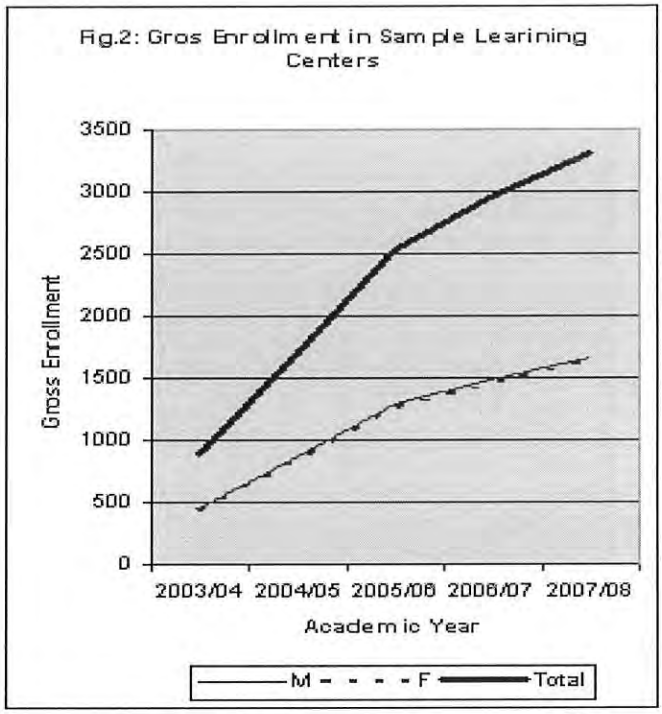
Academic Year	*In Mecha Woreda*						*In the Sample Learning Centers*					
	Sex of ABE students				*Total*	*GPI*	*Sex of ABE students*				*Total*	*GPI*
	M	*%*	*F*	*%*			*M*	*%*	*F*	*%*		
2003/04	755	51.5	710	48.5	1465	0.94	458	51.2	436	48.8	894	0.95
2004/05	2931	50.6	2862	49.4	5793	0.97	874	51.1	836	48.9	1710	0.96
2005/06	3348	51.5	3148	48.5	6496	0.94	1283	50.6	1255	49.4	2538	0.98
2006/07	3399	50.9	3279	49.1	6678	0.96	1487	50.5	1458	49.5	2945	0.98
2007/08	3389	50.7	3294	49.3	6683	0.97	1660	50.4	1636	49.6	3296	0.99

Source: *Computed from Annual Educational statistics and reports of west Gojjam education department and Mecha Woreda education office.*

As depicted in Table 4, gross enrollment of Mecha *Woreda*, which stood at 1465 for all levels (levels 1 to 3) in 2003/04 increased to 6683, in 2007/08, which corresponds to a relative growth of 356.2 percent. It showed an increasing trend in successive years since 2003/04. The gross enrollment for boys and girls, which were only 755 and 710 in 2003/04 reached 3389 and 3294 in 2007/08 respectively. This is an increase of 348.9% and 363.9% respectively.

The increase in gross enrollment holds true also in the sample learning centers. Accordingly, the gross enrollment, which was 894 in 2003/04 increased to 3296 in 2007/08, which corresponds to a relative growth of 268.7 percent. The gross enrollment for males and females in the sample learning centers, which were only 458 and 436 in 2003/ 04 grew to 1660 and 1636 in 2007/08 demonstrating growth of 262.4 and 275.2 percent respectively. Gross enrollment trend of the *Woreda* and sample learning centers is depicted in fig. 1 and 2.





Though there were some fluctuations, gender parity in gross enrollment of Mecha *Woreda* grew from 0.94 in 2003/04 to 0.97 in 2007/08. In the sample learning centers, gender parity grew from 0.95 in 2003/04 to 0.96 in 2004/05, stagnated at 0.98 for two successive academic years and grew by 0.01 in 2007/08. Gender disparity in gross enrollment demonstrated declining trend and was found to be very close to the index value of 1.0, which is considered as perfect parity level.

Table-5: Gross Enrollment and Gender Parity in ABE from the Sample Learning Centers by level of ABE

Academic Year	*Levels of ABE*												*Total*			
	Level One				*Level Two*				*Level Three*							
	M	*F*	*Total*	*% of F*	*M*	*F*	*Total*	*% of F*	*M*	*F*	*Total*	*% of F*	*M*	*F*	*Total*	*% of F*
2003/4	458	436	894	48.8	*	*	*	*	*	*	*	*	458	436	894	48.8
2004/5	489	465	954	48.7	385	371	756	49.1	*	*	*	*	874	836	1710	48.9
2005/6	529	509	1038	49	424	419	843	49.7	330	327	657	49.8	1283	1255	2538	49.4
2006/7	626	604	1230	49.1	473	467	940	49.7	388	387	775	49.9	1487	1458	2945	49.5
2007/8	649	635	1284	49.6	573	562	1135	49.5	438	439	877	50.1	1660	1636	3296	49.7

Source: *Computed from Mecha Woreda ABE Enrollment Statistics from Year 2003/04-2007/08*

* *The programme did not reach level two and three.*

As portrayed in Table-5 gross enrollment for both sexes and for all levels showed an increasing trend. In level one it grew from 458 and 436 in 2003/04 to 649 and 635 in 2007/08 for male and female students respectively. This corresponds to a relative growth of 41.7 % and 45.6 % respectively.

In level two, gross enrollment which stood at 385 and 371 in 2003/04 reached at 573 and 562 in 2007/08 demonstrating a relative growth of 48.8% for male students and 51.5% for female students. Gross enrollment in level three also grew from 330 and 327 in 2005/06 to 438 and 439 in 2007/08 for male and female respectively. This demonstrates a relative growth of 32.7 percent for male students and 34.3 percent for female students respectively.

The increase in gross enrollment according to focus group discussants and key informant interview was largely attributed to the establishment of ABE learning centers closer to villages, where communities live and the extensive awareness creation program carried out by the local government. Consistent with this, one key informant says "parents send their school aged children into school because education pays."

Of the gross enrollment, female students constitute 48.8 and 49.6 percent in level one in the academic years 2003/04 and 2007/08, 49.1 and 49.5 percent in level two for 2004/05 and 2007/08 and 49.8 and 50.1 percent for level three in 2005/06 and 2007/08 respectively. According to UNISCO 2003 definition of GPI, below 0.80, 0.80-0.94, 0.95-0.96 and 0.97-1.0 depicts far from GPI, intermediate, close to GPI and goal achieved respectively. Contrary to most Africa n countries (Stroumquest 1989: pp 148), where gender disparity in education remains strong, gender disparity in the study area was found to be 0.99 which is narrow (refer table-4). According to focus group discussants establishment of ABE learning centers closer to the villages, awareness creation programs from the local government on the benefits of education and sensitization of the community against harmful traditional practices on women were amongst the major factors contributing towards gender parity in education. In line with this a key informant interviewee depicts "these days, many parents send their school aged daughters to schools thinking that educating girls is educating a family." However key informants also say "there are few parents who are not willing to send their daughters seeking their labour and/or arranging for early marriage. Such parents wait for the local government to compel them to send their daughters in to the learning centers."

4.4 Trend Analysis of Dropout

Table-6: Dropout Trends and gender disparity in ABE

Academic Year	*In Mecha Woreda*						*In the Sample Learning Centers*					
	Sex of ABE students				*Total*	*%*	*Sex of ABE students*				*Total*	*%*
	M	*%*	*F*	*%*			*M*	*%*	*F*	*%*		
2003/04	109	14.4	93	13.09	202	13.8	73	15.9	65	14.9	138	15.4
2004/05	345	11.8	321	11.2	666	11.5	120	13.7	90	10.8	210	12.3
2005/06	345	10.3	307	9.7	652	10.03	140	10.9	121	9.6	261	10.3
2006/07	320	9.4	274	8.4	594	8.9	121	8.1	99	6.8	220	7.5
2007/08	310	9.1	289	8.7	599	8.9	134	8.1	123	7.5	257	7.8

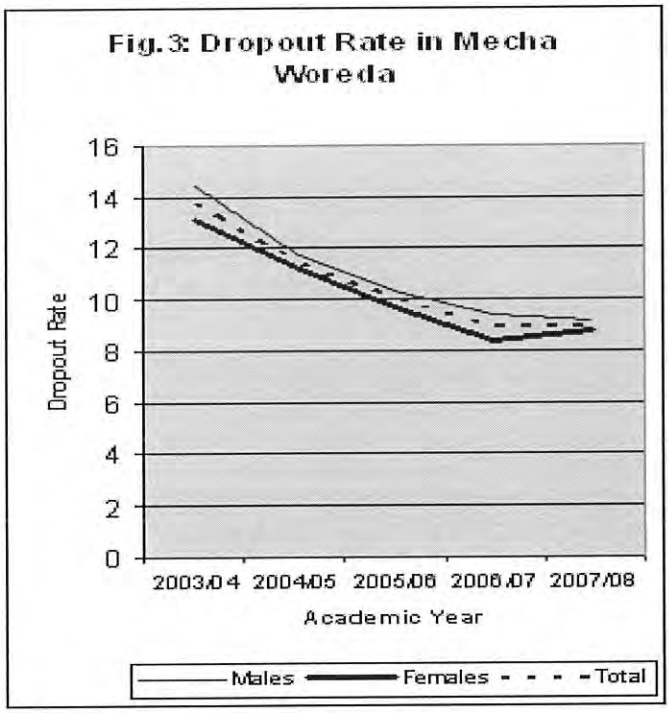
Source: Computed from Annual Educational reports and unpublished documents of West Gojjam Education Department and Mecha Woreda Education Office.

The dropout rate of Mecha *Woreda* was found to show declining trend. The rate, which stood at 13.8 percent in 2003/04 declined to 8.9 percent in 2007/08. The drop out rate for males was found to be higher than female students. It was 14.4 and 13.09 percent for the academic year 2003/04, 11.8 and 11.2 percent in 2004/05, 10.3 and 9.7 percent in 2005/06, 9.4 and 8.4 percent in 2006/2007 and 9.1 and 8.7 percent in 2007/08 for male and female students respectively.

Similarly, the dropout rate of sample learning centers was found to show a declining trend. The rate, which was 15.4 percent in 2003/04 declined close to half (7.8 percent) in 2007/08. The drop out rate was also found to be higher in male than female students. It was 15.9 and 14.9 percent for the academic year 2003/04, 13.7 and 10.8 percent in 2004/05, 10.9 and 9.6 percent in 2005/06, 8.1 and 6.8 percent in 2006/2007 and 8.1 and 7.5 percent in 2007/08 for male and female students respectively.

In general, when overall dropout is seen from overall enrollment for each level, the highest dropout occurred in level one (refer to annex11). As further indicated in the above table, overall dropout rate at level one was found to be 15.4 percent. This shows that from those enrolled at level one in 2003/04, only 84.6 percent of them were able to get promoted into level two. Such a

considerable rate of dropout causes inefficient utilization of resources, which in turn could affect expansion of ABE program. Dropout rate of the *Woreda* and sample learning centers is depicted in fig. 3 and 4.



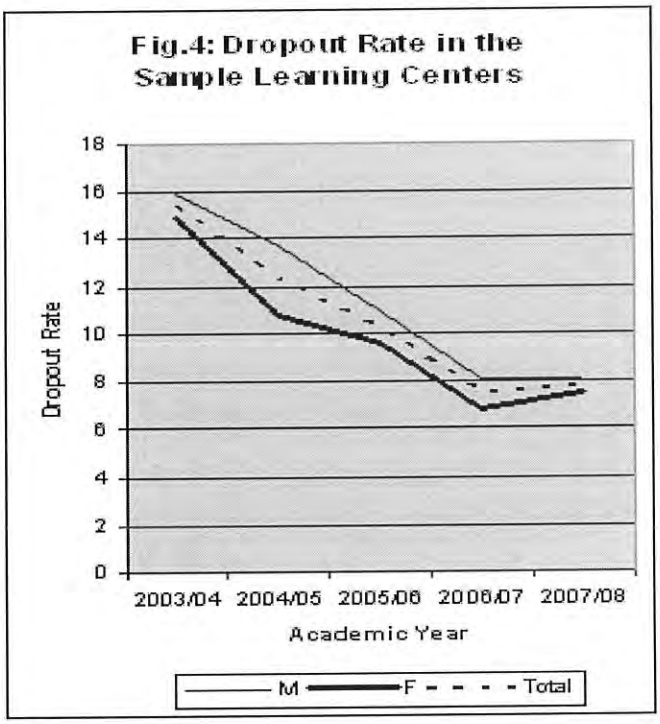


Table-7: Dropout rates in the Sample Learning Centers by Levels of ABE

Academic Year	*Levels of ABE*									*Total*		
	Level One			*Level Two*			*Level Three*					
	M	*F*	*Total*	*M*	*F*	*Total*	*M*	*F*	*Total*	*M*	*F*	*Total*
2003/04	15.9	14.9	15.4	*	*	*	*	*	*	15.9	149	15.4
2004/05	13.3	9.9	11.6	14.3	11.9	13.1	*	*	*	13.7	10.8	12.3
2005/06	10.6	8.3	9.4	8.5	7.6	8.1	14.5	14.4	14.5	10.9	9.6	10.3
2006/07	8.5	7.0	7.7	7.4	6.0	6.7	8.5	7.5	8.0	8.1	6.8	7.5
2007/08	8.8	8.03	8.4	8.2	7.7	7.9	6.8	6.6	6.7	8.1	7.5	7.8

Source: *Computed from different annual Reports and Unpublished documents of Mecha Woreda (2003/04-2007/08).*

* *The program did not reach level two and three.*

The dropout rate in the sample learning centers was found to show a declining trend in all levels. It declined from 15.4 to 8.4 percent in level one for the academic years 2003/04 and 2007/08, from

13.1 to 7.9 percent in level two in 2004/05 and 2007/08 and from 14.5 to 6.7 percent in level three for the academic years 2005/06 and 2007/08 respectively. The major attributing factors for the decline in dropout rate was establishment of learning centers closer to villages and the extensive and continuous awareness and sensitization programs carried out by the local government. The declining trend of dropout was found to be important in decreasing wastage, and this was found to be consistent with (Brimer and Pauli, 1971), who argue that dropout before completing the final grade of a given cycle is considered as wastage since they might relapse into illiteracy than those who completed the cycle.

The rate for level one was found to be high in male students (15.9, 13.3, 10.6, 8.5 and 8.8) than female students (14.9, 9.9, 8.3, 7, and 8.03) for five consecutive years from the academic year 2003/04. Similarly, the dropout rate in level two appeared to be high in male compared to female students (14.3 and 11.9, 8.5 and 7.6, 7.4 and 6, 8.2 and 7.7 for the academic years 2004/05 to 2007/08) respectively. Dropout rate of level three was also found to be high in male boys (14.5, 8.5 and 6.8 percent) compared to girls (14.4, 7.5 and 6.6 percent) for the three academic years since 2005/06 respectively.

The finding of this study was found to be consistent with what had been documented by MOE (2008: 34) and AREB (2000: 52 E.C). The documents revealed that the highest rate of dropout in the formal primary schools in Ethiopia in general and Amhara Region in particular was higher among boys than girls. Result of key informant interview with *Woreda* education experts revealed that the demand for boys' labour in the agriculture sector is amongst the major factors contributing to high dropout rate in boys than girls. The other attributing factor mentioned was the advantages gained due to establishment of learning centers closer to villages. Given that establishment of learning centers closer to villages is important to alleviate harmful practices against girls, parents tend to send and retain more number of school aged girls than ever.

4.5. Determinants of Enrollment in ABE

Table-8: Determinants of ABE Enrollment as rated by supervisors and facilitators

No.	*Item*	*Respondents*	*Rating Scales*										*Total No. of Respondents*	*Mean*	*Weighted Mean*
			5		*4*		*3*		*2*		*1*				
			No. of Respondents	*%*	*No. of Respondents*	*%*	*No. of Respondents*	*%*	*No. of Respondents*	*%*	*No. of Respondents*	*%*			
1	Parents level of awareness about benefits of education	Facilitators	10	18.2	32	58.2	9	16.4	2	3.6	2	3.6	55	3.83	3.77
		Supervisors	2	16.7	6	50	3	25	-	-	1	8.3	12	3.66	
2	The need of parents for child labor	Facilitators	26	44.8	18	31	10	17.2	2	3.4	2	3.1	58	4.1	4.11
		Supervisors	6	50	3	25	2	16.7	1	8.3	-	-	12	4.16	
3	Relationship between the learning centers and the community	Facilitators	12	21.4	29	51.8	8	14.3	5	8.9	2	3.6	56	3.78	3.8
		Supervisors	3	25	6	50	2	16.7	1	8.3	-	-	12	3.91	
4	Lack of technical support from woreda and other education offices	Facilitators	9	15.5	32	55.1	14	24.1	2	3.4	1	1.7	58	3.79	3.81
		Supervisors	2	16.7	7	58.3	3	25	-	-	-	-	12	3.91	

Key: *5= Very High 4= High 3= Medium 2= Low 1= Very Low*

About 18.2 and 58.2 percent of ABE facilitators and 16.7 and 50 percent of supervisors rated level of parents' awareness on the benefits of education as very high and high respectively in determining enrollment into ABE. The weighted mean score (3.77) also confirmed that it was high. In line with this, focus group discussants underscore the significant contribution of awareness creation and sensitization programs towards boosting enrollment. Result of key informant interview was also found to be consistent with the finding. Findings of Brimer and Pauli, (1971), Hyde (1989) and Stromquist (1989) pointed out that those well educated parents involve more in school activities and encourage their children better than who are less educated. They further pointed out that illiterate parents or parents with low level of awareness are less likely to let their children access the benefits of schooling.

The majority of facilitators and supervisors believe that school aged children might not be enrolled merely because parents seek their labour. Accordingly, 44.8 percent of the facilitators and 50 percent of the supervisors rated the need for child labour as very high in terms of determining enrollment into ABE. Furthermore, 31 and 17.2 percent of facilitators and 25 and 16.7 percent of supervisors rated the variable high and medium respectively. On the other hand, the weighted mean value (4.11) also confirmed that the need for child labour was high.

The finding was found to be in line with results of focus group discussion. Focus group discussants say "Almost all households in the study area are engaged in subsistence agriculture to make a living. Subsistence agriculture is so labour intensive that some parents do not want to send children into school seeking their labour." The finding was also found to be consistent with Stromquist (1989: 150) who pointed out that the children's labor in poor families is often crucial to income generation or survival of the family in rural areas. He also indicates that poor rural girls are expected to accomplish household chores that they seldom get enrolled into school. This was found to be consistent with the findings of Anderson (1998) cited in Lockheed and Verspoor (1991), who argue that children from poor families are less likely to enroll in schools.

While 21.4 and 25 percent of facilitators and supervisors rated poor relationship of learning centers and the community as very high in terms of determining enrollment into ABE, 51.8 and 50 percent rated as high and 14.3 and 16.7 percent as medium. Similarly, the weighted mean score (3.8) also revealed that poor relationship between the learning centers and the community was found to be a problem. Result of key informant interview with *Woreda* education office experts revealed that unwillingness of the community members to attend meetings on ABE issues was amongst the major reasons for the prevailing poor relationship. Key informants say "Had it not been for the prevailing poor relationship of learning centers and the community, enrollment would not have been limited to what it appeared." The finding was found to be consistent with ESDP III (2004/05), which suggests that participation of the community and/or parents in the schools and ABE learning centers is crucial to increase enrollment rate. The document also underlines the importance of making schools and ABE learning centers friendly especially for girls.

As depicted in table-8, while 15.5, 55.1 and 24.1 percent of facilitators and 16.7, 58.3 and 25 percent of supervisors rated the variable, lack of technical support from *Woreda* and other

education offices, as very high, high and medium respectively in serving as a correlate of enrollment into ABE. The weighted mean (3.81) also depicted that lack of technical support from professionals at different level was found to be amongst the major problems.

4.6. Determinants of Dropout in ABE

Table 9: Causes of Dropout as Rated by Students, facilitators and supervisors

No.	Determinants	Category of Respondents	Scales										Mean	Weighted mean
			5		4		3		2		1			
			No. of Respondents	%	No. of Respondents	%	No. of Respondents	%	No. of Respondents	%	No. of Respondents	%		
1	Level of involvement in family work	Students	69	38.3	78	43.3	20	11.1	8	4.4	5	2.8	4.10	
		Facilitators	29	50.0	18	31.0	6	10.3	3	5.1	2	3.4	4.20	
		Supervisors	7	58.3	2	16.7	1	8.3	2	16.7	-	-	4.00	4.10
2	Low employment prospect	Students	52	28.8	89	49.4	28	15.6	8	4.4	3	1.7	3.99	
		Facilitators	23	39.7	16	27.6	10	17.2	7	12.1	2	3.4	3.87	
		Supervisors	3	25.0	6	50.0	1	8.3	-	-	2	16.7	3.17	3.95
3	Poor relationship between learning centers and the community	Students	63	35.0	86	47.8	24	13.3	5	2.8	2	1.1	4.13	
		Facilitators	21	36.2	17	29.3	16	27.6	4	6.9	-	-	3.95	
		Supervisors	6	50.0	3	25.0	1	8.3	1	8.3	1	8.3	4.00	4.08
4	Lack of parental support	Students	54	30.0	73	40.6	34	18.9	11	6.1	8	4.4	3.85	
		Facilitators	17	29.3	25	43.1	9	15.5	4	6.9	3	5.2	3.84	
		Supervisors	3	25.0	5	41.7	1	8.3	2	16.7	1	8.3	3.58	3.84
5	Lack of quality education	Students	59	32.8	75	41.6	26	14.5	18	10.0	2	1.1	3.95	
		Facilitators	11	18.9	19	32.8	22	37.9	5	8.6	1	1.7	3.58	
		Supervisors	6	50.0	3	25.0	1	8.3	2	16.7	-	-	4.08	3.87
6	Lack of flexible program	Students	42	23.3	88	48.9	25	13.9	15	8.3	10	5.6	3.76	
		Facilitators	31	53.4	11	19.0	8	13.8	5	8.6	3	5.2	4.06	
		Supervisors	3	25.0	7	58.3	2	16.7	-	-	-	-	4.08	3.84
7	Inadequate learning facilities	Students	49	27.2	81	45.0	30	16.7	19	10.5	1	0.6	3.87	
		Facilitators	21	36.2	19	32.8	14	24.1	1	1.7	3	5.2	4.10	
		Supervisors	4	33.3	5	41.7	1	8.3	2	16.7	-	-	3.75	3.89
8	Lack of facilitators support	Students	72	40.9	60	34.1	26	14.8	13	7.3	5	2.8	4.02	
		Facilitators	10	17.2	5	8.6	25	43.1	15	25.9	3	5.2	3.06	
		Supervisors	6	50.0	3	25.0	2	16.7	1	8.3	-	-	4.16	3.80
9	Shortage of women facilitators	Students	2	1.1	10	5.6	52	28.9	56	31.1	60	33.3	2.10	
		Facilitators	1	1.7	2	3.4	4	6.9	30	51.7	21	36.2	1.83	
		Supervisors	1	8.3	1	8.3	2	16.7	2	16.7	6	50	2.08	2.04
10	Frequent absenteeism	Students	86	47.8	72	40.0	8	4.4	11	6.1	3	1.7	4.26	
		Facilitators	35	60.3	11	19.0	5	8.6	4	6.9	3	5.1	4.22	
		Supervisors	7	58.3	2	16.7	1	8.3	2	16.7	-	-	4.16	4.24
11	Long distance from home to learning centers	Students	3	1.7	9	5.0	36	21.1	76	42.2	56	30	2.03	
		Facilitators	5	8.6	2	3.4	2	3.4	14	24.1	35	60.3	1.33	
		Supervisors	-	-	1	8.3	2	16.7	4	33.3	5	41	2.66	1.89

Key: 5= Very High 4= High 3= Medium 2= Low 1= Very Low

As depicted in table-9, 38.3, 43.3 and 11.1 percent of ABE students, 50, 31 and10.3 percent of facilitators and 58.3, 16.7 and 8.3 percent of supervisors rated involvement in family work as very high, high and medium cause for dropout respectively. Furthermore, the weighted mean score (4.1) confirm that involvement of children in family work was amongst the factors that aggravate dropout. Result of focus group discussion, key informant interview and supervisors in their open- ended questionnaire items confirm this by underscoring the demand for labour in subsistent agrarian community. ABE students among other things were found to involve in grinding, farming, cooking, collecting fuel wood, fetching water, washing clothes, caring siblings and looking after cattle (see annex-12).

About 28.8, 49.4 and 15.6 percent of ABE students, 39.7, 27.6 17.2 percent of facilitators and 25, 50 and 8.3 percent of supervisors rated low prospect of employment very high, high and medium in terms of determining dropout respectively. Consistent with this, the weighted mean value was found to be 3.95, which is high. Key informant interviewees confirmed this and say "some parents, having seen some graduates and secondary school completes unemployed, could be in dilemma on the benefits of education as a result of which they could end up dropping out ABE students. This is the characteristics of economies in least developed countries. However, these days growth of the country's economy is encouraging that the problem of unemployment is likely to decline."

Result of focus group discussion revealed that the relationship between learning centers and the community was poor and this has its own effect for dropout of ABE students. Consistent with this, 35, 47.8 and 13.3 percent of ABE students, 36.2, 29.3 and 27.6 percent of facilitators and 50, 25 and 8.3 percent of supervisors rated poor relationship of learning centers and the community as very high, high and medium respectively in terms of causing dropout. Consistent with this, the weighted mean value was also found to be high (4.08).

Key informant interviewees and focus group discussants underline the role of parents' support amongst the crucial factors for the retention of ABE students. Analysis of responses from ABE students, facilitators and supervisors in this respect was found to be in line with what focus group discussants and key informant interviewees agreed. Accordingly, 30, 40.6 and 18.9 percent of

ABE students, 29.3, 43.1 and 15.5 percent of facilitators and 25, 41.7 and 8.3 percent of supervisors rated lack of parental support/encouragement as very high, high and medium respectively that the variable was found to be amongst the correlates of dropout. Inline with this the weighted mean score (3.84) indicated that the problem is high.

About 32.8, 41.6 and 14.5 percent of ABE students, 18.9, 32.8 and 37.9 percent of facilitators and 50, 25 and 8.3 percent of supervisors rated poor quality of education as very high, high and medium respectively in determining dropout. Consistent with this, focus group discussants say "Students spend time in learning centers so as to be well equipped with education. The poorer the quality of education, the higher the probability for dropout. No doubt that quality of education matters for retention." Key informant interviewees confirmed this and say "Quality matters on education, and cognizant of this, the government is working extensively on it."

Ample literature confirms the importance of flexible scheduling in ABE. Contrary to this, lack of flexible program was found to be a problem to many of ABE students in the study area. 23.3, 48.9 and 13.9 percent of ABE students, 53.4, 19 and 13.8 percent of facilitators and 25, 58.3 and 16.7 percent of supervisors rated lack of flexible program as very high, high and medium respectively in causing dropout. The weighted mean value was also found to be high (3.84) confirming the need for flexible schedule in ABE. In line with this, focus group discussants say "Flexible schedule of ABE program is crucial if boosting enrollment and reducing dropout is to be achieved."

For an effective teaching learning process, there should be adequate learning facilities. Both focus group discussants and key informants underline paucity of learning facilities in the study area. Consistent with this, focus group discussants, key informants, observation of the researcher, ABE students, facilitators and supervisors confirm that there are no adequate learning facilities in the learning centers. 27.2, 45 and 16.7 percent of ABE students, 36.2, 32.8 and 24.1 percent of facilitators and 33.3, 41.7 and 8.3 percent of supervisors rated inadequate learning facilities as very high, high and medium respectively in serving as a correlate of dropout. The weighted mean value was found to be high (3.89), confirming that adequacy of learning facilities is amongst the

factors determining dropout. In line with key informants from woreda office also confirmed that learning center facilities matters significantly for the achievements of ABE students.

Key informants underscore that facilitators are those for whom the task of shaping the future generation is vested. Therefore, they inter alias are expected to be as much friendly and supportive as possible. ABE student, facilitators and supervisors were found to share the idea of the key informants. Accordingly, 40.9, 34.1 and 14.8 percent of ABE students, 17.2, 8.6 and 43.1 percent of facilitators and 8.3, 25 and 50 percent of supervisors rated lack of support from facilitators as very high, high and medium respectively that the variable was found to be amongst the determinants of dropout. The weighted mean value was found to be 3.8, which is high enough in confirming that support of facilitators is crucial in reducing dropout. Consistent with this, key informants also indicated that dissatisfaction of facilitators with their salaries is one of the major reasons for their poor support and extended encouragement of their students.

Only 33.3 and 31.1 percent of ABE students, 36.2 and 51.7 percent of facilitators and 50 and 16.7 percent of supervisors were found to rate shortage of women facilitators as very low and low that gender of facilitators was not found to be a determinant of dropout in the study area. This perhaps could have been attributed due to high proportion of women facilitators (65.5 percent) in the study area. The weighted mean was found to be relatively low (2.04) that gender of facilitators is not a factor determining dropout.

Frequent absenteeism was amongst the factors key informants stressed. They say "Students who were frequently absent were often found dropping out of school feeling desperate of competing with those that attend classes regularly." In line with this, 47.8, 40 and 4.4 percent of ABE students, 60.3, 19 and 8.6 percent of facilitators and 58.3, 16.7 and 8.3 percent of supervisors rated frequent absenteeism as very high, high and medium respectively in determining dropout. The weighted mean value was found to be 4.24, which is high enough to determine dropout. Consistent with this, the attendance of students as observed by the researcher, frequent absenteeism was found to be high magnitude as respondents stressed.

Both focus group discussants and key informants vehemently argue that distance between home and learning centers is no more a determinant of dropout in the study area. They cement their

argument by saying "Actually, distance to learning centers was a problem to our children in general and to girls in particular a decade ago. But these days dozens of learning centers have been constructed closer to every village." Response of ABE students, facilitators and supervisors to this variable was found to be in line with focus group discussants and key informants. Only 1.7, 5 and 21.1 percent of ABE students, 8.6, 3.4 and 3.4 percent of facilitators and 0, 8.3 and 16.7 percent of supervisors rated the variable, distance to the learning centers, as very high, high and medium respectively that it is not a determinant of ABE dropout in the study area. The weighted mean was found to be relatively low (1.89) that distance to learning centers is not a correlate of dropout.

4.7 Parents pressure Towards Children's Education

Table 10: Extent of parent's pressure on student's dropout

No.	*Items*	*ABE Student Response*										*Total No. of Respondents*	*Mean*
		Always		*Most of the time*		*Some times*		*Rarely*		*Never*			
		No. of Respondents	*%*	*No. of Respondents*	*%*	*No. of Respondents*	*%*	*No. of Respondents*	*%*	*No. of Respondents*	*%*		
1	How often your parents put pressure on you to dropout and work with them	37	20.6	102	56.7	20	11.0	19	10.6	2	1.1	180	3.85
2	How often do you help your parents at home during schooling days or before and after schooling hours	110	61.1	31	17.2	26	14.4	8	4.5	4	2.2	179	4.35
3	How often do you arrive at the learning center on time	31	17.2	35	19.4	86	47.8	19	10.6	9	5.0	180	3.43

As depicted in Table-10, the proportion of ABE students that face no pressure of work or face rarely from their parents account for only 1.1 and 10.6 percent respectively. The vast majority of

ABE students accounting for 77.3 percent (always = 20.6 percent and most of the time = 56.7 percent) reported prevalence of parental pressure on children to dropout so as to work with them. The mean value (3.85) also verifies the aforementioned opinion.

Furthermore, the data also revealed that 61.1 and 17.2 percent of students reported that they help their parents during, before and/or after school hours always and most of the time respectively. While 17.2 and 19.4 percent of the respondents reply that they arrive to learning centers always and most of the time on time, 47.8 and 10.6 percent of respondents reported to arrive some times and rarely on time. Consistent with this facilitators in their open ended questionnaire items indicated that they were always late to reach to the learning centers on time because of home based activities.

4.8 Attitude of Parents Towards Girls' Education

Table -11: Attitude of Parents Towards Girls' Education

No.	*Item*	*ABE Students*	
		Frequency	*%*
1	In your locality do parents encourage their daughters' education as equal as their sons'?		
	a. Yes	59	32.8
	b. No	115	63.9
	c. Do not know	6	3.3
	Total	***180***	***100***
2	If your answer to item 1, is no for whom do they give weight?		
	a. for their daughters	78	44.2
	b. for their sons	96	55.2
	Total	***174***	***100***

As portrayed in Table-11, 63.9 percent of parents were found not treating sons and daughters equally in terms of encouraging for education. The treatment was found to be skewed towards boys than girls. Despite that gender issues are amongst the hot button issues, the attitude of many parents towards girls' education is still low. Even though about 55.2% of the respondents prefer to send their sons than daughters to learning centers as depicted in the above table, key informant interview with Mecha *Woreda* education experts and CMC members in focus group

discussion indicated that the dropout rate is low in girls than boys. This is not merely because parents give priority to girls. Since they need boys for labour demanding activities, they prefer boys to get dropped out than girls. The other factor attributing to this is the fact that local governments compel parents to send school aged children into schools. Some parents use it for the sake of convincing local government officials as if they had sent all their school aged children into school.

4.9 Determinants of gender disparity

Table-12: factors contributing to gender disparity

No.	*Items*	*Respondents Category*	*Rating Scales*										*Total No. of Respondents*	*Mean and Weighted Mean*
			5		*4*		*3*		*2*		*1*			
			No. of Respondents	*%*	*No. of Respondents*	*%*	*No. of Respondents*	*%*	*No. of Respondents*	*%*	*No. of Respondents*	*%*		
1	Low employment prospect of girls who graduated from formal schools.	Facilitators	17	29.3	26	44.8	8	13.8	4	6.9	3	5.2	58	3.88
		Supervisors	4	33.3	6	50	1	8.3	1	8.3	-	-	12	4.08
		Students	52	28.9	82	45.6	28	15.5	9	5.0	9	5.0	180	3.88
		Total	***73***	***29.2***	***114***	***45.6***	***37***	***14.8***	***14***	***5.6***	***12***	***4.8***	***250***	***3.88***
2	Parents level of awareness about the benefits of girls' education	Facilitators	9	15.8	31	54.4	8	14	4	7	5	8.8	57	3.61
		Supervisors	4	33.3	5	41.7	2	16.7	-	-	1	8.3	12	3.91
		Students	34	18.9	82	45.6	25	13.8	20	11.1	19	10.6	180	3.51
		Total	***47***	***18.9***	***118***	***47.4***	***35***	***14.1***	***24***	***9.6***	***25***	***10.0***	***249***	***3.55***
3	Need of parents for girls' labour at home	Facilitators	16	27.6	25	43.1	7	12.1	5	8.6	5	8.6	58	3.72
		Supervisors	3	25	6	50	1	8.3	1	8.3	1	8.3	12	3.75
		Students	64	35.6	71	39.4	26	14.5	13	7.2	6	3.3	180	3.76
		Total	***83***	***33.2***	***102***	***40.8***	***34***	***13.6***	***19***	***7.6***	***12***	***4.8***	***250***	***3.9***
4	Traditionally girls have to work at home	Facilitators	-	-	2	3.4	3	5.1	9	15.5	44	75.9	58	1.36
		Supervisors	-	-	1	8.3	2	16.7	3	25	6	50	12	1.23
		Students	17	9.5	35	19.4	65	36.1	58	32.2	5	2.8	180	3.0
		Total	***17***	***6.8***	***38***	***15.2***	***70***	***28.0***	***70***	***28.0***	***55***	***22***	***250***	***2.56***
5	Parents give priority for early marriage of girls	Facilitators	-	-	1	1.7	1	1.7	18	31	38	65.5	58	1.39
		Supervisors	-	-	1	8.3	1	8.3	1	8.3	9	75	12	1.91
		Students	25	13.9	29	16.1	67	37.2	49	27.2	10	5.6	180	3.05
		Total	***25***	***10.0***	***31***	***12.4***	***69***	***27.6***	***68***	***27.2***	***57***	***22.8***	***250***	***2.59***

Key: *5= Very High 4= High 3= Medium 2= Low 1= Very Low*

As portrayed in Table-12, of a total of 250 respondents 29.2, 45.6 and 14.8 percent of them replied very high, high and medium respectively with regard to low employment prospect of girls that graduated from the formal channel. This vividly indicates that the attitude of the lion's share of respondents that account for 89.6 percent, for the employment prospect of girls is so low that it has its own significant negative impact on enrollment into and dropout from ABE. This also indicates that the community views the value of education only from the perspective of being employed by other parties. The job creation value of education was found to be overlooked.

Parents' level of awareness towards girls' education was found to be encouraging. About 18.9 and 47.4 percent of the 249 respondents replied very high and high respectively. The weighted mean score was also found to be 3.08, which is medium. In line with this, the expectation was that the demand of parents for girls' labour in household chores declines so as to give girls ample time to dwell on their education. Despite this, 33.2, 40.8 and 13.6 percent of the 250 respondents replied very high, high and medium respectively with regard to the need of parents for girls' labour. The weighted mean was also found to be high (3.9). Though parents' level of awareness towards girls' education was found to be encouraging, their need for girls' labour was also found to be high that it still remains to be amongst the factors threatening gross enrollment and pushing for dropout.

The attitude of parents in terms of breaking the traditional thinking and stereotype *"the place of girls is inside home"* was found to be encouraging. About 6.8, 15.2 and 28 percent of the 250 respondents responded very high, high and medium respectively for the aforementioned stereotype. Attempt was also made to analyze the extent of parents that give priority to early marriage in the study area. Accordingly, 10, 12.4 and 27.6 percent of the 250 respondents responded very high, high and medium respectively. Half of the respondents were still found to be pro for early marriage and the stereotype *"the place of girls is inside home"* that they are amongst factors that contribute to dropout and hider enrollment.

4.10 Participation in the Planning Process of ABE

Planning is a process that helps institutions to set objectives for the coming time and map out the activities and means to achieve those objectives (Mejila, Balkin and Cardy, 2005 cited in Teshome, 2008). Objectives also will be more realized if stakeholders are involved in the

planning process, which includes planning, implementation, monitoring and evaluation. This is also true in ABEC. One of the main responsibilities of CMC is planning ABEC activities in collaboration with facilitators and stakeholders. Participatory planning in ABE is crucial for the stakeholders to develop sense of ownership and belongingness, which are key for improving enrollment, reduce dropout and ensure sustainability.

Table-13: Participation in management

No.	Item	Respondents	Rating Scale										Total No. of Respondents	Mean	Weighted Mean
			5		4		3		2		1				
			No. of Respondents	%	No. of Respondents	%	No. of Respondents	%	No. of Respondents	%	No. of Respondents	%			
1	***Participation of facilitators in:***														
	Planning	Facilitators	-	-	-	-	26	44.5	15	25.9	17	29.3	58	2.16	2.17
		Supervisors	-	-	-	-	6	50	3	25	3	25	12	2.25	
	Implementation	Facilitators	-	-	31	53.4	13	22.4	11	18.9	3	5.2	58	3.24	3.28
		Supervisors	-	-	7	58.3	4	33.3	1	8.3	-	-	12	3.5	
	Monitoring and Evaluation	Facilitators	-	-	7	12.1	13	22.4	21	36.2	17	29.3	58	2.46	2.15
		Supervisors	-	-	1	8.3	2	16.7	6	50	3	25	12	2.08	
2	***Participation of CMC members in:***														
	Planning	Facilitators	-	-	-	-	8	13.8	28	48.3	22	37.9	58	1.75	1.71
		Supervisors	-	-	-	-	1	8.3	4	33.3	7	58.3	12	1.5	
	Implementation	Facilitators	-	-	6	10.3	9	15.5	34	58.6	9	15.5	58	2.2	2.22
		Supervisors	-	-	1	8.3	3	25	7	58.3	1	8.3	12	2.33	
	Monitoring and Evaluation	Facilitators	-	-	5	8.6	12	20.7	18	31.1	23	39.7	58	1.98	1.94
		Supervisors	-	-	1	8.3	1	8.3	4	33.3	6	50	12	1.75	
3	***Participation of supervisors in:***														
	Planning	Facilitators	-	-	-	-	18	31	20	34.5	20	34.5	58	1.96	1.97
		Supervisors	-	-	-	-	2	16.7	8	66.6	2	16.7	12	2.0	
	Implementation	Facilitators	-	-	10	17.2	20	34.5	15	25.9	13	22.4	58	2.46	2.5
		Supervisors	-	-	3	25	4	33.3	3	25	2	16.7	12	2.7	
	Monitoring and Evaluation	Facilitators	-	-	26	44.8	16	27.6	4	6.9	14	24.1	58	2.96	2.91
		Supervisors	-	-	5	41.6	2	16.7	1	8.3	2	16.7	12	2.66	

Key: *5= Very High 4= High 3= Medium 2= Low 1= Very Low*

Participation of facilitators in planning was not found to be satisfactory. While 29.3 and 25.9 percent of facilitators and 25 and 25 percent of supervisors replied that participation of facilitators in the planning of ABE activities was found to be very low and low respectively. The weighted mean score (2.17) indicates that participation of facilitators in planning was poor. Contrary to this, facilitators were found to have significant role in the implementation process. About 53.4 and 22.4 percent of facilitators and 58.3 and 33.3 percent of supervisors rated participation of facilitators in the implementation process of ABE programs high and medium respectively. This was also confirmed with medium value of weighted mean (3.28). Just like participation in planning, participation in monitoring and evaluation of ABE programs was not found to be adequate. About 29.3 and 36.2 percent of facilitators and 25 and 50 percent of supervisors rated participation of facilitators in the monitoring and evaluation process of ABE programs very low and low respectively. Consistent with this, the weighted mean score was found to be low (2.15).

The responsibility of planning ABEC activities is vested upon CMC. In doing so, the committee was expected to work in close collaboration with facilitators and stakeholders so as to come out with sound planning. Contrary to the expectation, participation of CMC members was found to be poor. About 37.9 and 48.3 percent of facilitators and 58.3 and 33.3 percent of supervisors rated participation of CMC members in planning of ABE activities as very low and low respectively. About 15.5 and 58.6 percent of facilitators and 8.3 and 58.3 percent of supervisors rated participation of CMC members in the implementation process of ABE programs as very low and low respectively. It was also found out that 39.7 and 31.1 percent of facilitators and 50 and 33.3 percent of supervisors rated participation of CMC members in the monitoring and evaluation process of ABE programs as very low and low respectively. As depicted in table-13, the weighted mean of the three variables was to be low.

Participation of supervisors in the planning and implementation processes was found to be poor. While 34.5 and 34.5 percent of facilitators and 16.7 and 66.6 percent of supervisors rated participation of supervisors in planning of ABE activities as very low and low, 22.4 and 25.9 percent of supervisors and 16.7 and 25 percent of supervisors rated participation of supervisors in the implementation process as very low and low respectively. Consistent with this, the

weighted mean for participation in planning and implementation was found to be low (1.97 and 2.5 respectively). Undertaking monitoring and evaluation is amongst the core duties of ABE supervisors. Consistent with their role, participation of supervisors in the monitoring and evaluation process of ABE programs was found to be encouraging. About 44.8 and 27.6 percent of facilitators and 41.6 and 16.7 percent of supervisors rated participation of supervisors in the monitoring and evaluation process of ABE programs as high and medium respectively. The weighted mean for participation in monitoring and evaluation was found to be close to medium (2.91).

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The overall objective of the research was to investigate the trend and determinants of enrollment and dropout in to Alternative Basic Education in Mecha *Woreda* of west Gojjam Administrative Zone, Amhara National Regional State. To this end the following leading questions were formulated.

1. What do the trends of gross enrollment and dropout rates in ABE look like in the learning centers of Mecha Woreda?
2. What do the gender parities in enrollment and dropouts of ABE look like in the learning centers of Mecha Woreda?
3. What are the major determinants in ABE program enrollment and dropout?

The research was conducted in randomly selected 20 learning centers, which constitute 20 percent of the learning centers in Mecha *Woreda*. Since size of facilitators, CMC members and supervisors was manageable all the 58 facilitators, 140 CMC members and 12 supervisors were included in the study. Eight professionals (officials and experts) with adequate knowledge and experience in the field were included as key informants. A total of 180 ABE students were selected for the research by employing simple random sampling technique. To gather the required data, document analysis, questionnaire (both structured and unstructured), focus group discussion; key informant interview and observation were employed.

The information obtained was counted, tabulated and analyzed, in to frequency tables, percentage, mean and weighted mean scores and then interpreted and discussed. Findings of the study inter alias include:

1. As revealed by the over all results of frequency and percentage, gross enrollment at the sample learning centers was increasing successively from 894 in 2003/04 to 3296 in 2007/08. The gross enrollment for all levels (level one to three) showed also an

increasing trend. The increment of enrollment, according to the focus group discussants and key informant interview was attributed to the establishment of the learning centers closer to the villages of the community and the awareness creation program carried by local government. However, some of the key informants and focus group discussants also mentioned that there were parents who are waiting for the local government to compel them send their children to the learning centers.

2. Contrary to most African countries, where gender disparity in education remains strong, gender disparity in this study area was found to be too narrow. Gender parity in the sample learning centers grew from 0.95 in 2003/04 to 0.96 in 2004/05, stagnated at 0.98 for two successive academic years and then grew by 0.02 in 2007/08. Gender disparity in gross enrollment demonstrated declining trend and was found to be very close to the index value of 1.0, which is considered as perfect parity level. According to focus group discussants establishment of ABE learning centers closer to the villages, awareness creation programs from the local government on the benefits of education and sensitization of the community against harmful traditional practices on women were amongst the major factors contributing towards gender parity in education. However, some key informants also reported that there are parents who are not willing to send their daughters into learning centers simply seeking their labor and/or arranging for early marriage.

3. Dropout rates in the sample learning centers was declining from 15.4 percent in 2003/04 to 7.5 percent in 2006/07 and 7.8 percent in 2007/08, nearly 50 percent decrease in both sexes. Though the dropout rates appeared to decline in both sexes, the rates of dropout were relatively higher in boys than girls. The study further depicted that higher percentage of dropouts in boys was observed at all levels for five consecutive academic years under consideration. This implied that, new entrants of girls were coming to the learning centers and stayed better than boys. Results of key informant interview revealed that the demand for boys' labor in farm activities is amongst the major factors contributing to high dropout rate in boys than in girls. The other contributing factor mentioned for less dropout of girls than boys were the establishment of learning centers

closer to the villages, which is important to alleviate harmful practices against girls and the increasing supply of female facilitators than male facilitators. These made parents to send and retain more number of girls to the learning centers than ever. The findings of the study also depicted that the over all dropout when calculated from the perspective of over all enrollment for each level, the highest dropout occurred at level one. This implied that only 84.6 percent of students enrolled at level one in 2003/04 were able to get promoted to level two.

4. Analysis of data using percentages, mean and weighted mean scores revealed that the following are determinants of enrollment and dropout in the study area.

   A) It was found out that the involvement in family work, employment prospect, relationship between learning centers and the community, level of parental support, quality of education, flexibility of the program, learning facilities and absenteeism were the major determinants of dropout. The two variables: gender of facilitators and distance to learning centers were not found to be determinants of dropout.

   B) Parents' level of awareness about benefits of education, the need of parents for child labor, relationship between learning centers and the community and level of technical support from government education offices were identified to be major determinants of enrollment into ABE. The weighted mean scores were found to be 3.77, 4.11, 3.80 and 3.81 confirming that the aforementioned independent variables are critical in terms of determining enrollment

   C) As reported by respondents, employment prospect of girls was low that it has its own negative impact on enrollment in to and dropout from ABECs. This also indicates that the community and/or parents view the value of education only from the angle of being employed by government and private institutions. The job creation value of education was found to be over looked. Furthermore, the study indicated that, though parents' attitude towards girls' education was found to be good, their need for girls' labor at home was also found to be amongst the factors threatening girls' enrollment and pushing for dropout.

5.2 Conclusions

The study revealed that gross enrollment and gender parity showed an increasing trend across time. This was attributed to the establishment of learning centers closer to the villages of the communities and awareness creation program carried out by the local government. As computed from west Gojjam education department report 2001 E.C, there are still many school age children that are out of school (11.68%). Dropout rate was found to be declining in both sexes. Though the reduction in dropout rate was found to be encouraging, pertinent actors need to work hard so as to bring down dropout rate to nil.

Enrollment and dropout rates were found to be a function of multitudes of factors. Accordingly, parents' level of awareness on the benefits of education, demand for child labour, relationship between learning centers and the community and level of technical support provided were found to be determinants of gross enrollment into ABE. The level of involvement in family work, employment prospect, relationship between learning centers and the community, support of parents, quality of education, flexibility of the program, adequacy of learning facilities, support of facilitators and absenteeism were found to be determinants of dropout. The number of women facilitators exceeds those of men, as a result of which, gender of facilitators was not found to be a correlate of dropout. Given that learning centers are established closer to the community, distance to learning centers was no more found to be an important variable to determine dropout in the study area.

Improvements made on the aforementioned correlate variables are expected to bring significant change in gross enrollment, dropout and gender parity in ABE. Addressing the determinants of enrollment, gender disparity and dropout in ABE contributes the largest slice in achieving universal primary basic education for all by the year 2015. To this end, pertinent bodies need to give prime attention to ways of addressing the aforementioned determinants.

5.3 Recommendations

The study vividly indicated that a significant increment in gross enrollment rate, reduction in dropout rate and improvement in gender parity is achieved in the study area. So as to sustain and further the so far achievement in the area and reach to the level where all school age children are enrolled, dropout rate reaches nil and gender disparity is no more a problem, concerted effort of pertinent stakeholders is crucial. In light of this, the following priority areas of intervention are forwarded.

1. Relationship of the community and/or parents with learning centers was found to be amongst the determinants of enrollment and dropout in ABE. Key informants underlined the importance of establishing strong relationship of the community and learning centers in terms of increasing efficiency of the learning centers. To this end, it is crucial to raise the level of community participation at large and parents in particular in the planning, implementation, monitoring and evaluation of activities of the learning centers. This can be realized through provision of Adult and Non-Formal Education (ANFE) and strengthening the Center Management Committee (CMC).

2. Formulation of policies and strategies is a necessary, but not sufficient condition to increase enrollment, improve gender parity and reduce dropout rates and thereby achieve the goal of Universal Primary Education by the year 2015. Implementation of policies and strategies is equally important. To this end, commitment of pertinent entities (government at various tiers, professionals, communities, parents etc.) is crucial. Zonal Department of Education and *Woreda* Office of Education need to strengthen and discharge their responsibility of providing technical back up.

3. The magnitude of dropout in the learning centers was found to be severe at the first level (level one). So as to enable students to adjust themselves to and cope up with the new environment of the learning centers, provision of orientation and counseling service and conducting follow up is important.

4. It was found out that absenteeism was amongst the determinants of dropout in the study area. The problem of frequent absenteeism can be overcome by setting incentive mechanisms for full attendance and through fixing schedule in a flexible and participatory manner having identified the peak times of absenteeism. To this end, the role of Center Management Committee members and facilitators is immense.

5. It was found out that availability of learning facilities was one of the correlates of dropout in the study area. Shortage of learning facilities such as students' seat, play field, classrooms protected from sun light, rain and wind, rooms for facilitators and rooms to store (keep) teaching materials was found to be the common problems of most learning centers. The community and the local government should work closely so as to solicit adequate budget and ensure smooth teaching learning process and achieve quality education.

6. Stakeholders' participation in the planning process is crucial for the success and sustainability of ABE program. Despite this, participation of Center Management Committee members, facilitators and supervisors was found to be unsatisfactory. Therefore devising mechanisms that ensure active participation of pertinent stakeholders in the planning, implementation, monitoring and evaluation processes of ABE activities deserves prime attention.

7. The majority of respondents rated the quality of education provided in ABE centers poor and it was found out that quality of education was amongst the factors determining enrollment and dropout in the study area. To address this problem, it is essential to design and implement ABEC facilitators' development program and provision of adequate teaching aids and materials.

8. Other than the already existing Center Management Committee, it is important to form another committee at village *'gott'* level. This committee among other things will be in charge of identifying and registering school age children who are not enrolled, encouraging parents to send all school age children to learning centers, following up dropouts and look for local solutions and fight and condemn early marriage and other

harmful traditional practices on girls. Members of the committee could be drawn from village community elders, religious leaders, youth and women groups.

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Annex – 1

Questionnaire prepared for ABE students

Questionnaire to be filled by: ABEC students

Purpose:

The purpose of this questionnaire is to collect data and conduct a study on trend and determinants of enrollment and dropout in ABE with a focus on gender. The success of this study largely depends on your earnest and sincere responses to the questions. You are there fore, kindly requested to complete the questionnaire carefully. The data will be used solely for research purpose.

Thank you for your cooperation

Part one

Background information

1.1. Name of the learning center _____

1.2. Your age _____ years

1.3. Sex: Male ☐ Female ☐

1.4. Level attending:

a) Level one ☐

b) Level two ☐

c) Level three ☐

1.5. Parents literacy status (if alive)

Parents	illiterate	Grade 1-6	Grad 7-12	Diploma	Bachelor and above
Mother					
Father					

1.6. Your parents occupation:

a) Farming ☐ c) Business ☐

b) Civil servant ☐ d) Not working ☐

e) Others ☐

Part Two

2. Determinants of dropout in ABE

2.1 How often do you help your family (parents) at home during schooling days or before and after school hours?

a) Always ☐

b) Most of the time ☐

c) Some times ☐

d) Rarely ☐

e) Never ☐

2.2 How often do your parents put pressure on you to dropout and work with them?

a) Always ☐

b) Most of the time ☐

c) Some times ☐

d) Rarely ☐

e) Never ☐

2.3 How often do you arrive at the learning center on time? a) Always ☐

b) Most of the time ☐

c) Some times ☐

d) Rarely ☐

e) Never ☐

Part Three

3.The following list contains factors which have some association with the problem of dropping out. Please indicate the extent to which these factors contribute to the problem in your case.

No	Item	Degree of Seriousness				
		Very High 5	High 4	Medium 3	Low 2	Very Low 1
3.1	Level of Involvement in family work					
3.2	Low employment prospect					
3.3	Poor relationship between the learning centers and the community					
3.4	Lack of parental support and encouragement					
3.5	Lack of quality education					
3.6	Lack of flexible program					
3.7	Inadequate learning facilities					
3.8	Lack of facilitators support and encouragement					
3.9	Shortage of female teachers					
3.10	Frequent absenteeism					
3.11	Long distance from home to the learning center					

3.12 Please list down some other problems which you think are the causes of dropping out. _____

_____

_____

Part Four

4 Major determinants contributing to gender disparity in ABE

4.1 In your locality do parents encourage their daughter's education as equal as their sons?

a) Yes ☐ b) No ☐

4.2 If your answer to question 4.1 is 'b' for whom most parents give priority?

a) For their sons ☐ b) For their daughters ☐

5 The following list contains factors which are said to be associated to gender parity. Thus, based on your experiences and observations please indicate the extent to which these problems (factors) contribute to the problem of gender parity

No	Possible determinants	Degree of Seriousness				
		Very High 5	High 4	Medium 3	Low 2	Very Low 1
5.1.1	Low employment prospect of girls who graduated from formal schools					
5.1.2	parents level of awareness about benefits of girls education					
5.1.3	Need of parents for girls labor at home					
5.1.4	Traditionally females have to work at home					
5.1.5	Parents give priority for girls early marriage					

5.1.6 Any other comment on the problem of gender parity _____

_____

_____

2. To what extent the following activities negatively affect students learning (force them to dropout)

No	Activities	Degree of Seriousness				
		Very High 5	High 4	Medium 3	Low 2	Very Low 1
6.1	Cooking meals					
6.2	Look after cattle					
6.3	Collect fire wood					
6.4	Fetch water					
6.5	Care for siblings					
6.6	Wash clothes					
6.7	Farming					
6.8	grinding					

4.1.6 Other activities which negatively affect your learning _____

_____

_____

Annex – 2

Questionnaire Prepared for Facilitators and Supervisors

Questionnaire to be filled by:

1) ***Alternative Basic Education (ABE) Facilitators***
2) ***Supervisors and***
3) ***ABEC heads***

Purpose:

The purpose of this questionnaire is to collect data and conduct a study on trend and determinants of enrollment and dropout in ABE with a focus on gender. The success of this study largely depends on your earnest and sincere responses to the questions. You are there fore, kindly requested to complete the questionnaire carefully. The data will be used solely for research purpose.

Thank you for your cooperation

No need of writing your name

Instruction; please write your answer in the space provided or mark "√" where appropriate.

Part One

Background information

1.1 Name of the Kebele _____

1.2 Name of the learning center _____

1.3 Name of the cluster school _____

1.4 Your age _____ years

1.5 Sex:- Male ☐ Female ☐

1.6 Length of experience in the present position _____ years.

Educational Status

a) Below grade 10 ☐
b) 10/12 complete ☐
c) TTl Certified ☐
d) Diploma ☐
e) Bachelor and above ☐

1.7 Your responsibility in the learning center

a) Facilitator ☐
b) Supervisor ☐
c) ABEC head ☐

Part Two

3. Below there are factors (problems) which are generally said to be related to poor enrollment. Please indicate the extent to which each of these problems are serious in your context. Use a "√" mark for your response.

No	Item	Degree of Seriousness				
		Very High 5	High 4	Medium 3	Low 2	Very Low 1
2.1	Parents level of awareness about benefits of education					
2.2	Need of parents for child labor					
2.3	Poor relationship between the learning centers and the community					
2.4	Lack of technical support from woreda and other education office					

Please list down some other factors which you think are causes of poor enrollment

_____

_____

Part Three

4. Below there is a list of problems which are generally thought to lead students to drop out. Please indicate the extent to which each of these determinants contributes to the problem.

No	Item	Degree of Seriousness				
		Very High 5	High 4	Medium 3	Low 2	Very Low 1
2.1	Level of Involvement in family work					
2.2	Low employment prospect					
2.3	Poor relationship between the learning centers and the community					
2.4	Lack of parental support and encouragement					
2.5	Lack of quality education					
2.6	Lack of flexible program					
2.7	Inadequate learning facilities					
2.8	Lack of facilitators support and encouragement					
2.9	Shortage of female teachers					
2.10	Frequent absenteeism					
2.11	Long distance from home to the learning center					

3.12 Please list down some other problems which you think are the causes of dropping out. _____

_____

_____

Part Four

4. Major determinants contributing to gender disparity in ABE

4.1 Listed below are some factors which are said to be associated to gender parity. Thus based on your experiences and observations, please indicate the extent to which these factors (problems) contribute to the problem of gender parity.

No	Item	Degree of Seriousness				
		Very High 5	High 4	Medium 3	Low 2	Very Low 1
4.1.1	Low employment prospect of girls who graduated from formal schools					
4.1.2	Low level of parents attitude towards female education					
4.1.3	Need of parents for girls labor at home					
4.1.4	Traditionally females have to work at home					
4.1.5	Parents give priority for girls early marriage					

4.1.6 Any other comment on the problem of gender parity _____

_____

_____

Part Five

This part of the questionnaire contains items about participation of the community in all stages of planning making process in ABE activates. Please indicate the degree of participation by making "√" mark parallel to each statement.

5. 1. To what extent that the facilitators, CMC members and supervisors participate in all stages of planning process.

No	Item	Degree of Seriousness				
		Very High 5	High 4	Medium 3	Low 2	Very Low 1
5.1.1	Facilitators 5.1.1.1 involvement in planning 5.1.1.2 Involvement in implementation 5.1.1.3 Involvement in monitoring and evaluation					
5.1.2	Parents 5.1.1.1 involvement in planning 5.1.1.2 Involvement in implementation 5.1.1.3 Involvement in monitoring and evaluation					
5.1.3	Community representative (e.g. CMC) 5.1.1.1 involvement in planning 5.1.1.2 Involvement in implementation 5.1.1.3 Involvement in monitoring and evaluation					
5.1.4	Supervisors 5.1.1.1 involvement in planning 5.1.1.2 Involvement in implementation 5.1.1.3 Involvement in monitoring and evaluation					

5.1.5. Do you have any other comment on the issue of stakeholders' involvement in ABE Planning activities _____

_____

_____

Annex – 3

Checklist for Key Informant Interview

Interview questions for Amhara Education Bureau, West Gojjam Zone Education Department and Mecha Woreda Educatiopn Office Officials and Experts.

1. How do you evaluate:
    a. enrollment
    b. dropout
    c. gender parity
    d. Community and/or parents participation in ABEC activities?
2. What problems do you observe in ABE implementation?
3. How do you evaluate the motivation of facilitators in relation to their salary?
4. How do you evaluate the competence of facilitators to teach children and link the community with the learning centers?

Annex – 4

Checklist for Focus Group Discussion

For center Management Committee (CMC) Members FGD Guide

1. Do you participate in ABEC planning process?
    - Planning?
    - Implementation?
    - Monitoring etc
2. How often do you meet in ABECS? What do you discuss?
3. Do girls equally go to the learning centers?
4. Who decides the ABEC table? Is it flexible?
5. Why students dropout from ABEC?
6. Do the community and parents participate in ABEC issues:
7. What is the recognition of ABEC by the community and the parents?

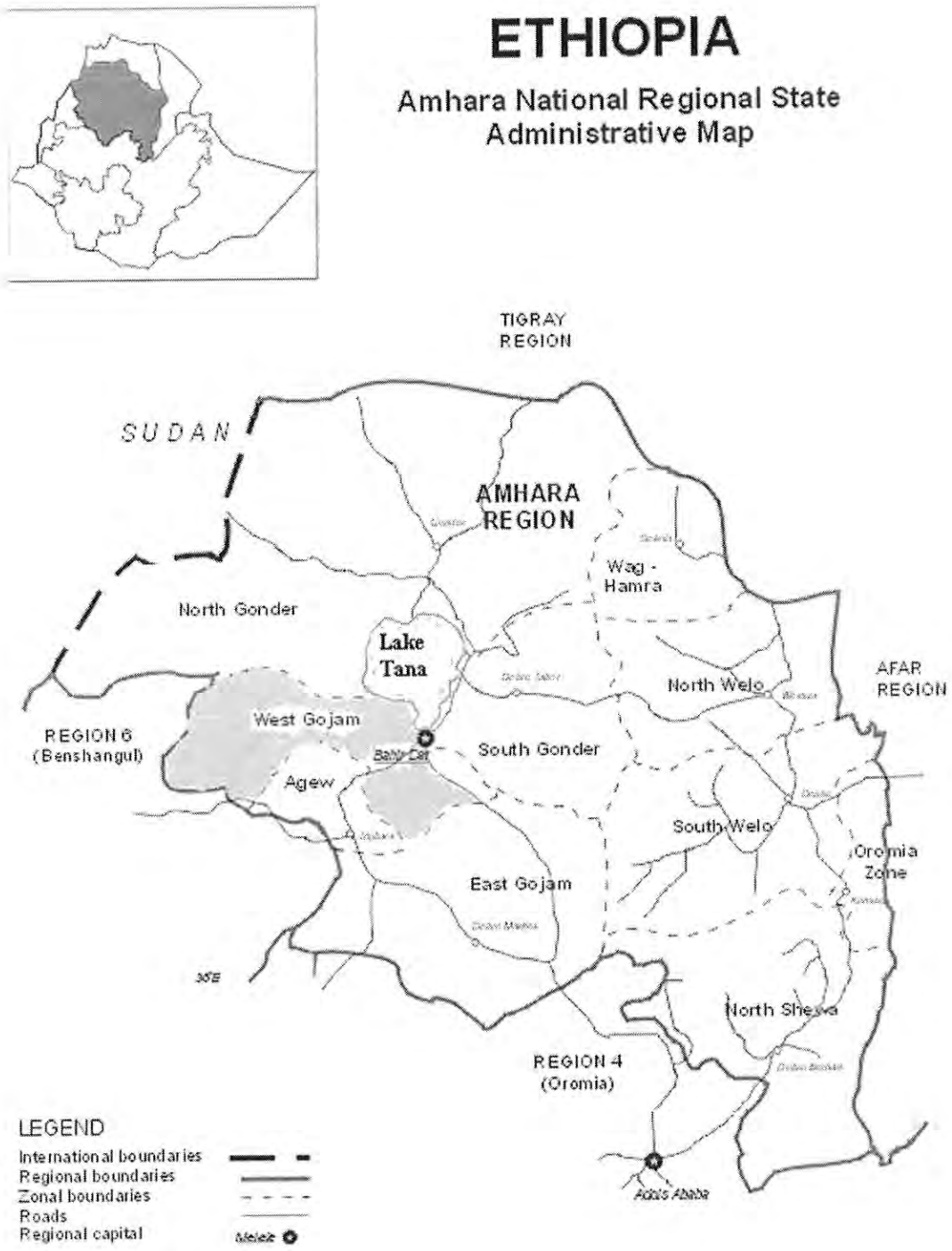
Annex – 5

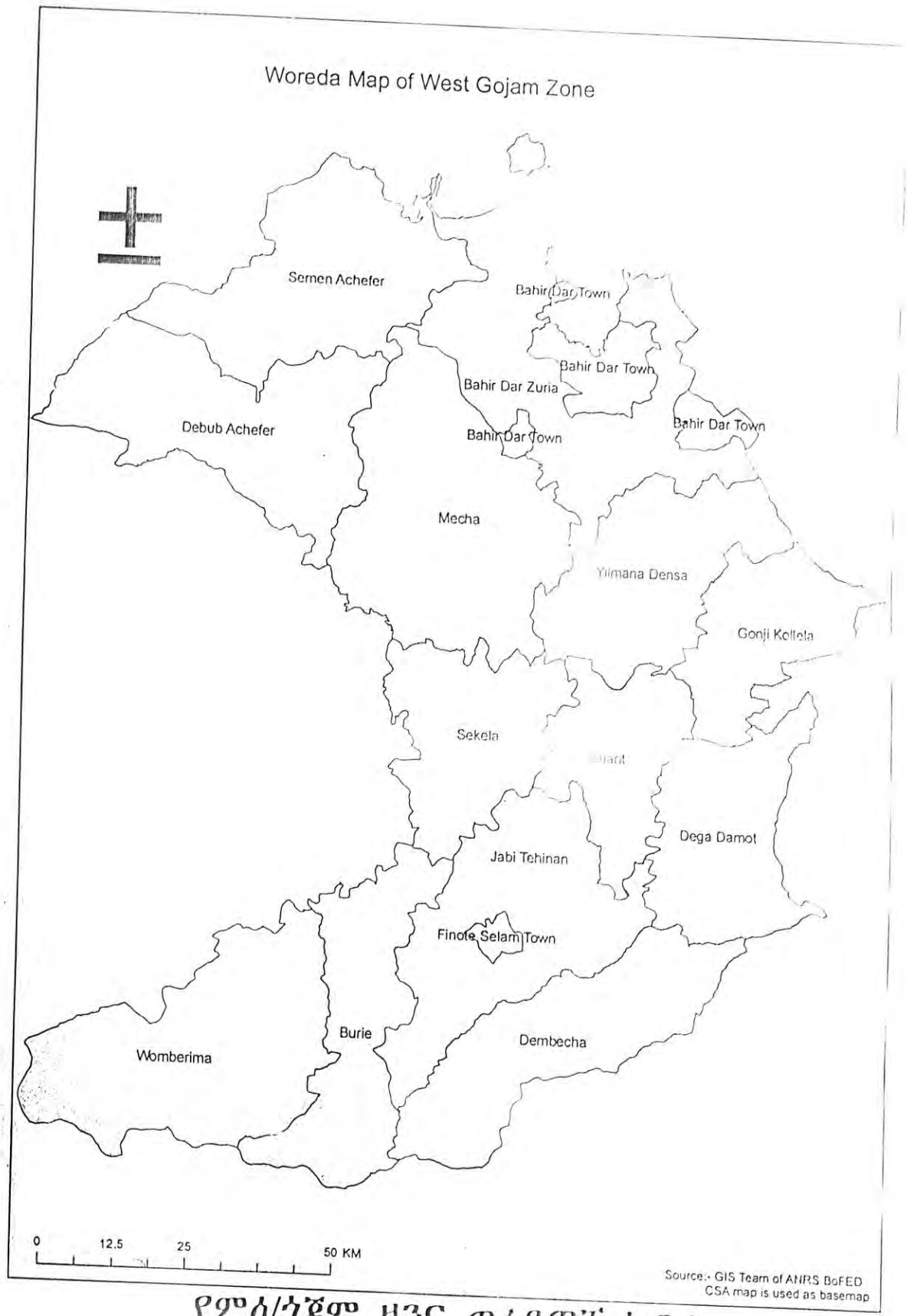
Observation Guide for Learning Centers

- Name of the learning center. _____
- Availability and conditions of facilities:
    - Classrooms _____
    - Students Seat _____
    - The Learning Center campus _____
    - Attendance of students _____
    - Black Board _____
    - Instructional Materials _____
    - Others _____

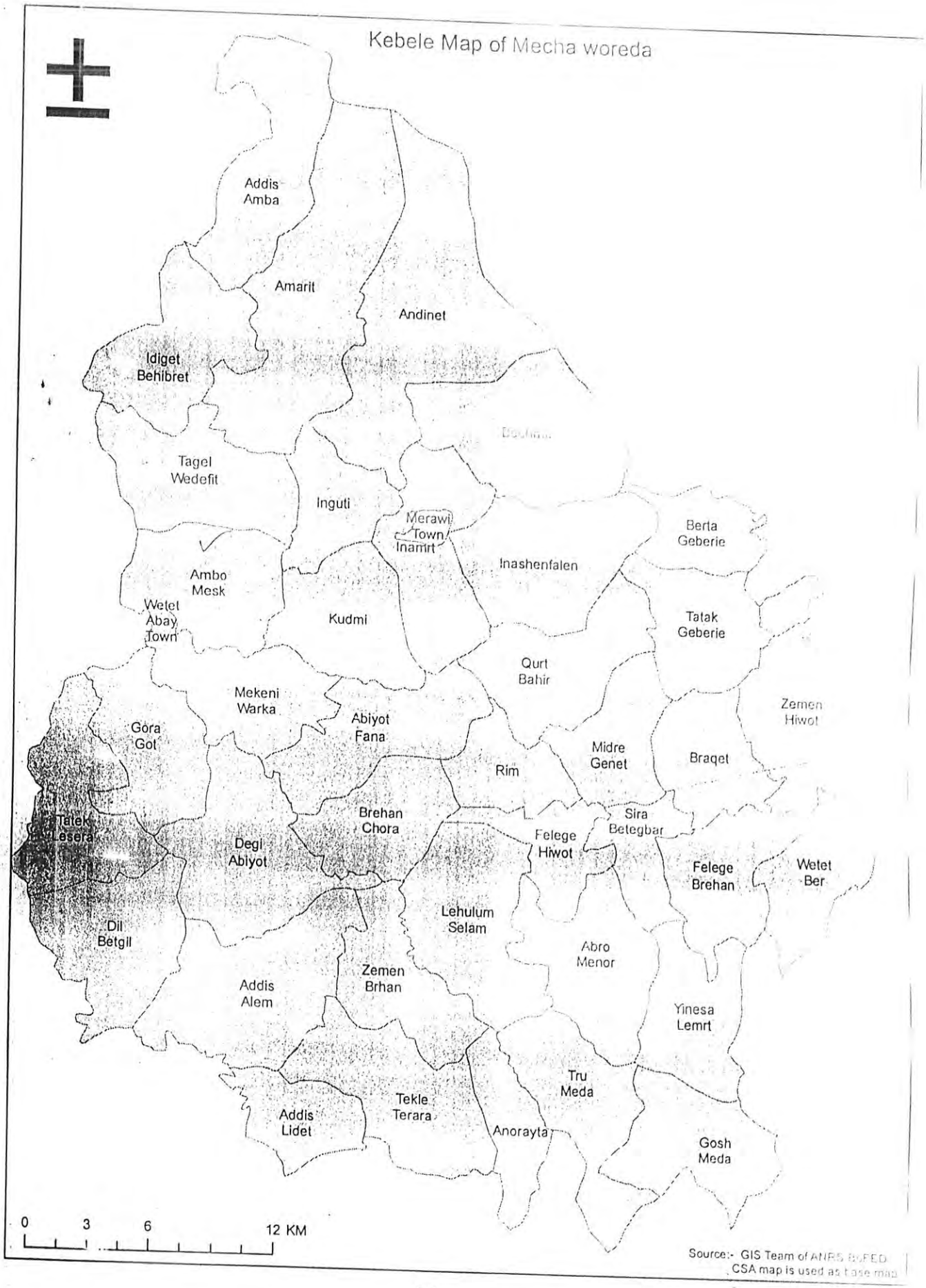
Annex – 6

Map of the Study Area





የምዕ/ጎጃም ዞንና ወረዳዎች ካርታ


Kebele Map of Mecha woreda
Addis Amba
Amarit
Andinet
Idiget Behibret
Tagel Wedefit
Inguti
Merawi Town Inamrt
Berta Geberie
Inashenfalen
Ambo Mesk
Wetet Abay Town
Kudmi
Tatak Geberie
Qurt Bahir
Mekeni Warka
Zemen Hiwot
Gora Got
Abiyot Fana
Midre Genet
Braqet
Rim
Brehan Chora
Sira Betegbar
Tatek Lesera
Degi Abiyot
Felege Hiwot
Felege Brehan
Wetet Ber
Lehulum Selam
Dil Betgil
Abro Menor
Zemen Brhan
Addis Alem
Yinesa Lemrt
Tru Meda
Tekle Terara
Addis Lidet
Anorayta
Gosh Meda
0 3 6 12 KM
Source:- GIS Team of ANRS BoFED
CSA map is used as base map

Annex – 7
List of Sample Learning Centers

No	Learning Center
1	Seyo
2	Neno
3	Wama
4	Taringa
5	Asirta
6	Bamble
7	Degoy
8	D/Tsehaye
9	Quaja
10	Segoda
11	Cheboch
12	Sesiha
13	Awuta
14	Sibihate
15	Efissa
16	Worebti
17	Abli
18	Jabi
19	Shanga
20	Yigind

Annex – 8

Reliability Test

Students

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded (a)	0	.0
	Total	10	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.805	**.824**	**25**

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
106.3000	35.567	5.96378	25

Reliability Statistics FOR FACILITATORS AND SUPERVISORS

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded (a)	0	.0
	Total	10	100.0

a Listwise deletion based on all variables in the procedure.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.851	**.878**	**25**

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.224	3.900	4.700	.800	1.205	.047	25
Item Variances	.321	.100	.667	.567	6.667	.027	25

The covariance matrix is calculated and used in the analysis.

Annex – 9

Gross Enrollment And Dropout of ABE Students in Mecha Worada (2003/04 – 2007/08) at all ABE levels

Academic year	*Enrollment*			*Dropout*		
	Male	*Female*	*Total*	*Male*	*Female*	*Total*
2003/04	755	710	1465	109	93	202
2004/05	2931	2862	5793	345	321	666
2005/06	3348	3148	6496	345	307	652
2006/07	3399	3279	6678	320	274	594
2007/08	3389	3294	6683	310	289	599

Source: Computed from Annual reports and unpublished documents of west Gojjam Education Department and Mecha Woreda Education office.

Annex – 10

Gross Enrollment of ABE Students in the Sample Area (2003/04 – 2007/08) at all ABE levels

Academic year	*Level-one*			*Level-two*			*Level-Three*			*Total*		
	M	*F*	*Total*	*M*	*F*	*Total*	*M*	*F*	*Total*	*M*	*F*	*Total*
2003/04	458	436	894	*	*	*	*	*	*	458	436	894
2004/05	489	465	954	385	371	756	*	*	*	874	836	1710
2005/06	529	509	1038	424	419	843	330	327	657	1283	1235	2538
2006/07	626	604	1230	473	467	940	388	387	775	1487	1458	2945
2007/08	649	635	1284	573	562	1135	438	439	877	1660	1636	3296

Source: *Computed from ABE students enrollment statistics of Mecha Woreda Education office (2003/04 – 2007/08*

Key: *M=Male F=Female*

** Then Preprogram did not reach level two and three*

Annex – 11

Dropout of ABE Students in the Sample Area (2003/04 – 2007/08) at all ABE levels

Academic year	*Level-one*			*Level-two*			*Level-Three*			*Total*		
	M	*F*	*Total*	*M*	*F*	*Total*	*M*	*F*	*Total*	*M*	*F*	*Total*
2003/04	73	85	138	*	*	*	*	*	*	73	65	138
2004/05	65	46	111	55	44	99	*	*	*	120	90	210
2005/06	56	42	98	36	32	68	48	47	95	140	121	261
2006/07	53	42	95	35	28	63	35	29	62	121	99	220
2007/08	57	51	108	47	43	90	31	28	59	134	123	257

Source: *computed from ABE students statistics of Mecha Woreda Education office (2003/04- 2007/08)*

Key: *M=Male* *F=Female*

** Then Preprogram did not reach level two and three*

Annex – 12

The Extent of Parents Demand for Farming and Household Activities and its Relation to dropout (as rated by ABE students)

No	*Activities*	*Rating Scales*																			*Total No. of Respondents*
		5				*4*				*3*				*2*				*1*			
		Male		*Female*		*Male*		*Female*		*Male*		*Female*		*Male*		*Female*		*Male*		*Female*	
		No.	*%*	*No.*	*%*	*No.*	*%*	*No.*	*%*	*No.*	*%*	*No.*	*%*	*No.*	*%*	*No.*	*%*	*No.*	*%*	*No.*	*%*	
1	Grinding	2	1.1	45	25	5	2.8	55	30.6	8	4.4	10	5.6	11	6.1	7	3.9	37	20.5	-	-	180
2	Farming	58	32.2	15	8.3	-	40.1	20	11.1	5	2.8	9	5	-	-	4	0.6	-	-	-	-	180
3	Cooking	6	3.3	52	28.9	21	6.7	78	43.3	3	1.7	4	2.2	2	2.2	2	1.1	21	11.7	-	-	180
4	Collecting fire wood	35	19.6	38	21.2	27	15.1	36	20.1	12	6.7	7	3.9	13	7.3	8	4.4	3	1.7	-	-	179
5	Fetching water	21	11.7	61	33.9	14	7.8	39	21.7	11	6.1	21	11.7	3	1.6	10	5.5	-	-	-	-	180
6	Washing clothes	18	10.3	51	28.8	13	7.3	63	35.6	7	3.9	5	2.8	11	6.2	4	2.3	5	2.8	-	-	177
7	Care siblings	15	8.3	65	36.1	8	4.5	40	22.2	22	12.2	17	9.5	13	7.2	-	-	-	-	-	-	180
8	Looking after cattle	42	23.3	23	12.8	67	37.2	30	16.7	1	0.6	4	2.2	3	1.7	7	3.8	1	0.6	2	1.1	180

Source: *Own survey*

Key: *5= Very High 4= High 3= Medium 2= Low 1= Very Low*

አዲስ አበባ ዩኒቨርስቲ

የድህረ ምረቃ ትምህርት

በስነ ትምህርት ኮሌጅ የሥርዓተ ትምህርትና የመምህራን ሙያዊ ስልጠና ዲፓርትመንት (ክፍል)

በአማራጭ መሰረታዊ ትምህርት ተማሪዎች የሚሞላ መጠይቅ

ክፍል አንድ

መመሪያ፡- 1. በማንኛውም ቦታ ላይ ስምህን (ሽን) መጻፍ አያስፈልገኝም

2. በቀረቡት ጥያቄዎች መልስ ነው የምትለውን (ይውን) በሳጥን ውስጥ ‹ √ › ምልክት አድርግ (ጊ)

3. አማራጭ ለሌለው ጥያቄ በክፍት ቦታው ላይ አጭር መልስ ፃፍ (ፊ)

1. አጠቃላይ መረጃ

1.1 የቀበሌ/የጎጥ ስም ----------

1.2 የመማሪያ ጣቢያ ስም ----------

1.3 እድሜ ---------- ዓመት

1.4 ፆታ፡- ወንድ ☐ ሴት ☐

1.5 የማትማርበት/ሪበት ደረጃ ደረጃ 1 ☐ ደረጃ 2 ☐ ደረጃ 3 ☐

1.6 የእናትና የአባትህ/ሽ የትምህርት ደረጃ

ወላጅ	ማንበብና መፃፍ የማይችሉ	ከ1-6ኛ ክፍል	ከ7-12ኛ ክፍል	ዲፕሎማ	ዲግሪና በላይ
አባት					
እናት					

1.7 የቤተሰቦችህ (ሽ.) ስራ ምንድነ?

ሀ) እርሻ (ግብርና)

ለ) የመንግስት ሰራተኛ

ሐ) ንግድ

መ) ሥራ የላቸውም

ሠ) ሌላ (ይጠቀስ) ----------

<u>ክፍል ሁለት</u>

2. የተሳትፎና የማቋረጥ ችግሮች /ምክንያቶች

2.1 በአንተ/ች/ ትምህርት መማር የወላጆችህ/ሽ ድጋፍና ማበረታታት

ሀ. ሁልጊዜ ☐ ለ. አንዳንድ ጊዜ

ሐ. ብዙውን ጊዜ ☐ መ. በጣም አልፎ አልፎ

ሠ. ምንም አይደግፉኝም አያበረታቱኝም

2.2 በትምህርት ቀን ወይም ከትምህርት ሰዓት በፊትና በኋላ በተሰቦችህን/ሽን ምን ያህል በስራ ትረዳለህ/ሻለሽ?

ሀ. ሁልግዜ ☐ ለ. ብዙውን ጊዜ ☐ ሐ. አንዳንድ ጊዜ ☐

መ. በጣም አልፎ አልፎ ☐ ሠ. ፍጹም አላግዝም ☐

2.3 ቤተሰብህ/ሽ/ ትምህርት አቋርጠህ/ሽ በስራ ጫና ወይም ግፊት

ሀ. ሁልጊዜ ☐ ለ. ቡዙውን ጊዜ ☐ ሐ. አንዳንድ ጊዜ ☐

መ. አያደርጉም ☐

2.4 ከመማሪያ ጣቢያው የትምህርት ስዓት አክብሮ የመገኘት ሁኔታ

ሀ. ሁል ጊዜ ☐ ለ. ብዙውን ጊዜ ☐ ሐ. አንዳንድ ጊዜ ☐

መ. በሰዓቱ ደርሼ አላቅም ☐

ክፍል ሦስት

3. ከዚህ በታች የተዘረዘሩት ዐረፍተ ነገሮች የተማሪዎች ትምህርት ማቋረጥ ምክንያቶች /ችግሮች/ ናቸው ተብለው ይታሰባሉ። የአካባቢህን/ሽን ተጨባጭ ሁኔታ ግንዛቤ ውስጥ በማስገባት የእያንዳንዱን ችግር /ምክንያት/ ደረጃ ተስማሚ ነው ብለህ/ሽ በምታስበው/ቢው ቦታ ላይ የ ‹ √ › ምልክት በማድረግ መልስ ስጥ/ጭ

ተ.ቁ	ችግሮች	የችግሩ ደረጃ				
		በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
3.1	ህፃናት በቤተሰብ ሥራ መጠመድ					
3.2	ተማሪዎች ትምህርት ከጨረሱ በኋላ ስራ የማግኘት እድል ዝቅተኛ ነው ብሎ ማሰብ					
3.3	በሕብረተሰቡና በመማሪያ በጣቢያዎች መካከል ያለው ግንኙነት ዝቅተኛ መሆን					
3.4	ወላጆች ለልጆቻቸው የሚያደርጉት ድጋፍና ማበረታታት አነስተኛ መሆን					
3.5	በአማራጭ መሰረታዊ ትምህርት የትምህርት ጥራት የተጓደለ መሆን					
3.6	የትምህርት መስጫ ሰዓቱ እንደአካባቢው ተጨባጭ ሁኔታ ተለማጭ አለመሆን					
3.7	በመማሪያ ጣቢያዎች የትምህርት መሳሪያዎች አለመሟላት					
3.8	አመቻቾች ለተማሪዎች የሚያደርጉት ድጋፍና ማበረታታት አነስተኛ መሆን					
3.9	የሴት አመቻቾች ቁጥር አነስተኛ መሆን					
3.10	በመማሪያ ክፍል ውስጥ አዘወትሮ አለመገኘት					
3.11	የመኖሪያ ቤትና የትምህርት መስጫ ጣቢያ መራራቅ					

3.12 ለተማሪዎች ማቋረጥ ያልተጠቀሱ ችግሮች ተጨማሪ ካሉ ጥቀሱ(ሺ)

ሀ. ----------

ለ. ----------

ክፍል አራት

4. በአማራጭ መሰረታዊ ትምህርት የያታ ተሳትፎ ልዩነት አስተዋጽኦ የሚያደርጉ አብይት ችግሮች /ምክንያት/

4.1. በአካባቢህ/ሽ/ ወላጆች ሴት ልጆቻቸው እንደ ወንድ ልጆቻቸው እኩል የትምህርት ዕድል እንዲያገኙ ያበረታታሉ

ሀ. አዎ ☐ ለ. አያበረታቱም ☐

4.2. በተራ ቁጥር 4.1 ለቀረበው ጥያቄ መልስህ/ሽ/ ‹‹ለ›› ወይም አያበረታቱም ከሆነ አብዛኞቹ ወላጆች ለማን ቅድሚያ ይሰጣሉ?

ሀ. ለወንድ ልጆቻቸው ☐ ለ. ለሴት ልጆቻቸው ☐

5. ከዚህ በታች የተዘረዘሩት ዐረፍተ ነገሮች በአማራጭ መሰረታዊ ትምህርት ጣቢያ ከያታ ተሳትፎ ልዩነት ጋር ዝምድና ያላቸው አብይ ምክንያቶች /ችግሮች/ ናቸው ተብለው ይታሰባሉ። ካለህ/ሽ/ ልምድና ከምታየው/ይው በመነሳት የእያንዳንዱን ችግር ወይም ምክንያት ደረጃ ተስማሚ ነው በምትለው/ይው/ ቦታ ላይ የ‹ √ › ምልክት በማድረግ መልስ ስጥ/ስጪ።

ተ.ቁ	ችግሮች / ምክንያት	የችግሩ ደረጃ				
		በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
5.1	ሴቶች ከተማሩ በኋላ ስራ የማግኘት ዕድላቸው ዝቅተኛ ነው ብሎ ማሰብ					
5.2	ወላጆች ለሴቶች ትምህርት የሚሰጡት ግምት ዝቅተኛ መሆን					
5.3	ወላጆች የሴቶች ልጆችን ጉልበት ለቤት ውስጥ ስራ በከፍተኛ ደረጃ መፈለግ					
5.4	ሴቶች በቤት ውስጥ ብቻ መስራት አለባቸው የሚል እምነት /ባህል/መኖር					
5.5	ወላጆች ለሴት ልጆች ያለዕድሜ ጋብቻ ቅድሚያ መስጠት					

5.6 በያታ እኩልነት ላይ ተጽእኖ የሚያደርጉ ሌሎች ችግሮች /ምክንያቶች/ ካሉ ዘርዝር/ሪ

ሀ. ----------

ለ. ----------

ሐ. ----------

6. የሚከተሉት ተግባራት በተማሪዎች ትምህርት ማቋረጥ ላይ ምን ያህል ተጽዕኖ ያደርጋሉ

ተ.ቁ	ተግባሮች	የችግሩ ደረጃ				
		በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
6.1	ምግብ ማዘጋጀት					
6.2	እንሰሳትን / ከብቶችን / ማገድ					
6.3	እንጨት መልቀም					
6.4	ውሃ መቅዳት					
6.5	ህፃናትን መንከባከብ					
6.6	ልብስ ማጠብ					
6.7	የእርሻ ስራ መስራት					
6.8	እህል መፍጨት					

ተ.9 በትምህርትህ/ሽ ክትትል ላይ ችግር የሚፈጥሩ ሌሎች ተግባራት ካሉ ዘርዝር/ሪ

ሀ. ----------

ለ. ----------

ሐ. ----------

መ. ----------

አባሪ 14

አዲስ አበባ ዩኒቨርስቲ

የድህረ ምረቃ ትምህርት ክፍል

በሥነ ትምህርት ኮሌጅ ሥርዓተ ትምህርትና የመምህራን ሙያዊ ሥልጠና ክፍል /ዲፓርትሜንት/

በአማራጭ መሰረታዊ ትምህርት አመቻቾች፣ በአማራጭ መሰረታዊ ትምህርት ጣቢያ ተጠሪዎችና በክላስተር ሱፐርቫይዘሮች የሚሞላ የጽሑፍ መጠይቅ

<u>የመጠይቁ ዓላማ</u>

የመጠይቁ ዓላማ በሚጫ ወረዳ ውስጥ በሚገኙ አማራጭ መሠረታዊ ትምህርት ጣቢጠዋች የተማሪዎች ተሣትፎ አዝማሚያና በተሣትፎአቸው ላይ ተጽዕኖ የሚያሳድሩ ሁኔታዎች ላይ ጥናታዊ መረጃ ለመሰብሰብ ነው። ጥናቱም የተማሪዎችን የተሣትፎ መጠን ለመጨመርና የማቋረጥ ችግሮችን ለመፍታት የሚያስችሉ ሥልቶችን ለመንደፍ የሚያስችሉ የመነሻ ነጥቦችን ይጠቁሚል ተብሎ ይታመናል። በመሆኑም እርስዎ የሚሰጡት ትክክለኛ ምላሽ ለጥናቱ መሣካት ወሳኝ ነው። ስለሆኑም ሁሉንም ጥያቄዎች በሐቀኝነት በመመለስ እንዲተባበሩ በአክብሮት እጠይቃለሁ።

ውድ ተሣታፊ

መልስ ለመስጠት ከመጀመርዎ በፊት ከዚህ በታች የቀረቡትን አጠቃላይ መመሪያዎች ልብ ብለው ያንቧቸው

1. የሚሰጧቸው መልሶች በሙሉ ለጥናቱ ብቻ እንደሚውሉ እርግጠኛ ይሁኑ
2. በመጠይቁ ላይ የእርስዎን ስም መጻፍ አያስፈልግም
3. እያንዳንዱን ጥያቄ በጥንቃቄ ከአነበቡ በኋላ መልስ ነው የሚሉትን በክፍት ቦታው ላይ የፃፉ ወይም በሣጥኑ ውስጥ ‹ √ › ምልክት በማድረግ ይመልሱ

ለተደረገልኝ ትብብር በቅድሚያ አመሰግናለሁ

ክፍል አንድ

መመሪያ አንድ መልስዎችን በተሰጠው ባዶ ቦታ ላይ ይፃፉ ወይም በተዘጋጀው ሣጥን ውስጥ ውስጥ ‹ √ › ምልክት በማድረግ ይመልሱ

1. አጠቃላይ መረጃ

1.1 የቀበሌ /ጎጥ ስም ----------

1.2 የመማሪያ ጣቢያ ሥም ----------

1.3 የጉድኝት ማዕከል ት/ቤት ሥም ----------

1.4 ዕድሜ ---------- ዓመት

1.5 ፆታ ወንድ ☐ ሴት ☐

1.6 አሁን በሚሰሩበት መ.ያ ያለዎት የሥራ ልምድ ---------- ዓመት

1.7 የትምህርት ደረጃ

ሀ. ከ10 ክፍል በታች ☐

ለ. 10/12 የፈፀመ/ች ☐

ሐ. ቲ.ቲ አይ /መምህራን ማሰልጠኛ / ሰርተፊኬት ☐

መ. ዲፕሎማ ☐

ሠ. ዲግሪ ወይም በላይ ☐

1.8 በትምህርት መስጫ ጣቢያው ያለዎት የሥራ ኃላፊነት

ሀ. አመቻች ☐

ለ. ሱፐርቫይዘር ☐

ሐ. የጣቢያ ሀላፊ ☐

ክፍል ሁለት

2. መመሪያ ሁለት፡- ከዚህ በታች ያሉ መጠይቆች የተማሪዎችን ተሣትፎ የሚገቱ ምክንያቶችን /ችግሮችን/ የሚመለከቱ ናቸው ለእያንዳንዱ ችግር /ምክንያት/ ደግሞ ተስማሚ በሆነው ቦታ ላይ ‹ √ › ምልክት በማድረግ መልስ ይስጡ

ተ.ቁ	ችግሮ/ምክንያቶች	የችግሩ ደረጃ				
		በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
2.1	ወላጆች ስለትምህርት ጠቀሜታያላቸው ግንዛቤ ዝቅተኛ መሆን					
2.2	ወላጆች የህፃናትን ጉልበት መፈለግ					
2.3	በህብረተሰቡና በመማሪያ ጣቢያዎች መካከል ያለው ግንኙነት ዝቅተኛ መሆን					
2.4	ከወረዳ ትምህርት ጽ/ቤትና ከሌሎች ባለድርሻዎች የሚሰጥ ድጋፍ አነስተኛ መሆን					

2.5 ከተማሪዎች ተሣትፎ ጋር የተያያዙ ተጨማሪ ችግሮች /ምክንያቶች/ ካሉ ይዘርዝሩ

ሀ. ----------

ለ. ----------

ሐ. ----------

መ. ----------

ክፍል ሦስት

2. ከዚህ በታች የተዘረዘሩት ዐረፍተ ነገሮች በተማሪዎች ከትምህርት ማቋረጥ ምክንያቶች /ችግሮች/ ናቸው ተብለው ይታሰባሉ የአካባቢዎን ተጨባጭ ሁኔታ ግንዛቤ ውስጥ በማስገባት የእያንዳንዱን ችግር /ምክንያት/ ደረጃ ተስማሚ ነው ብለው በሚያስቡት ቦታ ላይ ‹ √ › ምልክት በማድረግ መልስ ይስጡ

ተ.ቁ	ችግሮች	የችግሩ ደረጃ				
		በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
3.1	ህፃናት በቤተሰብ ሥራ መጠመድ					
3.2	ተማሪዎች ትምህርት ከጨረሱ በኋላ ሥራ የማግኘት ዕድል ዝቅተኛ ነው ብሎማሰብ					
3.3	በህብረተሰቡና በመማሪያ ጣቢያዎች መካከል ያለው ግንኙነት ዝቅተኛ መሆን					
3.4	ወላጆች ለልጆቻቸው የሚያደርጉት ድጋፍና ማበረታታት አነስተኛ መሆን					
3.5	በአማራጭ መሠረታዊ ትምህርት የትምህርት ጥራት የተጓደለ መሆን					
3.6	የትምህርት መስጫ ስአቱ እንደአካባቢው ተጨባጭ ሁኔታ ተለማጭ አለመሆን					
3.7	በመማሪያ ጣቢያዎች የትምህርት መሣሪያዎች አለመሟላት					
3.8	አመቻቾች ለተማሪዎች የሚያደርጉት ድጋፍና ማበረታታት አነስተኛ መሆን					
3.9	የሴት አመቻቾች ቁጥር አነስተኛ መሆን					
3.10	በመማሪያ ክፍል ውስጥ አዘውትሮ አለመገኘት					
3.11	የመኖሪያ ቤትና የትምህርት መስጫ ጣቢያ መራራቅ					

3.12 ለተማሪዎች ማቋረጥ ያልተጠቀሱ ችግሮች ተጨማሪ ምክንያቶች/ ካሉ ይጥቀሱ

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ክፍል አራት

4. በአማራጭ በሠረታዊ ትምህርት የፆታ ተጣትፎ ልዩነት አስተዋጽኦ የሚያደርጉ አበይት ችግሮች /ምክንያቶች/

4.1 ከዚህ በታች የተዘረዘሩት ዐረፍተ ነገሮች በአማራጭ መሠረታዊ ትምህርት ጣቢያ ከፆታ ተሳትፎ ልዩነት ጋር ዝምድና ወይም ግንኙነት ያላቸው አበይት ችግሮች /ምክንያቶች/ ናቸው ተብለው ይታሰባሉ ካለዎት ልምድና ከሚያዩት በመነሣት የእያንዳንዱን ችግር ወይም ምክንያት ደረጃ ተስማሚ ነው በሚሉት ቦታ ላይ የ ‹‹ √ ›› ምልክት በማድረግ መልስ ይስጡ::

ተ.ቁ	ችግሮ/ምክንያቶች	የችግሩ ደረጃ				
		በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
4.1.1	ሴቶች ከተማሩ በኋላ ሥራ የማግኘት ዕድላቸው ዝቅተኛ ነው ብሎ ማሰብ					
4.1.2	ወላጆች ለሴቶች ትምህርት የሚሰጡት ግምት ዝቅተኛ መሆን					
4.1.3	ወላጆች የሴት ልጆችን ጉልበት ለቤት ውስጥ ስራ መፈለግ					
4.1.4	ሴቶች በቤት ውስጥ ብቻ መስራት አለባቸው የሚል ዕምነት /ባህል/ መኖር					
4.1.5	ወላጆች ለሴት ልጆች ያለዕድሜ ጋብቻ ቅድሚያ መስጠት					

4.1.6 በፆታ እኩልነት ላይ ተጽዕኖ የሚያደርጉ ሌሎች ችግሮች ካሉ ይግለጹ

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ክፍል አምስት

5. በዚህ ክፍል ያሉ መጠይቆች በአማራጭ መሪታዊ ትምህርት ዕቅድ ዝግጅትላይ ያለውን ተሣትፎ የሚመለከቱ ናቸው። በእያንዳንዱ መጠይቅ ትይዩ አማራጮች አንጻር ተስማሚ ነው በሚሉት ቦታ ላይ ‹ √ › ምልክት በማድረግ መልስ ይስቱ

ተ.ቁ	ተግባራት	የተሣትፎ ደረጃ				
		በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
5.1	አመቻቾች • በዕቅድ ዝግጅት ያላቸው ተሣትፎ • ዕቅድን ለመተግበር ያላቸው ተሳትፎ • በግምገማና በክትትል ያላቸው ተሣትፎ					
5.2	ወላጆች • በዕቅድ ዝግጅት ያላቸው ተሣትፎ • ዕቅድን ለመተግበር ያላቸው ተሳትፎ • በግምገማና በክትትል ያላቸው ተሣትፎ					
5.3	የህብረተሰብ ተወካዩ /ለምሳሌ የየጣቢያ አስተባባሪ ኮሚቴ /አባላት • በዕቅድ ዝግጅት ያላቸው ተሣትፎ • ዕቅድን ለመተግበር ያላቸው ተሳትፎ • በግምገማና በክትትል ያላቸው ተሣትፎ					
5.4	ስፐርቫይዘሮች • በዕቅድ ዝግጅት ያላቸው ተሣትፎ • ዕቅድን ለመተግበር ያላቸው ተሳትፎ • በግምገማና በክትትል ያላቸው ተሣትፎ					

5.5 በአማራጭ መሠረታዊ ትምህርት እቅድ ዝግጅትና አፈጻጸም በባለድርሻዎች ተሣትፎ ላይ ተጨማሪ አስተያየት ካለዎት ይግለጹ

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Declaration

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

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June 18, 2009

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