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# An Assessment of the Implementation of Alternative Basic Education Program in East Gojjam

BY: Amarech Kebede

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July 2007

# AN ASSESSMENT OF THE IMPLEMENTATION OF ALTERNATIVE BASIC EDUCATION PROGRAM IN EAST GOJJAM

**BY:AMARECH KEBEDE**

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**A thesis Submitted to the School of Graduates Studies of Addis Ababa University in Partial Fulfillment of the requirements for the Degree of MA in Educational Research and Development**

**Institute of Educational Research**
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# The Implementation of Alternative Basic Education in East Gojjam

Amarech Kebede

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# ACRONYMS

| | |
|---|---|
| AABE | Alternative Approach to Basic Education |
| ABE | Alternative Basic Education |
| ANRS | Amhara National Regional States |
| BRAC | Bangladesh Rural Advancement Committee |
| CMC | Center Management Committee |
| EFA | Education for All |
| ESDP | Education sectors Development Program |
| ICDR | Institute of Curriculum Development and Research |
| JICA | Japan International Cooperation Agency |
| MOE | Ministry of Education |
| NFBE | Non-formal Basic Education |
| NFE | Non-formal Education |
| NFPE | Non-formal Primary Education |
| NGO | Non-governmental Organization |
| SIDA | Sweden International Development Association |
| TGE | Transitional Government of Ethiopia |
| UBEP | Undugu Basic Education Program |
| UN | United Nations |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations Integrated Children Emergency Fund |
| UPE | Universal Primary Education |

## *Abstract*

*The purpose of this study was to assess the implementation of ABE program in East Gojjam Zone, mainly to identify the achievements and constraints of the program towards UPE.*

*The method employed in the study was a descriptive survey. Review of available literature on ABE program and relevant quantitative data were gathered from 17 educational officials 29 ABE center facilitators, 446 students 10 primary school principals and teachers, 20 CMC members and parents and one NGO coordinator. Respondents were selected by purposive and random sampling techniques.*

*Data obtained from questionnaire were analyzed using statistical tools like percentage, average mean and independent sample t-test. The data from interview, focus group discussion and observation was analyzed qualitatively.*

*The findings from data analysis showed that the program is challenged by many constraints: Absence of facilities, unavailability of learning materials, low perception of the program by the community and low attention to the program in providing supervision and support, assignment of untrained facilitators, low competence of students in developing minimum learning skills, overloaded content and difficult curriculum, high drop out rate. These problems undermined the quality of education*

*The ABE program has its potential in addressing gender and socio-economic issues. This was evidenced by the increased number of enrollments and the extent to which the poor children are given the opportunity to learn with flexible schedule.*

*The basic principles of ABE is to reach the un reached by taking schools near the villages of children that are denied of their rights to basic education, through enhancing the active participation of local communities in managing and controlling educational programs at grassroots level.*

*Thus, it was suggested that in addition to making schools accessible to the needy child, the actual learning environment required certain quality improvements Hence, before the program has to be implemented ,there must be arrangement: Policy and decision makers and implementers should have adequate information about the what and how of the program for its effective implementation.*

# CHAPTER ONE

# THE PROBLEM AND ITS APPROACH

This chapter covers the background of the study, statement of the problem, significance, delimitation and limitation of the study. It also consists of description of the study area, definition of terms and organization of the study.

## 1.1 Background of the Study

Education is said to be a process and practice geared towards shaping an all rounded personality through a harmonious and integrated development of mental, physical, social, moral and spiritual power of human being (Tegene & Tsegaye, 2000:11). It is the total process of human experiences imparted by which knowledge is acquired, skill is developed, attitudes and values formed. Therefore, education is said to be an instrument in tapping individuals' talent, potential and personality development that individual can improve their lives and the community at large. Education helps a country to create strong and competitive economy which can effectively cope up with the challenges of development and can easily and confidently adapt to the changing market and technological conditions in the global economy. Basic education is its foundation (Hnzen, 2000:20).

The importance of basic education as human right was declared by the United Nation in 1948. The Declaration asserted access to basic education is both a necessity and a fundamental human right .It realizes the intrinsic human value of education had a strong moral and legal foundation. Moreover, the right to education is guaranteed by subsequent summits undertaken at different occasions, such as in Jomtiem in Thailand (1990), Paris (1991), Delhi (1993) and the Dakar Framework for Action in Senegal (2000). All the summits focused on meeting basic learning needs that oblige to translate commitments into legislations to have citizens' legal recourses (Hinzen, 2000:31). Both the Declaration and conventions aimed at on the right of the child to education and the benefit out of it that can meet his/her basic learning needs. It is the responsibility of the governments to ensure that everyone is given the chance to benefit from it, and also the fundamental interest of the society for the reason that progress with economic and social development depends upon it.

*Unfortunately, many children in the world had grown up without getting this chance, because they are denied their basic rights to attend at least primary basic education, and even many among those who enroll leave prematurely, dropping out before the skills of literacy and numeric have been properly gained.*

*(UNESCO, 2003: i)*

The problem has got collective action so that the International community committed itself for the achievement of quality basic education for all by 2015. This promise echoes the commitment made by countries in Jomtiem in 1990 to achieve Universal Primary Education by 2000 marking that education is the single most vital instrument for the promotion of human rights, combating poverty, establishing democracy, protecting the environment and influencing population growth. The promise was unfulfilled pledge for many developing countries remains a matter of great concern (Hinzen, 2000:34).

According to UNESCO (2003: i) report an estimated 104 million children of primary school age were not enrolled in school at the turn of the millennium. Almost all these children lived in developing countries. Hinzen(2000:34) mentioned the reasons for the deficits were multifold: lack of democracy, lack of educational provision, lack of coherence and irrelevant contents of the curriculum.

Likewise, the education system of Ethiopia is still characterized by the problem of access and quality, equity and efficiency. Many school-age children are still not in school and gender disparity (Befekadu, 2006: 15). The fundamental aspect of this disparity is inequality in access to education that generate substantial gap between men and women in contributing their share for the society. The gap is higher in rural areas than urban (MOE, 2005:7). Among other factors, the importance of child labor is the major constraints on school participation with a strongly differentiated impact on girls than boys. The problem is serious in rural areas where large number of the population resides; children work on farms, tend livestock, collect water and attend other basic family survival needs (UNESCO, 2006:6).

The problem of low attendance of schooling urges countries to design another alternative strategy. This alternative approaches to formal education helps to provide basic education for many millions of school age population who have no chance to involve in the formal program. The guiding principles and unique features of alternative mode of provision includes: community participation, flexibility, adaptability, relevance, accessibility, local resource based, learner centered, and gender equality, linkage and integration with formal education (Thompson 2001:11). Hence, authorities recommended that an education system to be a mixture of in school and out-school process (Mamo, 1999:22).

Accordingly, the new Education and Training Policy through its Education Sector Development Program envisaged an alternative mode of delivery (ABE program)as a means to reach several millions of un-schooled children from ages 7 to 14 (MoE, 2005:4). To this end, several alternative basic education centers have been established in different regions in which some portion of the total enrolment is covered through. The alternative basic education program is assumed equivalent to formal education grades1-4 .The program is focused on literacy, numeracy and environmental science to enable the learners to develop problem-solving abilities and change their mode of life (MoE, 2002; 31). The Program is characterized by cost-effectiveness, flexibility, and easily accessible and community based. Alternative Basic Education centers are shelters made by the community from locally available materials, facilitators from the community. The community is entitled to run the overall program activity backed by technical support and coordination by Regional Education Bureaus and interested NGOs (UNESCO, 2006:7).

The Amhara Region which has large number of out of school children at 1st cycle (grade 1-4) from the total school- age population ages 7-14 is implementing alternative basic education in accessing basic education to rural areas in different Zones. In three consecutive years (2004/5-2006/7), the enrollment rate of primary education in the region become 80.7% of which **7.3%** in ABE centers in 2004/5, 86.3% of which **6.5%** in ABE centers in 2005/6 whereas 90.5% in 2006/7of which **5.9%** in ABE centers (ANRS, 2007:5).

East Gojjam, the study area of this research is also widely implementing the ABE program. Data from East Gjjam Education Department indicated 10762 (2.58%) children are enrolled in 154 Alternative basic education centers in the Zone in this academic year ((2006/7) .However, the condition how the program is going on become matter of great concern. The quality and effectiveness of education is determined by process of implementation. The implementation of the program is determined by the level of investment and the competence of the implementers. The effectiveness of the implementers also determined by knowledge and attitude they have on the program. Thus, the purpose of this study is to assess the implementation of ABE program in providing basic education and its contribution towards the achievement of UPE in Zone by 20015.

## 1.2. Statement of the Problem

Ethiopia is one of the International communities that committed itself to achieve universal primary education (UPE) for all children by the year 2015. This conviction requires investing a considerable amount of nation's resources to formal education. This is challenging for the country's economy. The problem obliges to use alternative options for the provision o f b asic education that calls the formulation of sustained public investment program through the mobilization of the national and international resources aimed at quantitative and qualitative expansion in the education system (MoE, 2002:16).

The alternative approach provides access to basic education to large number of people who cannot have a chance to involve in the formal system with the assumption that the program is equivalent to formal program of grades 1_4.

The main reasons for assessing the implementation of the ABE program in providing basic education in East Gojjam are:

- Though there are many ABE centers in different woredas, there are still many out of school children 113122 (21%) in this academic year (1999 E.C) in the zone.
- Though ABE program plays a role in promoting access and equity, there are problems on the management and supervision of the program that require attention.
- The problem of educational wastage and inefficiency urges to search the problem.

Therefore, the main purpose of this study was to assess the approaches and practices of ABE program implementation in East Gojjam Zone. Further the study intended how ABE help to accelerate the achievement of UPE in the Zone.

In order to address the problem the study was guided by the following basic questions.

1. To what extent Alternative Basic Education program contributes to increase educational access and equity in the Zone?
2. . Is Alternative Basic Education program linked and integrated with formal Program?
3. Are students from Alternative Basic Education Program competent while transferred to grade 5 in the formal system?
4. How much stakeholders (the community and NGOs) participate in ABE program?
5. How much Alternative Basic Education program is supervised and monitored for its effective implementation?
6. What are the challenges in implementing Alternative Basic Education program?

Thus, the Specific objectives of this study were:

- To assess the contribution of the on going ABE program to increase educational access and equity in the zone.
- To assess the link and integration between ABE and formal programs.
- To assess the effectiveness of the program in producing competent students.
- To examine the existing support provision by stakeholders such as NGOs and the community to the program.
- To identify the mechanisms of monitoring and evaluation system on ABE implementation in the zone.
- To identify the challenges ABE program implementation in the Zone

## 1.3. Significance of the study

The findings of this study will be used as feedback at regional or national level in the process of revision of the program on the basis of providing integrated relevant and quality basic education particularly for required grades 1-4. It may also stimulate other researchers to conduct further study on the area.

## 1.4. Delimitation of the study

The study was aimed at assessing the practices of Alternative Basic Education program in detail. Therefore, to make the study manageable the study was delimited only to Eastern Gojjam Zone where alternative basic education is widely implementing. All the seventeen Woredas of the Zone are implementing the program, of which only five sample Woredas and 10 sample ABE centers in these woredas were included in the study.

## 1. 5. Description of the study Area

East GOjjam is one of the zones in Amhara region. It has an area of 14705.36 $km^2$ with the population of 2401790 most of the population, 2142576(89%) is inhabited in rural areas and the economy is mainly agriculture.

According to the data from East Gojjam Education Department this year (2006/7or 1999 E.C) there are 530062 school age children (age 7-14) in the Zone of which only 416940 (78.6%) have access to education the rest 113122 (21.34%) are out of school. Out of this 78.6% the children enrolled in schools, 10762 (2.58%) children are attending their education in 154 ABE centers.

## 1.6. Limitation of the Study

In conducting this study, the researcher has faced some difficulties, which contributed to the limitation of the study. The study was intended to collect information from different sources on the practice of ABE program including NGOs coordinators and supervisors unfortunately it was unable to get more NGO coordinator, only one NGO coordinator was interviewed. Moreover, to collect information from education officials at zonal and Woreda level there was a problem of getting them in their office. Moreover some were currently assigned on the position (especially non formal education experts) they did not have much information to provide there needs searching further to other sources. Hence the researcher devoted more time and effort.

## 1.7. Definition of Terms

**Basic Education**: The very minimum of Knowledge and skill acquisition, and application positive attitude formation, and internalization and exhibition of values that enable individuals to operate with rational expectation of success in their community or society. (Haggis, 1995:2).

**Alternative Basic Education**: a non-formal -provision of education required in primary school, basic literacy and numeracy from grades1-4 (MoE, 2002; 31).

**Non- formal education**: Educational activities organized outside the formal system and designed to serve identifiable client and educational objectives (Coombs &Ahmed, 1974:8)

**Formal education:** Institutionalized, chronologically graded and hierarchically structured education system running from lower to higher levels (Coombs &Ahmed, 1974:8)

**Universal primary education**: Education for all regardless of gender.

**Child Rights:** The rights of a child to get basic education.

**Convention:** An international agreements relating to the provision of basic education .

## 1.8. Organization of the Study

This study consists of five chapters. Chapter one deals with the problem and its approach, whereby background of the problem, statement of the problem, significance, delimitation, description of the study area, limitation and definition of terms. Chapter two treats review of related literature that lays conceptual framework of the study, Chapter three deals on the research design and methodology. Chapter four is concerned with the analysis and interpretation of data and discussion on important issues. While chapter five presents summary of findings, conclusions and recommendations of the study. Finally, list of reference materials used for the study, sample questionnaire, interview guide and sample test question items and pilot testing results are attached to the appendix of the report.

# CAPTER TWO

# REVIEW OF RELATED LITERATURE

This chapter deals with review of related literature. The review tries to assess the basic needs of basic education for life, ABE as an alternative approach to basic education provision, successful experiences of other countries on ABE Program and the current status ABE program in Ethiopia.

## 2.1. Basic Education: The Basic Needs for Life

Basic education is the first level of formal education at the base of the education pyramid. It is a set of basic skills that knowledge and attitudes formation, internalization and exhibition of values for a variety of life that enable learners to change their own live (Thomson, 2001:11).It is also described as an activity through which individuals acquire the essential knowledge and develop the ability needed to lead life in the society.

MOE (2002:5) stated that accessing to basic education is a highly urgent global and national agenda for its long-standing human right that should be met unconditionally. It is indispensable weapon in fighting against ignorance, backwardness and a necessary step in the long march towards socio-economic development and a means by which Education for All by 2015 is maintained.

The UN declares the right to basic education in 1948 and it has got commitment on convictions at different times as in Jomtin in Thailand in 1990, Dakar in Senegal in 2000 for its sustainable exercise (UNSCO, 2006:35). The conventions marked the responsibilities of governments fulfill their duties and obligations not only in providing opportunities for the exercise of the rights but also in taking appropriate measures to ensure that they are effectively implemented.

### 2.1.1 The provision of Basic Education for All

Basic education is a huge educational undertaking that plays critical role in fostering national awareness and transmitting culture over generations. It is for this reason that the expansion of basic education requires a strong governmental will and initiatives.

The Education for All (EFA) Conference in Joimtin ,Thailand in 1990 was to set the stage for a rethink of the "why" and "how" of basic education while the EFA Declaration and Framework for Action in Dakar,Senegal,2000 provided the general principles and modalities which are expected to guide the efforts to achieve Education for All (Multon,2001:7).

The provision of basic education has guiding principles that include Clear formulation and statement of the purposes of education, specifically designed educational opportunities for children and young people with special learning needs, structural, curricular and delivery system diversity and transformation ,quality and equitable provision of basic education services ,active participation of the learners ,relevance of the learning content ,life-long learning ,diversity of learning needs ,integrated approach to learning and shared responsibility and partnership for the provision basic education (Thompson, 2001:11).

Moreover, governments agreed and made concerted efforts to expand schooling and improve its quality. These agreements set the agenda for basic education and became the framework for subsequent activities of governments and international agencies. It was reported that international funding agencies, including the World Bank, UNESCO, and UNICEF have pledged to support governments' efforts to expand access and provide better education to children. Fore instance, at the Jomtien conference in 1990 the Bank committed itself to doubling its lending for education, so that education lending increased from 27 percent in the 1986-90 period to 44 percent during 1991-99 (Multon,2001:7) . However, many efforts and commitments have made, the provision of basic education becomes a challenge for many developing countries.

### 2.1.2. The value of Basic Education Provision

Education is essential to alleviate poverty and backwardness, because it deals on the creation of human capital, which is the most important agent for the creation and distribution of new wealth. Education helps to lift earning potential that helps to improve living condition, expands labor mobility, promotes the health of parents and children, and reduces fertility and child mortality. (Multon, 2001:6).

Children and youth with basic skills and knowledge of reading and handle numbers can have access to information that provides those more choices how to behave in their families and in the community.

Different justifications have been given to the value of basic education for its individual and societal contributions. The Japan International Cooperation Agency (2005:1) indicated the main reasons for the why of basic education provision: providing basic education does not only contribute towards economic development, but also it is the means to acquire the necessary knowledge and to develop one's ability that fully exploits the potential that leads to quality life in the society. It helps to improve people's quality of life by ensuring a healthy life, by reducing poverty, creating harmony with the environment, and building a democratic and safe society. The promotion of basic education can foster mutual understanding and the development of a tolerant society.

In addition to monetary benefits, basic education provides other productivity benefits. For instance, a literate person is better able to purchase and use goods, a women with some education are more likely to provide better sanitation conditions and more nutritious meals for their families that enables them to lead healthier and productive lives. Families with better educated parents have fewer children that reduce demographic pressure on natural resources and the environment. Educated people can assimilate more information and employ means to protect the environment and better manage resources.

Moulton (2001: 3) on his part also stated the value of basic education in relation to its importance on rural development in general individual lives in particular. Education improves farmers' productivity: The education and agricultural productivity is highly correlated. For instance, if a farmer had completed four years of elementary education, his productivity was, on the average, 8.7percent higher than that of a farmer with no education (World Bank (2000a) in Moulton (2001: 5).

Inadequate education is the powerful determinants of poverty. Unequal access to educational opportunity is strongly correlated with income inequality. It is clear that literate person is more productive than illiterate one.

From all the explanations it is possible to conclude that a country's economy benefits at a high rate from individuals who are educated. The higher levels of education may have a greater direct impact on economic development but primary and middle schooling are more important because they widely distribute the conditions conducive to development (Moulton, 2001: 4).

### 2.1.3 The Priority Areas of Basic Education Provision

The provision of basic education has different priority areas. Some of the priority areas of basic education are discussed as follow:

**1. Improvement of Enrolment in Primary Education**

The most pressing concern in basic education is to achieve universal primary education (UPE). Though efforts have been made for its provision, there are still over one billion children out of school in the world. Most of them are females (UNESCO, 2006:6). As UNESCO report indicated, the current rates of education expansion shows, by 2015 more than 100 million school-aged children will not be in primary school for many reasons that require innovative approaches to alleviate the problem.

The common reasons for low enrolment are: absence of school in the vicinity, engagement of children in household tasks and care of siblings, raring live stocks and working on farms (Hinzen, 2000:22 &JICA, 2001:3). It is known that school enrolment cannot be increased solely by the quantitative expansion of schools, but also requires the mobilization of the community and the family to create awareness on the importance of children's leaning, flexible school management, and improvement of quality of education.

Thus, the expansion of basic education provision is a huge task that requires cooperative efforts and coordination with other donor agencies and international organizations and NGOs.

**2. Improvement of quality in primary education**

The second priority area for basic education is the improvement of quality in primary education. Although the first and foremost concern in basic education in developing countries may be the achievement of universal primary education (UPE), it is also important to ensure the qualitative improvement of basic education at the same time as its quantitative expansion. Low quality of education not only discourages children and their parents to enroll in school, but can also result increased repetition and drop out, thus it becomes a source of economic and social wastage. This can also be an obstacle to improve enrolment rate. JICA (2005: 2) also mentioned other factors that can affect the quality of primary education: the provision of well trained teachers equipped with relevant teaching skills, well maintained education facilities, and relevant textbooks and teaching learning materials, a curriculum that takes into account the child's social environment, proper monitoring and evaluation of the learning process as well as effective school management.

**3. Reducing gender disparity**

The third priority area for basic education provision is the reduction of gender disparity. Disparity between women and men in the basic education is not only reproducing gender disparity in the society as a whole and making it difficult for women to play an active role in the society, but also is a serious hindrance to the overall social development efforts (JICA, 2005: 2).Educated women can contribute much in determining population size, health care in the family and environmental protection. Thus, effort to reduce gender disparity in basic education should be a concern for any country for its sustainable development.

**4. Promotion of Non- formal Education**

The fourth priority area basic education provision is the promotion of non formal education for the acquisition of literacy, numeracy and life skills to meet the basic learning needs of those having difficulties in accessing formal school system. The educational needs of those who stand outside the formal education system will need to be met by the provision of non formal education. Non-formal education can offer out of school children the opportunity to acquire literacy and numeracy, practical knowledge and skills for decision-making, problem solving, critical thinking in social life and effective communication skill. It serves the vast majority of the population whose access to formal education is limited (Mamo, 1999:21).

**5. Improvement of Education Management**

The other priority area of basic education is the improvement of education management. Communities should be actively involved in every stage of the program starting from planning the activities, in the implementation, as well as monitoring and evaluation, and in providing feedback.

Regarding the management of education, Wana (1999:75) emphasized the need to promote decentralization of education administration and. Community participation in the education development process is a necessary condition for effective and efficient implementation of the program. It can ensure whether local basic education needs are properly identified and met in a flexible manner.

Moreover, school management committees are being established with the participation of the community to take the responsibilities for which activities to be raised, the quality and enrolment are to be initiated.

### 2.1.4. The Challenges of Basic Education Provision

It is believed that low level of education is one of the most powerful determinants of poverty, unequal access to educational opportunity correlates with income inequality. Thus, without educational investment, sustained economic growth, rural development and poverty reduction is difficult.

Although basic education has paramount importance, the vast majority of children around the world had no access to basic education, unable to read and write and are living in poverty. An estimated of 104 million children are working on different activities, many of them have never attended school or have dropped out very early, of which majority of them are girls (UNESCO, 2006:6). The reasons for these problems are population growth, unbalanced allocation of resources among different levels of education system and failure to education polices to respond to the educational needs of their respective country (Hinzen, 2000:22). The problem is serious in developing countries especially in rural areas.

Moreover, Moulton (2001: 9) identified major factors that influence the enrolment of children in schools: One set of factors lies on the communities' perception about education (on the demandside), and the other is the problem facing the ministry of education to provide education (the supply-side). As Moulton explanation, the expansion of basic education necessitates the active participation of the community and the families who are the beneficiaries of basic education activities in the process of developing and implementing the education development plan. The community and the family should feel the need for the provision of education as a public service and take into account its individual and social benefits. But there are factors that influenced the perception of the community on the value of education. Rural children, more than urban children, are required by their parents to supply labor on the farm and in the home. Even children who live close to a school pay high opportunity costs in terms of the household economy. This is particularly true in planting and harvest seasons.

The other is distance factor, rural schools are farther apart, requiring many children to walk long distances or pay for transportation and to lose valuable time in walking that could otherwise be spent helping at home. Some families are unwilling to send their small children down long roads alone. In some areas even where a primary school is accessible, there may be no secondary school within community distance. Though Parents know primary school is the first step in their children education carrier, they are often not willing to send their children when they know that the second stepping stone is out of reach. Therefore, the success of schooling depends to a large measure upon the value that communities attach to education. The mission and goals of schools should be shared and supported by the community.

Moreover, Multon (2001:10) indicated the other factor that challenged the provision of basic education in relation to Ministry of Education faced. The physical, social, and economic limitations in what it can supply to rural areas. For these reasons the Ministry has faced different challenges including teachers' unwillingness to be posted to remote rural areas, especially in communities that are not their own, long distances, poor roads, and inadequate shipping vehicles make it difficult to get building materials, furniture, equipment, and textbooks to remote rural schools. Most systems of school supervision merely attempt to link rural schools through the bureaucratic structure to central ministry offices.

## 2.2. Alternative Basic Education: As an Alternative Approach to Basic Education Provision

Alternative Approach to Basic Education (AABE) has gained prominent attention due to the dysfunction of the formal education system, which manifests itself in low levels of both the internal and external efficiency and failure to address the needs and circumstances of the community (Befekadu, 2006:13).

Alternative Approaches to Basic Education refers to a system of learning which is characterized by flexibility, capacity to recognize and creatively utilize diversity, and transparency in terms of the degree of openness, open access, open learning, and limitless opportunities to release the creative potential of the learners (Mambili, 2004: 3).

Therefore, non-formal mode of education has been being accepted as the most effective alternative mode of education delivery that can address wider population in developing countries especially in rural areas.

Mambili (2004: 18) marked AABE is highly instrumental in solving problems of equity, access to education and the promotion of citizens' effective participation in national development. Realizing the expansion of education for school age population and the substantial resources required, educational planners have turned their face to a variety of innovative solution that help to increase the provision of educational opportunities in a shortest possible time and with available resources. With regard to program responses, Mambili mentioned some positively qualified innovative experiences in many parts of the world. These include:

- Adoption of double or multi-shift arrangements where there is a shortage in school spaces or where children cannot afford to learn full day.
- The use of educational resources through out the year (including holyday and during vacations).
- Adoption of larger class size in areas of high student population density is high. And multi grade approach for sparsely populated areas and where the number of children in a given class is minimal.

Thus, it is possible to conclude that ABE is the best approach to provide education for many millions of the population who have no access to the formal program.

### 2.2.1. The Nature and objective of Alternative Basic Education

Non-formal primary education (NFPE) programs are aimed at providing education for out of school children/youth that have no access for the formal school program. It has a potential to serve gender or regional disparities, addressing specific groups (Girls, working children, street children, orphans, refugees, nomads, etc). In most cases NFPE draw experiences from adult educational systems and other community development programs for its flexibility and relevance to its clientele ( Wana, 1999:77).

John Hillard (1993) in Berhanu, 2000:27) has given broad descriptions about the objectives of the alternative approach of education provision:

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

Thus, non-formal education presents a wide scope, mode of delivery, curriculum, pedagogic approaches, management and relationships with the regular school system. It is expected to provide a wider range of learning services which, in a number of cases, could be complementary to or even substitutes for formal education (Thompson, 2001:26).These may be the only available learning opportunities for most people and effective means of rectifying the distortions created by mainstream formal schooling in many countries.

Thus, authorities strongly felt that the distinctions between formal and non-formal ought to be removed (Wana, 1999:77). NFE should be recognized as an integral part of the education system with functional routes of access.

### 2.2.2. Characteristics of Alternative Basic Education.

The overall goal of ABE program is to alleviate the problem of rural children who have no access to basic education. It contributes to the improvement of school enrollment through establishing cost effective, flexible, and easily accessible and community based basic education centers.

The teaching learning activity is conducted in locally made ABE centers made of locally available materials assisted by facilitators drawn from secondary school in the community identified by the local community. The community is entitled to run the overall activities of the center.

Firdissa (2003:125)& (Mambili, 2004: 3) mentioned Some of the general guiding principles of the ABE program: Community participation, flexibility, adaptability and relevance, accessibility, local resource focus, learner centered approach, gender equity, linkage and integration with formal schools, program integration with development work.

The Content and modality of learning depends very much on the learning needs of the learners and other factors. Therefore, ABE program is characterized by greater and more direct to the learners' learning needs and aspiration, flexibility of timing and duration, cost- effectiveness in terms of finance and opportunity cost, absence of uniforms, functional curriculum content and the participation of the community in determining what is to be taught and learned (Thompson, 2001:13). With regard to the contribution of ABE program, UNICEF (1993:41) stated ABE program has a potential to address educational disparity and promoting greater access and equity. Thus, it should be designed strategically to address realities and needs of the disadvantaged.

If an alternative primary education approaches have to play an effective role in the Education for All (EFA) effort to universalize basic education and is meant to build the foundation for life long learning, they need to be tailored and linked to the formal school system. Alternative primary education focuses on literacy, numeracy and environmental science that enable the learner to develop problem-solving abilities and change their mode of life. UNESCO (2001:6) indicated the skills that Student to have after completing the three years of schooling in ABE program. The expected profiles include:

- Write in standardized calligraphy, read properly and compute correctly with four basic operations in numeracy.
- Have awareness about themselves and about their families and feel societies' responsibilities and problems. They also try to solve problems by themselves.
- Know the purpose of different materials at home and can use these and take proper care of them.
- Observe the work and production activities practiced in their surrounding and can also participate in labor activities of their choice.
- Examine, compare and identify useful and harmful outlooks, beliefs, opinions and practices at individual, family and societal levels and make decisions on their own.
- Seek information when faced with problem and make rational use of it.
- Exhibit great willingness to try and practice different activities, which are compatible with their abilities.

Hence, the skills developed in ABE program are equivalent to the formal system grades 1-4. The other feature of ABE program is the full participation of the community and NGOs in the expansion of the program and its effective implementation. NGOs contribute much in fund provision, while Communities can be participating in the area of policy formulation, implementation and evaluation and providing feedback about the program (MoE, 2002:31).

### 2.2.3. The Role of Alternative Basic Education

Historically, the responsibility for the education and socialization of the young including transmission and preservation of the cultural heritage was vested in the family and community. Learning was by doing through a variety of means: skills training, role performance, apprenticeship, mentoring, role modeling and participation in rites of passage (Thompson, 2001: 8).Thus, the roles which education was expected to fulfill were functional and life enhancing. Learning to know, to do, to be and to live together was integrated and holistic. The needs of the individual learner were organically linked to the needs of the community. Communalism was an underlying principle of education and learning.

Where as the current approaches of education provision are endorsed because of the dysfunction formal education, the desire of communities to decide what and how their children should learn and the Education for All Initiative (Thomson, 2001:9). The desire of communities and groups to decide why, what and how their children should learn have initiated action on alternative approaches to learning because of their desire to participate in determining what and how their children should learn.

**The Participation of NGOs and the community in promoting ABE**

The educational efforts and resource of developing nations are restricted mainly to the government led formal education; there is little prospect to open up educational opportunities on a large scale. The efforts of the government alone cannot do all development needs of the society including education.

Therefore, it is recommended that Governments have to learn to collaborate with NGOs and community organizations rather than treating them as adversaries (UNESCO, 2001:62). NGOs have a role in stimulating the participation of the poor with greater social equality in service delivery system (Anheier, 1990:336). They are said to be less bureaucratic, focused, effective and efficient and tend to follow a decentralized pattern of organization grass-roots approach. Hence, NGOs are suitable for educational innovation due to their unique characters such as flexible managements, system, their commitment towards the poor and the disadvantaged.

Moreover, Schools are social institutions that serve the community so that it needs strong support from the community and other stakeholders to provide the required service. If communities are to participate in school affaires, they can have the opportunity to contribute more than money and labor power. It is believed that parental participation in school management is important bearing on school performance. Fore instance, the center management committees (CMC) helped schools to improve student enrolments, manage budgets, center construction and sometimes select and pay facilitators. The involvement of community members helps to increase the flow of resources for the development of ABE centers.

## 2.3 Conditions for the Successful Implementation of ABE program

Implementation is the process of putting what has been planned in action. It is the actual use of an innovation in practice. This process requires planning and organizing activities. Therefore, the successful provision of ABE programs rests on several conditions. UNICEF (1993:42) mentioned important conditions that determined the successful implementation of ABE program as follows:

i. **An e nabling p olicy e nvironment**: Governments' policy makers and decision makers have to assume a strong and pivotal role in promoting the diversified educational needs and approaches. They have to establish a clear and workable policy and standards, creating enabling and inviting for local actions.

ii **Fostering strong partnerships**: Governments need to foster, the involvement of civic societies such as community based organization, NGOs, parents. in order to benefit from their comparative advantages .

iii. **Strong community and parental evolvement:** The success of ABE is mainly depending on strong grass roots participation from design to implementation. Community participation in need identification, planning, organizing monitoring and evaluation is crucial for the continuity and sustainability of the program. For instance, experiences of countries such as Bangladeshis, Colombia and Kenya showed that communities are the main actors for the effectiveness of alternative programs.

iv. **Supportive structure for planning and implementation.**

The issue related to organization and management include: Curricula, pedagogy and learning materials both in design and development of objectives, contents, methodologies, learning experiences and evaluation procedures must be taken as a specialized area of intervention. Adaptation and implement capacity building and training of personnel becomes crucial when adopting ABE to compensate for teachers lack of knowledge and experience. These include short term initial training followed by frequent on the job training and closer supervision.

v. **Adequate resources:** the concept of "cost effectiveness" in non-formal education is misunderstood. Many people expect the program to accomplish the mission with out any expenses. Though the NFE approaches by their very nature ''de-emphasis'' capital costs, they require greater inputs such as relevant curricula, basic school facilities, adequate finance, manpower and material support that are culturally appropriate and affordable

vi. **Linkage to the formal system:** if an ABE approaches have to be play an effective role in the provision of basic education, they need to be tailored and linked to the formal school system. Since basic education is meant to build the foundation for life long learning, lower primary schooling need not be viewed as a terminal and the sole educational opportunity.

## 2.4. Successful Experiences of other Countries on ABE Program.

Countries in the world committed themselves for the provision of basic education. Hence, some countries have fully achieved the goal ensuring that all children have access to and participate in basic education (Moulton, 2001: 11). These counties used different alternative strategies to achieve their objectives. As the result some successful models have achieved global fame and have been adopted in other countries and other regions of the world. Some known countries are included in this research as the lesson to be learned by Ethiopia. The Escuela Nueva,of rural Colombia, BRAC of Bangladesh and UBEP of urban Kenya. These models seem to respond to the communities they serve and have become institutionalized within the education sector.

### 2.4.1 The Bangladesh Rural Advancement Committee (BRAC)

Bangladesh is generally known for its population density, high population growth rate, poverty and high rate of adult illiteracy. However, in recent years some innovative programs of basic education have been initiated in the country to tackle the overwhelming problem of illiteracy (sharafuddin, 2000:1).In order to tackle the problem, the Government officially launched national Education for All program in 1992. In 1993 the government launched the food and education program designed to improve enrolment and class attendance and reduced dropouts.

Bangladish Rural Advancement Committee (BRAC) was one of the first NGOs to have started large scale programs of non formal primary education in the Bangladish started in 1985 (Wana, 1999:72). Today its NFPE program is by far the largest single non-governmental primary educational program in Bangladesh. BRAC organizes two types of schools, three years NFPE school for 8-10 years old who have never attended school and two year kishor-kishori (kk) school for 11-16 years old who have dropped out of primary school and are unlikely to return (Sharafuddin,2000:4).

The major components of **BRAC** program include:

**The Teachers**: Teachers are generally married adults and 95 percent are women who have completed nine or more years of education and live within easy walking distance of the school. Teachers are hired on a temporary, part-time basis and are paid modest wages. Teacher training includes 12 days of initial training at a residential BRAC training center and one-day or two- day refresher training sessions each month conducted by BRAC staff as a BRAC office near the teacher's school. Weekly visits from BRAC field workers provide regular feedback.

**The Parents:** The parent of most BRAC School pupils are illiterate and are usually the most socio- economically disadvantaged in their villages. Parents pay no fees for the schooling apart for replacing broken slate boards and worn mats. BRAC provides all pupil and teacher supplies- pencils, notebooks, textbooks, teacher manuals, slate boards, chalk, etc. Prior to the opening of a new school, parents and BRAC staff meet several times. Parents must pledge to attend monthly meetings and to send their children to school each day.

**Schedule**: The alternative basic education program is presented in three-year cycles. The school session is for 2½ to 3 hours a day, six days per week; 268 days in a year. The school hours are flexible depending on the convenience of the parents to send their children.

**Instructional center:** Instruction is provided in one-room premises rented for just three hours per day. These rooms generally have wood walls, an earthen floor, a tin roof, and a black board. The children sit on the floor on bamboo mats, holding their slate board on their knees. The teacher has a stool and a metal trunk that serves as a desk as well as a supply cabinet.

**The Curriculum**: The curriculum consists of Bangla (mother tangue), social science and mathematics, has developed over a period of years and has been revised several times. The material covered is roughly equivalent to grades 1-3 in the formal school system. The NFPE School includes English in their curriculum during the third year so that children who want to join formal school later are well prepared. .

**Pupil and Classroom environment**: The 33 pupils that comprise a BRAC school move through three years of course work as a group. One teacher leads the group. This pupil -teacher ratio is very low in comparison to the government primary school, where the average pupil-teacher ratio is 65:1. Pupil are often divided into small working groups in which the quicker pupils help the slower ones and all pupils move together through the lessons at the same pace BRAC materials stress basically on child-centered approach to learning. Instruction in the core subjects is broken up with co-curricular activities, sometimes for as little as five minutes between subjects ((sharafuddin, 2000:4).

Pupils achieve as much as or more than formal school pupils. BRAC pupils complete the NFPE program and enter the formal grade 4 at a higher rate than do formal school pupils. BRAC pupils score as much as better than formal school pupil in basic education assessment and basic literacy tests (sharafuddin, 2000:4).

**The distance from home to school for BRAC pupils**: It ranges from less than 1 k.m.to 2.5 km. Because of these proximity children lose less time in travel to and from school. Especially for girls, this is considered relatively safe. Also, parents are able to monitor what happens inside the schoolroom, how their children are treated and whether they are happy and busy.

### 2.4.2 ESCUELA NUEVA OF COLOMBIA

The Escuela Nueva (new school) of Colombia like BRAC model of schooling began in rural areas in 1975 (Wana, 1999:75), where it achieved remarkable success and worldwide acceptance. The model features flexible elements suited to rural children and their 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, training and administrative deficiencies encourage students to learn in their own pace, set low cost materials and encourage community participation in school management.

According to Multon (2001:36) in the early 1980s about 55 percent of five to nine-years-olds and 45 percent of ten to fourteen-year-olds in rural areas had never attended school, and one-third of first-graders dropped out. Schools are multi-grade, with one or two teachers per school.

The Escuela Nueva is the best-known model of multi-grade schools and has been observed by educators from around the world. Students work at their own pace, and individual assignments are supplemented with work in small groups. Self-instruction books guide them in identifying examples, cultural elements from their own experience, and local materials to be accumulated in the learning centers. The more advanced students help slower students. Children also participate in health, sanitation and nutrition activities. In this way, the school gradually becomes a resource center for teachers, for agencies operating in other sectors and, eventually, for the community itself. Teachers are trained on-the-job in three one-week courses during the first school year. They have detailed manuals, similar to the students' instruction books. Thus, teachers learn by practice instead of through extensive pre-service lectures. Teachers also attend workshops held at "micro-centers," where they are encouraged to exchange ideas and questions with other teachers. Students participate in school management; they organized into committees to take care of discipline, cleaning, maintenance, sports, school garden, newspaper and library.

The Ministry of Education promotes, supervises, and evaluates its implementation .The school committees work on how to expand the program and the community is participated in school activities and realization of the objectives of the program (Wana, 1999:76).

### 2.4.3. The UBEP of Urban Kenya

In Kenya, over the last few years, a number of significant developments have taken place in non-formal education (NFE) and alternative approaches to basic education (AABE). Though the Jomtien Conference of 1990 was a motivator, the realization of the need for action in response to the growing number of out-of-school children and youths was the real catalyst for action.

Kenya has made commendable efforts since independence in 1963 to make educational Opportunities available to the majority of its citizens. As Thompson (2001: 6) stated, the exponential growth in the number of primary schools, and the rapid rise of enrolment rates, from 891,533 pupils in 6,058 primary schools in 1963 to 6.0 million pupils in 17,000 primary schools in 1999. Tuition fee-free education was declared for the first four years of primary schools in 1974 and was extended to the entire primary school system. Five years later, in 1979, Primary education enrolment rates reached 95% in 1989.

The Undugu Society of Kenya established the Undugu Basic Education Program (UBEP) in 1978. The program's objective was to offer opportunities for the acquisition of functional literacy and practical skills to street children, and other disadvantaged children in the slums of Nairobi. The programme is organized in three phases, and each phase lasts for a year. The subjects offered in phases 1, 2 and 3 are similar to those offered in formal primary schools. After phase 3, the learners receive vocational training in carpentry, sheet metal and tailoring.

The processes of learning are generally learner-centered. Aspects of indigenous learning practices such as apprenticeship (learner ship) are integrated into the processes of learning. Learners with a preference for vocational training are apprenticed to artisans in the informal sector for the purpose of enhancing their practical skills and having insights into the world of work (Thompson, 2001: 13).

The success of UBEP depends on the ability of learners to use the skills they acquire, its contribution for the reduction of wastage in the education system, and to the rehabilitation of street children, the similarity of UBEP's core curriculum and the formal school curriculum. The teaching of functional literacy and numeracy provides a foundation for vocational training. Vocational education and training equip the learners with skills to earn a living. Earning is linked to production, and production-oriented functionality that increases motivation for learning, the apprenticeship or learner ship system provides a link between learning and work, and facilitates transition from learning institutions to working life (Thompson,2001: 13).

Thus, it is instructive to note that the intensification of efforts to provide alternative forms of education in Kenya peaked between 1990 and 2000.This is because the promise in 1990 Jomtien Conference and the 1998 cost-sharing policy this increased the financial burden on households and communities accounted for the growth in alternative learning opportunities.

From good practices of UBEP of Kenya the lessons that can be learnt by other countries include:

- Education that is relevant and oriented to the needs of the learners can contribute to the rehabilitation, and change in the behavior of street children.
- Alternative Approaches to Basic Education should not be seen as cheap alternatives to formal basic education.
- When developing AABE programs it is important to establish horizontal and vertical links with formal education in order to facilitate movement between the two sub-sectors.
- AABE programs for disadvantaged children are, in general, more relevant and sustainable when they include a skill development component in their curricula.
- AABE programs for out-of-school children are potentially helpful awards the achievement of the goal of education for all.
- Education and training enhance the chances of learners to participate in the processes of socio-economic development.

To conclude, the experiences of Kenya indicated that the diversity of the needs of the learners dictate the curriculum, homegrown solution to local problems seemed to be effective and sustainable and gender responsive and culturally appropriate education that increase motivation for learning.

### 2.5. The Current Status of Alternative Basic Education Provision in Ethiopia

Ethiopia is a country of over 73 million people of whom 84 percent live in rural areas. It is a country where agriculture accounts for about 54 percent of the GDP that serves about 80 percent of the population (Ayalew, 2005:1). However, famine and food insecurity have been serious problems for a long time particularly in rural Ethiopia.

Though the Ethiopian education system had passed long historical periods, the real growth of modern education is considered to have begun after the Italian invasion starting from small elite based primary school enrollment to higher-level education. There were efforts towards the promotion of basic education in the non-formal approach with no significant result. Despite growth in enrollment rates, the number of children attending school represented a small portion of the population and access to schooling was limited on urban areas.

After the over throw of the military government in 1991, investment in basic education has been considered as the engine for human resource development and a means to economic growth, efficient use of resources and sustained economic development (Zeleke, 1999:85).

The transitional government of Ethiopia has issued a new Education and Training Policy in 1994. The education policy assumes to materialize the specific objectives and satisfy the country' need for skilled manpower through the improvement various modalities: formal and non formal. The formal sub-sector comprises academic and technical training beginning from kindergarten up to the territory level, while the non-formal sub-sector covers a range of basic education and skills training targeted at the adults and out of school children and drop-outs (TGE, 1994:15).

The new education and training policy has recognized the fact that, formal schooling alone can not do the lifelong education process. The policy has reflected the need to search for alternative strategy of non-formal education to fill the gap that the formal education system has failed to accomplish.

Moreover, the Education Sector Strategy analyzed non-formal education has to play a prominent role in satisfying the demand for education by the community and the requirements of the country. (TGE,1994: 2).

As a means of implementing its policy the government of Ethiopia launched a series of Education sector Development programs (ESDP) (MoE, 2002:6). Through its Education Sector Development Programs, the country takes a sector wide and integrated approach to the development of education. The main trust of ESDP is to improve quality, relevance, and equity and expand access with special emphasis on primary education in rural and underserved areas. Non-formal education has three sub components that include: the program of out of school children with 7-14 years old, literacy program for youth and adults whose age is above 15years and basic skill training to youth and adults in the community skill training centers (MOE, 2002:31).

Accordingly, Alternative Basic Education program has endorsed to provide basic education to children of pastoral area and the disadvantaged areas of the country. The government established integrated NFEP under the primary mass education. The integrated program has got its own curricula designed on the basis of need assessment survey. The curriculum covers main three areas like mother tongue, environmental studies and mathematics.

As Ayalew (2005:2) mentioned the major areas of concerns of the ABE program: bridging the gap between regional states and urban-rural population, devolving decentralization to school level, strengthening local initiatives, monitoring progress, strengthening institutional capacity, improving the scope of collaboration and coordination, creating enabling environment and strengthening the link between education and poverty. In order to implement the program, regions used different approaches and strategies: Low cost schools that uses local construction materials on Community based school construction, boarding and mobile schools attempted in the pastoralist areas because mobility of the people, sparse population and harsh environmental conditions make it difficult to provide access to children, Multi grade school system initiated for sparsely populated and scattered villages, (currently in pilot stage in Oromia and Amhara regions) and ABE center .This caters out of school children because of distance and other social and economic reasons.

However, Anbesu(2005:19) indicated that shortcomings with regard to the planning and implementation of the non-formal education programs: Including lack of appropriate support structure for community mobilization and implementation, inadequate attention to organization, administration, and management issues, insufficient provision for capacity building and training of personnel, , pedagogy, curriculum supervision, and evaluation at different levels and inadequate resources for quality improvement are major challenges.

The major components of the ABE program are:

**Non-governmental organization**: Hundreds of local, church based and international NGOs operate in the different parts of the country and provide non-formal basic education for rural and underserved areas. For instance, UNICEF, Action Aid Ethiopia, Save the Children, Propride Ethiopia, Redda Barna Ethiopia and others are active provider of non formal basic education in rural Ethiopia. These NGOs expand, renovates and improves facilities of community-based schools and establishes centers for non-formal basic education for children. It trains para-professionals and has also localized the curriculum for non-formal education and community empowerment.

**Alternative Basic Education Centers:** The ABE centers are constructed with local made materials and constructed by the community. These centers are found near the villages of children. It is expected that the number of children in the classes is also maintained low to enhance the teaching learning process. Further, the close supervision made by the community contributes to the access, efficiency and quality goals in these centers.

**The curriculum**: Both NGOs and regions conducting ABE for out of school children use curriculum that suits the needs of the community and which is equivalent to the curriculum for formal basic education (grades 1-4).It is assumed that the curriculum covers only essentials of reading, writing and simple calculation. The major curricular materials include syllabi, textbooks, facilitators' guides, assessment guides and registration forms. These are developed for mother tongue, English, mathematics and environmental science. The teaching learning process call for student centered teaching approach and continuous assessment.

**Facilitators:** facilitators are Para professionals or less well educated individuals recruited from the locality based on their knowledge of the culture and their interest in teaching. They may receive continuous professional development. The recruitment of facilitators is the problem in the provision of non formal education (UNESCO, 2001:51).Facilitators should have adequate knowledge of the subject matter and skills of teaching methods to teach in ABE centers.

**Student enrollment**: to realize the goal of universalization of primary education by 2015, ESDPII envisaged provision of basic education through alternative mode of delivery. Accordingly, several ABE centers have been established and large numbers of children have been participated. As the result the enrollment rate in the country has increased.

**Table 1 Enrolment in ABE program in Ethiopia (2003/4-2005/6)**

| year | male | female | total |
|---|---|---|---|
| 2003/4 | 215315 | 175120 | 390435 |
| 2004/5 | 370623 | 370958 | 741581 |
| 2005/6 | 426036 | 391296 | 817332 |

***Source: MOE (2005:6-7), MOE (2007:3). Education Statistics Annual Abstract***

It was reported that in the year 2003/o4 (1996E.C) the enrollment rate in primary education was 68.4% in the formal program at National level, while the enrollment in ABE centers was 390435 (2.8).When this is added to the total enrollment in the 1996E.C enrollment rate becomes 71.2% (MOE,2005:7). In the year 2004/05(1997 E.C) it was reported that the enrollment of primary education in the formal program at National level was 79.8%% and the enrollment rate in ABE program was 5.2%.When it is added to the formal program enrollment it become 85.%(MOE, 2005:3-5).It was also reported that by the year 1998 E.C the enrollment rate was 85.8% in the formal program. While the enrollment rate in ABE was 817332 (5.5%) that increased the total enrolment to 91.3 %( MOE, 2007:3). Therefore, ABE program has contributed much to provide basic education for many children and increase the enrollment rates at national level.

**The Status of ABE Implementation in Amhara Region**

The Amhara Regional State has an area of 160,553 sq.km. It is found between 9:20º-14:20º North latitude and 36:20º-40. 20º East longitude (ANRS, 1999:197). The region has very difficult topography with the population of rural background .The economy is mainly on agriculture with low productivity and high adult illiteracy rate. Social services as education and health are not accessible to the majority of the population. Providing educational access for rural children is difficult in rural areas of the region. The main reasons are budget shortages, the spatial distribution of households and poor infrastructure (Takele, 2005:4).

Like the ESDP of the country, the region developed action plan and have been made efforts to alleviate the problem by introducing satellite classes and opening ABE centers as the result many rural children have access to basic education.

**Table .2. Enrolment in ABE program in Amhara Region**

| year | male | female | total |
|---|---|---|---|
| 2003/4 | 112625 | 99712 | 212337 |
| 2004/5 | 131196 | 120557 | 251753 |
| 2005/6 | ✧ | ✧ | 246617 |

Source: MOE (2005:6-7), MOE (2007:3). Education statistics Annual Abstract, Addis Ababa:MOE,EMIS.

✧ = not available

The report by Amhara Education Bureau and the data from Table 2, showed that large numbers of children were participated in the ABE program. This increased the enrollment rate of the region. The report indicated that in 2004/5(1997 E.C) academic year out of 2778787(80.7%) primary education enrolment rate in the region, 251753(7.3%) was enrolled in ABE centers. In 2005/6 the enrollment rate was 3120256 (86.3%0)at regional level of which 246617(6.5%) was enrolled in ABE centers. Where as this year 2006/7 the enrollment rate in the region reached 346736768(92.1%) of which 222759(5.9%) is enrolled in ABE centers. Hence, the establishment of ABE centers has definitely made differences in terms of enrollment rates in the region, in Zones and Woredas.

**The curriculum:** the major ABE curricular materials include syllabi, textbooks, facilitators' guides, assessment guides and registration forms. These materials are developed for mother tongue (Amharic, Oromifia Awigna, and Hemetigna), English, mathematics, environmental (Anbesu, 2005:11).The first curriculum was prepared by ICDR in collaboration with Save the Children Norway. The curriculum is revised and a measure has been taken: two curriculum appraisal workshops were conducted. Facilitators and non-formal education experts were participated. Major curriculum related the participants based on the information and feedback the curricular materials are revised pointed problems.

Moreover, ABE administration guides and implementation strategies were developed and discussed in workshops by the implementers for their effective use (Anbesu, 2005:12).

**Facilitators:** are recruited mainly from their kebeles. Some facilitators of ABE have been given 5-20 days pre-service and on the job training at Woreda level. For their further training twosummer in-service training and one academic year of distance learning have been organized. Trainings for CMC and non-formal education experts were given. Further the Bureau made an effort to make the program effective so that persons were sent to other countries, which have good experiences for experience sharing (to Bangladesh and Thailand) (Anbesu, 2005:12). Communities have been playing a significant role in providing resource for the development of ABE centers. As the result, the communities build majority of the ABE centers.

**Alternative Basic Education centers:** ABE centers are expected to give service all year round in a flexible way. It was reported that in some ABE centers classes are run for five periods five days a week that is 210-220periods per annum. Most ABE centers are clustered with formal schools. This enabled the centers to get technical support from formal school teachers and other resources such as teaching aids and chalk.

There is also a smooth transfer to formal schools for students completing the ABE program. The Bureau strongly believed that students who have completed their studies in stage III of ABE centers are comparable with formal students grades 4, so that students can join grade five in the formal program. Regarding the competence of students Takele (2005) states,'' Students' performance is far better than formal education students''(p. 5). Therefore, ABE program is implementing widely allover the country to increase access to basic education and has great contribution in the move towards UPE by the year 20015.

# CHAPTER THREE

# RESEARCH DESIGN AND METHODOLOGY

## 3.1 Methods of the Study

The purpose of the study was to assess the implementation of Alternative Basic Education Program in East Gojjam Zone. The study seeks to realize the contribution of ABE program in increasing access and equity towards UPE for all in the Zone, the extent to which the program is integrated to the formal program, it tries to confirm the extent to which ABE program is compatible to the formal program in producing competent students, assess the contribution of stakeholders in the program and also it tries to assess the challenges of ABE program implementation.

Therefore, to serve this purpose descriptive survey method was selected as an appropriate method to carry out the study. This method helps to identify the major issues in the program that needed to be addressed. The approach enabled the researcher to examine the ABE program achievements and constraints in the implementation of the program.

## 3.2. The Source of Data

The sources of data for the research include students from formal and alternative program, facilitators of the alternative program, teachers and principals of the formal program, community members and experts at Zone and Woreda Education Department and Offices respectively. Documents and records have been be used as data sources.

## 3.3. Sample Population, Sample Size and Sampling Techniques

The sample populations of the study included five woredas representing 29.41% of the seventeen woredas in the Zone were selected randomly where as 10 (23.26%) out of 43 ABE centers in five sample woredas were selected purposely. These centers were selected based on the level of ABE centers and their location. These are centers which have level one to level three and some are located in towns.

The respondents of the study include 29 ABE center facilitators 17 educational officials, 10 primary school principals and teachers, one NGO coordinator and 446 students and 20 community members which comprised a total of 523.

The sampling techniques adopted to select respondents were purposive availability and simple random. The purposive sampling technique helped the researcher in selecting respondents who have direct relationship with the issue under study and who can provide their insight and share their experiences. Based on this, Zone Education Department and Woreda Education Office heads, non formal education experts, supervisors, ABE center facilitators, NGO coordinator, ABE center committee, primary school principals and teachers and grade levels (grades 4 and 5) were selected. Where as stageIII ABE center students, grades 4 and 5 students from formal schools were selected randomly.While available sampling was used for grade five students from transferred from ABE . These samples were believed to represent the other woredas, ABE centers and ABE students in the Zone.

Based on this sample student respondents were selected for the study. Hence, 126(24.8%) students were selected from the total of 507students in five ABE center stage III students have been selected randomly. Equal number of grade four students (126) from five formal primary schools has been taken to compare achievement differences of students from the two programs. One hundred ninety four grade five students were selected in five formal schools with different background prior to grade five, 97 from formal schools and 97 from ABE program (see appendix E).

## 3.4. Data Gathering Instruments and Procedures

### 3.4.1. Data Gathering Instruments:

Both qualitative and quantitative methods of data collection were used, as both methods were required for the study. Employing multiple methods of data collection helped the researcher to combine the strength and amend some of the inadequacies of any source of data to minimize the risk of erroneous conclusion. Consistent research indicates that findings among different d ata collection methods increase the credibility of the research findings. Accordingly, observation, interview, focus group discussion, questionnaire and analysis of student records and achievement tests were used to collect relevant information. On top of that, available related literature was reviewed to find theories and experiences on ABE provision.

Questionnaires were the main instruments to collect information from different groups (Education offices heads, experts, supervisors and ABE center facilitators). The questionnaire contains mainly close ended and few open ended items. Depending on the type of question items, choices and rating scales were used in the questionnaire. Structured interview and focus group discussion were held to get factual information from formal primary school principals and teachers and community members (CMC members and parents) respectively.

Focus group discussion was arranged at two woredas (Gozamin and Baso Libon) with ten members each cession. Each group was comprised of four CMC members and six ABE student parents. The selection of members and the arrangement of the program were carried by the help of ABE center facilitators. The focus group discussion was carried out on market days which were suitable to get these members easily.

Achievement tests were administered to evaluate the effectiveness of the program in producing competent student. As a matter of comparison formal school students were included in achievement tests with equivalent grade levels to the ABE program so that grades 4 and 5 students have been taken achievement tests. Subject teachers in collaboration with the researcher constructed tests based on formal program curriculum (textbooks, syllabi and teachers' guide) of grades 4 and 5.

Observation on five ABE centers have been carried out based on the checklist to examine the physical settings of the centers (see appendix D) and statistical documents analysis in Zone Education Deparment, Woreda Education Office and ABE center student records have been made.

### 3.4.2. Data Gathering Procedures:

Review of related literature was made in advance to get information from what has been done in relation to the problem; documentary statistical analysis in the Zone and Woreda on student enrollment was made. Basic questions were formulated. Later data gathering instruments were prepared. Questionnaire was prepared in English and translated in to Amharic for the purpose of clarity and to make easy understanding by the respondents.

The questionnaire, which was distributed, had eight parts that addresses different issues. Part one deals on the background information of the respondents, part two focuses on the issue of ABE program, part three about ABE centers, part four addresses the issue of ABE facilitators, part five treats ABE curriculum issues, part six deals on the teaching learning process in ABE centers, part seven on the management of ABE program, part eight focuses on the participation of stakeholders in ABE program and the last part of the questionnaire intends to accommodate the general comments about the effective implementation of the ABE program.

The validity and reliability of the achievement test items were established through pilot testing using respondents of similar character outside the sample of the study and questionnaire and interview questions were commented by the research advisor and improvement has been made based on the feedback. Instruments were administered with necessary explanation on their objectives.

Finally, quantitative data analysis has been made using appropriate statistical tools .Where as data from interview, focus group discussion and observation checklist and document analysis was presented qualitatively.

### 3.5 Pilot Testing for Achievement Tests

Tests were piloted before administered for actual data collection. Piloting helps to clear up any confusion in instruments of data collection and allow the researcher to determine the adequacy of instructions to respondents (Bryman, 1994; 155). Tests were constructed by subject teachers in collaboration with researcher based on the curriculum materials (syllabus, teachers' guide and student textbooks) of formal program grades 4 and 5 Amharic, Maths and Environmental Science subjects.

Tests were constructed on the basis of learning objectives based on the contents. Items were covered what students learned in the first semester.

Pilot testing was carried out in the research area in 2 formal and 2 ABE centers out of the sample centers included in the research. Therefore, during the pilot study, item analysis was carried out. Especially item difficulty level and discrimination indices were analyzed based on upper 27% and lower 27%scores who responded to each item. Items greater than 0.4 discrimination and difficulty indices are regarded as good items (Meherense, 1976:121). (See the appendix F).

Moreover, the reliabilities of the pilot tests were computed and coefficients were found ranging from 0.62__0.85 using Kuder-Ricardson formula. The reliability coefficient 0.7_0.8 is believed to be acceptable (Bryman, 201:71). Hence; items with reliability below 0.7 were improved. Hence, summary of the results of achievement tests are presented in the following table.

**Table 3 . Summary of Descriptive statistics of Pilot Achievement Tests**

| | Grade 4 | | | Grade 5 | | |
|---|---|---|---|---|---|---|
| | Amharic | Maths | Env/science | Amharic | Maths | Env/science |
| No of questions | 20 | 25 | 20 | 20 | 25 | 20 |
| Mean of total scores | 13 | 11.5 | 12.95 | 12.55 | 13.69 | 13.75 |
| Variance | 22.51 | 12.29 | 21.94 | 15.96 | 26.35 | 20.77 |
| Standard deviation | 4.74 | 3.51 | 4.34 | 3.99 | 5.13 | 4.56 |
| Reliability | 0.83 | 0.62 | 0.78 | 0.78 | 0.85 | 0.82 |
| Question numbers improved/revised | 17 | 7,17,18,19, 20,21,25 | 5,14 | 1,5,8,14,17 | 8,10,14,16 ,22,25 | 6 |

When items were analyzed, items with discrimination power above 0.4 has taken good items where as items with discrimination power between 0.19-0.4 have been taken low discrimination power that needs improvement. Therefore, as indicated in table 3, items with discrimination power of 0.19 and below and reliability below 0.7 were improved (see Appendix G). Therefore, as observed in table3, a total of 22 questions were improved from the six subjects administered to students in both grades (grades4&5).

### 3.6. Data Analysis

Extensive data analysis relevant to each variable has been employed to interpret both qualitative and quantitative data. Content analysis was made in identifying the major, common explanations and understandings in respondents' response through open ended questionnaire and interview; textual analysis has been made to interpret the data from the document and statistical analysis in computing quantitative data gathered from different sources.

Percentage and frequency count has been used to analyze various characteristics of sample population such as sex, age, qualification and service years and also to analyze questions on some issues. Average mean was used to analyze responses in rating scores and an independent sample t- test was used to compare the differences in achievements of student test results. The results of statistical t-tests are significant at critical at $P<0.05$ significant level.

Data from observation and document analysis are incorporated to substantiate the qualitative information.

# CHAPTER FOUR

# PRESENTATION AND DATA ANALYSIS

This chapter deals with presentation and analysis of the data that are categorized into two sections. The first part treats the characteristics of the respondents and the second part deals with the analysis of the data obtained from different sources supported with discussion on important issues.

Generally, 50 copies of questionnaires were distributed of which 19 (38%) were given for educational officials (Zone Education Department and Woreda Education Office heads, non formal education experts, cluster supervisors) and 31 (62%) for ABE center facilitators. Among distributed questionnaires, 46 (92%) of which 17 (89.5) by education officials and 29 (93.5%) by ABE center facilitators were filled and analyzed.

The other groups involved in the study were formal school principals and grade five homeroom teachers to the nearby ABE centers and one NGO coordinator in the interview. Where as twenty center committee members and parents participated in the focus group discussion.

Moreover, teacher made achievement tests on three subjects Amharic, Maths and Environmental Science were administered to stage III students attending their education in ABE centers and grade five students who had ABE background prior grade five admission. Tests were prepared based on the official formal curriculum of grades 4 and 5. Tests were piloted and checked for their validity and reliability before the actual data collection process. Hence, 126 stage III ABE center students of which 73 (57.9%) and 53 (42.1%) were girls and boys respectively. Out of 97 grade five students who had ABE background of which 45(46.4%)were girls and 52 (53.6%)were boys were included. For the purpose of comparison equal numbers of students from formal schools grade four and grade five students with formal school background were included. Tests were administered by the researcher herself in sample primary schools and ABE centers after brief explanation was provided to students about the objective of the test.

Moreover, observation on statistical documents on ABE center student enrolments, student records (mark list and attendance), on the physical condition of ABE centers based on checklist were carried out to substantiate quantitative information.

## 4.1 Characteristics of Respondents

As main source of information, the respondents of this study were educational officials who have direct responsibility for ABE program (Zone Education Department head, Woreda Education Office heads, non formal education experts, Cluster supervisors), ABE center facilitators, primary school principals and teachers, NGO coordinator, ABE center committees and grade four and five formal school and stage III ABE center students.

To get relevant and dependable information, the selection of these sample representatives was based on their position and the role they have on the ABE program implementation.

**Table 4: Classification of Respondents by Sex, Age, Educational Background and year of Experience**

| Characteristics | | Educational Experts | | Facilitators | | Teachers/ Principals | |
|---|---|---|---|---|---|---|---|
| | | f | % | f | % | f | % |
| Sex | Male | 17 | 100 | 13 | 44.8 | 4 | 40 |
| | Female | — | — | 16 | 55.2 | 6 | 60 |
| | Total | 17 | 100 | 29 | 100 | 10 | 100 |
| | 18_25 | — | — | 14 | 49.2 | 1 | 10 |
| | 26-35 | 8 | 47 | 15 | 51.2 | 7 | 70 |
| | 36 +years | 9 | 52.94 | — | — | 2 | 20 |
| | Total | 17 | 100 | 29 | 100 | 10 | 100 |
| Educational Background | Grade ten complete | — | — | 8 | 27.6 | — | — |
| | Certificate | — | — | 21 | 72.41 | 4 | 40 |
| | Diploma | 15 | 88.2 | — | — | 6 | 60 |
| | Degree | 2 | 11.8 | — | — | — | — |
| | Total | 17 | 100 | 29 | 100 | 10 | 100 |
| Service year | 1-5 years | 1 | 5.88 | 29 | 100 | 2 | 20 |
| | 6-10 years | — | — | — | — | 2 | 20 |
| | 11-15 years | 7 | 41.17 | — | — | 4 | 40 |
| | 16+ years | 9 | 52.94 | — | — | 3 | 3.0 |
| | Total | 17 | 100 | 29 | 100 | 10 | 100 |

As presented in Table 4, among the total respondents who were supposed to be key personnel with their position and responsibility in ABE program implementation,17(36.9%) were educational officials where as 29(63.1%) were ABE center facilitators. The participation of females at facilitators' position was 16(55.2%). This is good that female teachers play a greater role in teaching learning process in caring and treatment of children that can contribute to the survival of children in the centers. They also serve as a role model in the society to change communities' perception in teaching their female children.

With regard to the age composition of the respondents, most of educational officials 9(52.94%) were 36 and above years old and the rest were below 36 years old. While majority of ABE center facilitators 15(51.2%) were in the age range 26-30years old. Most teachers and principals 5 (50%) were in the age range 26_35 years old.

With regard to the educational background of respondents, 15 (88.2%) education officials were diploma and 2 (11.8%) of which one Education Department head and one Woreda Education Office head were degree holders.

The effectiveness of educational management and the quality of education provision is determined by the skill and knowledge of the implementers, from this point of view the assignment of qualified personnel for the given position seems difficult. According to the region's Civil Service rules the requirement for the position for Woreda Education Office head is first degree with ample work experience in education areas. But it was found that only one office head with required qualification. It was also found 6 (60%) of primary school principals and teachers had diploma. Where as 21(72.4%) ABE center facilitators were certified as primary school teachers and some significant number 8(27.6%) were completed only grade ten.

Regarding their work experience, majority of educational officials have long years of experience that helped them to have more information on educational issues. Where as all ABE facilitators had services ranging 1-2 years only.

**Table 5.claification of Sample Pupils by Grade level, Sex and Age**

| Characteristics | | Stage III ABE and grade 4 pupils | | | | Grade 5 pupils | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | ABE centers | | Formal Schools | | Students from ABE center | | Students from Formal school | |
| | | f | % | f | % | f | % | f | % |
| Sex | Male | 53 | 42.1 | 56 | 44.4 | 53 | 54.6 | 45 | 46.4 |
| | Female | 73 | 57.9 | 70 | 55.6 | 44 | 34.9 | 52 | 53.4 |
| | total | 126 | 100 | 126 | 100 | 97 | 100 | 97 | 100 |
| Age | 8-9 years | 20 | 15.9 | 11 | 8.7 | 8 | 9.9 | 3 | 3.3 |
| | 10 years | 43 | 34.1 | 57 | 45.2 | 9 | 11.1 | 10 | 10.2 |
| | 11 years | 17 | 13.5 | 22 | 17.5 | 15 | 18.5 | 29 | 30.5 |
| | 12 years | 20 | 15.9 | 16 | 12.7 | 15 | 18.5 | 28 | 29.5 |
| | 13 years | 18 | 14.3 | 10 | 7.9 | 10 | 12.3 | 13 | 13.7 |
| | 14 years | 6 | 4.8 | 8 | 6.3 | 11 | 13.6 | 8 | 8.4 |
| | 15+ years | 2 | 1.6 | 2 | 1.6 | 13 | 16 | 4 | 4.2 |
| | Total | 126 | 100 | 126 | 100 | 81 | 83.5 | 95 | 97.9 |
| | missing | — | — | — | — | 16 | 16.5 | 2 | 2 |
| | Median age | 11 | — | 10 | — | 13 | — | 12 | — |
| | mode | 10 | — | 10 | — | 11& 12 | — | 11 | — |

As presented in Table 2, 73(57.9%) of stage 3 pupils in ABE centers and 70(55.6%) of grade four pupils, and 52(53.4%) grade five pupils from formal schools were females. This high representation of females shows their high participation of the enrollment in ABE centers and formal schools.

With regard to ages of students it is observed that the minimum age of pupils in both programs was 8 years old. From the total sample of stage 3 /grade4 pupils, 43(34.1%) from ABE and 57(45.2%) from formal schools were 10 years old where as 17(13.5%) from ABE and 22(17.5%) from formal schools were 11 years old and many pupils were 12 years and above in both groups. The median age for ABE center students was 11 where as the median age for formal school students were 10 in which57 (45.2%) students had. The age of most pupils was 10 years old for both programs.

Concerning the age level of grade 5 students there were students 8 (9.9%) years old from ABE centers background and 3(3.3%) formal schools background were below 10 years old. This indicates that students in ABE centers were registered in ABE centers in their early ages (prior 7 years old) than formal school students. There were also pupils with 15 years and above. The median age for ABE background pupils was 13 that 10(12.3%) students had. Where as for formal schools; it was 12 where 28(29.5) students had. The modal ages where many pupils had were 11&12 for ABE center pupils and 11 for formal school pupils.

The objective of ABE provision is providing education for children ages 7-14 who can not attend their education because of distance from formal schools and those who are involved in different household activities by taking ABE centers near to their villages and making the schedule flexible. However, the program is accommodating adults with greater ages. From the field visit it was observed that there were extreme age differences in ABE center students, small children below 7 years and adolescents with ages18-20 years. It is a great challenge to teach such range of ages and abilities.

## 4.2. Analysis of Data on the Main Issues of the Program

### 4.2.1. The Contribution of Alternative Basic Education Program to provide UPE

The alternative approach was envisaged through ESDP with the assumption that the program helps to alleviate the problems that the formal program couldn't address and from the right of individuals to decide what and how of learning. The approach is characterized by flexibility in structure and content in order to respond the changing needs of the society, relevant to diversified needs of the learner, high community involvement and cost effective in providing access to the vast majority of the population. Based on this, the extent to which ABE program contributes in addressing the learning needs, promote equity and efficiency in providing basic education is discussed below.

**Table 6 : Rating on the Contribution of ABE Program in Providing Basic Education in the Zone**

| No. | Item | Experts/supervisors N=17 | | | | | | | Facilitator N=29 | | | | | | | | Tests for equality of means | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Rating Scores | | | | | | | Rating Scores | | | | | | | | | |
| | | 5 | 4 | 3 | 2 | 1 | | | 5 | 4 | 3 | 2 | 1 | | | X ave | t_value | P-value |
| | | **f** | **f** | **f** | **f** | **f** | X | SD | f | f | f | f | f | X | SD | | | |
| 1 | Promote access | 10 | 7 | 0 | 0 | 0 | 4.59 | 0.51 | 20 | 4 | 2 | 3 | 0 | 4.41 | 1.02 | 4.5 | 0.66 | 0.51 |
| 2 | Improve equity | 6 | 8 | 2 | 1 | 0 | 4.12 | 0.86 | 6 | 10 | 8 | 5 | 1 | 3.59 | 1.02 | 3.86 | 1.807 | 0.78 |
| 3 | Improve internal efficiency | 2 | 2 | 3 | 4 | 5 | 2.41 | 1.42 | 4 | 4 | 5 | 5 | 11 | 2.48 | 1.48 | 2.45 | 0.16 | 0.87 |
| 4 | Increase Educational Relevance | 4 | 6 | 4 | 2 | 1 | 3.59 | 1.18 | 6 | 7 | 10 | 6 | 0 | 3.45 | 1.06 | 3.96 | 0.146 | 0.68 |
| 5 | Mobilize resource | 2 | 3 | 3 | 7 | 2 | 2.76 | 1.25 | 14 | 7 | 8 | 0 | 0 | 4.21 | .86 | 3.49 | 4.63 | 000* |
| | Average mean value | | | | | | 3.49 | | | | | | | 3.63 | | 3.65 | | |

(Very low =1, Low = 2, Medium = 3, High = 4, Very high = 5, Significant at t= + (-) 1.96, $p \leq 0.05$ two tailed, Degree of freedom = 44) , Where: N=number of respondents, SD= standard deviation, X= weighted mean, f=frequency , X ave= average mean, P=significance level, t-value=calculated value

Access, equity, efficiency, relevance and resource mobilization are the major benefits of ABE program. These indicators are selected to be used by the researcher as a framework for analysis on the contribution of ABE program in East Gojjam Zone. From the information analyzed inferences have been made. Therefore, Table-3 presents the ratings by respondents on the contribution of ABE program to the Zone. The responses of respondents using likert scale put in to matrix and the average means were calculated. The calculated average means were interpreted as 0.5_1.49 =very low, 1.5_2.49 =low, 2.5_3.49=medium, 3.5_4.49=high and 4.5 and above very high. Based on this, the quantitative results from the questionnaire on the overall contribution of ABE program towards UPE has been computed with an average mean of 3.65 that shows its high contribution. While the mean of each variable computed increasing access is found the most important aspect of the program with a mean value of 4.5.While, educational relevance3.9 and equity 3.86 and resource mobilization with mean score of 3.49 were found to be high. Internal efficiency was low with mean 2.45 that require attention.

In order to check the variations in opinions between groups of respondents t-test has been carried. Therefore the results of the t-test showed that significant difference was observed on the contribution of ABE program on resource mobilization at $p<0.05$ significance level.

Moreover, during focus group discussion Center committee members and parents appreciated the program mainly for the location of centers in the reach of children near the villages under the supervision of parents and make parents free from worry on what will happen to their children while traveling long distances. It gives opportunity for parents using their children labor after school hours.

It was also mentioned that ABE program encourages participatory approach involving stakeholders and beneficiaries and the larger community in promoting the success of the program. Its source of funding is diversified including local and international NGOs, and communities.

Therefore, from all the sources of information, ABE program has contributed to the zone in providing basic education in remote rural woredas as well as in towns and promotes the action towards providing basic education for all by 2015.

In support of the above findings, the statistical data from the Zone Education Department showed the contribution of ABE program in increasing the enrollment rate of the zone the following table.

**Table 7. Enrollment of students in ABE centers in East Gojjam Zone (1997-1999 E.C )**

| Year | Male | Female | Total | F% | Number of ABE centers |
|---|---|---|---|---|---|
| 2004/5 | 13975 | 12498 | 26473 | 47.2 | 198 |
| 2005/6 | 13316 | 12284 | 25600 | 47.9 | 196 |
| 2006/7 | 6828 | 3934 | 10762 | 36.6 | 154 |

***Source: East Gojjam Zone Education Department Information Section, 1999E.C***

As indicated in Table 7 significant numbers of students are enrolled in ABE centers in the zone. Statistical data in Zone Education Department indicated the enrollment rate in the Zone in this academic year (2006/7) is 416940(78.6%) of which 10762(2.58%) are enrolled in ABE centers. As observed in the table the number of ABE centers were decreasing from year to year. This was due to the promotion of ABE centers to formal primary schools.

### 4.2.2. Target Groups of ABE Program

The m ain o bjective of ABE program intervention is to provide opportunity for those children who are out of formal schooling for different reasons. Socio-economic and cultural factors were main deterrents for many millions of children to be deprived of their rights/basic education. The problem calls a new strategy for providing basic education for many millions of children. The following table showed the main beneficiaries.

**Table 8 - Ratings on Reasons for Children to be Enrolled in ABE Centers**

| No. | Item | Expert N=17 | | | | | | Facilitator N=29 | | | | | | | t-statistics for equality of mens | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Rating Score | | | | | | Rating Score | | | | | | | | |
| | | 5 f | 4 f | 3 f | 2 | 1 | X | 5 f | 4 f | 3 f | 2 | 1 | X | X Ave | t_value | p value |
| 1 | Children out of school because of distance | 13 | 3 | 1 | 0 | 0 | 4.7 | 19 | 3 | 5 | 0 | 0 | 4.2 | 4.45 | 1.23 | 0.23 |
| 2 | Children out of school because of household tasks | 5 | 7 | 3 | 1 | 1 | 3.8 | 8 | 18 | 1 | 2 | 1 | 4.1 | 3.95 | 0.69 | 0.49 |
| 3 | Children who support themselves | 3 | 1 | 12 | 2 | 1 | 3.5 | 3 | 2 | 19 | 4 | 1 | 3.1 | 3.3 | 0.63 | 0.53 |
| | **Average mean** | | | | | | **4** | | | | | | **3.8** | **3.9** | | |

(very Low = 1, low = 2, medium = 3, High=4, very high =5, Significant at $t = \pm 1.96$, $p \leq 0.05$ two tailed, Degree of freedom = 44) . Where: N=number of respondents, X= weighted mean, f=frequency, Xave= average mean, P value=significance level , T-value=calculated value

As depicted in the Table 8, statistical computation was made for the responses given by the groups of respondents using likert scale. The calculated average means were interpreted as 0.5_1.49= very low, 1.5_2.49 = low, 2.5_3.49=medium, 3.5_4.49=high and 4.5 and above very high and above high. On the bases of this the mean of each variable was compared with the average mean: children who had no schools in their village and those children who involved in house holds tasks were found to be the main participants in attending their education in ABE centers with average means 4.45 and 3.95 respectively. The calculated t-values at P>0.05 showed that there is no difference in opinion between the groups of respondents.

### 4.2.3 Socio-economic Activities of ABE Students

Many factors affect children's schooling. The demand for child labor, direct cost of schooling, the attitude and value of the community towards education and the relevance of the curriculum to the local needs are some to mention. Children who have involved in household activities were one of the main beneficiaries of ABE program. The socio economic activities that ABE center students involved are discussed below.

**Table 9. Ratings on the Socio-economic Activities of ABE Students**

| No. | Item | Experts N= 17 | | | | | | | Facilitator N= 29 | | | | | | | Xave | t-statistics for equality of means | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Rating Scores | | | | | | | Rating Scores | | | | | | | | T_value | P_value |
| | | 5 | 4 | 3 | 2 | 1 | | | 5 | 4 | 3 | 2 | 1 | | | | | |
| | | f | f | f | f | f | X | SD | f | f | f | f | f | X | SD | | | |
| 1 | Household tasks | 3 | 7 | 7 | 0 | 0 | 3.76 | .75 | 20 | 8 | 1 | 0 | 0 | 4.66 | .82 | 4.21 | 3.37 | 0.002* |
| 2 | Caring Livestock | 12 | 1 | 2 | 1 | 1 | 4.29 | 1.26 | 16 | 5 | 5 | 0 | 0 | 4.42 | .81 | 4.36 | 0.41 | 0.69 |
| 3 | Farming | 4 | 6 | 5 | 0 | 2 | 3.59 | 1.23 | 4 | 8 | 14 | 0 | 0 | 3.6 | .75 | 3.6 | 0.09 | 0.93 |
| 4 | Pity trade | 0 | 0 | 2 | 2 | 12 | 1.38 | .72 | | 2 | 23 | 0 | 2 | 2.93 | .62 | 2.16 | 7.82 | .000* |
| 5 | Bonded labor | 2 | 0 | 3 | 8 | 4 | 2.29 | 1.21 | 6 | 2 | 16 | 2 | 0 | 3.46 | .95 | 2.88 | 3.53 | 0.001* |
| | Average. Mean | | | | | | **3.1** | | | | | | | **3.8** | | **3.44** | | |

(Very low =1, Low = 2, Medium = 3, High = 4, Very high = 5, Significant at $t = \pm 1.96$, $p \leq 0.05$ two tailed, Degree of freedom = 44)

Where: N=number of respondents, SD= standard deviation, X= weighted mean, f=frequency

Xave= average mean, P=significance level, t-value=calculated value

Table 9 depicts the social and economic roles of children enrolling in the ABE centers. For the responses of respondents using likert scale, the average means were computed. The calculated average means were interpreted as 0.5_1.49 =very low, 1.5_2.49 =low, 2.5_3.49=medium, 3.5_4.49=high and 4.5 and above very high. The mean of each item was compared to the average caring livestock, house hold tasks and farming activities were rated high with the average mean; 4.36, 4.21 and 3.6 respectively. While the activity pity trade was found low with mean value 2.16. With respect to each group , responses on the socio economic roles of ABE children, facilitators asserted that ABE center children socio economic roles household tasks rated very high with mean 4.66, care of livestock and farming rated high with mean 4.42 and 3.6 respectively. Where as experts rated high roles as care of livestock 4.29, household task 3.76 and farming activities 3.59, rated pity trade very low and bonded labor low with means 1.38 and 2.29 respectively.

When t_test was computed to see the significant differences in groups, it was observed that there were significant differences on economic roles household task, pity trade and bonded labor at $p < 0.05$ significance level.

Moreover, the discussion with CMC members and parents revealed that children support their parents in different activities. Especially female children have contributed much in helping their mothers in caring siblings, fetching water, collecting firewood and cooking. In the field visit with informal discussion with ABE center children about what they have carried out after schooling children at Debremarkos were found carrying activities such as shoe shining, vendering, bonded laboring. Most of these children are orphans. Some of them are street children.

Therefore, findings revealed that ABE center children are participating in different socio economic activities that hinder them to participate in formal schools. Hence, ABE program is helpful for these children to attend their education on flexible schedule without affecting their livelihood activities.

### 4.2.4. The status of physical facilities of ABE Centers

ABE centers are schools constructed to undertake ABE teaching learning processes. These centers are assumed to be constructed by the community from locally available materials near the villages that children can easily reach.

**Table 10. Responses on the status of physical facilities of ABE Centers**

| No. | Items | Education Experts N=17 | | Facilitator N=29 | |
|---|---|---|---|---|---|
| | | f | % | f | % |
| 1 | Where are ABE classes run? | | | | |
| | 1. In primary schools | — | — | — | — |
| | 2. In ABE center | 17 | 100 | 29 | 100 |
| | 3. Under the shade | — | — | — | — |
| | Total | 17 | 100 | 29 | 100 |
| 2 | Who Construct the ABE Center? | | | | |
| | 1. Local Community | 10 | 58 | 16 | 55.5 |
| | 2.Woreda Education Office | 3 | 17.6 | 7 | 24.1 |
| | 3. Non Government Organization | 4 | 23.5 | 6 | 20.7 |
| | Total | 17 | 100 | 29 | 100 |
| 3 | Availability of learning materials (text books, facilitators' guide, teaching aids, etc) | | | | |
| | 1. High | — | — | — | — |
| | 2. Moderate | 2 | 11.8 | 4 | 13.8 |
| | 3. Low | 15 | 82.2 | 25 | 86.2 |
| | Total | 17 | 100 | 29 | 100 |
| 4 | The appropriateness of ABE centers for learning | | | | |
| | 1. High | — | — | — | — |
| | 2. Moderate | 5 | 29.41 | 10 | 34.5 |
| | 3. Low | 12 | 70.59 | 19 | 65.5 |
| | Total | 17 | 100 | 29 | 100 |

As indicated in Table 10, all the respondents confirmed that ABE classes have been conducted in especially constructed ABE centers. Responses from 10(58%) of experts, and 16(55.5%) of the facilitators stated that the community constructed the majority of the centers. There were also the Woreda Education Office construct centers and NGOs as indicated by 3(17.6%) of experts and 4(23.5%) facilitators. These centers have different status based on the degree of involvement of stakeholders in the centers' activities. During field visit the researcher observed the differences in ABE centers status in quality of building as well as supply of facilities. Centers constructed by NGOs were found as good as formal schools with standardized classrooms with cemented floor and painted walls. Where as centers constructed by the local communities were simple houses made of mud and wood with no enough light and ventilation.

With regard to the availability of teaching learning materials such as textbooks, facilitators' guide and teaching aids, 15 (82.25) of experts and 25(86.2%) of facilitators responded low. It was observed that most centers have no teaching aid and student textbooks at all.

As to the appropriateness of the centers for teaching learning, majority of the respondents 12(70.6) of educational officials and 19(65.5) ABE facilitators responded that centers were not suitable for learning. Respondents were asked to give their reasons through open-ended question item for the inappropriateness of the centers. The reasons mentioned included absence of student seats, lack of teaching materials such as teaching aids textbooks, assignment of untrained facilitators to teach, lack of proper support and supervision to ABE centers were mentioned. In addition, the researcher's observation in the field visit based on the checklist confirmed that among the sample centers visited none of the centers have toilet, water supply, playground, facilitators' office and fence at all. Majority of the centers have no student seat. Students sit on 'Medeb' with no table to write. Students used to write notes by putting their exercise book on their knee. In some centers these 'Medebs' were made in circle and very little height that were not suitable for learning. Moreover it was also observed that in some centers even the blackboards were not fixed properly. Moreover it was observed that children come to classes with out necessary learning materials.

Moreover, it was found that active learning approach very minimal and the teaching learning processes tend to be more of traditional. It was also observed that facilitators had no the potential to apply active learning approach. All the reasons mentioned by respondents and results from observation list indicated that most ABE centers are not suitable for learning and it undermines the quality of education. Regarding such problems that ABE program faced, UNICEF (1993:42) states that, ''The concept of' cost effectiveness seems misunderstood and many people expect the program to accomplish the mission with few resources and inputs''. Though the alternative approach by its nature ''deemphasized'' capital costs, the program required the necessary inputs such as relevant curricula, basic school facilities, adequate finance, manpower and material support that are appropriate and affordable. Therefore, the on going program has been carried out against the principle of alternative approaches of education provision.

### 4.2.5. Selection, Recruitment and Training of Facilitators

#### 4. 2.5.1. Selection and Recruitment of Facilitators

The selection criteria where ABE center facilitators are expected to be selected is one of the unique features of ABE program. Facilitators are required to be members of the community who have better educational background .The assumption is that they fit to the local culture and tradition and also be able to retain them easily and can employ them in low salary.

**Table 11. Responses on Facilitators' selection and recruitment**

| | Items | Experts N=17 | | Facilitator N=29 | |
|---|---|---|---|---|---|
| | | f | % | f | % |
| 1 | Who select and recruit facilitators? | | | | |
| | 1. Center Committee | 6 | 35.3 | 7 | 24.1 |
| | 2. Woreda Education Office | 8 | 47.1 | 12 | 41.4 |
| | 3. Kebele Administration | 3 | 17.6 | 10 | 34.5 |
| | **Total** | **17** | **100** | **29** | **100** |
| 2 | The Criteria for facilitator selection:- | | | | |
| | 1. Qualification | 7 | 41.2 | 12 | 41.4 |
| | 2. Teaching experience | 1 | 5.9 | 3 | 10.3 |
| | 3. Recommendation of local kebele | 4 | 23.5 | 4 | 13.8 |
| | 4. Examination | 5 | 29.4 | 10 | 34.5 |
| | **Total** | **17** | **100** | **29** | **100** |
| 3 | The amount of salary paid for facilitator:- | | | | |
| | 1. 100-200 | — | — | 6 | 20.69 |
| | 2. 201-300 | 17 | 100 | 23 | 79.3 |
| | 3. 301 and above | — | — | — | — |
| | **Total** | **17** | **100** | **29** | **100** |
| 4 | Terms of facilitators employment | | | | |
| | 1. Fulltime | — | — | — | — |
| | 2. Contract | 17 | 100 | 29 | 100 |
| | 3. Part time | — | — | — | — |
| | **Total** | **17** | **100** | **29** | **100** |

Table 11 presents the selection and recruitment procedure of ABE center facilitators. As responded by 8(47.1%) of experts and 12(41.4%) of facilitators, the selection of facilitators was carried by Woreda Education Office. Six (35.3%) of experts and 7(24.1%) of the facilitators also responded that center committee carries the selection. It is also indicated that the Kebele administration also participated in the selection of facilitators. Information from field visit revealed that Woreda Education Office selected most facilitators. The required selection criteria were educational background, ability test, resident to the community and experience. The most common criterion is found to be educational background responded by 7(41.2%0) of experts and 12(41.4%) of facilitators followed by examination 5(29.4%) and 10(34.5%) respectively. The r ecommendation o f k ebele a dministration a lso s erves a s s election c riteria i n areas where there are sufficient candidates for competition.

As observed in the field visit and informal discussion with ABE facilitators, though facilitators are members of the kebele administration, the distance from their residence to ABE centers is too far. They travel 1 to 1.30 hours to and from centers daily. Because they could not get houses to live near the centers. This influenced their teaching.

As observed in Table 11 item 4, the amount of salary paid for facilitators is 200-300 per month. There are also some who have been paid below 201 birr. When their salary is compared to their educational level where majority of the facilitators have certificates 21(72.4%) and compared to teachers in the formal program, their salary was low. Teachers from formal schools having similar educational level and career are paid 475 birr. Even there are different salary scales for facilitators with the same educational level with in and among woredas. For instance facilitators who are employed by NGOs have better salary than employed by woreda education office; facilitators employed by Gozamin Woreda Education Office are paid 300 birr while facilitators employed by Debremarkos woreda are paid 250 birr. Here the problem is serious facilitators have dissatisfied by their unequal treatment with others and are not motivated to teach.

Moreover, discussion with the facilitators during field visit it was mentioned that low respect towards facilitators by Woreda Education officials, absence of promotion from being ABE center facilitator to formal school primary teacher, contractual terms of employment were dissatisfied facilitators resulted low work motivation.

#### 4.2.5.2. Training of Facilitators

The success of educational process depends largely on the ability of teachers. Teachers' competence involves command of theoretical knowledge about learning, human behaviors, methods of teaching, learners' growth, the setting and environment of learning and the interaction between the learners and the environment (UNESCO, 2001:51). In addition, the characteristics and interpersonal skills of teachers/facilitators are essential for understanding the needs and interests of the learner are very important skills teaching profession.

Therefore, capacity building and training of facilitators becomes crucial in adopting ABE program to compensate for facilitators lack of knowledge and experience in different mode of training

**Table 12:- Responses on Training condition of facilitators**

| | **Items** | **Facilitator N=29** | |
|---|---|---|---|
| | | **F** | **%** |
| 1 | Are you trained? | | |
| | 1. Yes | 25 | 86.2 |
| | 2. No | 4 | 13.8 |
| | Total | 29 | 100 |
| 2 | Conditions of facilitators training:- | | |
| | 1. Pre-service | 8 | 27.6 |
| | 2. On-the-job training | 12 | 41.4 |
| | 3. Short term training | 9 | 31.0 |
| | Total | 29 | 100 |
| 3 | The relevance and extent of the training to fill skill gap of the facilitators:- | | |
| | 1. Adequate | 12 | 41.4 |
| | 2. Moderate | 2 | 6.9 |
| | 3. Inadequate | 15 | 51.2 |
| | Total | 29 | 100 |

As indicated in the above Table 12, 25(86.2%) of facilitators responded that facilitators had trainings. On top of this from facilitators' educational background among the 29 facilitators 21(72.4%) were certified for primary school teacher. The rest 8(27.6) were grade ten completers taking short-term initial trainings for 5-15 days.

Regarding facilitators' mode and duration of training, 8(27.6%) of respondents confirmed that facilitators have been trained before their employment. Others 12(41.4%) have been given training after employment through in-service program for two- summers in teacher training colleges. Respondents were asked to write the content of training they had in open question item of the questionnaire, it was mentioned that: The contents of the training were mainly on teaching methodology, lesson plan and teaching aids preparation, student evaluation and assessment methods, class room discipline management and community mobilization. But 15(51.2%) of ABE facilitators mentioned that the training was inadequate and was not relevant in preparing competent facilitators to teach the ABE curriculum. As the result majority of facilitators are challenged to teach the curriculum.

### 4.2.6. The Curriculum of ABE program

The curriculum of ABE program is assumed to be tailored to address the needs of rural and urban children. Its preparation is believed to be based on the information about the learners and related to the local environment (UNECSO (2001:51) .The following table presented the ABE curriculum issues.

**Table 13 Responses on Relevance, Appropriateness and Integration of ABE Curriculum**

| No. | Items | Experts N=17 | | Facilitator N=29 | |
|---|---|---|---|---|---|
| | | f | % | f | % |
| 1 | Is there prepared ABE curriculum? | | | | |
| | 1. Yes | 17 | 100 | 29 | 100 |
| | 2. No | — | — | — | — |
| | Total | 17 | 100 | 29 | 100 |
| 2 | The relevance of the curriculum to the local needs? | | | | |
| | 1. high | 9 | 52.9 | 17 | 58.6 |
| | 2. medium | 6 | 35.3 | 9 | 31.1 |
| | 3. low | 2 | 11.8 | 3 | 10.3 |
| | Total | 17 | 100 | 29 | 100 |
| 3 | The appropriateness of the curriculum for a given level. | | | | |
| | 1. Difficult | 11 | 64.7 | 20 | 68.9 |
| | 2. Moderate | 6 | 35.3 | 9 | 31 |
| | 3. Easy | — | — | — | — |
| | Total | 17 | 100 | 29 | 100 |
| 4 | The extent to which the ABE curriculum has been integrated with the formal school curriculum? | | | | |
| | 1. high | 5 | 88.2 | 23 | 79.3 |
| | 2. medium | 2 | 11.8 | 6 | 20.7 |
| | 3. low | — | — | — | — |
| | Total | 17 | 100 | 29 | 100 |

Table 13 presents the ABE curriculum issues. ABE as a new approach for the provision of education requires a new set of learning materials that would satisfy the basic philosophy of learner centered active learning methodology. Hence, the Amhara region has designed curriculum for ABE program. As Anbesu (2005:12) mentioned the first curriculum material of the ABE program for Amhara region was developed by Save the Children Norway in collaboration with Institute of Curriculum Development and Research (ICDR) and latter revised. The curriculum is assumed condensed, integrated and equivalent to the knowledge and skills prescribed to formal school learners in view of ensuring smooth transfer to the formal schools .The absence of such suitable curricula for such program seems to contradict with the philosophy we are intending to follow. The main subject areas included are Amharic, Mathematics and Environmental Science.

With regard to the relevance of the curriculum respondents,9 (52.9%) of educational experts and 17(58.6%) of ABE facilitators indicated that the curriculum is highly relevant to the needs of the local community, while 6(35.3%) of experts and 9(31.1%) of facilitators indicated the curriculum has moderate relevance to the local needs , the rest 2(11.8%) of experts and 3(10.3%) of facilitators indicated that the relevance of the curriculum is low to the local needs of the community. A Considerable number of educational officials 4(17.8%) and 13(44.8%) of ABE center facilitators did not respond to the question.

With regard to the appropriateness of the curriculum, ABE program is assumed to be equivalent to grades 1-4 in the formal program. Thus, the curriculum has to specify the minimum learning competency of children in terms of literacy, numeracy and basic life skills (UNESCO, 2001:51). But it is observed in the table that 11(64.7%) of experts and 20(68.9%) of ABE facilitators responded the curriculum is difficult for the given level. The difficulty of the curriculum is not only for students but also for the facilitators to teach. Moreover, it was mentioned that the curriculum has wide content that can not be covered with in three years time and does not consider the age and ability of children for the given level. This contradict with the principle ABE program stated by UNESCO (2001:51) that the curriculum should be not heavily loaded with content.

Regarding the integration of ABE curriculum with formal curriculum, respondents, 15 (88.20%) of experts and 23(79.3%) of the facilitators confirmed that the curriculum has high integration with the formal curricula (i.e. with the first cycle primary education curricula). The four years of learning materials are intended to be completed in three years. Their relationships are manifested in different activities: ABE centers are clustered with their neighboring primary schools so that there is an experience sharing and discussion on professional topics between formal school teachers and ABE center facilitators. Besides, ABE centers graduates are eligible to enroll at grade five in the formal program, classroom organization, teaching learning process and method of evaluation and assessment system shows their link.

### 4.2.7. The Teaching Learning Process in ABE Centers

ABE classes can have different organizations based on the availability of resource in ABE centers including teachers.

**Table 14: Response on Teaching Learning Process in ABE Centers**

| No | Item | Experts N=17 | | Facilitators N=29 | |
|---|---|---|---|---|---|
| | | f | % | f | % |
| 1 | The organization of ABE Classes | | | | |
| | 1. multi grade | — | — | — | — |
| | 2. Based on grade level | 7 | 41.2 | 8 | 27 |
| | 3. Self- contained | 10 | 58.8 | 21 | 72.4 |
| | Total | 17 | 100 | 29 | 100 |
| 2 | Duration of learning hourse in ABE center/day | | | | |
| | 1. 2_3 hours | 2 | 11.76 | — | — |
| | 2. 3_4 hours | 13 | 76.5 | 21 | 72.4 |
| | 3. 4_5 hours | 2 | 11.76 | 8 | 27.6 |
| | Total | 17 | 100 | 29 | 100 |
| 3 | The type of teaching method applied in ABE centers | | | | |
| | 1. Group discussion | 3 | 17.65 | 9 | 51.72 |
| | 2. Question & answer | 2 | 11.76 | 5 | 17.24 |
| | 3. Lecture | 5 | 29.4 | 15 | 32 |
| | 4. No response | 7 | 41.2 | — | — |
| | Total | 17 | 100 | 29 | 100 |
| 4 | Student promotion from one level to the next in ABE centers | | | | |
| | 1. through continues assessment | 17 | 100 | 24 | 82.8 |
| | 2. Automatic promotion | — | — | 5 | 17.2 |
| | Total | 17 | 100 | 29 | 100 |
| 5 | Student promotion from ABE centers to formal schools grade 5 | | | | |
| | 1. By their test results in ABE centers | 12 | 70.6 | 14 | 48.3 |
| | 2. By achievement test results given by formal schools | 5 | 29.4 | 15 | 51.7 |
| | Total | 17 | 100 | 29 | 100 |

As observed in Table 14, majority of respondents 10(58.8%) of experts and 21(72.4%) of facilitators asserted that ABE classes are organized on self-contained type .Where as 7(41.2%) of experts and 8(27.6%) of facilitators responded ABE classes were arranged on grade levels. In centers where two or more facilitators are available, facilitators teach subjects based on their interest and ability.

Regarding the duration of the learning hours in ABE centers most of the respondents, 13(76.5%) of experts and 21(72.4%) of facilitators indicated that ABE center students learn 3-4 hours per day while others 2(11.76%) of experts and 8(27.6%) of facilitators indicated there were centers that teach for 4-5 hours per day. Experts 2(11.76) also indicated there were centers that teach only for 2-3 hours per day. These shows ABE centers have used different schedule. While the implementation manual No.9 of ABE program issued by Amhara Region Education Bureau (ANRSEB, 2005:2), stated the program takes three years, an average 210_ 220 days each year, 3 _ 4 daily learning hours five days in a week. From the field observation it was found that most centers started classes at three oclock in the morning and finished at six. Hence, the time allowed to complete the curriculum and the practices in ABE centers seems contradict and there is no doughty that the program is challenged to cover the curriculum in three years time. The class schedule in these centers was arranged with the agreement of Parents and CMC based on its convenience for children and parents to use their children's labor.

Regarding the teaching learning methods and approaches, it was assumed to be active learning with learner centered approach. However, the class observation during field visit revealed that traditional method of teaching (teacher centered) was practiced. It is also observed in item 3 of table 14, majority of respondents 5(29.4%) of experts and 15(32%) of facilitators responded that the common method of teaching in ABE centers was lecturing. This might be due to lack of training and support of facilitators to implement student centered /active learning approach.

The method of assessment to measure children's achievements and the promotion scheme from one level to the next level was believed to be continuous assessment by facilitators. As indicated in the table all of educational experts and 24(82.8%) of facilitators asserted continuous assessment was practiced. But this was not practiced in most ABE centers. While 5(17.2%) of facilitators also indicated that students were promoted from one level to the next level through automatic promotion (number of days children appearing in centers). This type of promotion was recommended if children were developed the required skills and knowledge for a given level through continuous support and assessment for their improvement. But this was not practiced. Students simply transferred from one level to the next with out having the required knowledge and skill so that they found difficult to read and write their names even they reached stage three.

This was approved during test administration. There were students who were unable (excluded) to sit in the exam because of this problem.

With regard to students promotion from ABE centers to formal schools 5(29.4%)of experts and 15(51.7%)of facilitators responded that achievement test was given by formal schools and where children were supposed to join where as 12(70.65)of experts 14(48.3%)of facilitators indicated students were promoted from ABE centers to the formal school by their test results from the ABE centers.

In support of the above findings, information from interview with formal school principals revealed that different admission criteria are practicing in different woredas to admit students from ABE centers to formal schools: Among the five sample primary schools taken to give achievement tests for grade five students, two schools admitted students after administering achievement test prepared by cluster centers where as other three schools(in Baso Libon and Machakel waredas) admitted students on the bases of students result from their ABE centers.
The admission of student to grade five is not accepted by parents. Parents do not believe the equivalence of ABE with the formal schools grade four. During focus group discussion with parents, they reflected their doubt on the equivalence of three years ABE education with grade four formal schools. They strongly disagree with the competence of their children compared to other children learning in the formal schools. Hence, they preferred their children to be admitted in grades four or three rather in grade five.

With regard to the competence of ABE students after transferred to grade five, the interview with formal school principals and grade five homeroom teachers confirmed that students are not competent. It was mentioned that ABE students have faced many academic and social problems after transferred to grade five formal schools: problems in reading, writing, computing, low performance in tests, unable to do their class and home works, low participation in the class, low interaction with their class mates, repeated absence and drop out of schools.

Moreover, the researcher tried to observe students test result from school rosters. Records on students result showed that students from ABE centers are at the bottom rank. Students' attendance list showed repeated absence and drop out was registered high on ABE students.
Thus, both administering achievement tests for admission and parents' compliance with children's ability resulted from the widely perceived views that ABE program is inferior to the formal system. Therefore, they have enough reasons to do so.

### 4.2.8. Student Achievement in ABE centers

In order to assess the competence of ABE students in achieving the minimum learning skills and their performance after transferred to grades five in formal schools, the researcher administered achievement tests at two grade levels: At stage III ABE center and at grade five having ABE background students prior their admission. Their equivalent grade level students were included in the formal primary schools of grades four and five. Tests were given on three core subjects, Amharic, Maths and Environmental Sciences. Tests were constructed based on formal school curriculum and pre-tested for their validity and reliability.

A total of 446 sample pupils were selected from sample Woredas, of which 252 were from Stage 3 in ABE center and grade 4 in formal schools, one hundred Twenty six pupils from each group. 47.6% from ABE centers and 44.4%from the formal programs were females. As to grade five pupils with formal school and ABE center background were 194. Each group had 97 pupils. The number of females was 41% from ABE center background and 45% from formal program (see appendix G).

Results of teacher made achievement tests for stage three ABE center pupils and its equivalent level grade four in formal schools and grade five students both in alternative and formal school background prior to grade five on the three core subjects is presented as follows.

While analyzing the achievement test results of stage III students, there were individual differences in achievements among students in all subjects (See appendix H). The range between minimum and maximum test scores was high in all subjects. The agreed acceptable pass mark for primary school students is 50%. When the results of students were compared to the acceptable pass mark, the number of students who satisfied the acceptable pass marks were found to be only 24.6 %, 21.4% and 41.27% in Amharic, Maths and Environmental Science respectively for stage 3 ABE center students. While 73.81%, 46% and 91.27% in Amharic, Maths and Environmental Science respectively for grade 4 formal school students. Achievements in Mathematics were generally low by both groups though differences. The modal scores were 5 and 8 for ABE a center student that most students achieved below 50% while modal score for formal school students was 14. Therefore, tests showed that there were great differences in achievement of students of the two programs. When the variation in achievements compared with in the groups high variation was indicated in formal school students with standard deviation 3.56 than ABE students with standard deviation 3.35.The variation of achievements in subject wise both group of students high variation in Amharic.

**Table15: Summary of Achievement Test Results of stage 3 and grade 4 pupils**

| **Subjects** | Formal Program | | ABE Program | | t-statistics for the equality of means | | |
|---|---|---|---|---|---|---|---|
| | Stage Three | | Grade Four | | | | |
| | Mean | SD | Mean | SD | Average mean | t-value | p-value |
| Amharic | 12.03 | 3.89 | 7.8 | 3.48 | 9.9 | 9.03 | 00 * |
| Maths | 12.29 | 3.45 | 9.83 | 3.14 | 11.06 | 5.92 | 00* |
| Environmental Science | 13.35 | 3.33 | 8.91 | 3.43 | 11.13 | 10.41 | 00* |
| Overall Mean score | 12.56 | | 8.84 | | 10.7 | 8.45 | 00* |
| **Average SD** | | **3.56** | | **3.35** | | | |

Number of ABE students =126 , Number of grad 4 students =126 Df =250

Significant at ( T = ± 1.96 , p ≤0.05,two tailed )

As observed in Table 15, the overall mean of test scores for ABE pupils was found to be 8.84 where as 12.56 for grade four formal school students. Students of both groups scored better in Environmental Science with the average mean 11.13 followed by Mathematics with average mean 11.06.Where as the least achieved was Amharic with the average mean 9.9.

In order to test the differences of students' achievements, independent sample test (two sample test) was made. It was found that absolute statistical significant differences of achievements in all the three subjects at $p < 0.05$ significance level.

With regard to the achievements of grade five students, when the results of students was compared to the acceptable pass mark 50% by changing the twenty questions for Amharic and Environmental Science and Twenty five Questions for Mathematics to 100%, the percentage of students who scored the pass mark was found 57.7%, 26.84 % and 74.23% in Amharic, Maths and Environmental Science respectively for students from ABE background whereas 64.3%, in Amharic 41.24 % in Mathematics and 86.6% in Environmental Science from formal background(see appendix H).The achievement of students in minimum acceptable pass mark at grade five level is approaching to formal school program .The interview with principals and teachers revealed that schools arranged special assistance for these students such as tutorial program and assigning their classmate as a tutor.

**Table 16: Summary of Achievement Test Results of Grade Five Pupils**

| **Subjects** | Grade Five Students | | | | t-statistics for the equality of means | | |
|---|---|---|---|---|---|---|---|
| | Students from Formal School background | | Students from ABE center background | | | | |
| | Mean | SD | Mean | SD | Average mean | t-value | p-value |
| Amharic | 12.36 | 3.4 | 9.8 | 3.25 | 11.08 | 3.35 | . 00* |
| Maths | 12.19 | 4.33 | 10.69 | 4.00 | 11.44 | 2.51 | 0.013* |
| Science | 13.79 | 4.12 | 12.06 | 3.66 | 12.93 | 3.09 | 0.002* |
| Over all Mean score | 12.78 | | 10.85 | | 11.82 | 2.98 | 0.005 |
| **Average SD** | | **3.95** | | **3.6** | | | |

Number of students with ABE background =97, Number of students with formal school background =97 Df =192, Significant at ($T = + 1.96$, $P \leq 0.05$)

As depicted in Table 16, Students scored best in Science with the average mean score 12.93 followed by mathematics 11.44.Amharic was achieved low. While the mean of each group was analyzed, the over all mean for test scores was found to be 10.85 for ABE center background students whereas 12.78 for formal school background students. This shows that students with formal background achieved more than with ABE background. Variation in achievements is also observed with in each group: the variation in achievement is high in mathematics with standard deviation 4.33 and 4.00 for formal and ABE background students respectively followed by Science with standard deviations 4.12 and 3.66 respectively. Generally, the test showed that, there is a significant difference in the achievement of students at $p<0.05$ significant level.

Therefore, Parents' opinion during the discussion, experts and facilitators responses to questions and teachers and principals' comment during the interview on the incompetence of ABE students confirmed with test results.

### 4.2.9. The Participation of NGO in ABE Program

NGOs are participating in different humanitarian activities and social services including education. Their role is stimulating the participation of the poor with greater service delivery system (Anheier, 1990:336). Their participation in education is mainly in the provision of basic education with special focus in non-formal education program to provide access for those who are unable to participate in the formal program. Accordingly, NGOs participate in ABE program East Gojjam Zone in activities such as Center construction, paying facilitators' salary, training provision for facilitators, and learning materials provision for ABE students and stationeries for facilitators. Their rate of participation is discussed below.

Table 17: Ratings on the Participation of NGO in ABE Programs

| No. | Item | Expert N= 17 | | | | | | | Facilitator N=29 | | | | | | | | t-statistics for equality of means | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 | X | SD | 5 | 4 | 3 | 2 | 1 | X | SD | X Ave. | t-value | p-value |
| | | f | f | f | f | f | | | f | f | f | f | f | | | | | |
| 1 | Center Construction | 7 | 4 | 3 | 3 | 1 | 3.94 | 1.17 | 10 | 9 | 6 | 4 | 2 | 3.93 | 1.06 | 3.94 | 0.06 | 0.95 |
| 2 | Paying Facilitator Salary | 5 | 2 | 5 | 4 | 2 | 3.41 | 1.23 | 6 | 6 | 5 | 10 | 5 | 3.24 | 1.20 | 3.33 | 0.31 | 0.76 |
| 3 | Material Provision for students | 2 | 7 | 4 | 3 | 1 | 3.35 | 0.97 | 8 | 8 | 10 | 3 | 2 | 3.79 | 1.00 | 3.57 | -0.73 | 0.47 |
| 4 | Provide Training for Facilitator | 7 | 5 | 3 | 2 | 1 | 4.06 | 1.06 | 4 | 9 | 6 | 10 | 5 | 3.14 | 1.09 | 3.6 | 2.3 | 0.026* |
| | Ave. Mean Value | | | | | | 3.69 | | | | | | | 3.53 | | 3.61 | | |

(Very Low =1, low = 2 , medium = 3 , high = 4 very high = 5) Df = degree of freedom=44

Xave = average mean , X= weighted mean, Significant at (T = $\pm$ 1.96 , P $\leq$0.05, two tailed)

N=number of respondents, SD= standard deviation, f=frequency, P=significance level, t-value=calculated value

As observed in Table 17, the mean values of responses using likert scale were calculated. The average means were interpreted as 0.5_1.49 =very low, 1.5_2.49 =low, 2.5_3.49=medium, 3.5_4.49=high and 4.5 and above very high. Based on the calculated statistical results the participation of NGOs in ABE program in activities such as center construction, training provision to facilitators and material provision were found high with means 3.94, 3.6 and 3.57 respectively. W hen r esponses of each group of respondents compared with the average mean, responses by both groups were found high with mean value 3.69and 3.53.The overall average mean was calculated as 3.61, which rated as high.

Significant differences was observed on the opinion of the two groups on training provision for facilitators at $p<0.05$ significant level.

On top this interview with one local NGO named ''Facilitators for Change'' coordinator about the participation of this organization in ABE program in the zone reveled among multiple objectives of this organization arranging basic education provision for orphans and street children in towns and remote rural children is the main. Hence, the organization constructed 12 ABE centers in two sample woredas in the zone (10 in Gozamin and 2 in Debremarkos) with full provision of student seat and employment of facilitators for the centers. In addition, it provides student learning materials and stationary for facilitators.

The organization has close relationship with Woreda Education Office to get curriculum materials for the centers and technical assistance in providing workshops and refreshment trainings for the facilitators to fill the gap of their teaching method. Moreover, other International organizations such as UNICEF and SIDA provide materials (corrugated iron sheet and nails) for center construction.

### 4.2.10. The participation of the Community in ABE Centers

One of the most important features of ABE program is the assumption that the main responsibility for the provision of ABE facilities rests on the part of the community. Communities mobilize their resources either in monetary or labor forms and taking active role in monitoring of center efficiency and effectiveness.

**Table 18: Ratings on the Participation of the Community in ABE Centers**

| No. | Item | Experts/supervisors N=17 | | | | | | | Facilitator N=29 | | | | | | | | t-statistics | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Rating Scores | | | | | | | Rating Scores | | | | | | | | | |
| | | 5 | 4 | 3 | 2 | 1 | X | SD | 5 | 4 | 3 | 2 | 1 | X | SD | Xave | t-value | P-value |
| | | f | f | f | f | f | | | f | f | f | f | f | | | | | |
| 1 | Labor and material provision for center construction | 10 | 3 | 1 | 3 | 0 | 4.18 | 1.19 | 7 | 10 | 9 | 1 | 0 | 3.85 | .86 | 4.01 | 1.05 | 0.3 |
| 2 | Paying facilitators' salary | 1 | 0 | 0 | 4 | 11 | 1.6 | 1.03 | 4 | 1 | 4 | 8 | 2 | 2.57 | 1.34 | 2.09 | 3.26 | 0.003 * |
| 3 | Land Provision for center construction | 5 | 7 | 4 | 0 | 0 | 3.82 | .77 | 10 | 10 | 5 | 2 | 0 | 4.03 | 9.4 | 3.93 | 0.096 | 0.928 |
| 4 | Selection of facilitator | 3 | 8 | 6 | 0 | 0 | 3.82 | .73 | 5 | 6 | 14 | 0 | | 3.64 | 1.13 | 3.73 | 1.52 | 0.14 |
| 5 | Center Committee | 6 | 2 | 4 | 4 | 1 | 3.47 | 1.37 | 6 | 5 | 12 | 3 | 0 | 3.54 | .99 | 3.51 | 0.188 | 0.85 |
| | Ave. Mean Value | | | | | | 3.34 | | | | | | | 3.53 | | 3.45 | | |

( Very low =1, Low = 2, Medium = 3, High = 4, Very high = 5,Significant at $t = \pm 1.96$, $p \leq 0.05$ two tailed, Degree of freedom = 44). Where: N=number of respondents, SD= standard deviation, X= weighted mean, f=frequency Xave= average mean, P=significance level, t-value=calculated value

As can be observed from Table 18, communities have made remarkable contributions in ABE program implementation. Statistical results of respondents' responses on the contribution of the community in ABE program was rated using likert scale and the calculated average mean were interpreted as 0.5_1.49 =very low, 1.5_2.49 =low, 2.5_3.49=medium, 3.5_4.49=high and 4.5 and above very high. When the average mean values on the participation of the communities were compared with the given average means labor and material provision for center construction rated with mean 4.01, land provision for center construction 3.93, participating in the selection of facilitators 3.73 and working in center committee member 3.51 all were found to be high. While their participation in paying facilitators salary is found to be low with the average mean of 2.01.The overall average mean was also calculated with mean value 3.45 was found to be high. While the ratings of each group were computed resulted with average mean value 3.34 by experts and 3.53 by facilitators both rated communities participation high.

In order to check the differences of opinion between the two groups , independent (two sample) t-test was computed and significant differences among the groups was observed on the contribution of the communities in paying facilitators salary at $p<0.05$ significance level.

In support of this, the information from the focus group discussion with the community members (CMC and parents) revealed that the level of community participation varies across the centers .It has been observed to be highly effective in some centers, where parents seem to be committed for the education of their children low in other centers where communities have no awareness about the importance of the program. It was mentioned that,'' parents/community members become unwilling for what were asked to contribute to ABE centers were because they did not know about the importance of the program and their children learning''. This problem confirmed with Multon (2001:9) explanation that many families see little immediate value in their children sitting behind desks, learning reading and writing and other skills for which there is no use in the village.

### 4.2.11. The Management and Supervision of ABE Centers

Monitoring and supervision is found to be the integral part of the implementation of ABE program. The need for improving the working and learning condition at ABE centers requires close follow up and support for the front line workers, in particular facilitators. Regarding this Anbesu (2005:19) mentioned until recently, cluster supervisors were not serious in giving support to facilitators due to lack of awareness of supervisors with regard to their roles and responsibilities in the program. The extent to which ABE program is supervised and monitored is discussed below.

**Table 19 Responses n the management of ABE program**

| No. | Items | Experts | | Facilitator | |
|---|---|---|---|---|---|
| | | Total | % | Total | % |
| 1 | Is there implementation guide and strategy in the Region? | | | | |
| | 1. Yes | 16 | 94.1 | 24 | 82.8 |
| | 2. No | 1 | 5.9 | 5 | 17.2 |
| | Total | 17 | 100 | 29 | 100 |
| 2 | Knowledge of the implementers to the guidelines and strategies | | | | |
| | 1. Enough | 8 | 47.1 | 12 | 59.1 |
| | 2. Moderate | 8 | 47.1 | 8 | 36.4 |
| | 3. Low | 1 | 5.9 | 1 | 4.5 |
| | Total | 17 | 100 | 29 | 100 |
| 3 | The Support and Supervision of ABE Centers by Woreda Education Office/Zone Education Department. | | | | |
| | 1. High | 6 | 35.3 | 7 | 27.6 |
| | 2. Medium | 8 | 47.1 | 5 | 17.2 |
| | 3.Low | 3 | 17.6 | 17 | 55.2 |
| | Total | 17 | 100 | 29 | 100 |

As indicated in Table19, 16(94.1%) of experts and 24(82.8%) of facilitators responded that ABE program has an implementing strategy and guideline. The guideline was prepared by Amhara Education Bureau with clear statements on the duties and responsibilities of stakeholders in supporting ABE program (ANRS, 2005:8). While, 8(47.1) of experts and 12(59.1%) of facilitators responded that they have enough knowledge about this implementation strategy and guideline. Center Management Committees were supposed to manage ABE centers, but the activities carried out by CMC were found to be low. During the group discussion, CMC members and parents stated lack of awareness about the importance of the program resulted community members, unwilling to participate in ABE centers activities and lack of support by the kebele Administration to mobilize the community.

Woreda Education Offices in general and non-formal experts in particular are responsible to supervise the ABE centers. But item 3 of table 19where, 17(55.2%) of facilitators and 3(17.6%) of experts and observation during field visit. Revealed that monitoring and supervision on ABE centers was low . The physical conditions of ABE centers and other technical problems observed witnessed lack of supervision and support by educational experts who know what is needed for effective teaching and learning in centers/schools.

In the field visits it was observed that ABE centers were under the management of the nearby primary school .The principal of the nearby school was found to be responsible in reporting the activities of ABE centers to Woreda Education Office. Facilitators are expected to report the challenges ABE centers faced submit lesson plans and ask necessary technical and material supports from the formal school principal. But principals were mentioned this was difficult and challenging task that could not carried out properly. Some centers are very far from formal schools, the principals unable to reach easily to give proper support and supervision and the facilitator to come to the formal schools regularly. This problem confirms with the explanation by Multon (2001:9) teachers get little or no guidance from a professional support network. Most systems of school supervision merely attempt to link rural schools through the bureaucratic structure to central ministry offices.

Thus, from all the reasons identified in the findings, ABE program has managerial problems. The program did not get attention by those, which have responsibility for the program.

#### 4.2.12. Internal Efficiency in ABE program

Dropouts and repetitions are common problems in formal schools. While these problems are expected to be low in ABE program But the data from student attendance from all the sample centers showed that many children were registered at the beginning of the year but more than half of the registered dropped out. For instance in ABE centers in Gozamin woreda, 129 children were registered to learn in stage I but only 60 children were attending their education where in Basoliben Woreda 94 children were registered at the beginning of the year in stage III but only 32 children were found attending their education. This problem was common in all sample centers. Drop out rate was found high in stage I. followed by stage III. In order to identify the reasons, reasons were Parents' lack of interest for their children education, social and economic problems that students faced such as health problem, family problem, parents need for children's labor. Moreover, the difficulty level of the curriculum that did not consider the age and ability of the learner and the age level of students enrolled in ABE centers (before 7 years old) were major reason

Moreover, facilitators mentioned the seriousness of the problem in ABE centers about drop out and absenteeism: Many s tudents a ttending t heir e ducation i n A BE c enters c ome t o t he c enter only for four days in a month, 1or 2 days per week.

During field visit in ABE centers facilitators mentioned different problems of which mobilizing the community to send children to ABE centers is left to the facilitators.

Basically, the kebele administration has the power to force parents/ the local community to send their children but it was mentioned that the kebele administration does not give attention about the program, members of the kebele administration and other ''Mengistawi Budin'' from the woreda who come to mobilize the community for political purposes disorient the community through wrong connotation, 'to send or not to send one's child to school is the right of the parent '' that violet the rights of the children to basic education .Hence facilitators found difficult to mobilize the community to send their children to ABE centers.
Thus, inferences from the analysis of the data showed that there is high wastage in ABE centers.

#### 4.2.13. Challenges on the Effectiveness of ABE program

In addition to quantitative information through questionnaire, all groups of respondents were asked through open questionnaire, interview and focus group discussion to mention problems of ABE program. Low perception of the community on ABE program: They do not believe ABE program is equivalent to formal program grades 1_4 in primary schools, low attention by kebele administration, low supervision and support by experts from woreda and zone ,difficulty of the curriculum for both the facilitators to teach and students to learn, shortage of educational materials, high drop out rate ,assignment of untrained and incompetent facilitators to teach, low salary of facilitators, Problem of ABE center administration and absence of facilities such as latrine, clean drinking water, furniture ,play ground, poorly constructed centers( walls ,floor and roofs) were major problems that needs to be tackled for ABE program implementation.

# CHAPTER FIVE

# SUMMARY, CONCLUSION AND RECOMMENDATION

## 5.1. SUMMARY

The purpose of this study was to assess the implementation of ABE program in East Gojjam Zone Further the study intended how ABE help to accelerate the achievement of UPE in the Zone.

The main reasons for assessing the implementation of the ABE program are:

- Though there are many ABE centers, there are still many out of school children 113122(21%) in this academic year (1999 E.C) in the zone.
- Though ABE program plays a role in promoting access and equity, there are problems on the management and supervision of the program that require attention.
- The problem of educational wastage and inefficiency urges to search the problem.

Accordingly, the study was guided by the following basic questions.

1. To what extent Alternative Basic Education program contributes to increase educational access and equity to the Zone?
2. Is Alternative Basic Education program linked and integrated with the formal Program?
3. Are students from Alternative Basic Education Program competent while admitted to grade 5 in the formal system?
4. How much stakeholders (the community and NGOs) participate in the ABE program?
5. How much Alternative Basic Education program is supervised and monitored for its effective implementation?
6. What are the challenges in implementing Alternative Basic Education program?

**The Specific objectives of the study were**:

- To assess the extent to which the on going ABE program contributes to increase educational access and equity in the zone.
- To assess the link and integration between ABE and formal programs.
- To assess the extent to which ABE program produce competent students( the competence of students while transferred to formal schools)

- To examine the existing support provision by stakeholders such as NGOs and the community.
- To identify the mechanisms of monitoring and supervision on ABE centers.
- To identify the challenges ABE program faced in its implementation in the Zone.

The study focuses on the achievements and constraints of ABE program towards UPE. Thus, the researcher believed that the findings will be helpful to educational planners and decision makers to draw sound policy decisions and establish operational guide for future implementation of ABE program and implementers to make necessary follow up and supervision. It also helps as a starting point for future investigation.

In dealing with basic questions related, literature was reviewed; educational professionals who have direct relationship with the implementation of the program were used as the source of information. Moreover, community members/(CMC members and parents) were involved in providing information.

In order to collect relevant information, multiple methods of data collection were used including questionnaire, interview, focus group discussion, site observation and document analysis on statistical data on enrollments and student records.

Fifty copies of questionnaire were distributed for 19(38%) educational experts and 31(62%) for ABE center facilitators. Among the distributed copies, 46(92%), of which 17(34%) from experts 29( 58%) from facilitators were collected, rated and analyzed statistically.

Moreover, information from interview, focus group discussion, site observation and document analysis were carried out and interpreted qualitatively to substantiate the information through questionnaire.

In addition, to assess the effectiveness of the program in producing competent students, and its integration with the formal program teacher made achievement tests were administered at two grade levels: stage three in ABE centers and grade five in formal schools where admitted students from ABE background. Tests were prepared based on the formal curricula of equivalent grade levels grades 4&5 and pre-tested for their validity and reliability.

Hence, on the basis of good practices observed and major challenges encountered in the practices of the program, conclusion is drawn and possible recommendations are forwarded in order to improve the situation in the implementation of ABE program in the zone .

Thus, from the study carried out the following major findings are summarized below.

1. As a matter of analyzing the background of the respondents it was found that:
   A) All educational officials had diploma and above. While 21(72.8%) of ABE center facilitators are found to be certified as primary school teacher
   B) All educational officials and 7(70%) of formal school principals and teachers have ample work experience 11and above years. This shows that respondents can have more information about educational issues. Where as most ABE center facilitators have only 1-2years services.
   C) Regarding the age levels of students for stage 3 and grade 4 it was found that the median age for ABE center students was 11 years old where 63(50%)of students had where as the median age for grade 4 students was 10 years old 63(50%) of students had. Where as the median age for grade five from formal schools was 13 years old and for ABE background students was 12years old. Hence, in both grades there are age differences between students of the two programs.

   Moreover, during field visit it was observed extreme age differences of students in ABE centers where adolescents (ages 18-20) who come from church schools were learning with small children age 7.These groups who are above the age limit are supposed to be enroll in adult non-formal education program.
2. Alternative Basic Education program has paramount importance in providing access to education for many million children who dot not enroll in the formal schools because of the problem of physical (distance from schools) and socio-cultural(parents willingness to send their children to school ). Access was found the most remarkable contribution with the mean 4.5; its gender responsiveness and disparity in rural and urban with mean 3.86 and addressing the diversity of the needs of the learners and the potential to motivate learning through relevant curriculum mean 3.96 were found to be very important benefits of the program.

There were no statistically significant differences between respondents opinion on the importance of ABE program.

3. Distance of schools from children's village and socio-economic activities that children involved were major factors that hindered the participation of most children in formal education. Therefore, the main beneficiaries of ABE program were found to be children out of school for the absence of schools in their village with average mean 2.6 followed by those who are involved in household tasks with mean 2.3.
4. The major socio economic roles where ABE center students were highly tied were found to be care of livestock and household tasks with average mean 4.36, 4.21 respectively and also high in farming activities with average mean 3.6. Moreover it was fond that there are orphans and street children in ABE centers who support themselves in carrying out activities such as shoe shining, vendering, bonded laboring in towns. Therefore, ABE program is found to be helpful for these children to attend their education on flexible schedule without affecting their livelihood activities.
5. ABE classes are taking place in especially constructed centers by the community. These centers suffered from shortage of learning materials such as textbooks, teaching aids, student seat and facilities (toilet, drinking water supply, play ground, facilitators' office,), assignment of untrained facilitators to teach and lack of proper support and supervision. This is due to the problem misunderstanding of people that expect the program to accomplish its objective with few resources and inputs. All these problems made ABE centers unsuitable for learning and undermined the quality of education.
6. The most common selection criteria for facilitators were found to be educational background, ability test, being resident to the community and experience where there are plenty of candidates. Most of the facilitators were selected by Woreda Education Office.
7. Capacity building and training of personnel was crucial in adopting ABE to compensate lack of knowledge and experience of facilitators/teachers. Findings showed that facilitators had different training status. Some have been trained before their employment in teacher training colleges; others have been given initial training for 5 _15 days after employment and later trained through in-service program for two summers in teacher training colleges. The rest have got only short-term initial trainings 5-15 days. The content of training were teaching methodology, lesson plan and teaching aids preparation, student evaluation and assessment

methods, classroom discipline management and community mobilization. But it was mentioned that the training was not geared to the need and relevance of the ABE curriculum. The assignment of untrained facilitators who have no skill; commitment and awareness about the importance of the program affect the quality of education.

8. The amount of salary paid for facilitators is found 200-300 birr and bellow. The amount of salary paid was low compared to their educational background where majority of them 21(72.4%) were certified for primary school teacher and with other teachers with the same qualification in formal schools. It was also found that there are different salary scales in ABE centers for the same educational level with in and among woredas. This caused dissatisfaction and low work motivation.
9. Regarding to the curriculum issues the study revealed that the ABE curriculum takes the advantage of the formal curriculum. It is condensed, integrated in order to cover the four years formal school program within three years. The core subjects taught in the ABE curriculum includes Amharic, Maths and Environmental Science. But it was found that the curriculum is overloaded with content and difficult for students in a given level that did not considered the age and ability of children. Its difficulty is not only for students to learn but also for facilitators to teach. This contradicts with the objective of the ABE curriculum stated by UNESO (2001:51) states, ''the content of the curriculum needs to be easy, not heavy loaded with content, ability and need based to the learner''.
10. Findings showed that there is strong relation between formal and ABE curricula both in content and methodology. Teachers in formal schools and facilitators in ABE centers shared experiences on the teaching learning processes through cluster centers. Facilitators also made classroom observation in formal schools. Moreover, students are transferred from ABE center to formal schools.
11. Classrooms in ABE centers were arranged both on grade levels and self-contained type. In centers where two or more facilitators were available; facilitators teach subjects based on their ability and interest. Where in some centers self-contained type arrangement was observed.
12. Though the teaching learning methods and approaches were assumed to be active learning method with learner centered approach, however findings showed that traditional method of teaching was practiced in most ABE centers This is due to lack of training and support of

facilitators to implement student centered active learning approach. Where as students learn 3-4 hours daily in most ABE centers and 2-3 hours and 4-5 hours in some centers with flexible schedule for 210-220 days yearly for three consecutive years. In centers where 2-3 learning hours is taking place the curriculum might not be covered in three years time. The schedule was determined by parents/CMC members. The flexibility of the schedule helps the parents to use their children labor.

13. Findings showed that the method of assessment to measure children's performance and to decide the promotion of students from one level to the next level seemed continuous assessment by facilitators. But it was not carried out in most ABE centers and if so results were not registered properly.

14. Students are expected to be promoted from one level to the next level through continuous assessment but in many centers students' promotion was found free with out developing the required skills of reading, writing and computing. As the result it was found that students can not read and write their names until they reached stag three. While students' promotion from ABE center to formal schools after completed stage three was found different from woreda to woreda. In some woredas students were required to sit for tests given by the nearby formal schools/or cluster centers where children were supposed to join in grade five where as in other woredas students simply admitted to grade five in primary schools with the certificate provided in ABE centers.

15. Regarding the competence of ABE students both in their knowledge and ability in minimal skills, it was found that they are incompetent only very few students achieved the minimum acceptable pass mark in stage three. Moreover, the achievement of ABE background grade five students found low compared to their class mates with formal background. The result showed significant differences in achievements at $p<0.05$ significant level in both grade levels.

    In addition it was found that ABE students faced different social and academic problems in the formal schools while transferred to formal schools such as low reading, writing and computation skills , low interaction with their classmates, unable to do class and homework, repeated absence and dropout from schools

16. The low performance of ABE center students can be caused by the unsuitability of the ABE centers for learning, facilitators' incompetence in teaching the subject matter and unable to

apply active learning approach, and repeated absence of students from ABE centers were major problems.

17. Education is one of the key social services where NGOs are participating. The participation of in ABE program found high in center construction, training provision for facilitators, and learning materials provision for ABE students and stationeries for facilitators.
18. Communities are the basis for the promotion of sustainable educational chances where government is not able to do so. Therefore, findings showed that communities highly participated in center construction, land provision for center construction.
19. The Amhara Education Bureau issued guidelines for the implementation of ABE program in 2005 with clear statement about the duties and responsibilities of stakeholders of the program . Woreda Education Offices in general and non formal experts in particular were found to be responsible to supervise the ABE centers in all sample woredas. But the monitoring and supervision on ABE centers was found to be very low. The physical situations and other technical problems observed in ABE centers witnessed the lack of supervision and support by responsible body who knows what is needed for effective teaching and learning in centers/schools. Most centers are found in the remote rural areas with difficult topography. As the result nobody except principals in some cases went and saw what was happening there. The nearby primary school principal was responsible to report about student enrollment and other activities of ABE centers to the Woreda Education Office.
20. Drop out rate was found to be high in ABE centers especially in stage I followed by stage III. The main reasons mentioned were children's age and parents' influence for the need of children's labor. The minimum age level to enroll in stage I in ABE centers was assumed to be 7 years old ,but in most ABE centers there were children with age 8 in stage three that shows students were registered in ABE centers before age 7. These children could not survive in ABE centers, instead dropped out early.

Children in stage III, were forced by parents to be dropped out for the need of their labor. It was found many parents were not voluntary to send their children to school unless they had been forced. This is due to the low perception of the community on the value of education that many parents see little immediate value in their children sitting behind desks learning reading, writing and other skills for which there is no use in the village (Multon, 2001:9).In order to force them to send children the kebele administration has the power .But it was found that the Kebele administration gave low attention to the program..

21. Both the qualitative and quantitative analysis of the data indicated that the main challenges of ABE program included low perception of the community on ABE program, low attention by kebele administration, difficulty of the curriculum for both the facilitators to teach and students to learn, shortage of educational materials such as text and reference books, teaching aids, absence of facilities as latrine, clean drinking water, furniture, play ground in centers, high drop out rate, low support and supervision to the program, assignment of untrained and incompetence facilitators, low salary and contractual employment of facilitators were some to be mentioned.

## 5.2. Conclusions

Alternative approach to basic education is a system, which provides educational opportunities in rural and remote parts of the Zone/the country that the formal system cannot provide. The ABE approach to primary education was found to be an attractive area of interventions and it was envisaged in the ESDP in addressing the strategic issues of UPE. Accordingly many ABE centers are constructed in regions and many millions of children are enrolled allover the country. The ABE program has its potential in addressing gender and socio-economic issues. This was evidenced by the increased number of enrollments and the extent to which the poor children are given the opportunity to learn with flexible schedule.

The basic principles of ABE is to reach the un reached by taking schools near the villages of children that are denied of their rights to basic education, through enhancing the active participation of local communities in managing and controlling educational programs at grassroots level. Evidences from countries experience such as Bangladesh and Colombia showed that the continuity and sustainability of the program is mainly depending on the participation of the community .Communities participation believed decisive starting from need identification, planning, implementation and evaluation.

The main objective of ABE program is to provide basic education equivalent to the first cycle primary education with in three years .Hence, it demands to integrate four years content to be covered with three years. This is great task and appears difficult. It requires working in collaboration with other bodies such as NGOs and other donor agencies.

The effectiveness of ABE program emanates from its ability to link the formal education by localizing the curriculum, allowing flexibility in setting school calendar suitable for parental demands that was made to respond the opportunity cost of the learners' time, use of ABE centers using local materials and indigenous knowledge, use of facilitators in the community, and mobilizing resources.

From the literature read and inferences made from qualitative and quantitative information, the implementation of ABE program in East Gojjam had many problems. The physical conditions of the centers including facilities, the availability of learning materials, low perception of the program by the community, low attention to the program by kebele administration, low supervision and support to the program , assignment of untrained facilitators, low competence of students in minimum learning skills ( reading ,writing and computing), overloaded content and difficult curriculum that did not consider the age and ability of ABE learners, high dropout rate and wastage remain the mater of great concern and undermine the quality of education.

Despite these problems observed in the program, the following lessons can be drawn from the ongoing program.

- There is a possibility of increased enrollments, decreased gender inequality and better retention in rural areas of the Zone where distance is barrier to children schooling.
- The placement of ABE centers to the villages of children and flexible schedule could be suitable mechanism in responding to the opportunity costs of the learner's time.
- The participation of the community and NGOs in ABE program implementation is the basis for the promotion of sustainable educational chances where Government is not able to do so.
- It can lay ground to increase educational resources and partnership for the promotion of primary education in the country.

### 5.3 Recommendations

Based on the findings of the study and the conclusion drawn the researcher tries to suggest the following recommendations.

1. As the study revealed there was lack of attention about ABE program implementation at all levels from grassroots implementers. This emanated from lack of awareness on the benefit and nature of the program. Therefore, policy and decision makers have to establish clear and workable policies and standards, creating enabling environment for local actions.
2. Although ABE is cost effective, it requires greater inputs such as basic school facilities, adequate finance, manpower and material support to carry out the program effectively. But ABE centers were found seriously suffered with lack of these inputs resulted not suitable for children's learning .Therefore, it is recommended that centers should be given attention and provided at least to satisfy the minimum learning facilities such as student seat, textbooks, teaching aids, toilet, drinking water play ground and facilitators office through mobilizing the local community and creating partnership with local and international NGOs.
3. The success of educational process depends on largely on the ability of teachers. Teachers' competence involves command of theoretical knowledge about learning, human behaviors, methods of teaching, learners' growth, the setting and environment of learning and the interaction between the learner and the environment. But this was found to be a challenging in ABE centers where untrained and incompetent facilitators are assigned to teach. Therefore, it is suggested that facilitators should be trained through frequent on the job training and provided closer support and supervision for their day to day activities.
4. Findings showed that facilitators have paid different salary with in and among woredas so that they were found dissatisfied and low work motivation. Therefore it is recommended that since ABE program is assumed to be equivalent to the formal program grades to 1-4, it should be given equal attention with the formal program. Facilitators should be motivated by prompting them to formal primary school teacher those who had certified, paying reasonable salary, providing farmland in their residence through negotiating the local community .
5. Findings revealed that the ABE curriculum is found to be overloaded content that can not be covered with in three years and does not considered the age and ability of children resulted unable to be covered in three years. Therefore it is recommended that it is better to look fore

more closely at curriculum issues and the necessary measures to be taken on the quality of ABE provision. Thus, the revision of the curriculum deserves attention.

6. Teaching learning methods were assumed to be active learning with learner centered approach in order to give the chance to the learner learning by doing and motivated to learn. However, traditional method of teaching was practiced in most ABE centers .This might be due to lack of training and support of facilitators to implement student centered active learning approach. Thus, it is recommended that facilitators should get proper training and supervision on the student centered active learning method through refreshment training and workshops and experience sharing with formal school teachers.
7. Findings showed that the competence of ABE center students on basic skills of reading, writing and computation found to be very low. In addition, their achievement either compared to formal school students with equivalent level or accepted pass mark (50%) was found to be low. Therefore, since basic education is the foundation for lifelong learning every body should give attention for its quality. The program should give priority to capacity building of facilitators, foster strong partnership with the local community to get necessary support, provide reasonable amount of finance, material and facilities for its effective performance.
8. Findings showed that ABE centers had faced different implementation problems including student assessment procedures, teaching methodology and allocation of time to complete the curriculum. Therefore, it is recommended that the issues related to curricula, learning materials, methodologies, learning experience and evaluation procedures must be taken as specialized area of intervention to make the program effective in providing quality basic education equivalent to primary basic education in the formal program through periodic follow up, monitoring and evaluation for its improvement.
9. Findings revealed that different age groups of students were enrolled in ABE centers which are difficult in the teaching learning process: for facilitators to treat these groups equally and for students to have equal participation. Therefore it is suggested that centers should be oriented not to register those who are above the age limit. These groups should be encouraged to be enrolled adult non-formal education program.

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## Appendix. A

**Addis Ababa University**
**School of Graduate Studies**
**Institute of Educational Research**
**Educational Research and Development program.**

Questionnaire to be filled by Zone Education Department head, Woreda Education Office heads, Non -formal Education experts, Cluster supervisors and ABE Center facilitators.

**Dear sir/Madam.**

The purpose of this questionnaire is to collect information for the research undertake on the implementation of Alternative Basic Education program. Therefore, the success of the study is highly depending on your genuine and timely response. Thus, please fill in the questionnaire honestly and responsibly.

**Thanks for your cooperation**

**N.B** 1. Don't write your name.
2. Put thick mark (√) for your response on the space provided.
3. Write your additional comment and suggestion on the given space.

Date of response ____________________

**Part I. General Information**

1. Sex A) male ☐ B) female ☐
2. Age A) 18-25 ☐ B) 26-35 ☐ C) above 36 ☐
3. Qualification. A) Grade Ten Complete ☐ B) Certificate ☐ C) Diploma ☐ C) BA/BSC ☐
4. Field of specialization ____________________ ________
5. Service year ______________________________
6. Your current position ______________________________
7. Your Woreda ______________________________

**Part II. The ABE Program Context Issues**

1. Rate the contribution of ABE program in your Zone to provide UPE?
(Indicate your response in terms of your priority: Very high=5, High=4, Average=3, Low=2, Very low=1).

| No | Items | Rank |
|---|---|---|
| 1 | To promote access | |
| 2 | To address equity | |
| 3 | To improve efficiency (dropout and repetition ) | |
| 4 | To promote educational relevance | |
| 5 | To mobilize resources | |

2. Who are the target group of ABE?
A) out of school children because of absence of schools in their residence ☐
b) Children who are unable to attend formal school because of household tasks. ☐
C) Children who support themselves ☐

3. What are the major social and economic roles of ABE?
(Indicate your response in terms of your priority: Very high=5, High=4, Average=3, Low=2 Very low=1).

| No | Item | Rank |
|---|---|---|
| 1 | Household works | |
| 2 | Care of live stocks | |
| 3 | Farming | |
| 4 | Pity trade | |
| 5 | Bonded labor | |

**Part III. The ABE Centers Issues**

1. Where ABE classes take place? )
   A) In primary schools ☐ C) in specially constructed centers ☐
   B) Under shades ☐ D) other (please specify)___________
2. The appropriateness of ABE centers for learning.
   A) High ☐ B) moderate ☐ C) difficult ☐
3. If your answer for question No 3 is 'difficult' please mention the Problems. ________________________ ________________________
________________________________________________________________________________
________________________________________________________

**Part IV. The ABE Facilitators Issues**

1. Who are the facilitators of ABE?
   A) Students who are below grade 10 and dropout of school living in the Community ☐
   B) Grade 10 completers ☐
   C) Teachers with Certificate ☐
   D) Others (please specify) ___________☐
2. Who recruits and selects the facilitators of ABE centers?
   A) Woreda Education Office ☐ B) Center management committee ☐
   C) Kebele Administration ☐ D) other (please specify) ☐
3. What are the criteria for the selection of ABE facilitators?
   A) Based on educational background ☐
   B) By the recommendation of government/kebele ☐
   C) Through written examination and interview ☐

4. Who pays facilitators' monthly salary?
   A) Woreda Education Office ☐ ) NGOs ☐
   C) Local community ☐ Woreda Education Office ☐
5. How much is paid for the facilitators per month?
   A) 100-200 Birr ☐ B) 200-300 Birr ☐
   C) Above 301 Birr ☐ D] other (please specify)___________
6. Terms of facilitators' employment.
   A) Permanent employment ☐ full time contract ☐
   C) Part time base contract ☐ volunteer ☐

7. Have you got training? (Only for facilitators)
   A) Yes ☐ B) No ☐

8. If your answer for question No 7 is ''Yes'', how often and for how long have you trained? (Only for facilitators)
(Please indicate the mode of training and duration of the training)
A) Pre-service training ☐ duration (in days)_________
B) In service training ☐ duration (in days) _________
C) Attending Workshops ☐ duration (in days) _________

9. What were the training contents? (Only for facilitators)

_______________________________________________

_______________________________________________

10. To what extent the training is relevant to address the training need? (Only for facilitators)
A) High ☐ B) medium ☐ C) low ☐

**Part V) the ABE Curriculum Issues**

1. Is there specifically developed curriculum for ABE program?
A) Yes ☐ B) No ☐

2 .To what extent the curriculum is relevant to the local needs?
A) High ☐ B) medium ☐ C) difficult ☐

3 The appropriateness of ABE curriculum for the given level is___________

A) High ☐ B) medium ☐ C) difficult ☐

4. If your answer for question no.3 is 'difficult' please mention the problems.

_______________________________________________

5. To what extent the curriculum of ABE integrated to the formal school curriculum?
A) High ☐ B) medium ☐ C) low ☐

6 .Are there subjects which are not included in ABE curriculum? If ''yes'', please, write the name the subjects_____________________________________

5 The number of hours students attend classes per day in ABE centers.
A) 2-3 hours ☐ B) 3-4 hours ☐ C) 4-5 hours ☐

**Part VI. The Teaching Learning Process**

1. How do ABE classrooms organized?
A) Multi grade ☐ C) self-contained ☐
B) Grade system ☐ D) other specify_________________

2. How do students promoted from one level to the next level?
A) By ability/achievement test ☐
B) By year of schooling/automatic promotion ☐
C) Through continuous assessment ☐

3. Is there a smooth transfer from ABE to the formal school?
A) Yes ☐ B) No ☐

4 If your answer for question no 3 is 'yes' how students are transferred to the formal school?
A) By their class test/exam results ☐
B) by taking achievement test provided by the formal school ☐

5. Are ABE students fit into the culture of the formal school after transfer?
A) Yes ☐ B) No ☐

6. If your answer for question no.5 is 'No', please mention the challenges_______________________________________________

**Part VII. The ABE Management Issues**

1. Are there clearly stated strategy and guide lines for the implementation of ABE?

   A) Yes ☐ B) No ☐

2. If your answer for question no.1 is 'yes', how much you are familiar with the guide lines.?

   A) High ☐ B) Medium ☐ C) Low ☐

3. To what extent ABE centers supervised and monitored?

   A) High ☐ B) Medium ☐ C) Low ☐

4. Who is involved in the monitoring and follow up ABE center activities?

_______________________________________________

5. To what extent Woreda Education Office supervises and monitors ABE center activities?

   A) High ☐ B) Medium ☐ C) Low ☐

**Part VIII. Stakeholders Participation in ABE program.**

1. The extent to of the local community participated in the management of ABE centers.

   A) High ☐ B) Medium ☐ C) Low ☐

2. If your answer for question no.1 is 'High' ,indicate the activities they have participated in order of priorities:

   Very high=5, High=4, Average=3, Low=2, Very low=1

| No | Item | Rank |
|---|---|---|
| 1 | Labor and material provision for center construction | |
| | Land provision and site selection for centers | |
| 2 | Paying facilitators' salary | |
| 3 | Participate in Selection of facilitators | |
| | Participate in Center Management Committee | |
| 4 | | |
| 5 | | |

3.If your answer for question No.1 is ''Low'', Please mention the reasons_______________________________________________

4. Are NGOs participating in ABE program?

   A) Yes ☐ B) No ☐

5. If your answer for question No.4 is 'yes', Please put their contributions in order of priorities. Very high=5, High=4, Average=3, Low=2 Very low=1

| No | Items | Rank |
|---|---|---|
| 1 | Center construction | |
| 2 | Paying facilitators' salary | |
| 3 | Providing desks and materials for the c enter | |
| 4 | Providing training for facilitators | |

**X. General Comments**

1. What are the major challenges of ABE?_______________________________________________

_______________________________________________

2. What do you suggest for effective implementation of ABE? _______________________

**Appendix. B**
**Addis Ababa University**
**School of graduate studies**
**Institute of Educational Research**

Structured Interview for Formal Primary School Principals and Teachers.

**Dear Sir/Madam.**

The purpose of this interview is to collect information for the research undertaken on the implementation of Alternative Basic Education program. Therefore, the success of the study is highly depending on your genuine and timely response. Thus, please give your response honestly and responsibly.

Thank you for your cooperation

**I. General Information**

1. Sex A) male ☐ B) female ☐
2. Age A) 18-25 ☐ B) 26-35 ☐ C) > 36 ☐
3. Qualification A) certificate ☐ B) diploma ☐
4. Service year A) 1_5 ☐ B) 6_10 ☐ C) 11_15 ☐ D) >16 ☐
5. Woreda_____________________________
6. Name of your school______________
7. Date ____________________

**Interview questions**

1. Is there admission criteria for students from ABE centers to be admitted in your school?. If yes what are the criteria?

_______________________________________________

_______________________________________________

2. Are students from ABE fit to the culture of the formal school? If not, please mention the challenges.

_______________________________________________

_______________________________________________

3. Is there a relationship between ABE centers and formal schools? If yes, what are the relations?

_______________________________________________

_______________________________________________

3. Are ABE centers facilitators share experiences with formal schools? If yes, who arrange the program?_______________________________

_______________________________________________

5. What do you recommend on the effective implementation of ABE program?

_______________________________________________

_______________________________________________

## Appendix. C

**Focus group Discussion with Parents and ABE Center Management Committee (CMC)**

**I. Background Information**

Woreda.______________________________

Kebele.________________________________

ABE Center.___________________________

No. Participants.____________ Male _____ Female________

Age range__________

Date.________________________

**II. Leading questions**

1. Are you interested in your children's learning? Are children going to ABE centers regularly?
2. At what time children go to school? Who determined the School hours?
3 Are ABE centers suitable for children's learning? If not, mention the problems. Why?
4. Is the local Community interested to contribute for ABE centers?
5 .To what extent the kebele administration mobilizes the community for effectiveness of ABE centers?
6. What are the problems that CMC members faced to mobilize the community?

## Appendix. D

### FORM D. Observation Checklist

Name of the Woreda ________________

Kebele ________________

ABE center ________________

Grade/level________________

No of students per section _____________male___________female____

Date of observation______________________

| No | Observation Lists | yes | No | Remark |
|---|---|---|---|---|
| 1 | **Facilities** | | | |
| | • Student desks/seats | | | |
| | • Toilet | | | |
| | • Play ground | | | |
| | • Drinking water supply | | | |
| | • Fence | | | |
| | • office for facilitators | | | |
| 2 | **Teaching learning materials** | | | |
| | • Syllabus and guides | | | |
| | • Text books | | | |
| | • Teaching aids | | | |
| | • Lesson plan | | | |
| 3 | **Teaching learning process** | | | |
| | • Classroom organization | | | |
| | • Methods of Teaching | | | |
| | • Classroom management | | | |
| 4 | **Documentation** | | | |
| | • Student Attendance | | | |
| | • Mark list | | | |
| | • Time table | | | |
| | • Reports | | | |

Comments____________________________________________________________________

Appendix E

**Sample Woredas, ABE centers by Woreda and Number of Pupils**

| No | Woreda | No of ABE centers | Sample centers | Total Number of stage 3 pupil in ABE centers | Number of sample pupil taken in Sample centers |
|---|---|---|---|---|---|
| 1 | Machakel | 6 | 2 | 91 | 22 |
| 2 | Debre Elias | 10 | 2 | 112 | 28 |
| 3 | Gozamin | 9 | 2 | 120 | 30 |
| 4 | Baso Liben | 15 | 3 | 184 | 46 |
| 5 | Debre Markos | 3 | 1 | - | - |
| | Total | 43 | 10 | 507 | 126 |

**Sample Formal Schools and Pupils by Woreda**

| No | Woreda | No of sample primary school | Grade 4 | Grade 5 | |
|---|---|---|---|---|---|
| | | | No of students | From ABE background | From formal schools |
| 1 | Machkel | 1 | 23 | 25 | 20 |
| 2 | Debre Elias | 1 | 26 | 22 | 22 |
| 3 | Gozamin | 1 | 23 | 20 | 20 |
| 4 | Baso Liben | 1 | 22 | 30 | 20 |
| 5 | Debre Markos | 1 | 32 | - | 15 |
| | Total | 5 | 126 | 97 | 97 |

## Appendix F
## Pilot Testing
### Frequency Distributions of scores for Sample Subjects

| Grade 4 | | | | | | Grade 5 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Amharic | | Environmental Science | | Maths | | Amharic | | Science | | Maths | |
| Score | F | Score | F | Score | F | Score | F | Score | F | Score | F |
| 20 | 6 | 20 | 1 | 18 | 2 | 19 | 1 | 20 | 1 | 20 | 1 |
| 19 | 1 | 19 | 3 | 17 | 2 | 17 | 3 | 19 | 1 | 19 | 1 |
| 18 | 3 | 18 | 6 | 16 | 2 | 16 | 5 | 18 | 6 | 18 | 6 |
| 17 | 7 | 17 | 7 | 15 | 4 | 15 | 3 | 17 | 3 | 17 | 3 |
| 16 | 8 | 16 | 7 | 14 | 7 | 14 | 1 | 16 | 2 | 16 | 2 |
| 15 | 5 | 15 | 3 | 13 | 6 | 13 | 4 | 15 | 4 | 15 | 4 |
| 13 | 2 | 14 | 3 | 12 | 9 | 12 | 3 | 14 | 2 | 14 | 2 |
| 12 | 6 | 13 | 3 | 11 | 8 | 11 | 5 | 13 | 4 | 13 | 4 |
| 10 | 5 | 12 | 1 | 10 | 4 | 10 | 2 | 12 | 1 | 12 | 1 |
| 9 | 3 | 11 | 5 | 9 | 3 | 9 | 2 | 11 | 2 | 11 | 2 |
| 8 | 2 | 10 | 6 | 8 | 2 | 5 | 2 | 10 | 1 | 10 | 1 |
| 7 | 6 | 9 | 4 | 7 | 5 | 1 | 1 | 8 | 1 | 8 | 1 |
| 6 | 2 | 8 | 3 | 6 | 3 | | | 6 | 2 | 6 | 2 |
| 5 | 4 | 7 | 3 | 5 | 1 | | | 4 | 1 | 4 | 1 |
| | | 6 | 3 | 3 | 2 | | | 2 | 1 | 2 | 1 |
| | | 5 | 1 | | | | | | | | |
| | | 4 | 1 | | | | | | | | |
| TOTAL | 60 | | 60 | | 60 | total | 32 | | 32 | | 32 |
| | | | | | | | | | | | |

Number of Items/questions: Amharic=20, Maths= 25, E/Science = 20
Number of pupils sat for pilot test: Grade 4 =60, Grade 5 =32

**Formula used**

i) Computing difficulty level, discrimination power and reliability

$$P = \frac{Uc + Lc}{Total}$$

Where:
P=discrimination power
Uc= upper class
Lc= Lower class

$$D = \frac{Uc\_Lc}{total}$$

Kuder_Richardson(Formula method)

$$(r) = k/k\text{-}1 \left(1 - \frac{\sum pq}{S^2}\right)$$

where:
r =Reliability index
k = number of respondents
p= No student who correctly answered the item
q=1-p No of student who missed the item
$S^2$ =total variance

ii) Difficulty level and Discrimination power indices

| Discrimination Index | Description | Justification |
|---|---|---|
| ≥ 0.40 | High discrimination power | |
| 0.30 – 0.39 | Reasonable discrimination power | |
| 0.20 – 0.29 | Marginal discrimination power | Needs improvement |
| 0 - 0.19 | Poor discrimination power | Needs improvement |
| **Difficulty Index** | | |
| < 0.40 | Difficult | Needs improvement |
| 0.40≤ X≤ 0.60 | Moderate | |
| X>0.60 | Good | |
| Reliability Index | | |
| >0.9 | Excellent | |
| >0.8 | Good | |
| >.0.7 | Acceptable | |
| >0.6 | Questionable | low |
| ≤6 | poor | Very low |

**Source: Geliem,J. & Geliem, R.(2003)**

## Appendix G

Sample Students Sat for Achievement Test

| No | woreda | Stage 3 and grade 4 pupils | | | | | | | | Grade 5 pupils | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | From ABE centers | | | | From Formal schools | | | | from ABE | | | | From formal | | | |
| | | Gender | | | | Gender | | | | Gender | | | | Gender | | | |
| | | Female | % | Male | % | Female | % | Male | % | Female | % | Male | % | Female | % | Male | % |
| 1 | Machakel | 12 | 54.5 | 10 | 45.5 | 9 | 39.1 | 14 | 39.1 | 9 | 36 | 16 | 64 | 11 | 44 | 14 | 56 |
| 2 | Debre Elias | 16 | 57.1 | 12 | 42.9 | 10 | 38.5 | 16 | 61.5 | 14 | 63.6 | 8 | 36.4 | 12 | 54.5 | 10 | 45.5 |
| 3 | Gozamin | 12 | 40 | 18 | 60 | 13 | 56.5 | 10 | 43.5 | 8 | 40 | 12 | 60 | 9 | 45 | 11 | 55 |
| 4 | Baso Liben | 20 | 43.5 | 26 | 56.5 | 10 | 38.5 | 12 | 54.5 | 10 | 33 | 20 | 67 | 13 | 43 | 17 | 57 |
| 5 | Debre Markos | | | | | 14 | 43.8 | 18 | 56.3 | | | | | | | | |
| | Total | 60 | 47.6 | 66 | 52.4 | 56 | 44.4 | 70 | 55.6 | 41 | 42.3 | 56 | 57.7 | 45 | 46.4 | 52 | 53.6 |

**Appendix H**

Student Achievement Test Scores

| Test scores | ABE PROGRAM | | | FORMAL PROGRAM | | | GRADE FIVE STUDENTS | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Stage3 N=126 | | | Grade 4 N=126 | | | From ABE background N=97 | | | From formal background N=97 | | |
| | Amharic | Maths | E/Science | Amharic | Maths | E/Science | Amharic | Maths | Science | Amharic | Maths | Science |
| | f | f | f | f | f | f | f | f | f | f | | - |
| 25 | - | - | - | - | - | - | - | - | - | - | - | - |
| 24 | - | - | - | - | - | - | - | - | - | - | - | - |
| 23 | - | - | - | - | - | - | - | - | - | - | 4 | - |
| 22 | - | - | - | - | 2 | - | - | 2 | - | - | 1 | - |
| 21 | - | - | - | - | - | - | - | 2 | - | - | 1 | - |
| 20 | - | - | - | - | 2 | 1 | - | - | 2 | - | 1 | 3 |
| 19 | - | - | - | 3 | 1 | 10 | - | - | - | - | 1 | 6 |
| 18 | - | | | 4 | 4 | 3 | - | 3 | 3 | 5 | 4 | 9 |
| 17 | 3 | 2 | - | 11 | 4 | 14 | 2 | 3 | 4 | 6 | 1 | 15 |
| 16 | - | - | - | 7 | 9 | 12 | 3 | 4 | 9 | 8 | 6 | 9 |
| 15 | - | 10 | 9 | 9 | 10 | 17 | 3 | 7 | 7 | 7 | 7 | 7 |
| 14 | 7 | 7 | 3 | 17 | 15 | 20 | 5 | 2 | 10 | 14 | 8 | 10 |
| 13 | 7 | 8 | 11 | 7 | 11 | 18 | 7 | 3 | 4 | 9 | 6 | 9 |
| 12 | 2 | 12 | 7 | 16 | 12 | 5 | 8 | 6 | 14 | 11 | 8 | 5 |
| 11 | | 9 | 14 | 11 | 14 | 10 | 12 | 13 | 4 | 8 | 13 | 6 |
| 10 | 12 | 15 | 8 | 8 | 12 | 5 | 16 | 15 | 14 | 13 | 7 | 5 |
| 9 | 7 | 13 | 14 | 12 | 13 | 1 | 8 | 8 | 12 | 5 | 11 | - |
| 8 | 14 | 23 | 18 | 5 | 9 | 2 | 5 | 8 | 7 | 4 | 4 | 4 |
| 7 | 10 | 8 | 9 | 6 | 6 | 5 | 8 | 6 | 1 | 1 | 8 | 2 |
| 6 | 17 | 13 | 12 | 5 | 1 | - | 11 | 10 | 3 | 2 | 4 | 6 |
| 5 | 16 | - | 11 | 3 | - | 1 | 7 | 4 | 1 | - | 1 | - |
| 4 | 13 | 2 | 3 | 1 | 2 | 1 | - | 1 | 1 | 3 | 1 | 1 |
| 3 | 7 | 1 | 1 | | | | 2 | - | 1 | 1 | - | - |
| 2 | 2 | 3 | 4 | | | | - | - | | | - | - |
| 1 | 1 | - | 2 | | | | - | - | | | - | - |
| Total | 126 | 126 | 126 | 126 | 126 | 126 | 97 | 97 | 97 | 97 | 97 | 97 |
| Minimum | 1 | 3 | 1 | 4 | 4 | 1 | 3 | 4 | 3 | 3 | 4 | 4 |
| Max | 17 | 17 | 15 | 19 | 22 | 20 | 17 | 22 | 20 | 18 | 23 | 20 |
| Range | 16 | 14 | 16 | 15 | 18 | 19 | 14 | 18 | 17 | 15 | 19 | 16 |
| Mode | 5 | 8 | 8 | 14 | 14 | 14 | 10 | 10 | 10&12 | 14 | 13 | 17 |

**Appendix I**

## በአዲስ አበባ ዩንቨርሲቲ ድህረ-ምረቃ መርሐግብር
## የትምህርት ጥናትና ምርምረ ተቋም
## በትምህርት ጥናትና ምርምር ልማት ክፍል የተዘጋጀ

የችሎታ መለኪያ ፈተና (Achievement test)

ዓላማ ውድ ተማሪዎች የዚህ ፈተና ዓላማ በአማራጭ መሠረታዊ ትምህርት ፕሮግራም አፈፃፀም ላይ ለሚደረግ ጥናት መረጃ ለመሰብሰብ ስለሆነ የቀረቡትን ጥያቄዎች በጥንቃቄ እንድትሰሩ ትጠየቃላችሁ::

1. ለአራተኛ ክፍል የተዘጋጀ የአማርኛ ፈተና

የተፈቀደዉ ጊዜ 40 ደቂቃ

ስም-------------------------------ጾታ--------እድሜ----------ክፍል/ደረጃ -------

**መመሪያ 1 ከዚህ በታች ለቀረቡት ለጥያቄዎች ከቀረቡት ምርጫዎች በመምረጥ ትክክለኛውን መልስ የያዘውን ፊደል በተሰጠዉ ቦታ ጻፊ/ፍ**

----------1.ታታሪ ለሚለው ቃል ተመሣሣዩ

ሀ)ኃይለኛ ለ) ትጉህ ሐ) ቸርቻሪ መ) ሰነፍ

----------2. አበበች በጣም ወፍራም ስትሆን እህቷ ግን _________ ያለች ነች: ለባዶ ቦታው ተሰማሚው የሆነው ቃል

ሀ) አጭር ለ) ስስ ሐ) ቀጠን መ) አጠር

----------3. ከሚከተሉት ትክክል የሆነዉ አረፍተ ነገር የትኛው ነው::

ሀ) ዘላለማዊ የሆነ ሰው የለም ለ) ይጫወታል እሱ ኳስ ሐ) እንችላለን መረዳት ጠይቀን መ) ይመጣል በቶሎ እሱ

--------- 4. የሰውን አባባል በጽሑፋችን ውስጥ ስናሰፍር ከራሳችን ሀሳብ ለይተን የምናመለክትበት የሥርዓተ ነጥብ ዓይነት

ሀ) ጭረት ለ) ይዘት ሐ) ትምረተ ጥቅስ መ) አራት ነጥብ

--------- 5. በጥሩ ሁኔታ በማስተማር ለፍሬ አብቅቻለሁ የተሰመረበት ቃለ ትርጉም

ሀ) ተክል ለ) ለምርት ሐ) ለቁመ ነገር መ) ለዘር

--------- 6. ለውሻ ነከሰ ካልን ለንብ _________ እንላለን:::

ሀ) በላ ለ) ነደፈ ሐ) ወጋ መ) መታ

-------- 7. ከተሰጡት መካከል ትዕዛዛዊ ዐ.ነገር የትኛው ነወ

ሀ) ልጆች ዓሣ አጥምዳችሁ ተውቃላችሁ ? ለ) እናትና አባታተሁን አክብሩ:: ሐ) እድሜው በጣም ረጅም ነው:: መ) ንቦች በጣም ጠቃሚ ነፍሳት ናቸው::

------- 8. ትምህርት የሚከታተል ተማሪ ከተባለ መጽሐፍ የሚጽፍ ይባላል::

ሀ) አንባቢ ለ) ደራሲ ሐ) ባለቅኔ መ) ተራኪ

-------- 9. ስለእናት በሚለው ቃል ውስጥ የመነሻ ቅጥያው የትኛው ነው?

ሀ) እናት ለ) ስ ሐ) ስለ መ) ለ

------- 10. የአካል ብቃት እንቅስቃሴ አዘውትራችሁ ሥሩ የተሰመረበተ ቃል

ሀ) ሁል ጊዜ ለ)አንዳንዴ ሐ) አልፍ አልፎ መ) እያቋረጣችሁ

------- 11. እውቀት አብሮ ሲያረጅ ገንዘብ ___ጠፊ ነው :: ይህን ዓ.ነገር ለማያየዝ የሚያገለግለው ቃል

ሀ) ና ለ) ግን ሐ) ስለሆነ መ) እንጂ

--------12. ጠብቆና ሳልቶ ሲነበብ የተለያየ ትርጉም የሚሰጥ ቃል የትኛው ነው?

ሀ) ብር ለ) ሽልንግ ሐ) ሣንቲም መ) ገንዘብ

--------13. «መጣች » ለሚለው ቃል ባለቤቱ ማን ነው

ሀ) እሱ ለ) እሷ ሐ)እነሱ መ) እኛ

--------14. ጉበ ዙ ተማሪ ተሸለመ የተሰመረበት ቃለ የምን ገልጭ ነው

ሀ) የግብር ለ)የዓይነት ሐ) የመጠን መ) የቀለም

## መመሪያ 2 በምንባቡ መሠረት ትክክለኛውን መልስ አክብብ/ቢ

እኛ ልጆች ልክ እንደአበቦች ውብ ነን :: ውበታችን ግን የገጽታ ማማር ብቻ አይደለም::የልጅነት ውበት በተለያየ መንገድ ይገለጻል:: ለምሳሌ የእኛ የልጆች መኣዛ ከሽቶ ይልቃል:: የተፈጥሮ ጠረናችን ይጣፍጣል:: የጨዋታ ለዛችን ስለማይጠገብ ስናወራ ብንውልና ብናድር እንኳ አንሰለችም:: አነጋገራችንና ሳቃችን ቃናው ጣፋጭ ነው :: ለቅሳችን እንኳ ወላጆቻችንን አያስከፋም፤ አንጀትን ያላውሳል:: አንዳንድ ሰዎች « የልጅ አስቀያሚ የለውም » ሲሉ እንሰማለን:: ልጆች ሁሉ እናምራለን ማለት ነው:: ብንጎሳቆል እንኳን እናሳዝናለን እንጂ አናስጠላም::

ልጆች በሙሉ እንክብከቤ እንሻለን:: መጫወት መቦረቅ መፈንደቅ እንወዳለን:: ወዲያው ደግሞ ስለሚደክመን በቂ ዕረፍት ማግኘት አለብን::ልጆች ሁሉ የመማርና ከወላጆቻችን በቂ ድጋፍ የማግኘት መብትም አለን ::

አንዳንድ ጊዜ ደግሞ ጥፋት ልናጠፋ እንችላለን ፤ ነገር ግን አስደንጋጭ ቁጣና ቅጣት ሊደርስብን አይገባም:: ጥፋታችንን በእርጋታ ከነገሩን እንታረማለን:: ምክር የመቀበልና የመፈጸም ችሎታውም አለን:: ስንበደል ቶሎ ቢከፋንም በማንም ሰው ላይ መጥፎ ምኞትና ቂም የለንም:: ያልቀረበንንና ያልወደደንን እንሸሻለን እንጂ ለበቀል አንነሳም:: ጥሩ ያደረጉልንን ሰዎችም አንረሳቸውም::

ምንጭ 4ኛ ክፍል የአማርኛ መማሪያ መጽሃፍ በአዲስ አበባ አስተዳደር ትምህርት ቢሮ የተዘጋጀ 1997 ዓ.ም ገፅ 20

-----15. ምንባቡ ስንት አንቀጾች አሉት?

ሀ) 2 ለ) 3 ሐ) 4 መ) 5

-----16. የልጆች መዐዛ ከሽቶ ይልቃል የተሠመረበትን ቃል ትርጉም

ሀ) የሰው ስም ለ)ያንሳል ሐ)ይበልጣል መ) እኩል

---17. ልጃች መልካም ነገር ያደረጉላቸውን ሰዎች እንደሚያስታውሱ የሚገልፀው አንቀጽ የትኛው ነው::

ሀ)በ1ኛው ለ) በ2ኛው ሐ) በ3ኛው መ) በ4ኛው

-----18. በምንባቡ መሠረት ጣፋጭ ለሚለው ቀለ ተቃሪኒው

ሀ)መጥፎ ለ) ጥላቻ ሐ)ነገረኛ መ) መራራ

-----19. ለምንባቡ ርዕስ የሚሆነው

ሀ) የዛሬ አበባዎች ለ)ልጆች ሐ) ጨዋታ መ) እንክብካቤ

-----20. ለቅሷችን አንጀትን ያላውሳል ሲለ ምንን ያመለክታል?

ሀ) ያስጠላል ለ) ያስጨክናል ሐ) ያሳዝናል መ) ያናድዳል

### 2.ለአራተኛ ክፍል የተዘጋጀ የሒሳብ ፈተና

የተፈቀደዉ ጊዜ 50 ደቂቃ

ስም-------------------------------ጾታ---------እድሜ--------ክፍል/ደረጃ---------

መመሪያ ለሚከተሉት ጥያቄዎች ከተሰጡት መልሶች መካከል ትክክልኛ መልስ የያዘውን በመመረጥ በተሰጠው ቦታ ላይ ጻፍ/ፊ

-----------1. 3245 ወስጥ የ2 ቦታ የሚያመለክተው

ሀ) የአስር ቤት ለ) የመቶ ቤት ሐ) የሺ ቤት መ) የአንድ ቤት

----------2. 7517 ሲተነተን

ሀ)7000+500 +10 + 7 ለ) 700 +50 +10 +7 ሐ) 7000+50+10+7

መ) 70+ 50 + 10+ 7

---------3. 9/10 አስርዮሻዊ አጻጻፍ

ሀ) 9 ለ)0.09 ሐ)0.9 መ)0.1

---------4. አበበች 4.25 ይዛ ወደ ሱቅ ሄዳ 1.50 ብር ደብተርና በ0.65ብር እስክርቢቶ ገዛች:: አበበች ስንት ብር አተረፈች?

ሀ)2.10 ለ) 3 ሐ)2.30 መ)2.50

-----------5. 1000 ሜትር ስንት ሳ.ሜትር ነዉ?

ሀ) 100 ለ) 10000 ሐ) 100000 መ) 1000

----------6. 100000 = ---------------

ሀ) $10^4$ ለ) $10^3$ ሐ) $10^5$ መ) $10^2$

----------7. ሁለት ሙሉ ቁጥሮች ሀ^ ወይም በአርቢና ተራቢ ሲገለፁ ሀ --------ይባላል

ሀ. ርቢ ለ. ተራቢ ሐ. አርቢ መ. ርቢዎ

-------------8. 125= $5^{\wedge}$ የ ለ ዋጋ

ሀ) 4 ለ) 2 ሐ) 3 መ) 1

--------------9 አንድ ሽህ ዘጠነ መቶ ሀበሳ በአሀዝ ሲጻፍ

ሀ) 1905 ለ)1950 ሐ) 19005 መ)950

--------------10 $4^2$ ፣ $2^3$፣ $5^2$ ከትንሹ ቁጥር በመጀመር በቅደም ተከተል አስቀምጥ/ጭ?

ሀ) $2^3$ ፣ $4^2$ ፣ $5^2$ ለ) $5^2$ ፣ $2^4$፣ $4^2$ ሐ) $2^4$፣ $5^2$፣$4^2$

---------11. አበበ በቦርሳዉ ውስጥ 36 ሎሚዎች ነበሩት 1/6 ለጓደኞቹ ቢሰጣቸው አበበ ስንት- ሎሚዎች ይቀሩታል?

ሀ) 15 ለ) 26 ሐ) 26 መ) 33

----------12. 3456 ባለስንት ሆሄ ቁጥር ነዉ

ሀ) 2 ለ) 5 ሐ) 6 መ) 4

-----------13. 2145 በአስር ርቢ ስተነተን

ሀ) $2x10^3$+ 1x $10^2$ +4 x 1+ 5x1 ለ) $2x10^2$+1x10+4x1+5x1

ሐ) $2x10^3$+1x10+4x1+5x1 መ) $2x10^3+10^2$+4+5

---------14. ለማንኛውም ሙሉ ቁጥር (ሀ+ለ) + ሐ= ሀ+ (ለ+ ሐ) የሆነው የመደመር ባህሪያ----------ይባላል

ሀ) ቅይይ ለ) ተጣማጅ ሐ) ስርጎት መ) ዜሮ

------------15. (ወ--8) x 1 0= 1500 የወ ዋጋ

ሀ) 158 ለ) 150 ሐ) 200 መ) 258

-----------16. $(18-3^2 \div 9) + 3^2 =$ -------------

ሀ. 25 ለ. 15 ሐ. 26 መ. 18

---------17. 3/5 = ወ/20 የወ ዋጋ

ሀ. 10 ለ. 12 ሐ. 14 መ. 15

-------18. 7/4 - (3/4 - 2/4) = ----------------------

ሀ. 1.5 ለ. 1.4 ሐ. 1.6 መ. 1.7

-------19 6/15 በዝቅተኛ ሒሳባዊ ቃል ሲገለፅ

ሀ. 3/5 ለ. 2/3 ሐ. 2/5 መ. 6/5

------20. 10.3 + 12.75 = ----------

ሀ. 22.05 ለ. 25.3 ሐ.23.05 መ. 22.7

------21 156.52 x 100 = -----------

ሀ. 15.652 ለ. 15652 ሐ. 1565.2 መ. 156.520.

-------22. 2/3 ----------- 12/18 በሁለቱ ክፍልፋዮች መካከል የሚቀመጠው ምልክት

ሀ. > ለ. < ሐ. =

-----23. ወ-46 = 32 የወ ዋጋ

ሀ. 87 ለ. 78 ሐ. 82 መ. 88

------24.180÷ወ=6 የወ ዋጋ

ሀ. 40 ለ. 30 ሐ. 35 መ. 25

-----25. 5/6 -1/5= ---------- ሀ. 0.7 ለ.0.8 ሐ. 0.6 መ. 0.75

3. ለ4ኛ ክፍል የተዘጋጀ የአካባቢ ሣይንስ ፈተና

የተፈቀደው ጊዜ 40 ደቂቃ

ስም--------------------------------ጾታ------------እድሜ----------ክፍል---------

**መመሪያ** ለሚከተሉት ጥያቄወች ከተሰጡት መልሶች መካከል ትክክለኛ መልስ የያዘውን በመምረጥ በተሰጠው ቦታ ላይ ጻፍ/ፊ

-------1 .ስለ ምግብና የአመጋገብ ሥርዐት የሚያጠና ሳይንስ ምን ይላል
ሀ. ሥነ ህይወት ለ. ሥነ ምግብ ሐ. ምግብ መ. ሥነ ቁስ

-------2 .ከሚከተሉት መካከል ከፍተኛ ኃይል የሚሰጠው
ሀ. ካርቦሃይድሬት ለ. ፕሮቲን ሐ. ቫይታሚን መ. ውሃ

---------3. በጨለማ የማየት ችግር የሚያስከትለው የየትኛዉ የምግብ አይነት እጥረት ነዉ
ሀ.ቫይታሚን ቢ ለ. ቫይታሚን ሲ ሐ. ቫይታሚን ኤ መ ቫይታሚን ዲ

---------4. የበሽታ መንስኤ ያልሆነው የቱ ነው
ሀ. ቫይረስ ለ. ባክቴሪያ ሐ. ማዕድን መ. ፕላስሞዲየም

--------5. የምግብ እንሸርሸሪት የሚጠናቀቀው በየትኛው የቱቦ አካል ነው
ሀ. አፍ ለ. ከርስ ሐ. ቀጭን አንጀት መ. ፊንጥጣ

--------6. በምራቅ ውስጥ የሚገኝና ምግብን ለማብላላት የሚጠቀሙ የትኞቹ ናቸው
ሀ. የሃሞት እጢዎች ለ. ኢንዛይሞች ሐ. ፓንክሪያስ ፈሳሾች መ. አሲድ

--------7. የፕሮቲን ልመት ውጤት ምን ይባላል
ሀ. አሚኖ አሲድ ለ. ጉልኮስ ሐ. ፋቲ አሲድ መ. ግሊሲሮል

--------8. ከሚከተሉት አንዱ የበሽታን መከላከያ ዘዴ ያልሆነው.
ሀ. ቆሻሻ መቅበር ለ. ሜዳ ላይ መፀዳዳት
መ. ቆሻሻ ማቃጠል ሐ. ስፖርት መስራት

--------9. ከሚከተሉት የዕቅድ ጥቅም ያሆነው የትኛዉ ነዉ?
ሀ. ብዙ ገንዘብ ማውጣት ለ. ጊዜን መቆጠብ ሐ. ጉልበት መቆጠብ

--------10. የእጅ ሥራ መስክ ያልሆነው.የትኛዉ ነዉ?
ሀ. ሽመና ለ. ኢንዱስትሪ ሐ. የሸክላ ስራ መ. የእንጨት ሥራ

---------11. የሞራል እሴት የሆነው የቱ ነው
ሀ. ታማኝነት ለ. ሃሳብን መግለፅ
ሐ. እውነትና ሐሰትን መለየት መ. የሰዎችን ሃሳብ መቀበል

------12. የሙቀትና የቅዝቃዜን መጠን ለመለካት የሚያገለግል መሣሪያ
ሀ. ቴርሞ ሜትር ለ. አኒሞ ሜትር ሐ. ባሮ ሜተር

-------13. የግለት በፈሳሽና በጋዝ ውስጥ መተላለፍ ምን ይባላል
ሀ. ጨረር ለ. ፍልክልክታ ሐ. መሳሳብ

---------14. የአየር መኖር የሚታወቀዉ
ሀ. በመዳሰስ ለ. በእንቅስቃሴዉ ሐ. በማሽተት

-------15 .ዉሀ ሲሞቅ ወደ ምን ይለወጣል?
ሀ. በረዶ ለ. ጋዝ ሐ. ፈሳሽ መ.ጠጣር

-------16. ብረትነት ያላቸውን ነገሮች የመሳብ ችሎታ ያለው
ሀ. ኒኬል ለ. ማግኔት ሐ. ቡሽ መ. ብር

------- 17. በጥቅል ሽቦ ዉስጥ ኮረነቲ ሲያልፍ ምን ባላል?
ሀ.ኤልክትሮ ማግኔት ለ. ማግኔት ሐ. ኮረንቲ

------ 18. የንፋስ አቅጣጫ ጠቋሚ መሳሪያ -------------- ይባላል::
ሀ. ሜትር ለ. ዊንድቤን ሐ. ቴርሞ ሜትር መ.አኒሞ ሜትር

------- 19. ከሚከተሉት ውስጥ የኢትዮጵያ አዋሳኝ ያልሆነዉ የቱ ነው?
ሀ. ሱዳን ለ. ኬን ያ ሐ. የመን መ.ሱማሊ ያ

----- 20. በኢትዮጵያ ትልቁ ተራራ ማን ይባላል?
ሀ. ባቱ ለ. ራስዳሸን ሐ. ኤረር መ. ጭላሎ

## 4. ለአምስተኛ ክፍል የተዘጋጀ አማርኛ ፈተና

የተፈቀደዉ ጊዜ 40 ደቂቃ

ስም--------------------------------ጾታ-----------እድሜ---------ክፍል---------

*መመሪያ 1* ለሚከተሉት ጥያቄዎች ከተሰሰጡት መልሶች መካከል ትክክለኛ መልስ የያዘውን በመምረጥ በተሰጠው ቦታ ላይ ጻፍ/ፊ

--------1.ማግኘት ብሎ ማጣት ካለ ብርሃን ብሎ ---------------------

ሀ) ቀን ለ) ጨለማ ሐ) ምሽት መ)ጠዋት

-------2. የማንበብ፡ መጽሐፍ፡ ልምድ፡ጥሩ፡ ነው፡፡ይህ አረፈተ ነገር ተስተካክሎ ሲፃፍ

ሀ) መጽሐፍ ልምድ ጥሩ የማንበብ ነው ለ) የማንበብ መፅሐፍ ልምድ ጥሩ ነው

ሐ)መጽሐፍ የማንበብ ልምድ ጥረ ነው መ) ጥሩ ነው የማንበብ መጸሐፈ ልምድ

------3. አለሚቱ ህፃኑን ልብስ <u>አለበሰችው፡፡</u>ከሚለው ዓ.ነገር ውስጥ ለተሠመረበት ቃል ቅድመ ቅጥያው

ሀ) አ ለ) አለ ሐ) ችው መ) ው

-------4. ለጥያቄ ተ.ቁ 3 የተሠመረበት ቃል ዋና ቃሉ ____________

ሀ) አለበሱ ለ) ለበሰ ሐ) አለበሰች መ) ለባሽ

-------5. የፈተናዉ እለት <u>ከባድ</u> ዝናብ ጥሏል የተሰመረበት ቃል

ሀ) የስም ገላጭ ለ) የአንቀጽ ገላጭ ሐ) ቅጥያ መ) የግስ ገላጭ

-------6. ስለልጅቷ ሁኔታ «ሳያነሳብኝ ውሎ አያዉቅም»ለሚለው አባባል ተስማሚው የቱ ነው?

ሀ) ዘወትር አያነሳብኝም ለ) አንስቶብኝ አያዉቅም ሐ) ዘወተወር ያነሳብኛል

መ) ቶሎ ቶሎ አያነሳም.

--------7. አንበሳ የሚለው ቃል ወደ ብዙ ቁጥር ሲለወጥ

ሀ) አንበሳዎች ለ) አናብስት ሐ) አንበሶች መ) አንበሳት

--------8. <u>ወጣቶች</u> ተደራጅተዉ ከባድ ሥራ ሠርተዋል በሚለዉ ዐ/ነገር ዉስጥ ለተሰመረበት ቃል የአብገር ቅጥያዉ

ሀ) ወጣት ለ) ቶች ሐ) ኦች መ) ች

---------9. መምህሩ « ሁላችሁም ስርታችሁ እንድትመጡ »ብለዋል ሥርዐተ ጥቅሱ የሚያመለክተዉ

ሀ) ጥያቄ መሆኑን ለ) የሌላ ሰዉ ሀሳብ መሆኑን ሐ) ቃል አጋኖ

መ. መገረምን ለመግለፅ

---------10. ከሚከተሉት ውስጥ ጥምር ስም የሆነው የቱ ነው?

ሀ. ማህሌት ለ. ቅድስት ሐ. ቤተ-መቅደስ መ. መስጊድ

----------11. ህመሙን የደበቀ፣---------------------------------::

ሀ. ፈውስ አያገኝም ለ. መዳኒት የለውም ሐ. ሐኪም አያክመውም

መ .በሽታው አይታወቅም

------- 12. የሰላምታ ደብዳቤ አካል ያልሆነው የቱ ነው?

ሀ.መግቢያ ለ. ሐተታ ሐ.ቤት መምቻ መ. መደምደሚያ

---------13. . ሲጠብቅና ሲላላ የተለያየ ትርጉም የሚሰጠው የትኛው ነው?

ሀ. ስልሳ ለ. ሰባ ሐ. ሰማንያ መ. ዘጠና

----------14. በደብዳቤ መጨረሻ ላይ የሚቀመጠው፣

ሀ. ቀን ለ. አድራሻ ሐ ፊርማ መ. መግቢያ

*መመሪያ 2* በምንባቡ መሰረት የሚከተሉትን ጥያቄዎች መልስ/ሽ

ስንጠይቅ አስረዱን ፣ካጠፉን ገስጹን ፣
አባባና እማማ፣በአጉል ልምድ አትቅጡን፡፡
በርበሬ አትጠኑን ፣ ባለንጋ አትሸንቁጡን፣
ሥራ ወዳድ አርጉን ፣ የአቅም ሥራ ስጡን፣
ተረት ተረት አውጉን፣ የአቅም ስራ ስጡን፣
ለጋ ሕፃናት ነን ፣ ስናወራ አዳምጡን፡፡
ለምንረከበው፣ነገን ለዘመናት
ጥሩው ጥሩው ነገር ፣ ይሁን ለሕፃናት፣

አሳድጉን በወግ በፍቅር በሥዓት፣
ነገ አገር ገንቢ ነን ፣ የዛሬ ሕፃናት።
ጦርነት አንሻም ሠላም ነው ዜማችን፣
ፍቅር አለን ለሰው ፣ለእናት አገራችን

ምንጭ 5ኛ ክፍል የአማርኛ  መማሪያ
በአዲስ አበባ  አስተዳደር ትምህርት ቢሮ የተዘጋጀ 1997 ዓ.ምፋጽ 47

-------15. «አጉል ልምድ» ሲል ምን ማለቱ ነው?
ሀ. የሆነ ባህል  ለ. ኋላቀር ባህል  ሐ መጤ ባህል  መ. ጠቃሚ ባህል
-------16. ግጥሙ ስንት ስንኞች አሉት?
ሀ. 10  ለ. 15  ሐ. 12  መ. 14
-------17. ስድስተኛው ስንኝ የያዘው መልዕክት
ሀ. አቅም የለንም  ለ. ተንከባከቡን  ሐ. አትናቁን  መ. አታርቁን
-------18. ለግጥሙ ርዕስ የሚሆነው
ሀ. ጥሩ ጥሩውን ለህጻናንት ለ.አባትና እናት  ሐ. ተረትተረት  መ. ሰላም
-------19 ነገ አገር <u>ገንቢ</u> ነን ፣ በሚለው ሀረግ ውስጥ የተሰመረበት ቃል
ሀ. ተረካቢ  ለ. ተጠያቂ  ሐ. መስራች  መ.ተቆርቋሪ
-------20. አትሸንቁጡን የሚለዉ ቃል ትርጉሙ
ሀ. አትግረፉን ለ. አጫዉቱን  ሐ. ጠብቁን  መ. ንገሩን

## 5. ለ5ኛ ክፍል_የተዘጋጀ <u>የሒሳብ ፈተና</u>

የተፈቀደውጊዜ 50 ደቂቃ

ስም---------------------------------ጾታ-----------እድሜ---------ክፍል---------

መመሪያ  ለሚከተለት ጥያቄዎች ከተሰጡት መልሶች መካከል ትክክልኛ መልስ የያዘውን በመመረጥ በተሰጠው ቦታ ላይ ጻፍ/ፊ

-----------1. 3675 ወስጥ የ3 ቦታ የሚያመለክተው
ሀ) የአስር ቤት  ለ) የመቶ ቤት  ሐ) የሺ ቤት  መ) የአንድ ቤት
----------2. 2517 በአስር ርቢ ሲተነተን
ሀ) $2 \times 10^3 + 5 \times 10^2 + 1 \times 10^1 + 7 \times 10^0$  ለ) $2 \times 10^2 + 5 \times 10^1 + 10 + 7$
ሐ) $2 \times 10^3 + 5 \times 10^1 + 1 \times 10^0 + 7 \times 10$  መ) $2 \times 10 + 5 \times 10 + 7$
---------3. (220+380) + 200 = -----------------
ሀ) 600  ለ)700  ሐ) 800  መ) 900
---------4. በአንድ ት/ቤት ውስጥ 741 ተማሪዎች አሉ የወንዶች ቁጥር 400 ሲሆን የሴት ተማሪዎች ቁጥር ስንት ይሆናል?
ሀ)341  ለ) 300  ሐ) 441መ)370
-----------5. $13 \times 45 + 17 \times 25$ = ----------------
ሀ) 900  ለ) 1010  ሐ) 1200  መ) 120
----------6. 500000 = --------------
ሀ) $5 \times 10^4$  ለ) $5 \times 10^3$  ሐ) $5 \times 10^5$  መ) $5 \times 10^2$
----------7. 625= ---------
ሀ) $5^4$  ለ) $5^2$  ሐ) $5^3$  መ) $5^5$
-----------8. የሁለት ቁጥሮች ድምር 10 ሲሆን በሁለቱ ቁጥሮች መካከል ያለው ልዩነት 4 ነው እነዚህ ቁጥሮች እነማን ናቸው
ሀ) (5,2)  ለ) (7,3)  ሐ) (6 , 4)  መ) (8,2)
----------9. ወ + 20 < 22 የወ ዋጋ
ሀ) 1 ለ)2  ሐ) 3  መ)4
---------10.አቶ አበበ 24 ከብቶች ነበሩት ከነዚህ መካከልለ 1/6 ለመጀመሪያ ልጁ፣ 1/4 ለሁለተኛዉ ለጁና 1/8 ለትልቁ ልጁ ሰጣቸዉ።.አቶ አበበ ስንት ከብቶች ቀሩት?
ሀ) 15  ለ) 14  ሐ) 11  መ) 12
----------11. 75061 ሲተነተን

ሀ)7 x10000+5 x 1000+6 x10+1 ለ) 7 x1000+5 x 100+6 x10+1
ሐ) 7 x100+5 x 100+6 x10+1 መ) 7 x100+5 x 100+6 x10+1

---------13. ለማንኛውም ሙሉ ቁጥር ሐ x (ሀ+ለ) =( ሐ x ሀ)+(ሐ xለ) ባህሪያ----------ይባላል
ሀ) ቅይይር ለ) ተጣማጅ ሐ) ሰርጎት መ) ዜሮ
----------14. (ወ--8) ቦ 10.1500 የወ ዋጋ
ሀ) 158 ለ) 150 ሐ) 200 መ) 258
---------15. ሁለት ሙሉ ቁጥሮች ሀ^ ወይም በአርቢና ተራቢ ሲገፁ ሀ --------ይባላል
ሀ. ርቢ ለ. ተራቢ ሐ. አርቢ መ. ርቢዎ

---------16. $(18-3^2 \div 9) + 3^2 =$ -------------
ሀ. 25 ለ. 15 ሐ. 26 መ. 18
--------17. 3/5 = ወ/20 የወ ዋጋ
ሀ. 10 ለ. 12 ሐ. 14 መ. 15
-------18. 7/4 - (3/4 - 2/4) = ----------------------
ሀ. 1.5 ለ. 1.4 ሐ. 1.6 መ. 1.7
-------19. 6/15 በዝቅተኛ ሒሳባዊ ቃል ሲገለፅ
ሀ. 3/5 ለ. 2/3 ሐ. 2/5 መ. 6/5
------20. 10.3+12.75 = ----------
ሀ. 22.05 ለ. 25.3 ሐ.23.05 መ. 22.7
------21 156.52 x 100 = -----------
ሀ. 156.52 ለ. 15652 ሐ. 1565.2 መ. 156.520.
-------22. 2/3 ----------- 12/18 በሁለቱ ክፍልፋዮች መካከል የሚቀመጠው ምልክት
ሀ.< ለ. > ሐ. =
-----23. ወ---46 = 32 የወ ዋጋ
ሀ.87 ለ. 78 ሐ. 82 መ. 88
____24. 180÷ወ=6 የወ ዋጋ ሀ. 40 ለ. 30 ሐ. 35 መ.25
-------25. 5/6 -1/5= ለ የለ ዋጋ ሀ. 0.7 ለ.0.8 ሐ. 0.6 መ. 0.75

## 6. ለአምስተኛ ክፍል የተዘጋጀ የሳይንስ ፈተና

የተፈቀደዉ ጊዜ 30 ደቂቃ

ስም-------------------------------ጾታ--------እድሜ-------ክፍል/ደረጃ---------
መመሪያ ለሚከተሉት ጥያቄዎች ከተሰጡት መልሶች መካከለ ትክክልኛ መልስ የያዘውን በመመረጥ በተሰጠው ቦታ ላይ ጻፍ/ፊ

-------1. ከሚከተሉት ግለትን የማያስተላልፈው የትኛው ነው፡፡
ሀ) መዳብ ለ) ወርቅ ሐ)ፕላስቲክ መ) ብር
-----2. ውሃ ከ ----------- ይመደባል
ሀ) ከንጥረ ነገር ለ) ከውህድ ሐ). ከድብልቅ መ. ከቅልቅል
------3. ጨውና ውሃን መለየት የሚቻለው
ሀ) በዝግጠት ለ) በማቅረር ሐ)በማጥለል መ) በማትነን
---- -4. አየር በፍተኛ መጠን የያዘው የትኛውን ነው
ሀ) ካርቦንዳይኦክሳይድ ለ) ሃይድሮጅን ሐ)ናይትሮጅን መ)ኦክስጅን
------5. ከሚከተሉት ውስጥ ከብረት አስተኔ የሚመደበው የትኛው ነው
ሀ) ደረቅ እንጨት ለ) ወረቀት ሐ) መዳብ መ) ልብስ
------6. ፈሳሽ ብረት አስተኔ የትኛው ነው
ሀ) ሜርኩሪ ለ) ኦክስጅን ሐ) ናይትሮጅን መ) ሶድየም

------7. የኢ-ብረት አስተኔ ባህሪ  የሆነው የተኛው ነው

ሀ) ግለትን አያስተላልፍም     ለ) ያብረቀርቃል

ሐ) ተመዞ እንደሽቦ ይሠራል   መ) ተዳምጦ በስሱ ይዘጋጃል

-------8. የአየር መኖር ማውቅ የሚቻለው በየትኛው ዘዴ ነው

ሀ) በማሽተት   ለ) በመቅመስ   ሐ) በግፊትና በክብደት   መ) በመዳሰስ

-------9. ከምንተነፍሰው አየር ውስጥ በህይወት ለመኖር የሚያስችለን የትኛው ነው

ሀ) ኦክስጅን   ለ) ካርቦንዳይኦክሳይድ  ሐ) ናይትሮጅን   መ) አርጎን

-------10. አየር ወደ ስውነታችን የሚገባውና የሚወጣው በየትኛዉየሰውነት ክፍል ነዉ?

ሀ) በጉበታችን   ለ) በሳንባችን   ሐ) በአንጀታችን   መ) በጨጓራችን

-------11. አየር ወደ ውስጥ የማስገባት ሒደት ምን ይባላል

ሀ) ምጋት   ለ) ኢምጋት   ሐ) ትንፋሽ   መ) ትንፈሳ

--------12. ከሚከተሉት የመተንፈሻ አካላትን የሚጎዳው የትኛው ነው

ሀ) ሲጋራ ማጨስ   ለ) መተንፈስ   ሐ) ውሃ መጠጣት   መ.ኦክስጅን

---------13. ውሃ የተሠራው

ሀ) ከናይትሮጅንና ከኦክስጅን   ለ) ከኦክስጅንና ከሃይድሮጅን

ሐ) ከሰልፈርና ከኦክስጅን   መ) .ካርቦንና ከኦከስጅን

-------14. ውሃ ሲሞቅ ወደ ምን ይለወጣል?

ሀ) ፈሳሽ   ለ) ጋዝ   ሐ) ጠጣር   መ) በረዶ

--------15. ከሚከተሉት የከርሰ ምድር ውሃ የሆነው የቱ ነው

ሀ) የወንዝ ውሃ  ለ) የውቅያኖስ ውሃ  ሐ) የጉድድጓድውሃ መ) የሃይቅ ውሃ

-------16. የውሃ ብክለት መንስኤ <u>ያልሆነው</u> የትኛው ነው

ሀ) ማደበሪያ   ለ) የቤት ጥራጊ   ሐ) ዛፎችን መትከል   መ) የልብስእጣቢ

------ 17. ድርቅን ሊያስከትል የሚችለው ተግባር የትኛው ነው

ሀ) ውሃን ማቆር   ለ) ዛፎችን መጨፍጨፍ ሐ) ግድብ መስራት

--------18. ለአፈር መሸርሸር መንስኤ የሆነው የቱ ነው

ሀ) አግድም ማረስ ለ) ግድብ መስራት ሐ) ቁልቁል ማረስ መ) ዘሮችን መትከል

--------19. ለተክሎች እድገት ተስማሚው አፈር የትኛው ነው

ሀ) አሸዋማ   ለ) ልም   ሐ) ሸክላ   መ).ጥቁር

--------20. ከሚከተሉት አንዱ በአደንዛዥ ዕፅነት ይመደባል

ሀ) ጫት   ለ) ቡና   ሐ) ብርቱካን   መ) ጌሾ

# Declaration

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

**Name** Amarech Kebede

**Signature** 

**Date of submission** July 20, 2007

**This Thesis has been submitted for examination with my approval as a University Advisor.**

**Name** Amare Lemma

**Signature** 

**Date of Approval** July 20, 2007