

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**AN ASSESMENT OF ADULT BASIC EDUCATION
AMONG THE PEOPLE OF MENJA, WITH
PARTICULAR REFERENCE TO SHEKA AND KAFFA
ZONES IN SNNPR**

By

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JUNE 2010

ADDIS ABABA

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SNNPR**

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ADULT AND LIFE-LONG LEARNING**

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DECLARATION

I the undersigned, declared that this is my original work and that all sources of materials used for the thesis have properly been acknowledged.

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LIST OF ABBREVIATIONS

UN-	United Nations
UPE-	Universal Primary Education
UNESCO-	United Nations Education
NFE-	Non Formal Education
ABLE-	Adult Basic Learning and Education
ABED-	Adult Basic Education and Development
WCEFA-	World Conference on Education for All
EFA-	Education for All
UNLD-	United Nations Literacy Decade
ABE-	Adult basis education
LLL-	Life-Long Learning
UPE-	Universal Primary Education
UNLD-	United Nation Literacy Decade
VTDC-	Vocational Training and Development Centre
ABET-	Adult Basic Education Training
DEA-	Division of Adult Education
PASDEP-	Program for Accelerated Sustainable Development to End Poverty
ADEA-	Development of Education in Africa
ESDP-	Education Sector Development Program
MOE-	Ministry of Education
ETP -	Education and Training Policy
ESDP-	Education Sector Development Program
UNLD -	United Nations Literacy Decade
EWLP -	Experimental World Literacy program
PASDEP -	Program for Accelerated Sustainable Development to End Poverty
GNP-	Gross National Product
ANFEAE -	Adult and Non-Formal Education Association in Ethiopia

Abstract

The purpose of this study was to assess the current status of Adult Basic Education among the Menja people in their specific localities and identity. A descriptive survey method was used to conduct the study. The necessary data were collected using Primary sources: those were collected by the researcher for the first time and thus happened to be original in character and using Secondary sources: which had already been collected by someone else and passed through statistical process. The Primary data were gathered from 39 facilitators and 18 experts and NGO focal persons through questionnaires and were analyzed quantitatively using frequency count percentages, t-test and mean processing in SPSS version 15, where as the data obtained from 244 respondents through focus group discussion, field observation and interviews were examined qualitatively. The Secondary data from Yeki education bureau, NGO: God for People from yeki woreda finance bureau and from Bechi, Woshero, Ermich kebele schools were obtained. Respondents were selected by availability, purposive and stratified sampling.

The result of the study indicated that ABE learners and community members perceived ABE as a place of knowledge how to read, write and compute numeracy and also regarded it as important to their children and themselves too. However, the education bureau of the two zones (Yeki in Sheka zone and Bitta in Keffa zone) accepted the importance of ABE for the community in providing skills, behavioral change etc. they haven't implemented it as expected. For example ABE schedule was run under formal academic calendar with combination of formal school and extension program. On top of this, the study disclosed that distance from ABE centers(though it was the formal one) , economical problems and discrimination of the Menja by non Menjas were found to be the major obstacles of the Menja people to attend the ABE program. Besides, woreda educational officials were less attentive in the schooling facilities and supervising services of the ABE program.

Finally, the study recommended that as there was no ABE concerned NGOs that established the program in Keffa zone particularly around Bitta woreda, the woreda has to look for the solutions how the adults could be benefited in ABE program.

CHAPTER ONE

1. Introduction

1.1 background of the Study

Education plays a vital role in a country's development. All countries of the world agree on this major contribution of education to development. As a result, they agreed to educate their citizens. That is why in November, 1948, nations of the world on their declaration of human right include "the right of education for all" as:

Everyone has the right to education: Education shall be free, at least in elementary and fundamental stages, elementary education shall be compulsory. (The UN universal Declaration of Human Right/ Article 26, 1948)

The above declaration gives right to every human being. So most countries of the world, targeted for achieving the goals of primary education based upon the above realities Universal Primary Education (UPE). Especially developing countries have been keen to achieve UPE to their citizens with the basic assumptions that the root of poverty has been lack of education.

As to UNESCO (2006), like the concept of adult education, the concept of development has undergone several changes in the past three decades, up until 1970, development was seen solely as the quantitative provision of infrastructure and utilities such as potable water, electricity and recreational facilities (Rogers, 1983).

Development is seen as a process of helping people change, equipping them with the skills, knowledge and attitudes necessary to conceive, plan, design and implement their own self-development. All these facts show as that Universal Primary Education (UPE) is important and essential for country's development.

Africa's average literacy rate of 56.8% in 1998 was almost 14% lower than the global average of 70.7% UNESCO (1998). Net enrolment ratio for sixteen sub-Saharan countries have been worsened since the Jomtien, 1990 EFA Conference (UNESCO, 1998) in absolute number. African's illiterate population rose from 126 million in 1980 to 148 millions in 1995 (UNESCO, 1998).

As Delors (1996), cited in Gashaw (2009) explained, all global efforts indicate that education, particularly basic education, is one of the core engines for the development of individuals and nations.

Basic education is also a means of increasing human capital that help in improving productivity, creation of surplus production, fair distribution of resources among citizens and better accumulation of wealth in a country. Multon (2006:6)

Adult basic education is the first level of formal adult education Brown and Okedera, (1981) cited in Yalew (EDUC 684). It includes adult literacy education, often thought of as education in the 3Rs- skill of reading, writing, and arithmetic. The basic criterion is whether or not the acquired skills in reading, writing and arithmetic are useful to the individual in his day-to-day life. Adult literacy was introduced to Africa by Islam and Christianity which depended on some persons being literate for their continuation. Later, colonial governments required literacy to train interpreting and clerks for their convenience. However, this form of training discovered to have little practical and social value and only limited education.

From this perspective, the two aspects of functional literacy: Work-Oriented functional literacy and social cultural functional literacy were defined to deal with selective and intensive literacy education. In many countries literacy programs are fitted into large plan post-literacy education. In general, adult basic education enables learners to make-up schooling which they previously missed.

Though the case of Ethiopia has not been much different from other African countries, there has been a recognizable improvement since the formation of Education and Training Policy (ETP, 1994). In this regard, the education and training policy of Ethiopia also indicates the right of people to basic education and integrating knowledge of various levels of vocational training will be realized. Based on this, Ethiopia has placed on the top of the priorities, the role of achieving primary education for its society and economic development. Therefore achieving UPE has become the target of the country.

As UPE has still remains difficult to achieve for the majority of the population in Ethiopia, it needs to find alternative mechanisms to minimize the problems in order to distribute UPE to all citizens accordingly. After realizing a short coming of the Education Sector Development Program (ESDP-1) the MOE proposed main focus areas (MOE, 2000.p:3) as follows:

1. Parallel to formal basic education, especial attention has to be given to non-formal education to promote basic education.
2. Different mode of delivery of primary education has to be practical in order to promote education in regions like Afar and Somali where the gross enrollment rate is very low 14.8 % in Afar and 15.1 % in Somali in 1996 E.C (MoE 2003/4) the way of living of the population is nomadic.
3. Popular participation in School based management will be strengthening.
4. Although the participation rate for female has increased, it is still far behind that of males. Therefore, especial attention has to be given to narrow the gap.
5. Mechanism has to be created for the community to take part in financing school voluntarily.

1.2 Statement of the Problem

Modern education was introduced in Ethiopia almost before a century in 1908 with the establishment of Minilik School (Tekeste, 1996). As one of the pioneers in the field, Ethiopia would have been on the front line, at least among African countries in access to primary education. But contrary to long history of education, Ethiopia left behind most African countries in enrollment rate of primary education (UNDP, 2003).

The problem of access to primary education in Ethiopia had its root back in 1950s, until the awareness gained in Addis Ababa conference on African education, into which all Africans agreed to universalize primary education by the year 1980 (Tequesta, 1996).

Between the end of World War II and 1974, the year of the Ethiopia Revolution, some commendable efforts had been deployed in the struggle against illiteracy and ignorance.

Emperor Haile Selassie issued his proclamation on Literacy in which he urged the people to get rid of the handicap of illiteracy, in 1962, sponsored voluntary body, and the National Literacy Campaign Organization was set up.

This organization made a notable contribution to literacy work and, later, in collaboration with the Division of Adult Education that was formed in 1967 within the Ministry of Adult Education.

In 1968, governmental organizations were in action in the provision of basic community education. At the same time, the not-so-successful UNESCO-financed Work-Oriented Adult Literacy Program was being organized.

All in all, between 1963 and 1970, a total of more than 9 million people were made literate. The success and shortcomings registered during this period were to

provide the basis and lessons for the National Literacy Campaign launched after the 1974 Revolution (Rwantabagu, 1994).

As MOE stated below, at the time of implementing adult basic education, it is difficult to recruitment of good facilitators, especially females. Facilitators receives very little or no honorary payment from the community due to the prevailed poverty level. Even the NGOs supported basic education programs do not have even clear sets of goals and solutions for the problem of sustainability of programs, curriculum integration that supports rural development and community participation motives (MOE, 2000).

The functional definition of Adult Basic Education in this study is literacy that contributes to the development of adults' way life in promoting economic, social, cultural and political condition of adults.

As one the purposes of this study is to explore the impact of Adult Basic Education that helps economical, social, cultural and political conditions of the group of Menja people who particularly live in Sheka zone. Thus, to attain this objective, the following basic research questions were raised:

1. What is the current status of 'adult basic education' among the 'Menja' people in Sheka and Kaffa zones?
2. What are the efforts undertaken by governmental and non- governmental organizations to encourage the Menja people to attend adult basic education program?
3. What are the different barriers that impede the successful performance of adult basic education in Sheka and Kaffa zones?

1.3 Objective of the study

The purpose of the study is to assess the current status of Adult Basic Education among the Menja people in their specific localities and identify the challenges of the program.

Thus, the specific objectives of this study are:

1. To assess the role and performance of different responsible governmental and non-governmental organizations in provision of Adult Education in the area.
2. To assess the direct participation of the Menja people in the program. (Adult Basic Education)
3. To investigate other basic obstacles (challenges) that might hinder the program from being implemented.

1.4 Significance of the study

This study is believed to have the following significance:

1. It helps in sharing experience among regional state education planners and partner NGOs about the present ABE projects so as to facilitate the better implementation of the program based on the lesson signed.
2. Contribute to the efforts being made to collect and compile information about non-formal educational program.
3. It suggests alternatives on the major challenges that affect the educational participation of the community in the region accordingly.
4. On top of that the study could serve as additional resource material for those who are interested to extend it for further investigation in depth.
5. It encourages the target group not to feel inferior to others but develop the attitude of socialization with others.

1.5 Delimitation of the Study

This study is delimited to 'Sheka' and 'Kaffa' zones where Menja people are living in large population. They include 'Bitu' woreda from 'Kaffa' zone and 'Yeki' woreda in 'Sheka' zone. The content of the study is delimited mainly assessing the adult basic education provision program by education and NGO experts and facilitators to the study area where Menjas live in large population,

and challenges of the program in the study area for which conclusions are drawn at the end of the research paper.

1.6 Limitation of the Study

As the data collection time was closer to the National Election campaign that had an impact on the data collection process I ran out of the video CD players that I had taken with me and had missed a very important situation before I called to Addis to have one. As many of education and woreda experts were busy with lots of activities and meetings. It was difficult to get them for my study purpose. I was frustrated by the saying of many people while I was going to Menja villages which are far away from the center, through forests and crossing rivers to collect data but nothing bad happened to the researcher at all. Making an interview with them was tiresome. Besides the education bureau of the two zones hadn't yet done much on ABE program. So it was difficult to collect statistical data that is related with ABE program. As the kebeles where Menja were found were very far from the woredas, and as no transportation system, it was a tiresome journey walking for five and six hours on foot with no possibility to get any food or drink, or any hotel even no local tea room around. On example was the way to 'Woshero' kebele. There was also no electricity and telephone network to communicate. All these were few of the many limitations while collecting the data for this research. All these limitations created delay on the data collection process and also devoted more effort than what had expected.

1.7 Definition of Terms

Adult: - is a concept that is readily understood but difficult to define. It means a growing up, mature or a person who has reached at the age of maturity.

- is an understanding that the person to whom it is applied has completed a period of growth and preparation and so passed from a state of immaturity and dependency, thereby to one of maturity and

independence, thereby achieving a position of responsibility within and towards their society (Leona in English, 2005: 33).

Adult Basic Education (ABE): In rarely all the developed countries of the world, this has become a critical part of the adult education service. The three main components are skill in language (reading, writing, and speech), numbers and social living (Peter Jarvis, 1990).

Basic Education: - As Higgs cited in UNESCO 1998, the very minimum of knowledge, skill, attitude and value that will enable individuals to operate reasonable expectation of success in their community (UNESCO, 1998:2).

- Programs of courses designed to give the learners a proficiency to utilize language, numbers and literacy in everyday life (Peter Jarvis, 1990).

Literate: Is a person who is functionally literate when he/she acquired the knowledge and skills in reading and writing to enable him/her engage effectively in all those activities in which literacy is normally assumed in his/her culture or group. (Peter J. 1990).

CHAPTER TWO

2. Review of Related Literature

This chapter deals with the literature part of the study in relation to the basic question to be answered in the research. It begins with the Adult Education and goes on describing the goals and principles of Adult Education. Adult Basic Education with its need is also discussed. The determinant factor to implement adult basic education, the role of the stakeholders in adult basic education and experience of different countries of the world regarding adult education is also raised in the chapter. Finally, the Adult Basic Education in Ethiopia is also discussed.

2.1. Adult Education

2.1.1 Working Definition of Adult Education

UNESCO International Conference on Adult Education (1976) as cited in National Adult Education Adopted Strategy (2006) the following definition: “Adult education denoted the entire body of organized educational processes... by which people considered adults by their society develop their abilities, enrich, their knowledge, import their technical or professional qualifications and turn them in a new direction...”

It is, however, useful to agree up on how this broad concept is understood in Ethiopian context. ESDP –iii explains that the adult and non-formal education program is basically focused on literacy, numeracy, and other relevant skills to enable learners to develop problem- solving abilities and change their lives. The two components listed in ESDP-iii for adult education are:

- (1) Literacy program for youth and adults aged over 15 and
- (2) Basic skill training for youth and adults in the community skill training centers.

Adult education is not limited to these components offered in the MOE, other ministers such as those of health and agriculture, and other agencies in Ethiopia also carry out adult education.

2.1.2 Who is an Adult?

As Indabawa, 2006 discussed, it became clear during the 1990s that adult learning must be an important part of all strategies for development. In a series of world conference between 1990 and 1996 various agencies of the United Nations addressed the issues of education for all, the environment human rights, population, social development, the status of women, conferences recognized that progress comes through adults when they try to improve and change their lives.

To achieve this change, adults require knowledge, skills and attitudes. This significant insight was highlighted by the Fifth International Conference on Adult Education that was organized by UNESCO in 1997 Indabawa, (2006). It affirmed that adult learning is potentially a powerful force for promoting people-centered development. It is concluded that the education of adults is a key to the twenty-first century Indabawa (2006).

In addition to this, Illich 1973 explained Adult Education as follows: Adult Education is the alternative to the state of affairs. In other words, adult education is not the portion of traditional education which caters for adults. Rather it is an alternative to the very process of institutionalization and co-modification. Adult education is thus synonymous with learning, as opposed to formal education. In adult education, knowledge is created by the people, not for the people; and it presupposes free and 'unhampered participation', and abundant access to learning tools.

As Rogers 1992 puts it, Adult education is not simply provision of elementary education (literacy, numeracy and social skills- i.e. those part of cultural initiation

which a child often gets at school) for those who have never been to school or who for many different reasons did not learn adequately while in school.

'Adult education' is seen to be synonymous with remedial education for adults, especially adult literacy, so that other form of adult learning such as health education, income generating programs agricultural extension, professional development or vocational training are often excluded from 'adult education' why is that unsatisfactory to equate adult education with learning literacy? Initial education is largely intended to induct young people into the society to which they belong, help children to develop themselves and their attitudes.

Adults on the other hand whether they are literate or illiterate they are already established in the society; they do not need to be 'brought in', so adult education is not 'Schooling for unschooled adults'. Though it provides some form of literacy and numeracy and other basic skills for those who need them.

Adult education covers the teaching of literacy to adults but it is much wider than that. Adult education is the provision of educational opportunities for adults. It covers more or less all form of planned and systematic learning which adults experience in the process of living their lives.

The term 'education', as Rogers explains, is a planned process of purposeful learning while 'learning' is a process of making changes in knowledge, skills, understandings, attitudes and value systems, in behavior (Rogers, 1992).

'Adult' is anyone who has reached a certain stage of development normally associated with an appropriate age and recognized in each social context as being definitive, someone who by virtue of the stage of development both thinks of themselves as adult and has been accorded adult status, usually indicated by legal rights and duties; he or she taken their place in society. So adult education is for those adults who have never been to school or who for many different reasons did not learn adequately while they are in school (Rogers, 1991).

2.1.3 Education and Adult Education

It is becoming increasingly understood that adults learn and study in order to learn in different ways from children and young people, and that these differences need to be reflected in the education processes offered to them. Adult Education is also a complex of educational opportunities to meet the particular needs of different sets of people. (Rogers, 1992).

2.1.4 Adult and Younger Learners

The differences of adults from younger learners as Rogers A, (1992) suggests are:

- **The experience** and thus the expectations of learning which adults bring with them are different from younger learners.
- **Their ('adults') orientation to learning:** The intentions and focus which adults have towards their education are distinctive where as for the children other bodies prepare for them.
- **Their way of learning:** by the time adults come to their educational experiences, they have established learning strategies of their own. Even illiterate adults have been learning all sorts of things for many years and have developed effective ways of learning. But difficult for school children to establish such experiences as that of adults' individual learning styles need to be discovered and used in the process of planning purposeful learning for adults. As a result, the curriculum content method and time table of adult learners have to be designed to fit the adults' interest and need accordingly.

2.2 The Concept of adult education

The concept of adult learning expressed of 'CONFINTEA v' that was organized by UNESCO in 1997 as in (Indabawa,2006) is a broad one embracing formal, non-formal and informal education processes in all areas of people's lives. This

concept is relevant in African contexts, where the education of adult take place across their various social roles, in the home, the community, and the work place, as well as in formal educational and training institutions.

A typical example of the concept of adult education which is more comprehensive (and which embodies NFE) is that of UNESCO, cited in Yalaw (1995:26) is stated below:

The term adult education denotes the entire body of organized educational process whatever the context level and method; whether formal or otherwise; Whether they prolog or regarded as adults by the society to which they belong, develop their abilities, enrich their knowledge, improve their technical or professional qualifications and living about change in their attitudes or behavior in the too-bold perspective of full personal development and participation in balanced and independent social, economic, and cultural development.

2.3 Purposes of Adult Education

Rogers (1992) presents the following major purposes of adult education.

- It has a technical function, to provide a trained labor force, promote the skill and knowledge require by a modern industrialized society to acquire greater prosperity.
- It also establishes status- by which an individual achieves a role and there by a set position which an adult occupies for the rest of life.
- Its main effect is to reproduce social structure and culture preventing change taking place so that the individual is adapted to the dominant social and cultural norms; education instills respect for the existing elites.
- If it is effective, it is a revolutionary force for both individual (mobility providing) and society (promoting development), (Rogers,1992).
- Adult Education and National Security in many countries, is a key national concern. Many African countries have been particularly concerned about national security because of the uncertainty of their security and this has

been the case in Ethiopia too. National Security depends on the people of the country; their economic well-being, their social and political awareness, their attitudes and their relationships. These are all areas in which adult education, as already defined, can play a role.

Hence to develop national security among the people, particular attention should be given to adult education and its implementation and performance. Rogers A (1992).

2.4. Adult Basic Education

2.4.1. What is Adult Basic Education?

As cited in Lind (2008) Adult Basic Education is a preferable term, because it is more precise in terms of purpose and yet in provision. It has been suggested that adult basic learning and education (ABLE) is a better label (Torres, 2004), as it highlights learning and recognizes that learning takes place not just in organized educational programs, but also in all other life situations. I.e. it is embedded in life-wide and life-long learning. Adult basic education and training (ABET), associated to work place and occupational training, and adult basic education and development (ABED) associated to development work are other terms used, e.g. in South Africa ABE certainly needs to be linked to development in other sectors and thematic areas, such as democracy and human rights, ABED as a general term seems excessively broad.

Though Basic education refers to education addressed to both adults and children, this study particularly refers to adult basic education that includes primary education programs that is equivalent to junior secondary education (as in many countries). It also includes those programs with alternative curricula, including such areas as basic health, nutrition, family planning, literacy, agriculture and other life related and vocational skills. Adult basic education is now seen not just

as the development of individual competencies but as the means to put the people in the way of perceiving social skills more clearly. Rogers (1992)

In March 1990, as cited in Yates and Jo Bradley (2000), 155 governments and most of the world's major bilateral and multilateral donor agencies met in Jomtien, Thailand. They met to discuss and endorse a plan to achieve basic education for all, and to eradicate illiteracy globally by the year 2000. There were three main aspects to the issue.

- How to get all children enrolled in schools for at least four years and deliver quality education to help them become literate.
- How to recover literacy among the large numbers of 'over-age' – children who have dropped out of school before achieving sustainable literacy.
- How to bring basic education to more than 960 million adults who at that time were living in a state of illiteracy.

The goal was to have basic education for all and universal literacy by 2000. Concerning adult education, the current estimate suggests that globally about 900 million people over the age of 15 years remain illiterate Warkins, 1999 as cited in Chris Yates and Jo Bradley, 2000 stated that at Jomtien in 1990, the governments, international organizations and NGO's gathered for the World Conference on Education for All (WCEFA) jointly acknowledged that the aspiration for universal basic education regarding people who were discriminated politically, socially, economically and culturally. The Education for All (EFA) initiative had two aims:

- (1). to provide universal access to and completion of primary education by all the world's children by the year 2000.
- (2). to halve the 1990 level of adult literacy by the end of the decade Hallack (1990) cited in Chris Yates and Jo Bradley, (2000)

The notion of a significant proportion of the world's population who were uneducated sat uncomfortably with what was seen in 1990, as a new age of great promise, and Jomtien was partly an attempt to include education in the expansive dreams for peace for the new decade and the new century though there is a stress on the powers of education to contribute to the conditions for economic growth, political sustainability was the major point of all international conferences of the decade Unterhalter, (2000) as cited in Chris Yates and Jo Bradley, (2000)

When we come to the contents of ABE, as cited in Rogers, 1992, the learners are encouraged to determine much in the way of contents method, Pace of learning and so on but the goals are set and evaluated by the adult educators (adult education responsible bodies) or agencies and offered to the learners. This is because many of the learners in this program and at this stage cannot determine their course of action and even their needs until they have become more aware of the range of options available, (Rogers , 1992).

2.4.2. Literacy and Adult Basic Education

Literacy is relevant for all ages. Adults who need and desire to engage in organized basic learning and education are often like out-of-school youth, those who missed out on part of all of their formal education. The reason to this is often linked to poverty, i.e. having to earn a living/livelihood for them and their families.

Adult literacy refers to literacy skills and literacy rates among the adult population aged 15 and over organized learning programs for youth and adults focusing on literacy, and how adults use and apply their literacy skills. Literacy is a continuous learning process taking place in and out of school or adult literacy courses. Lind, (2008)

In its resolution (56/116) proclaiming the United Nations Literacy Decade (UNLD): Education for all (EFA) for the period 2003-2012, the General Assembly reaffirms that “Literacy for all is at the heart of basic education for all” and that creating literate environments and societies is essential for achieving the goals of eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy. UNESCO (2008) cited in Lind (2008).

The UNLDE and EFA commitments are recent expressions of the importance attribute to literacy for all by numerous international, regional and national declarations and agreements over the last half of the twentieth century. The arguments have varied from the view of literacy as liberating and a human right necessary for social justice and democracy, to the view of literacy as instrumental in achieving economic growth and poverty alleviation. In spite of this, only a few countries have tackled literacy urgently with relatively effective strategies, UNESCO (2008) cited in Lind (2008).

According to UNESCO, 2003 as cited in Agneta Lind (2008), literacy and numeracy skills acquired through Adult basic education help people access opportunities of global commerce and employment. Adult Basic education (ABE) includes literacy as central learning area and as an essential learning tool. Literacy is embedded and needs especial attention in life-long learning (LLL) related to all spheres of life.

Literacy and other basic education for adults are of vital importance. But unless work at the basic level moves on to maximize education opportunities across all development sectors, other vital opportunities may be missed.

As cited in (Singh and McKay 2004), among the goals set up in Dakar, (UNESCO, 2004) basic education is considered as a foundation to learning throughout life.

It is important for adult education: to engage with the Dakar goals, because investing in quality education for children cannot be achieved without investing in quality education for adults and vice versa. Furthermore, adult education can be a major force in opening up the main stream and working towards an integrated and more diverse yet in principle equitable system of basic education (Singh and McKay, 2004).

2.4.3. Purposes of Adult Basic Education

As cited in DVV Journal No.71 (2008) EFA Global Report (2008), literacy is a foundation of all further learning. It carries benefits running from the deeply personal to the political, social and economic spheres of life. Increasingly, studies describe how literacy acquisition improves an individual's self-esteem and confidence. Such a sense of empowerment opens the way to civic participation, to better knowledge of health and family planning, and to higher protection against HIV/AIDS. More literacy parents- whether through formal schooling or adult programs, are more likely to send their children, especially girl children to school and to help them with their homework.

Although the economic returns to formal schooling are well known, the impact of acquiring and sustaining literacy and numeracy is much returns on investment in adult literacy programs compare favorably with those at the level of primary education.

2.4.4 Objectives of adult basic education

As cited in DVV No 33 (1989) there are four objectives of ABE, as follows.

1. to make and keep the learner literate
2. To lead him/her to realize his/her full potential both as creator and producer
3. To inculcate in her/his healthy habit and attitudes
4. To make her/him aware of the basic right and fundamental freedoms.

2.5 The need for expansion of Adult Literacy / Basic Education (ABE)

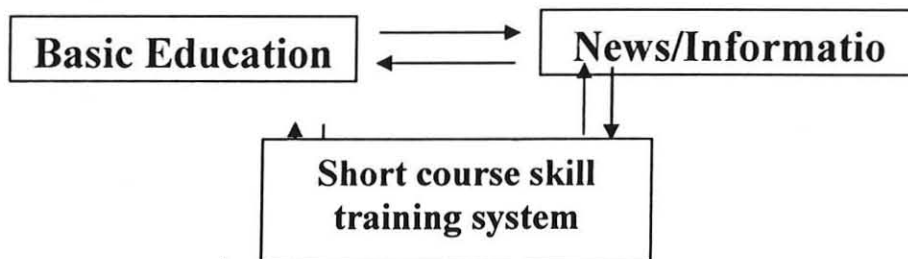
A) (ABE) addresses the human right to education

Adult Literacy (ABE) in the context of adult education in particular, has been the topic of international policy declarations and decisions since the 1950', with UNESCO playing a leading role in these discussions. During this time, the understanding of literacy has evolved, while some of the basic assumptions have, in principle, remained unchanged. This is in particular true regarding the concept of literacy as an instrument for development and literacy as a fundamental human right. The Director General's speech on International Literacy Day in 2006 confirms: "Literacy is important as a right in itself, but it is also broadly recognized as one of the most powerful instrument for development", Lind, (2008).

B) The foundation of life-Long learning

As defined by Dave in (DVV, 1989), lifelong education is "a comprehensive concept which includes formal, non formal, and informal learning extended throughout the life span of an individual to attain the fullest possible development in personal, social and professional life. " It seeks to view education in its totality and includes learning that occurs in the home, school, community and work place, and through mass media and other situations and structures for acquiring and achieving enlightenment. Through the efforts and inspired by the UNESCO

publication, the concept of lifelong education gained increasing influence in the thinking of Thai educators in the latter part of the 1970's. Within the sphere of activities of the National Education Department, the lifelong education system is slowly evolving out of the existing programs. Based on the functional literacy program, the continuing education program, and the provision of news/information through the Village Reading Centers, and the vocational short courses, the conceptual framework for lifelong education in Thailand postulates the continual interactions of the three sub-systems such as:



Source: DVV No 33 (1989)

The interaction among the three components is an ongoing process. Once a learner graduates from the basic education process whether formal or non formal, he/she would be exposed to news/information media which should not work at cross-purpose with the formal and non-formal education activities.

Then he/she may need to be trained or retrained on a short-course basis for skills needed for any particular job, or interest. Equipped with specific skills as such, the learner increases his own basic education, and may need to go back to the basic education at the higher level than previously obtained.

C) The way of economic growth

Universal literacy is regularly seen as necessary for economic and social development or everything that can be classified as human development. Studies on the economic returns of education, in terms of increased individual income and

economic growth have been based on countries that indicate a positive impact of cognitive skills such as literacy numeracy.

One interesting result reviewing such studies Cameron and Cameron, (2005) UNESCO 2005 is that “The average literacy score in a given population is a better indicator of growth than the percentage of the population with very high literacy scores. In other words, a country that focuses on prompting strong literacy skills widely throughout its population will be more successful in fostering growth and well-being than one in which the gap between high-skill and low-skill groups is large” (UNESCO, 2005:144) In all respects human development is, to a large extent, about a literate and healthy population.

D) Cultural and Language development:

As cited in Singh and McKay (2004), the homogenization of language and culture has been at the heart of the debate on education quality and will be a challenge for adult educator training. Despite the increased opportunities for exchange, encounter and political dialogue between heterogamous cultural backgrounds made possible by globalization, there is growing pressure for culture and linguistic uniformity. The threat of the loss of culture diversity and the ongoing extinction of a great number of the world’s language are significant not only for culture itself but also for human development.

E) For quality of life and poverty reduction

According to UNESCO, (2002) in Lind (2008), literacy and numeracy skills acquired through basic education help people access opportunities of global commerce and employment which can contribute for the quality of once life. For example, a person who can not read instructions, understand the demands of accuracy and follow the demands of specification is at a great disadvantage in getting a job in today’s globalized world.

Illiteracy is normally assumption- not a direct cause of poverty and marginalization. Thus, combating poverty will help diminish literacy problems, and effective poverty reduction strategies must include illiteracy.

F) For Political Stability and Democracy

International symposium for literacy held in Persepolis in 1975 where Paulo Freire was awarded a literacy prize by UNESCO presenting a new ideology on literacy and the conference declared the political, human and cultural aspects of literacy.

It conceived literacy as “a contribution to the liberation of man and to his full development” Bataill, (1976). Literacy was seen as a fundamental human right and a ‘political act’ The Experimental World Literacy program (EWLP) also recommended the concept of functional literacy and declared:

“... the concept of functionality must be extended to include all its dimensions: political, economic, social and cultural. Just as development is not only, economic growth, so literacy... must aim above all to arouse in the individual a critical awareness of social reality, and to enable him or her to understand, master and transform his/her destiny” (UNESCO/UNDP,1976) cited in Lind, (2008).”

The UN Literacy Decade (2003-2013), approved by the UN General Assembly in December 2001, proposes a renewed vision of Universal Literacy under the motto ‘Literacy for Freedom’, creating literate environments and literate societies is seen as part of the goal of universal literacy.

Literacy/ (ABE) is a human and democratic right. People who are able to use their literacy skills to define their legal right have an advantage compared to people with-out this ability. Those whose rights are violated (especially women) by others with more power are often the poorest and most marginalized. Their inability to read and write prevents them from seeing for themselves what they are entitled to demand and why. This is also closely linked to feelings of limitation and insecurity, which impede their participation in political arenas to express demands and have a voice. It is certainly possible for people without basic literacy skills to participate In

community affairs and, for example, to vote, but people with such skills are more confident and because they can make better use of written information and communication (Hamadache, 1990 cited in Lind, 2008).

G) Reducing Gender Inequality

Literacy/Adult basic education is a fundamental skill to empower women and give them equal rights is important for many reasons: It increases their productivity, promotes gender equality, eradicate moment to do a better job caring for children (Lind, 2008)

2.6 The Challenges of Adult Literacy ABE

As the United Nation Literacy Decade (UNLD),cited in Lind, (2008), the main challenges policy makers and international, regional declaration and agreement over the last half of the twentieth century listed as follows: Planners are confronted with in trying to achieve literacy are: Poverty, deficient access and equal of primary education, lack of political will, poor literate environments and adequate language policies, inadequate literacy policies and strategies, insufficient resources and institutional frame works have been major constraints in the past.

1. **Poverty** – Economic development help to promote literacy, especially through UPE (Universal Primary Education). The poverty of countries and peoples has been and continue to be, a major obstacle. Still poverty goes hand in hand with poor literacy skills and use. Poor health including HIV/AIDS, deficient nutrition, lack of water and electricity, poor and crowded housing conditions, insufficient access to media and other information channels, poor infrastructure, low income, early marriage, migration, child labor, and similar problems associated with poverty make it difficult for both children an adult to attend education programs regularly in order to learn effectively and practices literacy skills. Therefore, it is

essential to implement literacy strategies for out-of-school youth and adults in the context of development, instead of acting as stand-alone strategies.

2. Deficiency access to Quality of Primary Education

Universal literacy for all can not be attained while UPE is far from being achieved in a number of countries, and the learning achievements in school continue to be deficient, political will and concerted national commitment to achieve literacy in schools, and out of schools, for children, youth and adults is required.

3. Poor literate environment and inadequate language policies

Literate environments and adequate language policies are also critical for making it possible and meaningful for all to use literacy in languages people are familiar with. Children need literate parents to be able to learn properly in school. Learning and using literacy in families is essential for creating literate society. The languages spoken at home also determine children's learning achievements. Multi-lingual situations make the literacy challenges more complex. Mother-tongue literacy has long been considered preferable to learning literacy in a school language, but learning the dominant languages is essential for marginalized people to be able to participate and communicate adequately. (Lind, 2008)

4. Inadequate Policies and Strategies

As cited in Lind, (2008) past experiences has revealed a major literacy policy challenge in isolated initial adult literacy programs lacking opportunities to sustain, develop and apply the initial learning and its continuance. Satisfying the demand by young and adults for continuing education and for recognition of learnt skills and knowledge requires a system of bridge between formal education and other modes of learning.

5. Insufficient resources and weak institutional frame works

Limited resources for promoting literacy in schools, other learning environments and especially in adult literacy programs has led to poor results and contributed to reluctance among governments and other funding partners to invest in adult literacy.

In fact, creating conditions for successful literacy work requires national governments to adopt holistic policy frameworks. These need to provide necessary institutional, human and financial resources. In addition, exclusive education and language policies are needed to promote favorable environments for learning literacy. (Lind, 2008)

6. Emerging challenges of twenty-first century

As cited in Agneta Lind (2008), emerging are listed below and more demanding literacy challenges which result from unstable livelihoods, changing gender relations: In many poor countries, the proportion of stable healthy and well-paying jobs has been shrinking, and a majority of workers are engaged in unstable temporary or part-time work. The effects of the new global economy and its implications for employment and livelihood and the consequences of the rapid spread of HIV/AIDS and other current global trends in social development seriously victimized poor people in all regions of the world.

7. New technologies resulting in new demands and opportunities

Literacy needs are enhanced by the rapid expansion and use of new ICT, and not exclusively in the North, since digital technology requires literate users. Digital literacy has, in fact, been recognized as a basic learning need for all (UNESCO/UN Literacy Decade, 2001). Even among poor rural populations where literacy levels are relatively low, the use of mobile phones for communicating with family members living far away, including reading and writing SMS-messages, is spread rapidly.

8. Lack of Political will

Insufficient political will to invest in literacy for all, and thereby to strengthen democratic participation, has been a major factor behind the slow progress and neglect of adult literacy.

2.7 Determinants for Quality ABE Implementation

(DVV No 33, 1989) journal stated about the objectives of ABE, the new training/teaching programs and curriculum designed by VTDC (Vocational Training and Development Centre) is taken as a model (sample) for implementing quality of adult basic education.

2.7.1. Selection and Trainings

As cited in (DVV No 33, 1989), the accepted training methods and models were those should be relevant to the culture of each target community. Most appropriate to the particular age-group of the target learners- the training system should concentrate on the direct situations of the target community-after the training process has been completed; activities to promote job-creation and following process should be carried out continuously.

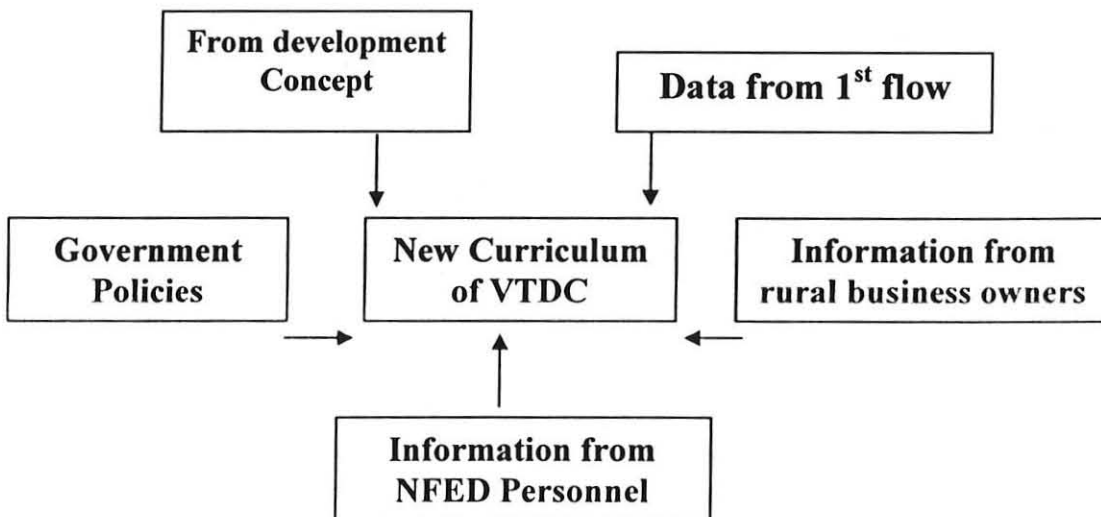
In some vocational training, the trainees may already have some background knowledge, but they may lack basic knowledge and skills in marketing, designing, and applying other needed skills. In this case there will be no need provide training to the trainees, but instead, they should be provided with guidance and counseling through the use of learning media in this particular training courses. Employment development in the rural community (micro planning) should involve the community baseline data so that target goals and procedures can be identified. As cited in Sing and McKay (2004) UNESCO (1997) identified that within a range of quality indicators the availability of competent personnel to develop, organize, promote, teach and evaluate modes of learning for adults as being fundamental to

the successful implementation of adults education policies and programs. It stressed the importance of quality training that would enable adult, educators to acquire the theoretical understanding particular abilities and personal qualities need to execute their roles. There is a real need to improve the quality of literacy and non formal education for adult and young people and it is important for policy-makers to think of few approaches to training adult educators and literacy workers.

2.7.2 Application of Relevant Curriculum and Content

As cited in (DVV No 33, 1989), the learning curricula should be developed so as to enable the learners to apply their knowledge and skills in their day-to-day life. The learners should decide to select their own vocation and they should be able to identify appropriate jobs that they think could produce more income.

Taking into consideration the concepts and criteria derived from the studies of their other developmental projects, the VTDC, then, has developed its programs and structures so as to be more appropriate to the needs and background of the people in the target border areas. To develop new curricula and structures for the training programs the VTDC has considered the concept and guidelines which can be illustrated as follows



Adapted from: DVV No. 33, (1989)

The VTDC has to work the development of more appropriate curricula by inviting the business owners in the rural areas such as the dress making and engine repair shop owners to come for an interview and to help identify the learning contents as well as the application of each particular course. After the appropriate contents are identified the basic life skills such as marketing, management, and planning which are significant for the self-employed are also included in the training procedures.

It is obvious that the content of basic education should be determined by the culture of the society in which it takes place. It is equally true of subject content in history, geography, literature, music arts and crafts. In every country there should be a Curriculum Revision body continuously ensuring that all syllabus and text books reflect accurately the local culture rather than copying or applying from other countries. Throughout the world today, activity is the key word. Learning now knows to be quicker and surer when achieved by doing, not just by listening and looking. Therefore, the method of ABE should be practical than being theoretical. (DVV No 33, 1989)

2.7.3. Provision of Learning Materials

As ACCU (1992), a content area may be presented through any one or all of the different types of learning materials that are generally recognized as useful for literacy program. These are:

- Motivational materials- these materials are designed primarily to catch the interest of different groups of people so that they will be induced to participate in the literacy program. Motivational materials are important for the actual learners and even more so for the administrators, politicians, educated elite, local leaders and other to elicit support for the success of the program.

The two categories of motivational materials are:

1. Printed materials like posters, illustrated pamphlets or brochures, comic strips and write-ups
2. Non-printed materials like films, filmstrips, radio plays, video plays, etc.

- **Instructional materials:** These materials are usually packages of different sorts such as initial primers, work books, teacher's guide, posters, audio-visual aids, among others. These are used during the actual teaching/learning sessions. These materials are very important in imparting the contents to achieve the objects of the program.
- **Follow-up materials:** These materials are written for the post-literacy stage when the neo literate is expected to apply his/her literacy skills to add to his/her knowledge and for reading pleasure. The learning materials should reinforce literacy skills acquired earlier for the improvement of quality of life. The material should also provide access to new information and technology. These should also make the neo literates enjoy learning more. By and large, follow-up materials should give neo-literates opportunities to enhance their reading and cognitive skills.
- **Linkage of formal Schooling :** As cited in Alan Rogers (2006), Ahmed (1982) drew on three main discourses of the time, None Formal Education (NFE), do-schooling and lifelong education with a courtesy not towards recurrent education: "Formal, non formal and informal nodes of learning can and should constitute the building block of a nation-wide comprehensive learning network in each country cemented into one meaningful mosaic by the concept of life long and recurrent learning opportunities for all". Effective linkage needed to be built between the two sectors of education, especially in terms of training programs, institutions, linkage between children and adult participants, and drop outs (Hallak, 1990) and IBE pointed out that "in reality, positive collaboration between Formal Education and Non formal

2.8. The Role of Stakeholders in Quality Adult Basic Education

In principle partnership working is seen as a way of engaging a range of stakeholders in pursuing a common objectives. In this way, government seeks to leverage change across a wider range and more effectively than it could do on its own. In particular it seeks to obtain 'buy in' from such important actors as the private sector and the voluntary sector, as well as from the education and training sector itself Jones, 2005 cited in John Field (2006). But partners invariably have their own aspirations and demands, which can intern not only, influence their behavior within it.

As cited in Lind (2008) efforts to achieve literacy for all will not eradicate poverty without other sector interventions and an overall positive political, economic, social and cultural development agenda. The development of literate societies goes hand in hand with overall development. Literacy is an individual and a societal asset, a potential tool and necessary ingredients of strategies to overcome poverty.

2.8.1 Government Agencies

Government efforts to accelerate progress as rapidly as possible: including a big push on education, expanding infrastructure, opening the economy, building institutions and development administration.

2.8.2 NGOs and Community based Organizations

As cited in Singh and Mckay (2004), while the NGO sector in South Africa has been pivotal in training adult educators and in the provision of adult learning. This sector is declining as a result of the decline in regular funding.

Adult Basic Education Training (ABET) at UNISA as cited in Singh and McKay, (2004)) was established in 1995 in response to the democratic governments expressed desire for reconstruction and development in South Africa. This

requires the Institute to be responsible to those areas where education could play a role in the development of communities.

In order to fulfill this aim, the ABET institute trains a cadre of practitioners who work in adult education programs across various sectors and in different social context (such as health, environment, the work place and water management) in different types of settlements (urban, rural, formal and informal). This approach promotes key socio-economic benefits, especially for the most marginalized and disadvantaged communities, which are the Institute's primary target group. Training ABET practitioners in basic and generic skills allow them to work in a variety of specialized areas, including literacy, numeracy, primary health care and HIV/AIDS.

2.9 Successful Adult Basic Education Experiences of Different Countries:

2.9.1 Thailand

Thailand divided education into formal and non-formal education as part of a strategy of life long education. It has had a department of NFE since 1979 Krueger & Moulton (1981) as cited in Rogers (2004).

During the 1930's, it is argued, adult literacy programs had been run in Thailand as part of the gradual transition of the country to democracy. But in 1940's a Division of Adult Education (DAE) had been established in the Ministry of Education in order to mobilize literacy activities for national control purposes. Its aim was "to eradicate illiteracy" from the population over the age of 10 years, through adult education as "a normal and integral part of the national education system".

In 1976, the government drew back the adult education program towards a concentration on vocational skills, and it was in this context that the Department of NFE (DNFE) was established in the Ministry of Education. It had three main

programs, basic education (literacy, primary and secondary) for adults and out of school youth; vocational education and training; and informal education (libraries, village regarding centers, television and radio, science education centers). NFE was to be a national adult basic education system which paralleled the graded primary education system for children, Rogers (2006).

2.9.2 Botswana

In Botswana the Department of NFE within the Ministry of Education was created in the 1980's from the former Botswana Extension college (Botswana 1997) charged with "the eradication of illiteracy". Mobility between formal and non-formal education is promoted by establishing equivalence of certificate procedures between the two. An adult Basic Education certificate, equivalent to ten years of formal primary school, has been proposed Maruatona (1999) as cited in Rogers (2006).

2.10 Adult Basic Education in Ethiopia: History and Contribution

As cited in Rogers (2006), Ethiopia is a country with a rich diversity of human and national resources, yet facing many challenges. As stated in the government's Program for Accelerated Sustainable Development to End Poverty (PASDEP).

The challenges facing Ethiopia are downing: the dynamics of population growth, very low productivity, structural bottlenecks, dependence of unreliable rainfall, and being land-locked combine to pose challenges almost unequalled anywhere in the world (Rogers, 2006).

Although there has been encouraging progress in recent years in improving some basic aspects of life Ethiopia, human development indicators, in Ethiopia still remain at low levels in the world, most Ethiopians, affirm, and lead lives of unrelenting hardship.

The figures give in the World Bank document appraising and educational program for Ethiopia summarizes the following situation.

“Ethiopia is one of the oldest continuous civilizations in the world- and one of the most destitute. With Gross National Product (GNP) per capital of less than USD 100 and a population estimated at 65 million, it is one of the poorest (and largest) countries of the world. With illiteracy rate of 60% primary school completion rates of 51% and 36% respectively for grades 5 and 8, and less than 1% enrolled in higher education, Ethiopia lacks adequate human resources base on which to build its poverty reeducation strategies” (Rogers, 2006).

Ethiopia is, since 1991, a federal state with multi-ethnic and multi- linguistic groups, with a population of over 70 million people. In parts of the 1.2 million square km. country, especially those parts above 1,500 meters above sea level, the population leads, a settled life.

In other parts, especially those with an elevation population lead a rather nomadic pastoralist life. The Federal Democratic Republic of Ethiopia currently has 9 regional states and two city administrations. These have varying population densities and differences traditional and cultural settings.

Ethiopia is an example of the approach which the Associate for the Development of Education in Africa (ADEA) wishes African Countries to adopt, perhaps because it has a long history of donor assistance to NFE.

The political background is important, with successive governments and the military engagements in which that country has been engaged for several years dictating educational policy changes. Government’s interest in NFE arose during the preparation of the Education Sector Development Program (ESDP) which covered the years 1997- 2001. ESDP defined NFE as basic education and citizenship, and health/population education. (Rogers, 2006)

The German aid agency, IIZ/DVV agreed "to support Adult and NFE in Ethiopia in co-operation with the Ministry of education". The Ministry established a panel with the aim of bringing together other agencies including the Ministry of Health and Agriculture. A new umbrella to bring together professionals in the fields was registered in 1997, the Adult and Non-Formal Education Association in Ethiopia (ANFEAE). As a report on managing NAE by NGO's in Ethiopia, the NFE panel or Unit of Education bureau in each region provided 4-6 months basic education course on a large scale- for example, 30,600 adults in southern region in 1995-6. The facilitators were local, grade 12 completers if possible (but most were grade 10 or even grade 8), chosen by written examination and interviewed and given 30 days training for their work unless they were primary school teachers. They received small payments for their work. The time table was determined locally by the participants or their families. NGO's provided similar programs, for e.g. 25,000 adults in southern region in 1996.

Non-formal Basic Education for adults in Ethiopia whether provided by the state or by NGO's is sometimes regarded as separate from the rest of NFE for adults NFBE programs include literacy together with the "acquisition of knowledge, skills and attitudes leading to a better quality of life". The time to be taken to complete each 'package' of NFABE depends on the rate of learning, interests and availability of the participants, and the program is to be evaluated by "whether or not it has produced changes ... in the lives of the participants, i.e. by whether trees are planted, vegetables grown and used. Toilets built, health improved, community development participation increased" rather educational test.

NFE in Ethiopia is thus regarded as a very wide range of activities, mostly for adults; it is provided by a wide range of agencies.

The NFE project in Ethiopia seeks to provide inputs to bring the poor and under-educated up to the level of the rest of society rather than seeking ways to change

the society. The voice is that of planners recruit the whole of NFE to the service of government, and to promote its efficiency in terms of national development goals after years of war and famine. The nature of the initiative seems to have come from the external development. Agencies and donors, steeped in the Western discourse of NFE from the 1970s and 1980s. Rogers (2006)

As Spauling (1966) presented Adult Education Vol. XVI Number 2, winter 1966 that Ethiopia, where illiteracy has been declared as illegal, is a case in point. His Imperial Majesty's Decree on Literacy, dated Nov 2, 1953, reads in part as follows:

Realizing the services education has long rendered to the advancement of culture and recognizing the necessity for our people to be at least literate, we hereby, change every illiterate Ethiopian between the age of 18 and 50 to learn in the time left over from his daily tasks such fundamental education as will enable him to know Amharic Reading and Writing either at the school, government or private, existing in his neighborhood, or by employing a private teacher in his respective village or district (Spauling, 1966).

The above quote is from a report on literacy activities submitted by Ethiopia at the African Ministry of Education conference in April, 1964. Over twenty programs, run by just about as many organizations, were listed as being devoted to literacy and to continuing, adult education. This document lists such interesting data as the following:

A Ministry of Education literacy campaign in 1962 made 12,500 adults literate.

Data listed on the program should:

1. Negligible costs
2. Materials developed in the supervision division and furnished free to teachers,
3. No fees.

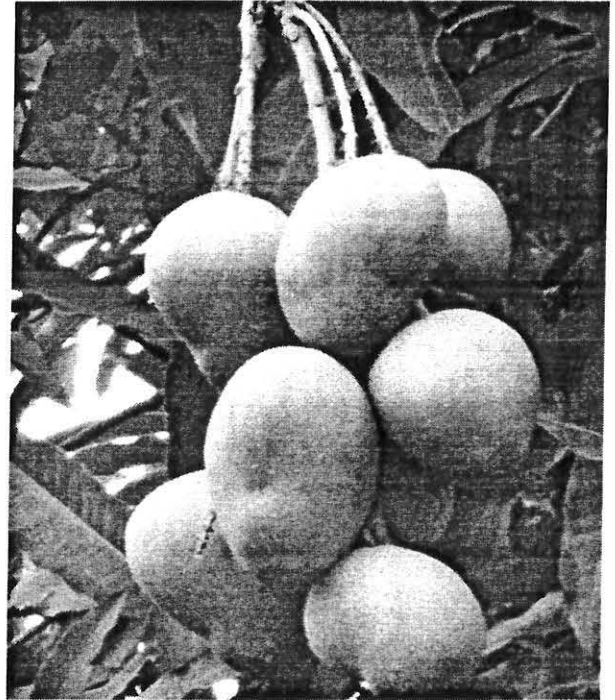
Another literacy program is listed as run by the YMCA costing about \$5,000 in Ethiopia currency per year. It attracts about 12,000 people. All of those enrolling during three years of the program graduated, according to the report. In addition to literacy programs, the YMCA runs mass education programs in capital centre and four in provinces. This, says the Ethiopia report, attracts 107,000 adults and costs \$300 a year (not including the salaries of the directors). These mass education programs deal with health and hygiene, cooking, literature, debates, films, drama, and are supervised by a director in the seven centers.

The principal literacy effort, however, is now the National Literacy Campaign organization and more than 50,000 have attended in the last few years. For this program, at least \$28,000 plus contributions seems to be necessary.

The Ethiopian report indicates that one program of mass education was carried on for 107,000 adults at \$300 a year, plus salaries for seven directors, whereas another program costs \$28,000 plus for 50,000 adults, and the third program costs nothing, even though free materials are provided by the government.

2.11 General Background of the Kaffa and Sheka zones

Both 'Kaffa' and 'Sheka' zones are found in Southern Nations, Nationalities and People Region (SNNP). As both zones are found from the same origin, Lange (1982), they speak the same Omotic tone language. Mengistu (1995) also discussed about their habitats that it is the remote land Majestic forests, deep villages, rich soil and heavy rains. Over thirty tree species, each of them the towering structure are indigenous to the land of the south Bonga, wild life, different types of plants and animals are found in this thick forests. The favorable climatic conditions and extreme variation in altitude with in this region enables to grow extreme Varieties of crops and large populations. The stable food in both zones is 'Inset', Varieties of grains and fruits. (Mengistu, 1995)



*Fertile areas of 'Sheka' and 'Kaffa' zones
Picture taken on the way to 'Sheka' and Kaffa'*

The Menja People:

Menjas are one of the six clans which are Danjo, Cabaro, Manno, Manjo, Kejo and Guche (Lange, 1982).

At the bottom of social hierarchy, are the endogenous Manjo who are segregated from the rest of the groups mainly because they hunt colombes monkey and porcupine and eat worms etc for food (Mengistu, 1995).

Because of this, the other clans exclude them. As to Mengistu (1995), to the present day, the Manho hunt Columbus monkey and porcupine, the reason commonly held among the other groups for not mixing with the Manjo. Among the rest of the groups, it is taken to be polluting if the Manjo touch them or their utensils and food, or walk in the fields. The same is true if the Manjo enters their house. However, the Manjo could go to the burial ceremonies of the other groups

but never carry the coffin and vice versa. They may take part in dafos organized by others (for clearing and weeding fields, and construction and hanging of hives) but never receive labor from the latter; they may borrow oxen and implements that are not directly related to the preparation of food but never ask for them, and they can buy from others in the market but only sell honey that is used for the preparation of bito (local wine) and fire wood. Where a Menja is called for dafo, he will be served food and drinks with ma'to (inset leaf) outside the host's house. However, the stigma attached to being a Menja will not disappear even if a Manjo did not hunt the 'bad' things for food and had contacted with those we do. Though, reputed to be best fighters in wars, the Menja "were not considered as 'man'" (Lange, 161 as cited in Mengistu, 1995).

The Menjas didn't have territories of their own and clan leaders. In settlements types, traditional and imposed villagization, the Manjo households live in a distance from the rest of the villagers. During villagizaion, they were settled at the edge of the residential sites of the 'shekacho' (Mengistu, 1995).

As to the Evangelical Church Mekane Yesus (EECMY), the Menja people of southern Ethiopia are a despised hunter-gather culture surrounded by agriculturalists. Evangelists broke through social taboos and shared the gospel with Menja families. Parents are working with local church to develop livelihood options (sheep bank, modern bee keeping) for Menja, as their forests are declining (Chris, 2010).

Marriage

As 'Sheka' and 'Kaffa' zones are from the same origin, the marriage in 'Sheka' is taken as an example of the two zones.

As Mengistu (1995) states, when it comes to marriage, the major groups are seven: T'asso, Barado, Akako, Manjo, Manno, Mallo, Gucci and K'ejo. T'asso is a

division that consists clans that marry only from other clans in the same division (group endogamy) or only from outside their division (group endogamy). A person may marry formally or by kidnapping a girl. The kidnapping is used by those who can not afford for bride wealth, or does not need to wait though the long required to conclude a formal marriage.

As Mengistu (1995) clearly indicated, both monogamous and polygamous forms of marriage are prevalent a though monogamous is predominant. A polygamous husband has between two and four wives. This is attributed to need for plural marriage to cultural and economic factors. A second wife is married if the senior one could not give birth to or stopped after a few children. A new child is an addition to the parent 'Wogano' besides the support he/she gives them in household and agricultural activities and in their old age. Moreover, since culturally husbands do not enter a kitchen and prepare food, nor does his wife during her menstrual period, the needs to be a co-wife to prepare food for them. The need for the labor power of the woman, a husband may marry a second wife when the senior one is not a hard working, and he does not want to divorce the latter because of the children be gotten by her.

As Menjas are part of the society they practice the same culture.



The burden of female to earn money for living.

The Picture took in 'Yeki' woreda on the market day, 2010.

Menja women and ABE

It is important to understand the extent of the problem of women's illiteracy in the different regions of the world. UNESCO estimated that the total numbers of illiterate people in the world in 1990 was 905.4 million, of whom only 31.5 million lives in the developed countries and the rest 873.9 million lived in developing countries.

Not only are more women illiterate but gender gaps to literacy seriously disadvantages them. As shown in the culture of marriage discussed above, women are more affected, as this study the Menja women.

As Anita cited in Nelly (1998), international awareness of female-male literacy disparities has grown, as has the realization that improvement in the over all adult literacy rate. World attention has focused increasingly on the problem of adult illiteracy, particularly female illiteracy. Before considering the recent measures, it is important to understand the shifts in perspectives on the education of women and girls in the world in the last decades of the twentieth century. Hence the Menja women have to be encouraged by all the stakeholders to participate in ABE program to enhance them challenge the cultural, economic, social and their gender gaps and increase their awareness and become literate. So it is very important for government education bureaus and stakeholders to examine the kind of literacy relevant to the needs and interests of women and the ABE program appropriate to the Menja adults particularly female to their daily activity.

CHAPTER THREE

3. Research Design and Methodology

3.1 Research Methodology

As mentioned earlier, the purpose of this study was to assess the current status of ABE and its contribution in the area where Menjas live in large number.

This study tried to seek relevant data where the ABE is implemented and practiced in 'Sheka' and 'Kaffa' zones, particularly where Menjas live in large population. In addition to this it tried to show the limitation that hinder the ABE program to be implemented. In order to secure dependable data on the study, both quantitative and qualitative research method were used. In regard to Kothari, (1995) stated that collecting diverse type of data using the two approaches provide best and appropriate information of the research. So the two methods were applied in this study to get adequate data for the study.

3.2 Source of Data

Primary Data: It was collected from woreda administration and education bureau experts. From the facilitators, NGO focal persons and ABE learners and community members and other individuals who had related experience with ABE and with female experts as the primary source of the data for this research.

Secondary Data: Documents from ABE pupils list 'Tigil Fere' school 'woshero' school document, document from woreda finance office, from 'Bechi' school were used as a secondary data source.

3.3 Sample Population, Sample Size and Sample Techniques

3.3.1 Sample Population and Sample Size

This study focused on the assessment of ABE provision particularly in SNNP of Ethiopia where the Menja people live in large number. According to summary and

statistical report of 2007 and population and housing census, currently there are eleven woredas in 'Kaffa' zone. These are:

	Saylem	Gecha	Guata
Gimbo	Menjiwo	Telo	
Cheta	Decha	Chena	
Bitá	Bonga(town)		

From the 11 woredas, Bitá woreda was selected as a sample from the information gathered from different informants, education bureau and from Yeki administrative office. As there are two kebeles under Bitá woreda, such as woshero and Shota where Menja people live in large population, there are also 3 wordas in Sheka zone: Masha Andiracha and Yeki woredas.

The sample population is based on the population number of Menjas and government schools are available where ABE program is provided. Hence Yeki woreda, Ermich and Bechi were used using purposive and availability sampling techniques.

3.3.2 Sampling Techniques

Purposive Sampling was employed to choose the two sample woredas from the two zones. They are deliberately chosen by the researcher as informed by the woreda education bureaus for they are the first two woredas where the largest population number of Menjas are living. As the population employed in the discussion did not constitute a homogenous group: they were male, female, pupils and community members, a stratified random sampling technique was employed by inviting the community members from the different groups in sampling the kebele and ABE centers for focus group discussion and observation. Then applying simple random sampling, one ABE center from each kebele was chosen for the purpose assuming that they represent the remaining kebeles for they have the same objective of providing basic education in the program.

In applying the techniques, better experience in delivering the program was served as the main criteria to select the better center in Bechi primary and junior secondary school where ABE program is given in evening classes. Also Woshero kebele was selected for focus group discussion among the community members and ABE pupils on the importance and provision of ABE in their kebeles.

Availability sampling was also applied in the study to make the facilitators, woreda and education bureau experts and NGO focal persons informants of the study. Hence, all the respondents expressed their ideas based on their ability and experience.

3.4 Data Gathering Instruments and Procedures

It is believed that using multiple instruments in collecting information for a research increases the credibility of the finding and minimizes the risk of wrong conclusions. As the result, questionnaire, focus group discussion, observation check list, video, sound records, and photographing were also used in this study.

Table1. Sample Woredas, Kebeles and Respondents

Zones	Sample Woreda	Sample Kebeles	Number of Questionnaire				Total	
			Facilitators		Experts and NGO focal persons		Distributed	Returned
			Distributed	Returned	Distributed	Returned		
Kef	Bita	Bitu (Woreda)	-	-	8	7	8	7
		Shota	5	5	-	-	5	5
		Woshero	10	10	-	-	10	10
Sheka	Yeki	Yeki (woreda)	11	11	9	9	20	20
		Bechi	10	10	-	-	10	10
		Ermich	3	3	2	2	5	5
Total			39		18		57	

As it is shown in table 1 above, there were a total of two woredas in the two zones and 3 sample kebeles in each of the woredas. In Bitu woreda 8 questionnaires were

distributed to the woreda administration bureau and to the woreda education bureau and 7 were collected.

In Shota 5 questionnaires were distributed to the facilitators and all the five were returned. In Sheka particularly in Yeki 11 questionnaires for the facilitators and 9 for the experts were distributed. In Bechi and Ermich 10, while in Ermich only 2 questionnaires were distributed for the experts.

Questionnaires were distributed to the facilitators, woreda and education bureau, and NGO focal person experts. At the end of each question type, there was a space left for the respondents to give their ideas, suggestion regarding ABE and the questionnaire.

To make the idea of the questionnaire clearer and convenient for the study, it was translated into Amharic language. For ABE pupils and community members, different open ended questions were presented and their discussions were recorded. The distribution and collection of the questionnaire were completed by the researcher and also by the help of the contact person. Focus group discussion with pupils was made in the class room while the learners were attending their evening class. The focus group discussion with community members was held in the police station hall as there were no enough places in the school compound that could accommodate the community members. That was done by the help and coordination of the kebele chair man who helped the researcher by calling the community members for the meeting.

3.5 Pilot Study

In order to check the appropriateness of the level of instrument, the questionnaires were tested in advance on voluntary 3 educational experts and 5 teachers from 'Teppi' junior school in 'Yeki' woreda. Then the necessary correction is made that

a word was changed and one item was cancelled and the corrected questionnaires were presented to the respondents accordingly.

3.6 Method of Data Analysis

3.6.1 Variables Used

The dependent variable of this study was the implementation of ABE for Menja people in Kaffa, Sheka zones. In this study, independent variables were grouped into two major groups: such as, facilitators group as one variable and experts and NGO focal persons in other variable. Finally t-test measurement was used to determine the significant value at 0.05 significant alpha.

3.6.2 Data Analysis Technique

The data which was gathered through varies tools were tabulated in tables and related issues were used together and both quantitative and qualitative methods were used in the process of analysis. Percentages were used to analyze the characteristics of sample population, such as, sex, age, qualification, service years and organizations were analyzed and respondents were indicated in number and percentages. An independent t-test was employed to test significant mean differences between the facilitators and experts and NGO focal persons and their difference was judged at 0.05 alpha levels.

CHAPTER FOUR

4. Presentation, Analysis, and Interpretation of Data

This chapter deals with the presentation and analysis of data gathered through questionnaires, interview and observation. In this study the data are categorized in two main sections. In the first section, respondent's characteristics is treated while in the second section, data gathered from questionnaires, focus group discussion, observation-checklist, interviews and secondary data sources are treated. The analysis and discussions of the major results are presented respectively.

4.1. Characteristics of the Sample Population

The data of this study focuses on the particular woredas of the two zones: Sheka and Kaffa: Yeki in Sheka and Bitta in Kaffa, where Menja live in large numbers as the main focus of this study was to what extent these people are participating in ABE in their areas. Hence, the primary source of the data for the study collected from were 17 educational experts, 7 from Bitta woreda and 10 from Yeki woreda; 35 ABE facilitators, 15 from Bitta and 23 from Yeki; from both Bitta and Yeki woreda educational bureaus, ABE centers and 2 NGO focal-persons in Yeki woreda. Three types of questionnaires were distributed to collect data from the above three groups of data sources. Out of the total 60 (sixty) questionnaires distributed 57(95%) were returned.

The information obtained through structured interviews with 21 (twenty one) (education experts and NGO focal-persons), facilitators, coordinators currently working at the woreda level were used in the analysis of the study. Further more, information obtained through structured interview and focus group discussion, from adult learners, and community members, from observation and secondary data (documents) and from Menja villagers who lived between and Ermich and Godere kebeles. In general, the total numbers of informants included in this study were 301 respondents.

Table 2: Respondents by Age and Sex

Age Groups	Respondents												Total			
	Facilitators				Experts				NGO							
	M	%	F	%	M	%	F	%	M	%	F	%	M	F	T	%
18-25	12	21	11	19	-	-	-	-	-	-	-	-	12	11	23	40.4
26-35	11	19	3	5		4	7	-	-		1	1.8	15	4	19	33.3
36-45	2	4	-	-		5	8	-					7	-	7	12.3
46 <	-	-	-	-		7	12	-	1	1.8	-		8	-	8	14.0
Sub Total	25		14	25		16		-	1		1		42	15	57	100
Total	39				16				2				74	26	100	100

As can be seen from table 2 above, among the total number of the sample population the female respondents account for only 26 percent. On the contrary, the male respondents were dominant as they account 74 percent.

Regarding the age of the respondents, 23 (40.4%) of the respondents age ranges between 18-25, and 19 (33.3%) were between 26-35 age ranges. On the other hand only 8 (14%) among the total number of respondents ranges between 46 years above, and these number of respondents were only experts and NGO focal-persons. As can be seen from the table the majority of the facilitator's age ranges from 18-35. This might help the adult learners, because youth age could be active and productive stage.

The other important factor considered in the characteristics of the respondents was their educational background as shown in table 2 below.

Table 3: Respondents by Educational Level and Sex

Education Level	Respondents												Total	
	Facilitators				Education Experts				NGO Focal Points					
	M	%	F	%	M	%	F	%	M	%	F	%	F	%
9-10	1	1.8	4	7	-	-	-	-	-	-	-	-	5	9.0
11-12	1	1.8	2	3.5	-	-	-	-	-	-	-	-	3	5.3
Certificate	15	26	4	7	1	-	-	1.8	-	-	-	-	20	35
TTI	-	-	1	1.8	-	-	-	-	-	-	-	-	1	1.8
Diploma	8	4	3	5.3	8	14	-	-	1	1.8	1	1.8	21	36.8
Degree	-	-	-	-	7	12.3	-	-	-	-	-	-	7	12.3
Sub Total	25	44	14	25	16	28	-	-	1	-	1	-	57	
Total	39				16				2				100	

As reported in table 3, the educational profile of the respondents represents educational levels completed from grade 9-10 up to Degree level. As indicated in the table, no female respondents participated as educational experts, and 7% of female respondents were diploma graduates while male respondents were 30%. One can see from the table above that there were no BA holder female respondents constitutes while 12.3% of male respondents were BA graduates. This indicates that female educators have to be encouraged to improve their educational level in order to improve the quality and standard of adult education in the study area. According to table 2, 40.4% & 33.3% of the respondents were young, so to upgrade their educational level (qualification), on job training and summer courses might be given to them.

With regard to the point under discussion, the following table presents the educational background and year of experiences of the experts, facilitators and NGO focal-persons participated in the field.

Table 4: Respondent's educational background and work experience

Year of Experience		Respondents					Total	
		Facilitators		NGO		Experts		
Total	No	%	No	%	No	%	No	%
1-5	33	57.9			1	1.8	34	59.6
6-10	5	8.8			1	1.8	6	10.5
11-15			1	1.8	3	5.3	4	7
16-20					2	3.5	2	3.5
21-25	1	1.8			2	3.5	3	5.3
26-30					2	3.5	2	3.5
31<			1	1.8	5	8.8	6	10.5
Total	39	68.6	2	3.6	16	28	57	100

As indicated in table 4, 5 percent (8.8) of the experts served more than 31 years where as (57.9%) of facilitators served between 1-5 years. In relation to their age and education (see table I and II), work experience , as majority of the facilitators were young, they might be energetic and productive to contribute more to adult education and may have more understanding, feelings and interest of the adults than any other age group facilitators. In this regard their information might be relevant for the problem under investigation. In addition though experience has its own contribution for effective work, staying in one place alone may contribute nothing unless it's supported and refreshed by modern (latest) teaching methods particularly for adult education. Therefore to those young facilitators, on job

training, continuous assessment and upgrading regarding adult education can bring effective performance to the program.

Background of ABE Pupils and Community Members

ABE pupils and community members were subject of the study as direct beneficiaries of Kaffa and Sheka Zonal kebeles particularly where Menjas live in large number such as Ermich, Bechi and Woshero. Their sex, age and Education level looks as follows as stated in table 4 below.

Table 5: Characteristics of Beneficiaries Sex, Age and Education Level

Woredas		ERMICH				BECHI				WOSHERO							
Characteristics		Pupils				Pupils				Pupils				Community			
Sex		M		F		M		F		M		F		M		F	
		F	%	F	%	F	%	f	%	f	%	F	%	F	%	f	%
Age	15 – 20	27	48.2	22	39.3	13	41	-	-	58	73	22	28	-	-	-	-
	21 – 30	4	7.2	3	5.3	18	56	1	3	-	-	-	-	18	55	3	9.1
	31 – 40	-	-	-	-	-	-	-	-	-	-	-	-	8	24	3	9.1
	41 <	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-
	Sub Total	31	55.4	25	44.6	31	96.9	1	3.1	58	72.5	22	27.5	27	81.8	6	18.2
	Total	56 (100%)				32 (100%)				80 (100%)				33 (100%)			
Education	Started ABE	-	-	-	-	-	-	-	-	-	-	-	-	4	12	-	-
	1 – 4	6	10.7	5	9	19	59.4	1	3	14	18	2	3	6	18	4	12
	5 – 8	2	45	20	36	12	38	-	-	44	55	20	25	14	22	2	6
	9 – 10	-	-	-	-	-	-	-	-	-	-	-	-	2	9	-	-
	Sub Total	3	55.4	25	44.6	31	96.9	1	3.1	58	72.5	22	27.5	27	81.8	6	18.2
	Total	56 (100%)				32 (100%)				80 (100%)				33 (100%)			

The above table 5 presents the sex, age and educational background of the sample groups of the ABE pupils and community members. As shown in the table, 56 pupils in Ermich kebele which were 55.4% were male and 44.6% were female, in Bechi kebele also 32 pupils were involved in which 96.9% were male and 3.1% were female and also in Woshero kebele 80 pupils were involved in the study in which 72.5% were males and 27.5% were females. With regard to the community members, 27 (81.8%) were males and 6 (18.2%) were female. In terms of age of the sample groups, most of the ABE sample pupils in Ermich kebele fell under the

age range of 15-20, 27 (48.2%) males and 22 (39.3%) females. Whereas in Bechi, the age range was 14-20 and 21-30; 13(41%) and 18 (56%) males respectively. In Woshero, also 58 (73%) pupils fell under the range of 15-20 where as the community 18 (55%) males were involved where the rest of the community members 8 (24%) males fell under the range of 31-40.

As indicated in the same table, the above stated samples of pupils and community members have had education between the four levels of the ABE programs. Among the 33 community members, 4 (12%) were started ABE while the rest 14 (42%) had the education of grade 5-8 and 6 (18%) of grade 1-4.

Facilitators by their Organization

As pointed in early i.e. tables from the two sample woredas, 8 facilitators in the study were NGO sponsored of Deppi ABE center and others are government were sponsored. The following table shows the proportion of facilitators from both organizations as subject of the study.

Table 6: Facilitators by Sponsored Organization

Organization	Male	Female	Total	
			f	%
Government	23	8	31	79.5%
NGOs	2	6	8	20.5%
Total	25	14	39	100%

As shown in the above table, 31 (79.5%) facilitators were from the government sponsored ABE centers while the rest 8 (20.5%) were from the NGO centers. As we can see, the majority of them were from governments. The questionnaires were also filled in by among these two groups.

4.2 Analysis of the Data

This part of the analysis is to address the basic questions of the study by analyzing the data obtained from all group of respondents quantitatively and qualitatively.

4.2.1 Respondents' Perception on ABE Objectives

Clarity on the objectives of ABE program will enable both beneficiaries and implementers to be familiar with the program and to work together to bring effective result on the program. With this regard, the ABE pupils and community members have responded whether the program is important for their community. The responses from the facilitators, education experts and NGO focal persons on the objectives of the ABE program is summarized and analyzed as follows.

Table 7: Facilitators, Experts and NGO-Focal-Persons Perception on the Objectives of the ABE Program.

No	Items	Respondents' category	Mean	Std. Deviation	Std. Error Mean	Sig.	t
1	I believe that ABE can provide basic skills to the Menja people to help them in their daily life.	Facilitators	4.56	0.754	0.121	0.613	-0.103
		Experts & NGOs	4.67	0.594	0.140		
2	To me adult basic education can provide better chance to educate females in Menja people.	Facilitators	4.46	0.790	0.126	0.568	0.128
		Experts & NGOs	4.33	0.767	0.181		
3	I believe that ABE can improve quality of life of the Menja people.	Facilitators	4.72	0.456	0.073	0.722	0.051
		Experts & NGOs	4.67	0.594	0		
4	As to me ABE can help the Menja community bring behavioral changes.	Facilitators	4.64	0.537	0	0.596	0.085
		Experts & NGOs	4.56	0.616	0		
5	In my opinion adult basic education can promote various developments in the community.	Facilitators	5	1	0	0.785	0.068
		Experts & NGOs	4.44	0.784	0.185		

Table 7 above summarizes the t-test value of the data as responded by the two study groups: the facilitators, education experts and NGO focal-persons towards

the objectives of the ABE program. The t-test results pointed out that the mean score of the two study groups shows no significant difference for all of the items at 0.05 alpha levels. This indicates that all the respondents believe that ABE could be a means to bring improvements in the society.

Both the study groups rated item 1 almost the same as the mean values obtained from facilitators, experts and NGO focal persons were (mean=4.56) and (mean=4.67) respectively, which is high. This indicates that facilitators, experts and NGO focal-persons perceive ABE is the means to develop awareness of their basic right and freedom. The two types of respondents also rated item 2 with very high mean score with (mean= 4.46) to facilitators and (mean=4.33) to experts and NGO focal persons which implies the ABE can provide better chance to educate Menja females.

As describes by the ABE pupil and community members at focus group discussions, the ABE program is very important for females that enables them 'read' and 'write' and computational skills and know about cleanliness, child care through which they can be treated equal with their male counterparts.



Picture 1: Taken in Woshero at the time of focus group discussion

As one of the community members described the importance of ABE especially for females at Woshero/ 'Kaffa' zone group discussion.

that all of them have different perceptions in curriculum usage in both formal school and ABE. The experts and NGO focal persons also have the different perception as the t-test result shows at 0.05 alpha levels on this item.

Item number 3 in the above table, the mean value of the item shows that the two groups responded above average 2.5. I.e. facilitators (mean= 3.05) and the experts and NGO focal persons (mean= 3.72). This means the t-test result shows no significant difference at 0.05 alpha levels. This indicates that the content of the ABE was based on the culture of the adults.

Item 4 in the same table above was about ABE, whether it is possible for the learners to be trained in short courses for any interesting jobs. The t-test result also shows significant difference between the two groups at 0.05 alpha levels. Both groups suggested the different attitude on item number as its mean value rated 3.77 from the facilitators and 4.06 from experts and NGO focal persons. This implies that both groups have the different perception on this item that ABE is a prerequisite for any training.

4.2.4 Perception of Respondents on the Calendar of ABE

Calendar is very essential in ABE program. The assumption here is that it has to be flexible according to the interest and demand of the beneficiaries. Hence the following table shows how the facilitators, education experts and NGO Focal-Persons accept this issue.

Table 10: Facilitators, Experts and NGO Focal-Persons' Perception of the ABE Calendar.

No	Item	Respondents' category	Mean	Std. Deviation	Std. Error Mean	Sig	t
1	As to me Menja parents are not interested to participate in ABE program.	Facilitators	2.62	1.138	0.182	0.717	0.115
		Experts & NGOs	2.50	1.043	0.246		
2	In my opinion ABE program should be provided as the same academic calendar as the formal schooling.	Facilitators	3.72	1.276	0.204	0.000	1.551
		Experts & NGOs	2.17	1.043	0.246		
3	As I think the people have no right to plan, operate and evaluate their own developmental programs.	Facilitators	1.95	1.169	0.187	0.061	0.560
		Experts & NGOs	1.39	0.608	0.143		

Item 1 in table 10 above was about the interest of the Menja people towards participating in ABE program and the t-test mean value of this item from both groups: the facilitators (mean= 2.62) and from the experts and NGO focal persons (mean= 2.50) that indicates both groups have the same perception as the t-test result shows at 0.05 alpha levels; meaning Menjas have the interest to participate in ABE program. At the time of focus group discussion with the pupils and community it was also stated that they have an interest in the ABE program.

Item 2 in the same table above was about the calendar of the ABE in relation to the formal schooling. The mean value rated from the two study groups were (mean= 3.72) for the facilitators and (mean =2.17) for the experts and NGO focal persons. They also have different mean values in the table above, the t-test result at alpha 0.05 shows that there is significant difference between the two groups in their perception on this item. This implies that facilitators have experience of using the different academic calendar for both formal schooling and ABE program.

In the case of item 3, the mean value of the t-test rated from facilitators and experts and NGO focal persons, (Mean= 1.95 and 1.39) respectively. The t-test

result also shows that there is no significant difference between the two groups at 0.05 alpha levels. This indicates that both agree on the concept that people (the Menja people) have the right to plan, operate and evaluate their own developmental programs.

4.2.5 Respondents' Perception on how adults develop their awareness through ABE program

Table 11: Facilitators, Experts and NGO Focal-Person Perception of Awareness Development of the Program.

No	Items	Respondents' category	Mean	SD	Std. Error Mean	Sig	t
1	In my opinion ABE helps adults aware of their basic rights and freedom.	Facilitators	4.74	0.595	0.095	0.893	0.021
		Experts & NGOs	4.72	0.461	0.109		
2	I believe that ABE centers should not be built from local resources.	Facilitators	2.26	1.019	0.163	0.110	0.423
		Experts & NGOs	1.83	0.618	0.146		
3	As to me ABE has no connection with National Security.	Facilitators	2.05	1.297	0.208	0.102	0.551
		Experts & NGOs	1.50	0.786	0.185		

In the table 11 above, for the item 1, there is no significant difference as the t-test value shows at 0.05 alpha level, and also the same mean ratings from the two study groups: (mean= 4.74) for facilitators and (mean= 4.72) for experts and NGO focal persons shows the same thing. This shows that both groups strongly agree on the item that ABE helps adults aware of the basic rights and freedom. At the time of focal group discussion with the community members and ABE pupils and from the interviews with known Menja individuals ABE is accepted and believed as a means to the basic right and freedom of adults.



One of the few Menja teachers while telling the researcher ABE helps adults to know their basic rights and freedom.

Picture2: taken in Ermich /Sheka zone

Item 2 in Table 11 was about whether ABE centers build from the local resources. On this item both study groups rated almost the same mean values: facilitators (mean=2.26) and experts and NGO focal persons (mean=1.83). The t-test value also shows no significant difference at 0.05 alpha levels. This implies that both facilitators and experts and NGO focal persons believe that ABE centers should be built from local resources. This might be from the experience they have with the ABE program.

In the table 11 above, item 3 the mean value of facilitators and experts and NGO focal persons were (mean= 2.05) and (mean= 1.50) respectively. The mean values are less than the average 2.5, and it indicates that both of them don't agree with the idea stated under the item 3, the t-test result shows that there is a significant difference between the two groups at 0.05 alpha levels. This implies that the ABE program has connection with national security that helps to build a secured life among the people.

4.2.6 Respondents Perception of the Enrollment of Menjas in ABE program

Table12: Facilitators, Experts and NGO Focal-Persons' perception on Menjas enrollment.

No	Item	Respondents' category	Mean	SD	Std. Error Mean	Sig	t-test
1	As to my understanding in relation to other non Menja people, the enrollment of Menjas in ABE is increasing.	Facilitators	3.67	1.402	0.224	0.201	0.500
		Experts & NGOs	3.17	1.249	0.294		

Item 1 in the table above refers how facilitators, experts and NGO focal-persons evaluated the ongoing ABE program in regards of participation of the Menjas in the program. The mean value of the item from the groups was: facilitators (mean= 3.67) and experts and NGO focal persons (mean= 3.17). The t-test result also shows no significant difference at 0.05 alpha levels. This implies that the enrollment of the Menja people in ABE program shows somehow improvements and goes increasingly. However, in relation to the other non-Menja people, this may not be considered as a big change. At the time of interview and discussion with the community members and from the observation through the numbers of the ABE participants was not expected, it showed improvements than the previous time. We took the Menja people who were participating in Woshero kebele formal schools in 200 and 2001 E.C and saw how they were coming increasingly; the following table can give us a clue.

Table 13. The enrollment of Menja informal school program

Ethnic	2000 E.C				2001 E.C			
	M	F	Total	%	M	F	Total	%
Kaffa	227	188	415	70.3	217	99	316	60.9
Menja	151	21	172	29.2	135	48	183	35.3
Mejenger	2	1	3	0.5	18	2	20	3.9
	380	210	590	100	370	149	519	100

Woshero school statistic of 2000 and 2001 E.C.

In the above table Menjas were attending the school in 2000 was 172 (20.2%) while in the above table Menjas who were attending the school in 2000 was 172(20.2%), while in 2001 they became 183 (35.3%). Though the total of them and the females in particular were increasing, the male's number were decreasing from they were in 200 E.C. From the above table we can see that Kaffa people had the highest number in both years though they were decreased in 2001. The Mejengers in both years were the least but increase them in the previous year.

4.2.7 Results on the extent of practicing ABE as Observed by Implementers

Table 14: t-test resulting on the extent of practicing ABE as observed by implementers (facilitators, experts and NGO focal persons)

No	ITEMS	Facilitator		Experts & NGO		Total	
		Mean	SD	Mean	SD	t-test	Sig
1	How often the woreda education office provides attention for the provision of education materials for the ABE centre?	2.21	1.239	2.17	0.707	0.038	0.903
2	How often the woreda experts supervise ABE centre operation?	2.36	1.308	2.44	1.149	0.085	0.813
3	How often woreda education office organize the people's forums on ABE?	2.38	1.016	2.17	0.924	0.218	-0.442
4	How relevant is the ABE program offered to the people's need?	3.05	1.146	2.72	1.227	0.329	0.329
5	How is the ABE of your program related with the primary education in your area?	2.90	1.231	2.44	0.922	0.453	0.170
6	How is the interest of the people to participate in ABE program?	3.33	1.221	3.56	0.984	0.222	0.502
7	How relevant is the content in ABE text for the Adult learners?	3.85	1.113	3.44	0.984	0.402	0.195
8	How adequate is human resource allocation for the ABE program?	2.67	1.155	2.11	1.079	0.556	0.091
9	How adequate is financial resources allocation for the ABE program?	2.18	1.073	1.50	0.707	0.679	0.018
10	How effective is the language choice of the ABE instruction?	3.82	1.335	3.50	1.339	0.321	0.404
11	How does the ABE time table fits with the Menjas' daily activities?	3.21	1.031	2.44	1.097	0.761	0.014
12	How often the Menja people follow up the progress of their children in education?	2.49	1.121	2.17	0.924	0.321	0.295
13	How often the CMC (Community Management Centre) encouraged for running ABE centre activities?	2.67	1.243	2.33	0.970	0.320	0.333
14	How often the Menja people willingly bring their children to ABE center?	2.69	1.260	2.50	0.924	0.565	0.192
15	How often woreda education office, the people and the NGO work in co-operation?	2.59	1.312	3.06	1.056	-0.466	0.192
16	How effective do you think is that the ABE help female Menjas to be self-contained?	3.44	1.188	2.83	1.043	0.070	0.603

Table 14 above presents the summary of t-test results on the extent of ABE program was practiced in the study area as responded by the facilitators, education experts and NGO focal persons. As the results to each of the 16 items of the table indicated, the two study groups have the same value with only a slight variation in their mean value for most of the items, and the t-test value also indicates that no significant difference at 0.05 alpha level among the (14 items) and a significant difference among the (2 items). This variation between the groups may result from the practical distance of the group from the ABE centers in implementing the program.

In the case of material provision of the woreda education office both groups rated with a mean value, facilitators (mean= 2.21) and experts and NGO focal persons (mean=2.17) far below the average 2.5. This indicates negative effect to mean that the education office has no attention in providing educational materials to the ABE centers. The woreda office has not regularly supervise the ABE center as the two study groups rated below the average 2.5 that is (mean= 2.36) from facilitators and (mean= 2.44) for the experts and NGO focal persons. The t-test value at alpha 0.05 levels shows no significant difference for item 1 and 2.

During observation and interviews conducted for the study shortage of books was the major complaint of the pupils in the ABE centers and even in formal schooling. As it can be seen from the value of the above table, it was also revealed that at the time of observation in Tigil Fere School in Ermich center school children have no comfortable desks. This indicates that the woreda education office provision of education materials was a problem.

As rated by facilitators (mean= 2.36) and experts and NGO focal persons (mean= 2.44) the woreda experts have no regular ABE supervision program. This might be caused due to distance of ABE centers in both 'Sheka' and 'Kaffa' zones.

In the case of organizing the people's forums on ABE, the study groups rated the mean value far below the average 2.5, facilitators (mean= 2.38) and experts and NGO focal persons (mean= 2.17). This implies that the woreda education office didn't organize the people's forum but it was observed and discussed with 'Woshero' kebele chairman that the education office has relationship with the kebele administration for educational purposes.

So in the case of ABE, the kebele works as a coordinator among the community particularly with 'idir' (the community gathering). The relevance of the ABE program offered to the people's need rated by the facilitators (mean= 3.05) has positive perception, while experts and NGO focal persons rated (mean= 2.72). This implies that the ABE program somehow tries to meet the need of the people. When we come to item 5 in the above table, the facilitators (mean= 2.90) and experts and NGO focal persons (mean= 2.44) indicates, that the ABE program has no relation with the primary education in their area. However, it was observed in 'Ermich' kebele that the school provides education for adults with other regular students and in 'Bitta' woreda in 'Woshero' center ABE program was carried out in extension program.

With regard to the interest of the people to participate in the ABE program, the mean value of above t-test gives encouraging as facilitators' (mean= 3.33) and experts and NGO focal persons (mean= 3.56) which is far above the average 2.5. This implies that the Menja and other people in the sample area have the interest to participate in ABE program.

Items 7 and 8 shows the extent of the content in ABE is relevant to the adult learners, the adequacy of human resources allocation for the ABE program in the centers. With regard to these items above facilitators and experts and NGO focal persons rated with mean value as follows. The relevance of the content to ABE program as rated by the facilitators (mean= 3.85) and by experts and NGO focal

persons (mean= 3.44) implies that the content of the ABE was relevant to the adult learners. But when we come to item 8 which was about the allocation of human resources of ABE program in the study area was rated by the facilitators (mean= 2.67) and experts and NGO focal persons (mean= 2.11). This implies that shortage of human resources allocation was not a major problem as the facilitators but in the case of experts and NGO focal persons they have a gap in assessing their human resource allocation and have up-to-date information.

When we come to item 9 which was about the financial resources allocation to the ABE program, the facilitators rated the ABE program (mean= 2.18) and experts and NGO focal persons (mean= 1.50). This implies that financial resource allocation was a major problem in ABE program. This also seems true during field observation conducted by the researcher that in 'Bechi' junior secondary school though was constructed in 1938 as informants told the researcher, there is no water for the school children in the school compound, but there is a tap water that is owned by the kebele outside the school. So children have to bring water from their homes but some times they ask their teachers to give them water from their share, even to clean the classrooms children had to collect branch of trees to clean with as a broom. However, as there a significant difference at 0.05 alpha level which shows they have different perception regarding the financial resource allocation.

Though the effectiveness of the language choice of the ABE program was not a major in ABE program as the facilitators rated the mean value (mean= 3.82) and the experts and NGO focal persons rated (mean= 3.50), the 'Sheka' zone education office introduced that starting from 2000 E.C 'Sheka' mother tongue 'Shekinono' has been practiced in lower grade levels and text books and teaching guides are also getting prepared. 147 Teachers from 42 schools trained to apply the mother tongue 'Shekinono' from 1-4 grade level. (Maritu magazine, 2009)

At the time of the interview with 'Bitta' woreda administrator and woreda education bureau manager, they gave us information that they are ready to use their mother tongue 'Keffinono' in schools beginning from grades 1-4 grade level. As a result ABE program has to be adjusted in similar a way.

To evaluate how the time table fits adult learners ABE program, facilitators rated the mean value of (3.21) and experts and NGO focal person rated (mean= 2.44). The observation rated by the two study groups implies that the ABE program have faced a time table problems since the experts and NGO focal persons have more experience in practicing ABE program in NGO's "Pact Ethiopia" and "God For Peoples". At the time of discussion with pupils and community members, they suggested how the time table should be adjusted accordingly to their daily activity and distance of their homes from the center. Their suggestions were to use evening classes, afternoon classes after the formal school is over and at weekends accordingly. The t- test value also shows that there is a significant different between the respondents group at 0.0s5 alpha which emphasizes the ideas given above.

In the case of item 12 in the same table how the Menja people follow up the progress of their children was rated by the two study groups as follows: facilitators (mean= 2.49) and experts and NGO focal persons (mean= 2.17) respectively. This is far below the average 2.5. This implies that to develop awareness of the Menja people to follow up their children's progress, parents themselves have to develop awareness especially regarding education. Therefore, ABE has to be worked up on to upgrade consciousness level of the adults and the parents.

Item 13, refers to how often the CMC encouraged running ABE activities, the observed mean values of the two study groups were facilitators (mean= 2.67) and experts and NGO focal persons (mean= 2.33). This implies that the CMC was not performing its responsibility in encouraging the ABE program accordingly. In

‘Woshero’ kebele in ‘Kaffa’ zone the kebele office and the ‘idir’ are trying their best to encourage ABE activities as the researcher contacted at the time of field observation.

Item 14 to evaluate the willingness of the Menja people to bring their children to ABE center, facilitators rated the (mean= 2.69) and the experts and NGO focal persons also rated (mean= 2.50). It is just an average. This implies that a lot has to be done to encourage the Menja educational interest to make them willing to bring their children to school and help them actively participate in ABE programs accordingly.

- (a.) God For People Relief and Development Organization which works in contract was renewed in 2010 new contract with the woreda education office
- (b.) for the next two years in the ABE (particularly on school age children)
- (c.) Pact Ethiopia had been participating in the ABE program in ‘Yeki’ woreda but now its activity was phased out.

In the item 16, how effective ABE is for female Menjas to help them be self-contained economically independent, regarding this item facilitators rated what they observed as (mean= 3.44) and experts and NGO focal persons as (mean= 2.83). This implies that ABE can contribute to female Menjas to be economically independent. At the time of group discussion with the community in ‘Woshero’ kebele all the community members emphasized this idea and decided to participate in ABE.

4.2.8 Factors that affect the Implementation of ABE in the study area

This section of the analysis examines those related with beneficiaries and implementers as discussed below:

4.2.8.1 Problems that hinder school age Menja children from participating in the ABE program

Table 15: Factors that hinder school age children from attending ABE centers.

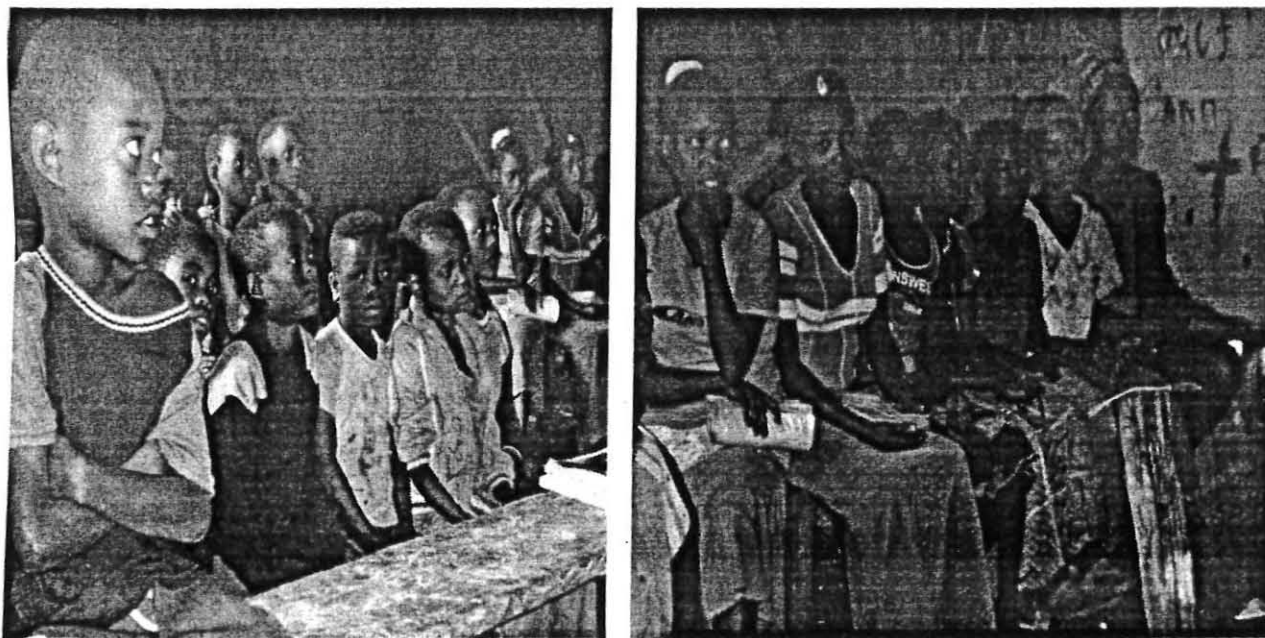
No	Items	Respondents' category						Sig	t-test
		Facilitators		Experts & NGOs		Total			
		Mean	SD	Mean	SD	Mean	SD		
1	Low level of awareness of Menja people on modern education	3.24	1.164	3.44	1.247	3.31	1.184	0.559	-0.201
2	The need of parents for child labor	3.21	1.508	3.78	0.808	3.39	1.346	0.137	-0.573
3	Poor schooling facilities in ABE centers	2.59	1.650	3.78	1.215	2.96	1.614	0.009	-1.188
4	The Menjas being undermined by the non-Menja societies up on	2.54	1.484	3.22	1.353	2.75	1.467	0.102	-0.684
5	Distance of ABE centre from home	3.46	1.448	2.94	1.211	3.30	1.388	0.194	0.517
6	Inability of parents to buy school-materials	3.46	1.430	3.56	1.149	3.49	1.338	0.808	-0.094
	Factors hinder school age children	3.0810	0.83224	3.4533	0.58045	3.1986	0.77638	0.093	-0.37231

As responded by the study groups, Item no. 1: low level of awareness of Menja people on modern education was scored by the facilitators (mean= 3.24) and experts and NGO focal persons (mean= 3.44) which was both above average so it can be accepted as serious problem of the program.

The need of parents for child labor of their children was rated by the facilitators (mean= 3.21) and by the experts and NGO focal persons (mean= 3.76) which is above average and this implies that it is a major problem that can lead the Menja people towards the severe backwardness unless children can participate in ABE

program. The t-test value $t < 0.05$ alpha also shows that there is no significant difference among the respondents which give emphasis on the above stated ideas.

The poor schooling facilities in ABE centers were rated by the facilitators (mean= 2.59) and by the experts and NGO focal persons (mean= 3.78) which were above average for both areas of the study groups. This implies that the ABE centers were not well facilitated. As seen from the actual observation facilities like chalk, black boards, duster, text books, were seen old and worn out in many ABE centers.



Menja children attending education in Ermich school,

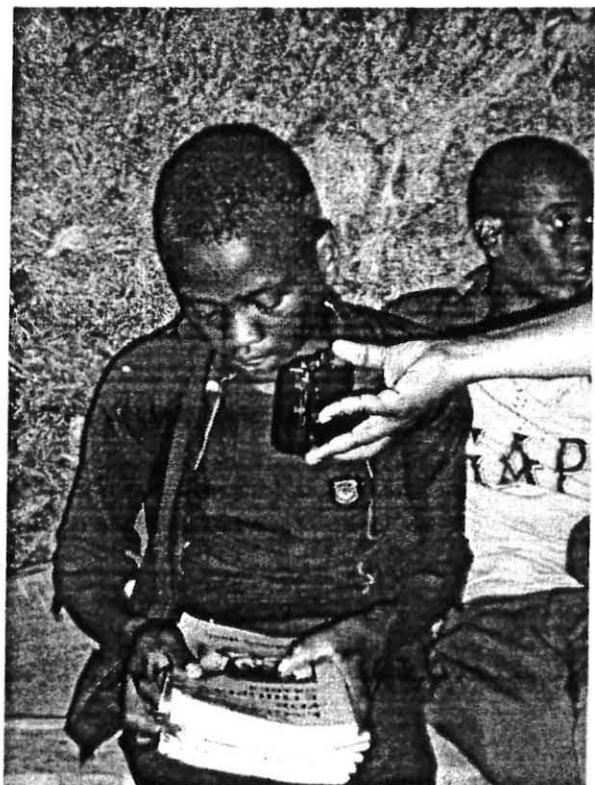
Picture taken in Ermich, Sheka zone, 2002

The bulletin boards were also very old and in some center nothing at all. But in the case of 'Woshero' center, as facilitators presented it during the discussion, as the schools are supported by the US-AID, they are not as such facing a serious problem in school facilities. However, as ABE program is held during evening program, adults were not benefited from the school facilities as the forma school program.

The factors that Menjas are undermined by non-Menja society up on is the most and dangerous problem. This is not only for Menjas but also for the rest of the society. As rated by facilitators (mean= 2.54) and experts and NGO focal persons (mean= 3.22). As the ratings were above average the discrimination risk is still there. Unless all people treated equally particularly in schools, the program definitely would be valueless. At the time of actual observation and discussion with the school children in 'Ermich' "kebele Tigil Fere" school, the researcher had got a chance to discuss particularly with Menja students who were attending in formal school. One of them was learning with his two children who were in grade four and five. The adult Menja student was from grade six. The others were young Menjas from grade eight, who were suffering by insult, undermined from some of non-Menja society.



*Adult Menja student (Ehetu) attending his education in Tigil Fere school with his child.
Picture taken in Ermich School, 2002*



*A young Menja student in grade eight.
Picture taken in Ermich School, 2002*

However, as their teachers told the researcher, most of these Menja students were ranking students in their academic performances.

Distances of the ABE centers from home were also the major obstacle for the Menja people especially females and children to attend the ABE program.

The score from the facilitators (mean= 3.46) and from experts and NGO focal persons proves this problem. At the time of discussion with community in 'Woshero' kebele this was their major issue, among the many problems regarding ABE programs. One of the problems of female and children not to go to school was they can't go to such a far school walking two and three hours alone, so they need help to get ABE center nearer to their area particularly for the sake of females and children.

Economic problems was also the other hindrance specially for Menja people to educate their children and themselves as most of them are landless, poor, marginalized and mentally torched by the society, they are not treated as human though there is a little improvement that can be seen now. As this factor is scored by facilitators as (mean= 3.46) and experts and NGO focal persons (mean= 3.56), Menja people are still suffering a lot. At the time of discussion and field observation the researcher came across many problems that were obstacle to attend the ABE programs in the areas for Menja people in particular. These were social problems that they were not treated as humans (in the case of the majority), economic problems that they can't afford the school facilities, as they can't live nearer to the society they are far from ABE centers etc. Most Menja children have no clothes, school bags, even walk on bare foot.

4.2.8.2 Factors Affecting ABE Provision from the Part of the Menja People

In the following table five factors that refer to the role of Menja in implementing the ABE are indicated.

Table 16: Factors Affecting ABE Provision from the part of the Menja people.

Item No	Items	Respondents' category						Sig	t-test
		Facilitators		Experts & NGOs		Total			
		Mean	SD	Mean	SD	Mean	SD		
1	Urging children to withdraw from ABE	3.51	1.275	3.44	1.199	3.49	1.241	0.849	0.068
2	Have no opportunity to send their children to ABE centre	2.82	1.315	2.33	1.138	2.67	1.272	0.181	0.487
3	Absence of financial support to ABE centre	3.54	1.570	4.17	0.924	3.74	1.421	0.122	-0.628
4	Lack of encouragement to ABE	3.82	1.430	3.83	1.150	3.82	1.338	0.974	-0.013
5	Lack of success in providing labor service to ABE	3.03	1.367	3.22	0.943	3.09	1.243	0.584	0.356
	Problem affecting ABE provision	3.3436	0.9153	3.4000	0.5698	3.3614	0.8172	0.811	-0.05641

Urging children to withdraw from ABE was factor in the practice of ABE as these Menja people were not fully practicing in the program. There were many cultural, economical factors that can push the children to withdraw from ABE unless care has been taken, as the facilitators rated for this item (mean= 3.51) and the experts and NGO focal persons rated (mean= 3.44). As we can see the values were extremely far above the average which shows how much this factor was a serious

problem among the Menja people. So Menjas has to be taught not to urge their children to withdraw from ABE centers.

Item 2 in table 16 above were rated by the facilitators and experts and NGO focal persons, rated mean= 2.82 and 2.33 respectively. This implies the Menjas have less willing to send their children to school. As a result, at the time of research observation conducted, the numbers of Menja children were few in number in relation to the other society groups.

In item 3 above, respondents rated this item as shown in the table mean=3.54 and 4.17 by facilitators and experts and NGO focal persons. The t-test value also shows that there is no significant difference between the groups at 0.05 alpha level. This implies that this Menja people were not in a position to support ABE center financially. This might be due to their weak economic potential or it might be intentionally done to use their children's labor fully the ABE center was weekend and stopped provision etc. As item 4 in table 16 above, Menjas were not encouraged to attend ABE programs as it was rated by both the study group respondents: facilitators rated mean= 3.82 and experts and NGO focal persons mean= 3.83. This implies that a lot has to be done in order to encourage the Menjas to attend and participate in ABE program themselves and with their children too.

As item 5 in the above table 16, rated above average: mean= 3.03 by facilitators and 3.22 by experts and NGO focal persons. The community where ABE program is implemented has to show responsibility in providing financial, labor and material support to the ABE provision. As the above result implies Menjas lack success in providing labor services to ABE program.

4.2.8.3 Factors affecting ABE related to Facilitators

In ABE program, Facilitators play a major role in the fulfillment of the objectives of the ABE program. As the result, a problem in the part of the facilitators, can highly affect the provision of the program than any other stakeholders. In the following table the major problem that challenges the ABE in the study area on part of the facilitators are indicated:

Table 17: Facilitators Related Factors affecting ABE provision

Item No	Items	Respondents' category						Sig.	t-test
		Facilitators		Experts & NGOs		Total			
		Mean	Std. Deviation	Mean	Std. Deviation	Mean	Std. Deviation		
1	Low level of qualification	2.51	1.537	2.67	1.029	2.56	1.389	0.701	-0.154
-2	Low level of knowledge on the culture of people	2.44	1.667	2.67	1.138	2.51	1.513	0.597	-0.231
3	Responsibility while recruiting and assigning facilitators	3.79	1.239	3.06	0.998	3.56	1.210	0.031	0.739
4	Requirement criteria of facilitators	3.44	1.021	3.22	0.878	3.37	0.975	0.447	0.214
5	Facilitators monthly payment	3.67	1.595	3.00	1.534	3.46	1.593	0.143	0.667
6	Looking for better job	3.56	1.373	3.61	1.145	3.58	1.295	0.900	-0.047
7	Lack of on the job training	3.33	1.510	3.83	1.150	3.49	1.416	0.218	0.500
	Facilitators related factors	3.2495	0.8538	3.1506	0.4227	3.2182	0.7424	0.644	0.09893

Item 1 in table 17 was about low level of qualification was not a problem as this study is concerned as the mean rated in both study areas were above average, by facilitators and experts and NGO focal persons. However, there is a significant difference between the groups alpha which implies there is also a qualification problem in ABE program.

In the item whether the facilitators have low level of awareness about the culture of the Menja people was not a problem as rated by the facilitators and experts and NGO focal persons. This implies that the facilitators know the culture of the people and can treat them accordingly to encourage them attending ABE program in the area. However, at 0.05 alpha the t-test value shows there is a significant difference among the group on this item.

Item 3 in table 17 was to understand the way the facilitators were selected and assigned. As the study groups rated for the item, the (mean= 3.79) and (mean= 3.06) the result imply that teachers (facilitators) were selected and assigned with great care and responsibility, so this can contribute to the provision of ABE program in the area.

To check whether the facilitators fulfilled the required criteria, the study groups rated them with a mean 3.44 and 3.22 respectively by facilitators and by the experts and NGO focal persons. This implies that the facilitators were assigned on the required qualification. So they can provide the necessary performance in the provision of ABE program.

Regarding the monthly payment of the facilitators the study groups: facilitators and experts and NGO focal persons were scored and rated with mean values as (mean= 3.67) and (mean= 3.00) by the study groups respectively. This implies that the monthly payment of the facilitators affected the ABE program. This case was observed and raised at the time of interview with facilitators that they are not satisfied with their payment from both GOV and NGO bodies which rose from govt 300 –NGO 400-600. Since the monthly salary of the facilitators was not enough, the facilitators try to find better jobs. As a result, they could not fully devote to the ABE program. Based on this view study groups rated the problem they have observed in their area where ABE is implemented. And the score rated

was (mean= 3.56) by the facilitators and (mean=3.61) by experts and NGO focal persons.

Regarding on job training of the facilitators, the study groups rated the (mean= 3.33) and (mean= 3.83) by the facilitators and both experts and NGO focal persons respectively. This implies that the facilitators haven't got any on job training, which enables them know more about the principles and characteristics of ABE, and equip them with the necessary teaching methods and way of handling the people. So as they lack training they also missed all these very important qualities of good facilitators.

4.2.8.4 Factors affecting ABE provision on the part of Woreda Education

Bureau

Woreda Education Bureaus are the major responsible governmental bodies. Hence, the following table includes the items that show at what extent these bureaus carry out their major duties.

no significant different between the group which implies both groups have the same perception regarding this item.

Item 3 shows shortage of preparing and distributing sufficient text books on time to check whether it is the major problem in or not. So the study groups evaluated and rated the activity of this organization as (mean= 3.97) and (mean= 3.78) by facilitators and this indicates that enough amount of text books. At the time of field observation, shortage of texts and the ratio of the books were 1:11 as discussed during discussion with facilitators and pupils. As this is the major problem it has to be improved and student books' ratio should also be minimized.

Item 4 in table 18 above was about lack of providing sufficient training to facilitators and center co-coordinators. Unless the facilitators and center coordinators get enough training regarding ABE program it is difficult to implement ABE programs. As the study group rated mean= 4.15 and 4.06, this factor was a very serious problem to implement ABE in the area so correction and revision to improve its activity is expected from the bureaus.

Lack of coordinating GOs and NGOs on ABE program is rated by the facilitators and experts and NGO focal persons as mean= 3.23 and mean 3.83 respectively. This result implies that there was no coordination among the GOs and NGOs. Unless two stakeholders work together hand in hand it will be wastage of using resources and lack common vision on the program. The t-test value at 0.05 alpha shows that there is not significant difference between the groups. This implies that they have the same perception on this item.

4.2.8.5 Problems Affecting the ABE program on the part of NGOs

NGOs who are interested in ABE can contribute a lot of effective provision of the program. Hence, the items in the following table show the challenges related to the performance of NGOs in the study centers.

Table 19: Problems Related with the performance of ABE of NGOs working in the centers.

Item No	Items	Respondents' category						Sig	t-test
		Facilitators		Experts & NGOs		Total			
		Mean	SD	Mean	SD	Mean	SD		
1	Lack of provision of financial support	3.59	1.332	3.78	0.943	3.65	1.217	0.592	-0.188
2	Lack of training for facilitators	3.51	1.412	4.00	1.029	3.67	1.314	0.196	-0.487
3	Inability to involve in the management of the education program	3.38	1.161	3.56	0.922	3.44	1.086	0.585	-0.171
4	Shortage of initiating parents to send their children to the centre.	3.21	1.239	3.22	1.215	3.21	1.221	0.961	-0.017
5	Inability to construct enough number of ABE centers in areas where the Menja people live in large number.	4.38	0.963	3.89	1.183	4.23	1.053	0.099	0.496
	Problems with performance of ABE or NGOs working in the center	3.6154	0.8378	3.6889	0.6623	3.6386	0.7814	0.745	-0.07350

NGOs lack of provision of financial support to ABE program and lack of training for facilitators were rated extremely far above the average that shows the failure of NGOs to construct ABE centers with finance and in training human resources. Therefore these problems have to be corrected and minimized for the sake of the ABE program provision in the areas. The t-test value 0.05 alpha level shows that there is no significance difference among the respondents group.

Item 3 in table 19 was rated by the two study groups as mean 3.38 and mean 3.56. This implies that the NGOs have the ability to implement the ABE program in the management of educational programs. So, NGOs have to work together with education bureaus to bring effective results in ABE program in the areas.

Shortage of initiating parents to send their children to ABE center, NGOs are evaluated and rated by the study groups with mean 3.21 and 3.22. This implies that NGOs have to work in this activity to encourage parents to bring their children to ABE center.

Item 5 in table 19 which was about in ability to construct enough number of ABE centre in areas where the Menja people live in large number, was rated as (mean= 4.38) by facilitators and (mean= 3.89) by experts and NGO focal persons. All were extremely above average. So this implies that NGOs were not in a position to construct ABE centers in areas where Menjas live in large numbers. As more is expected from NGOs, however in this areas where ABE centers are few in number NGOs involvement in the program was not as it was expected.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

This chapter deals with the summary of the major findings of the study, conclusions are drawn and possible recommendations of the study.

5.1 Summary

The main purpose of this study was to explore the current status of ABE that develops economical, social, cultural and political conditions of the Menja people in 'Sheka' and 'Kaffa' zones.

In order to achieve the purpose of the study basic questions regarding the contributions of ABE program and opinions of stockholders on ABE effectiveness of facilitators in carrying out their duties of ABE were closely examined. The context of their respective locality was also a central question of the study.

The study was guided by the following three basic questions:

1. What is the current status of adult basic education among the Menja people in 'Sheka' and 'Kaffa' zones?
2. What are the efforts undertaken by governmental and nongovernmental organizations to encourage the Menja people to attend adult basic education program?
3. What are the different barriers that impede the successful performance of adult basic education in 'Sheka' and 'Kaffa' zones?

To answer these questions both primary and secondary data sources were used to collect the necessary data. Moreover, 39 facilitators and 18 experts and NGO focal persons were involved as the subject of the study. On top of this 168 pupils and 33 community members were included in the study.

The information obtained from the ABE pupils and community members were interpreted qualitatively while the data gained from facilitators, experts and NGO focal persons through questionnaire were analyzed using statistical tools. Accordingly, percentages, t-test SD and mean scores were used in the analysis. Depending on the results the following findings were identified in the study.

1. As the matter of analyzing issues raised during focus group discussion with the pupils and community members, the ABE program was conceived by beneficiaries as follows:

(a) The ABE program, as perceived by the ABE learners was an opportunity of getting basic reading, writing and computing skills, creating new friends from the surrounding villages and means of sharing experience to improve once attitude.

(b) Community members viewed the ABE program positively but as most of the centers of the ABE were far away from their home area, females could not benefit from the program, as they have to walk long distance alone through forests and have cross rivers.

(c) As the time table in the ABE center was designed similarly with the formal system, it couldn't fit with the daily activity of the adults and hence, the number of participants were not as that of expected.

(d) Though Menja adults viewed the ABE program positively, because of the discrimination from some of the non Menja society numbers Menja adults were not attending the ABE programs as it should be.

2. As the mean values and the t-test results show the major implementers (facilitators, experts and NGO focal persons) in general perceived the ABE program as its content was relevant to their needs and as there was no language problems during the provision of the program.

Their mean values also show that the woreda education office and the NGOs work in cooperation with the community for smooth functionality of

the ABE program for the adults and the implementers also perceived ABE program as helpful to female Menja as to be economically independent:

3. As discussed during focus group discussions the Menjas have no experience to save their money and time while performing labor work, so the ABE program can create awareness to manage their time and money wisely.
4. As the matter of analyzing issues raised during the focus group discussion with the pupils and community members adults attend ABE in the extension program the ABE program in the study area was in the following positions:
 - Children and females couldn't attend the program
 - As many of the adults fell under lower economic level most of them can't afford the school fees
 - As usually there was no electricity, adults couldn't regularly attend the ABE class.
 - As the ABE center follow regular/formal school curriculum it's difficult for adults to get text books.
 - As many of the pupils suggested some times facilitators ignore ABE classes and the pupils were forced to leave the classes.
5. As the mean values and the t-test results show major implementers (facilitators, education experts and NGO focal persons) in general perceived ABE program as follows.
 - (a) They believe that ABE can provide basic skills for Menja people to help them in their daily life and help them aware of their basic right and freedom. It also provides better chance to educate females in a community where Menjas live. ABE also provides quality of life for the Menja people and hence, bring behavioral change. They also said

that, national security will be recognized as citizens are economically, politically and socially secured i.e. guaranteed and feel safe as ABE promotes various developments in the community.

(b) The implementers also understood that not only the government that should be responsible to promote ABE program, but also NGOs and other agencies such as health and agricultural organizations must actively involve to promo the program.

(c) In the case of ABE program, each group had different ideas as facilitators somehow accept that curriculum should not be changed between formal primary education and ABE program, while experts and NGO focal persons refused and say the curriculum between the two education levels should be different, that ABE curriculum is designed based on the interest of adults.

But when they come to the content, however, they accept that ABE content should be based on the culture of the adults and also adults have the right to plan, operate and evaluate their own development programs.

(d) Both the implementers also accept that for an adult completed ABE program, it is possible to be trained in short courses for any interesting job skills.

(e) When comes to the interest of the Menjas toward the ABE program, they accept that Menjas have an interest to participate in ABE program, then they accept the enrollment of Menjas in ABE was somehow increasing.

(f) In the case of academic calendar, each of the respondents had difficult perceptions for example, facilitators believe that the ABE academic calendar should be the same as formal schooling; to the contrary, the experts and NGO focal persons had the opposite. Both respondents, however, accepted the point that says ABE centers

could be built from local resources. When they come to priority and attention they believe that more attention should be given to formal school age children than those adult learners in NFE.

6. The facilitators and experts and NGO focal persons assess the existing ABE provision program in their area and forwarded their evidence as follows:
 - (a) In their area the woreda education offices failed to pay attention to provide education materials, to supervise ABE center operations and to organize community forums on ABE. In addition, there was not enough human and financial resource allocation for ABE program.
 - (b) From their observation, the ABE program and content offered to the learners were found to be relevant to their needs. The medium of instruction language in the ABE centers was also found to be with no problem among the adults. It is also observed that ABE help female Menjas to be independent in every angle, such as economically or from gender issues.
 - (c) The community management centers were found to fail in managing ABE center activities. With the same token, the Menja people were failed to follow up the progress of their children and to bring their children willingly to the ABE center. However, the results showed that they have the interest to participate in the ABE program.
 - (d) The time table for ABE was found to be against the interests of the Menjas daily activity. So this might be the cause to make them lose their interest to attend the program in addition to the program which is not relevant to their needs.
 - (e) In addition to this the results showed that the relationship between the ABE centers and the primary schools was not as such inviting. So this might be the other cause to make the Menjas refuse to bring their children to the ABE centre willingly.

5.2 Conclusions

Based on the findings in the study, the following conclusions are drawn:

- ABE pupils and community members viewed the ABE program positively and regard it as means of gaining basic reading, writing and computing skills. Even though, the ABE provides more than these as it gradually brings education that develops active and healthy citizenship, successful lives through poverty reduction, gender equality, peace and overall human development of the area where the ABE is implemented.
- Though the findings of the study revealed that the education bureau failed to provide human and material resources to the ABE centers, the principle of the says that without significant increase in funding of ABE programs for youth and adult and for ABE development within or outside school, without sustained investment in the human resources necessary for implementing ABE promoting strategy will not be possible.
- The study also revealed that the education bureau of the two zones have weak relationships with NGOs that have contact with education. As experiences of different countries, the merits of NGOs and civil society involvement in ABE program work is unquestionable. And without substantial government support to guide and aid them in their efforts, the rate of progress is likely to be disappointing. Moreover, in both Kaffa and Sheka zones distance of the ABE centers from pupils homes, parents' need to use their children's labor and as the result, pushing them to withdraw from the school center were found as the major challenges of Menjas to enroll in the ABE center.
- In addition, the attention of the facilitators for better job and their need on-the-job training were also revealed in the study as a challenge to implement and provide the ABE program in the study areas.

5.3 Recommendations

Based on the findings and conclusions drawn, the following recommendation are forwarded with the hope that it would be used by NGOs working on ABE and 'Sheka' and 'Kaffa' education bureaus and their relevant stakeholders as well as researchers.

1. The 'Kaffa' and 'Sheka' education bureau should make more effort as soon as possible to expand ABE by initiating NGOs working on ABE to address across quality of education to a target groups with no time to waste.
2. To increase access to quality of ABE, facilitators should be trained to acquire knowledge and skill required for competent job performance that enables to be paid better based on the qualification.
3. The study disclosed that there are lack of supervision, monitoring and evaluation especially on the government side, there is less relationship between the NGOs and government bodies. There is scarcity of resources and many other problems that affect the implementation of ABE which result in weak management and performance of ABE. Therefore, to improve such circumstances the following measures should be taken:
 - a. The government body and the NGOs should assign expert and field supervisors that have enough experience, knowledge and interest to work on ABE program in order to make up their relationship for better results by providing the necessary educational materials and financial support accordingly.
 - b. As ABE programs are operated by NGOs they should have to support the centre with necessary resources in order to increase the facilities of ABE, capacity of facilitators, which in turn improve the quality of ABE.
 - c. The Menja people have to be encouraged and motivated to know their duties and responsibilities in order to perform accordingly, participate in the ABE program, to bring their children to the ABE center and to develop friendly

relationship with the non -Menja societies through ABE program and social interaction etc.

- d. Government bodies and stakeholders have to work more in creating awareness among all the societies to bring mutual understanding and equally among the society and to respect one another.
- e. GO and NGOs have to work together for the solution that enables the Menja people who are marginalized from the rest of the society to construct ABE centers nearer to their area hence children and females can be beneficiaries of the ABE program.
- f. The ABE's academic calendar should be designed based on the interest of the ABE pupils and community members.
- g. The community members have to play a leading role in the determination of their education need using any better possibilities to tackle any ABE challenges accordingly.
- h. Though the policy is to be governmental it would be best implemented by variety of providers at different levels.
- i. The program offered to ABE should be relevant to their need.

It is very difficult to get tangible evidence and documents that can tell more about these Menja people, so it could be sometimes difficult to accept what informants say as a rumor about them. Though there are few written materials that can give clue about them, the chance to get detail information has still remained closed.

There are untouched story around these areas particularly in the areas where Menja people live in large numbers; few of them are: the skill they have in hunting and gathering food, climbing trees, making hives and their way of living, eating, communicating with people, so and so forth. Hence, this study is just as spark of light, to give hint in order to encourage researchers for further study as there are many interesting things to study about in addition to the Menja people in 'Sheka' and 'Kaffa' zones in SNNPR.

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Appendices

Appendix A-C – Questioners to be field by Facilitators, Experts and NGO focal persons.

Appendix D – Focus Group Discussion guide for community members.

Appendix E – Focus Group Discussion guide for ABE pupils

Appendix F – Observation Check list

Appendix G – Format of community member who participated in the focus group discussion.

Appendix H – Format of ABE pupils who participated in the focus group discussion.

Appendix I – The Amharic version of all the above formats.

Addis Ababa University
School of Graduate Studies
College of Education
Adult and Life-Long Learning Unit

A Questionnaire to be filled in by facilitators, education experts, NGO focal-persons.

Dear Respondents:

This is a questionnaire for an academic research on the perception and practice of Adult Basic Education (ABE) provision in 'Sheka' and 'Kaffa' zones among the 'Menja' people. Basically, it is designed for preparing a thesis paper in particular fulfillment of MED Degree in Adult and Life- Long Learning. The finding of the study will help stakeholders develop the appropriate perceptions on Adult Basic Education and improve the practice of the provision in the area so that, the Menja people who particularly live in Sheka and Kaffa zones would benefit from the program. The success of this study is highly dependent up on your genuine, frank and timely responses. Therefore, you are kindly requested to fill in the questionnaire honestly and responsibly.

Thank you very much for your time and help.

Aster Tilahun

NB: General Direction

1. No need of writing your name
2. Indicate your responses using the mark “✓”
3. Write your additional comments, opinions and suggestions on the given spaces.

Part 1: Personal Information

1.1 Sex Male Female

1.2 Age 18-25 26-35 36-45 above 46

1.3 Your organization:

Education office (Woreda/Zone)

NGO

Community

1.4 Level of Education:

Grade 5-8

Grade 9-10

Grade 11-12

TTI

Certificate

Diploma

Degree (BA/BSC)

1.5 Total Work Experience _____

1.6 Years of Experience on the current position _____

Part II:

Appendix: A

The following items are related to your perception of the ABE program. Please give your responses to each items based on your understanding of the provision. The options given are five, which vary from 'Strongly agree' to 'strongly disagree'. Please put a tick (✓) mark.

Key: 5 = Strongly Agree

4 = Agree

3 = Undecided

2 = Disagree

1 = Strongly Disagree

No	Items	5	4	3	2	1
1	In my opinion Adult Basic Education helps adults aware of their basic rights and freedom.					
2	As to me it is only the government who should be responsible to promote ABE program.					
3	I believe that ABE can provide basic skills to the Menja community to help them in their daily life.					
4	In my opinion more attention should be given to school age children who attend formal schooling than Adult learners in NFE.					
5	To me adult basic education can provide better chance to educate females in Menja community.					
6	I believe that ABE can improve quality of life of the Menja Community.					
7	In my opinion NGOs can help in expanding ABE.					
8	As to me ABE can help the Menja community bring behavioral changes.					
9	In my opinion there is no curriculum change between the first cycle of formal primary education and the ABE.					
10	I believe that the content of ABE should be determined by the culture of the society.					
11	Once a learner completes ABE program, it is possible to be trained in short courses for any interesting job skill.					
12	In my opinion adult basic education can promote various developments in the community.					
13	As to me Menja parents are not interested to participate in ABL program.					
14	In my opinion ABE program should be provided as the same academic calendar as the formal schooling.					
15	I believe that ABE centers should not be built from local resources.					
16	As I think the community have no right to plan, operate and evaluate their own developmental programs.					
17	In my opinion it is possible that ABE could be offered by health and agriculture agencies as well.					
18	As to me ABE has no connection with National Security.					
19	As to my understanding in relation to other non Menja community, the enrollment of Menjas in ABE is increasing.					

Comment/Opinion

No	Items	5	4	3	2	1
1	In my opinion Adult Basic Education helps adults aware of their basic rights and freedom.					
2	As to me it is only the government who should be responsible to promote ABE program.					
3	I believe that ABE can provide basic skills to the Menja community to help them in their daily life.					
4	In my opinion more attention should be given to school age children who attend formal schooling than Adult learners in NFE.					
5	To me adult basic education can provide better chance to educate females in Menja community.					
6	I believe that ABE can improve quality of life of the Menja Community.					
7	In my opinion NGOs can help in expanding ABE.					
8	As to me ABE can help the Menja community bring behavioral changes.					
9	In my opinion there is no curriculum change between the first cycle of formal primary education and the ABE.					
10	I believe that the content of ABE should be determined by the culture of the society.					
11	Once a learner completes ABE program, it is possible to be trained in short courses for any interesting job skill.					
12	In my opinion adult basic education can promote various developments in the community.					
13	As to me Menja parents are not interested to participate in ABL program.					
14	In my opinion ABE program should be provided as the same academic calendar as the formal schooling.					
15	I believe that ABE centers should not be built from local resources.					
16	As I think the community have no right to plan, operate and evaluate their own developmental programs.					
17	In my opinion it is possible that ABE could be offered by health and agriculture agencies as well.					
18	As to me ABE has no connection with National Security.					
19	As to my understanding in relation to other non Menja community, the enrollment of Menjas in ABE is increasing.					

Comment/Opinion

Appendix B

The following items are assumed to assess the extent of practicing ABE provision in your ABE centre. Please give your response by putting a tick mark (P) to the item you choose.

Key 5 = Very High 4 = High 3 = Average 2 = Low 1 = Very Low

0	Items	5	4	3	2	1
1	How often the woreda education office provides attention for the provision of education materials for the ABE centre?					
2	How often the woreda experts supervise ABE centre operation?					
3	How often woreda education office organize community forums on ABE?					
4	How relevant is the ABE program offered to the community's need?					
5	How is the ABE of your center related with the primary education in your area?					
6	How is the interest of the community to participate in ABE program?					
7	How relevant is the content in ABE text for the Adult learners?					
8	How adequate is human resource allocation for the ABE program in your area?					
9	How adequate is financial resources allocation for the ABE program in your center?					
10	How effective is the language choice of the ABE instruction for the community?					
11	How does the ABE time table fits with the Menjas' daily activities?					
12	How often the Menja community follow up the progress of their children in education?					
13	How often the CMC (Community Management Centre) encouraged for running ABE centre activities?					
14	How often the Menja community willingly bring their children to ABE center?					
15	How often woreda education office, the community and the NGO work in co-operation?					
16	How effective do you think is that the ABE help female Menjas to be self-contained?/independent?					

Comment/Opinion

Appendix C

The following items are basically designed to identify the major problems the ABE program encountered in your area.

Please put '✓' mark that corresponds to your response.

Key: 5- Very High 4- High 3- Average 2- Low 1- Very Low

No	Items	5	4	3	2	1
1	Problems that hinder School-age Menja children from participating in the ABE program					
1.1	Low level of awareness of Menja community on modern education					
1.2	The need of parents for child labor					
1.3	Poor schooling facilities in ABE centres					
1.4	The Menjas being undermined by the non-Menja societies					
1.5	Distance of ABE centre from home					
1.6	Inability of parents to buy school-materials					
2	Problems related with role of the Menjas community					
2.1	Urging children to withdraw from ABE					
2.2	Have no opportunity to send their children to ABE centre					
2.3	Absence of financial support to ABE centre					
2.4	Lack of encouragement to ABE					
2.5	Lack of success in providing labor service to ABE					
3	Problems related to Facilitators					
3.1	Low level of qualification					
3.2	Low level of knowledge on the culture of the menja community					
3.3	Responsibility while recruiting and assigning facilitators					
3.4	Requirement criteria of facilitators					
3.5	Facilitators monthly payment					
3.6	Looking for better job					
3.7	Lack of on the job training					
4	Problems related with the role of Woreda Education Bureau					
4.1	Inefficient supervisory provision on ABE centre					
4.2	Lack of motivation strategies to encourage the Menja community to participate in ABE					
4.3	Shortage of preparing and distributing sufficient text books on time					
4.4	Lack of providing sufficient training to facilitators and centre co-coordinators					
4.5	Lack of co-coordinating Gos and NGOs on ABE program					
5	Problems related to the role of NGOs working in the area					
5.1	Lack of provision of financial support to ABE center					
5.2	Lack of training for facilitators					
5.3	Inability to involve in the management of the education program					
5.4	Shortage of initiating parents to send their children to the centre.					
5.5	Inability to construct enough number of ABE centre in areas where the Menja community live in large number.					

Comment/Opinion

Appendix D

This section is an INTERVIEW only for Education Experts and NGO focal-person. The answers are based on what you have observed in practicing ABE in your area.

1. Are there ABE centers in the area where the Menja community live in large numbers?
About how many?

2. How does the community perceive the ABE provision in your area? Why?

3. Is the enrollment of ABE program in this area increasing or decreasing? Why?

4. How many adult literates are recorded in your area? And how many of them are female?

5. Are there out-of-school children in your area who do not attend the nearby ABE centre?
Why?

6. How many primary school students are mobilized from the nearby ABE centre? How
many of them are female?

7. What are the major problems that are encountered in implementing ABE provision in your
area?

8. Do you think that the facilitators are paid well? How Many?

9. What is the total education budget of your zone?
And how many % of it is allocated to ABE program?

10. What is the measurement to assign (screen out) the facilitators to ABE program?

11. Is there any written document about the 'Menja' culture in your zone?

Appendix E

This section is an INTERVIEW only for Facilitators. The answers are based on what you have experienced in implementing ABE in your center.

1. How do pupils see the ABE program in your area?

2. In what ways does the community participate in implementing ABE in your centre?

3. Is the center comfortable for provision of ABE program? How?

4. How often do the facilitators get essential initial and regular refresher training?

5. Are there any policy problems to implement ABE program among the Menjas?

6. Are there any reading materials that are access to information for adult educators as part of a support system?

7. What are the major problems of ABE program at your center?

8. What solutions do you suggest to solve these problems?

9. Are you interested in your monthly salary (Payment)? What is your suggestion?

10. Is there any poverty reduction activity in your community? What kind?

11. Are there disabled adult learners in your center? How do you treat them?

Appendix F

Focus Group Discussion Guide for CMC members and the Community members.

I. Background Information

1. Woreda
2. Name of ABE Center Community members
3. Sponsor Organization
 - A. Government
 - B. Community
 - C. NGO
4. Estimated distance from:
 - A. Woreda Town
 - B. Formal 1-4 School ____ km
 - C. Formal 5-8 School ____ km
5. Participants

Woreda	No	Name	Sex	Age	Education	Responsibility in CMC
	1					
	2					
	3					
	4					
	5					
	1					
	2					
	3					

II. Main Data

1. How do you see the learning of your children in this ABE centre?
2. How does the Menja community perceive this ABE program?
3. Are there any problems you have faced because of your child attending the ABE?
How could these problems solved?
4. Are there school-age children who could not attend your center in your locality?
Why?
5. Is there drop-out case in your center? Why?
6. How many of the dropouts are female? Why?
7. What do you think are the reasons for children drop out from ABE centers?
8. What measures do you think should be taken to bring those who could not attend ABE program and drop-outs to the ABE center?
9. To the best of your knowledge what is the role of CMC in the ABE center?

10. In what way the communities support the center?
Do you think the support from the surrounding community to your center is enough?
11. What supports does the government provided to your ABE center (money, material, man power or other)?
12. What changes have you witnessed in your children and in your locality as a result of ABE?
13. How often does the woreda education expert supervise your center?
14. Do you think your children get education equivalent to formal schooling?
15. What are the major problems you have faced in operating your center?
16. What are the major problems that you expect your pupils face in their future learning?
17. What does the Menja community believe attending ABE in relation to their:
 - a. Language?
 - b. Economy?
 - c. Gender?
 - d. Socio-cultural relationships with non-Menja community?
18. Do you participate in any community development sectors in your community? What kind?
19. Is there any poverty reduction activity in your community? What kind?
20. Are you satisfied in the subject you are learning in your ABE center?
21. At what age do girls get married in your community?

Appendix H

Observation Checklist for the ABE centers

1. Center _____
 - Woreda _____
 - Name _____
 - Year established _____
 - Estimated distance from the village is _____ meter

2. A kind of material the ABE center constructed from:
 - Primary school buildings _____
 - Corrugated iron _____
 - Tree shades _____
 - Small hut _____
 - Bigger fully-fledged hut _____
 - Open wall rectangular house _____
 - Local hall _____

3. Facilities the ABE has:
 - Water _____
 - Common Toilet _____
 - Toilet for male's _____
 - Toilet for female's _____
 - Play grounds _____
 - Fence _____

4. Classroom Facilities
 - Stool _____
 - Stone _____
 - Chairs _____
 - Desks _____
 - Chalk board _____
 - Duster _____
 - Cupboard _____
 - Tables _____

5. Time table used
 - Whole day _____
 - Shift system _____
 - Multiple grade system _____
 - Night _____
 - As convenient to parents _____
 - Others _____

ተራ ቁጥር	ዝርዝር ነጥቦች	5	4	3	2	1
1	እንደ አመለካከት (የጎልማሶች) መሠረተ ትምህርት በተለይ ለጎልማሶች መብታቸውንና ነጻነታቸውን እንዲገነዘቡ ይረዳቸዋል					
2	እንደ የጎልማሶች መሠረታዊ የትምህርት ፕሮግራም እንዲካሄድ ሃላፊነት የተጣለበት መንግስት ብቻ ነው					
3	እንደ የጎልማሶች መሠረታዊ የትምህርት ለመንጃ ብሔረሰብ ለየዕለት ኑሮው የማሻሻል ክህሎት እንዲያገኝ ይረዳዋል					
4	እንደ አመለካከት ከጎልማሳ ተማሪዎች ይልቅ ለደረሱ ህፃናት የበለጠ ትኩረት ሊሰጥ ይገባል					
5	ለኔ የጎልማሶች መሠረተ ትምህርት ለመንጃ ህብረተሠብ ሴቶች የተሸለ የት/ት ዕድል ሊሰጥ ይችላል					
6	(የጎልማሶች) መሠረተ ትምህርት የመንጃን ህብረተሠብ አኗኗር ደረጃ ሊያሻሻል ይችላል ብዬ አምናለሁ					
7	ምእኔ አመለካከት መንግስታዊ ያልሆኑ ድርጅቶች የጎልማሶችን መሠረተ ትምህርት በማስፋፋት ሊረዱ ይችላሉ					
8	እንደ አመለካከት የጎልማሶች መሠረተ ትምህርት የመንጃ ህብረተሠብ የባህሪ ለውጥ እንዲያመጡ ሊረዱ ይችላሉ					
9	እንደ አመለካከት በአንደኛ ሳይክል የአንደኛ ደረጃ መደበኛ ትምህርትና በጎልማሶች መሠረተ ትምህርት መካከል የካሪኩለም (የትምህርት አይነት) ልዩነት የለም					
10	የጎልማሶች መሠረታዊ የትምህርት ይዘት በማህበረሰቡ ባህል መሰረት መወሰን አለበት ብዬ አምናለሁ					
11	መሰረተ ትምህርት ያጠናቀቀ (ጎልማሳ) ተማሪ በመረጠው ሙያ በአጫጭር ኮርሶች የመሠልጠን እድል አለው (መሠልጠን ይችላል)					
12	እንደ አመለካከት የጎልማሶች መሠረተ ትምህርት ለማህበረሰቡ የተለያዩ ለውጦችን (መሻሻሎችን) ሊያበረክት ይችላል					
13	እንደ አመለካከት የመንጃ ወላጆች በጎልማሶች መሠረተ ትምህርት የመግባትና ፍላጎት ያላቸው አይመስለኝም					
14	በእኔ አመለካከት የጎልማሶች መሠረተ ትምህርት ከመደበኛ ትምህርት ጋር ተመሳሳይ የሆነ የትምህርት አሰጣጥ ፕሮግራም ሊኖረው ይገባል					
15	እንደ እምነት የጎልማሶች መሠረተ ትምህርት ማዕከል በአካባቢው ከሚገኙ መዋዕለ ነዋይ መገንባት የለበትም					
16	እኔ እንደማስበው ማህበረሰቡ የራሱን የዕድገት አትላጫ የማቀድ የመተግበርና የመመዘን (የመፈተሽ) መብት የለውም					
17	በእኔ አመለካከት የጎልማሶች መሠረተ ትምህርት በሌሎችም ድርጅቶች እንደ ጤናና በግብርና ተቋማት በመግለጹ ሊሰጥ ይችላል					
18	እንደ የጎልማሶች መሠረተ ትምህርት ከሀገር ሰላምና መረጋጋት ጋር የሚያገናኘው ነገር የለም					
19	እኔ እንደተረዳሁት መንጃ ካልሆኑ ማህበረሰብ ጋር ሲነጻጸር በጎልማሶች ትምህርት የተሳተፉ መንጃዎች ቁጥር እያደገ መጥቷል					

ተጨማሪ አስተያየት መስጫ

ክፍል. ሸ

በዚህ የውይይት ፕሮግራም ላይ የሚሳተፉት የጎልማሶች መሠረተ ትምህርት ተማሪዎች ሲሆኑ የውይይቱ የትኩረት አቅጣጫም እንደሚከተለው ተዘርዝሯል።

I. መሠረታዊ መጠይቆች

1. ወረዳ (የጣብያው) _____

2. የጣብያው ሥያሜ _____

3. የጣብያው መሥራች (ተጠሪ)

(ሀ.) የመንግስት ድርጅት

(ለ.) ህብረተሰብ

(ሐ.) መንግስታዊ ያልሆኑ ድርጅቶች

4. ጣብያው የሚገኝበት ርቀት፡-

(ሀ.) ከወረዳው ከተማ _____ ኪ.ሜ

(ለ.) ከመደበኛ 1-4 ክፍል ት/ቤት _____ ኪ.ሜ

(ሐ.) ከመደበኛ 5-8 ክፍል ት/ቤት _____ ኪ.ሜ

5. ተሳታፊዎች

ወረዳ	የጎ/መሠ/ት/ ጣብያ	የተሳታፊዎች ሥም ዝርዝር		ፆታ	ዕድሜ	የትምህርት ደረጃ		
		ቁጥር				1	2	3
		1						
		2						
		3						
		1						
		2						
		3						
		4						

II. የመወያያ ጥያቄዎች

1. በጎልማሶች መሠረተ ትምህርት መማርን እንዴት ታዩታላችሁ?
2. በመማሪያ ጣብያው ከመሄዳችሁ በፊትና በኋላ ለወላጆቻችሁ የምታደርጉት አገልግሎት አለ? ምን ምን ዓይነት?
3. ከመማሪያ ጣብያው የቀራችሁበት ጊዜ አለ? ለምን ያህል ጊዜ? በምን ምክንያት?
4. በጎልማሶች መሠረተ ትምህርት ጣብያ በመማራችሁ እቤት የሚገጥማችሁ ችግር አለ?
5. መማራችሁን ወላጆቻችሁ ምን ያህል ክብደት ይሰጡታል/እንዴት ያዩታል?
6. በጎልማሶች መሠረተ ትምህርት በመሳተፋችሁ በራሳችሁ ላይ ያስከተለው ለውጥ አለ? ምን ዓይነት?
7. መደበኛ ትምህርት ቤት ገብታችሁ/ጎብኝታችሁ ታውቃላችሁ? ከጎልማሶች መሠረተ ትምህርት ጋር ሲተያይ ምን ልዩነት ተመለከታችሁ?
8. የትምህርት ጊዜያችሁ ለመማርና ወላጆቻችሁን ለመርዳት አመቺ ነው? ካልሆነስ ምን የመፍትሄ ሃሳብ አላችሁ?
9. የጎልማሶች መሠረተ ትምህርት ጣብያ ከመጀመራችሁ በፊት ትምህርት አቋርጣችሁ ታውቃላችሁ? ለምን ያህል ጊዜ? ምክንያቱስ?
10. በዚህ በጎልማሶች መሠረተ ትምህርት ጣብያ ምን ያህል ሴት ተማሪዎች ይሳተፋሉ? ወንዶቹስ?