

**Addis Ababa University School
of Graduate Studies Institute of
Educational Research**

**Factors Affecting the Effective Implementation of Alternative Basic
Education and Its Effect on Children Success in Afar Region**

By:

Adhanome Tsegaye

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Addis Ababa University

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University in Partial Fulfillment of the Requirements for the
Degree of Masters of Educational Research and Development in
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School of Graduate Studies

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This is to certify that the thesis prepared by Adhanome Tsegaye, entitled Factors affecting the effective implementation of alternative basic education and its effect on children success in afar region and submitted in partial fulfillment of the requirements for the degree of Master of Arts (educational research and development) complies with the regulation of the university and meets the accepted standards of with respect to originality and quality.

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Abstract

The important of basic education as human right was declared by the United Nations 1948. The declaration reveals access to basic education is both necessity and a fundamental human right (Dechasa Merga 1010). According to Hinzen explanation the effective implementation of alternative basic education program can affected by different factors such as population growth, un balanced allocation of resources among different levels of educational system and failure to educational policies to respond to the education needs of their respective (Dechasa merge 2010). And also on the same hand, according to stich and Mc- Donald 1990 student academic achievement in A.B.E program is influenced by mother's level of education, which means highly educated mothers have greater success in providing their children with cognitive and language skills that contribute to early success in school. Also, children of mothers with high level of education stay in school longer than children's of mothers with low levels of education, other indirect factors which affect the success of students include number of material outings, financial stress, emotional climate of home and parental involvement with schools. The main objective of the study was how effective the alternative basic education program is implemented in the region, what factors affect effective implementation of alternative basic education in Afar Region , what factors affect children success in alternative basic education program in Afar region and how can students attendance increased in ABE program in the region .Descriptive survey studies were conducted to assess and describe the different factors which affect the effective implementation of alternative basic education program and children academic success in Afar Region .The study was conducted From January to August 2012 at Afar Region and the study population (Participants) under consideration was ABE School students, Facilitators, parents , Supervisors and region educational experts. Analysis of the result shows that (70%) of respondents involved in the study said that relation with effectiveness of ABE program in the region is not satisfactory (unsatisfactory) the major reasons were state are high dropout rate, less female participation ,law enrolment rate of school age children, children work load and lack of conducive teaching learning environment . These all stated factors contributed a lot to program failure. In relation with achievement of education for all programs according to (63.3%) of participant's

response, the region can't achieve education for all programs in 2015. Participants stated the following reasons as a reason these are less female participation (gender imbalance), high dropout rate, lack of attention to special need children, low standard and low enrolment rate of school age children. Based on the findings increasing community participation , increasing facilitators quality, increasing female participation, applying innovative method of education like tree shade education, mobile school, multi grade model, family literacy ,construct culturally attractive mobile school with mobile library and giving more attention to special need children's were recommended for its effective implementation and children success.

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Acronyms

OEB	Oromia Education Office
WCEFA	World Conference of Education for All
MOE	Ministry of Education
ABE	Alternative Basic Education
DHR	Declaration of Human Right
EFA	Education for All
IFAEP	Integrated Functional Adult Education Program
FAL	Functional Adult Learning
ODL	Open Distance Learning

CHAPTER ONE

1. INTRODUCTION

This chapter provides an over view of the research on factors affecting the effectiveness of alternative basic education program and its effect on children academic success.

It outlines the scope of the research, statement of the problem, objectives of the study, significance of the study and also its limitation.

1.1. Background

Education is one of the decisive instruments in an Endeavour towards breaking the vicious circle of poverty. As the objective reality in the 21st century indicates it is education and training that liberates citizen from ignorance and acquaints them with modern civilization to pave the way for further development and property as well. The secret behind the developed nations/countries that registered speedy development further proves this reality (DEB, 2005) in Ketema Haile 2010. Because of these many developing countries adopt different educational policies to increase their educational coverage especially basic primary education, primary education and also all educational levels as possible.

Access to primary education is often measured by the net intake rate (NIR), which measures new entrants in primary grade of official school –entrance age as percentage of total population of children of official entry age in to grade one.(assessment of basic education in sub Saharan Africa 1990-2000).

According to center for global development report more than 115 million 6-12 years old are not in school in the developing world; three-fifths of them are girls.

More than 150 million children in developing world start school but do not complete four years; in sub Saharan Africa only one in three who attend school complete a primary education. These imply that the problem is more serious in developing countries. Particularly the situation is poor in sub Saharan Africa, North Africa, and the Middle East, where proportionately more children are out of school than in other region. Source – (Center for Global Development, Rich world and Poor world 2002).

The importance of basic education as human right was declared by the United Nations 1948. The declaration reveals access to basic education is both necessities and a fundamental human right (cited in Dechasa Merga 2010). According to center for global development in sub Saharan Africa many school age children are out of school, there for the inadequacies of formal education in relation to the needs of certain sectors of the population constitute sources of justification for non formal education and alternative basic education. Beyond educational access the right to determine how education shall be given in conformity with social, legal and cultural values of both providers and the beneficiaries of the delivered services users.

At the dawn of the twenty –first century estimated that more than 37 million young adolescents aged 10-14 in sub-Saharan Africa will not complete primary school. According to Cynthia B. and Paul C. Hewett 2003 No .176 article in order to reducing the number of un educated African youth is a primary objectives of the united nations as laid out in the millennium development goal for education, which sets 2015 as the target year for children to have completed primary school and for boys and girls to have equal access to education at all levels.

Education is private and social good, an investment in which many stake holders partake. The proportion of public and private funds allocated to education, as well as funding mechanisms, varies considerably from country to country. Growing financial constraints on educational investment combined with continued strong private demands for education have led several governments to consider introducing tuition fees and students loan. (UNESCO 2007jeiluoumer) Fees, charges and contributions pose a barrier to poor school children's.

According to global results however, indicate that, in a world that promises universal primary education above 115 million primary school age children are not yet in school (UNICEF:2005) cited in Dechasa Merga 2010. This implies that formal education alone can't achieve education for all. Although there has been study progress towards achieving many EFA goals, Challenges remain. Today, there are about 77 million children of school age including 44 million girls who are still not in school due to financial, social, cultural and physical challenges, including high fertility rate, HIV/Aids and conflict (Dechasa Merga 2010).

To decrease or eliminate number of school out children different approaches were designed alternative basic education program is one which is a means to achieve education for all program.

Thompson (2001) sees the alternative approach in evidence to day as originating from indigenous evident prior to the colonial times. In his view, alternative forms of hearing have been an important part of the content of learning determined functional needs of the learners, with respect. As such Thompson (2001), proposes that the current forms of alternative approaches are one firstly , the direct results of the day function of A.B.E cultured mainstreams of formal

education ; Secondly, that design of communities and groups to decide what and how their children must learn ; thirdly, the developments at the regional and global levels example the education for all Initiatives and other regional initiatives which have implications for education and lastly the impact of educational philosophical thoughts.

In Ethiopia, there is some times a tendency to use non formal education only for out of school children and so distinguish it from adult education refers to target group which non-formal education is a mode of delivery (Dechasa Merga 2010).

Alternative Basic Education (A.B.E) has an important role to play in Ethiopia because the formal schooling alone can't adequately address the educational needs of all children in the country. Ethiopia recognizes it that is the only way to achieve universal primary education in 2015 as agreed to in the EFA Goals but it is not at the right time to use both formal primary schooling and alternative provision in non- formal setting (Dechasa merge 2010).

The government has adopted A.B.E as strategy to increase enrollment and ensure greeter equity for disadvantaged children including girls, children with special needs and children from pastoralist, semi agriculturalist and in isolated rural ones (MOE, 2005).

1.2. Statement of the Problem

From the UNESCO strategy of education for all, our country Ethiopia also has strategies to achieve basic education for all in the year 2015. To achieve this objective the government of Ethiopia has adopted alternative basic education as a strategy to increase enrollment rate, educational access and ensure greeter equity for “disadvantaged children including girls, children with special needs,

and children from pastoralist, semi agriculturalist and in isolated rural areas” (MoE, 2005) cited in Dechasa Merga (2010). From researchers experience and observation in Afar region the program of Alternative basic education is not implemented as intended or as planned.

According to Moulton, major factors that influence the enrolment of children in schools were identified. These are:-community perception about education, community and family participation in developing and implementation of educational plan, distance and in relation to MOE the physical, social and economic limitations in which it can't supply to rural areas. These the above mentioned factors affect student enrolment rate which contribute A.B.E program effectiveness and also according to (Hinzen 2000) factors/problems which affect the effective implementation of alternative basic education in general like population growth, unbalanced allocation of resources among different levels of education system and failure to education policies to respond to the educational needs of their perspective Cited in (Dechasa Merga 2010). The problems or factors which affect the alternative basic education differ from country to country and from region to region generally it depends on the context of the environment.

From different sources, alternative basic education implementation in the region is affected by different factors. From these, the most series factor is the life style of the society because its pastoral and mobile life style, culture of the society and also their attitude towards education. On the same hand, according to stich and Mc donald1990 student academic achievement in A.B.E program is influenced by mother's level of education, which means highly educated mothers have greater success in providing their children with cognitive and language skills that contribute to early success in school. Also, children of mothers with high level of

education stay in school longer than children's of mothers with low levels of education, other indirect factors which affect the success of students include number of material outings, financial stress, emotional climate of home and parental involvement with schools. Because of these researcher wants to identify the specific and most series factors in the region which affect the effective implementation of alternative basic education program and its effect on children academic success and also to suggest the possible solution.

1.3 Research Questions

1. How effective is the alternative basic education program implemented in the region?
2. What factors affect effective implementation of alternative basic education in afar region?
3. What factors affect children success in alternative basic education program in afar region?
4. How can increase student's attendance in ABE in the region?

1.4. Objective of the Study

1.4.1. General Objective of the Study

The general objective of the study is to asses and describes the factors which affect the effectiveness of Alternative Basic Education program and children success.

1.4.2. Specific Objective of the Study

The specific objectives of this study are:

- Identify the factors which affect the effectiveness of alternative basic education.
- To indicate the factors which affect children academic success.
- To suggest the possible solutions.

1.5. Significance of the Study

The significance of the study is high to those concerned bodies such as policy makers late policies related to alternative basic education the study can give direction for is effectiveness. The community is beneficiaries of this study by getting the access of alternative basic education of this study as they want when the recommendations are implemented. The study use for different NGO's as a source to develop project in relation with alternative basic education. Students can also be beneficiaries by applying the suggested way improving of their academic achievement. The study can also be used as a reference for further studies which are related to alternative basic education program, education for all and children academic success.

Generally the study plays great role for effectiveness of alternative basic education program, children academic success and for the whale country development.

1.6. Delimitation of the study/Scope of the study

The research was conducted in Afar region only because the researcher observed problems on effective implementation of Alternative basic education and children academic success in the region. The study was conducted to search the effects of different factors on effectiveness of alternative basic education program and children academic success. The effect can be negative or positive and directly or indirectly.

There for the study is conducted to identify factors that affect effectiveness of alternative basic education program, children academic success and their effect on it only in the Region.

1.7. Limitation of the Study

To prepare this thesis, the following major limitations were faced.

- ❖ Financial limitation- to prepare high standard thesis, the researcher was faced lack of finance.
- ❖ Lack of participants willingness- some participants are not willing to fill questioners, to give interview response and also for class room observation.
- ❖ Time constraint – to prepare this thesis researcher faced time difficulty.
The above problems were barrier to be mentioned but as much as possible researchers try to give the possible solution for each problem.

Definition of Basic Terms

- ❖ Alternative basic education: - type of school equivalence program.
- ❖ Fixed alternative basic school:-type of A.B.E school which is not movable.
- ❖ Mobile alternative basic school:-type of A.B.E school which can move from place to place.
- ❖ Guro:-it is group movement to feed their animals.
- ❖ Absuma: - cultural practice which assigned ankle daughter/son and ante daughter/son to be married each other.
- ❖ Sustainable: - continues follow of the A.B.E program.
- ❖ Facility: - extent of need fulfilment.
- ❖ Mobile:-portable from place to place in different time as needed.
- ❖ Work load:-over capacity and more time consume activity.

CHAPTER TWO

2. Review of Related Literature

2.1 Formal Education and Question of Access

Education is perceived by the nations of the world not only as a right to a child but also a means to break the problems of poverty. As the late president of Tanzania Julius Nyerere Said, "Education is not a way of escaping the country's poverty it is a way to fighting it". (EENET.www.worg.uk) But the long cycle and time refusing formal education program had been found inadequate to give access to all school aged children while all nations of the world had a dream to universalized basic education at a time set (Amare Asgedom: 2002).

From the above ideas it is obvious that education plays a great role for the development of individuals in knowledge, Skills and attitude all of which can contribute national development as a whole. On the contrary the accessibility of formal education to all school age children will be questionable.

All developing countries of the world had been investing huge amount of money for formal education having perceived education as a means for their development. They had set aside huge share of their national budget for formal education sector in building schools, training of teachers, preparation of teaching materials and other expenditures. The old evils of illiteracy, poverty, hunger and poor health and unemployment had continued to take root in the day to day life of their society (Mamo Kebede: 1999). But on the contrary what came to experience is shortage of all kinds in their education system itself (Pia Obanga, 1999). The problem is even more serious in developing countries like those in

Africa. This time it is worth quoting Obanga's critic on African education that says:

“African governments are known to spend a large chunk of their Budgets on education, Yet education remained under- funded. The bulk of educational expenditure is on teacher’s salary, Yet teachers in Africa are under paid and ill motivated”. (P. 39)

2.2 Concepts and Definition of basic Education and Alternative Basic Education

2.2.1 Basic Education

The document world conference on education for all defines basic education as basic learning needs attainment as: “Education intended to meet basic learning; it includes instruction at the first foundation level, on which subsequent learning can be based; it encompasses early child hood and primary education for children, as well as education in literacy. General knowledge and life skills for youth and adults” (WCEFA, 1990) cited in Ketema Haile: Furthermore, UNICEF (1992) defines basic education as the very minimum of knowledge, skill, attitudes and values that will enable individuals to operate with a reasonable expectation of success in their community or society.

The term basic education has also country specific definition (Hows, 1986) according to him “basic education is similar to the first part or cycle of schooling: three-Five years in the former USSR and the acquisition of basic knowledge, skills and attitudes by all citizens in out, of school in Tanzania “. In Ethiopia, basic education includes education provided for children, youths and adults ,and contains instruction in literacy, numeracy, environmental protection, crafts science, health and civics (MOE. 2005).

2.3 Alternative Basic Education

The inadequacies of the formal education in relation to the needs of certain sectors of the population constitute a source of justification for non-formal education and alternative basic education. Another source of justification stems from the right to determine how education shall be given in conformity with social, legal and cultural values of both providers and beneficiaries. To achieve the goal or the intended outcomes which means basic education for all the government should have designed educational policy according to the needs, social, legal and culture of the society. Alternative basic education is a type of school equivalence program adopted by Ethiopia for children ages 7-14, in which learners cover the equivalent of the first four grades of primary school in just 3 years, and are then able to transit into the formal system (MOE, 2008). The government has adopted ABE as a strategy to increase enrolment and ensure greater equity for “disadvantaged children including girls, children with special needs, and children from pastoralist, semi-agriculturalist and in isolated rural areas” (MOE, 2005).

2.4 Challenges of Basic Education Program

Although basic education has paramount importance, the vast majority of children around the world had not access to basic education, UN able to read and write are living in poverty. In countries where provision of education has not been met and is insufficiently provided, it is observed that poverty is widespread. According to World Bank, 2000 cited in (OEB, 2005) child out of 5 children in developing countries (over 113 million) does not get access of opportunity for primary education. The reasons for these problems are: population growth, unbalanced allocation of resource among different levels of

education, system and failure to education policies to respond to the educational needs of their respective country (Hinzen, 2000). Moreover, Multon (2001) identified major factors that influence the enrolment of children in schools. One set of factors lies on the communities perception about education and the other is the problem facing the ministry of education to provide education. As to Multon (2001) the expansion of basic education necessitates the active participation of the community and the families who are the beneficiaries of basic education activities in the process of developing and implementing the educational development plan.

The other is distance factor, which require many children in rural areas to walk long distance and to lose valuable time in walking that could otherwise be spent helping at home. Other factors mentioned by Multon (2001) that challenged the provision of basic education, in relation to ministry of education are: the physical, social and economic limitations in which it can't supply to rural areas (Cited in Ketema 2010).

2.5 Factors Influencing Student Success

Why children succeed or fail in school is one of the most enduring questions for educational researchers. Both adult education and early childhood intervention programs is that the mother's level of education is one of the most important factors influencing children's reading levels and other school achievements.

Highly educated mothers have greater success in providing their children with the cognitive and language skills that contribute to early success in school (Sticht and Mc Donald, 1990). Also, children of mothers with high levels of education stay in school longer than children of mothers with low levels of education. This means that the educational background of parents play great role for the success

or failure of children in academic aspect and others. “Indirect factors which affect the success of students include frequency of children’s outings with adults, number of maternal outings, emotional climate of the home, amount of time spent interacting with adults, level of financial stress, enrichment activities, and parental involvement with the schools had a stronger effect on many aspects of student’s skills (Auerbech, 1989). From the above two issues we can generalize that the general conditions of students family can contribute negative or positive contribution for the success or failure of students in academic success. But it doesn’t mean that the success/failure of students in academic and other aspect absolutely depends on family conditions. There are other schools or environmental factors which affect student’s achievement and the skills of students.

According to UN DHR, 1948: Art 26, while elementary education shall be compulsory and parents have the prior right to choose the kind of education that shall be given to their children.

2.6 Strategic Options of Education

To increase access, coverage and quality of education there are different strategic options of education delivery mechanisms these are:-

2.6.1 Home Schooling

The practice of home schooling is going ground in the U.S.A and across Europe and Australia where it is recognized as a legitimate option within the compulsory education system. In the United States alone, the parents of an estimated one million children had chosen this option by (Lines, 1998). Home schooling (also home education and home learning) is chosen for a variety of reasons, from religious to pedagogical, from a desired to protect the child from

what is perceived as an unsuitable social environment at school, to the conviction that the learning at home and with friends will be much richer and more rewarding according to van Galen Spitma, 1991: Thomas, 1998. Whatever the underlying reason institutional recognition of home schooling and its wide spread integration in national education systems makes the notion of schooling much less clear-cut than it has been in the past the target of ensuring that all children can complete a full course of primary schooling no longer necessarily implies getting them into educational buildings. But in our context it is difficult to implement it because most parents in the community are illiterate and it is difficult to afford.

2.6.2 School Library Service

According to Kratlis and Dyer c.2009 School libraries are found in schools, but achieving UBE requires looking more broadly at the concept. The school library provides information and ideas that are fundamental to successful functioning in society and gives students lifelong learning skills develops the imagination citizenship, critical thinking skills and ability to use information in different media. School libraries materials enrich text books and teaching material. It serves everyone in the community including those, such as people with disabilities who need special materials and services. It must be free of charge.

According to the above paragraph the strategic provision of school library helps children learning to enjoy reading, learning and using library resource as lifelong habits and give them chance to evaluate and use information. But before its implementation in our context there must be enough access of schooling and each person should have to participate one type of educational program then this strategy accelerates effectiveness of education for all programs.

2.7. Challenges in the Current System of Education Provision to Nomadic Peoples

According Jimerson Eglund, Juo 1999; Kohn, 1963; Luster, rods & Haas, 1989 basic education for underserved children in many countries primary schools experience high repetition and dropout rates, particularly in the first three grades in the developing world, one third of children who start school don't complete grade five according to UNICEF report 2005. These is because of settlements are small and for short period of time, scattered and isolated. Most villages lack paved roads or electricity.

It states at point of delivery

- Funding: - building and maintaining schools in harsh and remote areas is too costly.
- Staffing: - Difficulties in securing school staffing in harsh and remote rural areas.
- Training: - Difficulties in securing quality of teaching in school in pastoral areas (well trained teachers often go somewhere else/ leave at the first opportunity).
- Legacy: - Difficulties in overcoming a legacy of antagonism to nomads livelihood where formal school based education was allowed to be

instrumental to policies of cultural assimilation and forced sedentary (there for posing threat to pastoral production strategies).

At point of reception

- **Mobility:** -Although key to the production strategy of the nomadic household, mobility poses a serious challenge to a system heavily reliant on school based education.
- **Children work commitment:** - Children's involvement and responsibilities within the household's economy from an early age competes with requirements of school calendars and time tables.
- **Resistance to schooling girls:** - apart from labor requirements, parents particularly reluctant to send girls away from the familiar contexts where they can be protected and controlled.
- **Non- literate parents:** - the fact that adults/parents often lack basic education means that children cannot receive help at home as far as formal education is concerned.

2.8 The Influence of Parent Education and Family Income on Child Achievement: The Indirect Role of Parental Expectations and the Home Environment

The literature on achievement consistently has shown that parent education is important in prediction of children achievement. Even though the majority of the literature on parents education pertains to the direct, positive influence on achievement (Jimerson Egland, Juo 1999; Kohn, 1963; Luster, rods & Haas, 1989) the literature also suggest that it influences the belief and behaviors of the parent, leading to positive outcomes for children and youth (Eccles, 1999).

Alexander et al suggests that the parent's habitué to form accurate beliefs and expectations regarding their children's performance are essential in structuring the home and educational environment so that they can excel in posting schooling endeavors. Halheet al 1997, using a sample of low income minority families, also found that mothers with higher education level had higher expectations were related to children academic achievement and that these expectations were related to their children subsequent achievement in math's and reading.

2.9. Innovation Approach to the Provision of Education

To achieve program of education for all there must be applying the different innovative approaches of education. These are stated below:

2.9.1 Family learning

Family literacy as a term dates from the early 1980 and has involved to have two key meaning literacy practice with literate families; i.e. largely domestic uses of literacy with in literate families; and literacy program that address the family dimension of literacy learning (Hennon ,1999). In its early days family literacy education often adopted a transmission model of literacy (school to home) that associated low levels of literacy with deficit home environment (according to Katy Anis, 2008).

2.9.2 Open Distance Learning

As the 2015 MDG target for primary education draws closer and hope in its being universally achieved fades, there has been increased policy in ODL generally. According to Murphy et al "education with in an ODL approaches

has the potential for very flexible service provision and this flexible must be refined when ODL is used for providing a formal education program”.

Definition: open distance learning has been defined as an organized educational activity, based on the use of teaching materials, in which constraints on study are minimized either in terms of access of time and place, methods of study, or any combination of these (Perraton, 1997, quoted in Perraton, 2007: 12). This definition of open learning doesn't imply openness to entry requirements and doesn't exclude formal education.

2.9.3 Tree Shade Schools

The shade may take various approaches some are permanent venues for longer term, less formal type of learning. It is appropriate for region context if student's behavior is good but practically researcher can't observe it in his experience.

2.9.4 Multi Grade Model

Multi grade pedagogy has not been systematically adapted in Ethiopia, though multi grade teaching seems to be occurring in a piece meal approach in regions where this is the viable practical option. It is means to reach the hardest area but facilitators needs formal training related with the issue. It can be good way to ensure access of education for many populations with in different level at a time.

2.9.5 School Feeding Program

The world food program (WFP) operates schools feeding program across Ethiopia. School feeding is operating in 1090 schools in 137 Woreda and WFP states that it is reaching 80% of food vulnerable once. But still it can't cover the whole area (children's) who need school feeding program in teaching learning

process. School feeding remains a polemic issue. Some loud the praise of school feeding nothing low it has helped 15 million children recover from conflict, improve learning achievement, raise girls enrolment and reduce dropout (Meir, 2005), yet others cite how school feeding can create culture of dependency, waste teachers time with logistics, result in school attendance only during feeding distribution times and create expectations that cannot be sustained. On the other hand this assumption really shows the negative impact of the school feeding program and to some extent these problems observe in the region but still we haven't option to attract children to school so it's better to strength the feeding program in school until the problems are solved and EFA program achieved.

2.9.6 The Concept of School Library

School where one found in schools, but achieving UBE requires looking more broadly at the concept. The school library provides information and ideas that are fundamental to successful functioning in society and gives students lifelong learning skills, develops the imagination citizenship critical thinking skills and ability to use information in different media (IFLA, 2000).

School library materials enrich text books and teaching materials. When librarian and teachers work together, their student's achievement will be high. School library service serves everyone in the community, including those, such as people with disabilities, who need special materials and service.

The school library helps children learn to enjoy needing learning and using library resources as lifelong habits and gives them the chance to evaluate and use information.

2.10 The Challenges of Achieving Education for All: Quality Basic Education for Underserved Children

2.10.1 Beyond Access: What is being learned?

In many countries, primary schools experience high repetition and dropout rates, particularly in the first three grades. In the developing world, one third of children who start school do not complete grade five. Most dispiriting is the fact that some countries made progress in expanding universal access and attaining EFA target enrollment rates. But high repetition and dropout rates siphon off a large portion of students before they reap any lasting educational benefits. For example, in Uganda and Malawi, which both introduced policies of true and universal primary school access, less than half the children who enter grade 1 progress to grade 6, which means less than 50% of students complete primary level education. It indicates there is high educational wastage in the program.

2.10.2 Reaching the Under Served

National education systems in developing countries have provided primary education to the great majority of urban children and youth, but they have not been able to provide quality education to historically underserved populations and regions. In the least developed parts of the world, traditionally managed public education systems held little promise for meeting EFA goals of providing access to quality education, eliminating gender based and other disparities, insuring completion and achieving relevant measurable learning outcomes.

The above stated issues assure the quality of and access of provided education. The poorest people, residents of remote areas and the most disadvantaged population for example, girls and members of ethnic and religious minorities are

those wither denied access to schooling or provided with the lowest quality schools by state, funded education system.

Meeting the goals also entails political will and institutional capacity public education bureaucracies have not been capable of allowing children in underserved populations to acquire literacy and numeracy skills And the chance to learn material relevant to their lives and communities.

According to of amhara region on the quality of A.B.E states that

Parent literacy – the large majority of parents of students were found to be illiterate. Children get very little support from parents in terms of meal, reducing child labour and study. The same is true in afar region the students can't get enough academic support from their parents and it influences student academic achievement.

The study which is conducted in Amhara Region on quality of A.B.E suggest that the following solutions for program improvement.

- Improving learning environment
- Introduce early child hood care and development
- Profession of A.B.E strategy
- Fair budgeting

2.11 The Effect of in Coursing Welfare Mothers Education in their Young Children's Academic Problems and School

Does an increase in mother's education improve her young Childs academic performance Positive correlations between mother's educational attainment and children's well being in particular children's cognitive development and

academic out comes. Direct effects may consist of enrichment to the child's home learning environment and mother child interactions (bee etal , 1982; miller &Levin 1992).

We find that increase in maternal education is significantly and positive associated with children academic problems.

Maternal education may also benefit children indirectly by increasing earnings and family income.

We find that increases in maternal education are significantly and positively associated with children academic readiness, and negatively associated with children's academic problems.

According to Kathrine A. Mangson, increasing maternal education level has multi functions by increase children academic readiness, increase family income and decrease children academic problem. The above stated factors contribute a lot for high children academic achievement and program effectiveness in general.

CHAPTER THREE

3. Design of the Study

3.1 Method of the Study

The method of this study was complimentary combination approaches of study which means qualitative and quantitative method of research. The methods should be complimentary producing different aspects of the reality under investigation.

Specifically this study is used descriptive survey research design: - the goal is to describe some aspects of phenomena. It can help to understand the topic and lead to causal analysis. Gather data a particular point in time with the intention of describing the nature of existing condition. Survey research determines and reports the way things are, it involves collecting numerical data to test hypothesis /answer questions about the current status of the subject of the study. One common type of survey research involves assessing the preference, attitudes, practices, concerns, or interests of a group of people. Data collection methods are questionnaires, interviews and observations.

The same is true for this study to describe the existing factors as it is which affect alternative basic education and then lead to causal analysis between factors which affect alternative basic education and also children success.

3.2 Population of the Study

The subject of the study/ the population under this study was Afar region education bureau professionals, facilitators of alternative basic education,

parents, Keble leader, students and Woreda educational experts. Because the subjects of the study are all stated above and also they are directly or indirectly related with the issue of this study. Generally the number of study population was 98 (ninety eight).

3.3 Sample and Sampling Procedure

Multistage stage sampling is used when an appropriate sampling frame doesn't exist or can't obtain. Because the study was conducted at regional level and the sampling technique is multi stage sampling from regional level up to Woreda level and from Woreda to school then from school to students. It also refers to taking samples from samples. The detail explanation of the sampling technique is stated as follows.

1ststage - systematic random sampling – by using this sampling technique the researcher selects two zones from five zones. These two zones are zone one and, zone three (gedi resu). These is because the region contains five zones, from zone one up to zone five by using systematic random sampling begins with selecting one element at random in the sampling frame as starting point, however from this point onward, the rest of the sample is selected systematically by applying predetermined intervals:

2nd stage- from both zones researcher selects six Woreda by using quota sampling because for one zone three Woreda were included as a sample of the study zone. The Woreda was selected according to their distance to zonal office one from remote, second from the nearest distant and third Woreda medium Distant by using purposive sampling to triangulate information/data. Because distance is one determinant factor for immediate and close supportive supervision of concerned bodies and this plays important role for effectiveness.

3rd stage- from each Woreda two schools are selected according to their distance from Woreda education, one from the nearest and one from remote area.

4th stage-facilitators are a sample of the study by using convenience sampling; the researcher simply chooses the sample from those to whom she or he has easily access one from each school.

5th stage- from each school three parents, one Keble leader and five students was selected as a sample by using purposive sampling because in this sampling the investigator has complete freedom in choosing the sample depends on participant experience and information rich persons, students and so on. Finally from each Woreda four educational experts and also from Afar Region education biro two professional is selected as a respondent by using purposive sampling.

Table 1: Type and Number of Study Participants

<i>No</i>	<i>Type of participants</i>	<i>Number</i>	<i>Instruments used</i>
1	Woreda educational experts	24	Questioner
2	Students	60	Interview
3	Parents	36	>>
4	Keble heeder	12	>>
5	Professionals of region education bureau	02	>>
6	Facilitators	12	>>
	Total participants No	146	>>

3.4 Source of Data

In this study the researcher was used primary and secondary source of data. Primary data is information gathered by researcher himself and is gathered for

the first time, thus happening to be original. The source is individual and incidence around them by the means of questionnaire, interviews and observation methods. Secondary data is information which was collected from different documents by means of document analysis.

3.5 Data Gathering Instruments and Procedures

3.5.1 Data Gathering Instruments

The researcher used the following instruments of data collection to conduct this study. These are:-

- a. **Interview-** it is instruments of data collection the researcher meet and discuss related on the issue with Afar region Education bureau professionals, Alternative basic education facilitators, students, Keble leaders and parents. It was collected by taking note from interviewee participants.
- b. **Questionnaires-** it is a list of structured questions which was presents for participants to obtain reliable data from them. The researcher decides to use questionnaire as instrument to collect data from Woreda educational experts.
- c. **Observation check list-** is observing things around us. The researcher collects data by observing the natural setting of the school and by observing the teaching learning process of each sample school. For this purpose researcher develop observation check list and identified criteria.
- d. **Document analysis-** Document sources was reviewed in order to have background information. These are policies, strategies, declarations and facilitators report to Woreda, and also Woreda documents in relation to alternative basic education program.

3.5.2 Data Gathering Procedures

Review of related literature was made for the development of instruments of data collection. Then, data collection tools were prepared. Questionnaire used to gather data from Woreda education experts. Interview questions were prepared and researchers also used probing questions depends on the participants response. It was appropriate for students, facilitators, parents, Keble leaders, and Afar region education bureau professionals. Researcher prepare observation checklist and researcher observe thinks around us, the researcher decide to collect data by observing number of students, relation between students and facilitators, teaching learning process, provision of educational materials and the natural setting of the school.

3.6 Method of Data Analysis Presentation and Interpretation

After collecting and acquired the necessary data, descriptive method of data analysis was used to analyze the acquired data. It refers to the transfer of raw data in to summary format by qualitative and quantitative method.

Tabulation- it is process which is used to arrange data in table form.

Percentage-is useful for comparing the trend /among categories.

Pie- chart and graph used to analyze closed ended questions and quantitative data.

- The open ended, interview and observation check list was analyzed by word and also the open and interview data is analyzed by summery sheets.

CHAPTER FOUR

4. Data Analysis, Interpretation and Presentation

4.1. Introduction

In this primary data collection procedure 30 participants were involved. All of them are supervisors in different Woreda. Based on this researcher's try to analyze and interpret the attitude of participants /supervisors in accordance with the effect of different factors on effectiveness of alternative basic education and children academic success. Since the research intention is to identify different factors and also to describe their effect on effectiveness of alternative basic education program and children success. At the end it also suggests the possible solutions based on the results.

4.2. Background Information

On background information the respondents/participants were asked about qualification, age, sex and experience.

4.2.1. Questions Related

Table 2: The Effectiveness of Alterative Basic Education Program

No	Participants response	In number	In Percent
1	Satisfactory	0	-
2	Moderately satisfactory	9	30
3	Unsatisfactory	21	70

According to the above table no one response satisfactory related with effectiveness of A.B.E program. This implies that the implementation of alternative basic education program in the region is not satisfactory effective. On the same hand 9 in number (30%) of participants respond that its effectiveness is moderately satisfactory. But the highest proportion of percentage participants response around 21 in number (70%) related with A.B.E effectiveness is unsatisfactory. These both responses simply imply that its effectiveness is unsatisfactory. For the unsatisfactory implementation of A.B.E program in the Region, participants identify (put) some factors as a reason for unsatisfactory implementation of the A.B.E program. The reasons are stated as follows.

Table 3: Reasons for Unsatisfactory Implementation of the Program

No	Participants Reason	Number	In percent
1	High dropout rate	13	43.3
2	Less transition rate	11	36.6
3	Less female participation	6	20
4	Low enrolment rate of school age children	2	6.6
5	Student absentees and low interest	10	33.3
6	Lack of enough awareness about education	4	13.3
7	Less facilitators quality	4	13.3
8	Life style of the community	2	6.6
9	Lack of attractive teaching and learning environment	1	3.3
10	Low standard	3	10
11	Less facility	2	6.6
12	Lack of teaching-learning material	1	3.3

Depends on the above table detail explanation is presented as follows:

1. High Dropout Rate: from the above data 13 participants in number (43.3%) state as a reason for UN satisfactory implementation of the program is high dropout rate. Because of high dropout rate educational wastage is increase and the objective of A.B.E program is to provide access of education for all school age children to be able to read, write and simple arithmetic especially for pastoral ones from this view we can understand that if there is high dropout rate it indicates the failure of program objectives.
2. Less Transition Rate: from participant's response 11 in number (36.6%) of state as a reason is less transition on. The main purpose /objective of A.B.E program is, after the accomplishment of four grade level (1-4) within 3 years students able to transfer to grade five in the formal education system. But this data refers transition rate is less in the region. It implies that the less effectiveness of the program implementation or less achievement of program objectives.
3. Less Female Participation: This data refers to 6 participants in number and (20%) as a reason for the failure of the program is less female participation as one factor. This A.B.E program is designed for the achievement of education for all program as one option (alternative) for its successfulness, but if it can't participate females fully the region can't achieve education for all program, because they are half of the population and on the same hand program designed to serve the underserved population from those females are one of underserved populations based on this females should have to access to schooling including effective accomplishment.

4. Low Enrollment Rate of School Age Children: - According to this data 2 in number and (6.6 %) participants low enrollment rate of school age children as a reason which affects program effectiveness in Ethiopian context school age children is 7 years old but according to the data, this age children's enrollment rate is low which out full participation of school age children can't achieve effectively the objective of A.B.E program.
5. Students Absenteeism and Low Interest: - When we see effectiveness of educational program, interests of students are factor for its successfulness. From participants 10 in number and (33.3%) put as a reason absenteeism and low interest. This result implies that most participants' state as a reason and also according interview date absenteeism and low interests are the most series problem in the region for failure of the program.
6. Lack of Enough Awareness: - four in number and (13.3%) of state as a reason for program less effectiveness. Because lack of enough awareness related with education, negatively affect student's enrollment rate. Most parents in the region can't send their children to school as needed because of lack of enough awareness and it also contributed a lot for student's absenteeism and also low interest. This means it's directly related with academic achievement of students and program effectiveness.
7. Less Quality of Facilitators: four in number (13.3%) participants state quality of facilitators as a factor because to assure educational program effectiveness quality of inputs are decisive one, from those quality of facilitators depends on observation and interview data in the region facilitators quality is less and also its series problem for effective implementation of A.B.E program.
8. Life Style of the Community: Two in number (6.6%) of participant's state as a factor contribute for failure of A.B.E program. Because life style of the

- community leads to mobile, they are not stable. This case during implementation of the program contributes for student's absenteeism, low interest, wastage of educational time and so on which are the main dominant factor for program failure.
9. Lack of Attractive Teaching and Learning Environment: Attractive teaching and learning environment contribute a lot for effectiveness of teaching learning process. This means one participant in number and (3.3%) state as a reason. And also researchers conclude that from observation data the teaching learning environment is not attractive especially to attract children to school there must be attractive teaching learning environment for effectiveness of teaching process. The sum of effective teaching Learning process contributes a lot for effective educational program.
 10. Low Standard of Current A.B.E. Status: A.B.E standards compared to MoE standards the result indicates that it is low. Three participants in number (10%) response is low standard. To measure program effectiveness comparing planed standards and actual results is one mechanism. If it is below standard we can conclude that its effectiveness is low (Low program effectiveness).
 11. Less Facility: when we talk about educational program effectiveness, facility is one determinant factor and participant's state as a reason for its less effectiveness 2 in number (6.6%). And also from researcher's observation can conclude that facility is low around the school. Generally facility and standard are related and also they contribute a lot for effectiveness of educational program.
 12. Lack of Teaching-Learning Material: the fulfillment of teaching-learning material is important for effectiveness of teaching learning process

specifically and generally to program effectiveness. One participant in number and (3.3%) results indicate that there is lack of teaching-learning material and it is one factor for program less effectiveness.

Table 4: Achievement of Education for All Programs in the Region

No	Participants response	In number	In Percent
1	Yes	11	36.6%
2	No	19	68.3%

From the above table 11 participants response in number (36.6%) said that “Yes” (the region can achieve education for all programs in (2015) and also the participants put their reasons these are:-

Table 5: Reasons for Achievement Education for All Programs

No	Participants stated reasons	In number	In percent
1	High enrolment rate	1	3.3%
2	Time remaining	4	13.3%
3	Support of d/t Ngo s	2	6.6%
4	Increment of school age children enrolment rate	2	65.6

Reasons for achievement education for all (interpretation)

1. High Enrolment Rate: - From the above table one participants in number (3.3%) state as a reason for the achievement of education for all programs is high enrolment rate. When we compared to previous time it is true there is high enrolment rate. This factor contributes a lot for achievement

education for all program but it is not enough /it is not as intended/ and also other factors are questionable such as dropout rate, absenteeism, transition rate, facilitator's quality and others. The sum of these stated factors determine program effectiveness.

2. Remaining Time: Four participant in number (13.3%) state as reason for its achievement is remaining two years. If the region monitor and evaluate strong system, the program of education for all can be achieved. But most time utilized without achieving the intended objectives. When we comparing to the whole time of program and remaining time, remaining time is less. Depends on contextual problems such as environmental factors, social factors and level of community awareness, it is difficult to achieve program objectives. It needs series attention and good commitment local community leaders.
3. Support of Different N.G.Os:- Two participants in number (6.6%) state as a cause for its achievement is, support of different NGOs. Really it contribute a lot for achievement, but by nature N.G.O support needs strong local community and leader commitment in good way to achieve intended outcome.
4. Increment of School Age Children Enrollment Rate (Net Enrollment Rate): Enrollment rate of school age children (net enrolment rate) contribute a lot for achievement of education for all program and the data support it by two participants in number (6.6%) put it as a reason .For the achievement of education for all program net enrollment rate is one determinant factor. But increment of school age children can't assure achievement of education for all programs because it can't describe above and below school age children but it contributes its own role share.

On the contrary 19 participants in number (63.3%) said that “No” (the region can’t achieve education for all program in 2015). participants also state as causes or reason for it is failure. it stated as follows.

Table 6: Reasons for UN Achievement of Education for All

No	Participants stated reason	In number	In percent
1	Less female participation (Gender inequality)	9	30%
2	Low enrolment rate if school age children	4	13.3%
3	w student transition rate	1	3.3%
4	gh dropout rate	5	16.6%
5	w standard	1	3.3%
6	Lack of program expansion and improvement	1	3.3%
7	Lack of attention to special need children	3	10%
8	Facilitators and students absenteeism	2	6.6%

From the above table 63.3% of participants said that, the region can’t achieve worldwide program of education for all program and they state different reasons, but from those reasons researchers want to give more attention for lack of access to special need children because, if the program wants to address education for all, special need children should have to get access to education for the achievement of program objectives. But the result indicates that there is no /lack/ attention for students who need special treatment because this it affects program effectiveness and it needs special attention. The detail is presented as follows

Reason for UN achievement of education for all (interpretation) from all respondents (19) in number (63.3%) Said that we the region can't achievement education 2015 and they put their reasons as follows: -

- 1) Less female participation (Gender inequality) nine participants in number (30%) put their reason Gender inequality as one factor for the failure of education for all program. This is because the objective of the program is to increase/assure access of education school to all children especially for underserved area and it can achieve if and only if females participate. But the data implies that there is lack of Gender equality or female participation and also it implies lack of program achievement. As a factor socio- cultural influence can state for less female participation.
- 2) Low enrollment rate of school age children: - net enrollment rate is one mechanism to measure access and coverage of education and this data which is gained from participants imply that 4 participants in number (13.3%) stated that in the region net enrolment rate is low as a result, the region can't achieve program objective.
Education for all program includes below school age school age and above school age children program, if all these age category enrolled fully program can't achieve and specially school age children needs more attention to increase their enrolment rate.
- 3) Low student transition rate: - one participant in number (3.3%) state as a reason, low student transition rate to the next level for failure of education for all program. Internal efficiency of educational program includes student transition rate, which means if there is low student transition rate there can be wastage the program. Which implies that wastage of educational program and program achievement is related in opposite.

Which implies, if wastage is high program achievement is less and the opposite true.

- 4) High dropout rate: - five participants in number (16.6%) put as a factor high dropout rate. This issue directly relate with the above paragraph which is the contrary relation of internal efficiency, program achievement and educational wastage/ high dropout rate. One participant in number (3.3%) state low standard of the program. This means there is broad gap between planed standard and actual program implementation standard.
- 5) Lack of program expansion and improvement: - one participant in number (3.3%) state as a reason is lack of program expansion and improvement. Which means for the success fullness of education for all program alternative basic education is one option but it needs expansion and improvement. But according to the data, practically it's not as intended and its contribution is a lot for the failure of education for all programs.
- 6) Lack of attention to special need children – Three participants in number (10%) raise one good idea which is lack of (Absence of) attention to special need children, because to achieve objectives of education for all program there must be special treatment for all who need it to address education for all.
- 7) Teachers and Students absenteeism: Two participant in number (6.6%) state absenteeism as problem which contribute a lot for failure of the program when we talked absenteeism specially in alternative basic education schools it is both side which means from teachers and students. Absenteeism challenges the sustainability of the teaching learning process in specifically and quality of program in general.

Identified Factors

Based on participants response different factors are identified and these factors classified in to five branches. These branches are: **input factors, process factors, social factors, economic factors and outcome factors.**

Table 7: Summery of Identified Factors

NO	Identified input factors (A)	Number	Percent
1	Lack of need based curriculum (contextualization)	6	20%
2	Student academic background	1	3.3%
3	Lack of supporting staff	1	3.3%
4	Lack of parental academic support	1	3.3%
5	Teaching environment	1	3.3%
6	Lack of teaching material	7	23.3%
	Teaching aids	4	13.3%
	Text books	2	6.6%
	Furniture's	6	20%
7	facilitators quality	11	36.6%
8	Student interest	2	6.6%
9	Distance	1	3.3%
10	Budget allocation	2	6.6%
*	Identified process factors(B)		-
1	Less attractive teaching and learning environment	7	23.3%
2	Approaches of facilitators class room	4	13.3%

	management		
3	Method of teaching	9	40%
4	Less student participation	1	40%
5	Absenteeism	2	6.6%
6	Student discipline	5	16.6%
7	Lack of good r/n b/n facilitators and students	2	6.6%
*	Identified social factors/C	-	-
1	Culture (Aabsuma), early marriage	13	43.3%
2	Religion (resistance to schooling girls), Gender in quality	9	30%
3	Low academic status of parents/ academic involvement of parents	3	10%
4	Guro-/ Group movement	2	6.6%
5	Low parental participation	4	13.3%
6	Children work Load/ specially girls	3	10%
*	Identified economic factors(D)	-	-
1	One way of economic activity	9	30%
2	Lack of modernization	3	10%
3	Low economic capacity	4	13.3%
4	Time consume activity	9	30%
5	Children work load	2	6.6%
*	Outcome factors(E)	-	-
1	Low student transition rate	15	50%
2	Less student basic skill	10	33.3%
3	Less student motivation	4	13.3%

- 1) From the identified input factors the majors are lack of need based curriculum 6 in number (20%) and Lack of teaching learning materials 11 in number (36.6%) participants are put as a reasons for the failure of the program which are grouped in to input factors. The others are lack of Absence of parental academic support one in number (3.3) participant state as reason, because parents lack good parental academic back ground: they can't provide academics support for their children as needed. But it plays great role for children academic success in specific and also contributed a lot for program effectiveness. To decrease the effect of parent academic support one best solution is strengthening the integrated functional adult education program to increase parent skills. The other factor is lack of teaching learning materials like teaching aid, furniture and also the other one is facilitators quality, these factors play great role for the effectiveness of teaching learning process and program the whole so, for its effectiveness full filling the necessary teaching material and increase facilitators quality are the major solutions to decrease the effect of identified input factors on program effectiveness and children academic success.
- 2) Related with process factors: - the majors are less attractive teaching learning environment 7(23.3), method of teaching 9(30%), less student participation 12(40%), participants put as a cause related with process factors the others are student facilitators relation and approaches of facilitators class room management, for the whole program effectiveness and children academic success the above stated factors play dominant role especially for pastoral children. For example related with classroom management approaches if facilitators should have to give comfort and freedom for students, attract more children to school and also used to decrease students absenteeism and dropout rate.

- 3) Related with social factors: - culture 13 in number (43.3%) and Religion 9 in number (30%) participant's state as a factor which affect program effectiveness. Both factors contribute for early marriage, absenteeism and resistance to schooling girls. The other problem is lack of affective communication between community, facilitators and experts. So, creating effective communication between stake holders is important to solve different problems specially occurred during "Guro" and drought time. Which means during this time peoples move in group to search food and water for their cattle and the movement is from one place to other place in different location. During this time miss communication is occurred between stake holders and teaching learning process is disparate.
- 4) Related with economic factors the main dominant causes are listed as follows by participants: - one way economic activity 9 nine participants in number (30%), time consumes activity nine participants in number (30%) and children work load 2 nine participants in number (6.6%) state as a factor which contribute a lot for Program failure. So, to increase the effectiveness of A.B.E program and children academic success: minimizing the effect if these factors are very important.
- 5) Relation with outcome factors: - the most dominates are low student transition rate is 15 in number (50%), less student basic skills 10 in number (33.3) and less student motivation 4 in number (13.3) participants state as a factors. These above listed three factors are interrelated because they have cause and effect relationship. For example less student motivation is cause for less student basic skills and low student transition rate. So, increasing student motivation for learning by applying different motivational mechanism can exhibit best results on students out come.

Table 8: Participants Suggested Possible Solutions

NO	Suggested Solutions	In number	In percent
1	Training of facilitators and experts	3	10%
2	Promote technology oriented economic activity	3	10%
3	Create effective communication	7	23.3%
4	Increase parental participation	3	10%
5	Improve parents academic status	4	13%
6	Proper budget allocation	3	10%
7	Create attractive teaching learning environment	1	3.3%
8	Increase provision of teaching material	7	23.3%
9	Construct mobile A.B.E school	2	6.6%
10	Curriculum revision	1	3.3%
11	Decrease children work load	2	6.6%
12	Full fill necessary social service	2	6.6%
13	Promote stable life style	3	10%
14	Promote regular attendance	3	10%
15	fitting student profile	1	3.3%
16	re design management structure	5	16.6%

Interpretation for Suggested Possible Solutions

From participants suggested solution the most suggested ideas are: - creating effective communication 7 participants in number (23.3%), increasing provision of teaching materials 7 participants in number (23.3%), Redesign management structure 5 participants in number (16.6%) and improve parent's academic status 4 participants in number (13%). These the above stated solutions are suggested by participants for the improvement of A.B.E program and children academic success and also used to decrease factors effect.

But researchers want to give more emphasis for integrated functional adult education program, because the outcomes of this program contribute a lot to increase Parental academic support and also create good awareness for purpose of education. In general it contributes a lot for effectiveness of A.B.E program and also used to increase parental academic support of children.

Table 9: Effects of Facilitator's Satisfaction Level on the Program

No	Participants response	In number	In percent
1	Yes	26	86.6%
2	No	4	13.3%

According to the above table participants view related with effect of facilitators satisfaction level on program effectiveness and children academic success are summarized as follows: -twenty six participants in number (86.6%) said that "Yes", the satisfaction level of facilitators affect program effectiveness and also children academic success .on the same hand 4 participants in number (13.3%) said that "No", facilitators satisfaction level can't affect program effectiveness.

But from the above data we can conclude that facilitator’s satisfaction level can affect program effectiveness either positively or negatively. But it doesn’t mean that absolutely- if the satisfaction level high program effectiveness will be high or if the satisfaction level low program effectiveness will be low. It means that facilitator’s high level of satisfaction can contribute a lot for program effectiveness and children academic success.

Table 10: Facilitator’s Satisfaction Level

No	Participants response	In number	In Percent
1	High	0	-
2	medium	9	30%
3	Low	21	70%

Depends on the above data 21 participants in number (70%) implies that, level of facilitators satisfaction is low. And on the same hand 9 participants in number (30%) answers related with facilitator’s satisfaction level implies that it is medium. No one response “**high**” related with facilitators satisfaction level. These all implies that facilitator’s satisfaction level affect A.B.E effectiveness and children academic success directly or indirectly as one factor. So enhance facilitator’s satisfaction level plays important role to promote effectiveness of the program implementation and children success.

Table 11: Causes For Low Satisfaction Level of Facilitators

N_o	Participants response	In number	In Percent
1	Low income	12	40
2	Low social service like transport	11	36.6
3	Student absenteeism and low interest	4	13.3
4	Lack of education and training access	5	16.6
5	Lack of necessary facility like material, house and office	5	16.6
6	Low student result	2	6.6
7	Life style	3	10

Table 12: Suggested possible solutions for low work satisfaction level

N_o	Participants response	Number	Percent
1	Provide necessary social service	4	13.3
2	Strength student activity to increase their result	3	10
3	Increase facilitators salary	11	36.6
4	Increase facilitators participation in other economic activity	3	10
5	Provide short term and long term training for facilitators	10	33.3
6	Full fill facilitators office facility	3	10
7	Health insurance	1	3.3
8	Facilitate students for better achievement and academic success	3	10
9	Initiate students motivation to complete the next grade level	4	13.3

Participants Suggested Cause for Low Work Satisfaction and its Solutions

According to participants opinion for low work satisfaction level of facilitators, the following issues are listed as a cause these are: - low income, low social service, student absenteeism, lack of interest, low student result , lack of access for education and training, lack of necessary facility and life style . But from the above listed factors the most suggested causes are low income 12 participants in number (40%), low social service 11 participants in number (36.6), lack of education and training access 5 participants in number (16.6%) and also lack of facility 5 participants in number (16.6%). These stated factors suggest by more proportion of participants as a causes. On the same hand participants also suggest the possible solutions to increase facilitator's work satisfaction level.

According to table 12 the solutions suggested by participants are: - provide necessary social service, strength student activity in class room, increase facilitator's salary, increase facilitators participation in other economic activity, provide short and long term training, fulfilling office facility, Health insurance and initiate students motivation. From these stated solutions the most frequent suggested solutions by participants of these study are: - increase facilitators salary 11participants in number (36.6%), provide training 10 participants in number (33.3%), provide social service and initiate student motivation for each solutions four participants in number and (13.3%) states as a solution.

To sum up, to increase facilitator's satisfaction level giving more attention for the following issue is more important these are: -increase facilitator's salary, provide social service, participate facilitators in other economic activity and initiate student's motivation.

The above stated solutions play great role for effective implementation of A.B.E program and also facilitates students for better academic achievement.

Table 13: Effect of Distance on Children Academic Success

No	Participants response	In number	In Percent
1	Yes	27	90%
2	No	3	10%

Depends on the above table around 27 participants in number (90%) believe that “Yes” school distance affect children academic success as one factor. on the same hand 3 participants in number (10%) believe that “No” school distance can’t affect children academic success. But from this source researchers understand that school distance affect children academic success. Mostly, this problem occurred during community group movement in time of drought and conflict in the region. This is because most A.B.E school in the region is fixed. So it should have to change in to mobile A.B.E school to decrease effects of distance on children academic success and also program effectiveness.

Table 14: School Distance Problem

No	Participants response	In number	In Percent
1	Yes	18	60%
2	No	12	40%

Table 15: Percentage Estimation of Students across Long Distance

No	Participants response	In number	In Percent
1	1-10% of students	8	26.6
2	11-20% of students	4	13.3
3	21-30% of students	5	16.6
4	Above 31% of students	10	33.3
5	not distance problem	3	10

On the same hand the above two tables refers that distance problem and percentage estimation of students across long distance. So according to the data around 18 in number (60%) of participants said that “Yes” there is distance problem. On the contrary 12 in number (40%) participants said that “No” there is no distance problem. But most proportion of responses refers that, there is a distance problem in most Woreda and it is obvious that influence student academic success in the region.

According to table (15) data participants estimate percentage of students come across long distance to school is stated as follows. Eight participants in number (26.6%) said that (1-10%) of students come across long distance, four participants in number (13.3%) said that (11-20%) of students come across long distance, 5 participants in number (16.6%) said that (21-30%) of students come across long distance, 10 participants in number (33.3%) said that above (31%) of students come across long distance And 3 participants in number (10%) said that no one come across long distance to school. But the above stated data refers that to some extent children academic success affected by school distance problem in the region. This problem can be solved by two solutions these are:-the first one is

promote stable life style to the community and the second solution is constructing mobile A.B.E school which can move simply from place to place with community.

Table 16: Estimation of Students Transfer Rate

No	Participants response	In number	In Percent
1	1-10% of students	25	83.3%
2	11-20 %of students	2	6.6%
3	21-30% of students	1	3.3%
4	Above 31% of students	0	-

Table (16) describes that percentage estimation of student's transition rate to formal education system. Twenty five participants in number (83.3%) estimation is (1-10%) of students transfer to formal education, two in number (6.6%) of participants estimate that (11-20%) of students transfer to formal education, one in number (3.3%) of respondents said that (21-30%) of students will transfer to formal education and no one from participants of this study estimate 31 and above students can transfer to formal education system per year. But the aim of A.B.E program is, after the accomplishment of four grade levels within three years of A.B.E program students transfer in to grade five in formal school system. But on the contrary the above results doesn't show effective transition rate of students to formal system. This problem occurred because of distance problem, absence parental academic support, and low economic capacity and so on as stated by participants of this study.

Table 17: Effects of Culture

No	Participants response	In number	In Percent
1	Early marriage/gender inequality	21	70
2	Absenteeism /lack of regular attendance/	13	43.3
3	High dropout rate	9	30
4	Low enrolment rate	4	13.3
5	Less student motivation	5	16.6
6	Less transition rate of students	3	10
7	Low community participation	3	10
8	Low parental support	2	6.6
9	Female work load	2	6.6

From the previous table researcher summarized the most dominant factors of culture which affect A.B.E program and student academic achievement according to participants. These are early marriage 21 participants in number (70%), Absenteeism 13 participants in number (43.3), less student motivation 5 participants in number (16.6%) and low enrolment rate 4 participant in number (13.3%).

These all according to participants suggested as the main effect of cultures which affect effective implementation of A.B.E program and children academic success. The detailed discussion is presented as follows.

Participants describe the effect of culture on effective implementation of A.B.E program and children academic success as follows. These are: - early marriage for gender in equality /less female participation/ as one major causes. Locally

they call it “absuma” which means one daughter have different and many absuma with her blood relation which is her ankles sons are her absuma/husband if he want, she is forced to marry him and if she will have many ankles sons then she will have many absuma from those she married one. Otherwise she can’t marry other persons. This type of culture also increase dropout rate, low females enrolment rate, less student motivation, Less transition rate, and also it increase female work load. This and other culture of the community accelerates the failure of A.B.E program. So to solve this problem concerned body has to create effective awareness which brings community attitudinal change and which decreases of culture effect on A.B.E program and children academic success.

Table 18: Student’s Dropout Rate

No	Participants response	In number	In Percent
1	Yes	25	83.3
2	No	5	16.6

Related with student dropout rate from 30 respondents around 25 in number (83.3%) participants said “Yes” there is high dropout rate and the rest 5 in number (16.6%) of participants said “No” there is no high dropout rate. But most percentage proportion of participants describes that yes there is high dropout rate in their environment and it refers the less effectiveness of the program implementation. In educational word / scholars/ describe it as an educational wastage. To judge the effectiveness of educational program one tool used as measuring instrument is student dropout rate and it consider as wastage. If there is high dropout rate in some educational program then there

will be high wastage and also its effectiveness will be low. From this to increase A.B.E program effective there must be some activity to decrease dropout rate in relation with educational wastage.

Table 20: Suggested Reason

No	Participants response	In number	In percent
1	Type of economic activity	13	43.3
2	Low economic status /income	13	43.3
3	Life style of the community	4	13.3
4	Distance from the school	4	13.3
5	Lack of parental academic support	2	6.6
6	Lack of student interest	4	13.3
7	Drought	6	20
8	children work load	7	23.3
9	Low community participation	4	13.3
10	Less attractive environment	4	13.3

According to participants response in table 20 some reasons are suggested for high dropout rate students. From those the most frequent suggested reasons are discussed as follows these are: type of economic activity 13 participants in number (43.3%), low economic status parents 13 participants in number (43.3%), Children work load 7 participants in number (23.3%) and drought 6 participants in number (20%) state as a factor for high student dropout rate. The above stated factors are the most proportionally participants suggest as a reason for high dropout rate. These imply that the above issues need serious attention to decrease dropout rate and to increase program effectiveness and also it

increase children academic achievement. Participants try to suggest the possible solution to decrease students drop out rate and generally to decrease program wastage. It states below in detail.

Table 21: Suggested Solutions

No	Participants response	In number	In percent
1	Improve parents economic capacity/ Income	12	40
2	Increase students interest	3	10
3	Decrease children work load	9	30
4	Facilitate the community to change their life style	4	13.3
5	Address school feeding program to all A.B.E school	1	3.3
6	Make school environment more attractive	2	6.6
7	Share education costs of parents	3	10
8	Decrease school distance	3	10
9	Increase functional parent participation	6	20

On the other hand participants suggest possible solutions to decrease student dropout rate these are improved parents economic capacity/ income 12 participants in number (40%), decrease children work load and home responsibility 9 participants in number (30%) and increase functional parent participation 6 participants in number (20%) these all the above stated solutions are suggested by most participants as a mechanisms to decrease student dropout rate.

Table 22: Effects of Community Life Style

No	Participants response	In number	In Percent
1	Yes	27	90%
2	No	3	10%

Thirty respondents were asked to identify the effect of community life style on effectiveness of (A.B.E) program. So from 30 respondents 27 in number (90%) of respondents said that “Yes” life style of the community affect (A.B.E) program effectiveness. But the rest 3 in number (10%) of respondents answer is “No” life style can’t affect (A.B.E) program effectiveness. But most proportion of responses refers their life style affect (A.B.E) program effectiveness especially UN settled life style and also observation data refers most A.B.E school type in the region is fixed A.B.E school type. But their life style is mobile so to minimize the gap of these two contrary ideas it needs construct mobile school which match with community life style.

Table 23 Suggested solutions for the effect of life style on

No	Participants response	Number	Percent
1	Construct mobile library and A.B.E School	6	20%
2	Promote Stable life style	19	63.3%
3	Multi business oriented activity	11	36.6%
4	Introduce alternative type of animal food	3	10%
5	Decrease children work load	5	16.6%
6	Promote students regular attendance	4	13.3%

From the above table we can understand that participant suggest solutions for the effect of life style on A.B.E program effectiveness form those the most frequent suggested solutions are construct mobile library and A.B.E school 6 participants in number (20%), promote stable life style 19 participants in number (63.3%) and multi business activity 11 participants in number (36.6%). These stated solutions are used to decrease effect of life style on A.B.E program effectiveness and children academic success.

Table 24: General Suggested Solutions

No	Participants response	In number	In Percent
1	Increase facilitators quality	7	23.3
2	Increase facilitators income	8	26.6
3	Increase community participation	17	56.6
4	Full filing the necessary teaching material	7	23.3
5	Give immediate response and decision	6	20
6	Applying innovative method of education for Pastoralist	13	43.3
7	Awarding model students and parents	5	16.6
8	Deliver need based education	5	16.6
9	Making school environment more attractive	4	13.3
10	Improve proper budget allocation	7	23.3
11	Effective utilization of time including schedule Flexibility	4	13.3
12	Formulate other alternative educational policy	5	16.6
13	Strengthen integrated functional adult education program	4	13.3
14	Provide necessary infrastructure for pastoralist community	12	40
15	Fe increase female participation and also increa educational access to special need children	5	16.6

Interpretation of general suggested solutions

The above table indicates that the suggested general solutions by participants. From suggested 15(possible solutions researchers give more emphasize only for eight suggested solutions for the effectiveness of A.B.E program and better children academic achievement. There are increase facilitators qualities 7 participants in number (23.3%), increase teachers income 8 participants in number (26.6%), increase community participation 17 participants in number (56.6%), full filing necessary material 7 in number (23.3%), Giving immediate response 6 participants in number (20%), Applying innovative approaches of education 13 participants in number (43.3%), improve proper budge allocation 7 participants in number (23.3%) and provide necessary infrastructure 12 participants in number (40%) of participant suggest as a solutions. On the some hand participants suggest other solutions these are awarding model students, Deliver need based education, make the school environment attractive effective time utilization and strengthen integrated functional adult education program. These all and ethers suggested solutions are important for effective A.B.E implementation and better children academic achievement so concerned body should have to give necessary attention to solve the problem.

This table refers to the frequency distribution of “30” participants to tick the extent of effect /degrees of different identified factors based on their experience. This table shows summarized number of respondents who select it -**very high, high, medium, low and very low.**

Table 25: Effect of Different Factors

No	Identified Factors	Degrees									
		Very high		High		Mediu m		Low		Very low	
		no	%	No	%	n	%	N	%	no	%
1	Facilitators Quality	12	40	11	36.7	4		1	3.3	2	6.6
2	Environment of teaching learning process	4	13.3	16	53.3	8	26.7	2	6.6	0	-
3	Culture of Society	11	36.6	15	50	3	9.9	0	-	1	3.3
4	Curriculum of A.B.E	8	26.7	13	43.3	6	19.9	3	9.9	0	-
5	Input, process and outcome	6	20	12	40	9	30	2	6.6	1	3.3
6	Student attendance & behavior	5	16.6	14	46.6	9	30	1	3.3	1	3.3
7	Dropout rate	16	53.3	12	40	1	3.3	1	3.3	0	-
8	Student reading, writing and arithmetic skill	9	30	12	40	7	23.3	2	6.6	0	-
9	Enrolment rate	8	26.7	14	46.6	7	23.3	1	3.3	0	-
10	Community participation	14	46.7	10	33.3	3	9.9	3	9.9	0	-
11	Gender equality	9	30	15	50	4	13.3	2	6.6	0	-
12	Children academic success	13	43.3	9	30	5	16.6	3	9.9	0	-
13	needs of student	7	23.3	14	46.6	8	26.7	1	3.3	0	-
14	Parental Support	8	26.7	11	36.7	9	30	1	3.3	1	3.3
15	Parental academic status	12	40	12	40	2	6.6	1	3.3	3	9.9
16	Community attitude A.B.E	9	30	10	33.3	9	30	2	6.6	0	-
17	facilitators support	10	33.3	17	56.6	2	6.6	1	3.3	0	-
18	Level of participation	8	26.3	17	56.6	3	9.9	2	6.6	0	-
19	Life Style of the community	14	46.7	12	40	1	3.3	1	3.3	1	3.3

Total identified factors =19x6 for each factor 6tick will be expected to select from five options 6x5 =30 expected.

Very high= E 144 O=177 Low= E 144 O=30
 High= E 144 O= 246 Very low= E144 O= 10
 Medium=E 144 O=100 Total E = 570 O=563

Table 26: Chi- Square

Factors (Degrees)	Observed frequency (O)	Expected frequency(E)	(O-E) ² /E
Very high	177	144	$\frac{33^2}{144} = 7.5625$
High	246	144	$\frac{102^2}{144} = 91.26$
Medium	100	144	$\frac{-44^2}{144} = 1.71$
Low	30	144	$\frac{-114^2}{144} = 90.25$
Very Low	10	144	$\frac{-134^2}{144} = 157.508$
Total χ^2	563	570	348.228

1. $H_0 = O = E$ = all respondents will give equal degree for factors effect

$H_1 = O \neq E$ = respondents will different degree

2. $\alpha = 0.05$

3. $\chi^2 = 348.228$

Df = C-1 =4

Degrees	Observed frequency (O)	Expected frequency (E)	$(O-E)^2/E$
Very high	177	144	7.5625
High	246	144	91.26
Medium	100	144	1.71
Low	30	144	90.25
Very low	10	144	157.508
Total	563	570	348,228

1. H_0 : $O=E$ which means all respondents will give the same (equal) value from stated degrees for all identified factors. (No difference between O and E frequency)

H_1 : $O \neq E$ respondents will give different value from stated factors (There are significant difference between $O \neq E$)

2. $\alpha = 0.05$

3. X^2 = calculate appropriate statistics

Calculated value of $x^2 = \overline{18.228} = 18.6608$

Df = C-1 = 5-1 = 4

Critical x^2 value = 2.132

4. Write summary statement x^2 (18.6608) and critical value 2.132. Then calculated X^2 is greater than critical value which means 18.6608 and critical value of x^2 2.132. so reject H_0 and accept H_1

5. Write a statement of conclusion in Standard English. There is significant difference among the effect of different factors on effective implementation of A.B.E program and children academic success.

In this sub section researcher try to analyze interview data by using summery sheet.

Table 27: Summary Sheet of Facilitator’s Response

Participants identification code	Questions and Participant response							
	Q1 Factors	Q2 Attendance	Q3 Behavior	Q4 Dropout	Q5. community Participation	Q6 Equality	Q7. Student Participation	Summary
Facilitators	<ul style="list-style-type: none"> • Life style • Regular attendance • Economic activity • School feeding 	<ul style="list-style-type: none"> • Animal Keeping • Conducive Learning environment • Facility • Work load 	<ul style="list-style-type: none"> • Good student behaviour • Respect their teachers • Accept a device • Active follow up • Content redundancy 	<ul style="list-style-type: none"> • High dropout rate • family movement • Economic activity and capacity • Incomplete • Lack of sustainability • ‘Guro’ • Less net enrolment rate 	<ul style="list-style-type: none"> • Lack of awareness • Lack of active participation • Mobilization • Good attitude 	<ul style="list-style-type: none"> • Gender imbalance • House hold activity • Traditional out look 	<ul style="list-style-type: none"> • Lack of awareness • Absuma • House hold activity 	<ul style="list-style-type: none"> • Life style • attendance • Student behaviour • Respect ion of teachers • Economic activity • school feeding • advice acceptance • Work load • Facility • Activity • Guro • less net enrolment • mobilization • Participation • Absuma
	<ul style="list-style-type: none"> • Life style • Attendance • Economic activity • School Feeding 	<ul style="list-style-type: none"> • Learning environment • facility • Work load 	<ul style="list-style-type: none"> • Student behavior • Teachers respect ion • Advice acceptance • Participation • Content 	<ul style="list-style-type: none"> • Family movement • Sustainability • Guro • Less net enrolment rate 	<ul style="list-style-type: none"> • Mobilization • Attitude 	<ul style="list-style-type: none"> • Gender inequality 	<ul style="list-style-type: none"> • Absuma 	<ul style="list-style-type: none"> • Life style • Attendance • Economic activity and capacity • School feeding • Learning environment • Work load • Student behaviour • Participation • Content • Mobilization • Gender in equality • Absuma

From the above summary sheet which is collected from A.B.E facilitators researcher analyzed as follows.

Life Style: - According to facilitators response is, the life style of the community affects the effective implementation of A.B.E program in the region. Because the education system (curriculum) and there life style is miss matched, Lack of permanent settlement of family and fixed A.B.E school increase student absenteeism and dropout rate. These factors contribute a lot for the failure of the program and less student academic achievement. So, to increase student academic achievement and program effectiveness there must be permanent settlement for long period of time and also it is impossible there must be mobile A.B.E.

Attendance: - according to participants, because of different reasons students absent from regular class which affects the achievement of children academic success. So, to enhance students' regular attendance there must be decrease the factors which are cause for student to absent and also full filling different facility in and around the school.

Economic activity and capacity: according to participant's response the community economic activity and capacity can't accelerate (facilitate) student's academic success for better achievement because, most community economic activity performed by children and also it consumes more time because of these student academic time decrease. On the other hand the parent's economic capacity is not enough to afford children educational cost as need which is directly affect children academic success.

School feeding program: - From facilitators and different scholar's school feeding program is used as one mechanism to increase student's attendance (decrease absenteeism) and enrolment rate. Because, most students comes to school in the morning without eating their breakfast and the other students absent or late because of breakfast. Providing school feeding program in the school specially breakfast is one best way to attract students regularly to school and it also used to increase students enrolment rate. But, currently school feeding program can't fully provide for the whole (A.B.E) schools. On the contrary some scholars state the negative impact of school feeding program these are create culture of dependency, waste teachers time with logistics, result in school attendance only during feeding distribution times and create expectations that can't be sustained. The cause for these effects is school feeding program but, still we haven't option to attract children to school, so strengthening school feeding program is the only option until the awareness of the community maximized on education.

Photo of Process and materials of school feeding



- ❖ Learning environment: - according to facilitators response and observation data, teaching learning environment of the A.B.E school lacks attractiveness (it's not conducive), lack school fencing, lack teaching material quality and also sound population. Attractive school environment plays great role to enhance students regular attendance ,

student participation, increase student enrolment rate and generally contribute a lot for effective implementation of the program.

Photo of learning environment



- ❖ Work load: - From facilitators response there is lack of active student's participation in classroom activity and home work. This is because of children's work load at a home. This results low performance of students in class room activity and home work. It implies the attention given for academic activity is less by parents and students at home. Directly it influences children academic success and program effectiveness in general.
- ❖ Student's behavior: - According facilitator's response related to the behavior the students. It is not bad and not disturbs the teaching learning process in the classroom because they are kid and respect their facilitators. This condition (situation) is good opportunity for the achievement of program objectives. But it is covered by many factors which contribute a lot for program failure.
- ❖ Participation of female facilitators:- From facilitators response in the teaching learning process females facilitators participation is very less and on the contrary more male participate in the teaching learning activity, which considered as one factor to discourage females schooling

in this condition achieving education for all program is questionable .Because many scholars stated that the presences of female facilitators/teachers in the teaching learning activity promote female children's Participation. It implies less female participation in teaching learning activity is one factor/cause for gender inequality in the school (for less enrollment rate of female school age children). So, to promote participation of female's school age children in A.B.E program it is one solution which is increase female facilitators in the school activity.

- ❖ Mobile life style: - According to facilitators response one crucial problem which increases student's absenteeism and dropout rate is the mobile life style of the community. As many times stated in this study solutions are either the society should have to lead stable life style or make more A.B.E schools mobile rather than fixed. Because researchers observe many schools in the region is fixed A.B.E school or it lacks sense of mobile school.

Table 28: Summary Sheet of Keble Leader's Response

Participants identification code	Questions and Participants response						Summary
	Q1Community Participation	Q2 Factors	Q3 Attitude	Q4 Status	Q5Causes for dropout	Q6 Solution	
Keble Leaders	<ul style="list-style-type: none"> • Presence of change • native teachers • School fencing • Building • School kitchen • School feeding 	<ul style="list-style-type: none"> • Absence of crop production • Life style • Absence of government vacancy • Lack of water supply 	<ul style="list-style-type: none"> • Good attitude 	<ul style="list-style-type: none"> • Quality of school building • Child accident • Maintenance 	<ul style="list-style-type: none"> • Animal feeding • Life style • Work load • Attitude 	<ul style="list-style-type: none"> • Farming • Government vacancy • Child care • Water supply • Settlement • Quality of house condition 	<ul style="list-style-type: none"> • Change, crop production school building, farming life style • Active teachers, child accident, work load, child care, social service • Settlement , school feeding, vacancy maintenance, good house
	<ul style="list-style-type: none"> • Change • Teachers characteristics • School building quality • Way of community participation • School feeding 	<ul style="list-style-type: none"> • Crop production • Life style • Government vacancy • Social service 		<ul style="list-style-type: none"> • Child accident • Maintenance 	<ul style="list-style-type: none"> • Animal feeding • work load • Attitude 	<ul style="list-style-type: none"> • Mixed farming • Children • Settlement • Quality of house condition 	<ul style="list-style-type: none"> • Change • Characteristics of facilitators • Quality of school building • Ways of community participation • School feeding • Life style • Vacancy • Social service • Child accident • Economic activity • Work load • Mixed farming • Child care • Settlement • House condition

Sample photo of Keble leader interview



- ❖ Change: - According to Keble leaders response some changes exhibit on students in relation to basic skills and attitude better than before and also they said that “the local community accept their children’s change. Based on participants’ attitude and their comparison between present and past student’s skills, their performance is better than before but it is not satisfactory (not as intended).
- ❖ Facilitators characteristics; - According to participant response related to the characteristics of teachers “more teachers have good characters” because of this the facilitators gain social acceptance and local communities believed the effort of facilitators. These conditions plays great role for program effectiveness and children academic success. It also helps to increase parent motivation to send their children to school and increase student enrolment rate.
- ❖ Quality of school building: - According to participant response and observation the quality of more fixed A.B.E school building is less (not good) compared to standards of ministry of education. Because of this, it is difficult to make the

teaching learning process conducive. As an example because of less quality of school building around the environment there is sound pollution which disturbs the teaching learning process. It needs continuous maintenance.

Sample picture of class room quality



- ❖ Way of community participation: - In teaching learning process way of community participation plays great role for its effectiveness and according to participant's response they have interest to contribute for educational process in kind, money and labor force for improvement. Naturally educational process need community support as main stake holders in different way such as financial support, manpower support, material support and so on as their capacity and needs to improve school and its service.
- ❖ School Feeding: - The absence of school feeding program in some (A.B.E) school is one factor to increase student absenteeism and dropout rate. So, full fill school feeding service contributes a lot for the decrement of student's absenteeism and drop out.
- ❖ Life style: - According to participant response life style of the community affect children's access of education and academic success. Because, it is mobile or lacks permanent settlement. Many parents faced problem to send their children to school at the time of their movement .As a solution they said that “ there must

be government vacancy and necessary social service to make community life style settled “. Most of the time local community can't participate in government vacancy as employee because of their academic status. But to increase governmental vacancy Participation of the local community participation as government employee enhancing the academic status by using functional integrated adult education program.

- ❖ Social service: -Participant state as one reason for their mobile life style is lack of necessary social service around there. For this reason full filling the necessary social service plays great role to make their life style stable and it contribute a lot for the effective implementation of alternative basic education program in the region.



- ❖ Child Accident: - According to participants response, many parents have threats of accident for their children's around school environment which is one factor for children absenteeism. Because in the school there is no child keeper and the facilitators are busy only related with teaching learning activity and also the environment is prone to child accident. On the contrary if the parents absent from their environment to some reason they can't left their children's in the

school because of lack of secured and absence of child keeper around the school. For the above problem in the school there must be child care service to increase student's regular attendance.

- ❖ Maintenance: -According to participant response and also researcher's observation many (A.B.E) school class room/ buildings quality need maintenance. Because of these, there are some problems which disturb the teaching learning process in the class room and it is not conducive. But some Keble leaders said that the community ready to maintain (renew) classroom for better teaching learning process and also to create conducive teaching learning environment.
- ❖ Economic Activity: - The community economic activity is most of the time it is more time consumes, because their food is directly related with their cattle. According to participant the effect of these consequences over work load on children/ students. This means students lack time for academic activity. Because of these it contributes lot for UN satisfactory implementation of the program and less children academic achievement.
- ❖ Mixed Farming: - According to participants response to make the community life style permanent settlement, there must be mixed economic activity with their cattle. Most of the time for crop production effectiveness there must be input of animal waste as fertilizer and on the other hand the output of crop production is used as food for animals as a result movement from place to place can end to feed their animals. So, mixed farming plays great role to maximize community economic capacity and their permanent settlement it plays great role. One Keble leaders tells for researcher his great experience which is water harvesting activity

for small farming around the environment but it's not successful because of lack of support and lack of rain.

He said that after some days it is dried UP because of lack of constant rains. As a model he tries his best and he put some efforts for its successfulness.

- ❖ House Condition: - The house condition of the community is simple for movement or it is not fixed to one environment. This factor contributes a lot for their mobile life style. One Keble leader said that “

“. According to this motto their house condition accelerates their simple movement form place to place at any time. This implies there must be some activities to improve community house conditions to make their house fixed to some environment and including social service around the environment.

Photo of house condition around the environment



Table 29 Summary Sheet of parent's response

Participants identification code	Question and Participant response						Summary
	Q1 Attitude	Q2 Change Outcome	Q3 Problems	Q4 Solution	Q5 Causes of dropout	Q6.R/between culture & program	
Parents	<ul style="list-style-type: none"> • Good attitude • Cultural influence • Resistance to schooling girls 	<ul style="list-style-type: none"> • Good student skill • Less student attitudinal change • Respect culture of the society • Live together • Native teachers 	<ul style="list-style-type: none"> • Lack of stable life style • Child care • Lack of social service and facility 	<ul style="list-style-type: none"> • Stable life style • Good house • Government vacancy • Fulfill social service and facility • Provide children food service and security 	<ul style="list-style-type: none"> • Economic capacity or income • Awareness • Interest • Classroom management approach • Relation b/n teachers and students 	<ul style="list-style-type: none"> • Effective communication • female work load • Absuma • Absenteeism • Interest 	<ul style="list-style-type: none"> • Attitude • cultural influence • Skill • Attitude • Interest • work load • Effective communication • Absenteeism
	<ul style="list-style-type: none"> • Attitude • Cultural influence • Resistance to Schooling girls 	<ul style="list-style-type: none"> • Student skill • Attitudinal change • Respect culture of the society • Living together • Native teachers 	<ul style="list-style-type: none"> • Stability • Child care • Reliability • Vacancy • Social service and fertility 	<ul style="list-style-type: none"> • House standard • Child keeper • Child food and security 	<ul style="list-style-type: none"> • Economic capacity • Interest • Classroom management approach • Relation of teachers and students 	<ul style="list-style-type: none"> • Effective communication • Work load • Absuma • Absenteeism 	<ul style="list-style-type: none"> • Attitude • Cultural influence • Resistance to schooling girls • Student skill • Native teachers • Stability • Vacancy • Social service and facility • House standard • Child food and security • Interest • Classroom mgt approach • Relation • Effective communication • Absuma • Absenteeism

From parents interview summary sheet these data are identified and detail discussion is presented as follows.

- ❖ Attitude: according to participants response parents have good attitude for successfulness of A.B.E program the attitude of parent's plays great role. Because parents are the main stake holders of the program. So as the main stake holders of the program. these implies that to have parents good attitude towards education there must be some activities like increasing parent's participation in management structure of A.B.E program and decisive issues, increase their skill of writing, reading and arithmetic which is used to increase parental academic support, and good attitude. These above all stated activities contribute great role for the whole program effectiveness and also to decrease the effect of different factors on the program.
- ❖ Cultural influence: Any program implementation especially educational program can't be free from cultural influence, but for program effectiveness it should have to be culturally responsive and also during program designing there must be consideration of cultures to decrease its negative influence on effectiveness the program. During program designing stage it includes strategies/ mechanisms to eliminate or minimize effects of different cultural influences. Then during program implementation utilizing designed strategies (mechanisms) is advisable to decrease its effect.
- ❖ Resistance to schooling girls: In relation with the above paragraph researcher can state this factors as one of cultural influence. Still many parents' resist girls to school this is because of cultural influence. So, to achieve the objectives education for all programs effectively there must be full female participation in relation

with universal basic education program. Because they have the right to learn, they are member of the population and also they are disadvantaged group.

- ❖ **Student skill:** According to parent's response in relation to the skill of student. They said that "it is not satisfactory" or in other words it is below their expectation from the program. This is a result of UN effective implementation of the designed program. Depends on participants response culture have influence on effectiveness of the program.
- ❖ **Native facilitators:** - Native facilitator's means, the teachers should have to know culture, language, believe, religion, history of the local community and they selected from them. This helps the facilitators accept simply by the local community. In relation to this, parents are satisfied because many facilitators are native. Researcher identifies this issue as a strong point of the program and contributes a lot for its effectiveness but it needs continuous professional development program.
- ❖ **Stability:** For the UN stable life of the community, parent's state different causes and also its solution. From this we can understand that the unstable life of the community is one factor which negatively affects the effectiveness of the U.B.E program. Parents state some solutions for their UN stable life style. These solutions according to parent response are on the government side there must be government vacancies which participate the local community because it facilitate their settlement, full fill the necessary social service and facility to make their life style permanent. It contributes a lot for program effectiveness because it decrease student absenteeism, dropout rate and also it increase student transition rate. Researchers conclude that the above stated factors are determinant for the

effectiveness of (A.B.E) program. These imply that the above factors need special attention to increase (A.B.E) program effectiveness.

- ❖ Child care, food and security: Introducing child care and feeding service as new mechanisms are very decisive issue because it decrease potential threats related to their child accident. In directly it promote regular student attendance and decrease student dropout rate. This is because according to participants response parents decrease their threat in relation to child accident and they leave their children in school. So it plays significant role to increase program effectiveness and children academic success.
- ❖ Approaches of facilitator classroom management: -Approaches of Classroom management plays great role to attract students to school specially children. Different scholar's state types of classroom management approach differently. But from these the advisable one is democratic classroom management approach, which is appropriate for children's to fill free and loves the teaching learning process. On the contrary if the facilitator apply authoritarian classroom management approach children feel stressed feeling and they hate the whole teaching learning activity because of facilitators approaches of classroom management but it's not absolute, so from these we can understand that facilitators should have to apply appropriate classroom management accordingly the situations and behavior of students to attract children's to school and also it is used to decrease students absenteeism and drop out. Generally, these above stated issues have their own contribution for the successfulness of the A.B.E program and children academic success.
- ❖ Relation: Based on the applied approaches of classroom management type of relation between facilitators and students determined. According to participant's

response parents need to have “relationship between facilitators and students as mother/ father relationship”. But if their relationship is not as such, it is difficult to organize conducive and attractive teaching learning process.



Table 30: Summary Sheet of Regional Education Bureau Response

Participants identification code	Questions and Participant response							
	Q1 Current Status	Q2 facilitator's Quality	Q3 Teaching Learning environment	Q4 Culture of Society	Q5 Curriculum	Q6 Input process & Outcome	Q7 Goal of education for all program	Summary
Regional education biro	<ul style="list-style-type: none"> • Less participation • Gender inequality • Special need children • Dropout • Quality 	<ul style="list-style-type: none"> • Facilitators educational level • Educational chance and training • Native facilitators 	<ul style="list-style-type: none"> • conducive • their environment • Fixed (A.B.E) 	<ul style="list-style-type: none"> • Culturally responsive • Cultural influence • participation • Decision Making process 	<ul style="list-style-type: none"> • Revision of curriculum • Innovative approach • context • needs of the community 	<ul style="list-style-type: none"> • Text book • Teaching aid • Sport Material • Attitude 	<ul style="list-style-type: none"> • Can't achieve • dropout rate • Access to special need children • Female Participation • Effective accomplishment • Student • IFAEP 	<ul style="list-style-type: none"> • Can't achieve • Dropout rate • Access to special need children • Female participation • Effective accomplishment • Student skill • IFAEP
	<ul style="list-style-type: none"> • Participation, gender inequality, special need children, dropout, community participation, quality, teachers academic status, educational chance and training, native teachers, their environment, fixed (A.B.E), culturally responsive, cultural influence, revision, innovative approach, context, less input attitude, effective accomplishment, student skill and IFAEP. 							

- ❖ Participation of Students in the classroom activity:- Student participation in classroom activity plays great role for student academic success and also it enhance students reading skill, speaking skill, self confidence, communication skill, attitude and so on which determines future academic achievement of children's. According to participant's response in the future giving more attention to increase student academic status is needed, but currently the attention given to this issue is low and which is one cause for the low achievement of student academic result and also less effective program implementation.
- ❖ Special need children:-According to participants response the main threats for the UN successfulness of education for all program in 2015 is lack of enough attention to special need children. Because special need children means children's who needs special treatment but according to program objectives the one and main goal is providing educational access for the whole children's. Currently based on this data (A.B.E) program lacks attention to special need children. Because of these there must be special access (treatment) for children who need support different from others because of their special characters for the better academic achievement of program objectives and it also increase access of education.
- ❖ Dropout rate: - One aspect to measure the achievement of educational program will be dropout rate of students so, if student dropout rate is high, wastage of educational program is high and on the contrary program achievement is less and also the opposite is true. According to participants response there is high student dropout rate in the region. It directly implies high program wastage and less achievement of program objectives generally.

- ❖ Quality: Related with quality of (A.B.E) program participants said that “standards of program implementation is low“. Because they compared it with the standards of (MOE) for A.B.E schools. Its implementation is below the standards. On the other hand the program by itself designed to increase educational coverage in the country side area which means areas of formal education system can't cover all country side area/underserved area. To solve this problem (A.B.E) program developed as one alternative to increases educational access and coverage but the problem is it can't give necessary attention for the provision of quality education.
- ❖ Facilitators academic status:- Participants stated that the academic status of is not according to the standard. They state as reason lack of academicians from the local community who knows the local community, language, culture, religion, history and also believe the only option they have enhance academics status of native facilitators by education and training program. The participation of native facilitators in the program in the region will increase program social acceptance and decrease cultural conflict. These both issue can increase program effectiveness.
- ❖ Educational training: - As much as possible region education biro tries to provide some educational training chance for (A.B.E) facilitators to increase their educational status. But it is not enough when comparing to problems of academic status of the facilitators. The other main problem related with education and training is, after accomplishment of some educational training, the trained facilitators automatically transfers to organized school as promotion. Instead of remains to that A.B.E school.

Because of the above stated problem the trained facilitators training skill can't serve for that (A.B.E) school and also the training objectives can't achieve for improvement of A.B.E program. So, to improve A.B.E

Program the trained facilitators should have to stay in that (A.B.E) school for the program to utilize the skill of trained facilitators. To solve this problem there must be unique certification for A.B.E facilitators and guide lines from concerned body.

- ❖ Fixed A.B.E:- In the region implementation of (A.B.E) program is mostly in fixed (A.B.E) school, but in reality community life style is mobile. This both issue is contrary and difficult for effective implementation of the program so, there must be mobile A.B.E schools.
- ❖ Culturally response: -From the above paragraph we can understand that the derived educational program lacks responsiveness for the culture of local community. The cultural responsiveness of educational program plays great role for its effectiveness, because the program simply can get social acceptance and it plays great role for its effectiveness if it is culturally responsive.
- ❖ Less Input: -For effective implementation of the program or to gain expected outcome there must be needed inputs which means the presence enough input contribute a lot for the achievement of intended out come. But it doesn't mean that the presence of enough input materials absolutely give guarantee for the achievement of program objectives or intended out come. Because outcomes of the program determined by different factors but input can contribute its own lion share for the outcomes.
- ❖ Related with outcome in A.B.E program the major one is student's skill. According to standards of MOE there are expected student profiles after

program accomplishment. Used as one mechanism to measure program achievement comparing observed students skills with the expected student profiles of (A.B.E) program. But it needs detail analysis and study. Related with student's skill most participant except A.B.E facilitators conclude that observed skills of student in A.B.E program is not as intended (planned).

❖ IFAEP: - Integrated functional adult education program by itself contribute a lot for the achievement of A.B.E program and education for all program. Both IFAEP and A.B.E program is a mechanisms to achieve one broad goal which is education for all. The above both mechanisms are related and dependent of one with another. The achievement of IFAEP contribute a lot for A.B.E program effectiveness because it increase parental academic status which is used to increase parental academic support of students and it can also exhibit potential attitudinal change related to education . On the other hand the effective implementation of A.B.E program accelerate effectiveness of IFAEP by different ways these are:-

- ✓ Parents can gain support from their children related with skills of reading, arithmetic.
- ✓ Children attitudinal change help parents to attend FAL (Functional Adult Literacy) group.
- ✓ Culture of home discussion can develop because of full filling access of education to the whole community.

Table 31: Summary Sheet of Student's Response

Participant identification code	Question and Participant response						Summary
	Q1 Factors	Q2 Environment	Q3 Needs	Q4 Support	Q5. Attitude	Q6.facilitator support	
Students	<ul style="list-style-type: none"> • Family problem • Economic activity • Work load • Family academic background • Interest • Absenteeism • Facility • Drought • Early marriage • Absuma • Library 	<ul style="list-style-type: none"> • Attractive teaching environment • Sound pollution • Distance • School building • Sport material and field • First aid kit 	<ul style="list-style-type: none"> • Local language • Need based content • Aesthetic • Feeding program • Class room management approach • Time flexibility • Peer pressure • Less enrollment rate • Female teachers participation • Mobil school 	<ul style="list-style-type: none"> • Learning material • academic support • Break fast 	<ul style="list-style-type: none"> • Teachers absenteeism • responsive ness • permanent settlement • Fixed A.B.E language proficiency 	<ul style="list-style-type: none"> • Answering question • Past story and joke • Counselling • Effective communication with parents • Conflict b/n teachers and parents • Support related with academic issue 	<ul style="list-style-type: none"> • Family pressure, economic capacity, academic background ,interest, absenteeism, teaching environment, distance, school building ,sport material& field, local language, content, feeding program, • Classroom management • Time flexibility • Female facilitators • Mobile school • Learning material • Breakfast • Academic support

	<ul style="list-style-type: none"> • Family pressure, economic activity, academic background • Interest, absenteeism , facility, climate 	<ul style="list-style-type: none"> • Attractive teaching environment • Distance • School building • Sport material and field • First aid kit 	<ul style="list-style-type: none"> • Local language • Content • feeding program • Classroom management approach • Time flexibility • Peer Pressure • Female Teachers participation • First aid kit 	<ul style="list-style-type: none"> • Learning material • Academic support • Breakfast 	<ul style="list-style-type: none"> • Teachers absenteeism • Responsibility • Stability • Fixed A.B.E • language proficiency 	<ul style="list-style-type: none"> • Answering question • Past story and joke • Counseling • Effective communication • Conflict • Support only academic issue 	<ul style="list-style-type: none"> • Teachers absenteeism • Responsiveness • Stability • Fixed A.B.E • Language proficiency • Past story and Joke, counseling, effective communication, conflict, support academic issue
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- ❖ **Facilitators Absenteeism:** According to characteristics of effective facilitators, facilitators should have to be role model for their students because to shape their students in better way and also most of students imitate their facilitators behavior and action, these indicate if facilitators behave good behavior student will behave good and also on the opposite is true because of this, facilitators should have to behave good behavior. But participant's state on the facilitator's side there is absenteeism.

- ❖ **Responsiveness:** The content and curriculum should have to be responsive to student's culture and their needs. But, according to students response some content, curriculum and system are lacks responsiveness. As an example school calendar doesn't consider community movement time they call it Guro and most of the time it can't compensate waste time as one factor it affect program effectiveness. So it needs series amendment. The other factor related with system is fixed A.B.E and pastoral life style they are contrary.

- ❖ **Permanent settlement:** The life style of the community is not stable. There life style is pastoral but, on the contrary from observation researchers understand that most observed A.B.E school is fixed but their life style is not stable. These contrary issues determine student's attendance, activity, academic result and generally program outcomes. So to solve the above problem according to degrees of community movement some A.B.E school should have to mobile to move with the community during their movement time. Locally they call it "Guro".

- ❖ Language Proficiency: The regional language is not developed intended/planed, which means language of student mother tongue. Because of this still now there is some problem of reading and writing skill of the language on facilitators and students and also on others educated community .But to solve this, concerned body give some training related to language, still can't achieve result as intended/it is not enough. To improve language proficiency there must be continuous language training, especially for teachers on skill of reading and writing.

- ❖ Past story and Joke: From participants response, researcher understand that the students needs related with past story and joke from their facilitators. But teachers can't tell much past story and joke for their student as intended it is important to make the teaching learning process more enjoyable. This is because to attract children attention, there must be some story and joke. It also decrease students mind-numbing. On the other hand it is important to shape students patriot and to know there history so it contributes a lot for children academic success and also program effectiveness.

- ❖ Counseling and guidance service: (A.B.E) students need counseling and guidance service related with different issue to improve their academic achievement and behavior. According to facilitator's response the way facilitators give counseling and guidance service for their students not as such counselors and the relation is not time specific. It should be like mother father relation, according to the situation and also it should have to depend on children's behavior. Because it contributes for the achievement of children academic success and program effectiveness. From the data researchers

understand that facilitators can't provide guidance and counseling service as intended.

- ❖ Effective communication: From student response it refers that, there is some problem related with communication between parents and facilitators which means like asking permission during student absent from regular class facilitator is responsible because it affect the teaching learning process. So, there must be effective communication and understanding between facilitators and parents to enhance student regular attendance and academic achievement. It also used to solve students problem around their home environment.
- ❖ Conflict: - According to facilitators because of the above stated problem which means less effective communication sometimes conflict will arise between students, facilitators, parents and also community members. So, there must be peace full relation between facilitators, parents and community members which is used to increase the whole stake holder's participation for the effective implementation of the whole program in general.
- ❖ Type of facilitators support: -Students expect different types of support from their facilitators, but currently students gain only academic support. If students gain different support from their facilitators it contributes a lot for student's achievements in the whole aspects of life. So, to make students effective in all aspect facilitators must support their students in different type these are: - study style, reading skill, communication skill and so on.

Data Presentation from 12 Observed Schools

On this sub section researcher wants to discuss/analyze the data gained from field observation. During observation researcher observes “12” selected (A.B.E) school and also the identify eleven criteria was observed based on different literature. The detailed and brief discussion of results is stated below.

Photo of Researcher Observation



Table 32: Summary Of Observation Data

No	Observed criteria	Observed Type		
1	Method of teaching	Active	In interactive	Teacher centered
		Two (16.6%)	Four (33.3%)	Six (50%)
2	Approaches of classroom management	Democrat	Authoritarian	Laissez-faire
		Four (33.3%)	Five (41.6%)	Three (25%)
3	Student- facilitator relation	Peaceful	Mother/father	More formal
		One (8.4%)	Seven (58.3%)	Four (33.8)
4	Provision of teaching learning material	Fully provided	Not provided	Not enough
		Zero	Eight (60 %)	Four (40%)
5	Student discipline	Good for learning	Not good for learning	
		Eight (60 %)	Four (40%)	
6	Teaching Learning environment	Conducive	Not conducive	
		Eight (60 %)	Four (40%)	
7	Student attendance	Mostly absent	Re regularly present	
		Ten (80%)	Two (20%)	
8	Relation b/n content and student real life	Related	Not related	
		Three (30%)	Nine (70%)	
9	Relation b/n student's needs and the extent of the content to response the needs of students.	Respond to the needs	Not respond to the needs	
		Three (30%)	Nine (70%)	
10	Attractiveness' of the whole teaching learning environment	At attractive	Not attractive	
		Two (20%)	Ten (80%)	
11	Gender inequality	More male	More female	
		Eight (60%)	Four (40%)	

From observation data, researcher concludes that in relation with teaching method: -from twelve observed (A.B.E) school; only two schools (16.6%) apply

active teaching method. Four (A.B.E) schools (33.3%) apply interactive teaching method and the rest six (50%) apply teacher center teaching method.

Generally from the above paragraph we can conclude that half percent from observed school apply the oldest method of teaching and this method affect the effectiveness of alternative basic education program and children academic success because it doesn't promote independent learning and student activity in the class room these is why the facilitators dominate activities of the teaching learning process in the class room.

On the other hand researchers observes the class room management approaches of facilitators .the data implies that from the total observed school 3 in number (25%) apply laissez-faire approaches of class room management,5 in number (41%) apply authoritarian class room management approach and only 4 in number (33%) apply democratic approaches of class room management. But different scholars stated that authoritarian and laissez-faire class room management approach is not good for children because it creates on children's mind lack of confidence, promote dependency and also they afraid their facilitators to ask different questions related with academic and different problems. These conditions create fright on child psychology these cases affect students' academic achievement. On the same hand researcher observes student facilitators relation, the data refers that from twelve observed school seven in number (58.3%) school facilitators have mother father relationship with their students , four in number (39.8%) school teachers have more formal relationship with their students and one in number (8.4%) school facilitator have peace full relationship with their students. From the above paragraph researchers conclude that more school facilitators have mother /father relationship with their students.

So, this factor can contribute a lot for student academic achievement because, it also promotes regular student attendance. Because of these all A.B.E school facilitators apply mother father relationship with their students. It will be good for student's regular attendance but, it doesn't mean that absolutely type of relation between students and facilitators doesn't grant students regular attendance.

In relation with provision of teaching - learning material all (A.B.E) schools which means (100%) schools doesn't have full provision of teaching learning material. According to, the standard of ministry of education.

From twelve observed A.B.E school eight in number (60%) school doesn't have provision of teaching learning material (not provided) and only four schools in number (40%) schools provision of teaching learning material is not enough but to some extent provided.

From the observation data related with students discipline eight school students in number (60%) have good discipline for learning and 4 in number (40%) school students doesn't have good discipline for learning. Provision of teaching learning material is one determinant factor which affects student academic achievement and program effectiveness.

After these researchers observe the teaching learning environment of the school in relation with its conduciveness, but researchers conclude that four schools in number (40%) school have conducive learning environment and 8 schools in number (60%) school environment is not conducive or doesn't have conducive learning environment. Researchers suggested that type of school environment plays great role for student's academic success and the effectiveness of educational program so it needs serious attention.

One factor which affects student's academic success and program effectiveness is student's attendance. In relation to this from the observed 12 school 10 in number (80%) school students are mostly absent (most students can't present regularly) and on the opposite side only two/2/ school students in number and (20%) School students are regularly present from this data researchers conclude that regular student attendance plays great role for academic success but the data refers that most school students are mostly absent and researchers considers as one factor which cause for less effectiveness of A.B.E program and less student academic achievement in the region.

On the same hand in relation with content and students real life from the sudden observation of twelve A.B.E school three schools in number (30%) schools at the time teach related content with student real life but, the other nine schools in number and (70%) at that time of facilitators teach contents which lacks relation with students real life. As example

=“ ” “ ”

From the above examples researchers conclude that the content curriculum lacks to some extent contextualization. On the same case at time of observation (30%) or three school students learn the content which response their needs but, at the same time from the observed 12 school or nine in number (70%) students learn the contents which cant response students needs. So the content should have to be contextualized and it should have to respond the needs of the students to attract children's to school and to minimize dropout rate and absenteeism. Generally it contributes a lot for student's academic achievement and program effectiveness.

On the other hand attractiveness of the whole teaching learning environment from 12 observed schools only two schools (20%) schools environment are attractive for teaching learning process and the rest 10 school (80%) schools environment are not attractive for teaching learning process. Which refers most school environment is not attractive for effective teaching learning process.

Lastly researchers observe Gender equality to identify participation of female students. From the observation data researcher conclude that 8 schools in number (60%) observed schools student are more male and less female students are present. On the contrary four observed schools in number (40%) schools are present more female and less male students. This is because of resistance to schooling girls by cultural problem and it affects the achievement of education for all programs and also researcher concludes that there is there is gender imbalance.

This implies that at this condition/status/ it is obvious that the region can't achieve worldwide program of education for all by 2015 because the implementation practically affected by different identified factors. According to this research the effectiveness of this program affected by different factors based on observation data these are:-

- Method of teaching
- Classroom management approach
- Student- facilitator relation
- Provision of teaching material
- Student discipline
- Teaching learning environment
- Student attendance

- Relation between content and student real life
- The extent of content to respond to students needs
- Attractiveness of the whole teaching learning environment
- Gender in equality

These and other factors contribute a lot for the unsatisfactory effective implementation of the program which means the program can't achieve the intended objectives.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

5.1. Summary

According to this research result 21 participants in number (70%) response said that, the current implementation of A.B.E program effectiveness in the afar region is unsatisfactory and no one response its implementation is satisfactory and effective. Respondents state different reasons for UN satisfactory implementation of the program.

These stated factors describe the cause of UN effective implementation of the program in the region are- high dropout rate, less transition rate, less female participation, low enrolment rate of school age children and lack of conducive teaching learning environment. These all the above stated factors contributed a lot for the unsatisfactory implementation of A.B.E program. In relation with the achievement of education for all program around 11 in number (36.6%) participants said that “Yes” /the region can achieve education for all program in 2015) their reasons are high enrollment rate, remaining time, support of different NGOs and increment of females enrolment rate.

On the contrary 19 participants in number (63.3%) said that “No” /the region can't achieve education for all program in (2015). Respondents also state causes /reason. It stated below as follows

- Less female participation /Gender imbalance/
- Low student transition rate, low standard, student absenteeism,

- Low program improvement less attention to special need children and etc. These all stated factors are obvious that affect effective implementation of education for all programs.

According to this study result around 26 in number (86.6%) participants attitude related with satisfaction level of facilitators is yes the satisfaction level facilitators affect A.B.E program effectiveness and the other participants 4 in number (13.3%) participants attitude is “No” the satisfaction level of facilitators can't affect the effectiveness of A.B.E program. So we can understand that the most percentage proportion of participants believes yes it can affect program effectiveness. Because of this, satisfaction level of facilitators needs series attention to improve quality of program implementation.

But on the contrary around 21 in number (70%) the satisfaction level of A.B.E facilitators in their Woreda is low and 9(30%) of participants answer is medium satisfaction level. From the above two data we can say that the program effectiveness is effected by facilitators satisfaction level and the data refers according to participants response it is low so, if the satisfaction level of facilitators low program effectiveness can be low and if it is high the program effectiveness can be high, but it is not absolute. For the lowness of facilitators satisfaction level participants state different reasons these are:

Low income, low social service, student absenteeism, life style and etc and on the same hand participants suggest the following solution for the above stated problems these are: provide necessary social service, increase facilitator's salary, and provide training, health insurance and so on. These all are suggested possible solution to increase facilitator's satisfaction level and also on the same

hand to decrease the negative impact of facilitator's satisfaction level on A .B .E program effectiveness.

According to participants estimation in relation with the student transition rate to formal education system their responses are 25 in number (83.3%) of participants estimate that (1-10%) of students can transfer to formal education per year, two in number (6.6%) of participants estimation is (11-20%) students can transfer to formal education system per year, but no one estimate above 31% of students transfer to formal education system per year.

The above stated data implies that the transition of students transfer after accomplishment A.B.E program to formal school system is low and it negatively affect the effectiveness of the program because, program objective is after accomplishment of the program student transfer to formal school system but it is not intended.

According to parent's interview response, current A.B.E program implementation faced the following problems. Lack of child care, lack of stable life, lack of social service and lack of government facility

These all the above stated factors accelerate the failure of program objectives. Also facilitators indicate some issues which need special attention; these are: - school feeding program, economic activity, attendance and life style of the community. They said that these factors need special attention from concerned body for program effectiveness.

From observation, researchers observe 12 schools and the observation criteria are method of teaching, classroom management approach, student teachers relation,

provision of teaching - learning material and etc. From twelve observed schools two schools apply active teaching method and the other six schools apply teacher centered. This implies that, most schools apply old method of teaching which is teacher centered , but now a time it is not advisable by many scholars for effective teaching learning process.

Because teacher centered approach can't give more chance to children in class room activities, which means more activities in the class room performed by the facilitators. But it has negative impact on future children academic achievement.

On the other hand when researchers observe the provision of material in A.B.E school, from twelve observed school no school have full material provision , eight observed schools are "No" material provision and the rest 4 schools, material provision is not enough but presents to some extent . These observation data also implies that from observed school most schools lack provision of teaching material. So it affects the quality of teaching learning process. Generally children academic success affect by different factors from these parental academic statuses is one and major. From student's response researcher understand that most student's parent, can't provide academic support for their children because of less writing, reading and arithmetic skills of parents. This factor contributes a lot for children less academic achievement and program failure generally.

5.2. Conclusion

Based on the data analysis, interpretation and summary the following conclusions were drawn and it is stated as follows:

From this study, the data refers that most participant's response relation with the effectiveness of A.B.E program implementation is unsatisfactory effective. In statistics (21 in number 70%) of participants and they state different factors these are: high dropout rate 13 in number (43.3%), less transition rate 11 in number (36.6%), lack of material provision 1 in number (3.3%), less female participation 6 in number (20%), low standard 3 in number (10%), lack of enough awareness about education 4 in number (13.3%), less facility 2 in number (6.6%), less attention to special need children like female, disable and gifted children and so on. These are the majors from stated and they contribute a lot for the unsatisfactory effective implementation of A.B.E program in the region.

In relation with the achievement of education for all program in 2015 around 19 in number (63.3%) of participants respond is "No" the region can't achieve education for all program because of the following reasons:- lack of attention to special need children 3 in number (10%), gender in equality 9 in number (30%), lack of program improvement and expansion 1 in number (3.3%) and low enrolment rate of school age children 4 in number (13.3%) participants state as a reason. So, for the achievement of this program there must be special attention to females and special need children. Because, it should have to address to all children for achievement of education for all program, there must be program improvement and high enrolment rate of school age children. But currently according to this study the program can't participate special need children and

disadvantaged group of children as intended and also expansion of program is not as needed. One of the most important factors which influence children's reading skill and other school based achievement is mother's educational level which means highly educated mothers have greater success in providing their children with cognitive and language skills that contribute to early success in school and also children of mothers with high level education stay in school longer than children of mothers with low level of education (Stich and Donald 1990).

These are because most of the time more children spent their time with their mothers at home and it influences academic achievement of children. But on the contrary level of mother's educational status of A.B.E students in the region is low, so it refers to as a main cause for low program effectiveness, less children academic success and high dropout rate is mother's low level of educational status. For this problem one solution is strengthening integrated functional adult literacy program plays great role to decrease influences of low mother's educational status on program effectiveness and children academic success.

To increase the access of quality education, we have three main aspects of quality these are input, process and output. To enhance educational quality related to input material provision and facilitator's quality, related to process teaching method and related to output students change in attitude and skills and also transition rate must need emphasis or attention. The current status of A.B.E in the region is less in quality according to observation data; from 12 observed A.B.E schools 8 in number (60%) schools not have material provision and 4 in number (40%) A.B.E schools have no enough material provision and also from observed schools researchers can't get A.B.E school with full material provision.

Related to method of teaching which is process aspect , from observed school 2 school facilitators in number (16.6%) active teaching learning approach and 4 school facilitators in number (33.3%) apply interactive teaching learning approach but, the rest 6 in number (50%) school facilitators apply teacher centered approach.

From the above data researcher conclude that the quality of A.B.E program in the region is low and it needs special attention of concerned body to increase the access of quality education for all.

To sum up, the implementation of A.B.E program in the region in not effective / it is not implemented as intended. For program failure different factors contribute a lot. These factors are less parental academic support, less facilitator's quality, less student transition rate and lack of effective communication between parents, facilitators and educational experts are among the major factors for program failure.

5.3. Recommendation

In this sub section, researcher's wanted to give recommendations regarding to the solutions of the problem for each concerned body relation with program improvement and children academic achievement. These concerned bodies are facilitators, students, parents, Woreda educational experts and concerned government body /policy makers/. Based on the analysis and interpretation of this study, the researchers conclude that for the un satisfactory/in effective/ implementation of A.B.E program , the responsible bodies are all stake holders of the program, but the most responsible bodies for program failure is: concerned government body, facilitators, parents and students.

1. **Facilitators:** - The role of facilitators in the classroom is organizing the whole classroom condition make conducive for effective teaching learning process. In the classroom students have their own role and activity to make the teaching learning process more effective. So giving more chance to students in classroom activity to be interactive and it used to enhance student's active participation in the class. On the other hand facilitator's classroom management approach plays great role to attract children to school and to decrease student's absenteeism and dropout rate. So it is advisable applying democratic approaches of classroom management, the relation should have to be mother and father. Because it contribute a lot to decrease student absenteeism. Finally the facilitators should have to take responsibility to advice students related to good behavior and study habit to increase student academic achievement and also to decrease student absenteeism and dropout rate. Generally it plays great role for program effectiveness.

2. **Students:** - Students can gain support from their facilitators and parents as needed. But Students should have to utilize/ apply a piece of advice which is gained from parents and facilitators. They should have to develop culture of effective time utilization to increase their academic achievement. Culture of good time utilization contributes a lot for good children academic achievement. Mother's academic status plays a great role for children's academic achievement. So students should have to push their parents (family) like mother, father and brother, sister and other family members to attend integrated functional adult education program for increment of their reading, writing and arithmetic skills which used to increase parental academic support of their children. Because of these students can gain full academic support from their parents. Generally these play great for the whole program effectiveness.
3. **Parents:** - To optimize parental academic support for children, parent's active participation in integrated functional adult education program (IFAEP) is one way used to increase parent's academic support to children for their academic success. Relation with other support and follow up parents has high responsibility to their children because they spent more time at home. So parental support and follow up plays greater role for the increment of student academic achievement and the whole program effectiveness. The other one is each parent's active participation in education specifically in A.B.E program. Generally it plays the effectiveness of any educational program. So to contribute for effectiveness educational program parents should have to maximize their active participation.

4. **Woreda Supervisors /Officers:** - creating effective communication between facilitators, Students, community and community leaders to determine the time and place to take place effective teaching learning process during /Guro/ or drought should be responsibility of Woreda supervisors/officers.

This is used to decrease student absenteeism, dropout rate and time wastage because of movement from place to place to searches food and water for their animals. It is also used to adjust appropriate school schedule which fit with community movement.

The school schedule should have to depends on local community activity and movement and also it should have to be depends on their needs for effective implementation of the schedule. This factor facilitates /accelerates/ the effective implementation of the whole program effectiveness. This means achievement of education for all.

5. **Concerned government body /Policy makers/:** - it is better, if the designed educational policy is based on local community needs. This means the designed educational policy and program should be need based it have better achievement.

On the other hand policy makers evaluate implemented program with in different schedule and take remedial action used to improve program effectiveness. Not only evaluate the program at the end to assess the outcome of implemented program. It is better the concerned body implement / applies flexible approaches and workable models of education for pastoral community plays great role for achievement of education for all. These models are tree shade education, mobile school, multi grade model, school feeding program, functional

adult literacy program, family literacy, primary level distance education by local language, community school and constructing culturally attractive mobile school with mobile library.

The detailed design and brief description is presented bellow.

- The name is multipurpose mobile school and library.

Multipurpose: -It means the purpose of construct this mobile school and library is multi /Multi- functional) these are

1. Used as a classroom
2. After class schedule students and other community used as library and also
3. It can use for teachers as their office also bead room because it is multiple purpose mobile school and library. But it needs full filling the necessary teaching material as class like simple chair, different books & library facilities, office facility & bed room materials.

It also strength adult education program to enhance society reading skill & habit.

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APPENDIX

This Questionnaire is designed to assess and identify the factors which affect effectiveness of alternative basic education and children academic success.

Confidentiality

These answers used only for research purpose and its free from political point of view.

Background Information

Sex.....

Qualification.....

Work Experience.....

Position.....

1. To what Extent alternative basic education program implement Effective as intended

1. Satisfactory Moderately Satisfactory

3. Not Satisfactory

2. If your answers for the above Question "not satisfactory" please list the assumed cause?

.....
.....

3. Do you think the region can achieve Education for all program?

1. Yes

How

2. No

Why.....

4 What factors affect effective implementation of A.B.E program?

1. Input.....
.....
.....

2. Process.....
.....
.....

3. Out come.....

-

 4. Social.....

 5. Economic.....

 5. How can improve effective Implementation of A.B.E program?

 6. Do you think satisfactory level of A.B.E factory affect its effectiveness?
 1. Yes 2. No
 7. What is the Satisfaction level of A.B.E facilitators in your Respective?
 1. High 2. Medium 3. Low
 8. If your answer is "low" for the above question please list the cause

 ...

 ... What are possible solutions for the above listed?

 ...
 9. Do you think distance from School affect children Success?
 1. Yes 2. No
 10. Is there distance problem in your worada?
 1. Yes 2. No
 11. How many Students came across long distance in your werda?

 ...
 12. How many student transfers to formal education System after accomplishment of A.B.E?

 ...

13. What is the effect of culture on effectiveness of A.B.E?

.....

...

14. If there high droop out rate?

Yes No

15. If your answer is yes for the above question please state the reason?

.....

16. What are the possible solutions to decrease dropout rate?

.....

17. Do you think the life style of the community affect the effectiveness of A.B.E program?

1. Yes 2. No

18. What are the possible solutions for the above problem?

.....

.....

19. What are you general suggested solutions for the above whole point?

.....

.....

Give degree for the following factors based on your Experience according to level of effect A.B.E program

1. Very High 2. High 3. Medium 4. Low
5. very low

No	list of identified factors	degree				
		1	2	3	4	5
1	Facilitators quality					
2	Environment of teaching learning					
3	Cultural of the society					
4	Curriculum of A.B.E					
5	In put process & outcome of A.B.E.					
6	Student Attendance and behaviour					
7	Dropout rate					
8	Students Skill of reading, writing & arithmetic					
9	Enrolment rate					
9.1	Gross Enrolment rate					
9.2	Net Enrolment rate					
10	parent /community participations					
11	Gender equality					
12	Children academic success					
13	Needs of student					
14	Parent academic support					
15	parental academic status					
16	Community and student attitude to A.B.E program					
17	Facilitators Support					
18	Student participation level					
19	Life Style of the community					

Observation checklist

No	Observed Criteria	Observed types		
1	method of teaching	Active	interactive	teacher centred
2	Approaches of classroom management	Democrat	Authoritarian	Laissez-faire
3	Student facilitator relation	peaceful	As like mother & father	more formal
4	provision of teaching learning material	fully provided	not provided	not enough
5	Student discipline	Good	for learning	not Good
6	Teaching learning Environment	Conducive		not conducive
7	Student Attendance / Absenteeism	Regularly absent		Regularly present
8	Relation between content and student need	Related		not related
9	Student needs & Extent of content response their needs	Respond to their needs		not respond
10	Attractiveness of teaching learning environment	Attractive		not Attractive
11	Gender Disparity	More Male		More Female

Interview questions