

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**FACTORS AFFECTING THE PERFORMANCE OF
ALTERNATIVE BASIC EDUCATION FACILITATORS
IN ARSI NEGELE WOREDA OF WEST ARSI ZONE OF
OROMIA**

BY

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ADDIS ABABA UNIVERSITY
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PROFESSIONAL DEVELOPMENT STUDIES

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College of Education

**Department of Curriculum and Teachers' Professional
Development Studies**

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Acronyms

ABE: Alternative Basic Education

AIDS: Acquired Immune Deficiency Syndrome

CMC: Center Management Committee

EFA: Education For all

ESDP: Educational Sector Development Program

HIV: Human Immune Various

NFE: Non- Formal Education

NGO: None governmental organization

MDGs: Millennium Development Goals

MoE: Ministry of Education

REB: Regional education Bureau

UBEP: Universal Basic Education Program

UN: United Nations

UPE: Universal primary Education

UNESCO: United Nations Education, Scientific and Cultural Organization

WCEFA: World Conference on Education for All

Abstract

The purpose of the study was to assess those factors affecting the performance of alternative basic education facilitators in west Arsi zone of Oromia. To this end, a descriptive survey method was employed. The sources of data for the research include ABE facilitators, WEO-experts, NGO project staff, members of the center management committee (CMC) and ABE children from level three in Arsi Negele Woreda. Eight ABE centers and two project coordinators were selected by using purposive sampling technique whereas 36 facilitators, four WEO experts and 24 CMC members were selected by using availability sampling technique. The ABE centers were selected purposively based on their accessibility to public transport. The NGO project staff coordinators and one cluster school supervisor were also selected purposively, for they have much to do with the ABE centers and could provide the researcher with the in depth information about the facilitators' performance, ABE centers and role of the CMC members. Finally, ABE children from level three were selected using systematic random sampling technique. Instruments of data collection were questionnaires, semi-structured interview, and focus group discussion and observation checklist. Some of the major findings were: The number of female facilitators at the ABE centers was very low (10%); the recruitment of facilitators was based on criteria set by ABE stakeholders; the majority (72%) of the ABE centers lacked supplementary reading materials; the three most widely used methods of teaching by facilitators were role playing (88.8%), group discussion (77.7%) and debate (77.7%); facilitators' mostly needed trainings were on "continuous assessment" (94.4%) and "report writing" (86.1%), the working relationships between facilitators and wereda education office experts was very encouraging, and the most serious problem at the ABE centers was the periodic drought which usually caused high dropout rate of ABE children. Finally, certain conclusions were drawn based on the major findings and some feasible recommendations were made.

CHAPTER ONE: THE PROBLEM AND ITS APPROACH

1.1. Background of the Study

Education is said to be a process and practice geared towards shaping an all rounded personality through a harmonious and integrated development of mental, physical, social, moral and spiritual power of human being (Tegene & Tsegaye, 2002:11). It is the cumulative process of human experiences imparted by which knowledge is gained, skills developed, attitudes and values formed. Therefore, education is said to be an instrument in tapping individual's talent, potential and personality development that individual's can improve their lives in particular and the community in general. Education helps a country to create strong and competitive economy, which can effectively cope up with the challenges of development and can easily and confidently adapt to the changing market and technological conditions in the global economy. Basic education is its foundation (Hazen, 2000:20).

The importance of basic education as human right was declared by the United Nations 1948. The declaration reveals access to basic education is both a necessity and a fundamental human right. It realizes the intrinsic human values of education and has a strong moral and legal foundation. In addition, the right to education is guaranteed by subsequent summits undertaken at different occasions, such as in Jomtinem in Thailand, (1990), Paris (1991), Delhi (1993) and the Dakar Framework for Action in Senegal (2000). All the summits focused on meeting basic learning needs that oblige to translate commitments into legislations in order to have citizens' legal recourses (Hinzen, 2000:11). Both the declarations and conventions aimed at on the right of the child to education and the benefit out of it that can meet his/her basic learning needs. It is the responsibility of the governments to ensure that every one is given the chance to benefit from it. It is hence regarded as the fundamental interest of the society, since progress with economic and social development depends upon it. Despite this truth, UNESCO printed out:

Unfortunately, many children in the world had grown up with out getting this chance, because they are denied their basic rights to attend at least primary basic education and even many among those who enroll leave prematurely, dropping out before the skills literacy and numeracy have been properly gained(UNESCO,2003:i).

The need to address the learning needs of millions of out-of-school children in the world initiates the international community to commit itself for the achievement of quality basic education for all by 2015. This promise echoes the commitment made by countries in Jomtien in 1990 to achieve universal primary education by 2000 marking that education is the single most vital instrument for the promotion of human rights, combating poverty, establishing democracy, protecting the environment and influencing population growth. The promise was unfulfilled pledge for any developing countries remains a matter of great concern (Hinzen, 2000:34).

According to UNESCO (2003: i) report about 104 Million children of primary school age were not enrolled in school at the turn of the millennium. Almost all these children lived in developing countries. Hinzen (2000:34) mentioned the reasons for these deficits were multifold: lack of democracy, lack of educational provision, lack of coherence and lack of skilled man power as well as irrelevant content of the curriculum.

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

The problem of low attendance of schooling urges countries to design another alternative strategy. This alternative approaches to formal education helps to provide basic education for many Millions of school age population who have no chance to involve in the formal program. The guiding principles and unique features of alternative mode of provision includes: community participation, flexibility, adaptability, relevance, accessibility, local resource based, learner centered, and gender equality, linkage and integration with formal

education (Thompson, 2001:11). Hence, authorities recommended that an education system to be a mixture of in school and out-school process (Amarech, 2007:3).

Accordingly, the new education and training policy through its education sector development program envisaged an alternative mode of delivery (ABE Program) as a means to reach several Millions of un-schooled children from ages of 7-14 (MOE, 2005:4). To this end, several alternative basic education centers have been established in different regions in which some portion of the total enrolment is covered through. The alternative basic education program is assumed equivalent to formal education grades 1-4. The program is focused on literacy, numeracy, and environmental science to enable the learners to develop problem-solving abilities and change their mode of life (MOE, 2002:31). The program is characterized by cost effectiveness, flexibility and easily accessible and community based. Alternative basic education centers are shelters made by the community from locally available materials. Facilitators form the community and the community is entitled to run the overall program activity backed by technical support and coordination by regional education bureaus and interested NGOs (UNESCO, 2006:7).

Therefore, UNICEF (1993) has noted three main organizational and institutional arrangements that can equally serve the purpose of EFA. These are:

- The traditional indigenous education system
- The regular school system
- The Non-formal approaches

The economic situation of developing countries, the growth of out of school age population, social and health problems and the failure of formal schooling (distance, inequity, dropout, rigidity, irrelevancy etc) force political leaders and educational planners to search for different innovations that could help to increase the provision of basic education for all children and youth in a shortest possible time, with available resources and create partnership with all stakeholders including the local community. The Alternative Basic Education (ABE) which has the quality of flexibility and adaptability as one of NFE approaches emerged in recent years.

It is generally accepted that successful alternative basic education programs require:

- (1) Healthy, well-nourished and motivated students;
- (2) Well-trained facilitators and active learning techniques;
- (3) Adequate facilities and learning materials;
- (4) A relevant curriculum that can be taught and learned in a local language and builds upon the knowledge and experience of the facilitators and learners;
- (5) An environment that not only encourages learning but is welcoming, gender-sensitive, healthy and safe;
- (6) A clear definition and accurate assessment of learning outcomes, including knowledge, Skills, attitudes and values;
- (7) Participatory governance and management; and
- (8) Respect for and engagement with local communities and cultures.

The Oromia Region has large number of out school children from the age cohort of (7-14 years) and it has implemented alternative basic education to address the educational needs of these out-of-school children particularly in marginalized rural areas.

West Arsi Zone, the study area of this research is also widely implementing the ABE program. West Arsi education department depicted that many children were enrolled in different ABE centers in the Zone in this academic year (2009/10). However, the condition of facilitators and how the program is going on became a matter of great concern. The quality and effectiveness of education is determined by process of implementing and the performance of competence of basic education center facilitators. The success of the implementer is also determined by knowledge and attitude they have on the program. Thus, the purpose of this study is to assess factors that are affecting the performance of ABE facilitators in Arsi Negele woerda.

1.2 Statement of the Problem

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

The alternative approach has provided access to basic education to large number out of school children mostly in marginalized areas.

Even though certain researches have already been conducted on the implementation of ABE program in many parts of the country, for example, Arega (2006) and Ashebir (2007), no studies have been directly carried out on factors affecting the the performance of ABE facilitators in general and in Arsi Negele Woreda in particular. Hence, the researcher believes that this study would fill the existing gap.

To this end, the following basic research questions were set:

1. How are facilitators recruited and selected?
2. What does the performance of ABE facilitators in the woreda look like?
 - a. What are the most frequently used teaching methods by facilitators?
 - b. What does the pre-service and in-service training opportunities for ABE facilitators look like?
 - c. What are the major training needs of facilitators?
 - d. What does the availability of basic teaching and learning materials (textbooks, facilitator's guide, blackboard, chalk) look like at the ABE centers?

3. What does the working relationships between facilitators and ABE stakeholders in the woreda look like?
 - a. What does the working relationship between the project staff of the NGO providing ABE and the center facilitators look like?
 - b. What does the working relationship between facilitators and CMC look like?
4. To what extent are facilitators satisfied with their salaries?

1.3. Objective of the Study

The study has the following objectives:

- To assess which teaching methods do facilitators employ in classroom teaching in Arsi Negelle woreda;
- To assess whether there are adequate basic learning materials;
- To assess the working relationship between facilitators and CMC members ABE centers;
- To identify the training needs of facilitators;
- To assess the working relationship between project staff and facilitators; and
- Finally, to assess the degree of satisfaction of facilitators with their salaries.

1.4. Significance of the study

The researcher believes that this study may have the following significance:

- It would help ABE planners at regional, zonal and woreda level to reflect on factors that affect the performance of facilitators.
- It would provide woreda cluster school supervisors with relevant information to be considered while undertaking supervisory activities.

- It would inform center management committees of ABE centers in Arsi-Negele woreda about the performance of facilitators.
- It would also encourage other researchers to undertake other researches in the area of ABE program.

1.5. Delimitation of the Study

The study would have been sounder if it includes all zones and weredas found in Oromia. However, for the sake of its manageability and because of scarcity of resources, it was delimited to Arsi Negele Wereda of West Arsi Zone. Furthermore, it was delimited to the investigation of such variables like the use of active learning methods, working relationships with stakeholders, classroom management by facilitators.

1.6. Limitation of the Study

The researcher had to continuously seek responsible persons from the WEO who were very busy due to meetings and field work; nevertheless, he accomplished his tasks by having interview schedule with them at the end.

1.7. Organization of the Study

This research study has five chapters. The first chapter deals with the background of the study, objectives of the study statement of the problem, significance of the study, delimitation and limitation of the study. Chapter two presents the review of related literature whereas chapter three deals with research design and methodology. Chapter four presents data analysis and interpretation whereas chapter five deals with the summary of the major findings, conclusions, drawn and recommendations made.

1.8. Definition of key Terms

1. **Alternative Basic Education:** - is the component of non-formal education program that serves as an alternative approach to complement the formal education program in the effort to increase access to basic primary educational

opportunity to those out-of school children in the age range of 7-14 (Oromia Education Bureau, 2005:49).

2. **Basic Education:-** refers to the very minimum of knowledge, skills, attitudes and values that will enable individual to operate with a reasonable expectation of success in their community (Haggis, 1995:2).
3. **Curriculum:-** is what students should know, be able to do and be committed to (content), how it is taught (instruction), how it is measured (assessment), and how the educational system is organized (context). It is a practical reference source for teachers containing the range of strategies that can be utilized to achieve course outcomes (Derebssa, 2004:220).
4. **Facilitators:** - Trained or non-trained teaching staff for the non-formal basic education (OEB and JICA, 2005: 152).
5. **Gross Enrolment Rate:** - is the proportion of total number of pupils (irrespective of age) in a particular level expressed as percentage of the corresponding school age population (MOE, 2005: 226).
6. **Out-of-School Children:** - Children in the official school age group who are not enrolled in school (Mputu, 2001: 85).
7. **Partnership:** - A formal relation between individuals or groups in which experiences and commitments are agreed beforehand and which has a shared profit, risk element and a relation built upon fulfilling an obligation or completing a task (Prince of Wales Business Leaders Forum in MOE, 2002: 16).
8. **Stakeholders:** - refers to those who have a vested interest in education, its process and outcomes (Murgatroyd and Morgan, 1992:5).

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Non- Formal Education: Concept and Definitions

The idea of non- formal education has been widely spread in the world since the work of Philip Coombs (1968) on the world education crisis. For Coombs (1968) the existing educational needs of children cannot be solved only by using the formal educational delivery. There must be non-formal education as an alternative way of addressing the educational needs of millions of children in the world. The main disparities between formal education and non-formal education are on their sponsorship and institutional arrangement in their educational objectives and contents and in the group they serve (Coombs, 1985:14). He further explained and added that formal education at all involves full-time, specific, practical types of knowledge and skills of fairly immediate utility particularly to the learners and to have the inherent flexibility to respond quickly to new learning needs as they arise.

Non-formal education is loaded with many different meanings that vary according to a given country's educational policy, context, types of programs, and one's philosophical views of the role of education.

For the purpose of clarity the various definitions of non- formal education are dealt with hereunder:

NFE programs are aimed at out of school children/youth covering both the non-enrolled and the dropout. In most cases ABE draw experiences from non-formal adult learning programs and attempting to establish links with school system and other community development program (UNICEF,1993).

For Mani (1984:54), non- formal education is “ an alternative system of education out side the formal system, based on the learners needs and interests, for the illiterates, dropouts pushed outs and left-outs/non-starters”.

In the same way, Tilahun (1997) viewed non-formal education as education and training provided outside the formal system whatever its purpose, target groups, content and providers.

From the above mentioned definitions, the one given by Tilahun is more comprehensive and seems to be more appropriate for the Ethiopian context.

Other writers were interested more in depicting the characteristic features of non-formal education. Among them are Mamo (1999:40) and Wana (1999:62) who identified the following characteristic features of non-formal education in current theories and practices, such as its relevance to educational needs of and aspirations of the learners, flexibility of its organizational structure, capacity to adjust to variety of demands from different social groups; rely on local human and material resources; offers life long-learning opportunity for those who need it, and provides experiences for which there is practical use.

2.2. Non-Formal Education in Ethiopia

The beginning of modern in Ethiopia was marked by the establishment of Menelik II School in Addis Ababa in the year 1908. It is, however, worth mentioning that religious institutions were ordered two years earlier to teach all children above seven years of age the skills of reading and writing. Hence, this could be seen as the beginning of modern non-formal education in the country.

2.2.1. Non- formal education during the imperial period (1900-1974)

In the 1920s and in the first half of the 1930s, many schools were established in different parts of the country though they were mainly concentrated in major towns. Though issues like equity in education played insignificant role at that period, the expansion of schools had raised peoples' social awareness about the function of education, for it was the educated who was assigned as a clerk and more in the administration, etc. This period of school expansion was broken due to the brief Italian occupation (1935/36-1941) that led to the elimination of school infrastructures and the execution of teachers, etc.

Ethiopia as one of the Third World countries that had to suffer from the pains of colonial aggression, began to rebuild its economy. In order to promote its economic development, Emperor Haile-Silassie I of Ethiopia embarked on expanding the education sector.

After independence, the country under the rule of Emperor Haile-Silassie I embarked on reconstructing its socio-economic and cultural infrastructures. One can mention the three important events that promoted the development of modern adult education activities in Ethiopia during the Imperial government of Haile Silassie after independence:

- The new education policy - “Memorandum of Education” – was issued in 1944. This policy had as its main objective the expansion of mass education, addressing gender disparity, spreading literacy and promoting hygiene (Woldemeskel, 1999); The expansion of higher education institutions led to the beginning of evening classes in the form of extension programs, especially at Addis Ababa University. Together with the Conference of African Ministers of Education in Addis Ababa that took place in 1961, the idea of adult education got momentum (Workneh,1997);
- In the mid of the 1960s, it was estimated that 94% of the Ethiopian population couldn’t read and write. In order to tackle this problem, the Imperial government appealed to the United Nations in 1967 to get assistance in its intention to fight illiteracy. In reply to the Emperor’s appeal, the United Nations sent the representatives of its special organizations, namely UNDP, FAO, ILO and UNESCO to Ethiopia in April 1967. On August 31, 1967, the agreement was signed and the first experts of literacy education arrived in August and September 1968 in Ethiopia. The experts planned a formal literacy project as an experimental project that had the following major objectives (UNESCO, 1976, pp. 33-34:
 - Plan and implement experiments on curricula, teaching methods, forms of organization, administration and coordination;
 - Develop the ability and skills in reading, writing and numeracy;
 - Integrate the educational, social and economic activities so that the development in all areas of the Ethiopian society could be better achieved through the coordination of training and practical activities;
 - Evaluate the various aspects of the project and its impact on economic and social development.

The experimental project concentrated its efforts on strengthening the agricultural sector. It was, of course, carried out in three stages:

- The stage of basic literacy;
- The stage of language program, and
- The follow-up stage.

Nevertheless, there were a number of deficits and problems which hindered it from achieving the intended goals. The UNESCO report mentioned the following impeding factors:

- Scarcity of information, especially in the rural areas;
- Lack of adequate generalizable data concerning the activities;
- Language barriers among the participants of the experimental literacy project, for Amharic was the sole medium of instruction;
- Lack of adequate methodology for data collection and data analysis to carry out research activities in the field.

Even though the experimental project was not successful, it had no doubt contributed a lot to the dissemination of the idea of literacy education among the Ethiopian communities. Its strengths and weaknesses were considered in the successive measures Ethiopia took with regard to adult education.

2.2.2. Non-Formal Education in the period of the Ethiopian Revolution (1974-1991)

The Ethiopian popular revolution broke out in the year 1974. The imperial government together with its feudal-bourgeois socio-economic and political system was abolished. The Military Government took the political power. Though it promised to serve only as a provisional Military Administration Council ('Dergue'), the military government remained in power changing only its official name.

The military government carried out, of course, an organized and systematized program of adult literacy education through its National Literacy Campaign. According to Teshome Seifu (2003:), this campaign had the following main objectives:

- Provide every single individual with literacy and numeracy skills;
- the development of all-round socialist personality;
- lay basic conditions for the development of manpower resources which would be achieved through continuing education;
- transform the principle that education is to be seen as one of the rights of citizens into reality, and
- enhance and promote the development of political consciousness of the people, overcome economic backwardness and the mobilization of the broad mass of Ethiopian population through functional literacy.

However, there were factors which hampered the National Literacy Campaign from attaining its set goals, the reasons this were, according to Gebeyahu Kumssa, the fact that the military government:

- provided the literacy education program without considering the age differences among the participants;
- didn't address the crucial social, political and economic problems in the light of aggravating civil war on the one hand and external pressures on the other.

Thus, the National Literacy Campaign which was able to rally the peoples around its objectives in the earlier years of the revolution couldn't be successful at the end even though it mobilized the peoples around its famous slogans "All Educated should Teach! and All Illiterate should Learn!" (Tilahun, 1991).

With the rising popular discontent in all parts of the country and with the gradual decline of the financial support obtained from the public and international donors, the National Literacy Campaign together with the military government came to an end in May 1991.

2.2.3. Non-Formal Education Since 1991/92

The end of the military government in May 1991 has led to fundamental changes in political economic and cultural life of the country namely:

- Ethiopia has become a federal democratic nation for the first time in its long history; that is the decentralization of administratively power unlike the centralized rule of the Dergue regime is a qualitatively new political measure taken by the post-Dergue government.
- The socio-economic structure of the country that was based on socialist principles is replaced by a mixed economy which emphasizes a free market economy.
- The cultural life of nations, nationalities and peoples is characterized by such major transformations like the use of the languages of the various nationalities as medium of instruction at primary schools, the use of the language of the major ethnic groups as official language of the regional government, in the attempts made to promote the development of the languages of major ethnic groups at higher education institutions and in the overall educational reform.

With the collapse of the world socialism and the growing internal armed struggle against it, the suppressive military government in Ethiopia hadn't the slightest chance to remain at power. Thus, it was overthrown in the year 1991 and the political power has been seized by the EPRDF Government since then.

After reunification, the Institute of International Cooperation of the German Adult Education Association (IIZ/DVV) has taken Ethiopia in its country programs in the year 1994.

In line with the prevailing federal structure, the regional states have gained certain cultural autonomy which helps them shape their own development in accordance with the development policy of the federal government.

The principle of decentralization has enabled the regional states to shape their own educational activities as well as programs without, of course, violating the New Education and Training Policy of the country that has been implemented since 1994.

Together with its partner, the Ethiopian MOE, the Institute for International Cooperation of the German Adult Education Association has actively engaged in promoting the development of adult and non-formal education in the country since 1995.

Today, adult and non-formal education is carried out by a number of governmental, semi-governmental and non-governmental organizations as well as by various agencies, commissions and the private economy.

2.3. The Legal Bases of Non-formal Education

Non-formal education can not operate effectively without institutional framework. It requires organizational and structural bases which enable it render its function to the society. Institutions are not simply some kind of building – often a forbidding one – in which a specific type of activity goes on. What is central to the concept of institution is some overall purposes without which the behavior of its members would be unintelligible. Institutions involve rules and purposes. They can also be affected by external and internal factors that can militate against their effectiveness. This can be more disruptive than the occasional incompetence of its members (Hirst, 1970: 113).

According to Tilahun (1997), a policy refers to statements of purpose, principles, priorities and plans of adult education by a duly constituted body or bodies of decision maker(s). Such bodies include the head of the nation, parliament, or a relevant ministry. A policy can be broad or specific. Ideally, policies are written in official documents of a government. Adult education policies are also found in national constitutions, proclamations, or other forms of legislation and national development plans.

Furthermore, speeches of the head of the country or government and those of relevant agencies are often taken, especially in developing countries, as policies. Sometimes policies observed practices, activities and programs (Bhola, 1994). In the absence of national statement, internal guidelines, directives, rules and regulations of the Ministry of education can be used as policies, proclamations or decrees could also be seen as forms of legislations.

Now, it could be attempted to mention some of the education policies of Ethiopia which in one way or another has affected the development of adult and non-formal education. According to Zelleke Woldemeskel (2001), the following could be seen as policies related to adult education and/or non-formal education in the educational history of Ethiopia:

- 1906: Religious institutions were ordered to undertake literacy education activities.
- 1925: The first Education Tax Act was declared.
- 1944: A Memorandum on Education Policy was issued by the Imperial government. It was claimed that the objective of this policy was to develop mass education whereby the issue of access and gender equality could be addressed.
- 1948: The Emperor funded the first adult education institution - 'Berhaneh Zere New Institute' that lasted until the year 1978 (Tilahun, 1991). During that time, Emperor Haile Silassie I held the portfolio of Ministry of Education and Fine Arts.
- 1955: The Imperial government published a Public Notice that charged:
- (a) all illiterate adult of 18-50 years old to become literate in Amharic through their own arrangements;
 - (b) the literate community including employers to assist the drive; and
 - (c) the Ministry of Education and Fine Arts to coordinate the efforts.
- 1956: Public announcement was made. It was pronounced in one of the then Weekly Newspaper called "Sendek Alamachin" (Amharic: 'Our Flag'). The objective of this public announcement was to promote basic education for all, for it was believed that basic education enhances economic development.
- 1934: In His Speech on Liberation Day, Emperor Haile Silassie I gave Imperial Orders to expand basic education for all citizens. It is said that the rural population of Ethiopia was benefited from this Imperial Orders.
- 1966: Education policy was declared. The Ministry of Education and Fine Arts was made responsible for the formal education whereas the non-formal education made look for refuge in other ministries.

- 1970: Additional Education Tax was declared. The objective of this declaration was to collect tax money for the promotion of education.
- 1975: The National Work Campaign for Development through Cooperation (Amharic:'Zemecha') was declared. The objective of this campaign was to teach the urban and rural population of the country about the socio-economic, political and cultural changes that could be brought forth through the popular revolution. However, certain historians argue that the provisional Military Administrative Council ("Dergue") took this measure in order to distance himself from the then highly revolutionary educated people, especially the university students and teachers so that it could consolidate its political power in the country's capital without a strong opposition parties or groups (Bartnicki/ Mantel-Niecko, 1978).
- 1976: The PMAC ('Dergu') proclaimed the National Democratic Revolution Programme which affected and/or determined the country's overall policies, programmes, etc.
- 1979-1990: A National Literacy Campaign was launched in Ethiopia. Though some authors claim that there was no legal base for the campaign, one couldn't overlook the guidelines, directives & regulations, etc., that were designed to carry out as well as to monitor the campaign.
- 1994: The New Education and Training Policy was issued. The structure of the Ethiopian Education system was changed. In the same year, the Education sector strategy was also issued.
- 1995: The new Ethiopian Constitution was declared. Ethiopia became constitutionally a federal democratic nation. The decentralization of educational administration as well as the use of the nationality languages at least at the primary level of the education system as medium of instruction was made possible.
- 1997: The Education Sector Development Programme (ESDP-I) was issued; however, there was less emphasis on the role of adult and non-formal education.

- 2002: The Education Sector Development Programme (ESDP-II) was issued. Here, the role of adult and non-formal education in the societal development is recognized. The ministry of Education promised and/or planned to promote the development of adult and non-formal education.
- 2004: A workshop sponsored by IIZ/DVV-Ethiopia carried out at the Conference Hall of the MoE in Addis Ababa made a decision to develop a national ANFE strategy which could be applied by the regional governments based on their respective context.
- 2008: National Adult Education Strategy was endorsed by the Government of the Federal Democratic Republic of Ethiopia.

2.4. Institutions providing adult & non-formal education in Ethiopia

Adult and non-formal education can not operate effectively without institutional framework. It requires organizational and structural bases which enable it send its functions to the society.

Institutions are not simply some kind of building-often a forbidding one-in which a specific type of activity goes on. What is central to the concept of institution is some overall purposes without which the behavior of its members would be unintelligible. That means, institutions involve rules and purposes. They can be affected by external and internal factors that can militate against their effectiveness. This can be more disruptive than the occasional incompetence of its members (Hirst, 1970:113).

In every society, schools and universities are regarded as the two main institutions concerned with education though some scholars argue that the main purpose of universities is the advancement of knowledge.

The experience of many European countries show that adult and non-formal educational activities gained momentum at higher education institutions through personal engagement of some outstanding educators who stood for the possibility of extra-mural studies so as to connect the universities with practical lives of the communities. In Ethiopia, the existence of the

following institutions have created good opportunities for the expansion of adult and non-formal education:

(1) At the higher education level: Adult education began in 1980 at the Bahir Dar Teachers College, however, it was closed in 1996. Since 1999, there has been a diploma programme in adult education in Jimma Teachers College. Currently, some higher education institutions in the country are also on the way to commence adult education programmes at diploma and degree levels.

The fact that Addis Ababa University has also launched an M.A. Programme in Adult Education and Lifelong Learning is also an important contribution to the development of adult and non-formal education in the country.

The launching of a B.A. programme “ Adult Education and Community Development” in Bahir Dar University is also a necessary contribution to the overall efforts of the Ministry of Education to develop address the educational needs of millions of youth and adults in the country.

(2) Religious institutions: The Ethiopian Orthodox Church, the Ethiopian Evangelical Church, the Ethiopian Catholic Secretariat and the Ethiopian Islamic Council also provide adult and non-formal education of various sorts. They follow:

- the holistic approach, i.e., the psychological, social, economical and moral aspects of the whole person);
- Regardless of the religious attitude, it is designed to bring about integrated, peaceful development.
- Moral education is also integrated (the government's policy on ethics is considered).

(3) Distance education at higher education institutions.

Though the history of distance education in Ethiopia shows that it has been developed first in the form of correspondence education, its contemporary development in the country is relatively insignificant. Apart from the so-called Project 17,000 which was designed and implemented by the Ministry of Education for the training of English teachers for the second-cycle primary education, there was no significant training program in distance education in the country which is carried out in the formal education sector. It is, however, worth mentioning that certain higher education institutions in the country have tried to conduct distance education programs for some period of time (for instance, the AAU) and some private higher education institutions (for instance, St. Mary College) are still running or on the way to develop distance education programs.

(4) Company-based adult and non-formal education, for instance, the training offered for professional adults in the form of in-service training, etc., by the Ethiopian Air lines, Ethiopian Telecommunication Authority, Ethiopian Road Construction Agency, Ethiopian Transport Construction and Design, Ethiopian Banking and Insurance, etc.

Furthermore, forms of adult and non-formal education have been provided:

- ◆ by small-scale commercial enterprises to up-grade the knowledge of the workers.
- ◆ by local and international non-governmental organizations.
- ◆ by voluntary initiatives and alternative groups;
- ◆ by certain international institutes like the British Council, the German Cultural Institute, the Italian Cultural Institute, etc.
- ◆ through radio & television broadcasting;
- ◆ In the form of evening classes, especially in cities & towns;
- ◆ in the form of literacy education, adult basic education, community skill trainings, etc, especially in the rural areas;
- ◆ by development agents of governmental institutions, e.g. agriculture education;

- ◆ by the Ministry of Health in the form of raising awareness about reproductive healthy, family planning, prevention of HIV/AIDS, hygiene, etc.;
- ◆ by such institutions like the Institute of Information management in the form conducting short and long-term trainings of personnel on management issues;
- ◆ the private economy, for instance, skill training programs for Hotel managers, initial trainings for Hotel workers in food preparation, etc., trainings and in-service trainings in the form of workshops, conferences, etc., for workers in the tourism branch, etc.;
- ◆ by women's organizations as well as professional associations, trade unions, etc;
- ◆ by the Ministry of Capacity Building in the form short and long-term trainings for personnel's, initial trainings, in-service trainings, etc.

(5) Government ministries: The Ministry of Agriculture and the Ministry of Education, the Ministry of Health, the Ministry of Agriculture, the Ministry of Labor and Social Affairs, the Ministry of Women Affairs and the Ministry of Youth and Sports have signed a memorandum of understanding in 2008 to provide adult education in the country.

2.5. Funding

The issue of financing education or any other development sector is a central problem to any government. Resources can be seen as a financial, human and national. With regard to financing adult education, Afrik Tai (2000: 23) pointed out that “adult education is the poorest partner in education when it comes to the sharing of national education cake”. This also seems to be true for the Ethiopian context though the government has recently shown more concern to promote adult and non-formal education in the country.

This seems also to be true for the Ethiopian context though the government recently shows more concern to promote adult and non-formal education in the country.

When one tries to analyze the question of funding, one should also consider the internal and external factors that affect it. The internal factors include:

- The level of development of domestic market;

- The level of awareness of the general public about the functions of adult and non-formal education;
- The laws and regulations of the federal and regional states; and
- The level of existence of skilled manpower in the field of adult education.

To the external factors belong:

- The international pressure from institutions like the World Bank and special organizations of the United Nations such as UNDP, UNESCO, ILO, FAO, etc.;
- The world market which , in the main, favors the developed industrial nations, and
- Geopolitical factors such as regional stability or wars and conflicts.

Of course, the fact that the Ethiopian government has allocated an ever increasing budget for the education sector 13.8% ((2000/01) (ESDP II, 2002), the part allotted to the expansions and implementation of ANFE is by far lower.

In Ethiopia, the funding of adult and non-formal education is carried out by:

- the Ethiopian government (the Federal government and regional governments) and ministries;
- the private economy; and
- the non-governmental organizations (indigenous as well as international organization).

2.6. Provision

Provision varies not only in content, duration and form of organization but also significantly, in whether it leads to a qualification (Nuissl/Pehl, 2000:3). Compared to the developed nations, the provision of modern adult and non-formal education in Ethiopia has a shorter history. One could handle the provision of adult and non-formal education in Ethiopia especially since the end of the Second World War.

Generally, adult and non-formal education is required in Ethiopia (a) to make illiterate youth and adults literate and to raise the awareness of parents regarding the importance of “sending their children to schools” (OEB, 2005:27)

Ethiopia although it has reach experiences in the provision of ABE still needs a workable strategy to narrow the disparity between regions and establish a national system of coherent ABE provision for all out-of school children. The ABE provision in Ethiopia today needs to have further strengthened by well planned and coordinated action ensuring maximum utilization of human material and financial resources to enable out-of school children in all regions to have the opportunity to access quality ABE.

2.7. Alternative Basic education in Ethiopia

To realize the goal of universalizing accesses to primary education by 2015, ESDPIII envisaged provision of basic education through attractive modes. Accordingly, in the last two to three years in specific regions centers were established. Most ABE centers activities are accomplished in Abe centers and are designed to enroll the same age group at regular primary education. Since 2005/06, ABE enrollments have been included in reporting of regular education .Hence, growth enrollment rate (GER)and net enrollment rate (NER) reflect the condition of ABE to primary education in Ethiopia.

Table 1: enrollment in ABE by gender

Year	1999E.C(2006/07)	2000E.C(2007/08)	AAGR
Male	311,427	349,863	12.9%
Female	271,339	287,380	13.2%
Total	582,766	637,243	13.0%

(Source: education statistics Annual Abstract 2007/08:40)

Table 2: number of facilitators and centers by region in the year 2007/08(2000E.c)

Region	Number of facilitators			Number of ABE centers
	M	F	T	
Tgray	102	70	172	46
Afar	364	23	387	303
Amhra	3694	2803	6497	3668
Oromiya	6178	2263	8441	2459
Benshangul gumuz	608	97	705	333
SNNP	1929	464	2393	1183
Gambela	10	3	13	9
Addis Ababa	163	353	516	147
Total	13048	6076	19124	8148

(Source: Education statistics Annual abstract 2007/08 :41)

2.8. Alternative Basic Education and the Formal First Cycle Primary Education in Ethiopia

Alternative basic education refers to system of learning which is characterized by flexibility ,capacity to recognize and creatively utilize diversity and transparency in terms of the degree of opens: in terms of access and learning opportunities .Alternative basic education is applicable for both formal and non formal learning situations .Alternative basic education program provides or offers basic skills of reading ,writing arithmetic and basic knowledge in environmental science to out of school children .what makes the provision of alternative basic education for children important is the lack of formal school at or close to where they live .Alternative basic education belongs to Para formal education form of the none formal education (NFE).Para formal education includes all educational activities in between the formal programs that follow the highly organized ,structured and fulltime educational ladder.

The difference between 1st cycle primary education and alternative Basic Education

	Formal 1 st cycle primary education	Alternative Basic Education
Curriculum	Primary education curriculum	Non –formal basic education curriculum for children adopted by OEB
Duration	4 years	3 years
Subject thought	-Afaan Oromo -English Mathematics Science Aesthetics	-Afaan Oromo -English -Mathematics - environmental science
Teaching staffs	Certified teachers(TTI graduate)	Uncertified teaching staff, trained and non trained
Venues	Primary schools, required the government standard facilities and equipment	Primary schools, community skill train centers(CSTCs), common meeting places, a such as Keble office, cooperatives offices, tree shades
Grades	Grade 4 Grade 3 Grade 2 Grade 1	Level 3 Level 2 Level 1

Source: OEB and JICA (2005)

Alternative basic education program is designed to provide equivalent first cycle primary education in three levels as an alternative for those children with no access to formal primary education. It is cost effective form of basic education which is accomplished within three years based on local realities. Learners who accomplished the third level of ABE are allowed to join grade five.

Table: ABE performance from 2000/2001 to 2004 to 2005

Year	Number of children attended ABE			Growth enrolment rate of this program		
	Male	Female	Total	Male	Female	Total
2000/01	146307	117843	264140	6.1	5.1	5.6
2001/02	160192	127797	287989	6.5	5.3	5.9
2002/03	147320	118271	265591	5.8	4.8	5.3
2003/04	233769	182780	416549	9.0	7.2	8.1
2004/05	177796	184119	361915	6.6	7.01	6.8

Source: Education statistics Annual abstracts

As it can be depicted from the above table enrolments of children in ABE for the past five years was increasing except in 2004/05 .this program contributes 6.8%GER for those children out of formal school. It is anticipated that this program can enhance the achievement of the UPE (OEB, 2005:28).

Ethiopia introduced an education reform and developed a New Education and Training Policy in 1994 with the aim of expanding education and increasing access. The policy provided for:

- a new structure;
- decentralized educational administration;
- localized curriculum; and
- the use of local language as a medium of instruction in primary education.

Ethiopia is a member state of the United Nations and, in the year 2000, committed itself to the Dakar Framework for Action, which focuses on achieving the goals of education for all by the year 2015. Furthermore, the country strives to achieve the Millennium Development Goals (MDGs). Although the country has given much emphasis to universal primary education, the Government has realized that Ethiopia cannot achieve UPE by the year 2015 by providing education through the formal schooling alone. Therefore, it has designed and implemented alternative basic education, referred to also as non-formal education, as an integral part of the education system.

Nevertheless, the provision of alternative basic education by the governmental and non-governmental organisations is not well coordinated and systematised and is still reaching only a small percentage of the target group. In order to overcome this problem of fragmented delivery of alternative basic education in the country, the Ministry of Education decided to develop a national alternative basic education strategy.

2.9. Alternative Basic Education and Non-Formal Education

In Ethiopia alternative basic education is often referred to as non-formal education. ESDP-II gave the following definition, which contains both words “non-formal” and “alternative”:

Non-formal education is delivered as an alternative to the formal education in order to provide basic primary education for all. The basic education programme has a three-year cycle and is equivalent to the formal basic education (Grade 1-4). Under this programme, education is provided for out-of-school children and adults. (ESDP-II, 2002:16).

A number of scholars have defined non-formal education. It was Philip Coombs (1968) who coined and introduced the term into educational literature. Since then, the concept of non-formal education is widely used to designate various kinds of educational delivery in different countries, for both children and adults. One common thing that all forms of non-formal education providers assert is that it is flexible in character. Non-formal education can be defined as "any organised and systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular sub-groups in the population, adults as well as children" (Coombs and Ahmed, 1974: 11) and has been found to be an appropriate alternative to address important issues of development (Srinivansan, 1977: v).

In Ethiopia, there is sometimes a tendency to use non-formal education only for out of school children and so distinguish it from adult education. This can be a source of confusion since adult education refers to a target group which non-formal education is a mode of delivery. Moreover, most adult education is provided in a non-formal mode. To avoid this confusion, this strategy proposes to use the term Alternative Basic Education (ABE). The abbreviation ABE is in many countries used for Adult Basic Education. The reader needs to be aware of the possible confusion. To reduce the risk of confusion, it is important that in Ethiopia the abbreviation should be used for one concept only: Alternative Basic Education.

ABE has an important role to play in Ethiopia because the formal schooling alone cannot currently adequately address the educational needs of all children in the country. Ethiopia rightly recognises that the only way to achieve universal primary education by 2015 as agreed to in the EFA goals is to use both formal primary schooling and alternative provision in a non-formal setting. Ethiopia is not alone in this. There are a number of countries which provide alternative basic programmes of schooling for school aged children. Alan Rogers mentioned Bangladesh, Mali, Ethiopia, Thailand and the Philippines as examples. He asserts that:

- a number of programmes which labelled themselves as non-formal education have spread enormously since the 1980s;
- Jomtien Conference in Thailand which took place in 1990 has led to the fact that educational policy and planning of many developing countries include non-formal education to reach out-of-school children;
- non-formal education also practically includes out-of-school youth who are "too old" to go to school.
- there are a number of countries which provide non-formal programmes of schooling for school aged children; Rogers mentioned Bangladesh, Mali, Ethiopia, Thailand and the Philippines as examples.

2.9.1. Policy Framework

Successive Ethiopian governments have tried to introduce ‘policies and strategies’ to promote the development of ABE in the country. However, it is the Government of the Federal Republic of Ethiopia, which has clearly designed a policy related to alternative basic education in the following policy documents:

2.9.1.1. The New Education and Training Policy of 1994.

This policy along with its strategy has focused on:

- expanding equitable access to primary and vocational education to the meet the demands of the demands of the country and the economy;
- restructuring the education system;

- changing the curriculum to increase relevance of education to the communities, and
- improving the quality of education throughout the system.

The New Education and Training Policy targeted to achieve Universal Primary Education (UPE) in 2015. It designed a sector wide approach, which includes all levels of services, from primary to tertiary, all areas of education, recurrent activities and capital investments, and federal as well as regional activities. It is centred on priorities or variables, which are likely to bring about qualitative and quantitative change to the system.

2.9.1.2. The Education Sector Development Program (ESDP)

The first Education Sector Development Programme (ESDP-I) was launched in 1997 and covered the periods from 1997/98 to 2001/02. The programme was managed through a:

- Central Steering committee;
- Regional Steering Committees;
- Annual Review Meetings;
- Joint Review Missions;
- Education and Training Boards, and
- School Management Committees

The second Education Sector Development Programme (ESDP-II) covered the period between 2002/03 – 2004/05. The ESDP-II Programme Action Plan was prepared to serve as a framework to enable all stakeholders and development actors to rally for the implementation of the programme through coordinated interventions and resource mobilization.

The third Education Sector Development Programme (ESDP-III) covers the period 2005/06-2010/11. ESDP-III states that ABE programmes are critically important as an emergency short-term measure for achieving universal primary education by 2015, and in reaching hard-to-reach remote rural and dispersed communities, pastoralist, and semi-agriculturalist societies. One of the objectives of ESDP-III is to provide increased access to Adult and Non-Formal Education in order to combat the problem of adult illiteracy. It affirms that a stronger and wider role for non-formal education and other alternative modes of delivery for the expansion of primary education will be implemented. The programme document accordingly emphasises that it is important to

develop a strategy that would capture the existing over 4 million out of school children, whose ages range from 8 to 14 (page 38). To this end, multilateral and bilateral partners, NGOs, local governments and communities will be encouraged to offer various kinds of adult and NFE and training (page 39).

2.9.1.3. The Plan for Accelerated Sustainable Development to End Poverty (PASDEP) 2005/06 - 2009/2010 (1998 EC - 2002 EC)

Ethiopia is one of the countries, which have developed their own poverty reduction strategies. In 2000/01, it developed the Sustainable Development and Poverty Reduction Programme (SDPRP), which had the following four pillars:

- Agriculture led Industrial Development;
- Justice and Civil Service Reform;
- Government, Decentralization and Empowerment;
- Capacity Building.

Currently, the Ethiopian Government has introduced the Plan for Accelerated Sustainable Development to End Poverty (PASDEP), which covers the period from 2005/06 - 2009/10. This poverty reduction strategy continues to deal with the four areas mentioned above. It focuses on eight elements that would be difficult to achieve without an educated population:

- (a) Massive push to accelerate growth
- (b) Geographically differentiated strategy
- (c) Addressing the population challenge
- (d) Unleashing the potential of Ethiopia's women
- (e) Strengthening the infrastructure backbone
- (f) Managing risk and volatility
- (g) Scaling up to reach the MDGs
- (h) Creating jobs

Ensuring education for all is accordingly essential and PASDEP spells that out clearly, putting emphasis on the need to reach out for those who are left out by the formal education system.

2.9.1.4 The Dakar Framework for Action and the Millennium Development Goals

EFA Dakar Goals	Millennium Development Goals
1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.	
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to complete free and compulsory primary education of good quality.	Goal 2. Achieve universal primary education Target 3. Ensure that by 2015 children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.	Goal 3. Promote gender equality and empower women Target 4. Eliminate gender disparity in primary and secondary education, preferably by 2005, and at all levels of education no later than 2015.
4. Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.	
5. Eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to (and achievement in) basic education of good quality.	
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills.	

2.9.2. Alternative Basic Education in Ethiopia today

In order to increase access to basic education, Ethiopia has undertaken the following measures so far. It has

- a) Created a relatively conducive policy environment for non-governmental organisations to provide alternative basic education. Some of the NGOs which have been engaged in the provision of alternative basic education are:
 - 1. Prop ride
 - 2. Action Aid
 - 3. Rift Valle Children and Women Development Association
 - 4. Irish Aid Ethiopia
 - 5. PACT Ethiopia
 - 6. Love in Action - Ethiopia
- b) Developed equivalency strategy for basic education in formal schooling. The MoE devised an accreditation system making three years of alternative basic/alternative basic education equivalent to the a four-year of primary basic education (Grade1-4) and secured that children from alternative primary schools could be transferred to grade 5 of the formal schooling,
- c) Established a Task Force for the Pastoralist education and conducted a baseline survey to investigate the situation of pastoralist nomadic people in Ethiopian lowlands. The MoE has also developed a structure in the Education Bureaus in which there will be a post for an expert of non-formal/alternative basic education (Abinur Bekele, 2006).
- d) Encouraged the provision of alternative basic education to disabled children possible by creating partnerships with non-governmental organizations. Non-formal skills training for young girls and women with disabilities is delivered, for instance, by the Cheshire Foundation Ethiopia.

- e) Encouraged the provision of alternative basic education with a focus on raising awareness about the spread of HIV/AIDS through formal schooling as well as through non-formal education provided by governmental and non-governmental institutions/organizations.
 - Addis Development Vision Provides Community Based Reproductive Health Project in SNNP region.
 - Save your Holy Land Association conducts a reproductive health project and it gives focus on family planning services and provides tutorial services for adolescent school girls as well as involving women in income generating schemes.
 - PACT Ethiopia has established ABE centres, for instance, in Alma Village, South Omo Zone, SNNP Region, in Debre Berhhan, North Shoa Zone, Amhara Region and in Hamilo, East Shoa Zone, Oromia Region.

In general, Ethiopia has had rich experiences in the provision of ABE. Partial statistics obtained from MOE and some REBs showed that during the year 2003/2004, there were over 700,000 children participating in alternative basic education programmes in various regions of the country. However, there were great disparities with some regions having many times more participants than others. The provision needs to be further strengthened by well planned and coordinated action ensuring maximum utilisation of human, material and financial resources to enable out-of-school children in all regions to have opportunity of access to alternative basic education. One of the responsibilities of MOE is to ensure that there is this even spread of educational opportunities.

2.10. Non- Formal Education: Experiences of Selected Countries

Countries in the world committed themselves for the provision of basic education. Hence, some countries have fully achieved the goal ensuring that all children have access to and participate in basic education (Moulton, 2001:11). These countries used different alternative strategies to achieve their objectives. As the result some successful modes have achieved global fame and have been adopted in other countries and other regions of the world. Some known countries are included this research as the lesson to be learned by Ethiopia. The Escuela Nueva, of rural

Colombia, BRAC of Bangladesh and UBEP of urban Kenya. These modes seem to respond to the communities they serve and have become institutionalized within the education sector.

2.10.1. The Bangladesh Rural Advancement Committee (BRAC)

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

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

The major components of BRAC program include:

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

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

Schedule: The alternative basic education program is presented in three-year cycles. The school session is for 2 1/2 to 3 hours a day, six days per week; 268 days in a year. The school hours are flexible depending on the convenience of the parents to send their children.

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

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

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

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

The Distance from Home to School for BRAC Pupils: it ranges from less than 1 km to 2.5 km. Because of this proximity children lose less time in travel to and from school. Especially for girls, this is considered relatively safe. Also, parents are able to monitor what happens inside the schoolroom, how their children are treated and whether they are happy and busy.

2.10.2. ESCUELA NUEVA of Colombia

The Escuela Nueva (new school) of Colombia like BRAC model of schooling began in rural areas in 1975 (Wana, 199:75), where it achieved remarkable success and worldwide acceptance. The model features flexible elements suited to rural children and their families/. The primary goal of the innovation is to seek feasible solution to the persistent problem of access, inequality and poor quality of education in the rural area of Colombia. The program was created to overcome curriculum, training and administrative deficiencies encourage students to learn in their own pace, set low cost materials and encourage community participation in school management.

According to Multon (20002:36) in the early 1980s about 55 percent of five to nine-years – olds and 45 percent of ten to fourteen-year-olds in rural areas had never attended school, and one-third of first-graders dropped out. Schools are multi-grade schools, with one or tow teachers per school. The Escuela Nueva is the best –kwon model of multi-grade schools and has been observed by educators form around the world. Students work at their own pace, and individual assignments are supplemented with work in small groups. Self- instruction books guide them in identifying examples; cultural elements form their own experience, and local materials to be accumulated in the learning centers. The more advanced students help slower students. Children also participate in health, sanitation and nutrition activities. In this way, the school gradually became a resource center for teachers, for agencies operating in other sectors and, eventually, for the community itself. Teachers are trained on the job in three one week courses during the first school year. They have detailed manuals, similar to the students’ instruction books. Thus, teachers learn by practice instead of through extensive pre-service lectures. Teachers also attend workshops held at “micro-centers”, where they are encouraged to exchange ideas and questions with other teacher. Students participate in school management: they organized into committees to take care of discipline, cleaning, maintenance, sport, school garden, newspaper and library.

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

2.10.3. The UBEP of Urban Kenya

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

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

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

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

The success of UBEP depends on the ability of learners to use of the skills they acquire, its contribution for the reduction of wastage in the education system, and to the rehabilitation of street children, the similarity of UBEP's core curriculum and the formal school curriculum. The teaching of functional literacy and numeracy provides foundation for vocational training. Vocational education and training equip the learners with skills to earn a living Earning is linked

to production and production-oriented functionality that increase motivation for learning, the apprenticeship or learner ship system provides a link between learning and work, and facilitates transition for learning institutions to working life (Thompson, 2001:13).

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

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

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

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

The universal Declaration of Human rights of the UN state that, every one has the right to education. And also states that elementary education shall be compulsory. Therefore, access to primary education is every one's right apart from its economic, social and political benefits.

Education is also an indispensable weapon in fighting against ignorance and backwardness and a necessary first step in the long march towards socio-economic development.

Based on the above principle, Ethiopia has committed itself to provide basic education to all school age children and universal primary education (UPE) by 2015. Alternative Basic Education (ABE) is one of the strategies designed to achieve this goal.

ABE is a type of school equivalency program 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 transmit in to the formal system. It is characterized by low cost construction, community participation to construction and school management, inclusion of disadvantaged ethnic groups, gender and special needs groups.

Providing quality basic education for the children is one of the basic rights of children. Because education is the best instrument of the creation of human capital- the advancement of overall child development including the implementation of child rights principle, understanding the prevailing situation, developing solutions. To problems and challenging situation, maximizing earnings, distributing wealth, participation and empowerment are affected by the education of the citizens. As a results education for all (EFA) is part of the Minimum Development Goals government sets to realize by the year 2015. UNESCO and UNICEF (2005) publication on measuring exclusion from primary education stressed that according to article 28 of the convention government save the responsibility of making primary education is compulsory and available fee to all. Global results however, indicated that,” in a world that promises universal primary education” above 115 million primary school age children are not yet in school (UNICEF: 2005).

The education sector development program (ESDP III) is committed to increase its contribution to adult and non formal education. The plan, educates for the use of formal school, alternative basic education centers and community skill training centers as a venue for non- formal education (NFE).

Achieving the education for all goals is critical for attaining all 8 MDGs in part due to the direct impact of education on child and reproductive health, as well as the fact that EFA has created a

body of experience in multi-partner collaboration toward the 2015 targets. Simultaneously, achieving the other MDGs such as improved health, access to clean water, decreased poverty, an environmental sustainability, are critical to achieving the education MDGs.

Although there has been steady 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.

2.11. Functions of ABE

ABE has an important function to play in Ethiopia because formal schooling alone can not adequately address the educational needs of all children in the country. The ABE program has advantages in encouraging the education of the girls and promoting gender equity because it can be organized close to where they are living.

ABE is the way for the acquisition of minimum knowledge for the learners of or those economically, socially and politically unprivileged or marginalized citizens, it is the concrete base for development and this process of development is connecting the community with the line of development.

The function of alternative basic education is to provide equitable education for all citizens including those marginalized and unprivileged society. Alternative basic education is one of the basic tools for human development and for poverty reduction. Studies show a clear relationship between education and poverty reduction. Reading and writing skills are important for poor people to promote their rights and improve their social situation (Sisay Worku: 2002:35).

Lack of basic knowledge and fundamental technical know-how is one of the primary reasons for the low private sector development and economic progress. Therefore, ABE is undoubtedly necessary for the furtherance of democracy and request for individuals to realize their potential and contribute to social and economic progress of change.

2.2. Characteristic Features of ABE

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

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

Firdissa (2003:125) & Mambili(2004:3) mentioned some of the general characteristics of the alternative basic education program : community participation ,flexibility ,adaptability and relevance ,accessibility, local resources focus, learner centered approach, gender equity ,linkage and integration with formal schools ,program integration with development work.

2.12.1. Linkage and Integration

Alternative basic education is closely linked to primary education provision and must be provided in an integrated manner. This linkage must be kept in mind in the planning and implementing of ABE program

2.12.2. Equal Access

The principle of equal access requires that an ABE opportunity is available to those individuals who, for various reasons, do not find existing provision accessible. Different studies have been conducted on the side of equity and access have worked to increase the enrollment of girls in ABE centers by raising of the awareness of the importance of girls education with their parents and by involving the community in this process.

2.12.3. Gender Equity

The designs of ABE programs which are in operation or newly established emphasize the importance of gender sensitivity. Keeping the gender balance between learners is one of the key

areas to be addressed at the grassroots level. Gender responsiveness shall be considered in the facilitators' recruitment, training community participation and management of programs.

2.12.4. Inclusive Education

ABE is also designed to address the educational needs of disadvantaged children in order to promote social inclusion. This would help a given country to progress towards achieving the goals of education for all.

Inclusive education in ABE provision should focus on:

- Helping girls and boys access to education where they would not otherwise
- Giving learning opportunities for children with disabilities within their localities
- Helping marginalized social groups to be integrated in the society
- Promoting the development of positive self-concept
- Fostering employability of marginalized children
- Helping persons with special needs to participate in non-formal skill training which enables them to generate income.

2.12.5. Relevance to Learners' Life

The existing cultural and regional disparities have negatively influenced the smooth provision of ABE for out-of- school children. Special education is needed for children who are living in different living situations and children with personal problems. Thus it is important for ABE provision to adopt the principle of programmatic and innovative approaches that takes in to account the various barriers that are responsible for exclusion of disadvantaged children. The considerations of the diversity of the needs and situations of these children are addressed in the curriculum design and program provision.

2.12.6. Flexible Delivery of ABE

Flexibility is one of the basic features of Alternative Basic education. In line with the community way of life and settlement patterns, the ABE program will be flexible enough to accommodate

local conditions and needs of learners and parents. The times for learning will be flexible in accordance with local conditions and needs of communities in order to improve the internal efficiency and quality of education in ABE centers.

2.12.7. Involvement of stakeholders and public-private sectors partnership

In ABE programs, the most important stakeholders are the learners (the children) and the community. Linked to considerations of the learners and the need for flexibility is the importance of involving the various stakeholders in developing and managing the program, maintaining its relevance and the involvement of stakeholders at all stages. This includes the formulation, development and implantation of programs. As much as *possible* children should be involved at the different levels of the development and management of the program. Community leaders and local artisans will be invited to impart their indigenous knowledge and skills to learners in the class rooms.

2.12.8. Cost- Effectiveness

Cost-effectiveness and maximum use of available local resources should be a key consideration at all levels of program development, management deliver. Cost- effectiveness is achieved by judicious selection of resources, especially the use of existing local facilities and materials. Cost-effectiveness is also achieved by selecting methods of action that ensure the highest efficiency most productive use of time and other resources. Cost-effectiveness must, however, not be pursued at the coast of quality.

2.12.9. Community Ownership

Community ownership is one of the basic characteristics of ABE. The community should be involved at all stages form planning through to evaluation of the program. In so doing, due attention should be given to involving all community members and groups. The community will be encouraged and strengthened to own and manage the program. In order to run effective ABE programs training in need based assessment and technical assistance will be given. In addition participatory monitoring and evaluation systems will be strengthened.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Method of the Study

The purpose of the study was to assess those factors that affect the performance of alternative basic education facilitators in west Arsi Negale woreda of Oromia. To this end, a descriptive survey method is employed. This method is believed to be appropriate for generating adequate amount of data from a relatively large number of respondents (Creswell, 2003).

3.2. The Source of Data

The source of data for the research include ABE facilitators ,WEO-experts, NGO project staff , members of the center management committee (CMC) and ABE children from level three in Arsi Negele Woreda .

3.3. Sample and sampling Techniques

In this research study eight ABE centers, NGO project staff coordinators and cluster school supervisors were selected by using purposive sampling technique whereas members of the CMC and WEO experts were selected by using availability sampling technique. The ABE centers were selected purposively based on their accessibility to public transport. The NGO project staff coordinator and cluster supervisor were also selected purposively, for they have much to do with the ABE centers and hence could provide the researcher with the in depth information about the facilitators' performance, ABE centers and role of the CMC members. The facilitators were selected using availability sampling technique and the children from level three were selected using simple systematic random sampling. .

3.4. Data Gathering Instruments and Procedures

3.4.1. Data Gathering Instruments

The researcher employed the following instruments of data collection in this study:

(a) *Questionnaires* were the main instruments to collect information from different groups (education office heads, experts, supervisors and ABE facilitators. The questionnaires contain mainly close-ended and some open ended items.

(b) Semi-structured interview

Semi-structured interview was used to generate information from project staff and WEO education experts.

(c) *Focus group discussion* was employed at all sample ABE centers to generate data from CMC members and seven children from level.

(d) **Observation checklist** was also employed to observe how facilitators teach as well as to see the overall environment of the ABE center.

3.4.2. Data Gathering Procedures

Review of related literature was made ahead of developing the instruments of data collection. Then, data collection tools were prepared. Questionnaire was prepared in English and translated into Affaan Oromo for the purpose of clarity and to make it easy for the respondents. The questionnaire consisted of nine parts that address different issues on those factors that affect the performance of ABE facilitators. Interview questioners were commented by the research advisor and improvement has been made based on the research advisors feedback. Instruments were administered with necessary explanation on their objectives.

3.5. Pilot Test

The researcher conducted a pilot test in one ABE center which was not included in the sampled ABE centers so as to check whether the questionnaire was appropriate for the collection of the required data. Then, certain slight modifications were made in the wording and sequence the question items based on the feedback obtained from the pilot test.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation analysis and interpretation of the quantitative and qualitative data collected using diverse instruments. The analysis was done as follows: The quantitative data collected through questionnaire were tabulated, and frequency counts and percentage were used for analysis; the qualitative data collected using interview, focus group discussion and observation were transcribed and interpreted. All respondent names used in this research study are pseudonyms. Finally, the quantitative and qualitative data were triangulated where appropriate.

4.1. Respondents background information

Table 4: Profile of the facilitators and WEO ABE experts, CMC and project staffs

	Facilitators			WEO Experts			CMC Members			Project staff		
	M	F	T	M	F	T	M	F	T	M	F	T
sex	36	4	40	3	1	4	18	6	24	2	-	2
Age												
20-25	28	4	32	-	-	-	6	3	9	-	-	-
26-30	4	-	4	-	-	-	8	1	9	-	-	--
31-35	-	-	-	1	1	2	4	2	6	1	-	1
36-40	-	-	-	1	-	1	-	-	-	1	-	1
40-45	-	-	-	1	-	1	-	-	-	-	-	-
Above 45	-	-	-	-	---	-	-	-	-	-	-	-
Qualifications of the respondents												
Grade 10 complete	21	1	22	-	-	-	-	-	-			
TTI	15	3	18									
Grade 12 complete	-	-	-	-	-	-	-	-	-	-	-	-
Diploma	-	-	-	3	-	3	-	-	-	-	-	-
BA/Bsc	-	-	-	1	-	1	-	-	-	-	-	-
MA/MSc	-	-	-	-	-	-	-	-	-	-	-	-
Years of service												
1-3 years	28	4	32	-	-	-	15	3	18	-	-	-
4-6 years	8	-	8	1	-	1	3	-	3	1	-	1
7-10years	-	-	-	2	-	2	-	-	-	1	-	1
More than 10years	-	-	-	1	-	1	-	-	-	-	-	-

Even though the number of questionnaires distributed among facilitators was initially 40, only 36 (90%) were returned. Table 4 indicates that 32 out of 36 facilitator respondents were males where as only 4 were females .regarding there qualifications ,21 of the male facilitators and one female

facilitator were grade 10 completers were as 11 male facilitators and three female facilitators were TTI completers . the great majority of the facilitators 32 (88%)had one to three years of work experience where as some of them had four to six years of work experience.

4.2. Analysis of Factors affecting ABE facilitators' performance

The performance of ABE facilitators could be influenced by a number of factors. Hereunder, the researcher analyzed whether the following factors had any influence on the performance of ABE facilitators in Arsi Negele Woreda

4.2.1. Recriutment and selection of ABE Facilitators

Table: 5: Facilitators' views on recruitment issues

S.N.	Item	Facilitators (N=36)					
		Agree		Neutral		Disagree	
		n	%	n	%	n	%
1	Facilitators are recruited based on criteria set by the ABE stakeholders	34	94.4	2	5.5	-	-
2	The recruitment favors female facilitators more than males.	10	27.7	6	16.6	20	55.5
3	The recruitment procedure is transparent.	20	55.5	6	16.6	10	27.7

Table 5 above indicates that the great majority 34 (94.4%) of the facilitators agreed that the selection of facilitators was based on criteria set by ABE stakeholders. Item two of the same table shows that the majority (55.5%) of the facilitators disagreed that the recruitment of facilitators would favor female more than male ones. Only a slight majority of respondent facilitators (55.5%) believed that the recruitment procedure was transparent.

Regarding this, the researcher interviewed one of the project staff, Jebessa, replied:

There are criteria set for the recruitment of ABE facilitators. We closely work with woreda education office and the local community. The main issue we consider is that the candidate is at least grade ten complete and that he/she knows the local language (Affaan Oromo) and culture. Of course, in case we have male and female candidates with equal qualifications, we tend more to recruit the female one with the aim to have female role model at the ABE centers (Jebessa, January 20, 2010).

4.2.2 The availability of adequate basic facilities in the ABE centers

Table 6: Conditions of ABE centers as responded by facilitators

Basic facilities	Facilitators N=36					
	Agree	%	Neutral	%	Disagree	%
There are adequate class rooms	28	77.7	2	5.5	6	16.6
There are adequate desks	24	66.6	6	16.6	6	16.6
There are adequate benches	32	88.8	2	5.5	2	5.5
There are adequate blackboards	34	94.4	-	-	2	5.5

Table 6 above indicates that 28(77%) and 6(16.6%) of the facilitators respectively agreed and disagreed about the existence of adequate class rooms at the ABE centers.

In addition the majority (66.6%) of the facilitators agreed that adequate desks were available at the ABE centers where as 6(16.6%) of them expressed their disagreement about it.

Facilitators were also asked concerning the availability of adequate benches in the class rooms .Accordingly, the great majority 88.8% of them agreed that adequate benches were available where as only few 2(5.5%) said that adequate benches were not available .Finally, they were asked about the existence of adequate blackboards. The great majority of them (99.4%) expressed their agreement where as only insignificant number, namely 2(5.5%) disagreed about it. This implies that the ABE centers have relatively adequate basic facilities.

Both the observation checklists and the focused group discussion held with level three ABE children at selected centers also supports the prevalence of relatively adequate basic facilities at the ABE centers despite some variations among ABE centers. This could be understood from response of Mammadu, one of the FGD participants:

We have adequate textbooks, benches and desks. What we have lacked so far was separate latrine rooms for boys and girls. But, now they have begun constructing the latrine rooms (Mammadu, January 20, 2010).

Table 7: facilitators’ responses concerning the degree of adequacy of basic materials for the teaching learning process at the ABE centers

	Facilitators (N= 36)						
	Item	Adequate		Inadequate		Not at all	
		N	%	N	%	N	%
1	The number of text books for the core subjects	30	83.3	1	2.77	5	13.8
2	The number of facilitators guide	24	66.6	4	11.1	8	22.2
3	Register books for recording continuous assessment result	32	88.8	1	2.77	3	8.3

Table 7 above depicts facilitators’ views concerning the availability of adequate basic curricular materials at the ABE centers. Accordingly, the majority 30(83.3%) and 24(66.6%) of the facilitators replied that there were adequate text books and facilitators guides respectively were as insignificant number of facilitators; namely 2.7% and 11.1 %of them respectively said that there were inadequate text books and facilitators’ guide at the ABE centers. This implies that there were relatively adequate basic curricular materials at the ABE centers.

Table 8 : Facilitators responses concerning the availability of pedagogical centers

SN	Item	Facilitators(N=36)			
		YES	%	NO	%
1	Has the ABE center pedagogical resource center	28	77.7	8	22.2
2	Has the ABE center reading rooms or centers	32	88.8	4	11.1
3	Has the ABE Center supplementary reading materials in addition to the learning materials for the core subjects?	10	27.7	26	72.2

Table 8 above shows the response of facilitators regarding the availability of pedagogical centers.

Accordingly, the majority 28(77.7%) of the facilitators replied “yes” whereas 8(22.2%) said that it was not available. In addition, respondent facilitators were asked whether the ABE centers had reading rooms. Thus, the great majority of them (88.8%) replied “yes” whereas only few(11.1%)express the lack of reading rooms at the centers .

They were also asked whether the ABE centers had supplementary reading materials. Then, 26(72.2% of them indicated the lack of supplementary reading materials whereas only 10(27.7%) of them expressed the existence of supplementary materials at the centers.

Hence, it can be concluded that the majority of the ABE centers in this study did not have supplementary reading materials even though the majority of them had pedagogical center and reading rooms .

4.2.3. Methods and techniques of teaching employed by facilitators

Table 9: Facilitators’ response concerning the frequency of the teaching methods they employee

		Facilitators (N= 36)					
	Item	Frequently		Moderately		Rarely	
		N	%	N	%	N	%
1	Lecture method	6	16.6	10	27.7	20	55.5
2	Demonstration method	20	55.5	14	38.8	2	5.5
3	Group discussion	28	77.7	4	11.1	4	11.1
4	Role playing	32	88.8	2	5.5	2	5.5
5	Debate	28	77.7	3	8.3	5	13.8
6	Gaming	12	33.3	18	50	6	16.6

Table 9 indicates facilitators’ responses regarding the frequency of the various teaching methods they employee in the teaching –learning process.

Accordingly, role playing was found to be the most frequently used teaching method (88.8%). The second most frequently used teaching methods were the group discussion method (77.7%) and debate (77.7%). The third most frequently employed teaching method was the demonstration method (55%). The same table also indicates that the lecture method was the most rarely used teaching method by facilitators. This implies that the majority of facilitators employed active teaching methods.

Table 10: Facilitator’s ratings of their training needs in selected areas

S.N.	Item	Facilitators (N= 36)					
		High		Medium		Low	
		N	%	N	%	N	%
	In the area of active learning methods	28	77.7	4	11.1	4	11.1
	In the area of lesson plan preparation	29	80.5	4	11.1	3	8.3
	In the area of classroom management	19	52.7	12	33.3	5	13.8
	In the area of continuous assessment	34	94.4	2	5.5	-	-
	In the area of reporting writing	31	86.1	3	8.3	2	5.5

Table 10 above depicts the training needs of facilitators. Respondent facilitators were asked to rate the level of their training needs in five areas, namely in the area of active learning methods , lesson planning ,class room management ,continuous assessment, and report writing .

Accordingly, the majority of the facilitators (94.4%) expressed that their most preferred training would be in the area of “continuous assessment”. The second most preferred area was report writing and the third one was lesson plan preparation. The least preferred area was class room management.

From the table it can be safely concluded that facilitators emphasized their needs for having training particularly in the areas of continuous assessment and report writing even though more than 50%of them expressed the need to have training in the remaining three areas as well.

4.2.4. Working relation ships of the ABE facilitators with relevant stakeholders in the woreda

Table 11: Facilitator’s views concerning the degree of conduciveness of their working relationship with members of the CMC.

S.N.	Item	Facilitators (N= 36)					
		High		Medium		Low	
		N	%	N	%	N	%
1	The cooperativeness of the CMC members	28	77.7	4	11.1	2	5.55
2	The commitment of CMC members to initiate the community to give the necessary material support to the centers	30	83.3	3	8.3	3	8.3
3	The commitment of the CMC members to initiate the local community to send girls to school	32	88.8	3	8.3	1	2.7

Table 11 above shows facilitators’ views concerning the degree of conduciveness of their working relationship with members of the CMC.

Respondent facilitators were asked the degree of cooperativeness of the CMC members. Accordingly 28(77.7%) and 2(5,5%) of the facilitators said that the cooperativeness of the CMC members was high and low respectively .

Furthermore, they were asked about the level of commitment of the CMC members to initiate the community for giving the necessary material support to the ABE centers. Accordingly,30(83.3%) and only 3(8.3%) of them replied “high” and “low” respectively.

Finally they were asked about the level of commitment of CMC members to initiate the local community to promote girls’ education. Then, 32(88.8%)and only 1(2.7%)of the facilitators responded as “high” and “low” respectively. Finally they were asked about the level of

commitment of CMC members to initiate the local community to promote girls education .Then 32(88%) and only 1(2.7%)of the facilitators responded as “high and Low “respectively.

This implies that facilitators generally viewed the conduciveness of their working relationship with the CMC as positive and encouraging.

Table 12: Facilitators perception of their working relationships with cluster supervisors

S.N.	Item	Facilitators (N= 36)					
		Agree		Neutral		Disagree	
		N	%	N	%	N	%
1	The cluster supervisor frequently visit the ABE center	28	77.7	4	11.1	4	11.1
2	The cluster supervisor gives immediate feedback to the facilitators	24	66.6	3	8.3	9	25
3	The cluster supervisor is fair in his or her treating of facilitators	29	80.5	3	8.3	4	11.1
4	The cluster supervisor initiates training opportunities for ABE facilitators	27	75	6	16.6	3	8.3
5	The cluster supervisor initiates the sharing of pedagogical resource center between ABE facilitators and primary school teachers	19	52.7	12	33.3	5	13.8

Table 12 above shows the perception of facilitators concerning their working relationship with cluster supervisors.

Five items were given in the table pertaining to the activities of cluster supervisors namely frequently visiting the ABE centers, provision of family feedback, fairness in treating facilitators, initiating training opportunities and initiating pedagogical resources center.

The respondents expressed their agreement concerning all the five items. However, significant number of facilitators 9(25%) expressed their disagreement regarding the provision of timely

feedback. But there was concern regarding item 5 as only 52 %(slight majority) agreed that the cluster supervisor initiates sharing of pedagogical resource center between ABE facilitators and primary school teachers. In addition, 12(33.3%) of the facilitators remained neutral.

Hence it can be concluded that the cluster supervisors discharged their responsibilities very well even though he /she improve the provision of timely feed back to facilitators after instructional supervision and he /she should work better in the area of initiating sharing of pedagogical centers.

Table 13: facilitators' views with regard to their working relationships with project staff of the ABE supporting NGO

S.N.	Item	Facilitators (N=36)					
		Agree		Neutral		Disagree	
		N	%	N	%	N	%
1	The project staff of the NGO frequently visits the ABE Centers	31	86.1	3	8.3	2	5.5
2	The project staff usually assess the training needs of facilitators	28	77.7	5	13.8	3	8.3
3	The project staff organizes relevant training on various themes for facilitators	33	91.6	2	5.5	1	2.7
4	The project staff distributes the necessary format for data collection on ABE children among the ABE centers	35	97.2	1	2.7	-	-
5	The project staff initiates the periodic discussion forum between the CMC, facilitators and itself	18	50	3	8.3	15	41.6
6	The project staff initiates better incentives for hard working and creative facilitators	12	33.3	4	11.1	20	55.5

Table 13 above indicates the perceptions of facilitators about their working relationships with project staffs of the ABE supporting NGO, namely the RVCWDA.

Item one of the table shows that the majority (86.1%) of the facilitators believed that the project staff frequently visited the ABE centers whereas only insignificant number 2(5.5%) of them disagreed about it.

Item 2 of the same table indicates that the majority (77.7%) of the facilitators asserted that the project staff usually assessed the training needs of the facilitators.

Item 3 depicts that the majority (91.6%) of the facilitators believed that the project staff organized relevant training on different topics for the facilitators.

Item 4 shows that the great majority (97.2%) of the facilitators asserted that the project staff distributes the necessary format for data collection among ABE centers and none of the facilitators disagreed about it.

Item 5 of the same table indicates that only half (50%) of the facilitators believed that the project staff indicated periodic discussion forum between the CMC, facilitators and itself and insignificant number 15(41.6%) of them disagreed about it.

Finally item six of the table shows that the majority 20(55.5%) of the facilitators disagreed that the project staff initiated incentives for hard working and creative facilitators, and only 12(33.3%) of them agreed about it.

From this it can be safely concluded that the working relationship between the facilitators and the project staff was conducive.

Table 14: Perception of Facilitators about their working relationship with the woreda education off experts

s/n	Item	Facilitators (N=36)					
		Agree		Neutral		Disagree	
		N	%	N	%	N	%
1	The woreda education office experts organize relevant training on various themes for facilitators	34	94.4	-	-	2	5.5
2	The WEO experts try to ensure the sustainability of the ABE centers	31	86.1	2	5.5	3	8.3

Accordingly, item 14 of the table indicates that 34 (4.4%) of the facilitators believed that the working relationship with the woreda education office experts was encouraging whereas only 2 (5.5%) reported their disagreement about it. Item 2 of the same table shows that the majority 31 (86.1%) of the facilitators believed that the woreda education office experts tried to ensure the sustainability of the ABE centers whereas only 2 (5.5%) of them disagreed about it.

The researcher also interviewed one of the wreda education office experts, Teshome, who said:

The woreda education office actively works on ensuring the sustainability of ABE centers. We have already overtaken many ABE centers run by various NGOs in our zone. That means, they are becoming Government formal primary schools (Teshome. January 18, 2010)

4.2.5 The Degree of Satisfaction of Facilitators with their Salaries

Table 14: Facilitator's responses on their degree of satisfaction with their salaries

S.N.	Item	Facilitators(N=36)					
		Agree		Neutral		Disagree	
		N	%	N	%	N	%
1	My salary is enough to cover my cost of living	-	-	4	11.1	32	88.8
2	My salary is equivalent to the salary of 1 st cycle primary school teachers	-		-		36	100
3	There is periodic increment of salary for ABE Facilitators	21	58.3	5	13.8	10	27.7
4	The level of salary is highly dependent on the level of qualification of the ABE facilitators	31	86.1	3	8.3	2	5.5

Table 15 above shows facilitators' perception concerning their satisfaction with the salaries they were paid.

Accordingly, item one of the table depicts that the majority 32(88.8%) of the facilitators disagreed that their salaries were enough to cover their cost of living and, and none of them actually agreed about it.

Item 2 of the same table indicates that all (100%) of the facilitators believed that their salaries were not equivalent to that of 1st cycle primary school teachers.

Item 3 of the table indicates that a slight majority (58.3%) of the facilitators believed that period increment of their salaries took place whereas significant number 10(27.7%) of them disagreed about it.

Finally, item 4 of the table shows that the majority (86.1%) of the facilitators believed that the level of their salaries highly dependent on the level of their qualification whereas only insignificant number 2(5.5%) of the facilitators disagreed about it. This implies that the level of satisfaction of the facilitators with their salaries was very low.

Table 16: Facilitators' views concerning major problems at the ABE centers

S.N.	Item	Facilitators (N=36)					
		Agree		Neutral		Disagree	
		N	%	N	%	N	%
1	Periodic draught usually leads to high dropout rate of ABE children.	35	97.2	-	-	1	2.7
2	Parents' low awareness about the importance of sending girls to the ABE center has serious negative impact on girls education in the project area.	19	52.7	12	33.3	5	13.8

Table 16 above shows the views of facilitators regarding the major problems they encounter at ABE centers. Accordingly, item one of table 14 indicates that the greatest majority 35 (97.2%) of the facilitators regarded the periodic drought that usually caused high drop out of ABE children as the major problem.

Item 2 of the table depicts that only a slight majority 19 (52.7%) of the facilitators regarded parents' low awareness about the importance of sending girls to the ABE centers as a major problem. The interview conducted with the one of the project staff, Gemechu, also supports the results indicated above, when he stated:

The most serious problem in our project area is the fact that many ABE children particularly from pastoralists and semi-pastoralist families drop out from the ABE center because they had to move with their parents in search of pasture for their cattle even though nowadays parents know very well about the importance of sending their children to schools (Gemechu, January 21, 2010).

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the Major Findings

The purpose of this research study was to assess factors affecting the performance of ABE facilitators in Arsi Negele Wereda of West Arsi Zone of Oromia. To this end, a descriptive survey method was employed. This method is believed to be appropriate for generating adequate amount of data from a relatively large number of respondents (Creswell, 2003). The source of data for the research include ABE facilitators ,WEO-experts, NGO project staff , members of the center management committee (CMC) and ABE children from level three in Arsi Negele Woreda . The researcher selected eight ABE centers, NGO project staff coordinators and cluster school supervisors were selected by using purposive sampling technique whereas members of the CMC and WEO experts were selected by using availability sampling technique. The ABE centers were selected purposively based on their accessibility to public transport. The NGO project staff coordinator and cluster supervisor were also selected purposively, for they have much to do with the ABE centers and hence could provide the researcher with the in depth information about the facilitators' performance, ABE centers and role of the CMC members. The facilitators were selected using availability sampling technique and the children from level three were selected using simple systematic random sampling. Data gathering tools were questionnaires, interview, focus group discussion and observation. The basic research questions were:

1. How are facilitators recruited and selected?
- 2 What does the performance of ABE facilitators in the woreda look like?
 - a. What are the most frequently used teaching methods by facilitators?
 - b. What does the pre-service and in-service training opportunities for ABE facilitators look like?
 - c. What are the major training needs of facilitators?

- d. What does the availability of basic teaching and learning materials (textbooks, facilitator's guide, blackboard, chalk) look like at the ABE centers?
3. What does the working relationships between facilitators and ABE stakeholders in the woreda look like?
 - a. What does the working relationship between the project staff of the NGO providing ABE and the center facilitators look like?
 - b. What does the working relationship between facilitators and CMC look like?

4. To what extent are facilitators satisfied with their salaries?

The data analysis resulted in the following major findings:

1. The study revealed that the number of female facilitators at the ABE centers was very low (10%).
2. The study revealed that recruitment of facilitators was based on criteria set by ABE stakeholders.
3. The study indicated that a slight majority 21(52.5%) of the facilitators were grade 10 completers.
4. It was also revealed that there were adequate desks (66.6%), benches (88.8%) and black boards (94.4%) in the ABE centers. The following picture may highlight the case



5. It was found out that the majority 26 (72%) of the ABE centers lacked supplementary reading materials.
6. The study indicated that the three most widely used methods of teaching by facilitators were role playing (88.8%), group discussion (77.7%) and debate (77.7%). It was found out that most of the facilitators managed their classroom discipline effectively. The following picture may highlight how attentively the ABE children are following the lesson



7. It was also revealed that the level of commitment of the CMC members to initiate the local community towards the education of girls was high (88.8%).
8. The study depicted that facilitators mostly needed trainings were on “continuous assessment” (94.4%) and “report writing” (86.1%).
9. It was found out that a quarter of facilitators (25%) asserted the lack of timely feedback after instructional supervision was conducted by cluster supervisors.
10. It was also revealed that the working relationship between facilitators and the project staff was conducive.

11. The study showed that the majority of the ABE facilitators (88.8%) were not satisfied with their salaries.
12. It was also found out that the working relationships between facilitators and wereda education office experts was very encouraging.
13. The study indicated that the most serious problem at the ABE centers was the periodic drought which usually caused high dropout rate of ABE children.

5.2 Conclusions

The following major conclusions were drawn from the major findings of the study:

1. The lack of adequate number of female facilitators would affect girls' education in the community negatively due to lack of enough female role model.
2. The lack of adequate supplementary reading materials would have negative impact on the development of reading skills among ABE children.
3. The prevalence of conducive working relationships between facilitators and the project staff as well as between facilitators and CMC members could promote the provision of quality basic education at the ABE centers. And the following picture can depict the relationship between them.



4. The incompatibility between raising living costs and the actual salaries of the facilitators would have negative consequence on the teaching learning process at the ABE centers in the woreda.
5. The growing dropout of ABE children during serious drought seasons would affect the efficiency of the ABE centers. Hence, the use of big water cans in many of the ABE centers could alleviate the problem. The following picture indicates a water can supplied by a Candia-based NGO to one of the ABE centers.



6. The conducive working relationship between facilitators and wereda education office experts would enhance the sustainability of the ABE centers in the woreda.

5.3. Recommendations

Based on the major findings and the conclusions drawn , the researcher made the following recommendations:

- 1 The woreda education office (WEO), the project staff and the CMC should work together very closely to ensure the recruitment of more female facilitators so as to encourage girls' education in the woreda.
- 2 The project staff and the woreda education should work towards the provision of supplementary reading materials to the ABE centers by establishing partnerships with other stakeholders.
- 3 The NGO supporting the ABE program in the project area ought to find means of increasing the salary of the facilitators in light of raising cost of living.
- 4 It is necessary to organize school feeding programs for ABE children during drought seasons. Hence, the NGO together with relevant stakeholders should work towards the provision of school feeding during the time of drought period.

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SIGNED DECLARATION

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

Name **Dechassa Merga Debelo**

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Place and date of submission: Addis Ababa University, June 15, 2010

This thesis has been submitted for examination with my approval as a university advisor.

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