

**The Implementation of Extra
Learning
In Opportunities Industrialization
Center-Ethiopia: a case study.**

By

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The Implementation of Extra-learning
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Abstract

This study aimed at investigating the implementation of extra learning program in the OICE, which is established at Bole Michel center in Bole-sub-city, Addis Ababa city administration. To this end, 46 participants of the center, 2 facilitators and the branch head of the set up were included in to the study by taking two schools (Ayeramba Junior Schools and Bole Secondary School) as a case of study. Questionnaire and unstructured interview were used to secure the necessary data from these sources.

The research was conducted by applying a case study by taking two schools as a subject of study and the study used questionnaires, interviews, observation and document analysis as an instrument of data collection.

The result indicated that the participant students seem to be satisfied with the program at which they have got in the center. They could strengthen their formal school learning's by this supportive tutor or computer aided instructor. The result further indicated that the EL participants were least satisfied by its far distant location of the center from most beneficiary masses. Since this program is being facilitated in controlled by the OICE set up without sharing to other organization, these have made the center in accessible to the masses in adequately and properly as the big mission of the program.

It was also found out that teachers had the view that the nature of extra learning program implemented by the set up were significant for their professional support and to be skillful in life. These skills were significantly related to the student's satisfaction with the center in positive direction. Further examination of some of the factors that influence its effectiveness which might have influenced the implementation of the program students gave about their thinking was also made clear. At least possible solutions were also forwarded depending on the findings.

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Acronyms

OICE =	Opportunities Industrialization Center Ethiopia
ELP =	Extra Learning Program
US =	United States
USAID =	United States of America International Development
MOE =	Ministry of Education
BMOICE =	Bole Mikael Opportunities Industrialization Center Ethiopia
RTI =	Remediation and Training Institute
ELS=	Extra Learning Student
NGO =	Non-Governmental Organization
OSHL=	Out of School Our Learning
MOI =	Ministry of Information

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CHAPTER ONE

Introduction

1.1 Back ground of the study

Among the serious obstacles to get effective learning, efficient utilization of education, or dropping from schools by most students are lacks of extra support for school's teaching-learning process (Andrews, 2002; OICE, 2002). The Extra learning activities or tutorial class are one of the means to fulfill the wellbeing of the society and practiced out of the school hour learning or learning activities out side normal lesson which young people take part voluntarily. It is sometimes called "study support". It covers many activities. It's purpose is to improve young people's motivation, increase self- esteem and confidence, develop new skills and help students become more effective learners. Above all it aims to raise achievement (<http://www.standards.Dfes.gov.uk/study.28/11/06>).

Early departure of students from formal schooling certainly results in wastage (Teshome, 2002). Njau and Wamahiu in Teshome (2002) define wastage as the inefficient utilization of both human and economic resource by the education system. In relation to this the ministry of Education (2002) claims that "since the number of students who repeat class or dropout of school altogether is not small , it is therefore , necessary to take practical measures to reduce educational wastage and increase internal efficiency along with encouraging efforts towards educational expansion" (MOE,2002.p. 116).

Lack of effective education from schools denies student the opportunity for employment as well as the means to increase their social and political participation .In relation to this, the Ministry of Education asserts that "the national policy which enables children in and out of schools and adults to acquire alternative basic education has become operational." /MOI, Ethiopia's 1998 E.C Annual Book, p. 132/ (Translation is mine, see Appendix vi)

The foundation of OICE (Opportunities Industrialization Center Ethiopia) program is also supposed to facilitate the educational opportunities for adults and students from different schools and localities. The Extra learning system in OICE was developed by the Remediation and Training Institutes (RTI); a US based non-profit organization, and the system is developed to run the program by individualized self paced, competency based, and computer assisted instruction system. The program also addresses life skills, employment and functional competences. (Andrewss, 2002)

Here in Ethiopia such kinds of missions are encouraged by one of the reports issued by the Ministry of Education. The report reads as,

A framework which gives room for jobless and dropout youth to be trained through non-formal way has been prepared depending on foreign and local experiences and dispatched for operation.(MOI, Ethiopia's 1998 E.C. Annual Book P. 132)
(Translation is mine, see Appendix vi)

1.2 Statement of the Problem

Extra-learning plays a significance role in enriching the classroom learning. By doing this it can improve student's achievement and it can help for students to build up confidence and key skills effectively. (Andrews, 2001, P.4).

Although the government of Ethiopia supports the extra learning system so as to avoid educational wastages, the number of organizations that are engaged in this activity is very small and ineffective less than as it was expected to be out there, and OICE is the only organization in the country that is to run Extra-learning program using computer-Aided learning. The study on the implementation of EL by OICE would foster the practicality and the replication of its activities by other organizations that are engaged in promoting education in the country.

1.3 Objective of the Study.

The major objective of this study is to investigate the implementation of Extra Learning in OICE Institute at Bole Michael Extra Learning Center (BMELC). Hence, this study tries to achieve the following specific objectives.

- To analyze the nature of the extra learning set up
- To explore the main cultural, traditional, and economic as well as structural factors that hinder/ the implementation of the program.
- To explore the attitude of students and teachers towards the EL set up.
- To find out possible capacity building measures that may contribute to the promotion of Extra Learning program in the center.

1.4. Research Question.

The availability of "study support" is one of the most important determinant factors in student's formal school achievements in our school teaching learning processes. The poor performance of students in school may be attributed to lack of extra learning opportunities in different parts of the country (Ayalew, 2002). Hence, this study tries to answer the following basic questions.

- A) What is the nature of Extra Learning set up in OICE Ethiopia?
- B) What factors affect the implementation of Extra Learning program in the set up?
- C) What are the attitudes of students towards the set up teaching learning processes?
- D) What capacity building measures may contribute to the promotion of extra learning program in the center?

1.5. Significance of the Study.

Ethiopia is considered to have made considerable gains in formal education in the past decades. Statistics, however, suggests that the country still has a long way to go. (MOE, 2002). Studying that supportive Extra Learning does will create a base line to strengthen the formal school teaching learning

process and to take action in expanding Extra Learning in the Country. Studying the factors that influence the implementation of Extra learning in the set up will contribute to the better understanding of the conditions under which Extra Learning education is planned and implemented, and what is specifically needed in the center to make a success in formal school's entire effort.

Thus, the study on Extra Learning implementation in the center (BMOICE) will enhance the knowledge about the EL program education at the grassroots level and raise some basic issues that could encourage others to do more research. In short it is the opinion of the researcher that the study will:

- a) Provide a better understanding and awareness of the problem associated with the implementation of EL program in the minds of teachers and OICE officials.
- b) Initiate the OICE officials and other concerned bodies to carryout extensive evaluative studies on the training center.

1.6. Limitation of the study.

The study is designed to contribute to the better understanding of the implementation of Extra Learning under which student's full participation in the set up. However, several factors hindered the researcher from completing the research on time. Most salient factors include the serious lack of research work on the topic, financial problem and lack of optimistic view from top officials of the OICE and the unavailability of students during the school season.

1.7. Delimitation

The scope of this research is delimited to one non-governmental organization, which is engaged in EL in Addis Ababa, Ethiopia. The study is delimited to two sites; Ayer Amba junior secondary school and Bole compressive secondary schools.

CHAPTER TWO

Review of Related Literature

2.1 Definition and purpose of Extra Learning

2.1.1 Definition of Extra Learning

Extra Learning can be defined as the after school programs which provide school-aged children with recreational, academic and development opportunities that supplement the education provided in a typical school day. Andrews defines Extra Learning as out of school hour learning (OSHL) as a companion term with study support. (2002,P.4). He indicates that.

OSHL differs from the in school curriculum is primarily that it finds time and space for a learning rather than a teaching environment, and for extending, enriching the curriculum as well as enabling students to enjoy learning and access the curriculum in different ways (Andrews,2002 p.4)

According to Andrews (2002) OSHL can also enable the school to play a role in community regeneration by bringing families into school, providing opportunities for adults to build up confidence and key skills, and to support their children effectively.

Barber (1997) in Kay Andrews defines OSHL as those activities which, by definition, extends what is possible during the school day in the delivery of the curriculum it self. They may include, for example, home work activities; study clubs; revision opportunities.

Andrews (2002) added that the three elements of OSHL defined and refined by education extra over a number of years, are Extending, Enriching, Enabling and this show the interlocking elements and strength of what can be offered. Overlapping with each area is the big E-enjoyment.

The diagram figure 2.1 demonstrates how these three areas overlap with multiplying effect.

ENRICHMENT
New opportunities
for learning

ENABLING
Developing
basic and key
skills

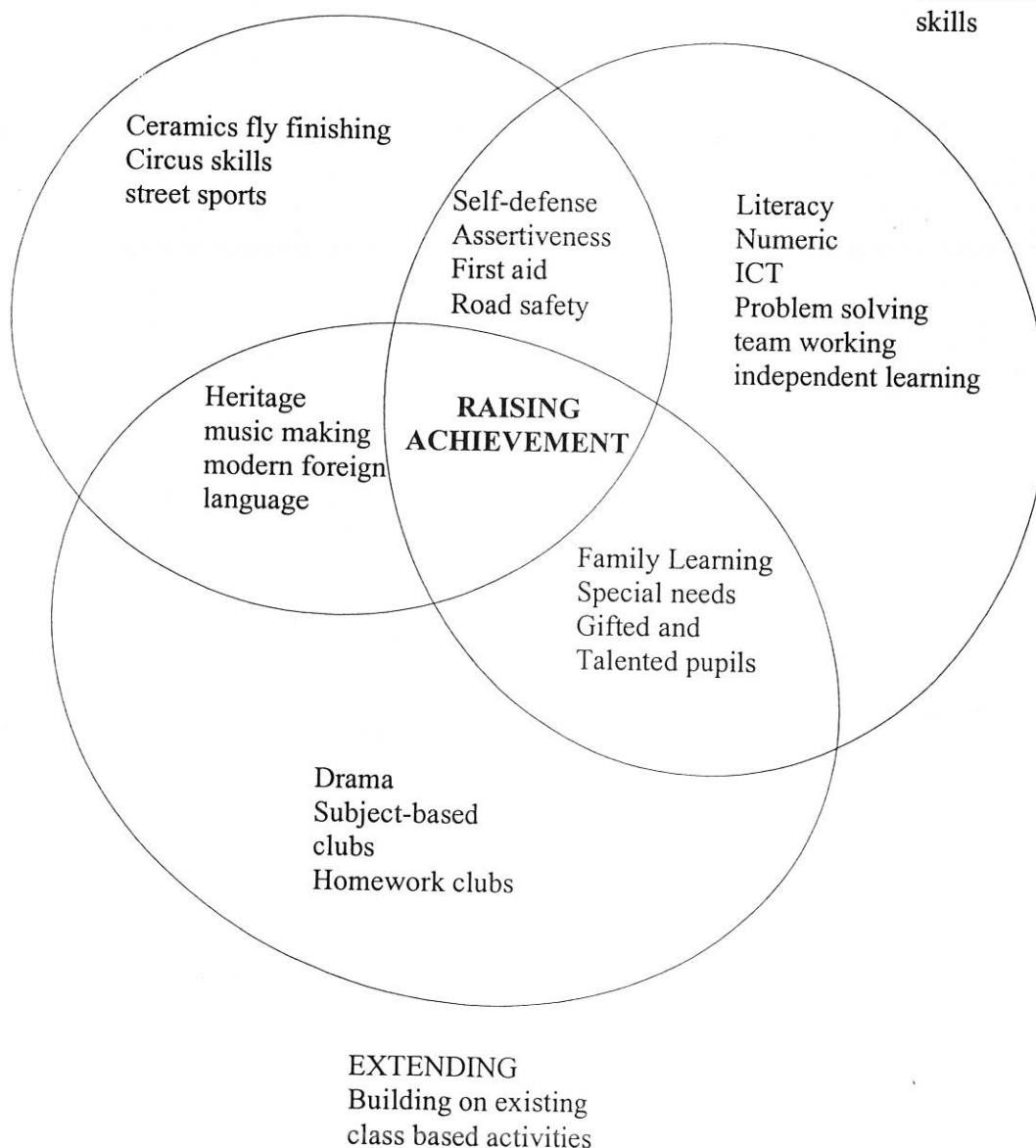


Figure 2.1 Out of school hours frame work (Andrews, P.44)

Extra Learning has been described by Andrews (2001) as school plus which helps improving the educational chance of children and young people from disadvantaged areas, which set out the most radical of all policy options in terms of the role that OSHL could play.

2.1.2 The major features of extra learning

Seamless integration of the extra learning computerized learning system, Brain POP, Atomic Learning, and net Trekker, Tutor.Com and United streaming video library in a single online learning system. Launch the extra learning system, streaming video and we-enabled word processing, spread sheet, email, user-defined shared folders, and more from a single customized welcome screen. (Heinich, et al., 1996)

All extra learning K-adult academic and functional content delivered and managed through the Internet: Full courses, individual lessons, assessment, tests, learning materials like e-Books, and electronic library resources.

- Generate and view reports and progress for any individual, any group or any subgroup from any location.
- Skills sector tools for searching and aligning content with standards and curriculum.
- Authoring tools for creating, saving, sharing and assigning learning tasks.
- Access WordPad and paint online and save locally
- Internal mail between learner and teacher/advisor. Attach and exchange written work and more.
- Telephone and email technical support available Monday-Friday, 9:00-6:00pm Eastern US time. (<http://www.Nga.org/cda.29/6/2007>)

2.1.3. The content of Extra-learning

The content which is provided in a server by the set up (Bole Michial Extra Learning) includes the following.(OICE, 2002) These are e-courses: K-12 Academic (56 courses), functional (30 course), English-As-second Language. (See appendix V)

e-tests: 1,000 + auto-scoring and diagnosis assessment tests and quizzes.
e-works: 1,000 + activities and practices.
e-speech: 1,000 + web links aligned to learning objective.

What we see on Appendix V is that there are different subjects in a program in each subject we get different courses and under this courses are get again different lessons provided that to check the learners weather they have understood or not set in an evaluation in order to evaluate them.

2.1.3.1 Local Media Library Options in Extra-learning program

The local media library options include, store licensed streaming videos locally in digital format and custom printed Books (for offline self-paced study).

2.1.3.2 The Tools for Extra learning Program

Tools in Extra learning can be seen into two forms. These are management system tools and the curriculum tools.

A) The Management System Tools: includes,

Launch learning content, password protects tests, track content usage, track offline learning, manage enrollments, assign individual learning plans, progress report, group/subgroup reports.

- Internal mail
- Remote access via web
- Manage optional learning incentive program (Ibid.)

B) The curriculum Tools: includes;

- Author, save, assign original learning task's
- Search for and assign resources aliened to state and national standards.
- Add, save and assign any link to we or file training plans using its content, our content or a mix.
- Create, save and assign link to other third-party online or local commercial learning system and track usage in Extra learning online

management system (require users has appropriate license and passwords to the other learning system).

- Develop and assign individual education plans (IEPs)
- E-library search tool to find resources mapped to skills to support standards alignment. (Ibid.)

2.2 Purposes of Extra Learning

Extra learning opportunities (ELOS) improves students' regular school attendance, classroom grades, and test scores because they go beyond mere remedial help for students at risk of failing rather these compressive programs offer students a range of enriching activities. (OICE, 2002)

In relation to this Andrew (2001) states that "the aim of the school plus policy was to develop a coherent and compressive approach to supporting the learning of every child in deprived communities. Among the conclusions Andrews (2001) made was that study support can play in helping to raise attainment (Ibid, P.31)

Students in a high-quality after school program may receive home work help after the school day ends, then go on to participated in a different activity such as art, dance, athletics, or small business enterprise. These non-academic activities also can improve students' academic achievement indirectly (Ibid, P.17)

Extra-learning opportunities are not the sole way of help students who are struggling academically. Undoubtedly highly qualified teachers and school leaders, parental engagement, and high expectations of students all help students. Still extra-learning opportunities are a crucial component of any strategy to close the achievement gap. (Ibid, P.18)

The major uses of extra learning can be summarized here under (<http://www.educal>, 6/29/2007)

- It is an individualized, self paced learning.
- It is searchable teacher resources

- It is content for k-to adult use.
- It is available 24/7 via web.
- It runs through wired or wireless LAN.
- It runs on stand Alone PC.
- It runs on laptop or Tablet PC.

It updates the curriculum, the system automatically.

2.3. The Nature of extra-learning opportunities (ELO's)

The extra learning program was initiated by United State of America before 20 years. And this program still works by providing services to school-aged children outside of regular school hours. The program can also help to improve the outcomes of the children.

According to the OICE Document (OICE, 2002) on August 6, 2002 the United States Agency of International Development Mission to Ethiopia awarded to the OIC (opportunities Industrialization Centers) International a two year grant in order to establish the extra-learning program as a piloting project in Ethiopia. The goal of the program was to enhance the quality of Education in Ethiopia by offering on, a pilot basis, an alternative delivery mechanism of education through community based learning centers. The objectives of the program was states as,

- a) To reduce dropout rates between target primary and secondary school children.
- b) To promote increased access to education of disadvantaged children, especially of girls.
- c) To build local community capacity for improved participation in education through community-based and managed centers. (OICE, 2002 P.17)

With regards to the above stated objective, the ministry of education of Ethiopia encourages the mission of such extra-learning set up in order to make students productive in the society and help mastering the skills (MOE, 2005). OICE (2002) states that the OICE set up is an indigenous, non-profit

organizing legally registered by the government of Ethiopia in July 1973 to provide vocational training and support services to unemployed youths in Addis Ababa and other parts of the country like Jimma and Kombolcha. (OICE, P.8)

OICE (2002) added that Rev.Dr. Leao Sullivan, a renowned Africa American community leaders and civil right activist assisted the establishment of OICE. in Ethiopia.

Andrews (2001) further elaborated that the extra-learning program is being used for economically disadvantaged school children and community members. It has also included youth reproductive health and conflict mitigation programs side by side with vocational training. (P.7)

2.4. Why needed Extra learning Opportunities

Extra learning or study support is an important part of our commitment to ensuring every young person has access to the widest range of learning opportunities to achieve his or her full potential (Andrews, 2001). To this end extra-learning is needed for many reasons. Some of them are: to improve student Achievement; to Reduce Juvenile Crime; to Meet the Needs of Working families.

a) To Improve students Achievement

Extra-learning opportunities can provide help with tutoring and homework, but they also build on what students have learned during the regular school day and provide enrichment activities based on a student's strengths or interests(<http://www.subnet.nega.org./educlear/afterschool02/01/200:11:34 pm.>).

We see that students who participate in Louisiana's church based after school tutorial Network increase their grade point average in Math and language arts by from 1.5 to 3 points; depending on the number of years they participated in the network. (Baton Rough, la. 1996).

Cardenas, J.A. et. al,(1996) added that only one present of students participating in the Coca-cola valued youth program a cross age tutoring

program that trains older students to tutor younger students-dropped out of school, which 12 present 12 percent dropped out in the comparison group. The national average is 14 percent (Cardenas, J.A. 111-130, 1990).

According to Terao, ken, in an evaluation of eight save the children out of school time Rural Institutes, 86% of participating Youth showed improvement in attribute and behavior and 72 percent out-of-school Times News Sletter 1, no. (1997).

In relation to the school and community role for extra-learning set up Andrews (2001) suggests that "After-school" programs are an important first step in the process of not only how we educate our children, but also how school and community come together to ensure their success. (Ibid, P.247)

B) To Reduce Juvenile Crime

The After-school program is very important in reducing Juvenile crime. The peak hours for Juvenile crimes are 3:00 pm to 8:00 pm with them biggest, most dangerous burst coming in the very first hour after school ends.

KAY Andrews (2002) noted that,

...The home office and the board of education pointed to the fact that the number of children under 14 found guilty of offences in the first year of Second World War rise by 41 percent and by 21 percent for those between 14 and 17(P.13)

According to the Baltimore polices Department report, after school program opened in a high-crime area, a 44% decrease in the number of children who became victims of crimes. (Baltimore Police Department Devoir of Planning and Research, Juvenile victimization companion for Good new PAL, Center Area. 1998).

C) To meet the Needs of Working Families

According to KAY Andrews (2001) 71,500 children have their only parent or both parents in the workforce. Because the length of the school day is different from the length of the work day, working parents need places where their children can go at the end of the school day, during holidays, and during the summer welfare reform also increase the demand for programs

that provide children with safe, structured environment when their parents are at work. (P.14-15)

In a 1995 survey conducted by the National League of cities 92% of respondents indicated that childcare and before and after-school care is one of the most pressing needs for children and families. (Mayer's, J. and J.e Kyle, 1996).

2.5. Experience of other nations.

There are many states, which are practicing this program worldwide. Some of them are California, Hawaii, Illinois, Kentucky Maryland, New Hampshire, and South Dakota.

2.5.1. California:

In California, the after school learning of extra-learning was established in 1998 in fund school partnership with city, country, and community organizations. The goal is to improve student's performance in school and to provide a safe environment after school for students in grades k-9. ([http//www.sunbet,nga,org/educlear/afterschool/02/01/2006-11:34pm](http://www.sunbet,nga,org/educlear/afterschool/02/01/2006-11:34pm))

According to the above source, in 2001,governor Gray Davis Signed a bill increasing state funding to \$117.5 million for FY 2003. He has proposed to increase funding by \$75 million.

These funds are disbursed, as three year rentable grants, are sustainable for after school programs in elementary and middle school that show positive outcomes for the children served. Program funded currently serve approximately 95,000 students: In the same way it indicates there are some Indicators include.

- Improvement of academic outcomes.
- Social and behavioral outcomes.
- Increase attendance during the regular school day

What we can see from California experience is that designing after school program may help students to be good in academic outcomes, in social and behavioral changes and even decrease absenteeism from regular school class.

Based on this wage site, in function the California's public /private partnership is one of the best known in the filed of after school programs. This partnership promotes systematic, cross cutting, site-level technical assistance, training, and support to local program providers and communities.

In additional to this partnership also supports development of a long-term infrastructure for after school technical assistance needs and work to expand high-quality of ELOs.

2.5.2. Hawaii

In Hawaii, the after school plus (A+) Program provides affordable statewide after school child care for latch key students in all of Hawaii's public elementary schools. This program includes after school care with homework activities. These various activities extend beyond basic custodial care. (Ibid).

The A+ program seeks to:

- a) Provide after school supervisions for children in stimulating and caring environments.
- b) Reduce the number of latch key children.
- c) Reinforce and expand children's learning experiences.
- d) Enhance the relationship between home and school to collaboratively meet children's needs.
- e) Improve children's physical fitness.
- f) Better utilize school facilities

At services are available from the end of the school day until 5:20 P.M. during school days of the regular school year. Former governor Benjamin J.

Cayetano initiated that program when he served as Lieutenant governing in the Waihee administration. Operations began in 1990. In FY 2000, this program was appropriated \$10.69million.

The state Department of Education is responsible for operational guidelines and procedures, including:

- a) application and enrollment
- b) fees and other charges
- c) Reasonable modifications
- d) Hours of Operation.
- e) curriculum
- f) transportation

What we can see from Hawaii experience is that it is named as A+ program and a very wide practice in all Hawaii schools, with different activities and supported by fund, there is also a responsible body assigned, the state department, to run the program.

2.5.3. Illinois

The Illinois after school Initiative and task force was established in spring 2001. The Illinois state Board of Education and the Illinois Department of Human services were required to convene and co-chair this task force. (<http://www/subnet.nga.org.educlear>].

This task force was charged with developing a comprehensive and strategic plan for after school programs, to present to the assembly by Fall 2002. The task force assigned the condition of after school services across the state.

The state's strong after school advocacy community was major force behind the development of the state's two major state-funded after school programs.

- a) **Summer Bridges:** This program is designed to improve the reading, writing, and mathematics skills of students existing pre-kindergarten and those existing sixth grade in districts where a significant number

of students do not meet state learning standards. It is administered by the state Board of Education and funded at \$23 million.

- b) **Teen Reach:** This program provides structured activities for teens during non-school hours. The goal is to prevent involvement in gangs, alcohol and drug use, sexual activity, teen pregnancy, and other programs. It targets youth ages 10-17 from the state's neediest communities. It is administered by the state Department of Human Services and is funded at \$23 Million.

What we learn from Illinois experiences of Extra-learning or after school initiatives are there is task force in order to run the program, and there are two major state funded programs in the set up, these are summer Bridges and Teen Reach.

2.5.4. Kentucky

The 1990 Kentucky Education reform Act required all school districts to provide additional instructional time (Extended school services, ESS) outside the standard school day in order to close the achievement gap. This strategy gives low-performing students extra-time (extended school days, weeks, or years) to meet the state's learning goals. [Ibid]

Local school districts receive state grants for extended school services school councils design the curriculum and help determine how the program will be structured in schools. The program's annual budget is currently \$37 million.

The ESS program must accomplish one of the following goals:-

- a) Sustain students' present level of performance and prevent them from falling behind.
- b) Extend programming for students who have been retained.
- c) Assist students who are at risk of failing to graduate on time.
- d) Close the achievement gap of low-performing students so they can perform at the appropriate age level.

What we can understand from Kentucky experience is that the additional instruction time or extended school services (ESS) are another name for

extra learning program, and they give due attention to low performing Students in order to accomplish different state goals.

2.5.5. Maryland

Former governor of Maryland, Paris N. Gladening created the after school opportunity fund in order to develop and support after school programs that would reduce delinquency and improve academic achievement. [Ibid]

This fund authorized \$10 million annually for after school programs targeting at risk youth. The competitive, need-based grant funds all 24 Jurisdictions in there state.

The fund is jointly administered by the state Department of Human? Resources Child care Administration, the governor's office of children, youth and families, and the office of crime control and prevention.

The after school opportunity fund Advisory Board developed program standards, funding priorities, and an administrative structure to guide the after school expansion with Local support from the Local Management Boards (LMBs)

LMBs plan and coordinate child and family service delivery in each jurisdiction and provide a central place for discussion and decisions making. The department of Human Resource Supports the LMBs with training, technical assistance, and monitoring.

Currently, the Advisory Board is developing a long-term sustainability plan to expand and enhance after school program.

From the above clearly mentioned experience of Marry land of extra learning what we learn is that the government gives priority to the set up in order to reduce delinquency and make improvement in academic achievements and it was run by different bodies like LMBs (Local management Board) and the department of Human Resources.

2.5.6. New Hampshire

Plus time new Hampshire is a non profit organization formed in 1990 that focuses on meeting the needs of the stay's school-age children. [Ibid]

This organization does not provide direct services to children. Instead, it acts as a catalyst for developing youth and start appropriate out-of-school time programs. For example, plus time NH has:

- a) Addressed the shortage of after school-care providers and the availability of after school programs.
- b) Provide mini-grants to communicate to establish programs.
- c) Linked community-based, out of school care providers in to a network of program providers and held regular network meeting to discuss common issues, share best practices, and provide training.
- d) provide access to national data, research, and information on elementary, middle, and high school issues and programming
- e) Given technical assistance and to launch programs.
- f) Aided quality assurance and preparation for accreditation.

By partnering with important stakeholders and by having a clear mission and goals, Plus Time NH has leveraged funds from various public and private sources. Since beginning in 1990 with a budget of only \$20,000, its funding has grown to f\$1.3 million (including \$120,000 per year from the New Hampshire Department of health and Human Services).

- This organization has produced significant results and enjoys strong support form state leaders.
- In January 2002, plays time NH receives a \$4.6 million grant over five years from the Nellie Mae Education Foundation to develop academically enriched after school programs in New Hampshire. This poverty community in the state.
- The experience of New Hampshire is very important in Extra-learning set up. The name of Extra learning is plus Time and it is a non-profit set up, and also the organization acts as catalysts for developing Youth programs and the needs of youth out of school time. Audit also

leverages funds from different sources and had got significant results and state leaders also support it.

2.5.7 South Dakota

The out-of-school time (OST) grant program provides three years grants to schools and communities which provide safe environments that motivate and inspire learning outside the classroom. Administred by the south Dakota office of childcare services (CCS), the CCS OST program has collaborated with many groups (most notably school districts, including potential and actual U.S. Department. of Education 21st Century Community learning Center grantees). [Ibid]

Also OST staff around the state provide OST-specific training and technical assistance to all programs serving Youth K-8 including 21st CCLC grantees and childcare centers.

The CCS OST program relies on federal childcare (CCDF) funding, which each year supplies programs each year with approximately \$1.4 million. The plan is to encourage program accreditation using the National school-age care Alliance (NSACAO standards).

The South Dakota Office of Childcare services will be collaborating with the state Department of Education and Cultured Affairs (DECA) to provide technical assistance and support for the new DECA-administrated 21st CCLC programs. All state programs will be encouraged to work closely with school administrators to ensure that at-risk and lower achieving youth are served. Also these agencies will ensure that the international programming offered for 21st CCLC projects is tied to core standards.

In general speaking from the El experience of all nations, I can deduce the El program of our case almost at a grass root level, but the level of those stated nations experience could be taken as in advance level. In my observation time, I have seen all this thing about the El program practice at BMEL center as if it is on the promotional level yet.

2.6. Strategies for the Expansion of Extra learning

Different strategies for the expansion of EL program have been practiced in different schools. In this regard Andrews (2001) indicates the following research reports in some successful school. And the research evidence revealed that (P.23)

1. An enormous range and depth of extra curricular provision.
2. A very high value placed on extra curricular provision by head teachers and schools.
3. A high value placed on extra curricular activities by pupils-with two thirds of all pupils believing that curriculum extension and enrichment were important.
4. A positive correlation between the quality of school as reflected in the inspection and the provision of curriculum enrichment.
5. Elements of good practice example, a committed leadership, whole school.
6. A clear link between the amount of homework done and the overall performance of the school.

In relation to this report experts of advisory committee on extra learning opportunities recommended the following strategies (<http://www/educal>, 6/29/2007)

- . Promote collaboration at the state and local level among those that provide and fund extra learning opportunities: public schools, community-based organizations, park and recreation departments, Public libraries, museums, universities, city and country governments, and faith based organizations.
- . Create and support structures for technical assistance to promote and sustain quality extra learning opportunities.
- . Articulate the elements of effective extra learning opportunities and promote sharing best practices.

- . Coordinate services that support extra-learning opportunities, such transportation to and from programs, food and nutrition programs within programs, and access to facilities.
- . Streamline or eliminates unnecessary regulation that prevents the growth and sustainability of quality programs that provide extra learning opportunities.
- . Provide a stable source of funding and streamline categorical funding when possible. Learn from the successful extra-learning opportunities that are supported through user fees; local, state, and federal government funds; public and private sector grants; partnerships with youth and community organizations, and parents, community members, and national service participants who volunteer their time.
- . Build consensus around indicators of effective extra-learning opportunities and measure outcomes.
- . Support efforts to improve the quality of extra-learning opportunities, such as accreditation and professional development for providers.
- . Support extra-learning opportunities that exist in communities and build on their strengths.
- . Create more opportunities for children to start the learning process by providing full day kindergarten programs.

The above strategy indicates that states who run extra-learning's should take measures and give good base for its fulfillments.

2.7 Factors Affecting the Extra-learning

2.7.1. Positive Factors in Extra learning implementation

"Extra learning online is an affordable comprehensive k-adult learning and program management system that delivers and manages standards aligned with education, training, services, programs, and resources over the internet.'(<http://www/educal,6/29/2007>.)

Extra-learning can be provided via online learning anytime, anywhere and any place. It helps schools' youth, children or adults (ibid)

Through the extra equitation dramatic gains in education and tested skill levels are achieved when extra opportunities extra resources, extra hours, extra attention and extra incentives are provided and extra effort is applied. It is a program which gives attention to the extras and makes them affordable. And also works in dropout prevention. (Ibid)

2.7.2. Negative factors in Extra-learning implementation

There are some negative factors which is seen on the implementation of ELOs, programs. There are lacks of accountability, limited coordination of ELO activities, and demand exceeds supply in the program. (OICE,2002)

a) Lack of Accountability: it refers to state education system by which it is to held responsibility for educating all students and "learning no child behind" one way states can reach this goal and close the achievement gap between students of disadvantaged student) is increasing investment in extra-learning opportunities. (Andrews,2002, P.31)

b) Limited Coordination of ELO-activities: It refers to state wire efforts to cohesively connect the activities. States should move toward incorporating after school programs into their overall education reform plans. The key is to understand that programs providing services to school aged children outside of regular school hours can help meet the same goal of improving outcomes for children.(OICE,2002,P.14)

c) Demand Excess Supply:- This refers to millions of school-age children have no extra-learning or enrich to met opportunities. Thus, state education leaders have to have a significant opportunity to help close the demand gap by supporting and entrancing Extra learning opportunists. (Ibid, P.16)

2.8 Attitude towards the Extra-learning Set up

2.8.1. Students attitude towards ELO's set up

Andrews (2002) noted about students attitude to extra learning program as pupils made the followings comments about OSHL (out of school hour learning).

- I like the thing we do there.
- It is one of my hobbies.
- My friends go there
- It is interesting
- I like learning new things.

In addition to this Andrews states that the student's achievement is high by stating the following points;

How ever, most significant, there was evident that perceived achievement levels, educational aspirations and home background factors were positively associated with attendance at out of school lesson time learning. For example, pupils who were more likely to attend more frequently were those who:

- *Perceive themselves as among the best in there classes at school work*
- *Intended to continue in full time education after 16;*
- *Came from home with more books.*

In short, Andrews (2001) asserted that those who take part in a range of activates outside the school are better motivated and achieved better results in school. (Ibid, P.28)

2.8.2. Staff members' or teachers' attitude towards the set up

Conditions which have been influenced by the teachers' attitude towards extra learning have been discussed in a number of ways. Andrews (2001) discusses as follows: one very gifted teacher has expressed it; "Through the after school activities out children know that we Value every moment of there time in school. (P.8) There can no better start to life wide as well as life long learning in addition to this as one teacher succinctly put it : on balance, I think the extra enrichment, participation and variety has out weighed the extra stress and the lack of lunch break to call your own. I have decided that school life is definitely more interesting when you add the extra factor. (Ibid, P. 8) .Many researches show that in both primary school and secondary school the extra learning activities raise pupils motivation improve school skill and encourage participation in other activities. (Ibid, P.24)

2.9 The Study Method of Extra Learning Principles

The EL set up uses different principles as a method of study. These study methods are more helpful in understanding the lessons given by the setup effectively and efficiently. (OICE, 2002) These methods are:

Principle 1. Mastering step by step Learning basic skills is a sequential process best achieved through individualized, self-paced, competency-based instruction, organized in to a progression of "bite sized" learning tasks with each learner starting at his or her entry skill level working independently, and progressing as rapidly as mastery is demonstrated.	Principle 6 Maximizing Time-On-Task Learning is directly related to time applied to mastering skills of an appropriate difficulty level so achievement increases when down time and distractions are minimized when study is focused at the right level for each learner when learners are committed and when time on task is closely monitored.
Principle 2. Scheduling to learning Learning is more feasible when flexibly scheduled on an open entry/open exit basis to meet each learner's need rather than highly organized into group classrooms. It is accelerated when based on mastery not seat time, so the learners have reason and opportunity to work hard to master skills and move on.	Principles 7. Teaching one by one Learning is accelerated when caring teachers and aids provide individualized treatment, role models, good council, motivation, timely assistance, and the human touch,- assessing, planning, scheduling, orienting, advising monitoring, tutoring, disciplining, and rewarding each learner as and when needed.
Principle 3 offering varied choices Learning style and preference vary & all learners like variety, so learning is enhanced when there are diverse print, audio/ video, and computer and CD materials which can be readily accessed at any time to meet any specific learning need, and when learners have a say in these choices.	Principle 8. Reinforcing the positive. Learning is easier for those who believe they can learn and is enhanced by instructors, instructional approaches, and instructional materials which provide frequent feedback and positive reinforcement, which recognize both individual effort and achievement and which treat learners with fairness and respect.
Principle 4 Empowering the Learner. Learning is enhanced when the learners are "self directed" and have a sense of efficiency" being involved in choices of what to learn and how taking responsibility for effort and achievement, setting their own pace and determining their rate or progress toward agreed upon goals.	Principle 9. Overcoming the Negative. Learning is nurtured in a structured yet supportive "tough love" learning environment which deals with the personal problems that often undermine educational progress. These require timely access to counseling and supportive service, as well as firm but fair rules of behavior and participation.
Principle 5. asking each step Learning basic skills is a step- by step process so it is critical that each step is mastered before moving forward, that effort and progress are documented and rewarded that problems are immediately identified so help can be provided, and that learners know where they stand and where they are going.	Principle 10. Educating with a purpose. Learning basic skill is accelerated and more directed when integrated with other ends. Basic skills instruction is best combined with or a stepping-stone to secondary and higher education, vocational training or employment, certification or citizenship qualification.

Figure 2.2 The Ten Method of Extra Learning (Source: OICE, 2002).

CHAPTER THREE

Research Design and Methodology

3.1 Research Design

This research was conducted by Applying case study as research design to get required information for the study. Different scholars agreed about this type of research design as most useful. Patton (1987); for example, states that, case study design is used when we seek to capture rich and unique experiences as they happened. The study on EL program of OICE is unique and it has to be tackled using case study method. Yin (1994) cited in Teshome (2002) points out that a case study design is cross-sectional to the extent that it explains “how” and “why” questions in a contemporary set of events will be depicted.

3.2. Instruments of Data Collection.

In order to get ample information, this study used questionnaire, interviews, observation and document analysis.

3.2.1. Questionnaire

The questionnaire was designed for extra Learning students. The extra-Learning students questionnaires include items concerning their age, parental education, attitudes to the set up, their home distance to set up, opinion on the treatment of girls by their teachers, appropriateness of the set up, schools cost sharing, etc.

3.2.2. Interview

The unguided interview were held with Branch Head of the set up, and teachers, too. The interview items include, teacher’s educational background, attitudes to the set up, their attitudes to girl’s education, level

of education, the time schedule of the training center etc.

3.2.3. Observation

The observation was held for 30 days, between July and August 2007. The observed things at the center by using checklists are whether the compound is attractive or not, its classroom width, availability of instructional material, such as computers, Internet services etc.

3.2.4. Documents

As a support of these study documents at the center were analyzed thoroughly. Newsletter and official reports assessed to strength the study. The main purpose of applying all these methods of collecting data were to cross check information from various sources, and to obtain those information, which is not revealed by one or another, it may be revealed by another in data collection.

In addition to making each of the procedures as operational as possible, a pre-test of instruments was conducted in the set up. Based up on pre-test results, questionnaires were improved, discussion guides for interviews were focused and some unnecessary content was removed. For instance, the age limit of the learner's the program has been reexamined.

3.3. Source of Information and Sampling Procedures.

The selected center for the study was the center at Bole- Michel OICE Extra Learning set up. It is purposefully selected because in Ethiopia it is a sole agent to run this program as a pilot project.

The research population or respondents include branch head of the center, teachers and Extra-Learning students. Since branch head officials and teachers were few in number, all of them were included in the study.

As far as extra-Learning students were concerned, those students who attended since the last two years were purposefully selected in order to fill

questionnaires by Learning students or respondents who have already attended the program after some period of interrupting their formal school learning while others still lie outside the program. As much as possible learners in the program are urged to fill the questionnaires.

As far as study population is concerned, senior set up learners were purposefully selected in order for the questioner to be meaningful. Since students are not large in their numbers, all the members of Extra-learning program students were included. From 50 questionnaires distributed to be filled in by students 46 were returned and analyzed.

Table 1. Types of participants in the study.

Character of respondents		Research setting and number of participants at Bole Michael OICE center.		
		Gender		Total
		M	F	
Branch head	Respondent	-	1	1
Teachers	Respondent	1	2	3
Students	Respondent	20	26	46
Grand Total		21	46	67

3.4 Data Management and Analysis

This study tries to get required information by using different techniques of data collection from different sources. This means raw data had to be organized in to different data files. The extra learning student's questionnaires were analyzed statistically. The branch head & teachers interviews were tape recorded and interpreted by narrative approaches. Quotations from respondents are being used for analysis.

The data secured by using different techniques have been triangulated during analysis.

CHAPTER FOUR

Presentation and Interpretation

4.1. Back Ground of the Respondents

Concerning the background characteristics of the respondents such as age, sex, and school on which they attend were identified in this study. Table 4.1. below will summarize key background variables.

Table 4.1. Background of respondents.

Items		Students (No=46)	Teachers (N=2)	Branch Head (N=1)	Total
Gender	M	20 (43%)	1		21(44%)
	F	26(57%)	1	1	28(58%)
Age	6-10	2 (5%)	-		2(5%)
	11-15	5 (10%)	-		5(10%)
	16-20	31 (67%)	-		31(67%)
	21-25	6 (13%)	-		6(13%)
	26 and above	2 (5%)	2	1	5(10%)
Schools	Ayer Amba Junior and secondary school	12 (26%)			12(26%)
	Bole Senior secondary school	13 (27%)			13(27%)
	Other schools	21 (44%)			21(44%)

As stipulated in the mission of OICE, the main objective of the program is “to create educational access to low income or disadvantaged children, especially girls.” (OICE 2002). The above table also confirms that female students’ participation in the center. This is also supported by the interview, which was held with branch head. Here is one of the explanation:

Special attention is given to raise not only the enrolment of girls, but also to retaining them at school after they are enrolled. Providing different supports especially different method of study and skills after they attend the program will do this. (Aster May 5, 2007) (Translation is mine)

The majority of the participants from each school were female students. The largest proportion of female students is (No=12) 26% for those students who came from far away from the set up. 13% (No=6) for Ayer Amba Junior secondary school and 17% (No=8) are for Bole Senior secondary school (B.S.S.S). These two schools were the nearest one to the set up.

In the schools under study, the participation of female students significantly rose not because of the intentional activity of the organization as stated by student respondents. An opinion from one of the participants of the program clearly reflects this point:-

The main focus of female education in the center is to narrow down the prevailing genders gap between males and females. But in this center we girls have no special attention. (ELS₁)

However, as we observe from the data given girls' participation is inclusive enough, and this could help in reducing the dropout of girls from school.

4.2. Age of participants

The nature of the Extra learning being provided by OICE addresses students of different age categories. Regarding the age of the participant the data showed that 67% of them are between 16-20 years. This clearly reveals that the program does not equally involve students from different age categories. Table three presents the detail.

Table 3 percentages of students by age in the set up.

Schools	Students Age						
		6-10	11-15	16-20	21-25	26 and above	Total
Bole S.S.S	M	-	-	9%	2%	-	11%
	F	-	-	17%	2%	-	19%
Ayer Amba junior secondary school	M	-	2%	7%	-	2%	11%
	F	-	9%	2%	-	2%	13%
Other schools	M	-	4%	15%	2%	-	21%
	F	-	4%	17%	2%	-	23%
Total			19%	67%	8%	4%	100%

It is apparent that most participants in the center attend the program at the age of 16-20. This age coincides with the age limits for lower secondary education. The upper age limit for primary schooling is between 12-14 years (Teshome, 2002:15). Thus, the program would enable all children to be more effective, if it starts at the age of 6 or 7. Since the program has continuity in its approach. Furthermore, the learner should attend the program based up on the grade level. The material from OICE states the following point:

A Student wishing to be enrolling in these virtual schools is initially given on assessment test. The grade of this test, which is administered by the computer, tells the Extra learning instructor from which lesson a particular student should start. A fifth grade Ethiopian student may be placed at grade 3 level in English, grade 5 level in Mathematics & grade 4 level in the sciences. Once appropriately placed, the student can continue to progress step by step until he/she would have covered 12th grade .The open entry open exit arrangement allows the student to progress at his/her own pace. (2002: 24)

- It is apparent that most trainees in the set up are multigraded ones and it allows them to start the primary school skill, the middle school skill and the secondary school skill. (ibid)

4.3 Number of the participants

The main anticipated beneficiaries of the program were students of Ayer Amba Junior Secondary School and bole Senior Secondary School. The following table can depict the number of participant.

Table 4. Number of participants from different schools (N=46)

School	Sex		
	Male	Female	Total
Ayer Amba Junior Secondary school	13%=6	15%=8	28%
Bole Senior secondary school	10%=5	8%=4	27%
Other school	19%=10	26%=13	45%
Total	42%	58%	100%

Table 4 shows that the number of participants in the set up from the two major beneficiary schools is low. This finding coincides with the idea of branch head interviews. The interviewee describes the situation as follows.

In the previous one-year there were many students from Ayeramba School but recently their number became few. This is due to the institution of cost sharing system so as to instigate the sense of ownership of the program by the students by the set up. However, we will start to promote the program by going to these schools. (Aster, May 5, 2007)
(Translation is mine)

Similarly the response of students from this school confirms this fact. As one of the students stated, "I don't have any Information about the program but in recent time I had got a few information about the center and I decided to attend the program." (ELS₂)

4.4 The Elo's (Extra Learning opportunity) Program support in formal school Learning

Students were asked to indicate the support, which they get from the ELOS program in questionnaires. The summary of result indicates that the majority of participants expresses that it is very much helpful. This point is presented in the following table.

Table 5 Educational supports of Elos for formal school (N=46)

Schools	The support of Elos for formal school				Total
		Very much helpful	Somehow helpful	Not helpful	
Ayer Amba Junior Secondary school	M	4%=2	7%=3	-	11%
	F	9%=4	4%=2		13%
Bole Senior secondary school	M	9%=4	2%=1		11%
	F	9%=4	9%=4	2%=1	20%
Other school	M	22%=10	-		22%
	F	20%=9	2%=1		22%
Total		73%	24%	2%=1	100%

Table 4 Show that the proportion of very much helpful amounts 34 (74%) in all cases of study. This finding shows the extent that how the program is very important for "Ethiopian students. A report from the ministry of Education (2002) indicates that different NGOs are urged to support the education system. This is also regarded as one step for the Education system here in Ethiopia

- Regarding the vital nature of the set up the branch head interview strength this point. She said the following.

By its sole type of approach, the set up helps those have students who are from lower class families; since these families low income they can't send their children for quality Education. The only option they have is to let their children get this kind of institution. Our Extra learning program teaches the child by computer-aided instructor, so that they can have the quality education via virtual teacher. And so we have seen many improvements in their academic results while they attend this program. We've also a recorded statistics. (See appendix IV) from this appendix what we can see is that there is a difference on students result on pre and post assessments. (Translation is mine; Aster May 5, 2007)

- Students also expressed similar idea. As one of the students wrote in the questionnaire they filled in questionnaire: -

"The main relevance of the EL's set up, I think, is in improving the capacity and ability of the learner by providing different educational facilities."

(Translation is mine; ELS₃) Another student in the set up states:

The main contribution of the Extra Learning set up is to help students in their formal learning program. We students could obtain a lot of information easily from the computer aided instructor thereby improve our knowledge. (Translation is mine; ELS₄)

Extra-learning improves students' scholastic achievement (Andrews,2002). Therefore, this finding is very much consistent with this view. Most of the students who took part the Elo's program showed improvement in their formal schooling. (See Appendix IV)

4.5 The main Criterias to attend the Program

By the time OICE started its program it used to enroll students with low scholastic achievements (Aster May 5, 2007). In order to strictly check whether the organization adherers to this pattern students were asked in the questionnaire about the criteria by which they should fulfill in order to attend the program on three rating scale ranging from voluntary, assigned by school boss and elected because of low achievement in school. Over all, result indicated that almost all (44=96%) of them were enrolled in the program on voluntary basis. Table 5 below shows the overall results.

Table 6- Students criteria to attend the Elos program in percent (N=46)

	Schools						
Response	Ayer J.School		Bole S.S.S		Other school		Total
	M	F	M	F	M	F	
Voluntary	5=11%	5=11%	5=11%	9=19%	12=26%	9=20%	98%
Assigned by school boss	-	1=2%	-	-	-	-	2%
Elected b/ce of low grade in school	-	-	-	-	-	-	-
Total	11%	13%	11%	19%	26%	20%	100%

Table 6- indicates that in Ayeramba (22%) of the students and in Bole S.S.S (31%) of students joined the set up voluntarily. This fact contradicts with the set ups starting aims. The OICE document presents this fact like this. The main criteria to enroll students in the program as it is stipulated in the OICE document, is family's income. Students who scored less than average in their standing in their classes due to their family status were intentionally selected. This was done to see if attendance at the EL could help students achieve better grade. (OICE, 2002)

Hence the above literature may not indicate the present or the current situation of the set up. The way that they are running the program is completely different from when they launch the program. This finding is

actually consistent with what the Branch head responded to the interviews. She said that:

Even if these services are rendered to the learners freely they weren't attending it regularly. The main reason is, the learners couldn't give much value to the program because it is free service. But after many discussions the concerned bodies designed a cost-sharing program by making the learners pay a minimum amount for the service they get. This helped much for the revival of the program again. If students pay for it they consider that the program is worthwhile. And now we can see a promising result in the program. (Translation is mine; Aster May 5, 2007)

4.6 Factors that influence the implementation of the EL

Students who attended the program were asked to state that factors that either facilitated or hampered the implementation of the program of EL. The location of the EL site from the beneficiaries was anticipated to be one hindering factor for its effective implementation. The findings indicate that No=27, (59 %), the majority said that the set up is not as such far from their residence. The rest No= 19 (31%) said that it is far from their home.

The teachers were also asked to explain about factors (if there are any), that affect the practice of EL. In their response, they mentioned variety of problems such as distance of the center, few number of participants, promotion problems etc as the major ones. In stating the limitations of the program the branch head said:

...No question about of the importance of the program. But it is not as effective as we expected. This is due to many reasons; the program couldn't enable each and every student to be benefited from the program as well. The center is a little bit far from most residential areas and we couldn't make promotions about the program using Medias. Moreover we didn't share our program with others who can make and use of it. Therefore, I dare to say we couldn't give this service to the majority as we planned. (Translation is mine; Aster May 5, 2007)

The branch head's statement affirms that there exists a concrete problem in the center. Moreover, the participants of the set up describe the situation as follows." ...I came here from the furthest place in the city and I face transport problem, and I am forced to be a tardy student of the center." (ELS₅)

Another student in the program states: - "Because my home is far from the center and there is no free transportation and road crowdedness I am always forced to be late in coming to the center" (ELS₆)

These all show the fact that the location of the site is a real problem which has to be overcome in order to make its overall activity effective.

Apart from distance one of the girl participants stated that her home task load hinders her participation in the set up. She furthered her idea and said:

I'm always reach the center late. This is because I had so many home tasks to do. If I didn't finish the home tasks before coming to the center it will add on me another burden therefore I should finish it soon. While I am straggling to complete the home task the time goes quickly (ELS₇)

Though distance came out to the forefront as a hindrance to implementation of the EL program, the finding from another question posed to the students shows that distance is a problem only for 28% of the participants. This is because it is only these students who used to come often late to the center. In questionnaires students were asked whether they are latecomers or not to the set up. They were given two alternatives yes or No. The result shows (No=33) 72% of students replied No and the rest (No=13) 28% of them said yes due to many reasons. Distance was not the only reason for tardiness for Example some of them said, "failure to wake up early is the other reason"

4.6.1 The Elo's learning time coverage of a day

The amount of time in which students will be allowed to attend the program was also asked in questionnaire. Results are summarized into the following table.

Table 7. Time allotment of the set up to EL learners (N=46)

Schools		The support of Elos for formal school			Total
		Full day	Half a day	Less than half a day	
Ayer Amba Junior Secondary school	M	-	3=7%	2=4%	11%
Bole Senior secondary school	F	4=9%	1=2%	1=2%	13%
	M	3=7%	1=2%	1=2%	11%
	F	-	3=7%	7=14%	21%
Other school	M	2=4%	4=9%	4=9%	22%
	F	2=4%	4=9%	4=9%	22%
Total		24%	36%	40%	100%

The above table indicates that 40% of the respondents expressed that less than half a day service were set in by the set up. But, as I have observed repeatedly, the center gives a full day services. Therefore, the result from the questionnaire contradicts with observation result.

Moreover, students were asked to give any alternative time which would be more favorable for their learning's and suggested the following learning times:-1=2% of the participant said that "The favorable time schedule for me would be from Saturday to Wednesday of the week" and a significant no 28=61% of them prefer to be "On weekend days Saturday and Sunday" and also 7=15% "we prefer it to be on the after noon at 5:00 PM". The rest of the participants would like to be continued as the center schedule.

-Students suggested the above alternatives learning time. But the program gives the service for 5 days per a week starting at 2:30 AM Up to 6:30AM at morning, and then from 7:30 PM up to 10:30 PM. This is the official time, which I have seen in my observation time.

4.6.2. Students Academic Improvements after the Elo's Program participation

In Extra Learning student questionnaire, students were asked if they saw any difference on their academic achievements after they attended the program. Responses from Each learner summarized in table 7

Table 8. The grade change of EL learners after the program

Schools		Presence of grade difference after the EL participation			
		Yes	No	I don't know	Total
Ayer Amba Junior Secondary school	M	2=4%		2=4%	8%
	F	2=4%	1=2%	3=7%	13%
Bole Senior secondary school	M	4=9%	1=2%	2=4%	15%
	F	2=4%	1=2%	6=13%	19%
Other school	M	7=15%	1=2%	2=4%	21%
	F	5=11%		5=11%	22%
Total		47%	6%	43	100%

It appears that 47% of the students responded positively while 43% of them neither replied affirmatively nor negatively. Only 8% of them replied that their participation in the EL never helped them to improve their academic achievements.

- Some of the students stated in the open-ended question posed that: -

I can see many differences in my academic achievements and I can understand many concepts in different subject, the language skills, too. So Extra learning is important Program (ELS₈)

- Some other students also share this idea. The student says.

Some teachers in my formal school have limited knowledge on the subject matter they are teaching but this EL program provided a world wide services, so we can get quality Education at the same time a deep knowledge, too. Therefore, it plays great role in enhancing academic achievement. (ELS₉)

The above reflections of students coincides with the OICE (2002) documents, the document reads as "It was found that most of the students did improve their standing in their classes proving that EL program used as an adjunct

to regular courses attended by the students could significantly improve student performance and either reduce or altogether eliminate dropout rates.” (OICE, 2002; Andrews, 2001)

Similarly, the Branch head also shared an interesting experience.

...This program is designed to teach students by entertaining them. So they like it. Everything is done by computer and the method is special one It uses different techniques...In order to check weather it helps the student or not, we take some data of students as an experimental group. Before and after attending this program results were compared and finally we can discover the presence of big difference on their grades very well. Especially on English language pronunciation and vocabulary ability have been shown changes on learner. (Translation is mine; Aster May 5, 2007)

4.6.3. Cost Sharing System

The branch head interviewed and responded about the cost sharing program where by they are launched it in the center said that:-

OICE (opportunities Industrialization center Ethiopia) is an indigenous NGO.A united state of America agency for International development (USAID), has provided support to establish three computer based learning centers to launch the Extra Learning program in Ethiopia .One each in Addis Abeba, Jima, and Combolcha. The goal of the program is to enhance the quality of education in Ethiopia by offering on, a pilot basis, an alternative delivery mechanism of education via computer-aided instruction. The EL program includes different skills, such as Academic skills, Social Science and Natural sciences. Based up on the level of the student the learning would take place. Under Natural Science we get Physics, Chemistry, and Biology subjects. Under social science we get History (American History and World History) and geography. English language at all levels is also included in the EL program. Even if these services are rendered to the learners freely they weren't attending it regularly. The main reason is, the learners couldn't give much value to the program because it is free of charges. (Translation is mine; Aster, May 5, 2007)

Another participant shared an interesting Experience regarding cost sharing program of the center. He states that:

I understand that the goal of the set up is to create awareness for us. By chance in our Kebele we get such kind of set up and it benefits us too much but still there are students who can't afford to pay and to attend the program because of its cost. This issue may discontinue their participation in the set up. For Example I heard such kind of issue in our compound. (Translation is mine)
(ELS₁₀)

Although the EL program officials made great amendment for educational costs, students still have to pay for the program. Finding shows that as a result of cost some students are excluded from the set up.

4.7. Participation of girls in the center

As it is showed in table 1 on page 28, 57% of the participants of the program are females. Therefore, the participation of girls is high. Table 9 below presents result from questionnaire as follows.

Table 9. Degree of girls' participation in the set up.(in percentage)

School	Gender	The program gives priority to girls			Total
		Yes	No	I don't know	
Ayer Amba Junior school	M	11%			11%
	F	9%	2%		11%
Bole secondary School	M	9%	4%	2%	15%
	F	7%	11%	2%	20%
Others	M	13%	2%		15%
	F	24%	4%		28%
Total		73%	23%	4%	100%

As shown on the above data, the findings comply with the goal of the program.

The OICE (2002) document reads as follows:" The objective of the program is to promote increased access to education of disadvantaged children especially girls." (P.26)

Njau and Wamahiu in Teshome (2002) states that “among the serious obstacles to female education, premature departures or dropping out from schools by female students is notable in Sub-Saharan, Africa. Early departure of girls from schooling certainly results in wastages. Wastage here means the insufficient utilization of both human and economic resources by the education system.

As the above description shows that a special regard should be given for girls participation in schools learning and in the center, as well. In addition the set up also provides favorable or conducive learning environment especially for girls right now.

4.7.1. The degree of EL student participation in a community

Andrews (2001:42) states that extra learning program helps not only how to educate children’s but also how schools and community come together to ensure their success.

An item in EL learners’ questionnaires asked respondents to check one of the three alternatives about their community participation status. Weather or not most of them have got work in the community. The overall result indicates that, most of the students (No=32) 70% were at a medium level of participation. Table 10 below, summarizes the findings:

Table 10. The EL students’ community participation

Schools	EL students community participation				
		Very high	Medium	Low	Total
Ayer Amba Junior secondary school	M	2%	9%		11%
	F	2%	10%		12%
Bole secondary school	M	2%	9%		11%
	F	7%	9%	7%	23%
Others	M	7%	15%		22%
	F	4%	15%	2%	21%
Total		24%	68%	9%	100

The findings from the questionnaire somehow coincide with one of the mission of the program. The OICE (2002) document reads the goal as follows:

...The program is also open to adult community members who have the need to improve their competency at work and in everyday life. The various non-academic training courses offered by the system can help community members to improve their knowledge in spoken and written English, reproductive health and family planning, business management, basic computer application, etc

What is observed from the above finding and written document (OICE, 2002) is that the largest No=31(68%) of the participants in the study are at a medium participation level.

An important finding is that a substantial number of the students in the setup who have community participation are already at a medium level.

4.7.2. The El student Method of Study

Concerning study method OICE (202) document depicts that extra learning program will be more effective so long as mastering step-by-step principle does the study.

- Student of Elo's were asked to indicate in what way they study the lessons, which is provided in the set up. The result is shown below in table 11.

Table 11. El student's method of studying percent (N=46)

School	El students Method of Study					Total
		Step by step	Irregularly	Regularly	Other than these	
Ayer Amba Junior Secondary school	M	2=4%	1=2%	2=4%	-	10%
	F	2=4%	1=2%	3=7%	-	13%
Bole Senior secondary school	M	-	-	3=7%	2=4%	11%
	F	3=7%	-	4=9%	2=4%	20%
Other school	M	6=13%	2=4%	3=7%	-	24%
	F	2=4%	3=7%	2=4%	3=7%	22%
Total		32%	15%	38%	15%	100%

Among the methods, the highly utilized ones are step-by-step and regularly method of studies. The table shows that (n=17) 38% of the student studies the lesson given regularly and (n=15) 32% of them use a step-by-step method of study.

4.8. EL, student's Attitude toward the setup.

In questionnaires students of EI were asked to indicate weather or not they liked to attend the program, overall results indicate that the majority of students who attend the program have a positive attitude- Table 12 shows that summery of findings.

Table 12. Attitudes of student to the EI program.

Schools	Students Response				
		I like to attend EI	I don't like Attend EI	Neither of these	Total
Ayer Amba Junior Secondary school	M	5=11%	-	-	11%
	F	5=11%	1=2%	-	13%
Bole Senior secondary school	M	4=9%	1=2%	-	11%
	F	6=14%	1=2%	2=4%	20%
Other school	M	10=21%	-	-	21%
	F	9=20%	2=4%	-	24%
Total		86%	10%	4%	100%

Table 12 shows that the highest proportions of students (86%) like to attend the program. Hence, this finding shows the extent to which students have very high interests to the program.

4.8.1. Schedule of the set up for EL student

EL participants were asked if they have got favorable timetable to attend the program. Response from participants is summarized in the table 13

Table 13- The presence of favorable Time schedule in the set up

School	Gender	Presence of favorable time schedule		
		Yes	No	Total
Ayer Amba Junior Secondary school	M	3=7%	2=4%	11%
	F	4=9%	1=2%	11%
Bole Senior secondary school	M	3=7%	2=4%	11%
	F	5=10%	4=9%	19%
Other school	M	10=22%	1=2%	24%
	F	9=20%	2=4%	24%
Total		75%	25%	100%

The majority of the respondents (75%) replied that they program has favorable time schedule. This is so vital that it would promote students participation in the program.

4.8.2. Views of Students on facilitators approach

Regarding the situation in which how facilitators treat their students were asked in El students questioner results are summarized in the following table.

Table 14. Views on how students were treated by their teachers.

School	Degree of Teachers handling to El Learning					Total
	Gender	Excellent	Very good	Good	Poor	
Ayer Amba Junior Secondary school	M	3=7%	1=2%	1=2%	-	11%
	F	3=7%	2=4%	1=2%	-	13%
Bole Senior secondary school	M	4=9%	-	2=4%	-	13%
	F	1=2%	1=2%	4=9%	4=9%	22%
Other school	M	9=20%	3=7%	-	-	27%
	F	4=9%	3=7%	1=2%	1=2%	20%
Total	M	54%	26%	19%	11%	100%

The above table shows that 54% or students believe that facilitators hospitality in the set up is excellent or encouraging. The branch head also maintained similar idea with the above result. She said that:

The program is suitable one not only for students but also for facilitators. And most teachers have no different idea concerning the program. So there is no as such any compliant in regards to the program ,as I maintained

before the problem we've is Economic problem, the remoteness of the center etc. The rest everything is good. (Aster May 5, 2007) (Translation is mine)

As a result, the later shows love and hospitality to the students. in addition, furthered her argument and stated that:

Teachers are happy and volunteer to their Job. Because the program is a project type problem solving even teachers also use the program to upgrade their life skills. They educate themselves from the program. The students also learn by their own pace, therefore, they do not have more time to interact with facilitator. They follow the virtual class teachers teaching in the computer. Sometimes they can use the real teachers who work here. The real teachers (facilitator) are very happy to help the students (ibid).

CHAPTER FIVE

Summaries, Conclusion and Recommendation.

5.1. Summary.

This study originates from the recognition that students lack of tutoring constitute one of the persistent constraints for retaining students at school and thereby avoid educational wastage.

In Ethiopia, it was introduced for the first time with the purpose of giving tutoring classes by computer aided instructor and by active participation of students to Virtual classes in the set up. For this reason this paper attempted to investigate the Implementation and the nature of the extra learning opportunities in OICE at Bole Michael Extra learning center and the main explanatory conditions for this issues by taking cases from two schools, Ayeramba Junior school and Bole Secondary School.

For the purpose of empirical investigation, a review of literature indicated that using the after school Tutoring program; students can upgrade themselves by attending such opportunities. Such opportunities could minimize the prevailing dropout rates from schools. The magnitude of school drop out due to having low academic support or tutoring class at the school level could be the possible area for investigation so as to do away with educational wastage..

In order to carryout the investigation, a multiple case study design was adopted. The implementation of the study has been framed around six procedural steps including the development of a research proposal, introduction of the intent to research settings, selection of research settings and population, administrating instruments and data collection, analysis and interpretation of data, and research summery. Instruments of data collection included questionnaires, unguided interviews and reviewing OICE documents. The information source included Extra learning participants or students, teachers, OICE (2002) Documents and Branch Head policy implementer at the center.

Main Findings of the Study are the following.

- In both the Ayeramba Junior and Bole Secondary School students indeed get support from the center by its very nature of the EL program. Since it provide the lesson via computer based instructor, learning's based on students pace and its interactive ness push them to attend the program but in both schools the number of participant needs to be high, when we think of it relation to the program mission. Also findings revealed that systematic recordings are done by set up implementers to see the effect of the tutoring at the center on student's achievements. (Appendix IV)
- The personal characteristics of the participants reveal that the highest proportion of learners in both Ayeramba Junior School and Bole Secondary School are between 16-20 years of age. The highest proportions of participation in the study are female. Most of them also came from preparatory grade level.
- As far as the participation of the center is concerned, most of the participants in the study are learners from both Ayeramba Junior School and Bole Secondary School. A significant number of other participants are out of these two schools. In general, participants in the center have followed a cluster or mixed form of classroom organization. The highest proportion of the participants never missed the class once they have started to attend it.
- The cost sharing system by the set up were rated by the highest proportion of respondents to have a less influence on student's participation in the set up. Within this framework, the single most influential factor that relates to low participation in the set up is the distant location of the center from the most community.
- The attitude of students from both schools towards EL set up is positive
- It was found that participants attitude towards the teaching learning processes were positive. Teachers also showed positive opinions, but much more needs to be done concerning students participation in the set up

- Both in Ayeramba Junior and Bole Secondary School the highest proportion of the respondents agree that attending the EL program is the one most important activity that dominates their time throughout the week and which is most helpful for academics successes. However, some others indicated that attending the program is not that much recognizable to have changes in their education?
- As far as the set up factors that hinder the efficiency of the EL program is concerned, the highest proportion of respondents indicated that distant location of the set up from most community, low promotions and lack of favorable time schedule have high relation to the low participation of students at the center.
- The extent to which teachers to handle female students in the set up was rated for all participants to have a high correlation to female participation, but the awareness of gender issues of teachers in Education was found to be low.

5.2 Conclusions

Based on the findings of the study the following conclusions are drawn; this study confirms that there is a problem of effectiveness of Extra learning implementation at the center in OICE Bole Michael Branch. There is no doubt that the existence of this problem significantly reflects not only the wastage in the EL, Educational system in OICE, but also the benefits missed from the program mission. When compared to the national interests, this wastage seems more significant in the city.

One of the personal characteristics of EL participants is that they attend the program by their good will, above the official stating policy of learning. The problem of attending the program by the student's good will is that students may give low attention while they learn the program. This in turn increases the risk of getting low grades and to drop out of schooling. As I have understood from the response of my research participants mainly students participation is considered as a voluntarily doing to their follow-ups. Here I can say that students participation other than being volunteered are not

considered well, for instance the EL program's main goal .The fact that the EL program's mission shows that the program were launched to support low family students in general, and female students in particular case, in upgrading their formal schooling.

The majority of participants come from secondary schools. And also a significant proportion of boys and girls attend the program from other higher Institutions, for instance Kotebe Teachers College, St. Marry private College etc. This suggests that the center is open right now for all interested learners in the set up. Findings about learner's type at the center also ascertain the above truth since most participants in the set up have their own income generating occupation and can afford to pay the required fees to the center .The center applied learning by fees only who can afford to it ,is contrary to the aims of the national education policy, which envisages serving the underprivileged part of society . Most participants in this study who attend the program learn at Bole Secondary School and some of them belong to Ayeramba Junior School, indicating that these students are not from top classes in the community.

Although direct school costs are highly related to students dropouts, the single most influential factors for students dropout inn school are cost of instructional materials (Teshome 2002) . When compared to the EL program fees to dropouts the required fees are less influential and partially are explained in this research finding.

Overall, domestic work represents the most important issue, as I have understood from the student's questionnaire responses. Full participation at the center hinders female students due to parents need the labor of their daughters. This in turn affects female students participation in a good manner.

Cultural practice which students are used to having in the set up including late coming, missing the EL classes, on and off follow ups, interrupting the EL program and poor follow up of teachers on their students on the program

significantly affect to the implementation of the EL learning. Immediate action is needed on many of these issues.

The OICE also play its own part in the implementation of EL program. In the center the shortage of Instructional materials, texts for EL program were found to be the crucial one. This implies that any innovation, which promotes EL implementation, requires meeting these needs for more success. In fact there are more things to be considered including distance of the set up from most community, gender sensitive facilities, number of classrooms, library facilities, and real teacher absenteeism. Rose et al (1997) in Teshome (2002) have also described how the unattractiveness of the learning environment constitutes a distinctive for children to enroll or stay in school.

There is a positive attitude towards the EL program as far as teacher's attitude and practices are concerned. This is in fact not in the line with Leka and Dessie(1994) in Teshome (2002) who reported teacher and principal biases against female students. Irrespective of the influence of EL, teacher's low income, gender, and education level, teachers demonstrated positive attitude towards the implementation of EL program and for their students, too. However, doubts exist to the effectively implementation of program and enable students to serve the community from what they have got in El program.

5.3 Recommendations to Improve the Implementation of Extra Learning (EL)

5.3.1 Institutional and Administrative Action are Required to Maximize the Participation of EL Program

The existence of low participation of EL on a considerable scale implies that more has to be done to minimize the situation in the center. The Branch head tells that promotional actions are required to reduce the incidence of low students participation in Ayer Amba Junior School and elsewhere, too. It is also needed to strictly follow the mission and goal of OICE so that the implementation of the EL are encouraged or strengthened well in the center.

5.3.2. Reducing the EL Fees

There should be efforts to enroll anyone who has interest in the center according to the OICE policy. If students enter the EL program with low amount of fees, they can get more from the program and up grade their school education. Therefore, concerned bodies at OICE need not only to be encouraged, and they should think over, to minimize the cost of the EL program since, 50 birr may be high in price for Ethiopian student at the current situation to pay for, as much as possible, also they must have the EL facilities to which they run the program effectively and efficiently. Obviously, the two Vicinity School of Ayeramba Junior School and Bole secondary school could benefit more from the EL program.

5.3.3 Providing Favorable El Scheduled

The existing El schedule is preferable one by most students only in summer seasons unless some other program of El designed, the problems of low participation in other seasons seems likely to continue to affect the implementation of the El program. In the short run, it is required that providing El program on weekends and at night time will help to solve some of the barriers to attend the El program at the center. A policy strategy and action need to be adopted by OICE governors and donors to assist in implementation of El program and there should be control mechanisms to ensure that the El service has been used properly.

5.3.4 Sensitizing the Community

Information campaigns and permanent efforts to improve students' utilization from the EI program need to be carried out. Particularly mass media, and mini medias could play an influential role to teach society to send students to EI program.

5.3.5 Creating on Attractive and Gender Sensitive School Environment

In addition to providing or running promotion to EI programs, it is necessary to invest in the training center structures including, number of classrooms to be added, libraries with full facilities, gender sensitive facilities, and computer supply with maintain ace need to be fulfilled in the center. The current status is not so attractive I have observed the compound as if it is full of hard rocks and unstrengthened fences.

5.3.6 Lowering EI Center (Set up) Distance: short distance from home to the center could reduce danger for personal safety and security. They could also shorten the time required for traveling between home and school. Thus, encouraging the shareholders for the expansion EI program to the majority residents areas are important. Share holders can give EI program for students near to their right villages.

5.3.7 Introducing Flexible EI hour: It is essential to let EI students help their parents. Regarding the local life situation of the community could do this. Female students must have the chance to help parents at home in their presence of flexible EI hour. In this respect the presence of flexible EI hour is also useful for the flexibility of formal school program.

5.3.8. Community Development Programs EI program for adults need to be encouraged in order to systematically reduce the low participation of EI program. Community based service may help the EI program to get time to continue in the minds of the participants.

In line with this, as my findings revealed a significant number of El students are found themselves at medium level of community participation.

Further researches have to be conducted on the relevance of extra-learning to retain students at schools and thereby enable the country to attain the goal of education for all..

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Appendix- i

Questionnaire for Extra learning students

The purpose of this questionnaire is to collect information on the implementation of the Extra – learning set up in Addis Ababa at Bole Michael training center. Based on the findings, possible solutions will be forwarded so that the implementation of the set up may be improved. It is the hope of this researcher that your response will be very important.

. All your response will be kept confidential.

. All the responses are used for academic purposes.

. You are not responsible whatsoever the research outcome will be.

So kindly request you to complete all the questions in the questionnaire carefully and honestly before you return them. It is only your kind cooperation and honesty that make the study reliable.

Please read all the instructions before attempting to answer the questions.

Thank you in advance.

Ermias Elias.

Note: Writing your name is not necessary. Indicate your responses by putting “ ✓ “ in the parenthesis.

I. Back ground Information

1 Location: Wereda Keble School

2. Sex Male Female.....

3. Age

A. 6 – 10 C.16-20 B.11 –15 D. 21-25 E. 26 and above

4. Your grade level.

A. Grade 4-6

B. Grade 7—8

C. Grade 9—10

D. Grade 11-12

II. Nature of the extra learning

5. Have you ever missed any class of the Extra learning after you have been registered to learn in the set up?

A. Yes.

B. No.

6 If your answer for question number 5 is yes how long it is?

A. Less than one month

B. One month

C. More than 3 month.

D. Please indicate if any other.

7. Is your learning in Extra learning set up more helpful for the formal school learning, which you are attending now?

A. Yes very much helpful.

B. Somehow helpful.

C. Not helpful.

8. What do you think are the main purpose of the Extra learning set up?

9. Do you like attending the Extra learning program?

A. Yes I do.

C. I neither like nor dislike attending the classes.

B. No, I don't.

10. If your answer for question no. 9 is "No I don't like" What is your reason?

D Because it is boring to attend the program

E. Because I have no any encouragement to attend it.

11. How you are attending the Extra learning program?

A. You volunteered. C. Elected because you have low grade in school

B. Assigned by your school boss.

12. Have you ever experienced any school drop out in your school life?

A. Yes. B. No.

13. Did you see any difference in your academically achievements after you attended the extra learning program?

A. Yes B. No. C. I don't know

14. If your answer for question no. 13 is yes, what is your reason?

15. If your answer for question no.12 is yes, what is your reason?

16-. How do you study the lesson you had learned in Extra learning?

A. Step by step. C. Regularly
B. Irregularly. D. Any other than these.

17. Do you think that your non-academic activity in Extra learning program helps your academic achievement indirectly?

A. Yes B. No. C. I don't know

18. For How many hours the Extra- learning program is provided for you?

A. Full day. C. Less than half a day.
B. Half a day.

19. After you attended this program, what looks like your participation in community?

A. Very high. B. Medium. C. Low

20. Have you ever asked to pay any fees for the services you are being provided as a cost sharing by the set up?

A. Yes.

B. No.

21. If your answer for question no.20 is yes what is your reason?

22. Do you feel that the extra learning set up is far from your home or residence?

A. Yes

B. No.

23. Have you ever experienced as being latecomer to the set up?

A. Yes

B. No.

24. If your answer for question No. 23 is yes. What is your reason?

25. Do you think that you are coming from educated family?

A. Yes, please mention their level of education

B. No.

26. Do you think that the time schedule or the program of the set up is favorable for you to attend the learning?

A. Yes.

B. No.

27. If your answer for question no.26 is No, what is the most favorable time, which is preferred by you?

A. At the end of school day.

- B. On week ends i.e. Saturday and Sunday.
 - C. At nighttime.
 - D. Please, try to mention, if there is any option you have.
-

28. In what situation do teachers treat students in the teaching learning process of the set up?

- A, Excellent B, Very good C. Good D, Poor

29. Did the program gives priority and good chance for girls?

- A. Yes B. No C.I don't know

30. Are teachers happy and volunteer to be in the set up?

- A. Yes B. No

Appendix ii

I. Observation Check List

The aim of this checklist is to provide the necessary empirical evidence of Extra Learning classrooms in O.I.C.E institute at Bole center so that the concerned bodies may take necessary step to improve the situation for a better implementation of the setup.

Name of the Training _____

Grade observation _____

Date of observation _____

II. Classroom Environment

No	Class Room
1	Width
2	Ventilation
3	Immovability of Seats
4	Cleanness
5	Availability of instructional materials
6	Class size

7. Do teachers use different seating arrangements?

A. Row B. Circular C. "U" shape

8. Is there a notice board for fixing teaching materials and notices?

A. Available B. not available

9. Are there drawers and cupboards for teachers to keep different records, books, and other Materials?

A. Available B. Not Available

II. Class room Instruction Observation

1. Do Teachers use different methods of instruction?
2. Do teachers to the classrooms with teaching materials?
3. How many students share one desktop during the observation?

III. What is the different teaching material (aids) used by the Extra Learning teachers?

Record books
Attendance register
Internet service
Mark lists for tests and quizzes
Availability of flash disk & floppies for students.
Certificate cards
Rosters
Availability of Computers

4. Is there any Library services in the training center and how it is facilitated?

A. Available with facilities B. not available and without facilities

5. Do students use the library during observation date?

6. Is there any reference material in the library?

A. Available Not available

7. Is there any posters posted on cupboards which introduce/entail us about the set up?

A. Available B. Not available

Appendix iii.

Guides to the interview conducted with the O.I.C.E Extra learning Branch Head.

1. Name
2. Qualification
3. Present Position
4. Would you please explain How extra learning class room set up first started at Bole Michael Center
5. I heard the practice was interrupted for some time, why was it interrupted?
6. Did the program gives priority and good opportunities for girls?
7. Did the teachers who teach after school learning get any training? How long?
8. Which grade label has been given the chance to the set up?
9. How are teachers assigned in extra learning classrooms? What are the bases?
10. What are the advantages for designing this system of teaching?
11. Are teacher's happy and volunteer to be in the set up?
12. Do the pedagogical process in the set up functions properly?
13. What the filing of parents about the extra learning set up?
14. In your opinion what task force is needed for effectively implementation of the set up
15. What is your reason to set in fees and other charges to attend the set up program on learners?

16. What do you think his more reasonable for your hour of operation in the set up?

17. What do you think is that attitude of teachers toward the set up?

A/ Favorable -give evidence

B/ Unfavorable- gives evidence

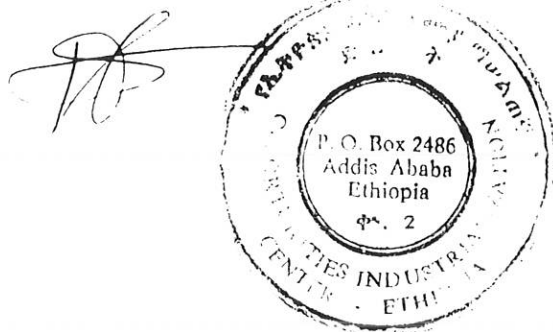
18. What is / are the main objective (s) of the set up in your opinion?

Appendix IV

35004

Assesment and subject test result (Grade 5)

Roll no	ID	Name of the learner	English first sem.result	Tier test result	Basic language test result	Assigned course	English second sem. result	Remark
1.	0521	Rekik Mohammed	52	2.4	53	Reading Fundamental	67.5	
2.	0522	Tensaebirhan Abebaw	53	2.9	60	Reading Fundamental		Dropout
3.	0523	Hillina Bekele	72	3.1	60	Reading Fundamental	71	
4.	0512	Jemal Salah	42	2.1	48	Reading Fundamental	63	
5.	0510	Habtamu Dessalegn	60	3.5	58	Reading Fundamental	77.5	
6.	0531	Mekdes Gezmu	55	2.2	35	Reading Fundamental		
7.	0535	Kinfe Negash	59	3.1	65	Reading Fundamental	84.5	
8.	0528	Bezawork Kassa	55	2.2	48	Reading Fundamental	77.5	
9.	0517	Andamlak Gebre	46	2.9	43	Reading Fundamental		
10.	0502	Dawit Mosisa		2.9	65	Reading Fundamental	52.5	
11.	0507	Jemila Baheru	45	2.8		Reading Fundamental	47	
12.	0513	Birhane Habtu	36	3.1	63	Reading Fundamental	40	
13.	0514	Senait Shewarega	64		58	Reading Fundamental	77	
14.	0508	Seada Shkuri	51	3.4	53	Reading Fundamental	52.5	
15.	0525	Netsanet Tadele	56	2.9	40	Reading Fundamental	50.5	
16.	0524	Workaferahu Dejene	73	2.3	53	Reading Fundamental	77.5	
17.	0533	Mahelet Esayas	76	3.5	73	Reading Fundamental	85.5	
18.	0534	Belen Molla	53	2.5	38	Reading Fundamental	50	



Appendix-IV

19.	0540	Brook Tesfaye	29	1.5	30	Reading Fundamental		Drop out
20.	0516	Bamlaku Kassa	29	3.6	60	Reading Fundamental	30	
21.	0526	Tariku Seltan	78		50	Reading Fundamental	63	
22.	0519	Saleamlak Habtom	39	2.3	50	Reading Fundamental	58.5	
23.	0529	Mohamed Adem	75	2.9	65	Reading Fundamental		
24.	0506	Meron Esayas	60	2.5	40	Reading Fundamental	66.5	
25.	0505	Terefe Teshome	49	3.2	48	Reading Fundamental	55	
26.	0511	Azeb Tazeze		2.2	25	Reading Fundamental		Dropout
27.	0537	Rahel Regassa	38	2.1	58	Reading Fundamental		Dropout
28.	0504	Tinsae Boresa	59		63	Reading Fundamental	56.5	
29.	0503	Manyazewal Tekletsadek	39	2.6	43	Reading Fundamental	58	
30.	0539	Genet Amerga	69	3.1	55	Reading Fundamental		
31.	0509	Abel Adisu	56	2.3	58	Reading Fundamental	67.5	
32.	0532	Mulumebet Getahun	39	2.3	40	Reading Fundamental	39	
33.	0530	Roza Yimam		2.6	53	Reading Fundamental		Dropout
34.	0515	Fanos Melesew		3.9	55	Reading Fundamental		Dropout
35.	0520	Kidist Furi	50	3.3	43	Reading Fundamental	53	
36.	0538	Ephrem Eyasu		3.1	53	Reading Fundamental		Dropout
37.	0501	Berkawit Eyob	71		53	Reading Fundamental	65	
38.	0527	Meseret Nigussie		1.8		Reading Fundamental		Dropout
39.	0518	Ashenafi Temam						Dropout
40.	0536	Feven Derebew		2.3	35	Reading Fundamental		Dropout

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Component 2 Training				
				
Subject 231 Advanced Employability	Subject 232 Consumer Economics I	Subject 233 Business Skills	Subject 234 Health & Family	Subject 235 Career Education
Course 2314 Employment Essentials	Course 2324 Consumer Goods	Course 2334 Business Skills	Course 2344 People Skills	Course 2354 Producing & Building
Course 2313 On The Job	Course 2323 Financial Matters	Course 2333 Social Skills	Course 2343 Parenting	Course 2353 Caring & Curing
Course 2312 Career Choices	Course 2322 Better Buying	Course 2332 Computer Skills	Course 2342 Medical Care	Course 2352 Office & Clerical
Course 2312 Work Readiness	Course 2321 Managing Resources	Course 2331 Learning Skills	Course 2341 Health Maintenance	Course 2351 Sales & Service
Subject 221 Employment Foundations	Subject 222 Managing Economics I	Subject 223 Life Skills	Subject 224 Citizenship Fundamentals	
Course 2214 Performing At Work	Course 2224 Personal Property	Course 2234 Legal Matters	Course 2244 Citizenship Education	
Course 2213 Computing At Work	Course 2223 Handling Finances	Course 2233 Community	Course 2243 Governing Our Nation	
Course 2212 Writing At Work	Course 2222 Comparative Shopping	Course 2232 Self & Family	Course 2242 U.S. History Since 1860	
Course 2211 Reading At Work	Course 2221 Getting & Spending	Course 2231 Independent Living	Course 2241 U.S. History To 1860	
Subject 211 Basic Employability	Subject 212 Community	Subject 213 Functional Bridges	Subject 214 Functional Frameworks	
Course 2114 Job Holding Basics	Course 2124 In The Community	Course 2134 Functional Bridges	Course 2144 Functional Frameworks	
Course 2113 Job Getting Basics	Course 2123 Healthy Living	Course 2133 Functional Frameworks	Course 2143 Functional Foundations	
Course 2112 Job Search Basics	Course 2122 On Your Own	Course 2132 Functional Foundations	Course 2142 Functional Building Blocks	
Course 2111 Job Prep Basics	Course 2121 Managing Money	Course 2131 Functional Building Blocks		

Subject 11 High School Mathematics		Subject 12 High School Reading		Subject 13 High School Writing		Subject 14 High School Social Studies		Subject 15 High School Science	
Course 1314 Introduction To Geometry		Course 1324 English Literature		Course 1334 Writing Essays		Course 1344 World Geography		Course 1354 Introduction To Biology	
Course 1313 Introduction To Algebra		Course 1323 American Literature		Course 1333 Writing Paragraphs		Course 1343 Economics & Behavioral Science		Course 1353 Introduction To Physics	
Course 1312 Mathematics Applications		Course 1322 Reading Between The Lines		Course 1332 Writing Sentences		Course 1342 American Government		Course 1352 Introduction To Chemistry	
Course 1311 Computation Review		Course 1321 Reading For Understanding		Course 1331 Writing Words & Phrases		Course 1341 American History		Course 1351 Introduction To Earth Science	
Subject 11 Intermediate Mathematics		Subject 12 Integrated Language Skills		Subject 13 Reading Through History		Subject 14 Reading Through Science			
Course 1214 Personal Math		Course 1224 Level 8 Language Skills		Course 1234 Reading Contemporary History		Course 1244 Reading Social Science			
Course 1213 Measurement		Course 1223 Level 7 Language Skills		Course 1233 Reading Modern History		Course 1243 Reading Physical Science			
Course 1212 Decimals & Percents		Course 1222 Level 6 Language Skills		Course 1232 Reading Early Modern History		Course 1242 Reading Life Science			
Course 1211 Fractions		Course 1221 Level 5 Language Skills		Course 1231 Reading Early History		Course 1241 Reading Earth Science			
Subject 11 Basic Language		Subject 12 Reading Foundations		Subject 13 Academic Bridges		Component 1 Education			
Course 1114 Division		Course 1124 Transitional Reading		Course 1134 Academic Bridges					
Course 1113 Multiplication		Course 1123 Constructional Reading		Course 1133 Academic Frameworks					
Course 1112 Subtraction		Course 1122 Elemental Reading		Course 1132 Academic Foundations					
Course 1111 Addition		Course 1121 Preparational Reading		Course 1131 Academic Building Blocks					

አባሪ አንድ

ለ extra learning program ተማሪዎች የቀረበ መጠይቅ

ውድ ተማሪዎች ለምታደርጉልን ትብብር በቅድሚያ እያመለከንን የዚህ መጠይቅ ዓላማ የ extra learning ፕሮግራምን ተግባራዊነትንና አካሄዱን በተመለከተ መረጃ ለመስጠት ነው። የመረጃ ማግኛው ስፍራ ወይም ቦታ በቦሌ ሚካኤል አካባቢ የሚገኘውን የስልጠና ማዕከል የተመለከተ ይሆናል።

በሚገኘው መረጃም ለተለያዩ ችግሮች ተገቢ የሆኑ መፍትሔ ሀሳቦችን ለመጠቀምና ተቀሙን ወደ ተሻለ እርምጃ እንደሚያራምደው በማመን ይሆናል። ስለሆነም የእናንተ ቀና ትብብር እጅግ ጠቃሚ መሆኑን አጥኚው ያምናል። መጠይቁን በተመለከተ ደግሞ

1. የሞላችሁት መጠይቅ ምስጢራዊነቱ ፍጹም የተጠበቀ ነው።

2. መጠይቁ ለትምህርታዊ ዓላማ ብቻ ያገለግላል

3. የጥናቱ ውጤት ምንም ይሁን ምን ስለ ጉዳዩ እናንተን አያስጠይቅም።

ስለዚህ የቀረበላችሁን መጠይቅ በጥንቃቄ መመላታችሁን አረጋግጣችሁ ትመልሳላችሁ።

ልብ አድርጉ የእናንተ በታማኝነት መጠይቁን መመላት ለጥናቱ ተቀባይነት ከፍተኛ ድርሻ ይኖረዋል።

እባካችሁ መጠይቁን ከመመላታችሁ በፊት ጥያቄዎቹን ሙሉ በሙሉ አንብባችሁ መልስ ሰጡ።

እጅግ በጣም አመሰግናለሁ

ኤርምያስ ኤልያስ

ማስታወሻ: ስም መጻፍ አያስፈልግም። መልሳችሁን ✓ በሚል ምልክት አመልክቱ።

1. መሰረታዊ መረጃ

- | | | | |
|--|---|-----|------|
| 1. አድራሻ | ወረዳ | ቀበሌ | ት/ቤት |
| 2. ጾታ | ወንድ | ሴት | |
| 3. እድሜ | ሀ. 6-10
ለ. 11-15
ሐ. 16-20
መ. 21-25
ሠ. 26 እና ከዚያ በላይ | | |
| 4. የትምህርት ደረጃ | ሀ. 4-6 ለ. 7-8 ሐ. 9-10 ሠ. 11-12 | | |
| 5. ለ extra learning ከተመዘገብሽ(ክ) በኋላ ትምህርቱ ያመለጠሽ ጊዜ ነበር? | | | |
| ሀ. አዎ | ለ. የለም | | |

6.በተራ ቁጥር 5 ጥያቄ መልስሽ (ሀ) አዎ ከሆነ ለስንት ጊዜ ያህል ነበር?

ሀ.ከአንድ ወር ላነሰ ጊዜ

ሐ.ከ 3 ወር በላይ

ለ.አንድ ወር

መ.ከዚህ ውጪ ከሆነ

7.አሁን የምትከታተሉት extra learning ለመደበኛው ትምህርታችሁ እገዛ አለው?

ሀ. አዎ እጅግ በጣም

ሐ.ምንም አያገዝም

ለ.በተወሰነ ደረጃ አለው

8. የ extra learning ፕሮግራም ዋና ዓላማው ምንድነው ብለሽ(ህ) ታስቢያለሽ(ህ)?

9. የ extra learning ፕሮግራም መከታተል ታዘወትራለሽ(ህ)?

ሀ.አዎ አዘወትራለሁ

ሐ. አልጠላውምም አልወደውምም

ለ.አይ አላዘወትርም

10 በተራ ቁጥር 9 ጥያቄ መልሱ አይ አላዘወትርም ከሆነ ምክንያታችሁ ምንድነው?

11. በምን ዐይነት ሁኔታ ነው የ extra learning ፕሮግራም የምትከታተለው

ሀ. በፈቃደኝነቴ ነው

ለ. በትምህርት ቤቱ ጥላፊዎች በመመደብ ነው

ሐ.ዝቅተኛ ውጤት በማግኘቴና በዚያ በመመረጤ ነው

12. በትምህርት ቤት ቆይታ ትምህርት ያቁዋረጣችሁበት ጊዜ ነበር?

ሀ. አዎ ነበር

ለ. አይ የለም

13. የ"Extra Learning" ፕሮግራምን መከታተል ከጀመራችሁ በኋላ የውጤት ለውጥ በትምህርታችሁ ተመልክታችኋል

ሀ. አዎ አለ

ለ. አይ የለም

ሐ. አላውቅም

14 ለተራ ቁጥር "13" መልሳችሁ "አዎ" ከሆነ ምክንያቱ ምን ነበር?

15. ለተራ ቁጥር "12" መልሳችሁ አዎ ከሆነ ምክንያታችሁ ምንድነው?

16. በምን አይነት ዘዴ ነው የ Extra Learning ትምህርት የምታጠኑት ?

ሀ - በቀን በቀን ሐ - መደበኛ በሆነ ሁኔታ

ለ - መደበኛ ባልሆነ ሁኔታ መ - ከነዚህ በተለየ ሁኔታ

17. በ "Extra Learning non formal Education" (መደበኛ ያልሆኑ ትምህርቶችና በተጓዳኝ የሚሰጡት ትምህርቶች ለቀለም ትምህርታችሁ በተዘዋዋሪ እገዛ እንደሰጣችሁ ታስባላችሁ?

ሀ- አዎ ለ - አይ ሐ. አላውቅም

18. ለምን ያህል ጊዜ የ"Extra Learning" ፕሮግራም ትምህርቱን ያቀርባል?

ሀ - ለሙሉ ቀን ሐ - ከግማሽ ቀን ባነሰ ጊዜ ነው

ለ - ለግማሽ ቀን

19. ይህን ፕሮግራም መከታተል ከጀመራችሁ በኋላ በማህበረሰቡ ውስጥ ያላችሁ ተሳትፎ ምን ይመስላል?

ሀ - ከፍተኛ ሆኗል ለ - በመካከለኛ ሁኔታ ላይ ይገኛል

ሐ - ዝቅተኛ ደረጃ ላይ ነው ያለው

20. በፕሮግራሙ ቆይታችሁ የዋጋ መጋራት ክፍያ ተጠይቃችሁ ታውቃላችሁ?

ሀ - አዎ ለ - አይ

21. ለተራ ቁጥር "20" መልስ "አዎ"ን ከመረጣችሁ ምክንያታችሁ ምን ሊሆን ይችላል?

22. የተቋሙ መገኛ ቦታ ከመኖሪያ አካባቢያችሁ የራቀ ነውን?

ሀ - አዎ ለ - አይ

23. ወደ ተቋሙ በምትሄዱበት ወቅት ያረፈዳችሁበት ዕለት አለን?

ሀ - አዎ አለ ለ - የለም

24. የተራ ቁጥር 23 መልሳችሁ "አዎ" ከሆነ ምክንያታችሁ ምን ነበር?

25. የቤተሰባችሁ የትምህርት ደረጃቸው የመደበኛ ትምህርት የተማሩ ከሚባሉት ነው?

ሀ - አዎ ለ - አይ አይደለም

26. የተቋሙ የትምህርት መስጫ ፕሮግራም ለእናንተ ምቹ የሆነ የጊዜ ሠሌዳ እንዳለው ሆኖ ይሰማችኋል?

ሀ - አዎ ለ - አይ

27. የተራ ቁጥር "26" መልስ "አይ" ከሆነ ምቹ የሆነው የጊዜ ሠሌዳና የምትመርጡት የቱ ቢሆን ነው?

ሀ - የመደበኛ ትምህርት ጊዜ ከበቃ በኋላ

ለ - በሃምሳቱ መጨረሻ ዕለታት ቅዳሜና ዕሁድ

ሐ- በማታ ፕሮግራም

መ- ከነዚህ የተለየ ምቹ የምትሉትን የጊዜ ሠሌዳ ካለ ይጠቀስ

28. የተቋሙ መምህራን በምን አይነት ሁኔታ ተማሪዎችን ለመንከባከብ ጥረት ያደገሉ?

ሀ - እጅግ በጣም ጥሩ በሆነ ሁኔታ

ለ - በጣም ጥሩ በሆነ ሁኔታ

ሐ- ጥሩ በሆነ ሁኔታ

መ- ዝቅተኛ በሆነ ሁኔታ

29. በተቋሙ ሴት ተማሪዎች በፕሮግራሙ እንዲማሩ ቅድሚያና የተሻለ ዕድል ተሰጥቷቸው ይማራሉ?

ሀ - አዎ

ለ - አይ

ሐ. አላውቅም

30. የተቋሙ መምህራን በተቋሙ ሳሉ በደስተና በበጎ ፈቃደኝነት ሥራቸውን ይሠራሉ?

ሀ - አዎ

ለ - አይ

አባሪ III

የቃለ መጠይቅ ምላሽ

1. ስም አስቴር ተረፈ

2. የትምህርት ደረጃ 12+4

3. የስራ ድርሻ የቅርንጫፉ ኋላፊ

4. USAID በሰጠው እርዳታ ተጀምሮ Extra learning program ከትምህርት ስዓት ውጭ ተማሪዎችን በትምህርታቸው ለማገዝ የተቋቋመ በማዕከሉ የሚገኙት ግብአቶች Academic- Science and social science ,English language , Technology(Computer skills about electronics and so on),life and work skills.ይህ ማለት ሰዎችን በስራ እና በህይወት አለም እንዲጎለሙ የሚያደርጉ ናቸው፡፡

የማዕከሉ ዓላማዎችም ለተማሪዎች ተተሪያል አገልግሎት በመስጠት የትምህርት ማቋረጥን ሁኔታ ይቀንሳል ፡፡ በዚያውም ተማሪዎች ከኮምፒውተር ቴክኖሎጂ ጋር እንዲላመዱ ያደርጋል፡፡ እናም ከትምህርት ስዓታቸው ውጪ ትርፍ ጊዜአቸውን እንዳያባክኑ ያግዛል፡፡

5. OICE ማለት ድርጅቱ አለም አቀፋዊ ድርጅት ሲሆን በሱ ስር extra- learning program ይሰጣል ፡፡ ከዚህ ድርጅት ውስጥ በቦሌ አንድ ማዕከል አለው ማለት ነው ፡፡

ፕሮግራሙ ከዛሬ ሶስት ዓመት በፊት ተጀምሯል፡፡ ፕሮግራሙ አዲስ የሆነ ፕሮግራም ነው ፡፡ በሀገራችን በየትኛውም ቦታ አይሰጥም በአፍሪካም በተወሰነ ቦታ ብቻ ነው ያለው ይህ ፕሮግራም ለማካሄድ እርዳታ አግኝተናል ፡፡ እርዳታውን የሰጠን USAID ነው ይህ ድርጅት የአሜሪካን ድርጅት ሲሆን ወጭዎችን ሽፍኖ በኢትዮጵያ ውስጥ በሶስት ቦታዎች እንዲካሄዱ አግዟል ፡፡ ቦታዎቹም ጅማ፣ኮምቦልቻ እና አዲስ አበባ ናቸው ፡፡

“OICE” አላማው በሙያ ለተቸገሩ ተማሪዎች ወይም የመክፈልና የመማር አቅም የሌላቸውን ተማሪዎች ለመርዳት የተቋቋመ ድርጅት ነው ፡፡ በዚህ በቦሌ ማእከሉም ይህንን ሙያ ለማስፋፋት ታቅዷል ለጊዜው ግን Extra learning program ን በመስጠት ይገኛል ፡፡

Extra learning program ምንድን ነው ስንል ከመደበኛው ትምህርት ውጭ በልዩ ልዩ ሙያ የሚያግዝ ፕሮግራም ነው ልዩ ልዩ ሙያ ሲባል ብዙ ነገሮችን ያጠቃልላል፡፡ እነዚህ ሙያዎች Academic skills , Social science,Natural science

ይይዛል :: በNatural science ስር Biology ,Chemistry and Physics በሁሉም ደረጃ ለተማሪዎች የሚሆኑ ትምህርቶችን ይይዛል ::

በSocial science ስንመጣ ደግሞ History and Geography ን ይይዛል :: ሌላው English language ሲሆን ከbasic level እስከ advance level ሌላው technology computer skills, electronics computer maintenance የመሳሰሉት ፕሮግራም የያዘ ነው ::

ከዚህ በተጨማሪም በሁሉም ደረጃ ላሉ ሰዎች የሚያገለግሉ life and work skills የሚባሉ ፕሮግራሞችንም ይዟል :: እነዚህ ፕሮግራሞች እያንዳንዱ ሰው በሚመጥነው ደረጃ የተዘጋጁ ናቸው ::

አንድ ተጠቃሚ ወደ እኛ ጋር ሲመጣ ምን ላይ ነው ያለበት ደረጃ የሚለውን ለማወቅ Assessment test ይሰጠዋል :: ያንን ከወሰደ በኋላ ኮምፒውተር ማርክ ይሰጠዋል በማርኩ መሰረት ወደ ሚያስፈልገው ደረጃ ወደ ሚገባው ደረጃ ትምህርቱን እንዲከታተል እናደርጋለን እንግዲህ የዚህ አላማው ተማሪዎችን በትምህርታቸው ደክም ላሉት ለመርዳት እና ለማገዝ ነው :: በዚህም drop out ለመቀነስ ይረዳል:: በዚህ Computer Aided ጋር ከቴክኖሎጂው እንዲተዋወቁም ይሆናሉ ማለት ነው :: - ለምሳሌ በዚህ ትምህርት Net option የሚል አለ :: በዚህም የspecific subject item ጋር ይታገዛል :: ከአዳዲስ መረጃዎች ጋርም ይተዋወቃሉ ማለት ነው ::

6. የተቋረጠበት ጊዜ ካለ ለምን ተቋረጠ ?

የተቋረጠበት ጊዜ አለ አላማው :: ለመርዳት ነው እና ዝቅተኛ performance ላላቸው በነጻ ነበር የሚሰጠው በዚህም በነጻ መሆኑ አላበረታታቸውም ለምሳሌ - ከትምህርት የመቅረት ነገር ነበር ስለዚህ ያ የተማሪዎች ቁጥር መቀነስ ትምህርቱን የተፈለገውን ያህል ግቡንም እንዳይመታ አድርጎት ነበር :: ተሳትፎውም አንሶብን ስለነበር ፕሮግራሙ የመቀዝቀዝ ነገር ነበረበት በኋላ ግን ከበላይ አካላት ጋር በመመካከር የcost Sharing Program ጀምረን ቢያንስ መጠነኛ ክፍያ እንኳን ከፍለው ቢማሩ ያ ያበረታታቸዋል በሚል አሁን ፕሮግሙን እንደገና መቀጠል ችለናል :: አሁን በጥሩ ሁኔታ እየተንቀሳቃ ነው ::

7. በtraining center መምህራኑ ምንድን ነው ያላቸው ስልጠና ያገኙት ስልጠናና እና ያገኙት ልምድ ለምንያህል ጊዜ ተከታተሉት ::

መምህራኑ /facilitator/ ሲቀጠሩ ድግሪ ያላቸው ስለሆኑ በትምህርት ዘርፍ የሰለጠኑ እና በማስተማር ልምድ የቆዩ መሆናቸውን እንደ መመዘኛ ተወስደነበር:: ትምህርቱ በኮምፒውተር ቢታገዝም አጠቃቀሙ ሲከብዳቸው እንዴት እንደሚጠቀሙ እኛን ይጠይቃሉ :: መሰረታዊ የኮምፒውተር እውቀት ያስፈልጋል :: ከዚህ በተጨማሪ

እኛ በስልጠና ማዕከል ያለው Extra learning በሚመለከት ሥልጠና ወስደናል ። ስልጠናውን የሰጡን ሁለቱም ከአሜሪካን ሀገር የመጡ ናቸው ። አንደኛው በtechnical aspect ማለትም ትምህርቱ በserver እንደመጣ ከዚያም እንዴት መጠቀም እንደሚቻል የትኛው server ላይ ምን ምን እንዳለ ያን በተመለከተ አንድ አንድ ነገሮችን ለመሰልጠን አንድ ሰው ተመድቦ ያንን ስልጠና ወስዶ ነበር

ሌላው ደግሞ ትምህርቱን በተለመዘተ እንዴት እንደምናስተምራቸው Assessment test እንዴት እንደምንሰጣቸው የእያንዳንዱን ተማሪ Progress እንዴት እንደምናደርግ ሌላ አሰልጣኝ ከአሜሪካ መጥታ ሰጥታለች ።

በአጠቃላይ ሁለቱ አሰልጣኞች ለሁለት ሳምንታት ሙሉቀን ስልጠና በተከታታይ ወስደን ነበር ወደ ስራው የገባነው

8. የትምህርቱን ሂደት በሚመለከት ትምህርቱ የሚሰጠው/የሚታገዘው/ በኮምፒውተር ነው እዚህ የምንናደርገው ሁለት ዓይነት ፕሮግራም ነው አንደኛው Basic Computer skill በመምህራን እናስተምራለን ። ከዚያ ደግሞ Extra learning class ውስጥ መጥተው በቱተሪያል ክፍል ውስጥ የተማሩትን የሚያጠናክሯቸው ኮምፒውተሮችን በመጠቀም ልምምድ ያደርጋሉ ። ስለዚህ የመምህራኑ ሚና አንድም ኮምፒውተር ማስተማር እና Extra learning ውስጥ ደግሞ ተማሪዎች ያልገባቸው ካለ ማገዝ ነው ። ለምሳሌ ፡- በቋንቋ ፕሮግራም ውስጥ በትርጉም ያልገባቸውን ለማገዝ ማለት ነው ። ሌላው ደግሞ ኮምፒውተር ሲጠቀሙ አጠቃቀሙ ላይ መርዳት ነው በዚህ ላይ ትምህርቱ ይከናወናል ።

9. መምህራን የተመደቡበት አመዳደብ የተመሰረተው ከእኛ የመማር ማስተማር ሂደት ጋር የተገናኘ ነው ። ለምሳሌ ፡- ኮምፒውተር ስልጠና የሚሰጡ ተቋማት ተማሪዎቻቸው ትምህርቱን ይማራሉ ልምምድ ያደርጋሉ የሂደቱ ። የእኛ ግን ለየት የሚያደርገው የትም የሌለ ትምህርት ሲሆን ትምህርቱ ውስጥ የተማሩትን እንደገና በኮምፒውተር ውስጥ ባሉ መምህርን /virtual teachers/ ያገኙታል ይህ ከሌላ ኮምፒውተር ስልጠና ቦታዎች ለየት የሚያደርገው ስርዓት ነው ።

10. የመምህራኑ ለትምህርቱ ያላቸው መነሳሳትን በሚመለከት ደስተኛ እና ፈቃደኞች ናቸው ምክንያቱም ይህ ፕሮግራም ለየት ያለ ነው ማለትም መምህሩ እራሳቸውን የሚያሳድጉበት Life skill ስላለው እና በዚህም ሊማሩ

ስለሚችሉ ነው። ሌላው ተማሪዎቹ በራሳቸው ነው የሚማሩት ምክንያቱም ከመምህሩ ብዙ interact የሚያደርጉት ነገር አይኖርም ። የሚያደርጉት ነገር ቢኖር መርዳት ብቻ ነው ። ባላቸው ትርፍ ጊዜ ደግሞ እነዚህን resources ይጠቀማሉ ። ስለዚህ እዚህ ያሉ መምህራን ከሌላ ቦታ ካሉ በተለየ በጣም ደስተኞች ናቸው ብዙ ዕውቀት የሚያገኙበት ቦታ ስለሆነ ነው ።

11. መምህራን በልዩ ልዩ ምክንያቶች ቢቀሩ የማካካሻ ትምህርት አሰጣጥትን በተመለከተ የሚደረገው ድርጊት አንደኛ ነገር computer instruction እንደሚሰጥ ቀደም ሲል ጠቅሻለሁ ። እናም computer aided ማለት ደግሞ computer ውስጥ መምህራን አሉ ማለት ስለሆነ virtual class አለ ማለት ነው ። real class ከሌለ ማለት virtual class ወይም ኢ-ዕውቀት class ያካከሰዋል ማለት ነው። ስለዚህ የbasic Computer class መምህር ቢቀር ተማሪዎች MS —word ን እየሰሩ ስራ ሳይፈቱ በኮምፒውተር ይማራሉ ማለት ነው ።
12. ስለፕሮግራሙ የራሴን ስሜት በሚመለከት ሁሉም ፕሮግራሙን ቢጠቀምበት ደስ ባለኝ በፊትም እንደ ገለጽኩት የአቅም ችግር አለ የቦታ ሁኔታ ወደ መጓል ከተማ ብንሄድ የቤት ኪራይ ችግር ባይኖር ማለቴ ነው ።
13. ፕሮግራሙ ምቹ ነው በማኔጅመንት ላይም ምንም ቅሬታ የለም ፕሮግራሙ ጠቀሜታ ያለው ነው ። ከእኛ አቅም ማጣት እና የቦታ ሁኔታ ውጭ ማለት ነው ።
14. የተቋሙ ዓላማ በሚመለከት በተለይ አቅማቸው ደካማ የሆኑትን የህብረተሰብ ክፍሎችን መርዳት ነው ። አቅማቸው ደካማ ከሆነ ጥሩ ትምህርት ቤት ማስተማር አይችሉም ። ወላጆች ጥሩ ትምህርት ቤት ልጆቻቸው ካልተማሩላቸው ደግሞ performance ዝቅተኛ ይሆናል ። ስለዚህ እዚህ ሲመጡ በኮምፒውተር የታገዘ ትምህርት በልዩ ልዩ ዘዴ በማዝናናት ይማራሉ ። ይህም ተማሪዎቹ በትምህርታቸው እንዲበረቱ ያግዛቸዋል። Schooll drop outን ለመቀነስ ይረዳል ። ይህን እርዳታ እንደሚሰጥ ካለፈው ልምድ አይተናል መረጃ /data/ ይዘንም ፕሮግራሙን ክትትል ካደረጉ እና ሳያደርጉ በፊት ያላቸውን ለውጥ ለመመልከት ችለናል ። በተለይ በእንግሊዝኛ ቋንቋ እንዴት pronunciation and vocabulary ችሎታቸውን እንዳበለጸገ ለውጥ አይተናል ።

በተለይ በፊት የተማሩትን ችሎታ ለማዳበር ያልቻሉትን በአነስተኛ ክፍያ እንዲያውም በነጻ ይሰለጥኑ ነበር። እና በጣም ጠቃሚ እንደነበረ እገዛም የሚሰጥ ነው ብዬ እገምታለሁ ። እና ጠቃሚ ፕሮግራም ነው በተለይም ለሴት ተማሪዎች ቅድሚያ እንሰጥ ነበር ።

እንደሚታወቀው ሴቶች በባህሉ ተጠቂ ናቸው በትምህርታቸውም ዝቅተኛ /performance/ ያላቸው ስለሆኑ እኛም በመረጣው /በምዝገባው /ወቅት ብዙ ሴት ተማሪዎች እንዲሆኑ አድርገናል ። በተለይ በነጻ በምንሰጥበት ጊዜ ሴቶች ይህን ፕሮግራም እንዲጠቀሙ ብዙ ሴቶችን ነበር የምንመርጠው ጥሩ ውጤቶችንም አይተናል። ይህ ማለት National Exam ውጤታቸው መሻሻል ማሳየቱን በተመለከተ ማለት ነው ።

አባሪ VI

«የጎልማሶችንና የትምህርት ዕድል ያላገኙ ወጣቶች እንዲሁም ከትምህርት ቤት ውጭ ያሉ ህፃናትን አማራጭ በሆነ መንገድ መሰረታዊ ትምህርት እንዲያገኙ የሚያስችል አገር አቀፍ መመሪያ ስራ ተጀምሯል።» /ኢትዮጵያ የ1998 ዓመታዊ መጽሐፍ ገፅ 132/

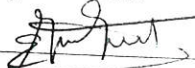
«ያገር ውስጥና የውጭ አገር ተሞክሮን መነሻ ያደረገ ስራ አጦች በተለያዩ ምክንያቶች በየትምህርት እርከኑ ያቋረጡ ወጣቶችንና ባጠቃላይ መደበኛ ባልሆነ ስልት ስልጠና ለማድረግ የሚፈልጉ ወገኖችን ለማስተናገድ የሚይስችል ማዕቀፍ ተዘጋጅቶ ለትግበራ ተሰራጭቷል።» /ኢትዮጵያ የ1998 ዓመታዊ መጽሐፍ ገፅ 132/

Declaration

This thesis is my original work and has not been presented in any other university or college, and that all sources of material used for thesis have been dully acknowledged.

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Signature  Ermias

Date: Feb 20, 2008

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



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