

**PRACTICES AND CHALLENGES OF ALTERNATIVE BASIC
EDUCATION IMPLEMENTATION IN DIRE DAWA CITY
ADMINISTRATION**

M.Sc Thesis Research

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in Dire Dawa City Administration**

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**In Partial Fulfillment of the Requirement for Degree of Master of
Science in Educational Leadership and Management**

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STATEMENT OF THE AUTHOR

By my signature below, I declare, and affirm that this thesis is my own work .I have followed all ethical and technical principles in the preparation ,data collection, analysis and completion of this thesis .Any scholarly matter that is included in the thesis has been given recommendation through citation.

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BIOGRAPHICAL SKETCH

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ABBREVIATIONS AND ACRONYMS

AAE	Action Aid Ethiopia
ABE	Alternative Basic Education
ACCESS	Appropriate Cost Effective School System
AGSP	Ambassador Girls Scholarship Program
ANFEAE	Adult and Non – Formal Education Association for Ethiopia
CMC	Center Management Committee
COBET	Complimentary Basic Education and Training
DDCA	Dire Dawa City Administration
DDAEB	Dire Dawa City Administration education bureau
ECCE	Early Childhood Care and Education
EFA	Education for All
ESDP	Education Sector Development Program
ETP	Education and Training Policy
FAL	Function Adult Literacy
FDRE	Federal Democratic Republic of Ethiopia
FSCE	Forum for Sustainable Child Empowerment
GER	Gross Enrolment Rate
ICDR	Institute of Curriculum Development and Research
IMPCT	Instruction Managed by Parents Community and Teachers
KCYDS	Kangaroo Children and Youth Development society
MDGS	Millennium Development Goals
NER	Net Enrollment Rate
NFE	Non-Formal Education
RCWDA	Rift Valley Children and Women Development Association
TIE	Tanzanian Institute of Education
UBEP	Undugau Basic Education Program
UDHR	Universal Declaration of Human Rights
UNICEF	United Nations International Children’s fund
UNESCO	United Nations Education Scientific and Cultural Organization
UPE	Universal Primary Education
WCEFA	World Conference, Education for All

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PRACTICES AND CHALLENGES OF ALTERNATIVE BASIC EDUCATION IMPLEMENTATION IN DIRE DAWA CITY ADMINISTRATION

Ayalew Tadesse Dile

ABSTRACT

The purpose of this study is to assess the practice and challenges of alternative basic education in dire dawa city administration. Descriptive survey design was adopted to carry out the study which enabled the researcher to describe the present status of the problem under the study. The necessary data for the study was collected from 18 experts, 9 officials, 12 supervisors, 18 facilitators, 32 parents and 40 ABE students selected through purposive, available, convenience sampling and stratified random sampling. The instrument employed to collect data from respondents were questionnaire, interview and focus group discussion. The quantitative data gathered from respondent was analyzed using frequency and percentage. The qualitative data was analyzed through narration. The findings of the study shows that the program is challenged by many constraints: lack of communication among concerned bodies, inconvenient center facilities, unavailability of learning materials, low attention to the program in providing supervision and support, inadequate training for the facilitators and the schedules were not attractive to the communities. These problems undermined the quality of education for the success of ABE program in creating an opportunity to primary education.

Hence, the researcher recommended that, there is a need to make schools accessible to the needy and educationally marginalized children, there should be need of fulfilling the required educational input like; well-trained facilitators, adequate instructional materials, center facilities, providing regular supervision and support to the centers, close communication among concerned bodies and working towards the flexibility of time schedule, with the collaboration of government and nongovernment organizations to strengthen the implementation of ABE in the administration.

1. INTRODUCTION

1.1 Background of the Study

Nowadays, an alternative basic education has become an area that has taken the attention of educationalist and politicians who are devoted to the attainment of education for all. It is now believed that by the use of alternative basic education it is possible to enhance students' completion rate through minimizing the number of dropouts by creating safe school conditions and improving educational achievements World Bank (2001). Ethiopia has also committed to meet education for all, which was declared in article 7 of the Dakar frame work. However, taking in to consideration the background of the country's education system, it has socio-economic background and the challenges of the formal education system. Alternative approaches were put in place since 2003 to address the educational problem of the country.

In line with this, the Federal Democratic Republic of Ethiopia Government adopted ABE programs in education sectors development program (ESDP). So the education sector development program (ESDP IV) articulated that specific program will be developed to improve the participation of the groups which are the most difficult to reach, where necessarily. Alternative basic education center (ABEs) will be opened to improve access and equitable quality basic education by 2015 and in reaching the hard to reach more than 3 million school age children in remote rural and dispersed communities, pastoralists and semi agriculturalist societies and vulnerable children's MoE (2009).

The formal schooling run by the government alone cannot solve the basic education need in Ethiopia. According to the education and training policy, the effort is to focus on an accessible and equitable expansion of basic education, restructuring and improvement of the quality of education system, development of relevant curriculum and the improvement of quality of education provision. The effort to realize these visions in general and increasing access to quality primary education in particular, obviously requires an integrated action of all concerned in the field including non-governmental organizations. It is with this understanding that, the Ethiopian government has taken policy measures to recognize, encourage and support the efforts of NGOs, in promoting the establishment of primary education, including alternative basic education for children in all regions of Ethiopia.

In the second Growth and Transformation Plan which emphasize economic growth and industrialization. This government wide national plan document makes clear the expected

changes in the structure of the economy over the next five years and the implications for education and training as a main source of supply of human capital to the emerging economic and productive sectors. The priorities of ESDP V are also consistent with those of regional and international agreements, such as Education for All, the millennium Development Goals and the Convention on the Rights of the Child. On the basis of the guideline and strategies set by the Dire Dawa education bureau non formal education program is implemented in Dire Dawa city administration in collaboration with nongovernmental organizations (NGOs).

A number of possible explanations have been postulated for the above trends that affect the implementation of alternative basic education. The main purpose of this study is, thus, to assess the practice and challenges of alternative basic education ABE and draw conclusions that contribute in the future improvement of the design and implementation of alternative basic education

1.2. Statement of the Problem

The Human resource development at all levels, as a precondition for economic growth and development require provision of education in general and basic primary education to citizens. Addressing the quality education needs of all children in the country is a big challenge to the government of Ethiopia especially through the formal school system it has launched an alternative educational provision approach which is cost effective flexible and inclusive MoE (2006). Although considerable attention is placed on alternative basic education to reach out-of- school children in ESDP, but in reality coverage of these programs is extremely low and is likely to remain so. The opportunities for alternative basic education, to expand sufficiently to reach the vast number of children who remain out- of school is, therefore, dependent on NGOs, who currently are the main providers of alternative basic education Rose (2007).

Moreover, the Ethiopian National Action Plan on Education specifically discusses the adult and non-formal education program and defines it to include a range of the adult and non-formal education to include literacy, numeracy, and the development of skills that enable the learners to solve problems and to change their lives. The action plan also outlines three sub-component modes of delivery for adult and non-formal education: Alternative basic education for out-of-school children between the ages of 7-14; a functional adult literacy program for youth and adults over 15; Community skill training centers for youth and adults MoE (2008).

According to ESDP V, all children will have access to schooling and remaining barriers to learner's participation in schooling will be removed. There will be fair treatment for each child and no child will be discriminated against because of low income, gender, creed, race, location or disability. The policy intention is that no child should be out of school at any stage during the primary school years at the GTPII. During the ESDP V period, the GER for primary education is expected to increase from 101% to 103% and the NER from 93% to 98%. To reach these targets efforts to improve retention rates in first cycle primary education and to increase access to schools. Opportunities will be sought to extend the number of grades offered in primary schools and ABE centers, this approach as opposed to constructing new institutions. There will be at least one full primary school in each kebele. ABE centers will be upgraded where they currently offer two or three levels. Selected ABE centers will then be extended to level six (which will be equivalent to Grade 6 of formal education), while other ABE centers will be upgraded to formal primary schools.

Alternative basic education for out of school children is widely implemented in the country in general and in Dire Dawa in particular for the last ten years. However, implementation of alternative basic education (ABE) requires relevant facilitation of centers, adequate training for facilitators, provision of ABE curriculum and teaching learning material and appropriate stake holders' participation. Most of the research that have been done on the issue related to the implementation of ABE program were those conducted either at national level or specific area of Ethiopia. For instance Arega (2007) studied the implementation of ABE curriculum by save the children in North shewa zone and their major findings indicate that, large class size, student text book ratio. The other study conducted by Wakshum (2010) his findings verified that awareness of the community about ABE was less, the cluster supervisor and NFE expert had no adequate knowledge and skills to implement the program.

Adhanom (2015) pointed out that factors affecting the effective implementation of ABE and its effect on children success were influenced by different issues, like parental attitude towards education, occupation of parents, educational background of mothers and the like. Nevertheless, it is unknown which factors are influencing the implementation of ABE program in the study area. The present study, thus attempts to address the issue of practice and challenges of ABE in the administration.

1.3. Research Questions

1. What is the status of implementation of ABE in Dire-Dawa City Administration?
2. To what extent the stakeholders participate in the implementation of ABE in Dire-Dawa City Administration?
3. What are the major challenges encountered in the provision of ABE in Dire-Dawa City Administration?

1.4. Objectives of the Study

1.4.1. General objectives

The overall purpose of this study is to assess the practices and challenges of the implementation of ABE in Dire Dawa city administration in line with this it would have the following specific objectives.

1.4.2. Specific objectives

The specific objectives of the study are to:

1. Examine status of implementation of ABE in Dire-Dawa City Administration.
2. Examine ways of stakeholders' participation in the implementation of ABE program in Dire-Dawa City Administration.
3. Identify the major challenges that affect the effective implementation of ABE program in Dire-Dawa City Administration.

1.5. Significance of the Study

Formal education in Ethiopia is not only poorly distributed but also in a sense screen people by selecting those to enrol and even continue in the lower levels of education, this is apparent through the economic barrier that levies, uniform and textbook requirements portend, the irrelevant curriculum, inflexible school time table and rigid administrative styles that fail to adapt the schools to the prospective clientele. Therefore investigating the existing problems enables the researchers to suggest better solution that could potentially enhance the effective implementations of alternative basic education,

Thus the investigation of those factors could help policy makers, planers, and implementers for decision making in improving the quality of education therefore the researcher hopes the findings have the following theoretical and practical importance. It would help education

experts and curriculum planners to be better aware of the implementation of ABE; It would help cluster supervisors give more practical assistance to the ABE centers; It would help for different NGOs as a source of develop projects in relation with ABE; Students can also be beneficiaries by applying the suggested recommendations are implemented and It can be helpful as a reference for future investigation for those who have intension to conduct further study in the same area.

1.6. Delimitation of the Study

The study was aimed at assessing the practices and challenges of Alternative Basic Education (ABE) in Dire-Dawa City Administration. It would be good if the study covers a wide area in depth so as to arrive at credible generalization. However due to time and resource limitation and in order to make the study manageable the aspects were delimited to access opportunities to quality basic education, stakeholders' participation, internal and external environments of the ABE centers. It also geographically delimited to eight ABECs in 8 kebeles such as (kebele 02, kebele 04, Jelo belina, Harla, Wahel, Ijea aneni, Beke halo, and Awale). In dealing with the research problem the method was delimited to Cross-sectional research method to gather qualitative and quantitative information.

1.7 Limitation of the study

The research activity could have been more objective and comprehensive if it had included other aspects of alternative basic education influencing factors. Although researcher activity requires availability of sufficient time and accessibility of the relevant current and related materials in carrying out the study, due to time and finance scarcity the study is restricted only on the sample kebele and centers. Besides very few respondents were not voluntary to give information and return the questionnaire.

1.8. Operational Definitions of Key Terms

Alternative Basic Education: an educational program designed to serve out of school children whose needs are not being met in the traditional school setting.

ABE program: alternative basic education programs provide out-of-school children with flexible and purposeful livelihood or work-focused learning that strengthens foundation skills in reading and writing.

Basic Education: refers to the minimum of knowledge, skills, attitudes and values that will enable individual to operate with a reasonable expectation of success in their community.

Facilitators: A person assigned to facilitate teaching learning process at the ABE center.

Implementation: a carrying out execution or practice of a plan, a method or any design idea or policy for doing something.

Kebele: a small administrative unit of Ethiopia similar to a ward, a neighborhood or localized and delimited groups of people.

Out-of-school children: children in the official school age (7-13) group for primary education who are not enrolled in school.

Stakeholders: refers to those who have a vested interest in education, its process and outcome.

1.9. Organization of the study

This study consists five chapters, chapter one deals with introduction, whereby background of the study, statements of the problem, significance, delimitation and definition of the terms; chapter two review of related literature that leis conceptual frame work of the study; chapter three deals with area description, research design and methodology; chapter four concerned with the analysis and interpretation of data and discussion on important issues. Summary of findings, conclusion and recommendation of the study are presented in chapter five. Finally, list of reference materials for conducting the study, sample questionnaire, interview, and focus group discussion guides are annexed at the end.

2. REVIEW OF RELATED LITERATURE

Introduction

This chapter describes the literature review about the historical background of alternative basic education around the world and also in Ethiopia, its concept and definition, why it is important, its objective and characteristics, factors that affecting in the implantation of alternative basic education and also the experience other country will be discussed.

2.1. Concept and Definitions of Alternative Basic Education

2.1.1. Basic education

The world conference of Education for All defines basic education as basic learning needs attainment as: ‘ Education intended to meet basic learning; it includes instruction at the first foundation level, on which subsequent learning can be based; it encompasses early child hood and primary education for children, as well as education in literacy, general knowledge and life skills for youth and adults’’ WCEFA(1990).Furthermore, UNICEF (1992) defines basic education as the very minimum of knowledge, skill, attitudes and values that will enable individuals to operate with a reasonable expectation of success in their community or society. The term basic education has also country specific definition. It is similar to the first part or cycle of schooling: three-Five years in the former USSR and the acquisition of basic knowledge, skills and attitudes by all citizens in out –of-school in Tanzania. In Ethiopia, basic education includes education provided for children, youths and adults, and contains instruction in literacy, numeracy, environmental protection, crafts, science, health and civics MoE (2005).

On the other hand, according to UNESCO (2000), the definition of basic education must be in terms of levels to be attained, and knowledge and skills to be acquired along the lines of the Jomtien enlarged vision, not in terms of a period of compulsory school education. In relation the above statement, the same document states the role of basic education in the following manner: basic education allows personal development, intellectual autonomy, integration in to professional life and participation in the development of the society in the context of democracy. In order to achieve these aims, basic education must lead to the acquisition of: key skills used as personal development tools and later on, a basis for lifelong

learning; initial vocational guidance; the knowledge, development, and for the exercise of participatory and responsible citizenship in a democracy.

Although there is a great difference in interpretation given to basic education in Africa, Kagai et al (1986) identifies four main components of basic education in each country. These includes: early childhood education, the primary school, and non-functional literacy and post literacy programs. It is also includes educational components in other sectors other than education to promote specific educational aspects such as extension programs in agriculture, family planning and child health programs. Whatever varying connotation of basic education in the past the term is now coming in to ever increasing use by educators and statesman as an attribute to other forms of education and it can be regarded as a minimum social requirement. Thus, basic education is a set of basic skills, knowledge, and attitudes that enables the learners to take responsibilities for their lives and prepare them for further education. As such it requires creating opportunities of access to education for children who have never been to school or dropped out due to various reasons before becoming literate or relapsed in to illiteracy.

2.1.2. Alternative Basic Education

Alternative Basic education is non-formal education program which is designed for children between age 7 and 13 years who are under schooled or unschooled Befekadu (2006). It is also called out of school education. In inadequacies of the formal education in relation to the needs of certain sectors of the population constitute a source of justification for non-formal education and alternative basic education? Another source of justification stems from the right to determine how education shall be given in conformity with social, legal and cultural values of both providers and beneficiaries. In order to reach this goal alternative basic education initiatives have been designed. Alternative basic education is a type of school equivalency program adopted by Ethiopian for children ages 7-13, in which learners cover the equivalent of the first four grades of primary schools in just 3 years, and are then able to transit in to formal system MoE (2008).

Alternative approach to basic education refers to a system of learning which characterized by flexibility, capacity to recognize and creatively utilize diversity and transparency Mambili (2004). According to Thompson (2001), alternative approaches are applicable to both formal and non-formal educational delivery because it could be used as a means to integrate the formal and non-formal education to effectively address diverse types of needs and lifelong

learning. Furthermore, Befikadu (2006) indicated AABE has gained prominent attention due to the dysfunction of the formal education system, which manifest the needs and circumstances of the community. Addressing the existing educational problems is a felt need of many developing countries today. One way of addressing it is applying innovative approach to basic primary education. In relation to this, Mambili (2004) Marked AABE is highly instrumental in solving problems of equity, access to education and the promotion of citizen effective participation in national development. Realizing the expansion of education for school age population and the substantial resource required, educational planners have turned their face to a variety of innovative solutions that help to increase the provision of educational opportunities.

2.2. The Historical Development of Alternative Basic Education in Ethiopia

As the Element of Non-formal basic Education, Alternative basic Education was introduced by non-governmental organization, a large international NGO working towards enabling /committed to helping children families and communities in the poorest areas to overcome poverty and secure lasting improvements in the quality of life was the first NGO to introduce this initiative programmed drawing on its international experience. Action Aid introduced an innovative non formal primary education program in Ethiopia by the year 1989. It commenced the program with the title entitled lighting poverty together.

An Alternative primary education program called ACCESS is designed to address the basic learning needs of disadvantaged children in Ethiopia. The overall aim of ACCESS is to provide better opportunities in basic education for out of school children are by establishing access centers that would serve as ‘‘feeder’’ or satellite to formal school education Berhanu (2000) the program become functional in Dalocha (gurage zone) and Marega Gera (North Omo zone) of AAE’s operational areas since 1991 and 1994 respectively.

The term ACCESS stands for appropriate cost effective center for education within the school system. The program of ACCESS is guided by a set of twelve general principles Berhanu (2000) such as community participation, flexibility, accessibility and relevance, linkage with formal schooling, cost effectiveness, local resource focus, program integration with other development works, sustainability, curriculum integration, learner centered approach and gender equity, the main objectives of the Action Aid Ethiopia’ s ACCESS program is to Provide primary school education equivalent to grade 4 level to children aged 7-13 years old who lack the opportunity of schooling in the formal schools as a basic for

further learning or improved life, to Prompt access of girls to basic education and to reinforce and strengthen formal primary schools through the feeder school programs in order to boost up enrolment decrease dropout and share innovative experience and practice.

The innovative approach of the programs is further extended and imitated by other NGOs. Taking education to the needy (TEN) project which is supported by the royal Nether-land embassy is an example of cite ANFEAE (2008).The rift valley child and women development association (RCWDA) an indigenous non-governmental and non-profitable secular organization. Which works for the promotion of the welfare of the poor in fulfilling their basic human need focusing on children and women with project programmed name access RCWDA legally recognized in 1994.

Accordingly six or more major NGOs have been providing alternative formal Basic education program for out of school children in the country MoE (2000) and Bishaw (2006). These are action aid Ethiopia Rift valley children and women development association (RCWDA) Prop ride Ethiopia kangaroo children and youth development society (KCYDS) Irish, Ethiopia and others. Hence the alternative non formal basic education program as ABE program is currently extended and being implemented in the different regions, Zones, Weredas, kebele and peasant association in the country MoE (2009).

2.3. Rationale and Objectives of Alternative Basic Education

2.3.1. Rationale for the provision of Alternative Basic Education

From a human right perspective a case can also be made that such a right to equivalent learning attainment requires giving attention to the organization and process of learning and there differential impacts in different social groups. Thompson (2001) sees the alternative approach in evidence to day as originating from indigenous evident prior to the colonial times. In his view, alternative forms of learning have been an important part of the content of learning determined functional needs of the learners, with respect to relevance, contextual, cultural and social features etc. As such Thompson (2001), proposes that the current forms of alternative approaches are firstly, the direct results of the dysfunction of a de-cultured mainstreams of formal education; secondly, the desire of communities and groups to decide what and how their children must learn; thirdly, the developments at the regional and global levels e.g. the Education for All Initiative and other regional initiatives which have implications for education and lastly, the impact of educational philosophical thoughts.

2.3.2. Objectives of Alternative Basic Education

Non- formal primary education targets out-of-school children, youth and adult encompassing both the non- enrolled and the drop-outs. Berhanu (2001), has given broad description about the objectives of the alternative approach of education provision: - Non-formal education is designed to reach large numbers of people where they live and work. Its objective is to impart knowledge, skills and recreation without removing people from their normal environment and responsibility; Non formal education can be highly diverse in organization, funding and management. It can emphasize local initiative self –help and innovation of large number of people; Non-formal education is designed to play its own way through increased employment, Productivity and social participation; To make learning a national life-long learning experience compatible with the interests of the individuals and communities for economic levels in the society.

2.4. Characteristics of Alternative Basic Education

Alternative basic education is an alternative mode of delivering basic education (first cycle primary education) for those children with difficult access to the level. The content and modality of learning depends very much on the learning needs of the learners and other factors. Hence, ABE program is characterized by: flexibility of timing and duration, great and more direct to learners’ needs and aspiration, cost- effectiveness in terms of finance and opportunity cost and absence of uniforms Thompson (2001). Moreover, according to MoE (2008), alternative basic education is characterized by: Low cost construction; Community contribution to construction and school management; Inclusion of disadvantaged ethnic groups, gender and special needs groups; Teaching in the local vernacular; Selection of Facilitator from the local community; Accelerated and active and learner-centered teaching methodologies; Flexibility in the delivery of education.

2.5. Target Groups of Alternative Basic Education

The term ‘target’ group, in this context refers to people or individuals for whom the ABE program is designed or organized. So the beneficiaries of ABE program in Ethiopian context, is generally those who have never enrolled and or dropped out of the formal education system. Bishop (1989) also mentioned that alternative non formal basic education is an alternative approach to the children to the poor and the rural communities particularly the girls and member of ethnic and religious minorities are those either denied access to

schooling or provided with the lowest quality school by state-funded education system to have opportunity of access to good quality basic education. Regarding this, Befekadu (2006) pointed out the non-formal basic education approach has proved to be more successful and cost effective to implement rather than formal one and there by a major modality to provide basic education for the most deprived rural communities and pastoralists or semi pastoralist populations so as to achieve UPE by 2015. Findings of Amarech (2007) also added that children who have never attended formal school or deprived of the right of basic education, the rural poor ethnic minorities, girls, urban street children or orphans at a cost equivalent to or less than public school are main beneficiaries of ABE program.

2.6. Factors Affecting the Practices of Alternative Basic Education

Alternative approach to alternative basic education refers to a system of learning which characterized by flexibility, capacity to recognized and creatively utilized diversity and transparency Mabill (2004), moreover Multan (2001) identified major factors that influences the effectiveness of alternative basic education some of this are distance from ABE center, socio-cultural factors, socio-economic factors.

2.6.1. Distance from Alternative Basic Education center

The distance from the school is a critical in school attendance especially for girls UNESCO (1996). also noted that the maximum distance that children have to travel from home to school varies from country to country depending up on the means of transportation, physical features of the land and the age of the child to be served. Yet it is commonly accepted that in primary education the child should be able to get school is not more than 45 minutes, which is equivalent to some 3 kms on foot on level ground but less in mountainous areas. Studies have repeatedly demonstrated that the distance from the school is a critical factor in determining whether or not children especially girls attend school UNESCO (1992); Lockheed and Versspoor (1990) in Tesfa (2001). Apart from reducing enrolment rate. Distance between students' home and school affects achievements and dropout Lockheed and Versspoor (1990) and Cailloids and Postlethwaite (1995) Children to enter and remain in school must be nearby. This does not mean the proximity of the school is the only factor. Experience has shown that parents' decisions about whether or not to send their children to primary school are very much influenced by the proximity of the school Anderson (1992). In Ethiopia, the long distance between students' home and school was one of the factors

affecting participation in rural areas. Mulugeta (1998) in Dereje (2005); added that the “further away from the village, the larger are the costs since more time is spent in travelling”

2.6.2. Socio-cultural factors

Education is a social phenomenon aimed at upgrading the overall development of a given society. As a result any change in a society about education will have its profound effect on the overall participation of school age children, to withdraw them from schools, their performance and grade level attainment. To this regard kindle in Alemayehu (1999) cited in Dereje (2005) mentioned that “education could not escape the influence of the culture pattern in which it is organized to serve”. Cultural influence includes: Feelings, aspirations, attitudes, values customs, believes religion etc. which molds ones behavior Kaba-Garama (1993). Born Lund (1989) in Kaba-Garama (1993) also clearly stated that cultural norms surround people and permeate thought and action. Some of the socio-cultural factors which are assumed to be the potential factors to foster or inhibit the success of a program or curriculum implementation are identified and discussed here under in the literature.

2.6.2.1 Parental attitudes towards Alternative Basic Education

Attitudes and perception of the community towards education is one of the socio-cultural factors that challenge the effectiveness of the educational program. Regarding this Odaga and Heneveld (1995) in Befekadu (1998) pointed out that parental and familial attitudes have a strong influence on the decision to invest in children’s education. They further their explanation that children’s education is a direct result of how much resource and priority parents and families attach to teach their children. Families tend to judge the value of education by the returns from the labor market Odaga and Heneveld (1995) in Befekadu (1998).

The community may or may not believe ABE program is equivalent to grades 1-4 primary schools. Regarding this Bishop (1989) mentioned that out of school education is less valued and demanded educational activities in the market place and in the eyes of the society. Not only the attitudes and the perceptions of the community to whom the service is provided but also the government and higher education offices have effect on the success of the program MoE (2000) on study survey entitled “Alternative Routes to Basic education” also added that owing to lack of awareness no or little attention was given to an innovative alternative mode of education delivery introduced and implemented by NGOs as panel discussion made on non- formal education report indicates not only the attitudes of other parties including high

level officials who are assigned as NFE experts give less attention of NFE Abinur and Ayele(2003) This reminds me one great saying ‘‘people thought the way they taught’’ This saying suggests that nearly all the concerned bodies who are working in the field of NFE are the product of the formal education system and thus they give less value of NFE. This is to mean that one’s attitude is molded by education and experience one had. In connection to the fact that parents attitudes have impact on child education and parents’ educations have too. Adult and non-formal education association in Ethiopia ANFEAE(2008) report indicated parents’ education is decisive for the education and well-being of their child and as well as to be convinced as education to their children is worthwhile.

2.6.2.2. Community participation

Community support for schools and teacher/community interaction make education more effective. Traditional educational systems have not always involved parents and community groups. However, experience shows that programmers to provide educational opportunity to hard to reach group are far more likely to succeed when parents and community are actively involved. Community participation is one of the factors that have a profound effect on the implementation of ABE. It is an obvious fact that the success of ABE is mainly depends on the participation of community from the designing to the implementation. This is due to the fact the community participations are very crucial for continuity and sustainably of the program. Experiences of other counties showed that communities are the main actors for effectiveness of alternative programs. With regard to this MoE (2005) stated that communities are among the factors paying important roles in all aspects of education from generating resources to managing schools. The MoE further identified the roles of communities as funding new school buildings teachers ‘houses running non formal education initiatives and encouraging girls to go to school and be retained in school until they complete a given level of education. Survey study of MoE (2000) also added that community participation is one of the key factors that enable a program to be implemented successfully.

Findings of Befekadu (2006) in the study entitled ‘‘Review of alternative basic education in four selected regions of Ethiopia. Afar, Oromia, Somali and Tigray argued that community participation is crucial for effective implementation of ABE He further explained the level of community participation varies across and within the regions. The program is highly effective where parents committed for the education of their children and low where the communities committed less. Hence, the success in executing any activity so to attain an intense objective, for better or worse highly dependent on the extent to which the space it provides for

involvement of the community in the entire process. By the same talking educational objectives cannot be achieved by the government alone, with regard to the continuation of the community to school Dereje (2005) pointed out that school organizations depends much on their environment for the source they get and for the clients they serve communities can assist can assist facilities, man power, and by participating in administrating the school. Community participation especially in rural areas where is conducive situation is an indispensable input for the success of the system.

In line with this, UNESCO (1985) states that, community participation if property managed, is a power full tool for changing the attitudes of members towards the schooling of their children on these base communities make their contribution in kind. This in mostly made in the form of donation of land, buildings and staff housing equipment's for school supplies and sport equipment and the like furthermore, UNESCO states that where a school intends to build additional classrooms communities participate in supplying them with building materials man power in the form of free labor and professionals in different fields to train the school personnel. Therefore the major roles that community could perform in the development of education is to effectively participate in school construction and encouraging parents to send their children to school and motivate children to stay in the school, particularly girls. It can also include effectively participating in the management of school.

2.6.3. Socio-economic factors

Education influence and influenced by socioeconomic factors. It is obvious fact that education and social economic factors are one among the factors challenging the practices of any education program. That is to mean that socio economic factors such as demand of the child labor, cost of schooling have significant impact on schooling. In this regard Bishop (1989) argued that one of the reasons for high rate of failures, repeaters and drop outs is the socio economic conditions of the people. He further explained poverty, which is one of the sub content of socio economic factors such as in ability to pay schools fees withdrawal of older child to herd cattle or to work on the family holding; the weariness of long journeys to school one empty stomachs sickness due to malnutrition and lack of medical care's and for girls withdrawal from school to act as a child nurses to the younger children while the mother work on the family plot are some among these. Ziyn (2004) in Dereje (2005) also speak in favor of this fact by saying socio economic factors coupled with socio cultural factors in habit parents to send their children to schools. This is because sending children to schools entails

direct and opportunity costs which are prohibitive to poor and rural families. Socio economic status also causes inequalities in education both access to and quality of education. Regarding this (Bishop, 1989) argued that the most deep rooted inequalities of educational opportunity arise from socio economic status some aspects of socio economic factors are here under described.

2.6.3.1. The Educational background of parents

Social class is an important factor in determining how much schooling a person gets. It is the haves who get higher levels of learning the have notes usually get less if any not only do children from higher social classes have more access to education because of home family and other conditions they also perform better at school and so get the better paid jobs which further aggravates the differences between social classes Bishop (1989). Adane (1993) also argued that the socio economic factors that can be measured by education economic and occupational level have been known as an important factor affecting pupil's school progress. Many studies indicated that there is a strong positive relationship between family socio economic status and pupils' progress or academic status. Parents who are illiterate do not actively participate in school affairs or do they understand school objective. Thus there will be little or no support provided for the child and the child will likely fail or drop out of school regarding this Brimerand Paul (1971) argued that well educated parents involve more in school affairs and encourage their children better than the less educated parents.

2.6.3.2 Occupation of parents

Many writers believe that occupational status of parents cause differences in academic performance among children. For instance Clough (1980) all reported that children from farming and other blue collar back ground families had lower passing and survival rates than children from trading professionals and white collar families Adane (1993). Niles (1981) also contended that children from parents with high status occupation due to the natural and cultural privilege they receive and are academically better than the non-privileged ones. In Ethiopia where many of the people are living in rural areas and farming and other agricultural activities are almost their means of earning their lives it is obvious that they need their children labor to participate on different activities. Farming in the field looking after domestic animals wood collecting and water fetching are some among these activities. Similarly, Agu, A.O.et al (2007) argued that house hold economic disincentives are one among the factors obstacle to UPE goals achievement. They further extend their explanation that many children

in Ethiopia have access to schooling but do not attend. This is because, some families especially from farming and nomadic back grounds tends to place greater value on the time.

2.7 Role of NGOs, government and Community in Promoting ABE

2.7.1 Role of NGOs in Promoting ABE

Increasingly, NGOs have been supplementing government efforts to provide access to education in rural areas with the support of local government officials they are reaching rural populations through awareness programs, linking health, education and job creation. Equally important they are developing models of community participation that encourage communities to build and eventually manage their own education centers. In the process, communities have become involved in defining academic calendar, recruiting and supporting teachers/facilitators.

In countries such as India and Bangladesh there is a long history of Indigenous NGO provision of education with BRAC non- formal provision dating from 1985 in Bangladesh with other forms evident before then, and dating from the 19th century social reform in India Chowdhry and Rose, Nair, (2004). For other countries, including Ghana and other in sub-Saharan Africa countries, NGO provision is a more recent phenomenon, more closely associated with its promotion by some international aid agencies and international NGOs.

2.7.2 Role of Government in Promoting ABE

The Regional Education Bureau (with its Zone and Woreda structures) is the main partner of the project. The actual implementation works, however, handled at woreda level. The Woreda education offices are responsible for the day to day activities of the ABE program. The Woreda education office (WEO) has its own responsibilities in managing the learning process in ABECs and also plays a key role in giving a technical support. Among the major duties and responsibilities of woreda education offices some are : ensuring the availability of educational materials, admission of ABE graduates to second cycle primary school, building management capacity of center management committee members and provision of refresher trainings to facilitators OEB (2002).

2.8 Facilitators Recruitment and Training

An active role played by facilitators in an ABE is essential for the successful realization of the objectives of the program. Facilitators are Para professionals including part-time and

volunteers selected from within and the respective community. The required level of qualification to be considered for non-formal education varies, with the minimum qualification being 8 years of education (MOE, 2000, OEB, 2002 and Action aid, 2004). According to the above documents in recruitment of facilitators priority should be given to females. Training of facilitators is considered as one of the most important factors that influence the quality of the teaching learning process and determines the success or failure of the program. According to ESDP- III, facilitators will be continuously trained through continues supervision and support system. Furthermore, school cluster resource centers will be strengthened and expanded to provide in service and regular training for facilitators MOE, (2005). In addition, OEB (2002) confirms that facilitators are required to pass through a minimum 15 days training on topics such as behaviours of different groups of learners, preparation and utilization of teaching aids, teaching.

2.9. The Experiences of Other Countries in Alternative Basic Education Implementation

2.9.1. Undugau Basic Education program of urban Kenya

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

The Undugu Basic Education Program (UBEP) was established by the Undugu Society of Kenya in 1978. The programmer's objective was to offer opportunities for the acquisition of functional literacy and practical skills to street children, and other disadvantaged children in the slums of Nairobi. The program is organized in three phases, and each phase lasts for a year. The subjects offered in phases 1, 2 and 3 are similar to those offered in formal primary schools. After phase 3, the learners receive vocational training in carpentry, sheet metal and tailoring. The processes of learning are generally learner-centered. Aspects of indigenous learning practices such as apprenticeship (learner ship) are integrated into the processes of learning. Learners with a preference for vocational training are apprenticed to artisans in the informal sector for the purpose of enhancing their practical skills and having insights into the

world of work. Vocational education and training equip the learner with skill to earn a living earning is linked to the production and production-oriented functionality that increase motivation for learning, the apprenticeship or learner ship system provide the link between learning and work, and facilitates transition for learning institutions to work life Thompson (2001).

From good practices of UBEP of Kenya the lessons that can be learnt by other countries including that education is relevant and oriented to the needs for the learners can contribute to their habilitation, and change in the behavior of street children, alternative approaches to basic education should not be seen as cheap alternatives to formal basic education, when developing AABE programs it is important to establish horizontal and vertical linked with formal education in order to facilitate movement between the two sub sectors, ABE programs for disadvantaged children, in general, more relevant and sustainable when they include a skill development component in their curricula, ABE programs for out-of-school children are potentially helpful awards the achievement of the goal of education for all, training and education enhance the chances for learners to participate in the processes of socio-economic development.

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

2.9.2. Alternative approach through community schools in Zambia

Non-formal education in Zambia is described as an alternative provision of basic education by other organizations outside the government structures. The government of Zambia, through the ministry of community development and social services, is also involved in the provision of non-formal through community training centers (Thompson, 2001). Among the characteristic features of the Zambian alternative approaches some are: - Clear educational vision; Involvement of the government at both the policy and operational level in facilitating access of educational opportunities for disadvantaged children; Linkage between education and life skill training; and community involvement in the establishment of schools.

Useful experiences from Zambian alternative program include: Clear Vision of AABE and NFE; Widely involving parents and the stake holders; Simplified Curriculum for primary education that focuses on basic skills appropriate to the targeted populations; Flexible time-

table and organization that adjust services to the students' needs and alters its own organization depending upon its ability to serve the clients; and Regular and open communication and cooperative planning Ahimed et al (1993) cited in MoE (2000).

2.9.3 Escuela Nueva in Colombia

Escuela Nueva which means “ New School” is an educational innovation initially developed and put in to practice in Colombia in 1975 and later transferred to Gutemala and elsewhere in Latin America MOE (2000).The Primary Purpose of the Escuela Nueva is to seek feasible solutions to the problems of rural primary education in Colombia which was characterized by low access, poor quality and irrelevant curriculum Rojas and Castillo (1989). The Escuela Nueva is the best known model for multi-grade school and has been observed by educators from around the world. Students work at their own pace, and individual assignments are supplemented with work in small groups. Self-instruction books guide them in identifying examples, cultural elements from their own experience, and local materials to be accumulated in the learning centers. As to Wanna (1999), the major factors that contributed to the success of the new school programs are: Relevance of the curriculum; Flexibility of the programs; Participation of stake holders in school management; Low cost of instructional materials; Good quality of teachers; and Close Monitoring and evaluation.

2.10. Alternative Basic Education in Ethiopia

Ethiopia has a federal system of government consisting of nine regional states and two city administration. Regional states have considerable authority and responsibility which they exercise and discharge through council at regional, Zonal (in some cases), Woreda and kebele levels. In 2008, there were over 720 woredas and close to 18,000 kebeles. Under the federal system of government, education is a shared responsibility of the federal, regional state and woreda governments.

The MoE (Ministry of Education) gives technical and policy support to regional sates and manages university education. Regional states and woredas have the mandate to run formal and non-formal education programs. WEOs (Woreda Education Offices) are responsible for primary, secondary education as well as non-formal education for adults and youth and out-of school children. An Education and Training policy was put in place April (1994) and a rolling Education Sector Development Program (ESDP) was launched to meet the EFA and MDGs by 2015 MoE (2008). Non-formal education models are proposed within the ESDP program

as an alternative to school-based primary education for out-of-school children and for very sparsely populated and remote communities, with options for graduates of these programs join the regular schools. In connection to this, ESDP–III stresses the importance of ABE programs in the following manner: ABE program is seriously vital as emergency short-term measure for achieving education for all by the year 2015, by in reaching the hard to reach in accessible rural and dispersed communities, pastoralists, and semi-agriculturalist societies MoE (2005).

Although considerable attention is placed on alternative basic education to reach out-of-school children in ESDP, but in reality coverage of these programs is extremely low and is likely to remain so. The opportunities for alternative basic education, to expand sufficiently to reach the vast number of children who remain out- of school is, therefore, dependent on NGOs, who currently are the main providers of alternative basic education Rose (2007). Moreover, the Ethiopian National Action Plan on Education specifically discusses the adult and non-formal education program and defines it to include a range of the adult and non-formal education to include literacy, numeracy, and the development of skills that enable the learners to solve problems and to change their lives. The action plan also outlines three sub-component modes of delivery for adult and non-formal education: Alternative basic education for out-of-school children between the ages of 7-14 A functional adult literacy program for youth and adults over 15 Community skill training centers for youth and adults MoE (2005).

Alternative Basic Education programs are considered to be of particular benefit to girls by locating learning centers closer to homes and recruiting female instructors where possible Rose (2007). In the last two to three years, in specific regions centers were established. Most ABE activities are accomplished in basic education centers, and are designed to enroll the same age group as regular primary education. Since 2005-2006, ABE enrollments have been included in reporting of regular education-and therefore GER and NER reflect the contribution of ABE to primary education in Ethiopia.

2.11 Summing up

In the review of literature, an examination of the concept, implementation and practice of ABE program has been attempted. It has been shown that ABE was adopted by Ethiopian for children ages 7-13, in which learners cover the equivalent of the first four grades of primary schools in just 3 years, and are then able to transit in to formal system. Action Aid introduced

an innovative non formal primary education program in Ethiopia by the year 1989 then alternative primary education program called ACCESS is designed to address the basic learning needs of disadvantaged children in Ethiopia and it became functional in Dalocha (gurage zone) and Marega Gera (North Omo zone) of AAE's operational areas since 1991 and 1994 respectively. ABE program has become a seriously vital as emergency short-term measure for achieving education for all by the year 2015, in reaching the hard to reach in accessible rural and dispersed communities, pastoralists, and semi-agriculturalist societies.

The other findings depict the program models were proposed within the ESDP program as an alternative to school-based primary education for out-of-school children and for very sparsely populated and remote communities, with options for graduates of these programs join the regular schools. Although considerable attention is placed on alternative basic education to reach out-of- school children in ESDP, but in reality coverage of these programs is extremely low and is likely to remain so. In terms of financing and management the review also show varied degrees of involvement by the MoEs, NGOs and local communities. It is evident that for ABE to succeed to reaching all vulnerable groups within a country it must be expanded into a country program. The role of the government, NGOs and local communities are hence vital.

It has also been shown that in the last nine to ten years, in specific regions centers were established. Most ABE activities are accomplished in basic education centers, and are designed to enroll the same age group as regular primary education. Since 2005-2006, ABE enrollments have been included in reporting of regular education-and therefore GER and NER reflect the contribution of ABE to primary education in Ethiopia and it shows the ABE enrolment is increased by more than 170, 000 compare to the previous year.

However the review has shown that the ABE program is currently extended and being implemented in the different regions, Zones, Weredas, kebele and peasant association in Ethiopia, there are many problems on the successful implementation of the program in which the studies do not present it in-detailed and in-depth analysis. The current study therefore attempted to fill certain gaps as follows: Being an essentially qualitative study, it provided voices of the primary recipients. Perceptions of the primary stakeholders were an important category that had not been delved to by prior studies. By focusing on current status and the major challenges that affect the effective implementation of the program. Based on such research stress, the current study was therefore able to posit on the practice and challenges of ABE program implementation in DDCA.

3. RESEARCH DESIGN AND METHODOLOGY

Introduction

The section explores with description of the study site, actual procedures of conducting the research by discussing the methodology, methods of data collection, the sample and sampling procedures and data analysis. The validity of the research instrument and ethical issue of the research are also discussed.

3.1 Description of the Study Site

The Dire Dawa city Administration is located in the eastern part of Ethiopia and covers 1288 km² of which nearly 97.73% accounts for the land size of the rural areas. While the remaining 2.27% covers the land size of the urban area. The administration shares boundaries with Oromia national regional state in the south and south east and the Somalia national regional state in the north east and west. Geographically it lies between 9° 27' N and 9° 49' S longitude and between 38° E and 42° 19' W latitude. The study area covers over a total area of about 306.4 km² (i.e. kebele 02, 3.6 km², kebele 04 1.41 km², Jelo Belina 47.73 km² and Harela 18.54 km², Wahel 22.61km², Ija Aneni 23.59 km², Beke Halo 62.95 km², Awale 30.96 km²). The plain Dire Dawa is surrounded by hill 100 to 250 meters high stretching mostly from east to west the town found at 515 km from Adiss Ababa, 313 km from Djibouti and 55 km from Harare EAT [UTC+] CODE [251-25]. The total population of Dire Dawa city administration is estimated to be 342,827 out of which the size of the population residing in the urban area is to be 232,854 which is (67.5%) of the total population while the number of rural population of the administration is estimated to be about 109,973 (32.5%) of the total.

The Dire Dawa administration is composed of 9 urban and 38 rural kebeles and headed by elected mayor. Dire Dawa is the set of the administration. The climate of the administration is basically warm and dry with low level of precipitation and the annual maximum and minimum air temperature is 31.4 c and 18.2 c respectively and also the administration has bimodal rain season, and the average annual rainfall is 604 millimeters. The administrations main economic activities are trade, industries and service, while agriculture takes the lion share in rural part of the administration the rural population is predominantly dependent on mixed agriculture; crop production and livestock the major crops grown in the area are sorghum and maize, and in addition fruit plant and chat are grown as cash crop. The livestock resources are sheep, goats, cattle and donkey. In the administration Amharic language is the official/working language. Oromiffa and Somali languages are widely spoken local languages.

Education: The governmental and private education centers include 91 first cycle schools, 9 secondary schools, 5 preparatory schools, 6 colleges, 2 technical and vocational training centers and one government owned university providing education in the administration.

3.2. Research Design

For this research, cross-sectional Research design were used to integrate the main research questions to research objectives the literature methodology methods as recommended by Robsen (2002). The subsequent data collecting instrument have been developed and better to use cross-sectional design is preferred because of its ability to deal with various cases and variables, and its suitability with quantitative and qualitative methods Bryman (2008). In this study, the different samples education bureau core process owners, experts, supervisors ABE facilitators, parents the NGO ABE program coordinators and ABE students act as cases with their different needs, education and lifestyle backgrounds. These different samples have different perceptions and views regarding with ABE, helping my research to collect diverse data to deal with the study from varied perspectives, Bryman (2008) contends that cross-sectional design helps to deal with various categories or cases simultaneously.

The range of methods within the qualitative and quantitative methodologies provides a more complete and comprehensive picture Bryman (2008) in relationship to ABE program for this study. Here, the assumption is that the mixing of qualitative and quantitative data is sensible because numbers tables' or graphs alone without narrative explanations and vice versa may not provide enough ideas diversities in responding to the quantitative and qualitative

questions within the research instruments, therefore the need for mixed methodology. This is what Bryman (2008) refers to as diversity of views as a way of mixing qualitative and quantitative approaches.

In this research mixing has been through triangulation of methods for data collection and by integration of meaning in the data analysis and discussion as recommended by Gorard and Taylor (2004). According to Bryman (2008) triangulation entails using more than one method or data in the study of social phenomena resulting in greater confidence in findings.

3.4. Sources of Data

The necessary data for the study were collected/obtained from both primary and secondary source.

3.4.1. Primary sources of data

Primary source refers to individuals or organizations from which information has originated directly as a result of particular problem under the study. The primary source in this study includes education bureau core process owners, experts, kebele education office coordinator and supervisors, parents, ABE facilitator, NGO program coordinator and ABE students

3.4.2. Secondary Sources of Data

Secondary source refers to a wealth of published and unpublished information available from professional bodies, the press and various other agencies. The secondary sources comprised government policies; education bureau annual abstract, kebele and NGOs annual report were collected to make the study more accurate.

3.5. Population, Sample Size and Sampling Techniques

3.5.1. Target Population

The sample populations of the study were obtained from urban and rural kebeles. The study sample centers were selected from both urban and rural areas. These are two from urban and six from rural kebeles. There were totally 8 ABE centers, 1 ABE center in each kebele. In this research the population of interest is referred to as the stakeholders of ABE program. These stakeholders comprise education bureau core process owners, experts, kebele education office coordinator and supervisors, parents ABE facilitator, NGO program coordinator and ABE

students. The study involved a sample of 129 people comprising 4 education bureau core process owners, 18 experts, 4 kebele education office coordinators, 12 supervisors, 18 ABE facilitators, 32 parents, 1 NGO program coordinator and 40 ABE students.

3.5.2 Sampling Techniques

Concerning the sampling techniques researchers followed multi staged sampling techniques, by using this techniques the researcher selects two cluster kebeles from four cluster kebeles this two clusters are biyo awale and wahel cluster kebeles by using simple random sampling techniques. From both cluster kebeles the researcher select six sample kebeles and two urban sample kebele were selected according to their distance first from remote, second from the nearest and the third from medium distant by using purposive sampling techniques, because distance is determinant factor for immediate and close supportive supervision. From each kebele one ABE center is selected by using quota sampling techniques. Facilitators are a sample of the study by using convenience sampling and the researcher simply choose the sample from those to whom she or he has easily access two up to three facilitators from each center and from each center four parents and five students were selected as a sample by using stratified sampling techniques, because in these sampling the investigator has complete freedom in choosing sample depends on participant experience and information rich persons. Four educational core process owners 18 experts and 12 supervisors are selected as respondents by using purposive sampling techniques.

Table 3.1: Population and Sample Size

No.	Respondent	Population	Sample	Sampling Technique	Data collection instrument
1	EB core-process owners	4	4	Available	Interview
2	Education bureau experts	24	18	Purposive	Questionnaire
3	Kebele education office coordinator	4	4	Available	Interview
4	Kebele supervisors	12	12	Available	Questionnaire
5	ABE facilitators	32	18	convenience	Questionnaire
6	ABE students	358	40	stratified	FGD
7	Parents		32	stratified	FGD
8	Program coordinator of NGOs	1	1	Available	Interview
	Total	416	129	-	-

3.6. Data collection Instruments

Multiple approaches of data collection tools were used in order to obtain adequate information of both quantitative and qualitative data.

3.6.1. Questionnaire

Questionnaire is widely used in educational research to obtain information about certain conditions and practices it inquire in to opinions and attitudes of individuals and groups Best (2004). In this study questionnaire were be used as a primary instrument to collect a primary data from the selected sample respondents. It was designed for self-completion by experts, supervisors and facilitators. Providing both close and open ended questions, the preference for questionnaires for experts, supervisors and facilitators is based on the fact that they are able to complete it without help, anonymously, it is cheaper and quicker than other methods while reaching out to large sample Bryman (2008); Cohen et al.(2007).

3.6.2. Interview Guide

Interview is one of the commonly used instruments for collecting data through oral communication (verbally). In order to counter-check the relevance of the information already obtained and data that are not included in the questionnaire. Semi-structured interview questions will be verbally presented to respondents with answers recorded in the questionnaire by the interviewer. This will help the researcher to minimize misleading report of the respondent of the questionnaire. Generally 9 interview, 4 education bureau core process owners, 4 kebele education office coordinator and 1 NGO program coordinator were interviewed. For this purpose semi structured interview questions were developed and employed to exploit greater depth of responses. Since, the participants will be encouraged to answer their experience and views in their own words.

3.6.3. Focus Group Discussion

Focus group discussion is a type of group interview but the participant interact argue and make joint construction on the topic of concern than making individualized contributions Bryman (2008) the FGD for this study involved a total of 72 participants, 32 parents and 40 ABE students. The 72 participant were divided in to 10 groups, 5 groups for students and in each groups there are 8 participants. The other 5 groups are parents that contain 6-7 participants to discuss each of the questions in the FGD schedule. This will be the advantage

of exploring issue of interest in a broad, free and interesting ways where participants were able to share and debate as Bryman (2008) contends that the concern for the researcher in FGD is to capture how people respond to each other's view out of the instructions. At the end all the written and the recorded work for the group and compile those to form my FGD data.

3.7. Validity and Reliability of Research Instruments

In assessing the quality of qualitative and quantitative social research the issues of reliability and validity are central. The question of reliability (by some the term dependability is preferred in relation to social research) concerns whether the data in a study were independent of the particular circumstances of the data collection or in other words whether the findings of the study are (theoretically) repeatable Bryman (2004). In order to test the reliability of the instrument the pilot study has been conducted with in objective trying out to design the instrument and to establish its reliability. A sample of 5experts, 5supervisors and10teachers at Dire-Dawa education bureau and Wahel primer and secondary school respectively were purposefully and randomly selected for the pilot study.

The reliability of the instrument has been established using the cronbach's alpha (α) method as it is the most robust test-retest method. In analysis using SPSS version 16.0 a cronbach's alpha reliability coefficients (α) was computed 0.87. According to George and Mallery (2009) the cronbach's alpha value the instrument indicates that good.

Moreover to check the validity of the instruments, all the three research tools covered the same over-lapping themes and objectives so that the data obtained clarified, illustrated and complemented each other. This harmonization of research result helped strengthen the validity of the research as a whole. It was also given to advisors and sharing with experts of Haramaya university, college of education and behavioral science for judgment of relevance and irrelevance.

3.8. Procedures of Data Collection

First relevant literature were reviewed in order to get information on what has to be done in relation to the research problem followed by preparing data gathering tools which were Questionnaire used to gather data from experts, supervisors and facilitators interview for education bureau core process owners' kebele education coordinators and NGO program coordinators .focus group discussions used to gather data from ABE students and parents. Researcher also used probing questions depending on the participant's response. It was

appropriate for students, facilitators, parents, expert's supervisor's kebele education coordinators and NGO program coordinators and researcher observe things around the natural setting of the school. The three data gathering instrument tools were originally prepared in English and later translated to Afan Oromo and Amharic by professionals for the purpose of clarity and to make them easily understood by the respondents (parents and ABE students). The English language questionnaires were administered for experts, supervisors and facilitators. All the data from the interviews and focus group discussions was captured via tape recorder after which the texts were transcribed. Tape recording was particularly valuable in shedding more light to meanings and therefore advancing the authenticity of data.

3.9. Method of Data Analysis

The analysis for research instrument has started at the design stage because the structures of the schedules were arranged in to sections and themes in line with the research objectives and questions. Both quantitative and qualitative data analysis techniques were employed. The data gathered through questionnaire from sample respondents were presented using graphs ,figures and table, percentages, multiple response (frequency and cross tabulation).The data collected through group discussion and interviews were processed(coded edited and organized) to generate relevant information the data collected through group discussion and interviews were analyzed qualitatively through narration finally all the data were collected triangulated and interpreted.

3.10. Ethical Consideration

According to Siber (1992), there are 3 general ethical principles that must guide human research. The first principle concerns beneficence; that the research ought to maximize the good outcomes for science, humanity and the individual research participants, and at the same time avoid risk, harm or wrong. The second principle is that the research should respect the autonomy of persons, including the non-autonomous such as for example infants or senile persons. The third principle concerns justice; that reasonable, non-exploitive and carefully considered procedures should be applied for the research. These principles again translates into norms of scientific behavior such as adaption of a valid research design and that the researcher is competent to carry out the procedures validly, voluntary informed consent of participants in the study, adjustment of procedures to respect privacy of participants, ensure confidentiality, minimize risks and maximize benefits and that the researcher is responsible for the consequences of the research.

The better is becoming increasingly the norm and has been used in this research where all the participants will be discussed as the schedules for data collection presented them. Secondly the EB core process owners, experts, kebele supervisors, ABE facilitators, NGO program coordinators be also informed and their guidelines will be used in conducting the study. The informed consent from participants was obtained... and recorded after the participants had stated their first name; the permission to select students from the classes to participate in the study was given by the ABE facilitators, kebele and NGO coordinators.

Confidentially the individual participant was assured before participating in the study and their real names or other features that would identify them are not used throughout the thesis. The ABECs and ABE facilitators could probably identified by someone with good knowledge of the area but they were not assured confidentiality. The information given and opinions expressed by them has still been handled with care in order to avoid causing harm to any individuals.

4. RESULTS AND DISCUSSIONS

Introduction

The purpose of this study was to assess the Practices and Challenges of Alternative Basic Education Implementation in Dire Dawa City Administration. The primary information's was collected using different data gathering tools such as open and closed ended questionnaire, interview, focus group discussion and document analysis. From the total of 48 copies of questionnaires were distributed to the respondents to be filled, 45 of them (93.75%) were returned. Interview was used for education bureau officials NGO program coordinator and kebele education office coordinators whereas focused Group discussion was employed to generate information from parents and ABE students. Also document analysis was used to collect information about educational status. In this study both quantitative and qualitative data was used as necessary and appropriate.

4.1. Demographic Characteristics of the Respondents

The characteristics and background of respondents were examined in terms of sex, age, education, experience, occupation, family size, and parent structure. The respondents to this study were from Dire Dawa education bureau core process owners, experts, kebele education office coordinators, supervisors and NGO program coordinator. Facilitators, ABE students and student parent of the respected centers.

Table 4.1: Background Characteristics of officials, experts and supervisors (n=49)

No		Response					
		Officials		Expert		Supervisor	
		No	%	No	%	No	%
Sex	Male	9	100	15	83.33	11	91.67
	Female	-		3	16.67	1	8.33
Educational status	MA/MSc	1	11.11	13	72.22		
	BA/BSc	6	66.67	5	27.78	10	83.33
	Diploma	2	22.22			2	16.67
	Other						
Work experience	3 years and Below	2	22.22	2	11.11	-	
	4-6 year	5	55.56	10	55.56	8	66.67
	7-10 years	2	22.22	6	33.33	4	33.33
	More than 10 years	-		-		-	

The above table shows that the majority of official and supervisors appointed at different position level involved in the study are males. This indicates that missing to empower females at a position in the study area. Concerning the respondent education level almost all are first and second degree holders in their respective field who are qualified of first degree to the level compared to the expectation of MOE to manage educational responsibilities. Farther more the table verifies that the majorities of respondents were experienced and matured as much as possible in their position.

Table 4.2: Background Characteristics of facilitators (n=18)

No	Characteristic	Response		
		No	%	
	Sex	Male	11	61.11
		Female	7	38.89
	Educational status	Diploma	6	33.33
		TTI	10	55.56
		Grade 12 complete	-	-
		Grade 10 complete	2	11.11
		Work experience	1-2	-
		3-5	5	27.78
		6-10 years	13	72.22
		More than 10 years	-	-

Table 4.2 indicates facilitators' characteristics. As it is verified from the table about 18 facilitators respondents 11(61.11%) were males and the rest 7(38.89%) were females. This shows that missing to empower females at a position. Besides, regarding their experience the majority of teachers were served for 6 years and above and 10(55.56%) of them are TTI graduates and they are conscious about the fact to enhance student's educational achievement as well as the education system. To this end back ground characteristics of facilitators' shows that all of facilitators in the study area are qualified with TTI graduate and grade 10th completed compared to the requirements set by MOE.

Table 4.3: Background Characteristics of parents (n=32)

No	Characteristic	Response	
		No	%
Occupation	Farmer	24	75
	Government	6	18.75
	Business man	2	6.25
	Daily laborer		
Educational status	Illiterate	10	31.25
	Below 6 grade	14	43.75
	8 grade complete		
	10/12 grade	6	18.75
Family size	College/university	2	6.25
	1-3	5	15.63
	4-6	17	53.13
	7-10	10	31.25
	More than 10		

The above tables' shows background characteristics of parents. The table indicates that the majority of respondents 24(75%) are farmers 24(75%) are illiterate and attended primary education and majority of respondent (84.38%) are characterized by extended family. Thus, it is safe to conclude that rural area are more liable to problem than their counter part from urban suggested that more success in education takes place in educated families more children in a house hold mean less attention time and economic (Stevenson and Baker, 1987). To these end parents education level as a major factor to children's educational success.

Table 4.4: Background Characteristics of students (n=40)

No	Characteristic	Response	
		No	%
Sex	Male	19	47.5
	Female	21	52.5
Age range	14 and below	20	50
	15-18	18	45
	19-20	2	5
	More than 20		
Parent structure	Single parent	6	15
	Two parents	26	65
	Orphans	3	7.5
	Step parent	5	12

As indicated in the above table from 40 students 20(50%) are below the age of 14, 26(65%) of them are living with two of their parents, 6(15%) of them live with single parents 5(12%) of them with step parents and 3(7.5%) of them are orphans. Besides with regard to their sex

21(52%) of the respondent were females which indicates females are more susceptible to the problem than males. Moreover the majority of students are living with their parent who implies that they receive parental affection treatment and protection similarly student characteristics as well as home and support have also a great impact on the quality of education (Yoseph, 2006).

4.2 Analysis of practices and Challenges of ABE Program Implementation in Dire Dawa Administration

This section presents data gathered from the respondents through questionnaire, Interview, focus group discussion (FGD) and document analysis.

4.2.1. Analyses of Educational Status in Dire Dawa Administration

To show the situation of educational status in Dire Dawa different documents were consulted bellow tables were summarize the data obtained from DDEB annual abstract and the project document of NGO

Table 4.5: Primary School Access in Dire Dawa Administration [2004-2008]

Year	GER			AIR		
	Male	Female	Total	Male	Female	Total
2004	91.4	83.1	87.3	147	144	145.8
2005	89.4	80.5	85	150.2	142.7	146.5
2006	89.2	79.8	84.5	150.7	146.8	148.7
2007	98.2	89.7	94	184.1	175.2	179.7
2008	105.2	95.2	100.3	199.2	190	194.7

Source: Dire Dawa Education Statistics Annual Abstract (2008)

Gross enrolment ratio (GER) shows total enrolment in a specific level of education, regardless of age, expressed as a percentage of the official school age population corresponding to the same level of education in a given school year (DDEB, 2006). Since indicates degree of participation whether the pupils belong to the official age group or not, GER can be higher than 100%. As can be seen from the above table, the GER gets slightly decreased by 2.3 % from year 2004 to 2005 then it goes to the same level from 2005 up to 2006 and it becomes 94% in 2007 EC. So it shows higher increment by 9%.even if the enrolment shows improvement between 2006 and 2007 but it is not enough comparing the age population we have in the administration.

Apparent (Gross) Intake Rate (AIR) is new entry in grade 1 as a percentage of the population of official entry age, or AIR is the percentage of new entrants (irrespective of age) in grade 1 out of the total number of children of the official primary admission age (age 7) in a given year, it is also, called the Gross Intake Rate. The above Table indicates that, AIR in the administration is increasing. The rate in 2004 was 145.8% and it has become 148.7% in 2006 and then to 179.7% in 2007 E.C. The rate of increase of female enrolment is better in 2006 than the previous years.

Table 4.6: Primary School Enrolment (1-8) in Sample Kebeles/Clusters (2004-2007)

Kebele/ cluster	Year											
	2004			2005			2006			2007		
	M	F	T	M	F	T	M	F	T	M	F	T
02	5215	5467	10682	5786	8933	14719	6169	6211	12380	6075	6450	12525
04	1133	1236	2369	1045	1145	2190	1079	1189	2268	1186	1194	2380
Biyo awalle	4745	3394	8139	4394	3285	7679	4777	3563	8340	5161	3722	8883
Wahel	4503	3589	8092	4844	3865	8709	4607	3487	8094	5026	3908	8934
Total	15596	13686	29282	16069	17228	33297	16632	14450	31082	17448	15274	32722

Source: Dire Dawa Education Statistics Annual Abstract (2004-2007)

As can be seen in table 4.3, above in 2004E.C about 29,282 children (15596 boys and 13686 girls) were attending primary schools (1-8). In 2007, out of 71351 school age children, 32722 children of which 46.68% females were enrolled in primary school (1-8) in the sampled kebeles. Although there were variations among the kebeles in terms of enrolment, The lowest enrolments of girls was registered at biyo awale cluster (3722) and wahel cluster (3908) respectively (DDEB, 2007) this show that though there was an enormous increase in the primary enrolment of the kebeles in the year of 2004 up to 2007. It demands further effort of all concerned bodies to create more education opportunity for out of school age children in general in the administration. In nutshell, the enrolment trend of the sampled kebeles is summarized in the figure.

In the above table 4.3, shows that there was an increasing trend in all the four kebeles. The enrolment trend depicts that girl's enrolment was lower than boy's throughout the four years. The trend also indicates gap and the gap remained in favor of boys and didn't balance in any of the years. The implication of this was that the participation in the formal system was not promising to achieve education for all in the target Year. It seems that this served as a driving force to finance the program that serves as an alternative approach to formal education

program in order to increase enrolment at primary level by providing education opportunity to all school age Citizens. To depict the situation of the internal efficiency of primary schools in the same kebeles, data related the perspective indicators dropout rates, repetition rates, and promotion rates are summarized.

Table 4.7: Primary Enrolment, Dropout and Dropout Rate by Kebeles in 2004-07

Year	Enrolment			Dropout			Dropout %		
	M	F	T	M	F	T	M	F	T
2004	33820	30603	64423	1725	2387	4112	5.1	7.8	6.4
2005	33894	30382	64276	678	1489	2167	2.0	4.9	3.3
2006	34681	30894	65575	1214	1267	2481	3.5	4.1	3.9
2007	35411	31657	67068	2054	2374	4428	5.8	7.5	6.6

Source: Dire Dawa Education Statistics Annual Abstract (2004-2007)

The issue of dropouts was a major concern of the administration in general and that of sampled kebeles in particular. Out of 67068 primary school children registered in grade 1-8 in the sample kebeles in 2007 about 4428 children (2054 boys and 2374 girls) dropped out of school in the same year. The dropout rate accounts for about 6.6% of the enrolment in the same year. On the other hand, there were variations in dropouts among the years. The highest dropout rates were registered in 2007 and the lowest dropout rate were registered in 2005. As discussed in the literature part of this study, in an education system where students abandon schools, it is hardly possible to increase the efficiency of education and thereby achieve education for all.

This shows that, the dropout rate of students in the administration in general and in the sample kebele in particular was high and an alternative approach (ABE) was found as the best way to strengthen and continue to retain students in the school till they complete their primary education. Dropouts' trend of the administration from 2004-2007 is summarized in the above table 4.4. As can be seen in the above table the retention of students in the school was continuously decreased or dropouts from schools were continuously increased throughout the year except 2004 to 2005 E.C.

Table 4.8: Primary School (1-8) Repeaters in the Four Kebeles/Cluster(2004-2007)

Kebele/ cluster	Year											
	2004			2005			2006			2007		
	M	F	T	M	F	T	M	F	T	M	F	T
02	241	237	478	326	316	642	281	217	498	432	387	819
04	62	70	132	139	128	264	130	129	259	146	101	247
Biyo awalle	227	144	371	491	399	890	388	330	718	515	414	929
Wahel	226	197	425	568	497	1065	445	413	858	315	285	600
Total	756	648	1404	1524	1340	2861	1244	1089	2333	1408	1187	2595

Source: Dire Dawa Education Statistics Annual Abstract (2008)

The other indicator of internal efficiency of education system is repetition rate. The following table shows the extent of repetition over the four years. The repetition rate in the sample kebeles is relatively very high and the total repetition rate is 7.03% (boys repetition rate is 7.18% and girl's repetition rate 6.88%) in the first cycle primary in 2007 E.C. On the other hand, the repetition rate data of the sample kebeles/cluster disclose that rate which was 4.79%. (Boys 4.85% and girls 4.73%) in 2004 has increased to 7.93% and no improvement has been observed during the four years period. In general, from the above data one can safely say that Dire Dawa city administration was among the moderately advantaged administration in terms of access to education.

Urban-Rural Enrolment Disparity

Another important point of equity issue in the education system is equal an equal access of education regardless of residence. The Ethiopian population is primarily rural. The education system was however for a long time urban based. In order to change this trend, the expansion in primary education in the last decade was made with due emphasis on rural areas. Urban - Rural comparisons are important in education since any type of universal primary education must involve rural areas.

Table 4.9: Share of Urban and Rural Enrolment

Share of Urban and Rural Enrolment Year	2003E.C	2004 E.C	2005 E.C	2006E.C
Urban	42947	43498	43616	43981
Rural	21185	20925	20660	21594
Share of urban	67	67.5	67.8	67.1
Share of rural	33	32.5	32.2	32.9

Source: Dire Dawa Education Statistics Annual Abstract

Statistics indicates that 68% of the Administration's population is living in urban areas. According to the data on table 4.6 the share of urban is 67.1 while rural is 32.9 in 2006. Based on the administration population (urban=233224, rural=108610 source CSA, 2010), 18.8% of the urban and 19.8% of the rural population has an excess to primary education, that indicates as there is fair supply/access to primary education. (*Dire Dawa Education Bureau Annual Abstract 2007*)

4.2.2. Reasons for program initiation

Alternative basic education was launched by the ministry of education to address the education needs of out-school children by providing accessible quality, efficient, relevant and equitable education to citizens and trained skilled human resources at different levels that can take part in the economic development of the society. In line with this the respondent of Dire Dawa education bureau experts, kebele supervisors and facilitators were asked to show the major reason for initiating the program in the administration.

Table 4.10: Reasons for Program Initiation

No	Item	Frequency	rate
A	To minimize gender parity between boys and girls	10	22.22
B	To enhance community participation	5	11.11
C	To promote access to quality basic education	20	44.4
D	To improve internal efficiency	2	4.44
E	To enhance local and educational officials capacity	8	17.77

As can be seen in the above table 4.7, the majority of respondent 20(44.4%) responded to promote access followed by 10(22.2%) verified to minimize gender parity between boys and girls and then 8(17.8%) respondent verified to enhance local and educational official capacity. In other words, option C, A and E received the highest frequencies by all respondents as the main reasons for initiating the program in the administration. Other options put as community participation (11.11%) and internal efficiency (4.44%) were given relatively the lowest frequency to option B and D respectively. As the researcher have discussed earlier in table-4.2 data, the administration is moderately advantaged in terms of access to education within four years back before the intervention of the program gross enrolment rate GER is 87.3%. In terms of intake rate AIR as well the administration has 145.8% which was moderate. In such

an administration were access and related opportunities was better, but it was far apart behind the target year to provide equitable, quality basic education to all school aged children's so launching alternative basic education program for those reasons to select option c, a and e seems advisable.

Issues related the implementation of ABE program

The implementation of any program in general and ABE in particular is known to succeed if it is implemented by well trained and experienced implementers. Adequate provision of facilities and convenient school environment should be well equipped in line with these respondent were requested to explain their views or information about the degree of ABE implementation in the administration.

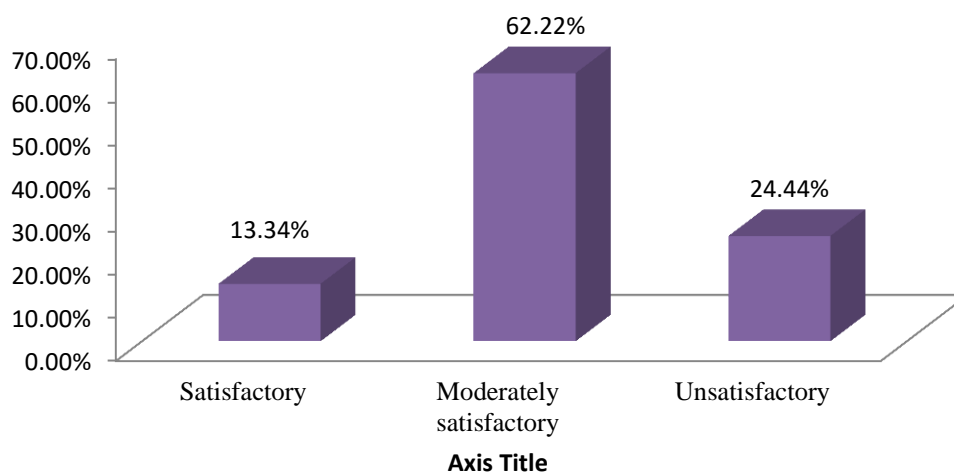


Figure 4.1: Respondent views about implementation of ABE program

As can be seen in the above figure 4.1, shows that the great majority of respondent 28(62.22%) represent moderately satisfied followed by 11(24.44%) suggested un satisfactory and few respondent 6(13.33%) satisfactory Additional evidence to this assumption is the explanation given by education bureau and kebele officials during in their interview confirmed that available teaching leering materials, school facilities were provided adequately and generally as an administration efforts that provide access of education for out of school children to minimize gender parity instead of maximizing educational efficiency, all this activities should be done carefully so from the above findings it is possible to say that the implementation of ABE program in the administration is moderately satisfactory.

Target group for the program

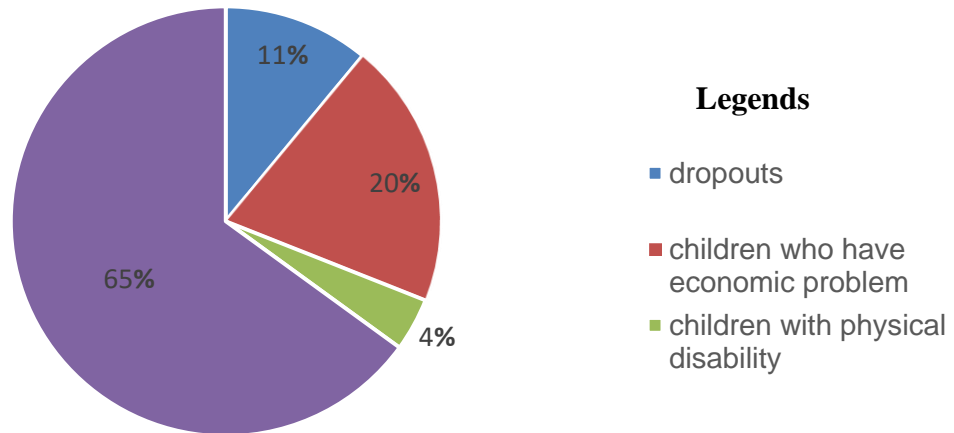


Figure 4.2: percentage distribution for target group of the Program

As can be seen in the above figure 4.2, the question was forwarded for experts, supervisors and facilitators. Thus, the majority of respondents, 29 (64.4%) stated that ABE is designed to provide education opportunity for out of school children who did not have school in their vicinity, 9(20%) 5(11.1%) and 2(4%) experts, supervisors and facilitators revealed that children who have economic problem dropout and physical disability respectively have got an education opportunity in the centers. The finding showed that the program was created education opportunity for children missed opportunity of education, due to different reasons. In addition, as discussed in related literature, ABE is a type of school equivalency program for children ages 7-14, in which learners cover the equivalent of the first four grades of primary school. This shows that, ABE serves as an alternative route in creating an education access for all needy children.

Distance of ABEC from student's home

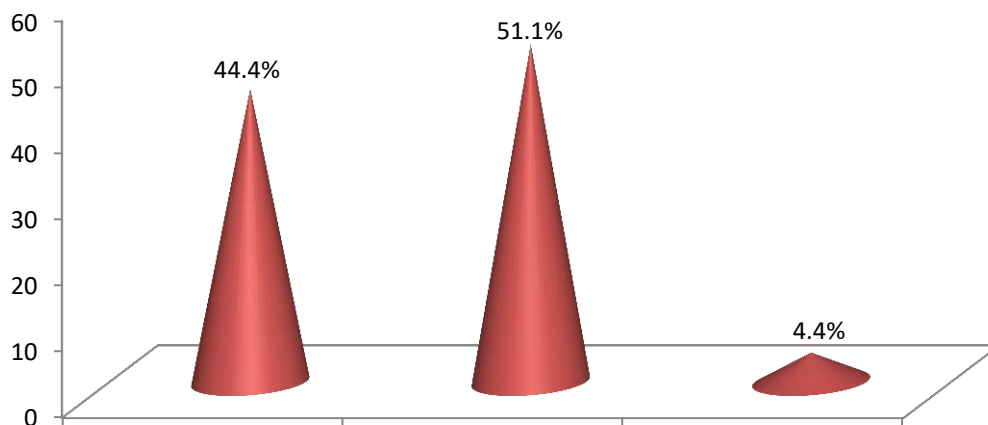


Figure 4.3: respondent knowledge of Distance from ABECs Students Home

As can be seen in the above figure 4.3, shows that the respondent views about distance of ABECs from students home in their study area, the great majority of respondent 24(51%) reflected that the average single trip distance of ABECs to beneficiary children homes is within the range of 1km- 1.5 km followed by 0.5km-1km by 20(44.4%) very few respondent accounted for 2(4.4%) identified that the average single trip ABECs to students home is within the range of 1km-1.5km. However all the respondent did not recognized distance of 2km-2.5km. Additional evidence to this assumption in the explanation given by students during focus group discussion confirmed that especially some rural area the average single trip to travel ABECs to the beneficiary students' home is not more than 1.5km, which is approximately 45 minutes on foot to travel.

As parents informed to the researcher during the focus group discussion about distance between students home to school it takes about 1 hour to find the next school from their respective village. Hence from the above findings it's possible to say that the average distance from students' home to respective center takes 1.5km and it takes about (45-1 hour), this shows improving primary physical access of school to children through provision of ABECs where not enough especially some rural area.

Trends of ABE student's Enrolment (level 1-level 3)

Table 4.11: Trends of ABE Student's Participation (level 1-level 3)

Years E.C	Total enrolment (Level I – Level III)	Male	Female	Male (%)	Female (%)
2003	571	269	302	47.1	52.88
2004	761	344	417	45.2	58.2
2005	771	369	402	47.85	52.1
2006	776	360	416	46.4	53.6
2007	779	358	421	45.95	54
2008	785	393	392	50.1	49.9
Total	5066	2383	2683	47	52.96

Source: Document of kebele and NGO annual report (2008)

The enrolment trend of students in ABECs in the administration that have covers from 2002-2008. As can be seen in the above table 4.8, the ABE program has enrolled 571 students from level1- level 3 which 47.1% were males and 52.88% were females in the year 2003 E.C. This includes children that did not get access to formal education, dropouts and children who have physical disability. In 2008 the enrolment was increased to 785 students which show growth by 79.36% .As the focus group discussion (FGD) of parents revealed that the construction of ABECs in their vicinity helped the local community by promoting girl's participation which was out-of-school. In the same way, ABE students participated in the focus group discussion (FGD) indicated that girls receive priority to school in the community than boys due to reason like: parents understanding girl's right to education.

Incentives that make children to come to the centers

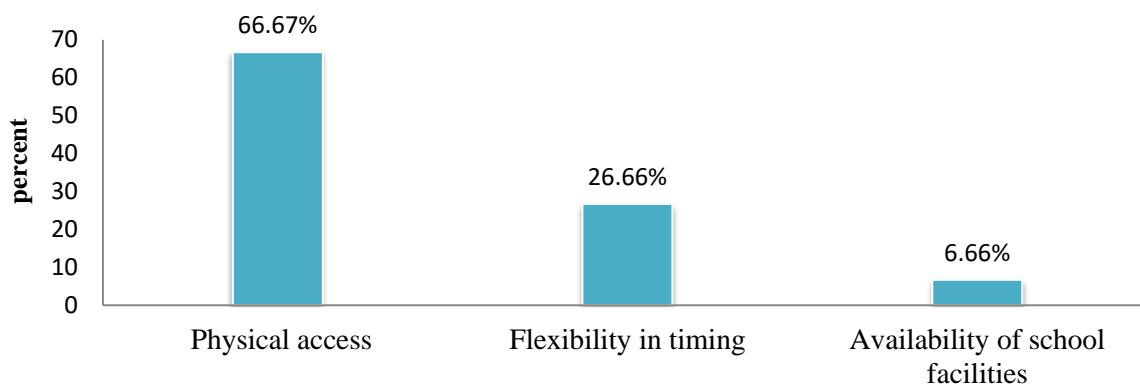


Figure 4.4: Driving Forces That Make Children to Come to Centers

Respondents were requested to explain their views or information's about the driving force children to come to the center. Figure 4.4 shows that the great majority of respondent 30(66.66%) which represents physical access was the major driving force (incentive) that makes children (particularly girls) to come the centers. Followed by 12(26.66%) of the respondent who replayed that flexibility of timing and then few respondent which accounts for 3(6.66%) suggested availability of school facilities, however all the respondent expert, supervisors and facilitators did not recognized quality of education. Qualitative evidence from parents FGD surprisingly confirmed that ABE was more accessible and more or less flexible time table for them. One of the parents said that,

The first thing we will say is that they will be free from car-accidents and since it is close to their homes they can get back to their work as soon as they finish school. The younger ones will look after the cattle and the older ones do harder jobs. But if we send them to Formal school they doesn't allow to do this but ABE does it.

So from the above findings, it is possible to say that the program intervention of expanding access to quality basic education through ABE schemes played its own role by creating access to education opportunity for out of school children.

State of Dropout in the ABEC program

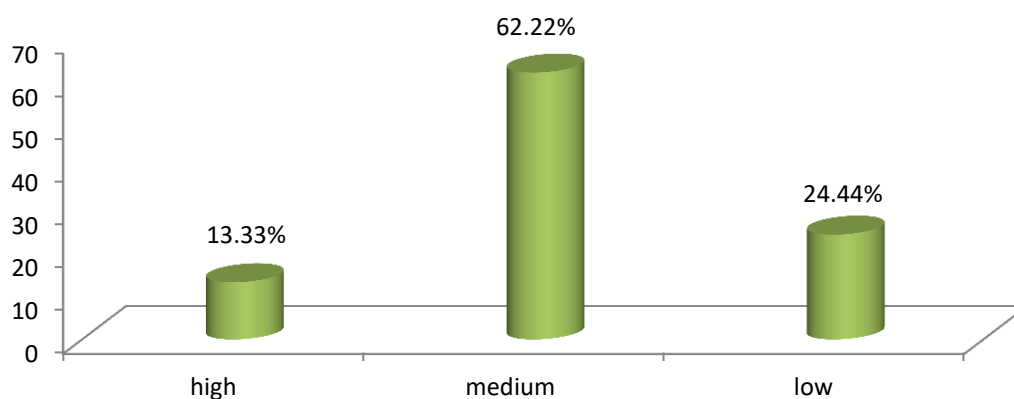


Figure 4.5: State of Dropout in the ABECs

As can be seen in the above figure 4.5, the knowledge of respondent towards the state of drop out in the ABE program, For all respondents appear to have a favorable outlook. As it can be observed from above figure, the great majority of respondent 28(62.22%) agreed to medium. Followed by 11(24.44%) verified to low and the few respondent suggested that high by rating 6(13.33%). Moreover as the focus group discussion (FGD) session of parent surprisingly confirmed that the establishment of alternative basic education in their locality helps their

children to learn without difficulty on shift base schedule, in case of these and other activities the drop out of the children was manageable. Additionally student reported the researchers during the focus group discussion (FGD) period that the main reason for children drop out was their demand for child labor to assist their parents in household's chores and keeping livestock was satisfied since they were free from school for shifting system.

The ABEC is near our home, so the youth (boys) can go back to the home and help us. And the youngsters who have to go to the farm, they go in the summer; they stay and help us up to September and get back here in November. And Formal school doesn't allow that children come and go as they want.

It is possible to say that the access to basic education has been accompanied by retention which was resulted in completion to make a different in the living condition of the current children.

4.2.3 Facility Related Issues

This section is intended to investigate whether or not the ABECs have the necessary facilities to provide quality basic education. Since success in educational operation is affected by not only out-of-school factors but also the impact in school factors is equally influential. Thus, different facilities that are needed for the provision of basic education were presented to be rated adequate and inadequate here under.

Table 4.12: Facility related issue

No	Item	Respondent			
		Adequate		Inadequate	
		Frequency	%	Frequency	%
1	Office for the facilitators	10	22.2	-	-
2	Availability of benches /desks	13	28.8	-	-
3	Play ground	-	-	14	31.1
4	Potable drinking water	12	26.7		
5	Separate toilet for girls and boys	-	-	16	35.5
6	Pedagogical center	-	-	3	6.7
7	Reading corner	-	-	12	26.7
	Total	45	100	45	100

As can be seen from the above table 4.9, respondent was asked to respond the provision facilities in the study area. Thus, the availability of desk, office for facilitators, potable drinking water were rated adequate by 13 (28.88%), 12(26.7%) and 10 (22.22%) respectively. on the other hand the remaining item playground separate toilet for boys and girls, pedagogical center and reading corner were rated inadequate by 14(31.11%), 16(35.6%), 3(6.7%) and 12(26.7%) respectively.

Moreover, qualitative evidence with officials in their interview surprisingly confirmed that some facilities like student combined desk, black board, table chair and potable water facilitators office were provided adequately on the top of this the management identified facilities that provide adequately for center and supply them with the in adequate and non-existent ones.

The researcher also observed during his field work some of the ABE center were found in a good position and provided with facilities like students combined desk, chairs, tables, pipe water, black board, office for facilitators. The floor were cemented and have enough ventilation and light even though the reading corners have some books for the time being it needs further intervention of the concerned bodies to increase the amount of reading materials in number and kinds. From the above findings we can say that the facility that can be rated inadequately is that playground, reading corner and separate toilet for boys and girls need to be further improvement.

4.2.4. Matters Related to curriculum, Teaching materials and Learning process

Curriculum implementation

Curriculum implementation needs a coordinated effort of many people involved in the process, role clarity of the change agents, the support provided from supervisors, and communication channels etc. will have either positive or negative effect on the implementation of the curriculum. The data collected on what the Practices and Challenges of Alternative Basic Education Implementation like in Dire Dawa City Administrations presented here under in diverse sections and then the discussion results were followed. Data mentioned respondents were showed in figure below.

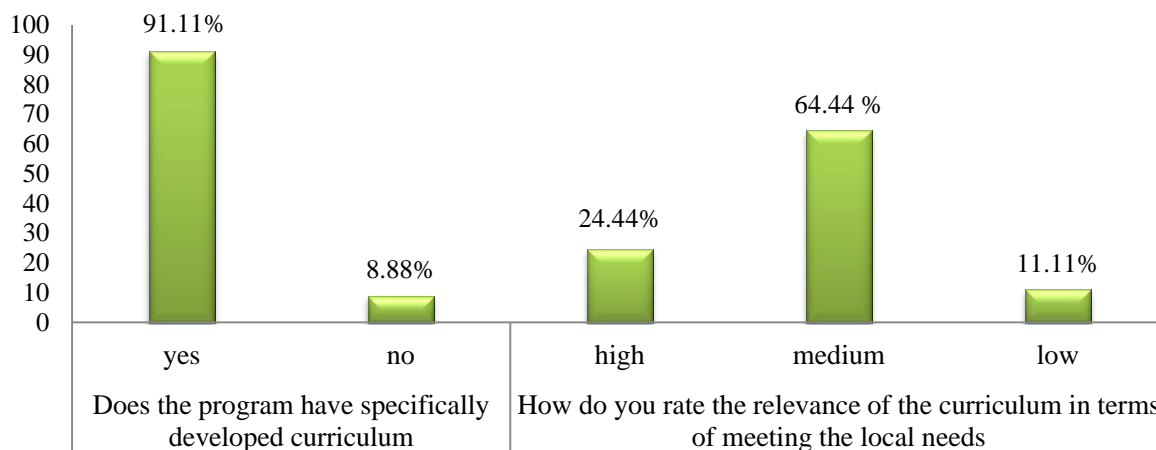


Figure 4.6: Curriculum Issues

As can be seen in the above figure 4.6, that deals about whether the ABE program has its own specifically developed curriculum or not the great majority of respondent 41(91.1%) verified yes, list respondent 4(8.8%) indicated no so the ABE Program has a curriculum specifically developed for it. Item 2 deals with the relevance of curriculum in terms of meeting the local needs. Hence, the great majority of respondents (64.44%) revealed medium followed by some respondent (24.4%) indicated high and few respondents (11.11%) replied low. The findings indicates that the relevance of ABE curriculum were medium and it has own developed curriculum that serve particularly the program defined in term of literacy numeracy & basic learning skills this shows that the curriculum moderately meets the local needs.

Teaching and Learning

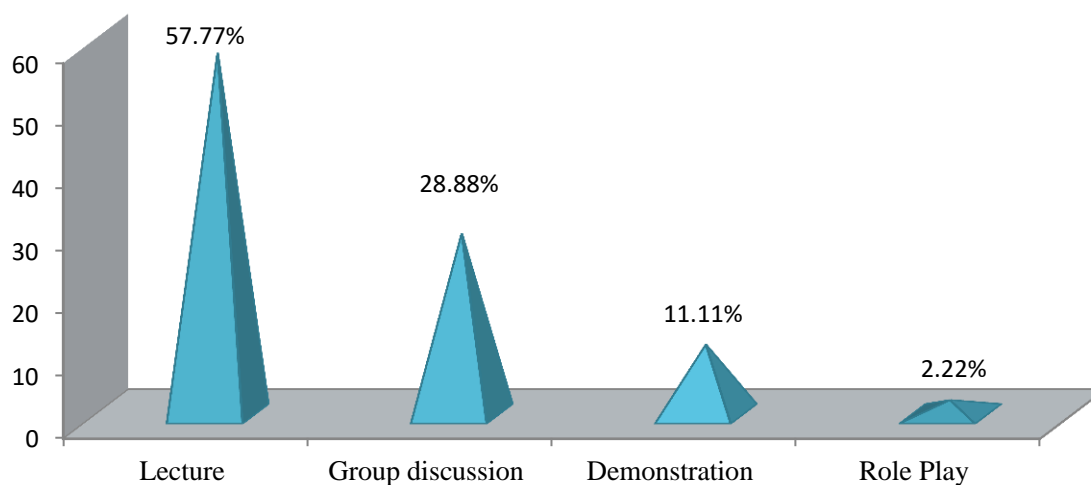


Figure 4.7: Pedagogical Approaches Employed in the ABE Program

With regard to this, the respondents were asked to request their views about the pedagogical approaches that are commonly employed in the ABECs, and their responses were organized as follows: As can be seen in the above figure 4.7, shows that the great majority of respondent 26(55.77%) were verified that lecture method was used as a major pedagogical approach in the centers, whereas 13 (28.88%) and 5 (11.11%) of respondent revealed that group discussion and demonstration respectively the list respondent (2.22%) of the total respondents reported role play y. Qualitative evidence for FGD of students in their discussion confirm that the teaching-learning process practiced in the center were lecture method which was teacher center dominated. This could be reflected in Tarikus views:

“Most of the facilitators were still dominantly practiced lecture method. I believe that they didn’t know about active-learning method and then they need short term training about active-learning methods.”

Thus from the above finding it is possible to say that the ABE facilitator mostly practiced teacher center method but the nature of the curriculum emphasize in learning than teaching in which the children were supposed to be at the center of the process and should learn through actively, problem solving and discovering of things (Befkadu, 2006).

Availability of teaching materials

Table 4.13: Provision of Teaching Materials

No.	Item	Option	Frequency	%
1	The provision of instructional materials to ABE centers is	Adequate	36	80
		Scarce	9	20
		Not available	-	-
2	What materials are provided to the centers	Text books for students	17	37.8
		Black boards	19	42.22
		Teaching aids	-	-
		Facilitators guide books	7	15.6
		Reading and reference materials	2	4.44
		Radio	-	-
		Total	45	100

The provision of educational materials for non- formal basic education program should take in to account during the arrangement of the program. The materials have to be prepared and

given out to the learners and facilitators. The above table 4.10, shows the respondent views about the provision of instructional materials, thus great majority of respondent 36(80%) suggested that there was adequate provision of materials and few respondents 9(20%) suggested scarce. Item 2 requested for the respondent what kind of materials provided for the centers in line with this the respondents revealed (37.8%), (42.22%) and (4.44%) of textbook blackboard and guide books were provided for the center respectively.

Qualitative evidence for officials in their interviews noted that the most of available teaching materials such as text books blackboard guide books reading materials and stationery materials were adequately provided in their respective center. From the above findings it is possible to say that most of the instructional materials were provided adequately. Thus adequate and timely provision of necessary teaching materials is a good incentive both for ABE students and facilitators to be an active participant of the teaching and learning process and this in turn contributes to the effectiveness of the program and quality of education.

4.2.5. ABE Program ownership

Strengthening decentralization of education creates the opportunity to increase community participation and improve transparency in the management of schools. In this section, issues related to the management of ABECs are discussed in the below figure.

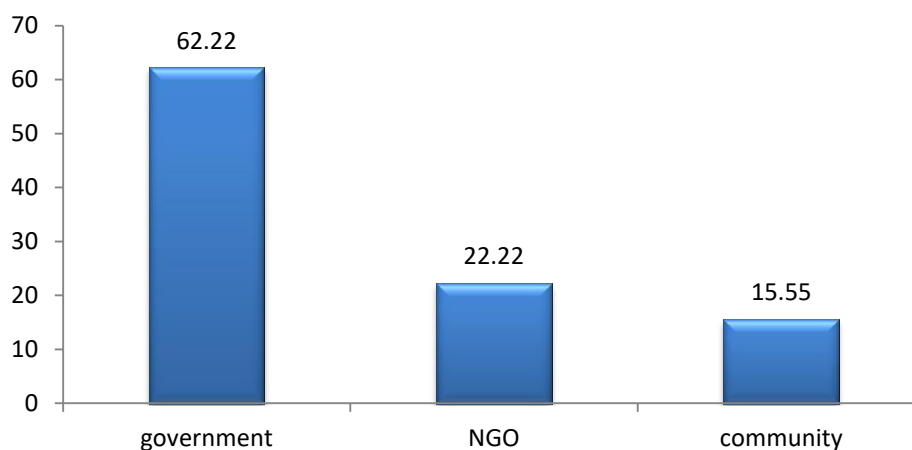


Figure 4. 8 percentage distribution about ABE program ownership

As can be observed from the above figure 4.8 discussed about ownership of ABE, the great majority of respondent 28(62.22%) revealed government, followed by 10(22.22%) responded NGO and few respondent 7(15.6%) reflected community. This shows that the management of

ABE was not the responsibility of single body rather it was managed by joint responsibility of government and NGOs. However the shares of community were less.

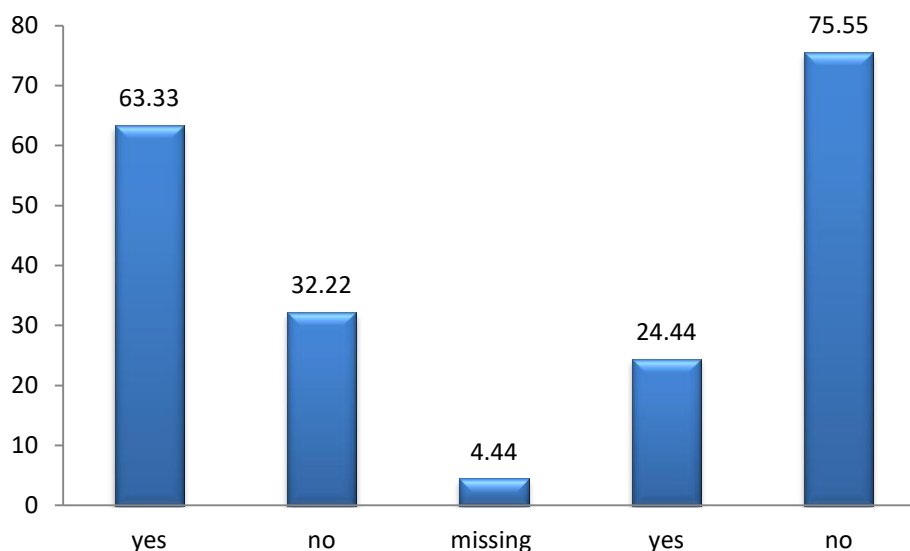


Figure 4.9: percentage distribution of mandate and communication of ABE program

As can be seen from the above figure 4.9, shows mandate and responsibilities of concerned bodies, the great majority of respondent 29(63%) verified, yes and some respondent 15(32.2%) reflected no. thus the result shows there is high value yes, this indicate that there is a guide line that shows the mandate and responsibilities of concerned bodies. Regarding item 2, concerning about workable communication among implementers, so the great majority of respondent 34(75.55%) reflected no, and some respondent 11(24.44%) indicated yes. This shows the communication among implementers was weak, as it received high value no column.

Moreover qualitative data from officials with their interviews confirmed that communication among concerned bodies were weak. There were no communication channels and feedback system in regarding to curriculum and its implementation. Thus from the above findings, it is possible to say that there is insufficient communication among partners in regard to implementation of the ABE program. However adequate and workable communications between partners were an important dimension for effective implementation of the ABE program.

4.2.6 Issues Related to Facilitators

The implication of any curriculum in general and ABE program is in particular in compassed different stakeholders to provide quality education mainly depends up on teachers/facilitators.

The facilitators should be the one who understood and perceived the nature of the program and learners. The selection of facilitators should be made carefully. Hence appropriate selection and adequate initial and in service training are vital to develop the level of their competence which intern effective implementation of quality basic education.

Table 4.14: Selection and Training of Facilitators

No	Item	Options	Respondent	
			Frequency	%
1	Who selects and recruiters facilitators	Government	22	48.8
		NGO	16	35.6
		Community	7	15.6
2	What were the criteria used when facilitators selected	Grade 8 th completing	-	-
		Grade 10 th completing	24	53.3
		Grade 12 th completing	5	11.1
		Having TTI	16	35.6
3	Have facilitators got training to implement ABE curriculum	Yes	13	28.9
		No	32	71.1
4	How often supervisors visit the ABE centers	Once a month	23	51.1
		Twice a month	13	28.89
		Once a week	6	13.33
		Twice a week	3	6.67

As can be observed in the above table 4.11, item 1 regarding the selection of facilitators. The great majority of respondent 22(48.8%) indicated government, some respondent of 16(35.6%) NGOs and few respondents 7(15.6%) said community. This shows that selection was done by government and NGO joint effort. Regarding item 2 the selection criteria, the great majority of respondent 24(53.3%) grade 10th, most respondent 16(35.6%) TTI and few respondents 5 (11.1%) reply grade 12th. So the findings shows that the selection criteria were grade 10th and TTI certificate. Regarding to item 3 the respondent reflected about training, the great majority of respondent 32(71.1%) no and some respondent 13(28.9%) yes. The finding shows that facilitators did not get enough training.

As can be comprehended in the above table, item 4 concerning supervision of ABECs, the great majority of respondent 23(51.1%) responded once a month, followed by 13(28.89%) indicated twice a month, few respondent 6(13.33%) once a week and then 3(6.66%) twice a week. It indicated that supervision in ABE centers is weak as it received high value in once a

month. However qualitative data from officials in their interview illustrates supervisors visit the ABE center once a month and same times they can visit twice a month as they want, they have not permanent schedule So the above findings shows that the supervision of ABE center were weak and it varies center to center. This indicates that there was no cloth and uniform supervisions in the ABE center in the study area.

4.2.7 Issues Related to Stakeholders Participation in ABE Program

Table 4.15: Stakeholders Participation

No	Item	Options	Respondent	
			Frequency	%
1	Stake holders (community, government and NGO) involved in different ABE program activities	Yes	42	93.3
		No	3	6.7

The participation of various actors is important for successful implementation of ABE program. High interest and strong commitment of these bodies ensures the achievement of the program objectives. Among the program owners: the education bureau and its lower structures, the NGO and the community. These actors have their own particular duties and responsibilities. As indicated in the above table 4.12, item 1 shows that the great majority of respondent 42(93%) indicated that in 'yes' column and 3(6.7%) respondent suggested that no column. From the above findings we can easily say that there were a participation of concerned bodies in the implementation of the ABE program.

4.2.7.1 Community participation in ABE program

Community participation is one of the factors that have a profound effect on the implementation of ABE. It is an obvious fact that the success of ABE is mainly depends on the participation of community. This is due to the fact the community participations were very crucial for continuity and sustainability of the program. UNESCO (1985)

As the direct beneficiaries from the program, ensuring community participation in direct administration of centers and promoting them to the stage where they possess a sense of ownership to take part in different school activities.

Table 4.16: Degree of Community Participation in Various ABE Program

No	Item	Respondents			
		Yes		No	
		Frequency	%	Frequency	%
1	Setting school schedule	-	-	12	26.7
2	Site selection	10	22.2	-	-
3	Center construction	-	-	12	26.7
4	Solving ABE problems	-	-	15	33.3
5	Being involved in management	5	11.1	-	-
6	Initiating parents to send their children to the centers	-	-	14	31.1
7	Guarding and fencing centers	6	13.3	-	-
8	Engage in income generating	-	-	16	35.6

In order to show the existing situation among community participation the major issues are presented her under. As depicted in Table 4.16, item 2,,5 and 7 (site selection, , involving in ABE management and guarding and fencing centers) were rated yes, item 1,3,4, 6 and 8 (setting school schedules, center construction, solving ABE problem, initiating parents to send their children to centers and mobilization of resources) were rated no participation. This means, the participation of respective communities was high in some aspects and les in others.

Moreover, the qualitative data obtained from cluster education coordinator also revealed that the involvement of the community in center construction, initiation of families to send their children to school, planning different activities and setting school hours was high, where as their participation in needs assessment and follow-up activities was unsatisfactory. As discussed in the related literature one of the most important components of ABE program is community participation. And first and for most, ABE has to be need based that emanates from the community.

4.2.7.2 Government involvement in ABE program

It is known that the owner Dire-Dawa education bureau and its lower structures have high responsibilities to ensure successful implementation of ABE program. Particularly the cluster education officials have its own responsibilities for the implementation of the program since

it has direct relationship with the community, ABECs and the supporting NGO. In relation to this, the literature part indicates what government bodies expected to carried out in order to meet the goal of ABE. Accordingly, activities assumed to be responsibilities of the government bodies were presented for rating by respondents of experts' supervisors and facilitators from kebele and cluster education offices, program coordinator of FSCE and facilitators.

Table 4.17: Degree of Government Involvement in ABE Activities

No	Item	Respondents			
		Yes		No	
		Frequency	%	Frequency	%
1	Initiating parents to send their children to the centers	-	-	15	33.3
2	Needs assessment	5	11.1	-	-
3	Provision of technical support	8	17.8	-	-
4	Training and certification of facilitators	--	-	6	13.3
5	Admission of ABE graduate to formal schools	14	31.1	-	-
6	Solving ABE problems	-	-	14	31.1
7	Procurement and distribution of student text books, facilitators guide, reading and reference books	16	35.6	-	-
8	Paying monthly salary for facilitators	12	26.7	-	-

As depicted in Table 4.17, items 2, 3, 5, 7 and 8 (need assessment, provision of technical support and admission of ABE students to formal schools) were rated 'yes'. On the other hand, item 1, 4 and 6 (solving ABE problems initiating parents to send their children to centers, and training and certification of facilitators) were rated 'no'. The finding indicates that government involvement in some ABE program activities is high and medium. Hence it is possible to say that government bodies should have to seek ways by which ABE problems are solved in collaboration with other partners for smooth flow of the teaching and learning process.

4.2.7.3 NGO involvement in ABE program

NGOs play an important role not only through expansion of alternative basic education centers to create an opportunity of basic education for children who did not get an access for regular programs but also in promoting equity and improving efficiency and quality of education. In line with this, activities considered to be the role of NGO were presented to the respondents of experts, supervisors and facilitators in the following table.

Table 4.18: Degree of (NGO) Involvement in the ABE Program

No	Item	Respondents			
		Yes		No	
		Frequency	%	Frequency	%
1	Needs assessment	8	17.8	-	-
2	Site selection	-	-	13	28.88
3	Center construction	-	-	15	33.3
4	Provision of combined desks	15	33.3	-	-
5	Paying monthly salary for facilitators	15	33.3	-	-
6	Distribution of student text books, facilitators guide, reading and reference books	7	15.6	-	-
7	Sponsoring different trainings for (facilitators, education Office experts and CMC members	-	-	17	37.8

As can be seen in the above Table 4.18, items 1, 4, 5 and 6 were rated 8(17.8%), 15(33.3%), 15(33.3%) and 7(15.6%) responded yes and the remaining items 2,3,and 7 were rated 13(28.88%),15(33.3) and 17(37.8%) reflected no. This shows that the NGO involvement in need assessment, provision of combined desk, distribution of text book and facilitators guide book were highly involved and center construction, site selection and sponsoring different training were noting. This reminds that Mr. Daniels views:

The management should identify facilities that provide adequately, in adequately or not existence for the center were continuous follow up and to make remedial action for them.

So from the above findings, it is possible to say that in some activities NGOs were highly involved in some activities and other activities were not involved. In general NGO participation in the provision of ABE program were moderate.

4.2.8 Challenging Factors that Affect the Implementation of ABE

Concerning the factors that challenge the practice of ABE in Dire-Dawa city administration are numerous. In relation to this, a number of factors were identified during the interviews and FGD including responses provided in the open ended parts of the questionnaires. Among the findings, the following were the major ones:

- Most students and parents were dissatisfied with the infrastructure and the hygiene and sanitation of the ABECs.
- Some students said that there was actually not so much flexibility on the schedule as they had wished for and that the facilitators rather scheduled lessons according to their own needs than to the learners needs.
- The demand of child labor by their parents for such activities as care for livestock. House hold work farming and pity trade are some to site.
- Many of the facilitators did not take initial training which equips them with the necessary skills of teaching methodology lesson planning, classroom management.
- Absence of adequate supervision and guidance to educational administration.
- Unavailability of conductively facilities such as portable drinking water, reading room, pedagogical center and separate toilet for boys and girls.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter of the study consists of the major findings of the study, conclusions drawn from the major findings and possible suggested recommendations.

5.1 SUMMARY

The main purpose of the study was to assess the practice and challenges of the ABE program in Dire-Dawa City Administration. An attempt was also made to investigate extent of participation of stakeholders in different activities of the ABE program. In order to achieve the objective of the study was guided by the following question:

1. What is the extent of implementation of ABE in Dire-Dawa City Administration?
2. To what extent the stakeholders participate in the implementation of ABE in Dire-Dawa City Administration?
3. What are the major challenges encountered in the provision of ABE in Dire-Dawa City Administration?

In dealing with the research problems descriptive survey methods was employed as a major research method. Both the quantitative and qualitative approach were used to deeply analyze and demonstrate different activities of the ABE program and positive experiences that could be replicated the success of the program and relevant literature was reviewed.

A total of 129 sampled respondents 27 government, NGO officials and experts, 12 supervisors, 18 facilitators, 32 parents and 40 ABE students were participated in the study. The data for the study were collected by means of questionnaires, interviews, focus group discussion and document analysis. The data collected from questionnaires were tailed, grouped and analyzed utilizing percentages, whereas the data collected through interviews and focus grouped discussion where analyzed in narration under each category.

Based on the analysis and interpretation of the data, the major findings are listed here under

- Analysis of the relevant document shows that the status of enrolment in the administration was greater than the national level this can be realized that in table 4.2 GER is 100.2 in 2008 where as at national level 97% in the same year.
- It was found that the major reasons for program initiation in the administration were to promote access to quality basic education, to promote equity between boys and girls” and to enhance local and education officials capacity. Moreover, the main targets of the ABE

program was out of school children aged 7-14. It also creates an education opportunity for dropouts' children with economic problems and children who have physical disability.

- The study verified that the majority of respondent perceived that the implementation of ABE program in the administration were moderately satisfactory which accounts for (66.22%) followed by 11(24.44%) unsatisfactory and then few respondent which accounts 6(13.33%) satisfactory.
- From the responses obtained, it is clear that the ABE program has created an education opportunity for the disadvantaged segment of the society.
- Majority of the respondents (62.96%) disclosed that the dropout rate of ABE was medium, the reasons for the medium dropout rate, as identified by respondents, was the poor quality of education, incontinent school environment and distance from home to school. From the responses obtained (66.66%) of the respondents indicated that the major incentive for the children to come to school was physical access. Others (26.66%) reported flexibility in timing and (6.66%) availability of school facilities.
- The study revealed that most of the physical facilities of the ABE centers were adequate and convenient for teaching and learning. On the other hand, the study revealed that in some ABE centers there were inadequacies of some facilities like: office for facilitators, playground, and separate toilet for boys and girls and reference books which can affect the quality of basic education and amongst the problems that hinder implementation of the program.
- The study showed that the condensed first cycle curriculum serves particularly the program defined in terms of literacy, numeracy and basic learning skills which is composed of major subjects (Afan Oromo, English language, Mathematics and Environmental science) that moderately meets local needs.
- Although the teaching learning methods and approaches in ABE is assumed to be active learning methods with learner centered approach. However, findings showed that traditional method of teaching was practiced in most of ABE centers.
- The supporting NGO adequately provided educational materials (text books, blackboards, etc) to the centers. ABECs were managed jointly by the community and government bodies.
- The study revealed that most of the respondents believed the ABE program designed in the administration is facilitating to the achievement of UPE in terms of increasing access and promoting gender equity.

- Facilitators were not satisfied with the relevance of both initial and on job training in accordance with their background and content of curriculum.
- The study found that community participation was mainly in site selection center construction and setting school schedule.
- The study revealed that the respective education office highly involved in need assessment, training and certification provision of technical sport and admission of ABE student to formal school.
- The study shows that the NGO was highly involved in need assessment center construction, handing over ABECs, provision of commercially purchased materials and financial resources that cover salary of facilitators and sponsored different trainings

5.2 CONCLUSION

On the bases of major findings it can be concluded that certain challenges were found exerting considerable influence to the current effective implementation of ABE.

Accordingly low level of attention of educational officials towards the ABE program coupled with the existence of unfavorable conditions (i.e. lack of basic facilities and the required resource materials needed in the ABE centers) appear to have the ineffectiveness program implementation. The absence of adequate communication, feedback provision system and insufficient technical and material support made the organization setting of ABE program not conducive to effective implementation of the program., lack of adequate and relevant training for facilitators, in flexible or rigid school time table, traditional method of teaching added to weak supervision, low community involvement in school affairs were found to be prominent causes attributed to the implementation of ABE program.

Furthermore, regarding respondent characteristics based on trends of expert, officials, supervisors and facilitators appointed at different position level involved in the study area were males. This indicates missing to empower females at a position. Regarding educational background of the respondent almost all are first and second degree holders who are qualified to the level compared to the expectation of MOE. Likewise the majority of student respondent were females than males, this shows females were found more liable than boys to the problem. Besides, among the potential intervention establishing efficient teachers, awaking the family and community to build their perception towards education and its benefit and employing follow up strategies by education bureau and kebele officials, cloth supervision workable communication among partners, strengthening community and center management committee (CMC) relationship and solving the scarcity of resources and materials required in education were identified to be the most valuable instruments to manage the problem.

To sum up, the findings confirmed that how effective implementation of ABE program was challenged as a result of certain challenging factors was identified above. Besides, it also indicated certain helpful interventions, thus, the fact available in the study supported the demand to shift attention to the challenging factors in order to address the request of effective implementation of alternative basic education

5.3. RECOMMENDATIONS

In the light of findings and conclusion arrived, the following recommendation are forwarded. The findings of the study pointed possible challenges that contribute the present effective implementation of ABE programs.

- The study verified some participant claiming distance and the school time table was not arranged according to their needs. Thus owner education bureau and kebele officials should exert efforts to further expand and strengthen the ABECs in collaboration with NGOs working on ABE to exert more physical access and flexible arrangement and let the parent to send all their children to the ABECs.
- As the provision of inadequate materials and low community involvement were identified to be major constraints that can be mentioned to implement the ABE program in ability to provide sufficient educational materials were the impact of low income or poverty. Therefore, to manage the problem in the objectives of helping these at risk children to improve their academic performance and favored both the child and the education system. The bureau and kebele officials should collaborate with Non-Government organization in the economic related factors of school children to provide sufficient educational materials.
- Above mentioned factors inadequate provision of materials inconvenient school environment, low community involvement in the school affairs and weak supervisions were cited as prominent causes in the findings. Hence, education bureau experts and kebele officials with collaboration to NGO officials should provide the center with the necessary input and basic facilities before the termination of the program to attain the quality of basic education and to make effective and smooth transformation.
- Moreover absence of adequate and workable communication among implementers of the program added to traditional method of teaching are found influencing the implementation of ABE programs. Therefore education bureau officials and kebele officials in collaboration with stake holders ought to raise workable communication, mandate and responsibilities of partners through awareness creation, and to establish efficient leadership and teachers through workshops, on job training, strength community involvement and capacity of the

ABECs to enhance the quality of instruction and thereby to improve students' achievements.

In relation to helpful interventions be taken, to handle the challenging factors influencing the effective implementation of alternative basic education ABE.

- It demands strong collaboration among all stakeholders and government bodies. Hence, it is advisable to Dire- Dawa education bureau encourage the development of further partnership with NGO and private investment to strengthen the implementation of ABE which contribute the vision of to see all school age children get access to quality basic education.

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7. APPENDICES
Appendix –1
Haramaya University
School of Graduate Studies
Collage of Educational and behavioral Science

**Appendix– 1: Questionnaires to Be Filled By Education Bureau Experts,
 Kebele Supervisors and ABE Facilitators**

The purpose of this questionnaire is to gather information for the research regarding the practice and challenges of Alternative Basic Education Program in Dire Dawa city Administration. Hence, personnel who are directly involved in the program under study kindly requested to provide information that is highly valued for this study.

Dear respondents, I would like to assure that the information you provide is used only for educational purpose. To this end you are kindly requested to give your genuine opinions, comments and suggestions. Do not specify your name for your responses.

Thank you in advance

General instruction

Please, write your responses on the space provided for open-ended questions and put “√” in the box for your responses that you think are appropriate for close-ended items.

Part I. Personal Information

1. Sex Male Female
2. Age _____
3. Educational back ground _____
4. Field of specialization _____
5. Service year _____
6. Your position _____

7. Your organization _____

8. Date of response _____

Part II. Issues Related to ABE program

1. To what extent ABE program is implemented effectively in the administration?

Satisfactory moderately satisfactory not satisfactory

2. The major reason for initiating the ABE program in the Dire Dawa city administration?

No	Item	Rate
A	To minimize gender parity between boys and girls	
B	To enhance community participation	
C	To promote access to quality basic education	
D	To improve internal efficiency	
E	To enhance local and educational officials capacity	

3. How long it takes to travel from beneficiary children home to ABE center?

0.5km -1km 1km-1.5km
 1.5km-2km 2km-2.5km More than 2.5 km

4. Who are the target group for the program?

- Out-of – school children due to absence of schooling their vicinity
 Drop outs
 Children who have economic problem

Please specify if any _____

5. To what degree the ABE program contribute students' participation?

High Medium low

6. If your answer for question No.5 is 'high', or Medium what are the incentives that make children to come to the centers? (More than one answer is possible).

- Physical access
 Flexibility in timing
 Quality of education
 Availability of school facilities

Please specify if any _____

7. What is the state of dropouts in the ABECs?

High Medium Low

8. If your response for question No.7 is 'High' or medium, what are the major reasons?

(More than one answer is possible)

Poor quality of education in schools inconvenient school environment

Distance from home to school Demand for child labor

Please specify if any _____

9. Does the program have specifically developed curriculum?

Yes No

Please specify if any _____

10. How do you rate the relevance of the curriculum in terms of meeting the local needs?

Low Medium High

11. Which pedagogical approaches are commonly employed in the ABE centers? (More than one answer is possible).

Lecture Group- discussion Independent work by Students

Demonstration Role plays

Please specify if any _____

12. How often supervisors visit the ABE centers?

Once a week twice a month once a month

Twice a week Once a semester

Please specify if any _____

13. Who is responsible for the management of the ABE centers?

Government NGO Community

14. Is there a clear guide line that shows the mandate and responsibilities of concerned bodies in the management of ABE program?

Yes No

15. Is there adequate communication between education expert and kebele supervisor's facilitators and community regarding ABE activities?

Yes No

Part III. Facility Issues

16. The provision of instructional materials to ABE centers is _____

Adequate

Scarce

17. If your response to above question is 'adequate' indicate the kind of materials provided to the centers? (More than one answer is possible).

Text books for students

Black boards

Teaching aids

Facilitators guide books

Radio

Reading and reference materials

Please specify if any _____

18. If your answer for question No.17 is 'scarce', which materials are lacking? (More than one answer is possible).

Text books for students

Black boards

Teaching aids

Facilitators guide books

Radio

Reading and reference materials

Please specify if any _____

19. To what degree the ABE centers are furnished with facilities? Please, mark your rates in the given boxes. (More than one answer is possible).

Adequate

Inadequate

Office for the facilitators

Availability of benches /desks

Play ground

Potable drinking water

Separate toilet for girls and boys

Please specify if any _____

Part IV. Stake holders' participation in ABE program

20. Do stake holders (community, government and NGO) involved in different ABE program activities?

Yes

No

(facilitators, education Office experts and CMC members).									
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Part V. Issues related to ABE facilitators

22. Who selects and recruiters facilitators? (More than one answer is possible).

- Government

 Community

 NGOs

Please specify if any _____

23. What were the criteria used when facilitators selected? (More than one answer is possible)

- Grade 10th completing

 Grade 12th completing
 Having TTI certificate

 Grade 8th completing

Please specify if any _____

24. Who pays the facilitators monthly salary?

- Government

 Community

 NGOs

25. How do you feel working as facilitators?

- Very satisfied

 Satisfied

 Not satisfied

26. Have facilitators got training to implement ABE curriculum?

- Yes

 No

27. If your response for question No. 27 is yes what are content of training

- Method and techniques of continuous assessment
 Guiding principles and working procedures of ABE program
 How to facilitate learning using child centered methods
 Gender issue focusing on the special needs of girls

Please specify if any _____

Part VI. Challenges faced in accessing education

28. What are the major factors that are faced during the implementation of ABE program?_____

29. What are the major challenges that ABE centers have encountered so far?

30. What are the main challenges that the community do not send their children to ABE center?_____

31. What challenges do the ABE students already in the center face?

32. Apart from the existing modes of delivery suggest other ways of education modality for out of school children?

General comment and suggestions

Thank you

Appendix –2
Haramaya University
School of Graduate Studies
Collage of Educational and behavioral Science

**Appendix – 2: Interview Guide Questions for Education Bureau Officials,
Kebele Education Coordinators and NGO Program Coordinator**

The purpose of this questionnaire is to gather information for the research regarding the practice and challenges of Alternative Basic Education Program in Dire Dawa city Administration. Hence, the success of this study to a great extent relies on your genuine responses.

Dear respondents, I would like to assure you are that the information you provide is used to only for educational purpose. To this end you are kindly requested to give your genuine opinions, comments and suggestions. Do not specify your name for your responses.

Thank you in advance

I. Background information of the interviewer

1. Name of organization: _____
2. Sex: Male_____ Female_____
3. Age_____
4. Level of education/qualification _____
5. Position _____
6. Duration of this position/experience on the position_____

II. Please response the following interview questions

1. Describe the current situation of school age children's in our administration in terms of access enrollment, participation and dropout rate.

2. History of the program

Reasons for establishment

Sponsors

Other players/contributors

3. Curriculum

Which one? Official, Private?

Relevance to local conditions

4. Community Involvement

Community participation in:

School development e.g. Buildings

Evaluation

Contributions in cash or kind

Decision making e.g. Committees

5. Financial Support

Government (central and local government)

NGOs, organizations, others

6. How often supervisors visit ABE centers?

What challenges do a school age children face in accessing education?

What challenges do parents face to send their children in school?

7. Is their adequate communication between educational bureau officials to kebele/cluster supervisors and facilitators?

Appendix-3
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Appendix – 3: Focus Group Discussion with Parents

The objective of this focus group discussion is to gather relevant information on practices, challenges and prospects of ABE program. The task of the FGD members is to focus on the question raised by the researcher and actively participate in the discussion. All your comments and ideas will be confidential. Therefore, you are kindly requested to give your genuine comments on the practices, challenges and prospects of ABE in the center.

1. Background Information

Kebele: _____

Center Type: _____

No of participants: _____ Male _____ Female _____

Age range: _____

Date: _____

Starting time of discussion: _____

Ending time of discussion: _____

II: Focused Group Discussion Guide

1. To what extent the construction of ABEC in your vicinity helped the local community?
2. Are ABE centers suitable for children's learning? If not, mention the problems why?
3. What are the major challenges that ABE centers have encountered so far?
4. Why did you enroll your children in an ABE school?

Appendix-4
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Appendix – 4: Focus Group Discussion with ABE Students

The objective of this focus group discussion is to gather relevant information on practices, challenges and prospects of ABE program. The task of the FGD members is to focus on the question raised by the researcher and actively participate in the discussion. All your comments and ideas will be confidential. Therefore, you are kindly requested to give your genuine comments on the practices, challenges and prospects of ABE in the center.

I) Background Information

Kebele: _____

Center Type: _____

No of participants: _____ Male _____ Female _____

Age range: _____

Date: _____

Starting time of discussion: _____

Ending time of discussion: _____

II) Please respond to the following questions.

1. Who encourage you to come to school?

- Parents

