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Assessing the Practice and Challenges of Accelerated Education Programmed In North Wollo Zone

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BAHIR DAR UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF ADULT EDUCATION AND COMMUNITY

DEVELOPMENT

ASSESSING THE PRACTICE AND CHALLENGES OF ACCELERATED
EDUCACTION PROGRAMME IN NORTH WOLLO ZONE

By:

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December, 2022

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A Thesis submitted

In Partial Fulfillment of the Requirements for the Degree of Masters of Arts in Adult Education and Community Development

Advisor: Turuwark Zalalam (Assistant Professor)

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BAHIR DAR

DECLARATION

I (Yimer Gobezie) declared that this thesis entitled with "assessing the practice and challenges of accelerated education program in North Wollo Zone'' submitted in partial fulfillment for the requirements of the degree of Master of art in adult education and community development in Bahir Dar University is my original work. I have not submitted and presented this work of either BDU or other institutions to get any degree or certificate. That all sources of material used for the thesis have been duly acknowledge."

Yimer Gobezie: _____June,2020, Bahir Dar University

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APPROVAL OF THESIS FOR DEFENSE

I hereby certify that I have supervised, read, and evaluated this thesis "Assessing the practice and challenges of Accelerated Education Program in North Wollo Zone" by Yimer Gobezie prepared under my guidance. I recommend the thesis be submitted for an oral defense.

Turuwark Zalalam: Signature _____   Date _____

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APPROVAL OF THE THESIS FOR DEFENSE RESULT

As members of the board of examiners, we examined this thesis entitled "Assessing the practice and challenges of Accelerated Education Program in North Wollo Zone" by Yimer Gobezie. We hereby certify that the thesis is accepted for fulfilling the requirements for the award of the degree of "art in adult education and community development"

Board of Examiners

External examiner name   Signature   Date

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TABLE OF CONTENTS

ABSTRACT

The purpose of this study was to assess the practice and challenges of accelerated education program in North Wollo Zone. To understand whether speed school/accelerated education program is being practiced with the speed school guide line in different thematic areas, effectiveness of the program in the activities on the SHGS, major challenges hindering the implementations of speed school/ accelerated education program and the prospects of targeted individuals to the program were assessed. The study was employed qualitative research approach, social constructivism research paradigm and case study design were deployed. Interview, FGDs, observation and document review were data gathering tools used in this study. Woredas education office curriculum preparation and implementation team leaders, SSP focal persons at woreda, Zone and reginal level, directors, supervisors and students were primarily data sources and reviewed documents were secondary source of this study. Since curriculum implementation team experts were high in number (46), 7 experts were selected with purposive sampling, school directors and supervisors were selected through comprehensive sampling, teachers and students were selected through available sampling. Sufficient data were collected with such tools, qualitative data was analyzed thematically in narration. Both the ALFA class and adoption class were undertaken their teaching and learning process with in the ten months whereas the daily schedule was differently used. In the 2013 E.c school year from the planned 375 mothers 315 mothers which is 84% of ALFA class children were agreed to organize under SHG group and engaged in saving and in this school year, 15 schools 315 mothers organized in SHG and save ETB 89625 birr by themselves and 83250 Birr supported by the project and a total of 17291 Birr capital they have.

LIST OF ACRONYMS & ABBREVIATIONS

ABE	Alternative Basic Education
AE	Accelerated Education
AEP	Accelerated Education Programme
AEWG	Accelerated Education Working Group
ALFA	Accelerated Learning for Africa
ALP	Accelerated learning Program
AREB	Amhara Reginal Education Bureau
CMCs	Community management committee
ECCN	Education in crisis and conflict network
INEE	Interagency Network for Education in Emergency
IP	Local Implementers Partners
MoE	Ministry of Education
NGOS	nongovernmental organizations
NRC	Norwegian Refugees Council
OOCS	Out of School Children
OOCSI	Out of School Children initiatives
OOCSY	Out of School Children and Youth
SDG	Sustainable Development Goal
SHGs	Self-help groups
SSP	Speed school program
UIS	UNESCO Institute for statistics
UNESCO	United Nations Education, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children Fund

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the study

Despite dramatic improvements during the past decade, progress towards achieving universal primary education has stagnated (Waltham et al,2015). The number of children, adolescents and youth who are excluded from education fell steadily in the decade following 2000 (UNESCO Institute for Statistics, 2019). 258.4 million children, adolescents and youth were out of school (UNESCO Institute for Statistics, 2019). Sub-Saharan Africa remains the region with the highest out-of-school rates for all age groups (UNESCO Institute for Statistics, 2019). Of the 59 million out-of-school children of primary school age, 32 million, or more than one-half, live in sub-Saharan Africa and Southern Asia has the second-highest number of out of school children with 13 million; Eastern and southern Eastern Asia with 6 million, Northern Africa and Western Asia with 5 million, Latin America and the Caribbean with 2 million, Europe and Northern America with 1 million, Oceania with 0.2 million and central Asia with 0.1 million (UNESCO Institute for Statistics, 2019).

There are three categories of out-of-school youth: those who have never attended school; those who have dropped out before completion of at least 12 years of schooling and those who are out-of-school after completing secondary school (Jimenez, Kiso & Ridao, 2007, as cited Ngware et'al., 2018). Children from poor households, rural areas or ethnic minorities, children with disabilities and those who must work to help their families face the greatest risk of being denied their right to education (Waltham etal.,2015). There are several risk-factors associated with youth who are out-of-school; OOSY are more likely to come from poorer households with fewer working or educated adults, live in rural areas and be female (Ngware etal.,2018). Many OOSY are usually engaged in economic activities that prevent them from participating in education, whether formal or informal; However, boys and young men are more likely to spend their time engaged in income generating activities, compared to their female counterparts; Such engagements include working in farms, herding cattle, and selling goods in the trading centers as opposed to taking up the opportunity to participate in the education system (Hall, 2017, as cited, Ngware et al., 2018).

The first step in supporting out-of-school children (OOSC) to realize their right to education is to understand their situation (UNESCO & UNICEF, 2016). Education is a basic human right and the best investment that we can make to ensure a sustainable future and leave no one behind, however, millions are deprived of educational opportunities every day, many as a result of social, cultural and economic factors (Moumne et al, 2019). The right to education requires that everyone should be able to access quality education on an equal basis with others and completely free from discrimination. Yet, out of-school and drop-out rates have remained stubbornly high with marginalized groups being disproportionately excluded from education (Moumne et al, 2019). Access to education is not just a matter of getting children into school, it is about keeping them there so that they can benefit from education. As well as providing for access through the provision of free education, states must also institute targeted measures to keep at-risk students from dropping out of education (Moumne et al, 2019). International human right law (IHRL) requires states to ensure that the right to education is economically accessible through two primary measures: the introduction of free and compulsory education and the reduction of dropout rates (Moumne et al, 2019).

Various forms of programming that can be implemented for out-of-school children and youth that are disadvantaged and it is critical for programs to take note of the various goals and targets of different program types in order to choose the most appropriate intervention for a specific situation (Myers & Pinnock,2017). The most suitable responses are a bridging program, a remedial programme, A catch-up programme, Accelerated education programmes, Alternative Basic education, and Speed schools (INEE, 2020).

ABE programs are critically important as an emergency short-term measure for achieving Universal Primary Education by 2015, and in reaching the hard-to-reach remote rural and dispersed communities, pastoralists, semi-agriculturalist societies (MoE, 2005). Alternative Basic Education is a type of school equivalency program for children ages7-14, in which learners cover the equivalent of the first four grades of primary school in just 3 years, and are then able to transit into the formal system (MoE,2008). In Ethiopia, the Alternative Basic Education (ABE) programme was introduced, in 2004 as an educational strategy designed to improve access and promote quality education for over-aged out-of-school children 7-14 years and the programme has been run by the Regional Education Bureaus (REBs) in collaborative partnership with

various international and local non-governmental organizations (NGOs) and the community (Onwu & Agu, 2010). In the absence of a national mechanism for doing so. The philosophy underpinning ABE provision appears to be highly region-specific. One clear finding which emerges is the lack of a coherent and clear educational philosophical basis for alternative basic education in the country (Onwu & Agu, 2010). The question of what is best or what works best to help under-served, out-of-school children achieve basic education competencies has not been central in ABE programme provision. Rather, other considerations with political overtones such as increasing pupil enrolment at all costs seem to be uppermost in the minds of key stakeholders (Onwu & Agu, 2010). In the different district level education authority, there is basically no distinction made regarding the conceptions of Alternative Basic Education, Non-Formal education (NFE), Extension Programme and Adult functional literacy programme (Onwu & Agu,2010).

An accelerated education programme is a flexible, age-appropriate programme, run in an accelerated timeframe, which aims to provide access to education for disadvantaged, overage, out-of-school children and youth. This may include those who missed out on or had their education interrupted due to poverty, marginalization, conflict and crisis (Myers & Pinnock,2017). Accelerated education programmes (AEP) are flexible age-appropriate programmes that promote access to education in an accelerated time-frame for disadvantaged groups, over-age out-of-school children and youth who missed out or had their education interrupted due to poverty, violence, conflict, and crisis (Shah, 2015). The goal of Accelerated Education Programmes is to provide learners with equivalent, certified competencies for basic education using effective teaching and learning approaches that match their level of cognitive maturity (Shah & Choo, 2020).

Myers & Pinnock (2016) developed ten principles for good practice for accelerated education : AEP is flexible and for older learners; AEP is a legitimate, credible education option that results in learner certification in primary education; AEP is aligned with the national education system and relevant humanitarian architecture; Curriculum, materials, and pedagogy are genuinely accelerated, AE-suitable and use relevant language of instruction; Teachers participate in continuous professional development; Teachers are recruited, remunerated and supervised; AE

center is effectively managed; AE learning environment is inclusive, safe, and learning-ready; Community is engaged and accountable and Goals, monitoring and funding are aligned.

AEPs are typically implemented to fill a critical gap in the provision of essential educational services to crisis and conflict-affected populations and ensure learners receive an appropriate and relevant education responsive to their life circumstances (Menendez et al, 2016).

Accelerated education program differ from other forms of non-formal/alternative education programming (remedial, catch-up and bridging programmes) which aim to support out of school learners in that they: (a) focus on learners who are between 10-18 years old and/or lack the ability to directly enter into the formal education system because of other policy restrictions and (b) geared for learners who have missed more than one year of schooling (Shah & Choo, 2020). It is accelerated in that they reduce the number of years in a learning cycle, allowing students to (re)enter into formal education once they have completed either part or all the basic or primary education cycle (Shah & Choo, 2020).

Accelerated education (AE) programming, is one of several complementary or alternative mechanisms for reaching populations poorly served in the first instance by the formal education system (Shah, Flemming & Boisvert, 2017). For children and young people who have missed out on education or had their education interrupted by conflict, crisis, poverty and marginalization, accelerated education programmes (AEP) are a way to realize this commitment through offering equivalent, certified competencies for basic education, enabling a return to formal education at age-appropriate grades, or transition into work or other training (Myers & Pinnock, 2017).

AEPs are increasingly acknowledged within National Education Strategic Plans in countries with high numbers of OOSCY. However, there are still significant gaps when it comes to sustained and meaningful policy level commitment to AEPs, particularly when it comes to (a) government ownership and oversight of AEPs as a long-term strategy; (b) financial allocations to AEPs from national budgets; (c) alignment and integration of AE learners within education management information systems and (d) unclear transition pathways from AEPs into formal education (Shah & Choo, 2020). Therefore, Successful AEPs adopt proactive and holistic approaches to creating enabling environments for learners and local communities to promote both access and the quality of learning (Fitzpatrick, 2020).

These alternative/complementary education programs exist in numerous forms in different parts of the world and under a variety of diverse labels. For instance, in Ethiopia such programs are simply referred to as Speed schools, while programs in Ghana and Malawi are labeled as complementary basic education, or CBE, programs (Randall, O'Donnell & Botha, 2020).

The excluded children in Ethiopia were examined using the five dimensions of exclusion model introduced by UNICEF and the UNESCO Institute for Statistics (MoE & UNICEF, 2012).These are;(1) children of pre-primary school age who are not in pre-primary or primary school; (2) children of primary school age who are not in primary or secondary school; (3) children of lower-secondary school age who are not in primary or secondary school; (4) children who are in primary school but at risk of dropping out; and (5) children who are in lower-secondary school but at risk of dropping out. OOSC in dimensions 2 and 3, there are 4,878,385 out of school children and of these, 3,075,862 are in the primary age group and 1,802,523 are in the lower secondary age group (MoE & UNICEF, 2012).

In Ethiopia, within the framework of the 1994 Education and Training Policy, three Education Sector Development Programs/ESDPs have been developed and implemented since 1997 and the fourth ESDP has been launched to guide the operation of the education system by focusing on: a) quality and internal efficiency: ensuring student completion and achievement; b) equity in access: reaching the marginalized and un-reached; c) adult education (with specific attention to Functional Adult Literacy; d) focus on sciences and TVET; and e) improving management capacities. Consequently, commendable results have been registered in expanding access to educational opportunities and improving quality, relevance, equity, and efficiency of the education system. Despite these achievements, there are still more than three million of out-of-school children that have never enrolled or that have dropped out of school (MoE & UNICEF, 2012).

The Speed Schools Program in Ethiopia, funded by Legatum and managed by Geneva Global was introduced in 2011 in the Southern Nations, Nationalities and People's Region (SNNPR) (Akyeampong, et al, 2018). The Speed School Program works as: Students who have dropped out from government primary schools prior to having acquired basic literacy and numeracy skills, and a few others, who had never entered school are selected to undertake an intensive basic literacy and numeracy program for 10 months (Akyeampong, et al, 2018). The Speed

School system is a new partnership between parents, school, and community on behalf of out-of-school children (OOSC) and its objective is to empower each child with skills, knowledge, and character for lifelong learning and to enable OOSC to join formal school after completing Speed School. Speed School uses an accelerated learning approach, which is an effective learning process using active learning strategies that makes learning natural, easier, and faster (Luminos Fund, 2017). Speed School is an accelerated education program implemented by Geneva Global and funded by private donors and its goal is to help out-of-school children reenter the formal school system by condensed 3 years of primary school content into 10 months (Lowden, 2019).

The Ethiopia Speed School program's main goal is to enroll children aged nine to fourteen who have never attended school or who have dropped out of primary school in an accelerated program that encompasses three years of content in one year. Ethiopia Speed School requires accelerated learning principles (ALP) and a condensed curriculum (Luminos Fund,2017). In the implementation country, the Speed School model uses a condensed version of the national primary school curriculum (Luminos Fund,2017). It focuses on the literacy and numeracy abilities needed in the first cycle of primary school (grades one through four) as well as innovative curriculum delivery methods and based on national curriculum standards, each Speed School program is implemented differently in each country (Luminos Fund,2017).

according to the Luminos Fund (2017), the reasons for using a customized and condensed curriculum for the Speed School initiative include: Speed Schools are designed as temporary catch-up programs to enable students to progress to the standard national curriculum, the Speed School initiative seeks to respect the national curriculum, not to replace it; our assumption is that the national curriculum has been determined to best support students' learning an understanding and the resources, time, and expense of preparing a new curriculum and text books is too great to be worthwhile. The aim of the Speed School is for pupils to cover the first three grades of the government curriculum in one year, achieving minimum competency levels and then to transition to the local Link primary school into Grade 3 or 4 (Akyeampong, et al, 2015).

Geneva Global (2021) stated the four main goals of the speed school program are: provide out-of-school children aged 9 to 14 with a second chance at formal education; ensure students acquire the core knowledge and skills to enter and progress far, well, and joyfully in school; Provide students with the core personal skills and motivation they need to continue and succeed

in school and in life; and Provide mothers (and other guardians) with the motivation, economic means, and skills they need to support their children in formal school.

The accelerated Speed School class prepares students to join (or re-join) their age peers in Grade 4 by providing them with the core learning knowledge and skills from the government's official Grades 1 to 3 curriculum. Speed School enrollment and participation are completely free (except for any opportunity costs) (Geneva Global-Eth, 2020). Simply put, Speed School is a model that combines an accelerated education program with a community development approach to provide out-of-school children aged 9 to 14 years with a solid second opportunity at formal primary education (Geneva Global-Eth,2020).

During the last few years., thousands of children previously out-of- school Ethiopian children have participated in the program, which works in tandem with local public schools (Mengistie, et al. ,2017). In Ethiopia in 2017/18 there were 32 government run Accelerated Learning classes in one region of Ethiopia (Tigray) and in 2018/19 there were 110 ALP classes in three regions (Tigray, SNNPR and Oromia) (Lowden, 2019). In Amhara region in 2017/2018 there were total 4200 ALFA class pupils and 2019/2020 there were total 360 ALP classes, in SNNPR in 2011/12 there were 130,000 ALFA classes pupils and in 2018/19 there were 1620 ALP class pupils, in 2019/20 in Addis Ababa there were 3 ALP classes, in Tigray region in 2013/14 there were total 21700 ALFA pupils and in 2017/118 there were 3360 ALP pupils and in Oromia region in 2014/15 there were total 34600 ALFA class pupils and in 2017/18 there were total 6600 ALP class pupils (Geneva Global, 2021).

In addition to the accelerated learning classes, the Speed School Programme aims to encourage mothers of children enrolled in Speed Schools to save collectively in SHGs and provides financial skills training and seed money, to help the mothers to increase their household income and help minimize their dependence on child labor (Akyeampong, et al, 2017). The twin assumptions behind the SHGs are that poverty is a major factor threatening participation in education, and that some mothers do not value formal education, or prioritize other activities for their children over education, therefore participation in SHGs is expected to guarantee that mothers maintain positive attitudes towards schooling and ensure that their child attends classes regularly (Akyeampong, et al, 2017). Looking at the 2020/21 data alone from the total 537 SHGs 99 SHGs were engaged facemask production, 102 SHGs were engaged detergent production, 163

SHGs were engaged livestock, 36 SHGs were engaged poultry, 93 SHGs were engaged milk production and the remaining 44 SHGs were engaged other income generating activities and this resulted in total group savings of 858,510 Ethiopian Birr (Geneva Global, 2021).

From the whole implementation of accelerated education program/speed school program in Ethiopia, four (4) Woreda were found in the implementations of speed school program in North Wollo Zone. Therefore, the purpose the researcher is to assesses the practices and challenges of accelerated education program/ speed school program in North Wollo with the effectiveness of the program on the progression rate and completion rate of students, the activities of SHG and the academic achievements of students and the prospect of the program.

1.2. Statement of the problem

To access education for Out of school children, build flexibility into the programs in terms of time, location and deliverable modality are more appropriate. Flexibility in education is one of the most consistent needs of adolescents and youth who are living in crisis and conflict affected contexts across the globe, as many interrelated factors impact their ability to access education (INEE, 2020). Education programming that offers flexible scheduling, location, and entry/exit points may increase overall access and attendance (Ngware et al., 2018). Therefore, implementers should consider factor that affect OOSC such as household responsibilities that the need to support their families by engaging in income-generating activities and the location where education program takes place also requires flexibility as the availability of physical space restricts where, when, and how classes can be held especially this true for pastoralists and remote rural areas.

AEPs are designed to promote access to education in an accelerated time frame for out-of-school, disadvantaged, over-age children and youth who have missed out on education or had their education interrupted due to crisis and conflict, poverty, and marginalization and AEPs are as diverse as the contexts they respond to (Menendez et al, 2016). Implementing partners of AEPs should be working to collectively shape and inform the national policy context to ensure gaps and issues in respect to AEP policy implementation are addressed in coordination with national education stakeholders and/or the donor community and fully integrated as a long-term government led response to addressing the needs of OOSCY (Shah & Choo, 2020). AEPs should

aim to capture evidence on how they are supporting a more holistic set of learning outcomes beyond numeracy and literacy with its learners with specific attention to the contribution of AEPs to building social emotional competencies and life skills (Shah & Choo, 2022).

Myers & Pinnock (2017) stated that AEPs provide flexible opportunities for studying a condensed curriculum that enables transition into mainstream, formal schooling or provides recognized and relevant certification and skills for the labor market; to meet the needs of learners, AEP curricula, materials and pedagogy often differ from those of formal schools, AEP curricula are condensed, often removing non-core subjects and repetition while focusing on literacy and mathematics; AEPs must also be inclusive to all learners; teachers, learners and community members should identify obstacles to participating in school, giving additional attention to challenges of learners with special needs, which put them at higher risk of exclusion; AEPs may recruit many different types of teachers: local, untrained educators; individuals with experience in other fields, such as community development and health, retired formal school teachers, employed formal school teachers who are able to take on a second shift, teachers from host communities and those certified nationally or in their home country; AEPs should strive to offer a continuous professional development programme relevant to their teachers and beneficial to the larger workforce and education system, while making choices about what is feasible with the opportunities and challenges they face; AEPs should be anchored in national budgets; AEP should be effectively managed in alignment with programmatic goals; Concentrated efforts to maintain and increase community support for the AEP are critical to sustaining the programme in the future and ensuring community members send their children to school and keep them there ; Programme monitoring should promote community accountability; AEPs should negotiate agreement between the MoE and schools for the accreditation needed to certify AEP learners' attainment so as to facilitate their entry into the formal education system, training or employment and AEPs should integrated into the wider education system and recognized by the government or relevant education authority.

The Geneva Global Speed School initiative in Ethiopia started operations in SNNPR in 2011/2012 and subsequently it has expanded the programme to Tigray, Amhara and Oromia regions (Akyeampong et al,2017). In each woreda (district) where the Speed Schools operate, a different, locally based development NGO is contracted as the implementing partner (IP) and

then the IP appoints a training officer (TO) and community mobilizers (CM) who then make contact with local school authorities and communities in order to identify children in the age range 9-14 who have never been to school or who have dropped out in the early grades (Akyeampong, Westbrook & Pryor, 2020). In 2021, Geneva Global and the Speed School program experienced important and exciting growth in Ethiopia and the program expanded to two new regions Afar and Somali and received funding for the first time from two major international education organizations UNICEF and Education Cannot Wait (ECW) (Geneva Global, 2021). The Ministry of Education and the participating regions took concrete steps towards the official adoption of the Speed School model, investing financially and institutionally in its long-term expansion and sustainability (Geneva Global, 2021).

Globally, accelerated education programmes are employed with more and more frequency to address the overwhelming numbers of out of school children and youth. However, while there is widespread agreement on the need for such programming among agencies and governments, there is insufficient validated documentation that provides guidance, standards and indicators for efficient programme planning, implementation and monitoring (Shah, Flemming, & Boisvert, 2017).

Shah & Choo (2020) were conducted at University of Auckland with Accelerated Education Evidence Review Strengthening the Evidence Base for Accelerated Education shows that Across a range of countries with high numbers of OOSCY, AEPs are providing access to sizeable numbers of overaged, disadvantaged children and youth who might otherwise lack any opportunity to acquire certificated learning. In most contexts, however, they continue to serve a relatively small percentage of the total OOSCY population.

Oddy (2019) was conducted accelerated education programming (AEP): children, families, teachers and educational stakeholders' experiences of AEP in Uganda shows that Children perceive AEP to be of higher quality, more inclusive, and the flexible timetable allows for part-time work and most importantly to the children, there are no financial costs associated with AEP and the length of time is shortened, resulting in little incentive to transition back into the formal primary school system.

Rauchwerk (2017) was conducted in USA with learning through Play in Speed School, an International Accelerated Learning Program: shows that Speed School facilitators and learning

environments that promote constructivist play pedagogy and Knowledge acquisition, relationships, social engagement, testing out ideas, and skills building are identified as outcomes from the incorporation of play pedagogy in speed school.

Shah (2015), was conducted at University of Auckland a meta-evaluation of the Norwegian Refugee Council's Accelerated Education Responses: shows that there is evidence to demonstrate that NRC's AE programming has afforded its beneficiaries pathways for reintegration into the formal schooling system. However, they have varying rates of efficiency in terms of numbers of students initially enrolling compared to those who end up reintegrating due to drop out or failure to sit and/or pass the transition examination to the formal system.

(Shah, Flemming, & Boisvert, 2017) were conducted the Synthesis report of AEWG with Accelerated Education Principles Field Studies: shows that in most settings where AE programmes occur at present, the principles need to be viewed as aspirational rather than common standards of practice. There are institutional, contextual and programmatic constraints which may not immediately resolvable. This necessitates a long-term view to supporting and strengthening AE provision globally and linking programme performance against the AE Principles with key AE Outcomes should not be done in totality, but with clear articulation of how particular principles link to specific outcomes for the programme.

Menendez et'al (2016), were conducted at the University of Chicago with Accelerated Education Programs in crisis and conflict: building evidence and learning that shows there is great variety in what constitutes an AEP, Some programs included more content but not necessarily more instruction time, in a few cases, funding cycles did not allow cohorts to complete the AEP cycle, in some programs, school-aged or younger children or youth enrolled in AEPs instead of attending formal schools, documentation on teacher training is very thin, AEPs may be outperforming formal schools, but more rigorous research is needed and very few programs tracked longer-term outcomes.

Ahead of time, a few studies focusing on accelerated education (speed school) program implementation have been conducted in Ethiopia at different geographical areas by consecutive years such as (Akyeampong et al, 2015), (Akyeampong, et al, 2016), (Mengistie, et al. ,2017) and Akyeampong, et al 2018).

Akyeampong et al (2015) were conducted with learning the speed school way: analysis of speed school pedagogy in Ethiopia found that when teachers formed positive attitudes towards their pupils and the pedagogy promoted in their training, they were more likely to use three overall communicative strategies: (a) paying inclusive attention and giving feedback; (b) creating a safe learning environment; (c) drawing a pupil's backgrounds.

Akyeampong et al (2017) were conducted in SNNPR with research into self-help group and speed school graduate's experiences of schooling shows that the success of SHGs depended on a variety of interlinked factors: the levels of support they received both during and after the Speed School year; the degree of ownership they had in the investment; the amount of seed money received and the timing of its disbursement; the women's previous experience of business; their socio-economic status; the culture of the community; the levels of trust and commitment among group members; the expectations of the SHG members and the geographical spread of the group members.

Mengistie, et al (2017) were conducted a comparative analysis of the academic achievement of Students in speed school classrooms and conventional school classrooms in selected primary Schools in the Regional State of Tigray indicated that students in the speed school classes have statistically significantly higher achievement scores on the outcome measures both in numeracy and literacy than those in conventional school classes and in grade four also revealed that student who joined the conventional classes from speed school classes have performed relatively higher scores than those who came through the conventional program.

Akyeampong et al (2018) were conducted with speed school programme in Ethiopia: tracking the Progress of Speed School Students: shows that on average, the performance of former Speed School students is consistently better than Government and Link School students.

Geneva Global (2021) Annual report: Speed School Program, Ethiopia & Uganda indicated that One problem is that the responsible structures and staff are still relatively new to the model and need to grow more familiar with it.

Although the above investigated problems took place in some ethiopian geographical areas, the researchers have some limitations with regarding to the study such as narrow the study geographic scope and the conceptual scope. In the issues of how government school adopt the

speed school program, the comparisons result of the government adoption class (ALP class) and ALFA class were not studied and the situations of speed school program in Amhara region were not studied. So, the nature of this study is a comparative type (by taking two woredas schools having relatively the same context, which makes comparison possible) to compare the practice, effectiveness and challenges and prospects of accelerated education program in the research area (ALFA school class and Government adoption school class). Therefore, the researcher has initiated to see the untouched issues in the study aeras (not more investigated yet).

1.3. Research questions

1.   How is accelerated education program being practiced in the study area?
   1.1.   How is accelerated education program being practiced the school calendars?
   1.2.   How to condense the curriculum of accelerated education program?
   1.3.   How to launch the accelerated education program, select and recruit teachers, students and schools?
   1.4.   What types of learning materials, assessments and teaching methodology are used in the accelerate education program?
2.   How is effective the accelerated education program on parents' participation in self-help groups on different income generating activities in the study area?
3.   What are the major challenges hindering the effectiveness of accelerated education programme in the study area?
4.   What are prospects of the accelerated education programme in the study area?

1.4. Objectives of the study

1.4.1. General Objective

The general objective of this evaluation study is to assess the practices and challenges of accelerated education programme in North Wollo Zone.

1.4.2. Specific Objectives

1. To investigate how accelerated education program is being practiced.

2. To identify how the accelerated education program is effective on parents' participation in different income generating activities.

3. To identify the major challenges hindering the effectiveness of accelerated education programme.

4. To find out the prospects of accelerated education program.

1.5. Significance of the Study

In this study, the practice of accelerated education programme would be investigated, its concept and the major challenges that hindering for the effectiveness of accelerated education would be identify. Therefore, the following stated bodies will be the beneficiaries.

The study will try to help other potential researchers as stepping-stone who has the interest to conduct further research in the area.

The study areas consist both the practices and challenges of accelerated education program in North Wollo Zone, so the policy maker, planners and implementers used as the source of information regarding the aera.

The study will try to forwards possible recommendations for the concerned education professional and other stakeholders that can serve as a benchmark for the improvement of accelerated education program in the study areas.

The study helps to aware and wake-up for the educational experts, teachers and other stakeholders about program implementations.

1.6. Delimitation of the study

Geographically, the study was delimited to the Amhara region State North Wollo Zone some selected woreda. The reason of this delimitation in Amhara region was that the accelerated education/speed school program didn't studied and to select the older ones based on the establishment which accelerated education program is practiced longer time in order to get full information in the study area for getting representative sample participants of the study is delimited two Woredas (Raya Kobo and Habru) which are selected purposively out of the total four woredas in which the speed school program (accelerated education program) was implemented in North Wollo zone from Amhara region State.

Conceptually the study was delimited with assessing the practices, effectiveness, the challenges and the prospect of the accelerated education programme. The practice of speed school program

included the school calendar, the curriculum condensation systems, the selection and recruitment criteria of schools, teachers and students to launch the speed school program, the features of the classrooms, types of learning materials, assessments and teaching methodology. The stakeholder's involvement, financial issues, parents' perception, teaching and learning materials, issues with teachers which were some aspects of challenges would be discussed. The prospect of the program was evaluated through the aspiration of students, education experts for out of school children. The researcher believed that practice, challenge, effectiveness and prospects of the program are not mutually exclusive. The study would be significantly important further investigation more than such specified conceptual scope. However, it is not possible to cover all concepts in relation to the researcher cost constraints and time.

1.7. Limitations of the Study

The study has the following limitations:

1. The absence of adequate documents at the schools and woredas level, because of the study areas were affected by war. As a result, adequate document data were not found at school, woreda education office such as students result over the last three years, school's plan to achieved at end of the school years. So, it was challenging the study to strengthen and support the primary sourced data.

2. Because the of the long distance of the study areas, it happened transportation problems, it takes time and it made confusion to access and communicated participants repeatedly to observe the teaching and learning process of SSP at school and activities done by SHGs in the study areas. As a result, the researcher had obligated to contact with participant with telephone rather than face to face interaction to access data saturation.

3. The study was not attempted to investigate all schools which accelerated education program were implemented in North Wollo Zone. It is only limited a few schools to assessing the practice and challenges of AEP. Therefore, the study does not indicate the full overview of AEP in North Wollo Zone.

1.8. Operational Definition of Terms

Speed school Classes: Speed School is an accelerated learning program which will teach children out of school the first 3 years of the primary curriculum in just ten months, after which they will re-join the formal education system in Grade 4.

Out of School Children: children who are 9 –14 years of age and did not have the opportunity to attend school due to various reasons.

Facilitators: Individuals who had a three-week training and are ultimately employed to work as teachers in Speed School classrooms.

Conventional Schools: a formal school in which teaching and learning aimed to require traditional education, teacher - centered and flow a common school year calendar and schedule.

Accelerated Education Working Group: working group with partner in accelerated education made up of UNHCR, UNICEF, UNESCO, United States Agency for International Development (USAID), Education in Crisis and Conflict Network (ECCN), Norwegian Refugee Council (NRC), Plan International, International Rescue Committee (IRC), Save the Children and War Child Holland.

Condensed curriculum: the three years (3) of primary school contents are condensed into 10 months by dividing in to three phases school calendars.

Self-Help Groups: an organized group member of mothers or other guardians of all Speed School pupils for actively participated in the economic and social capacity and commitment to support their children's schooling far into the future.

ALFA classes: the speed school classes which facilitated at the government school and the financial, materials and other supportive issues are covered by the Geneva Global project through Amhara development association.

Government adoption classes: the government speed school classes which facilitate by taking the experiences of the speed school system from Geneva global and fulfill teaching and learning materials are the responsibility of the government school by itself.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Introduction

In this chapter, there are different issues explained related to the implementations of accelerated education program and the possible challenges encountered in the implementation of accelerated education programs globally. Out of school children initiatives, the profiles of out of school children, the children right to access to education, types of alternative education programmes, the principles of accelerated education programmes, the beneficiaries of the accelerated education program and challenges encountered to accelerated education programmes are the main focus areas in this section. Specifically, the implementation of accelerated education/ speed school program in Ethiopian context is discussed.

2.2 . The Out-of-School Children Initiatives

The Global Out-of-School Children Initiative a partnership between UNICEF and the UNESCO Institute for Statistics (UIS) was launched in 2010 to make a significant, sustainable reduction in the number of children who are out of school (Waltham et al, 2015). The Out-of-School Children Initiative (OOSCI) aims to support countries in their study and analysis of out-of-school children and children who are at risk of dropping out by using innovative statistical methods to develop comprehensive profiles of excluded children, linking these profiles to the barriers that lead to exclusion and identifying, promoting and implementing sound policies that address exclusion often from a multi-sectoral perspective (Waltham et al, 2015). Many countries have difficulties developing effective policies to respond to the needs of out-of-school children because of a lack of reliable information, there are so many out-of-school children who are unknown or invisible, so more information is needed on profiling OOSC and on the multiple and overlapping forms of exclusion and disparities that affect them (UNICEF & UIS, 2016). The Out-of-School Children Initiatives presents a clear and consistent approach to studying the problem of out-of-school children and children at risk of dropping out from three angles:(1) who and where excluded children are (2) the barriers and the cause for exclusion and (3) policies and strategies for to remove those barriers (Waltham et al, 2015).

Based on the latest figures as of 2016, an estimated 61 million children of primary-school age, 60 million young adolescents of lower-secondary school age and 142 million of upper secondary age are out of school ((UNICEF & UIS, 2016). In 2018, 258.4 million children, adolescents and youth were out of school and one-sixth of the global population are this age group (UIS,2019). Sub -Saharan Africa remains the region with the highest out-of-school rates for all age groups and of the 59 million out-of-school children of primary school age, 32 million or more than one-half, live in sub-Saharan African (UIS,2019). In sub- Saharan Africa, in total 32million children between the ages of 6 and 11 are out of school across the region and 46% of these children will start at a later age, but one-fifth will remain entirely excluded (UIS,2019). Eleven million children are out of school in Eastern and Southern Africa and 10 million children in South Asia (Waltham et al,2015). In the Ethiopian context the number of out-of-school children for the primary school age is 3,015,350 (17.8%) and lower secondary school age is 1,804,816(23.4%) among those the highest percentage of OOSC was recorded in Afar, Somali, Addis Ababa, Dire Dawa, and Harari, whereas the lowest was found in Tigray and Amhara, however, Oromia, Amhara, SNNPR and Somali have the largest number of out of school children (MoE & UNICEF, 2012).

2.2. the profiles of out of school children

The children who are not enrolled in school are often those from the most socially marginalized communities, including children with disabilities, children from ethnic-minority communities, children excluded because of gender barriers and children living in extreme poverty (UNICEF & UIS, 2016). Children from poor households, rural areas or ethnic minorities, children with disabilities and those who must work to help their families face the greatest risk of being denied their right to education and half of all out-of-school children live in conflict-affected countries ((Waltham et al, 2015). OOSY are more likely to come from poorer households with fewer working or educated adults, live in rural areas and be female (Inoue et al., 2015, as cited Ngware et al 2018). Middle and high-income countries are experienced problems such as chronic student absenteeism and high levels of dropout (Waltham et al, 2015). In low-income countries, out-of-school rates are systematically higher than in lower-middle income, upper-middle-income and high-income countries (Moumne et al, 2019).

Out-of-school children can be divided into two groups based on their exposure to education: those who entered school in the past and dropped out and those who have not entered school and those who have not entered school can be divided into two subgroups: children who will enter school in the future (will enter late) and children who will never enter school (Waltham et al, 2015). The five dimensions of exclusion are (1) children of pre-primary school age who are not in pre-primary or primary school (2) children of primary school age who are not in primary or secondary school (3) children of lower secondary school age who are not in primary or secondary school (4) Children who are in primary school but at risk of dropping out and (5) Children who are in lower secondary school but at risk of dropping out (UNICEF & UIS,2016). These dimensions span two different population groups (children who are out of school and those who are in school but at risk of dropping out) across three levels of education pre-primary, primary and lower secondary (Waltham et al, 2015). Factors that are linked to an increase in a child's risk of exclusion could include, being a girl, living in a remote rural area, coming from a minority ethnic group, limitations in the supply of education, such as a shortage of teachers, or weaknesses in the demand for education, such as a cultural bias against girls (Waltham et al, 2015). All of these children have the right to education and are currently being deprived of that right (UNICEF & UIS).

2.3. Children Right to Access to Education

Education is a basic human right and the best investment that we can make to ensure a sustainable future and leave no one behind and this is true for every country and every region, however, millions are deprived of educational opportunities every day many as a result of social, cultural and economic factors (Moumne et al, 2019). The right to education places legal obligations on states when they make decisions regarding education and the education system (Moumne et al, 2019). The right to education requires a commitment to ensuring universal access, including taking all necessary measures to reach the most marginalized children, but getting children into schools is not enough; it is no guarantee of an education that enables individuals to achieve their economic and social objectives and to acquire the skills, knowledge, values and attitudes that bring about responsible and active citizenship (UNESCO & UNICEF, 2007). UNESCO & UNICEF (2007) stated obligations to ensure the right of access to education by provide free and compulsory primary education, develop forms of secondary education that

are available and accessible to everyone and introduce measures to provide free education and financial assistance in cases of need, provide higher education that is accessible on the basis of capacity by every appropriate means, provide accessible educational and vocational information and guidance, introduce measures to encourage regular attendance and reduce drop-out rates, provide education on the basis of equal opportunity, ensure respect for the right to education without discrimination of any kind on any grounds, ensure an inclusive education system at all levels, provide reasonable accommodation and support measures to ensure that children with disabilities have effective access to and receive education in a manner conducive to achieving the fullest possible social integration, ensure an adequate standard of living for physical, mental, spiritual, moral and social development and provide protection and assistance to ensure respect for the rights of children who are refugees or seeking asylum and provide protection from economic exploitation and work that interferes with education. All children will have access to schooling and remaining barriers to learners' participation in schooling will be removed and no child should be out of school at any stage during the primary school years (MoE, 2008).

The right to education requires that everyone should be able to access quality education on an equal basis with others and completely free from discrimination (Moumne et al, 2019). International human rights law (IHRL) identifies three components of accessibility: economic, physical, and administrative accessibility (Moumne et al ,2019). Poverty which disproportionately affects marginalized groups and, in many countries, particularly low and lower-middle income countries, families often cannot afford to send their children to school, leaving millions of school age children deprived of education, so to ensure that the right to education is economically accessible, through two primary measures: the introduction of free and compulsory education and the reduction of dropout rates (Moumne et al, 2019). Lack of physical accessibility is a particular problem for those who live in rural areas where schools may not be generally available and this can lead to children having to walk, often unsupervised, long distances, in sometimes difficult conditions, to attend school or having to take public transport; therefore, states must address this by ensuring that schools are available and accessible at all levels and in cases where they cannot, they must provide free or subsidized, safe school transportation (Moumne et al 2019). Administrative requirements for students to enroll in schools, such as having to show birth certificates, passports, or residency permits, although not inherently discriminatory, because for some groups, notably refugees, asylum-seekers, and other

types of migrants are impossible to fulfil such requirements, given that they have had to leave their homes, leaving behind documents with no chance of retrieval (Moumne et al, 2019).

The right of access to education comprises three elements: the provision of education throughout all stages of childhood and beyond, consistent with the Education for All goals; the provision of sufficient, accessible school places or learning opportunities; and equality of opportunity (UNESCO & UNICEF, 2007). A rights-based approach to education seeks to build opportunities for children to achieve their optimum capacities throughout their childhood and beyond and it requires a life-cycle approach, investing in learning and ensuring effective transitions at each stage of the child's life (UNESCO & UNICEF, 2007). States have obligations to establish the legislative and policy framework together with sufficient resources to fulfil the right to education for every child and each child must therefore be provided with an available school place or learning opportunity, together with appropriately qualified teachers and adequate and appropriate resources and equipment and all learning environments must be both physically and economically accessible for every child, including the most marginalized (UNESCO & UNICEF, 2007). Even where schools exist, economic, social and cultural factors including gender, disability, AIDS, household poverty, ethnicity, minority status, orphanhood and child labor often interlink to keep children out of school; so, governments have obligations to develop legislation, policies and support services to remove barriers in the family and community that impede children's access to school (UNESCO &UNICEF, 2007). Responding to the needs of these children has increasingly led governments and agencies to explore the possibility of providing alternative education (AE) opportunities to these groups (Shah, 2015).

The launch of sustainable development goal 4(SDG) for education for all by 2030 represents a critical window of opportunity to ensure that refugees and stateless children and youth are visible and accounted for in the next 15 years of education sector planning, development and monitoring at national and sub-national levels (UNHCR, 2015). In order to achieve the Sustainable Development Goals (SDGs) and ensure peace and security, a coordinated effort is needed to create effective solutions for marginalized children to have access to high-quality learning opportunities (Knezevic, Curtiss, & Gero, 2022). With Goal 4 of Transforming our world: the 2030 Agenda for Sustainable Development ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (UNESCO, et al, 2015). This is especially true for

children on the move in low-income countries, in fragile environments, and for those who have been forcibly displaced, either internally or across borders, as a consequence of violent conflict, disasters, or environmental degradation due to global warming, poverty, or violence.

2.4. Alternative Education Programmes

Non-formal education programmes can play a crucial role in providing second-chance education for out-of-school children and expanding educational opportunities to areas beyond the reach of the mainstream public school system (UNESCO Institute for Statistics & UNICEF, 2015). Non-formal education interventions aimed at reaching OOSC with the understanding that provision of education is a basic human right and the primary responsibility of the State (Shanker, Marian & swimmer, 2015). Specific targeted interventions should be designed to establish or increase enrollment of OOSC in appropriate educational programmes, with elements that support them to stay in school and interventions should respond to educational access and quality and should promote safe learning environments (UNHCR, 2015).

Alternative education refers to flexible programmes offered to ensure the right to education for all out of school adolescents' girls and boys and this education includes programmes that are adaptable in terms of time schedule, location, enrolment process, delivery platform to meet the needs of out of school adolescents with a demand-driven approach (UNICEF, 2022). It mostly covers non-formal programmes, in some countries, the provision is within the same school, while in others, they are in alternative educational settings, for example, in community centers (UNICEF, 2022). Alternative education programs that are reportedly most successful are those that have multiple entry and exit points and have local relevance in that they are tailored to the local context (Ngware et al, 2018). Out-of-school youth are motivated to join complementary education programs to acquire basic literacy skills, to find work or set up their own business (Ngware et al, 2018). Alternative education covers different types of programmes: Accelerated Education, Alternative Basic Education, second chance education, youth livelihood and training program, speed schools, remedial program (supportive program), transitional educations (catch up program and bridge program (INEE, 2020 & UNICEF, 2022).

Catch-up programmes are designed to provide short-term support for adolescents that were out of the school for a short time or the learning gap is not extensive and the goal is to re-engage them in formal education as soon as possible (UNICEF,2022). Catch up programmes refer to

short to transitional education activities that focus on the resumption of formal education for children and youth who missed out or had their education interrupted (Shah,2015).

a catch-up programme is short-term transitional education programme for children and youth who had been actively attending school prior to an educational disruption which provides students with the opportunity to learn content missed because of the disruption and supports their re-entry to the formal system and the disruption may due to which may be caused by crisis, conflict, or displacement (AEWG, 2020). Catch-up programmes help them to recover the knowledge and skills they lost while they were out of school as well as to acquire the new competencies, they would have learned had the disruption not occurred (AEWG, 2020).

Bridge programmes are usually short-term courses on language or preparation to re-enroll adolescents in an educational system of a new context or country (UNICEF, 2022). Bridging programmes refer to short term targeted interventions to facilitate out of school children and youth's re-entry into the education system and the intervention can take various forms such as language acquisition and/or other existing differences between home and host education curricula and systems (Shah, 2015).

Alternative Basic Education (ABE) programmes refer to longer-term educational programmes that enable learners to complete a full course of basic education within the programme often in an accelerated fashion (Shah, 2015). Alternative Basic Education is a type of school equivalency program for children ages 7-14 in which learners cover the equivalent of the first four grades of primary school in just 3 years and are then able to transit into the formal system (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 a facilitator from the local community, accelerated learning and active and learner centered teaching methodologies and flexibility in the delivery of education (MoE,2008). Though it targets children age 7-14, in many cases older youth up to age 18 and 19 participate in the programs, particularly in pastoral and extremely remote areas (MoE,2008). In Ethiopia, the ABE programme has been run by the Regional Education Bureaus (REBs) in collaborative partnership with various international and local non-governmental organizations (NGOs) and the community (Onwu & Agu, 2010). ABE programs are critically important in reaching the hard-to-reach remote rural and dispersed

communities, pastoralists, semi-agriculturalist societies and flexible enough to accommodate local conditions and the needs of learners and parents through condensed version of the first cycle of primary school curriculum to meet the demands of the learners and establish horizontal and vertical links with the formal education system (MoE, 2005).The fact that the programme is being implemented by different organizations and by the regions at woreda (district) level, each with its own conception and implementation strategies, does suggest different approaches to quality assurance, in the absence of a national mechanism for doing so, the philosophy underpinning ABE provision appears to be highly region-specific (Onwu & Agu, 2010).

In Ethiopia, alternative basic education had lack of a coherent and clear educational philosophical basis, because the question of what is best or what works best to help under-served, out-of-school children achieve basic education competencies has not been central in ABE programme provision rather, other considerations with political overtones such as increasing pupil enrolment at all costs seem to be uppermost in the minds of key stakeholders (Onwu & AGU, 2010).The greatest limitations of the Alternative Basic education program is lack of responsiveness to the needs of the local community and the community reflected that ABE schools in their localities are characterized by inflexible schedule, poor infrastructure and poorly qualified and motivated teachers and these factors made the local communities to consider the ABE program as inferior to the formal school structure (Alemu & Solomon , 2019).

Accelerated education programmes (AEP) are flexible age-appropriate programmes that promote access to education in an accelerated time-frame for disadvantaged groups, over-age out-of-school children and youth who missed out or had their education interrupted due to poverty, violence, conflict, and crisis and the goal of AEPs are to provide these learners with equivalent certified competencies as in the formal system, in an accelerated timeframe, with learners transitioning to mainstream education (Shah, 2015). Accelerated Education Programs (AEPs) are flexible, age-appropriate programs that promote access to education in an accelerated time frame for such disadvantaged groups specifically, for out-of-school, over-age children and youth excluded from education or who had their education interrupted due to crisis and conflict. And it is typically implemented to fill a critical gap in the provision of essential educational services to crisis and conflict-affected populations and ensure learners receive an appropriate and relevant education responsive to their life circumstances (Menendez et al, 2016). AEPs provide

flexible opportunities for studying a condensed curriculum that enables transition into mainstream, formal schooling, or provides recognized and relevant certification and skills for the labor market (Myers & Pinnock, 2017).

2. 5. **The Beneficiaries of Accelerated Education Programs**

AEPs have responded to learners who are over-age for the formal school system and have been denied education or had their education severely interrupted because of crisis or conflict, disadvantaged or marginalized/excluded learners and girls have been traditionally denied an education (Menendez et al, 2016). AEPs have been used in times when children and young people have had their education interrupted by conflict and crisis, when schools have been shut down, or where the school system has been very limited and have also been used to help street and working children and other poor and marginalized groups (Myers & Pinnock, 2016). AEP classes were established in response to learners who had been denied an education or who had their education interrupted because of conflict sometimes in cases where children's and youth's schools no longer exist or were significantly destroyed by conflict (Menendez et al, 2016).

2. 6. **principles of Accelerated Education Program**

Myers and Pinnock (2017) organized ten accelerated education principles.

Principle 1: AEP is flexible and for over-age learners.

Target over-age, out-of-school learners, AEPs are typically for children and youth aged approximately 10–18, in collaboration with the MoE or relevant education authority, define, communicate and regulate the age range for student enrolment in AEP, make AEP class time and location flexible as required by the community, teacher, and above all, the specific needs of both male and female learners in order to ensure consistent attendance and completion, provide age-appropriate, introductory-level course for learners who have never been to school to improve readiness skills (Myers & Pinnock, 2017). AEPs should consider the needs of learners and the community, regulations of the MoE or relevant education authority, and other contextual factors to determine the age range of a programme, some programmes may target the entire age range of 10 to 18, while others may focus on a smaller range of ages within this group (Myers & Pinnock, 2017). Flexible timetabling is important for AEPs seeking to reach over-age children, who often have to earn money or work for their families for having different daily school hours than the

formal school, like starting late in the morning after early chores or work, or running classes in the evening after work (Myers & Pinnock, 2017).

Principle 2: Curriculum, materials and pedagogy are genuinely accelerated, AE-suitable and use relevant language of instruction.

Develop and provide condensed, levelled, age-appropriate, competency-based curriculum, Prioritize the acquisition of literacy and numeracy skills as the foundation for learning, integrate Accelerated learning principles, pedagogy and practices throughout the curriculum and teacher training, adapt the AEP curriculum, learning materials, language of instruction and teaching methods to suit over-age children and reflect gender-sensitive and inclusive education practices, integrate psychosocial well-being and life skills' acquisition in the curriculum to address young people's experiences in conflict-affected and fragile contexts, ensure AEP timetable allows for adequate time to cover curriculum, develop and provide teacher guides, when funding AE curriculum development, allow sufficient time (1-2 years) and budget, and provide long-term technical expertise(Myers & Pinnock, 2017). To meet the needs of learners, AEP curricula, materials and pedagogy often differ from those of formal schools and it should be condensed, often removing non-core subjects and repetition while focusing on literacy and mathematics (Myers & Pinnock,2017). Accelerated Learning curricula, pedagogy and practices should be responsive to and inclusive all students, including girls, religious and ethnic minorities, and students with disabilities and it should set up appropriate language of instruction and curriculum content to help learners understand lessons easily and learn any other languages they need (Myers & Pinnock,2017).

Principle 3: AE learning environment is inclusive, safe and learning-ready.

AEP classes are free, and there are no fees for uniforms or materials, apply (inter)national standards or guidelines to ensure relevant specifications for safety and quality for the learning environment are met, ensure access to water and separate latrines for girls and boys, and provision of sanitary materials when relevant, budget for maintenance and upkeep of facilities, resource AEPs with a safe shelter, classroom furniture and teaching and learning supplies and equipment, provide information to students and teachers on reporting mechanisms and follow-up of exposure to violence and gender-based violence, follow recommended relevant education authority guidelines for teacher-pupil ratio, but not greater than 40 pupils per teacher (Myers &

Pinnock, 2017). School related costs borne by learners and their parents (including for transport, learning materials, and uniforms) need to be minimal, and removed whenever possible, through can do negotiating access to existing MoE or programme budget lines for supporting vulnerable learners and encouraging communities to mobilize resources (Myers & Pinnock, 2017). Poor center management including lack of appropriate, gender-separated latrines (which particularly affects adolescent girls), lack of school breakfast and/or energy boosting snacks, and teachers' absenteeism can contribute to poor attendance and dropout (Myers & Pinnock, 2017).

Girls and boys have equal access to education at all levels and are treated equally in the classroom, exploitation and abuse do not take place at schools, and schools have effective reporting and referral mechanisms for abuse, including consequences for perpetrators of sexual and gender-based violence and other abuses, there is a teacher code of conduct and a mechanism to ensure it is monitored and enforced, the community is engaged to ensure the protection and security of all students, the distance between home and school is not too great and does not pose safety risks, cultural issues that interfere with educational participation are met with innovative thinking, any social cohesion tension is addressed by inclusive or peace education programming, there is access to potable water and hand-washing facilities with soap, there are sufficient numbers of gender segregated and disability accessible latrines and School buildings are safe and there is school fencing (UNHCR, 2015).

Principle 4: Teachers are recruited, supervised and remunerated.

Recruit teachers from target geographic areas, build on learners' culture, language and experience and ensure gender balance, ensure teachers are guided by and, where appropriate, sign a code of conduct, provide regular supervision that ensures and supports teachers' attendance and performance of job responsibilities, ensure teachers receive fair and consistent payment on a regular basis, in line with the relevant education authority or other implementers, and commensurate with the hours they teach (Myers & Pinnock, 2017). AEPs may recruit many different types of teachers: local, untrained educators; individuals with experience in other fields, such as community development and health; retired formal school teachers; employed formal school teachers who are able to take on a second shift; teachers from host communities and those certified nationally or in their home country (Myers & Pinnock,2017). Before recruiting teachers, establish preferred AEP teacher qualities and skills in collaboration with partners and community

members and teacher recruitment will depend on government policies and the availability of people who can teach in the operating context (Myers & Pinnock, 2017).

Principle 5: Teachers participate in continuous professional development.

Provide pre-service and continuous in-service teacher professional development courses on subject knowledge and accelerated learning pedagogy, build inclusion, gender-sensitivity and protection practices into the AEP teacher training, ensure teachers are provided with regular support and coaching to help improve the quality of classroom instruction, work directly with teacher training institutes and national structures for AEP teacher training in order to provide certified professional development for AEP teachers (Myers & Pinnock, 2017). AEPs should strive to offer a continuous professional development programme relevant to their teachers and beneficial to the larger workforce and education system while making choices about what is feasible with the opportunities and challenges they face (Myers & Pinnock, 2017).

Teacher training for AEPs needs to incorporate child protection and code of conduct to ensure teachers are trained in child protection basics and the teacher code of conduct, or a related, enforceable standard for child safety and protection, inclusion and gender sensitivity to ensure training supports teachers to use inclusive, gender-sensitive practices in their teaching, accelerated learning pedagogy to incorporate the fundamentals of accelerated learning, which includes rights-based, learner-centered, activity-based teaching methods, teacher training should model this methodology and be group-based, with activities, games and open discussions, as well as research and worksheets, so teachers can learn by doing, condensed curriculum. work with teachers on the concepts of compressed or condensed curricula, or the materials developed for teaching and learning and content-based skills to provide the opportunity for teachers to strengthen their skills in the content areas (Myers & Pinnock, 2017).

Principle 6: Goals, monitoring and funding align

Centre the overarching programme goal on increasing access, improving skills and ensuring certification, develop, apply, and regularly report using a monitoring and evaluation framework linked to programme goals and plans, make monitoring and evaluation systems for data compilation and analysis compatible with the MoE, ensure the programme is adequately funded to assure sustained minimum standards for infrastructure, staffing, supplies, supervision and

management, include exit strategies and/or a sustainability plan in the AEP design (Myers & Pinnock, 2017). The goals and targets of the AEP should center on increasing access for over age, out of school, disadvantaged children and youth (Myers & Pinnock, 2017).

Principle 7: AE center is effectively managed

Ensure fiscal, supervisory, monitoring and evaluation systems are in place, set up systems for student record keeping and documentation with data to monitor progress on student enrolment, attendance, dropout, retention, completion, and learning, disaggregated by gender and age group; Set up systems to track AEP students who have completed in regard to their transition/integration to formal education, vocational training and/or employment; ensure the community education committee, trained and equipped to support AE management (Myers & Pinnock, 2017).The AEP should be effectively managed in alignment with programmatic goals, includes establishment of fiscal, supervisory and monitoring and evaluation systems (Myers & Pinnock, 2017).

 Principle 8: Community is engaged and accountable

Ensure the AEP is located within a community that supports and contributes to the programme; ensure the AEP is locally led and, when necessary, technical expertise is provided externally; provide comprehensive community sensitization on the benefits of AEPs; in areas with frequent movements of internally displaced persons and/or refugees, conduct continuous needs assessments and community sensitization on education. For AEP success and sustainability, community engagement is critical from the start and this engagement often comes in the form of an organized community education committee or community outreach workers (Myers & Pinnock, 2017). These groups or individuals provide an essential link between the AEP and communities, ensuring that the programme is both appropriately managed and relevant to the context and to identify and support children who may not enroll or are at risk of dropping out as well as to raise community awareness of the importance of education (Myers & Pinnock, 2017).

Principle 9: AEP is a legitimate, credible education option that results in learner certification in primary education.

Include strategies and resources that ensure AEP learners can register for and sit examinations that provide a nationally recognized certificate; develop clear pathways that enable children and

youth to reintegrate in a corresponding level in the formal system, vocational education or employment; if national and annual examinations do not exist, develop assessment systems with the MoE that enable children to be tested and reintegrated at an appropriate level in the formal system (Myers & Pinnock, 2017). At an early stage, AEPs should negotiate agreement between the MoE and schools for the accreditation needed to certify AEP learners' attainment so as to facilitate their entry into the formal education system, training or employment (Myers & Pinnock, 2017). In certain contexts, aligning AEP content to national standards and examinations may conflict with certain foundational goals and characteristics of the programme, such as flexibility and AE pedagogy and curriculum, so AEPs may experience tensions between many of the principles as well as between Principles and Action Points, as programmes are planned and implemented (Myers & Pinnock, 2017).

Principle 10: AEP is aligned with the national education system and relevant humanitarian architecture.

Integrate research on out-of-school and over-age children within education sector assessments so that supply and demand issues related to AEP are explored, analyzed and prioritized; develop strategies and processes to engender political will, identify resources and integrate AEP into the national education system; develop clear competency based frameworks for monitoring progress and achievement by level, based on national education system or relevant humanitarian architecture curricula; use certified MoE material where available; seek provision for financial support for AEPs within national or sub-national education budgets; in a humanitarian context, work with the Education Cluster or appropriate sector/donor coordination group to ensure the AEP is part of a coordinated sector response; AEPs are most successful when integrated into the wider education system and recognized by the government or relevant education authority (Myers & Pinnock, 2017). s. AEPs can support the strengthening of the wider education system when approved and accredited by the government or relevant education authority and aligned with national curriculum and assessment content and procedures (Myers & Pinnock, 2017).

2. 7. The pedagogy of the Accelerated Education

Accelerated Learning pedagogy can be an important component of AEPs. Accelerated Learning is not only about learning faster or omitting subject matter, it is about how learners learn best, using a variety of methodologies that enable them to learn more effectively and at an accelerated

pace (Myers & Pinnock, 2017). Accelerated Learning pedagogy is learner-centered, active, participatory and varied to meet the needs of all and teaching is age-appropriate and aims to support different learning styles (Myers & Pinnock, 2017). The pedagogy of accelerate education is Student-centered, activity-based learning through: Games, music, nature, family interaction, independent & group work, peer instruction, projects and activities, and low-cost and no-cost materials and facilitators emphasize learning through group activities and processing skills and they develop lessons that use a wide range of learning resources and activities within and outside the classroom, keeping lessons lively and engaging (Rauchwerk, 2017). Accelerated Learning approaches emphasize the influence that self-belief and motivation have on learning and they recognise that students have different learning styles, including visual, auditory, and kinesthetic, and they harness different types of intelligence and the ways in which information is retained and recalled (Myers & Pinnock, 2017).

2.8. Challenges (Barriers) and Enablers of the Accelerated Education program

2.8.1. Challenges (Barriers) of the Accelerated Education program

Non-formal education is either not included in policy documentation, or is not under the remit of the Ministry of Education (or equivalent), AEPs restricted in their scope and range and unable to operate with flexibility to meet the needs of local populations, Curriculum not condensed for AEPs, Lack of examinations/assessments that limit opportunities for AEP learners to gain the accreditation required to re-enter formal education systems, Students unable to re-enter formal education system if over-age, Unstable policy environment that is subject to frequent change, Community and parental perceptions of the value of education for girls, household chores that prevent girls from attending school, early marriage, lack of female teachers, poor gender sensitivity; pedagogical practices that are not supportive of female learners; concerns over girls' safety; restrictions on female mobility; childcare responsibilities of young mothers, European language/second language used as language of instruction, Lack of community and family engagement, lack of value in education, lack of understanding of AEP, cultural/social norms that prevent participation, a lack of funding as being a significant limitation to the programme, Limited supply of qualified teachers; low salaries/allowances/incentives; challenging working conditions; majority of teachers in AEPs do not hold teacher qualifications, Lack of transport to reach government schools/long distance to government schools, Lack of government schools to

transition into and Lack of guidelines on how learners can transition from non-formal to formal education settings are barriers to the ineffective implementation of AEPs (Fitzpatrick, 2020).

2.8.2. Enablers of the Accelerated Education program

Non-formal education is included in official education policy documentation as a means of addressing the needs of out of school children and young people, AEPs given the freedom to creatively solve barriers that prevent participation in the formal education sector, with support from local and national education authorities, National curriculum condensed for AEPs, Clear transition examinations/assessments that connect non-formal education with the formal schooling system, to enable students to re-enter after successful completion, Flexibility on the age of students to re-enter the formal education system, Flexible school start times, gender sensitization training with community members; train and recruit more female teachers from the local community; adopt teaching approaches that give girls more opportunities to interact and engage with learning materials, through approaches such as group work, Clear policies that include non-formal education, including accelerated education, Clear integration with the national system, Strategies to overcome gender-based barriers, Community engagement, Accelerated curriculum that clearly connects with the national system, Teacher training, Effective monitoring and evaluation systems, Supporting resource generating activities among local communities, Sick pay for teachers; increases in pay; medical support; breaks; shorter working day; provision of initial training when teachers join the programme; ongoing support from qualified supervisors, Connect AEPs with local and national government to ensure certification achieved through AEPs will enable students to return to formal education upon AEP completion and Work with education authorities to ensure an accelerated curriculum connects with the curriculum in formal education are multiple dimensions to the effective implementation of AEPs (Fitzpatrick, 2020).

2.9. Barriers to Educational Access for Out of School Children

Several research studies have shown that children leave school or never attend for different reasons, the key ones being poverty; child labor especially if this is an essential contribution to household income; distance to schools; over-age attendance in the context of a mono-grade school curriculum; nomadic or pastoralist life styles; gender where girls poor attendance or access is linked to cultural/religious factors or gender-insensitive school environment; ill health

and disability leading to inconsistent attendance; and loss of one or both parents leaving children without the household support for their education. Schools can intentionally or unintentionally also 'push' children out of school, through for example, an inflexible school calendar which coincides with seasonal local economic activities; absent teachers; irrelevant or culturally unresponsive curriculum; inadequately trained school managers and teachers; poor teaching methods; lack of teaching/learning materials; use of corporal punishment; lack of accountability and the use of an unfamiliar language as medium of instruction. To be successful, accelerated learning programmes (ALPs), such as the Speed School, have to overcome many of these barriers or challenges (Akyeampong et al., 2016).

Characteristically, ALPs try to address these barriers through small class sizes of between 25-30 children to enhance quality of instructional interaction; adopt multi-age and mixed-ability grouping; provide greater contextualization of the school curriculum; increase time on task; recruit local usually unqualified volunteer teachers fluent in the local language and can use it as a medium of instruction (MOI); introduce flexible school hours (where necessary) and adopt more interactive or activity-based pedagogies. Some ALPs may have strong local community and civil society involvement and commitment, and introduce careful monitoring and governance structures outside the formal education system (Akyeampong et al., 2016).

The Speed School programme in addition to sharing similar characteristics of ALPs, introduces a distinctive pedagogy that does not only enable the OOSC it targets to catch up on basic skills, but takes them through processes of learning that boost their capacity to learn both in the Speed School and subsequently in the Link Schools (Akyeampong et al., 2016).

2.10. Providing Access to Out of School Populations

In most cases, the number of out-of-school beneficiaries served through AE provision met or exceeded expectations (Shah,2015). Often, the target populations for such programming were either children or youth who were overaged and unable to (re) enroll in the formal schooling system, or children affected by displacement who did not have access to the formal schooling system otherwise within their host communities. In accordance with the NRCs current Education Programme Policy, the majority of programs served children and youth aged 9 to 14 (Shah,2015). According to AE program enrollment data, AEPs serve as an important vehicle for

providing access to OOSCY who would otherwise lack access to any other form of recognized learning (Shah & Choo, 2020). Across a range of countries with high numbers of OOSCY, AEPs are providing access to sizeable numbers of overaged, disadvantaged children and youth who might otherwise lack any opportunity to acquire certificated learning. In most contexts, however, they continue to serve a relatively small percentage of the total OOSCY population (Shah & Choo, 2020).

AEPs continue to suffer inefficiencies in terms of high learner drop out and poor attendance rates, but these may be comparable or better than similar statistics in formal education systems with learners who often come from marginalized or disadvantaged positions in society. Strong evidence exists to demonstrate how AEPs support learners to acquire basic numeracy and literacy skills. Such improvements are often significantly higher when compared to other groups of OOSCY or government school students in the same grade level and/or age. While some evidence exists to suggests that AEPs contribute to the well-being and holistic development of OOSCY, these learning outcomes are less well measured and documented at present. AE learners continue to struggle to effectively transition into formal education systems due to a range of supply and demand side barriers (Shah & Choo, 2020).

2.10.1. Supporting Female Learners
NRC's AEPs have to date worked hard to identify and provide access to those most marginalized within the communities they serve (Shah,2015). In many programmes this has meant giving particular attention to the needs of female learners who are more likely to be out of school, particularly in contexts of displacement. A strong success of many of NRC's AEPs has been ensuring that close to 50% of direct beneficiaries are females (Shah,2015). Female AE learners continue to struggle more than males in respect to retention, completion and transition. Other forms of disaggregated outcome reporting, by household income/poverty indices, disability status or other demographic markers are less well documented and analyzed within AEPs at present (Shah & Choo, 2020). Often, gender-related challenges/barriers intersect with the wider political, educational and socio-economic context (household poverty, pastoralism, insecurity) and tend to disproportionally effect female learners in many contexts which AEPs operate. AEPs are increasingly demonstrating gender sensitivity in their program designs and approaches, as

well as addressing limitations that hinder female students from accessing, attending, and completing AEPs through a wide range of gender responsive actions (Shah & Choo, 2020).

2.10.2. Targeting Children Affected by Displacement

In keeping with the NRC's broader mandate, special consideration is given to ensuring that children displaced by conflict are the primary beneficiaries of its AE programming (Shah,2015). Within this population, an additional criterion is that beneficiaries are overage to enter into the formal schooling system at the level they would need to (typically lower primary). In many circumstances, programmes were successful in ensuring that children accessing its programming were in the majority refugees, and were also too old to access the formal school otherwise (Shah,2015).

2.10.3. Inclusive Towards Disability and Psychological Needs

Data reviewed to date suggests that the number of disabled beneficiaries included in AE programming remain quite small (Shah, 2015). A greater number of disabled beneficiaries participating in AE programming may face a number of challenges, one is a failure to identify children with disabilities within the educational system, another issue is a lack of appropriate support for disabled children within AE programming (Shah, 2015). As a result of the teachers' failure to provide special attention or specific knowledge of how to work with children with disabilities, the majority of the students dropped out of the program. a widespread community belief that children with disabilities did not need to attend the school because they were not noticed or valued in their families (Shah, 2015).

2.11. The Speed Schools in Ethiopia

The Speed School (SS) program in Ethiopia was established in 2011 through the efforts of Geneva Global1(Akyeampong, Westbrook & Pryor, 2020). Geneva Global is a philanthropy advising firm based in Paoli, Pennsylvania, USA and it works with high net-worth individuals and families, charitable organizations and corporations to yield the greatest development outcomes from their philanthropic development investments (Akyeampong, Westbrook & Pryor, 2020). Geneva Global is an international consulting company that manages development projects on behalf of philanthropic organizations, although the SS program was developed by local staff (Akyeampong, Westbrook & Pryor, 2020).

The Speed School program is based on the following concepts: older students can learn within a shorter time span and at a faster pace than younger children, mastering literacy at an early age is key to academic success, children who have been out of school can be more motivated and enthusiastic to learn, older children can learn at a faster pace than younger children and individual attention to each student's learning process produces better results (Luminos fund, 2017). The key aims of speed school program are provide out-of-school children aged 9 to 14 a second chance at a formal primary education, equip students with the skills, knowledge, motivation and confidence to continue in school and on into life and livelihood with success and joy and empower mothers economically and socially to support their children's future schooling and overall wellbeing (Geneva global,2021).

Geneva global (2021) stated four key components of speed school program:

Speed School Class: Groups of 30-36 students cover the official Grades 1 to 3 curriculum in 10 months. Attending full-day classes led by a trained facilitator, students learn in groups of six and Over 90% continue in primary school where most join Grade 4 and progress and thrive.

Self-Help Group: The mother of every Speed School student joins a Self-Help Group where they engage in joint income-generating activities and group savings and undertake social actions to support their children's future schooling.

Primary School Capacity Strengthening: Train and support ministry and decentralized education structures to use Speed School methods to improve teaching and learning across all primary classes in link schools and, eventually, in all primary schools.

Gender equality and inclusion: Engage parents, teachers, officials, and students to support the school enrolment, learning, and joyous participation of girls, children with disabilities and other marginalized groups.

Speed School is a holistic program that operates to bring out-of-school children back into the formal school system (access) and to make sure that they learn well there (quality), persist in their studies, progressing to higher grades to receive certificates and diplomas (internal efficiency), and transition to productive and fulfilled life and livelihood (external efficiency) (Geneva Global -Eth, 2020). In each woreda (district) where the Speed Schools operate, a different, locally based development NGO is contracted as the implementing partner (IP) and the

IP appoints a training officer (TO) and community mobilizers (CM) who then make contact with local school authorities and communities in order to identify children in the age range 9–14 who have never been to school or who have dropped out in the early grades, in each location, these children are placed in classes of 25 with a balance of boys and girls and according to their home language, which is then used in the classes (Akyeampong et al, 2018).

Alongside the Speed School classes, the program offers three more elements, the mothers of the selected children are required to join a self-help group which uses microfinance principles to assist them in supporting their child through the Speed School and beyond and which is supported by the local government and it also introduces a school readiness program for younger children based on the child-to-child approach with upper primary school students, finally, links are created with the primary schools that will receive the Speed School graduates and some training is offered to teachers there (Akyeampong et al., 2016a; Akyeampong et al., 2018, as cited, Akyeampong, Westbrook & Pryor, 2020).

The one-year Speed School curriculum focuses on literacy (in home language, Amharic and English), numeracy skills and environmental sciences, in grades 1–3 and the content of the curriculum is rooted in the Ethiopian National Curriculum and its Minimum Learning Competencies (MLCs) and the government textbook for each grade and subject is a key reference for facilitators (Akyeampong, Westbrook & Pryor, 2020). The graduates of the program are expected to pursue formal education in government primary schools from grade 3 or 4, after passing a placement examination prepared in collaboration with the woreda education office and teaching is done by facilitators who are recruited locally on a one-year contract, though most are re-employed the following year (Akyeampong, Westbrook & Pryor, 2020). The minimum qualification for teaching in a Speed School is successful completion of grade 10 (junior secondary) and three weeks of intensive training, followed by frequent school-level professional development support and training is experiential with facilitators working in groups for creative learning activities, but with a strong emphasis on lesson planning which will cover the curriculum using the distinctive Speed School pedagogy (Akyeampong et al, 2018). Facilitators are expected to work a minimum of 8 hours a day, 40 hours a week and the teaching day comprises seven lessons running from 8 a.m. to 5 p.m., with a one-hour-forty-minute lunch

break, and four hours of lessons on Saturday mornings (Akyeampong et al., 2016b, as cited, Akyeaampong, Westbrook & Pryor, 2020).

In 2020/21, a total 18 collaborating partners received grants to operate 537 Speed School classes (called ALFA classes) and the same number of Self-Help Groups (SHG) in Addis Ababa City, Amhara, and Oromia where they enrolled 15,455 total children (about 45% girls) and the same number of SHG members comprising mothers or other guardians of the Speed School students and The 2021/22 Speed School year brought the addition of three new regions Afar, Sidama, and Somali and one significant new funder, Education Cannot Wait (managed by UNICEF) (Geneva Global, 2021). Sadly, the armed conflict between the government and Tigray Region forced Geneva Global Ethiopia (GG-Eth) to suspend all activities there and it also caused GG-Eth to change the location of many classes in Amhara region, moving out of areas of high insecurity (Geneva global, 2021).

2.12. Conceptual Framework of the Study

Figure: **Improving the implementations of accelerated education programmes**.

2.13. Summary

Several equivalency programs have been set up in different countries to enable youth to continue with their schooling while they are still engaged in their work or meeting family obligations (Ngware et al, 2018). In practice, non-formal education takes a wide variety of forms including ad hoc, temporary education activities; technical skills-based programs and full primary or secondary education programs that can lead to certification, typical NFE programming includes accelerated education programs that lead to a certificate of completion of primary or secondary education, or that allow children and youth to re-enroll in formal education at the appropriate age-for-grade level; catch-up classes to address gaps in learning; transitional programs, such as language classes to support children who are not sufficiently proficient in the language of instruction; and vocational and skills-training programs that prepare student to access income generating activities (INEE,2020).

Accelerated education (AE) programming, is one of several complementary or alternative mechanisms for reaching populations poorly served in the first instance by the formal education system and it is a flexible age-appropriate programme that promotes access to education in an accelerated time-frame for disadvantaged groups, over -age out-of-school children and youth who missed out or had their education interrupted due to poverty, marginalization, conflict and crisis (Shah, Flemming & Boisvert, 2017). In practice, AE takes different forms in different countries, and even within countries and programmes should operationalize and contextualize relevant and useful action points while aspiring towards the overall goal of increasing educational access for over-age, out of-school, disadvantaged children and youth (Shah, Flemming & Boisvert, 2017; Myers & Pinnock, 2017). It needs the great recognitions and understanding the principles of accelerated education programmes to the program implementers to realistic and visible for their locality. While most programmes partially or mostly align with all of the principles, no programme fully aligns with all principles (Shah, Flemming & Boisvert, 2017).

There remain significant gaps when it comes to sustained and meaningful policy-level commitment to AEPs, particularly when it comes to: government ownership and oversight of AEPs as a long-term strategy for addressing the needs of marginalized and disadvantaged

learners; financial allocations to AEPs from national budgets; alignment and integration of AE learners within education management information systems and consistent transition pathways from AEPs into formal education (Shah & Choo, 2020). While there is widespread agreement on the need for accelerated education programmes among agencies and governments, however, there is insufficient validated documentation that provides guidance, standards and indicators for efficient programme planning, implementation and monitoring (Shah, Flemming & Boisvert, 2017). To address some of these challenges related to accelerated education programmes, starting with discussions with a large number of education partners in the area to participate to address recommendations a sound practice and open dialogues to develop standard and guidance materials to accelerate education. Implementing partners of AEPs should be working to collectively shape and inform the national policy context, to ensure gaps and issues in respect to AEP policy implementation are addressed in coordination with national education stakeholders and the donor community and fully integrated as a long-term government led response to addressing the needs of OOSCY given its potential to support these learners with accredited learning and a pathway back into formal education (Shah & Choo, 2020).

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Research Paradigm

A research paradigm is a set of beliefs and assumptions that guide and shape our research work (Creswell, 2007). Similarly, in educational research, the term paradigm is used to describe a researcher's perspective or thinking or school of thought or set of shared beliefs, that informs the meaning or interpretation of research data (Mackenzie & Knipe, 2006, as cited, Khatri,2020). The assumption of this study was concerning the principles or the guidelines of accelerated education program and in this assumption the researcher had tried to assess the implementation of accelerated education program principles or guidelines in the speed school program of the investigated areas.

Four types of philosophical worldview (paradigms) are postulated; postpositivism, constructivism, transformative, and pragmatism (Creswell, 2014). The researcher used a constructivist research paradigm. Regarding the constructivism research paradigm, Creswell (2009) stated that it enables individuals to seek understanding of the world in which they live and work in line with developing subjective meanings for their experiences.

The researcher of this study believed that this research paradigm has a key role to understand the practice, the effectiveness of accelerated education on the activities of SHGs, the challenges hindering the implementation of accelerate education program and the prospects to accelerated education program in the investigated area.

The researcher believed that this research paradigm could help to get different types of data in line with participants view and from secondary data of the program targeting with how they were implemented or practiced AEPs, its effectiveness, major challenges hindering it and the prospects of the program in the investigated areas.

Since the approach of the study was qualitative research, this helped the researcher to develop semi-structured interview data gathering tools, FGDs, observation checklists and reviewing the existing documents to rich data for the implementations of accelerated education program, the

effectiveness of the program, major challenges that constraints to AEPs and the prospects of the program in the study areas.

3.2. Research Approach

The qualitative research approach was deployed in this study as I found it relevant to assess the practice, the effectiveness, prospects and challenges hindering the implementations of accelerate education program. In line with this, Creswell (2014) stated that the qualitative research approach is important to explore and understand the meaning individuals or groups ascribe to a social or human problem and it involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes.

Hence, this research approach helps the researcher to investigate how the AEPs were delivered in line with the principles or guidelines of AEPs, how is the AEP program effective on the parents' involvements in the SHGs, major challenges hindering the implementations of AE and the prospects of the AE in the investigated areas.

The nature of this study would be employed qualitative research approach that data should be gathered through semi structured interview, observation checklists, FGDs and secondary documents. As a result, I spent a significant amount of time with the speed school teachers, woreda education office experts particularly, the curriculum development and implementation team leaders, focal persons of SSP at woreda, zone and regional levels, the formers SSP students particularly, grade four and grade six and I had collected the qualitative data through document review. Then the researcher would interpret the observed, interviewed, group discussions and the reviewed documents data in line with the implementation/practice, the effectiveness of AE on parents' involvements in SHGs and the challenges hindering the effective implementations and the prospects of accelerated education program in the investigated areas.

3.3. Research Design

There are many types of research designs postulated by researchers aimed to meet different purposes with different contexts of study. Creswell (2007) suggested qualitative research as narrative research, phenomenological, ground theory, ethnography, and case study. The investigator intended to examine how the AEPs implemented in line with principles/guidelines of

AEP, the effectiveness of the program, challenges hindering to implement it and prospects of the program that began exploring and an in-depth examination with qualitative data and analysis in the investigated area. Besides this, investigator argued that, cases study is necessary design to understand really the program had been implementing in line with the principles/guidelines of AEP/SSP, the effectiveness of the program, challenges hindering to implement it and prospects of the program.

Case study is a qualitative study in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes (Creswell, 2007). Similarly, Creswell (2009) stated that case studies are a strategy of inquiry in which the researcher explores in depth a program, event. activity, process, or one or more individuals. The intended research was bounded by the AE program implementer in line with the accelerated education program principles and then the investigator has gathered multiple data using different data collection instruments from the respondents of the research.

By taking practice/ implementation of AE/SS program in line with guidelines/ principles of AEP/SSP, challenges hindering to implement it, the effectiveness of program and the prospects AEP/SSP, the researcher would like to take those investigated issues in comparative type contexts with in ALFA classes and government adoption classes and the two woreda Raya kobo and Habru woredas in the investigated areas.

3.4. Sources of Data

The researcher was employed both primary and secondary data sources to investigate the issue discussed. Focal persons of accelerated education programme at Woreda, zone and regional level, SSP teachers, supervisors, directors, curriculum preparation and implementation team leaders at Ray kobo and Habru woredas and the former SSP students were the potential data sources proposed by the investigator. The researcher believed those primary data sources to explore and in- depth examination about AEP as first-hand information in the study areas. In addition to these the recorded data which were documents that included students result and activities in the SHGs to show better understanding in the study areas.

3.5. Population, Sample and Sampling Techniques

In selected woredas (Raya kobo and Habru) there were 1080 ALFA class students enrolled in 2011 E.C, 720 ALFA class students in 2012 E.C and 375 ALFA class students in 2013 E.C. Schools among those woredas 40, 25, and 15 were addressed in the respective years and the number of teachers were also proportional to each school 40, 25, and 15 in the respective years. 20 curriculum preparation and implementation team experts, 7 curriculum preparation and implementation team experts, 16 curriculum preparation and implementation team experts, 3 SSP project coordinators were working at reginal, Zone, Woredas and SSP project coordinator office respectively. In the 2014 School year there are ten (10) SSP schools at Raya kobo woreda and seven (7) SSP schools at Habru woreda.

Among 17 speed school, the researcher took two speed school, the first from the government adoption classes and the second from ALFA classes, Habru and Raya kobo woreda respectively. The rationale of the researcher was that, among SSP programs took the two programmes from government and ALFA classes made comparison the government adoption and ALFA classes implementation in the study areas. Among 31 former speed school students both at grade six and grad four eight (8) students were selected through available sampling as FGD participants. Among eight (8) SSP teachers, six teachers were selected through available sampling. Among 46 participants at regional, zone, woreda curriculum preparation and implementation teams and SSP focal persons, 7 participants were selected through purposive sampling technique. The researcher rational for the selected purposively the focal persons of SSP at regional zone, woreda and woreda curriculum preparation and implementation team leaders were the most useful or representative for this study. Both ALFA classes school and government adoption have a single supervisor and director and the researcher takes them as research participants compressively.

No	Participants/respondents	Population	Sample size	Sampling techniques
1	Curriculum preparation and implementation team leaders and SSP focal persons at woreda, zonal and reginal levels	46	7	Purposive
2	Directors	2	2	Comprehensive
3	Supervisors	2	2	Comprehensive
4	Teachers	8	6	Available
5	Students	31	8	Available

Table 1. Summary of population, sample and sampling techniques

3.6 Data Collection Instruments and Procedures

3.6.1 Data Collection Instruments

The researcher was used semi-structured interview, focus group discussions, observation and document review as an instrument.

A. Semi- structured interview

Semi-structured interviews consist of a series of open-ended questions depending on the research topic areas (Mathers, Fox, & Hunn,1998). The investigator had an interviewed with woreda education office curriculum preparation and implementation team leaders, focal persons of SSP at reginal, zone and woreda level and with the SSP teachers, supervisors, directors. Based on the speed school guideline, the researcher has developed sixteen (16) an interview guided question for the teachers, school directors and supervisors, twenty-one (21) an interview guided question for the curriculum preparation and implementation team leaders and focal persons at regional, zone and regional level. These tools helped the researcher to understand how accelerated education program/SSP are implementing/practicing with principles of accelerated education

program/ speed school program guideline, major challenges hindering in the implementing processes and the prospects of accelerated education program in the study areas.

B. Focus group discussion

 A focus group discussion (FGD) is a qualitative research method and data collection technique in which a selected group of people discusses a given topic or issue in-depth, facilitated by a professional, external moderator (Eeuwijk & Angehrn, 2017). The researcher has developed seventeen (17) FGD questions with open-ended nature for the former speed school program students. The major purpose used this tool was knew the outcomes and impacts of the speed school program for students and their parents because of they were joined in SHGs, major challenges that hindering to implement the program and the acceptance of the speed school program to parents and students at particularly and to the school community at large. The investigator had two groups (one groups within in each school). FGD discussants would set in circle mode within their school and all of FGDs has been discussed the issues in detail with investigators' participation with more clarifying some issues that should be raised. This tool has helped the researcher to understand the extent to which parents involved in SHGs activities and students' perception toward the speed school program implementations.

C. Observation

Observation is used in evaluation performance, interests, attitudes, values towards their life problems and situations (Pandey & Pandey,2015). The investigator was developed observation checklists based on the speed school guideline and observation is important to what is going on in the studied areas and to understand how respondents respond to the phenomena undertaking there and made compressions the actual implementation of AEP/SSP in the study areas with the results achieved through this program. The researcher could observe, where the speed school is provided, the actual facilitation sessions in both ALFA and government adoption classes, learners' academic achievement who enrolled in speed school program, sitting arrangement of the class based on the class activities, teaching and learning aids, activities performed by the self-help groups, major challenges of the speed school program in the implementation areas and the interaction of the speed school teachers with the link school and head teachers. In this study, the researcher would act both as participant as observer and non-participant observer.

In doing so, the researcher has answered this basic research question. how is accelerate education program practicing, the effectiveness of the accelerate education program on parent involvement on SHGs, the prospects of the AE program and major challenges hindering the implementation of AEP/SSP in the study areas.

D. Document review

The researcher had reviewed documents with of intensive photographs to understand the students result and activities done over the last two or three years with in the program. The major purpose of the document review was to collect the qualitative data and it helps the researcher to understand the extent in which students performed their academic achievements and activities were done by parents in the SHGs.

3.6.2 Data Gathering procedures

Since the approach of the study was a qualitative. the investigator has developed data gathering tools open-ended nature question for qualitative and reviewed recorded document data. Data gathering tools have developed within comprehensive readings of speed school guide line prepared by Geneva Global - Eth 2020. Three types of data gathering tools were prepared i.e., interview protocols two types; for teachers, school directors and supervisors one part and for the focal person of SSP, curriculum preparation and implementation team leader at all levels reginal, zone and woreda another part of interview protocol, observation checklists, and FGD questions. Those tools had both English and translated within Amharic languages to be understandable by respondents.

To found a good results from this study, researcher would implement phases in the data Collection Process properly. So, the researcher firstly; found phone numbers of education office at woreda and zone and I had told what I am, the purpose of what I had got them and then we agreed that issue and decided the day I could meet them and then after they told me the overall issues about the speed school based on my concerned issues in telephone, consequently, the researcher asked to get letter from the department of adult education and community development at Bahir Dar University to Raya kobo and Habru woredas already I had gained permissions access to sites from Raya kobo and Habru woredas and then after the investigator had observed first each woredas and the schools in Elaladima school ALFA class from Raya kobo and Melka chifie school government adoption class from Habru; secondly; I had adjusted

the time to collect data from each individuals and then after I had interviewed each participants at woreda first, second at school, third at zone and fourth at regional level and totally more than 420 minutes were undertaken for the interviewed individuals and in the interviewed times data were recorded through written notes as same time audio recorded. In the FGD time, researcher was communicated the school director how I had got the former speed school students and then he told me the student section and shifts at mooring or at afternoon then after I had communicated the students and told the purpose of the FGD with them and the FGDs were undertaken in each school with more than 90 minutes. At a times when interviews and FGDs were undertaken at schools, observations were undertaken, similarly, based on the classes schedules of teachers I had observed teaching and learning materials, teaching and learning methodology, the teaching and learning classrooms (I had observed two times the ALFA classes, one time the government adoption classes). Thirdly, the researcher would administer the qualitative data collection through reviewed the existed documents. In this time, I had asked different individuals at woreda and schools, however, completely the data were not available at woreda because of the study areas were damaged by war. On the other hand, some data were accessible at school such as students' results, book accounts (parents saving accounts in SHGs) and numbers of students who enrolled for the last three years. To get the full data to this study, repeatedly I had asked to get the data from ALMA office SSP coordinator and he gave me the data, consequently, I had analyzed the data based on.

3.7 Data Analysis Techniques

The investigator aimed to answer research questions proposed in this study, i.e., research questions focusing on how is AEP implementing/practicing, the effectives of AEP, challenges hindering them to implement and prospects of AEP in the instigated areas. The collected data was prepared (classified, and, organized and summarized in related themes) based on in each data gathering instrument. The investigator first read the recorded notes and transcribed audio recorded data carefully and categorized and come up all of the transcribed data with the same issues and themes which were collected through interview, FGDs, documents and observation before the analysis was mad. Then the investigator has presented the findings of the study in narration in each theme. Followed, a presentation of the findings of the study, the researcher has discussed the findings in line with literature.

3.8 Ethical Considerations

Ethical issues in research command increased attention today and the ethical considerations that need to be anticipated are extensive, and they are reflected through the research process and these issues apply to qualitative, quantitative, and mixed methods research and to all stages of research (Creswell, 2014).

The investigator has informed the purposes of the study for the participants at all levels. The participants have informed no benefit to gain and no threat was would face them because of participating in the study. The investigator also was confident enough for any harm to come upon participants because of participating in the study. All data, and evidence, which has recorded and gained through this study from participants, were kept secretly.

The anonymity of the participants was kept. The investigator has named woreda education office experts, Teachers, supervisors, directors, focal person, students (learners), reginal education bureau curriculum expert and zone education curriculum expert. Therefore, participants" names not mentioned.

CHAPTER FOUR

4. DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF RESULTS

The title of the study was "assessing the practice and challenges of accelerated education program in North Wollo Zone". Besides this, the researcher has developed four basic research questions; concerning how is practicing AEP, challenges hindering the implementation of accelerated education program; the effectiveness of accelerated education on parents' involvement in the economic activities; and the prospects of the speed school program. To be clear with the stated objectives of the study, the researcher has collected data from woreda curriculum preparation and implementation team leaders, supervisors, school directors, learners and the accelerated education program focal persons at reginal, zonal and woreda level.

This chapter of the study leads into the analysis, interpretation of data and discussion of results that were collected from respondents through, interview, document analysis, FGD and observation. The chapter included three major presentations. These are demographic information (characteristics) of respondents, analysis and interpretation of the collected data, and then discussion of main results. All these were presented sequentially.

Taking the objectives of the study, the researcher has presented the findings of the study starting from respondents' profiles, the practice of accelerated education program in different thematic areas, the challenges of accelerated education program, activities of parents in SHGs and what look like the prospects of accelerated education program by different individuals.

4.1. Demographic Characteristics of the Respondents

No	Status	Number of Participant	Workplace	Educational Background	Length of Interview in minutes	Length Of FGD in minutes
1	Regional education expert focal person	1	Bahir Dar	Master		_
2	Zone education focal person	1	Woldia	Degree	25	_
3	Woreda education curriculum expert team leaders	2	Kobo and Mersa	Degree	60	_
4	Woreda education expert focal persons	2	Kobo and Mersa	Degree	68	_
5	ALMA AEP project coordinator	1	Bahir Dar	Degree	90	_
6	Teachers	6	Elaladima and Melka chefie schools	Diploma	120	_
7	Supervisors	2	Elaladima and Melka chefie schools	Degree	50	_
8	Directors	2	Elaladima and Melka chefie schools	Degree	80	_
9	Students	8	Elaladima and Melka chefie schools	Grade six and grade four	_	90

Table 2: Research respondents/ participants profile

4.2.   The practice of accelerated education/ speed school program

4.2.1.   The school calendar of the speed school program

Both the government adoption speed school class and ALFA class were clearly practicing with the accelerated education guide line school calendar. In responding to the investigator, the participants said, "the calendar of this program was implemented in 10 months starting from September to end June by dividing in to three phases; these were phase one, phase two and phase three and in each phase, contents have been delivering in 2 months for grade one, 4 months for grade two and 4 months for grade three respectively''.

With regarding the to speed school calendar one of the school director respondents said,

> "I know the calendar of the speed school class, it was given for 10 months in to three phases, but You know and I know the current crisis of our country, those were covid and internal conflict (war) and it leads to schools were closed and students were internally moved and displaced; so, the school calendar was affected and it may start January or other months".

In relation to the schedule of speed school class, the respondents said that, "in the ALFA class the teaching day was much longer than the government schools, because it has implemented the full day schedule begins 2:00 to ends 11:00 hours in addition to Saturday tutorial class and has almost one hour lunch break, but in the government adoption speed school class the schedule was the same as the government school begins with 2:00 to end 6:00 hours''. By the investigator's effort to be clear with the variation of government school class with ALFA class implementation "respondents were explained the reasons, those were the government adoption class students raised question why we differ our class schedule from the link school students, the question of teachers why we work full day without the payment(salary), the problem of class room (there was not enough classroom in the link school) and the tiredness of the learners in the full day.

Based on the participants information, both the government adoption class and ALFA class, the speed school program is truly practicing and was the same as the speed school toolkit stated by Geneva global that follows the official primary school calendar year, starting usually in mid-September and ending at the end of Jun, however the practice of the government adoption class

in the daily school schedule was different from the ALFA, that ALFA classes were follow and respect the speed school guide line stated by Geneva global that speed school learning day lasts a full seven hours beginning at eight o'clock in the morning and ending at five o'clock in the afternoon with a mid-day break for lunch of one hour but not the government adoption classes.

4.2.2. The curriculum condensation system of speed school/accelerated education

from the interview conversation and FGD, the participants said, "the curriculum of speed school class was given by the three years curriculum in to one-year condensed curriculum including all relevant contents of the grade one to three and then learners can join in grade four (4)". Both the government adoption speed school class and ALFA class were used for the teaching and learning process in the condensed curriculum by given the Amhara Reginal Education Bureau.

In relation to the condensation system of the speed school class one of the focal persons stated that,

> " To condense the curriculum of the speed school contents and syllables, there were precondition activities before implemented, those were validation workshop included and participated individual at all level in the education system at woreda, zone and region taking the responsibility on the Amhara Reginal Education Bureau and financial support from Geneva Global, then different technical team members were participated, to evaluate the curriculum in each subject teachers were participated, different academicians from university, college and partners from Amhara development association were actively engaged".

One of the school directors mentioned that,

> ''At the government school where the ALFA class was implemented, the link school teachers were used the condensed curriculum for their teaching and learning process by understanding the effectiveness of the program''.

As recommended the speed school guide line, to condense the official curriculum, the system provides the facilitator (or teacher) both the opportunity and the responsibility to bring content drawn from the students' local context and the delivery of a condensed curriculum starts with an expanded version of what students are meant to learn in order to succeed both in their future

schooling and beyond as lifelong learners and as productive, engaged, fulfilled citizens, however, from the interview conversation, participants said that, " because of teachers were not engaged the condensation system and precondition activities, they were not understand and undertaken the holistic learning outcomes such as emotional, physical and social skills and knowledge than much focused on cognitive skills and knowledge".

4.2.3. Launch/start the speed school class/accelerated education program

Both the government adoption class and the ALFA class were performed preconditions activities before the implemented the program. In the ALFA classes, the respondents stated that, before to go head the implementations of the teaching and learning process; there were different activities performed those were; providing training for teacher, woreda, zone, reginal curriculum preparation and implementation teams and focal person, school directors, supervisors ;accessing learning materials; recruiting and selecting teachers more than diploma holders by the recommendation of Amhara Regional Education Bureau and the Woreda education offices and then providing training the selected teachers for 5 to 21 days; accessing the teaching and learning materials for each schools such as colored paper, pencil, printing A4 paper, plastic small chairs, pens, notebooks, rulers, scissors, chalk, tape, flesh, exercise books and different beauty posted paper and assigned the project coordinators in each woreda.

In the government adoption class, the respondents stated that, to implement this program we prepared in different aspects, these were discussed and communicated the school community parents, teachers of the link school; provided training for the selected teachers from the conventional school teachers who had more committed, language teachers and who had better efficiency; accessing teaching and learning classroom separately for speed school learners, accessing the condensed curriculum from the Education office, tried to full field learning aids such as reading corners, chairs, mini board, and local available materials.

from the information's of participants in the study areas, both Raya Kobo and Habru woredas were started the practice of speed school class in 2011 E.C whereas in the school level the ALFA class (Elaladima school from Raya Kobo woreda) was started in 2011 E.C, but the government adoption class (melkachefie school from Habru woreda) was started in 2012 E.C. In relation to the launching the speed school class, to implement the program the idea was beginning from Geneva Global. Before started the program, the Geneva Global project implementers discussed

with the Reginal Education Bureau experts, Woreda education office and then had got permission to go head for the practice of the program started from giving training for the Woreda Education office heads, teachers, school directors, focal persons from woreda to reginal levels. From the beginning times to launch the program there were challenges that faced the implementers, those were the attitudes of different stakeholders; from school teachers; from the education experts; from the community(parents) and from school directors by question how could students passing the three years curriculum in one year and they were associated with killing the generation in this education system. In relation to this one of the participants stated that,

> "At the beginning times of the program, challenges were happened, even individual who were assigned in the education experts with blind defenses and parents were extremely challenged by associated with evil, why our children learn separately from others and it discriminate and challenge our religious".

From the information's of participants in the study areas, to launch both the government adoption school and ALFA class made preparation to begin the program, but the level of readiness of the ALFA class was better than the government adoption class to ready the classroom's physical structure and fulfil the basic teaching and learning materials and supplies that is why invested budget for ALFA classes is better than government adoption classes

As stated, the speed school guide line, the main actions required to launch the Speed School class fall into three main categories: readying the classroom; preparing the facilitators and teachers and enrolling the students, however, from the information in the interview guide, to ready the classroom's physical structure and to furnish it and prepare the basic learning materials were very low, especially in the government adoption classes.

4.2.4. The recruitment and selection of the speed school teachers and schools

From the interview of the respondents, the selection criteria of the speed school teachers in the ALFA class and government adoption classes were varied. One of the interviewees stated that,

> "….In the ALFA class teachers were recruited based on these criterial, teachers should be diploma holders, can communicate the local language, agreed the salary the scale of other diploma teachers paid, agreed after the training he/she should be started the

teaching and learning process, and he/ she had promised to respect the students, school and community culture, and the recruitment had processed by the responsibility of ALfA project coordinators, but the government adaption class the recruitment of teachers were under taken by the responsivities of the school community from the link school teachers and those teachers should be considered the teaching subjects specially language teachers, have an ethical behavior, have a good result or efficiency, have a good teaching and learning methodology experience, have not asked additional payment from the school or paid only the government salary as other teachers, voluntary to take the training toward the speed school in different times, have promised to respect the schedule of the daily classroom learning and have a good communication skills to share the experiences of the speed a school class systems to other teachers in the link school".

As the information from interviewed individuals, to select the ALFA class teachers at the beginning time of the program grade ten completers could teach, but from the question of the Woredas education office and Amhara reginal education bureau for the project coordinators of ALFA class, below diploma holders couldn't taught and then they were changed their selection criteria.

In relation to the selection of schools for the speed school class engagements, the participants said, to select schools; data were collected from each kebele and local area by the combinations work of kebele education and training board in Amharic word ቀትስቦ,(ቀበሌ ትምህርት ና ስልጠና ቦርድ) and then send the data to the central district education authority office, and then after analyzed and identified which kebele and local areas have more dropout rate of students and didn't have got education access earlier times in different reasons, identifying individuals family background profile and the livelihood of parents, need assessment also conducted continuously each woreda and kebele with supports of community leaders and kebele education management committees.

As the information from interviewed individuals, to select teachers for both ALFA classes and government adoption classes, teacher should be diploma holder, usually language teacher better and as much possible teachers' residents from local district, but the speed school guideline shows that speed schools can thought by teachers who are at list grade ten completers who should know the culture, language, religion and local tradition and from this variation the investigator had

57

tried to discuss with the respondents and they were explained that woreda education office experts was not volunteers to select grade ten completers for the quality of education and then Geneva global partners and education office experts agreed that language teachers with diploma holder could thought.

4.2.5. The enrollment and recruitment criteria of students for the speed school program

From the information in the interview and FGD discussion of participants, to register and recruit learners, both ALFA class and government adoption classes were had similar experiences. One of respondents stated that, the selection, recruitment and registration of students in the speed school class was collective responsibility of kebele leaders, school principals, community leaders with district Woreda Education office curriculum preparation and implementation teams. And these individuals identify the children who meet the enrolment criteria. According the respondents, criteria should require that a child; is between 9- and 14-years old age, comes from the poorest families; have risk health condition (students with HIV AIDS), didn't have parents or have single parents, students who dropout their education in different reason, displaced children in different regions and areas and mothers of the students had been interesting to participate in the self-help group.

From the information in the study areas in the observation, FGD and the interview; both the ALFA classes and government adoption classes the profiles of the learners were almost similar criterial to recruited and registered except the living areas of the students (urban versus rural). In the ALFA class (Raya kobo, Elaladima speed school class) students who were participated in the age of between 9 and 14, from very poor family, single parents or didn't have parents, health conditions (children with HIV ADIS), didn't have got education access in the earlier times or drop out their education in different problems, displaced children from different regions, only rural areas residents and parents were given promises to participate in the self-help group. However, in the government adoption class (Habru Woreda, Melka Chifie school) students who were participated in the age of between 9 and 14, from very poor family, single parents or didn't have parents, didn't have got education access in the earlier times or drop out their education in different problems, displaced children from different regions, both urban and rural areas residents and parents having a promise to participate in the self-help group.

In relation to the selection and recruitment procedures one focal person of the respondents stated that,

> ''To identify and recruitment of student to the speed school program, it takes time, commitment from each individual should be undertaken and the last four years there were limitations in the selection and recruitment of targeted learners properly, so to do well this, the local education authority's, parents and communities should be responsible''.

From the information the in interview in the study areas, both government adoption speed school class and ALFA class were used the same criteria to the recruitment of students in the speed school class, but in practice the government adoption class was not functional in the self-help group with in different economic activities while the speed school guideline out line one criteria require that recruiting students to join a Speed School class, every mother father must join and participate Self-Help Group.

4.2.6. The training of the speed school teachers

Both the ALFA class and the government adoption speed school class teachers had got training before they were started their teaching and learning process and the trainings were provided at zone level both before and during their working times by the selected Geneva Global project experts. In the ALFA classes teachers were trained after selected, employed, and recruited by the owner of Amhara development association ALFA project coordinators and the training was given for five to twenty-one days before and during their working times, including refreshment trainings. Similarly, the government adoption speed school class teachers had got the training after communicated the school directors and the district woreda education office curriculum experts to access trainings from the selected teachers especially, language teachers and then the trainings were provided including the refreshment training three to five days by different NGOS institutions, among those Geneva Global and imagine one day supported by UNICEF.

From the interview period one of the teachers' respondents stated that,

Both ALFA class and the government adoption speed school class, the training was very important for our skill gaps, teaching methodology, how to handle learners and adopted social

and communicating skills, but the training was provided in the short period of times, "so the training should be providing in continuously and in depth".

In relation to the training of teachers, one the ALFA class teacher said that,

> "Eyewueleh ema [meaning look with attention) I have taken the trainings about the speed school class program and I have understood its importance's as whole even without expect any incentive(allowance) from the training providers I am interested to take the trainings and the government or regular class teachers were benefited from this program and training through adding their capacity and develop social integration".

From the interviewed teacher's information in the study areas, both ALFA class teachers and the government adoption speed school class teachers were understood the benefits of training to develop their capacity toward social skill, communicative skill, cognitive skill, and emotional skill with recommending additional training should be given continuously to strength the trained teachers directly and link school teachers or the regular government schools were beneficial in directly.

While the speed school guide line stated that, preparing facilitators to launch the school year occurs in two main steps, the first is training the trainers (ToT), these are the cluster supervisors, teacher college tutors, and other education agents who will train the facilitators (the second step) and support them over the course of the year, however, from the respondents information in the study areas, training teachers to the speed school program were not much enough and continuously provided.

4.2.7. The implementation place of the speed school class

From the interview conversations and observations in the study areas, both ALFA class and government adoption class were implemented at the government school. With the investigator effort to elaborate why the speed school occur at the government schools, the respondents stated that, this program could be implemented at different locations such as around church, mosques, tree shadow and Kebele learning centers, but discussed with different stakeholders and then understood of the effectiveness of program and its continuity, the government schools were the convenient place for the teaching and learning process of the speed school class, because the program works on the responsibility of school directors, supervisors, woreda education experts,

so, to monitored and evaluated the program the government schools were more preferable and convenient.

In relation to the prepared learning classroom, ALFA class and government adoption class have a significance difference. ALFA classes were accessed for students separately with combination work of the school directors, the focal persons at all level with the higher professional from Geneva Global with the full access of learning materials supported through Geneva Global. However, the government adoption class was not prepared separately, didn't have access learning materials, was not attractive to children and was not looking smart and convenient. Regarding with the differences, the respondents were explained that there were many external and internal factors which challenging, those were; the shortage of learning class rooms, financial problems to fulfil the learning materials and unable to work with combination of different education stakeholders from school to regional level.

The speed school guideline indicated that, if they are unable to secure a class in the government school, they must seek and negotiate other options, among the alternative sites in which Speed school classes have operated are churches or mosques, community centers, private residences and government administrative offices, similarly respondents said that, other learning sites had been an option that takes place teaching and learning process of the speed school program, but to strength the monitoring and supervisions of the program is better at the government school.

4.2.8. Types of learning materials for the speed school class program

Both the ALFA class and government adoption speed school class teachers were used the condensed curriculum. However, ALFA class was much better accessed in the teaching and learning materials than the government adoption speed school class. From the interviewed of participants and observations, ALFA classes were used relevant materials for the students such as colored paper, markers, pens & pencils, scissors, posters, chalk, rulers, maps, Wuhu, Paper (A4), cartons, teachers guide and condensed test books, whereas the government adoption classes were usually used local available materials alternatively, such crops, woods, moods, cartons and with low availability of pens, pencils, scissors, posters, chalk, rulers, maps. In relation the learning materials, the respondents stated that, student have been learning through cutting, designing and touching through their own skills, experiences and visualized their experiences.

Based on the information in the observation, FGDs and interviews in the study areas, although both the speed school classes were used the condensed curriculum, the government adoption speed schools' class was not much effective full filling the convenient and furnished learning materials than the ALFA classes.

As stated from the speed school guideline, locally available materials with which to create models of items from real life and natural materials such as sticks, pebbles, leaves, grasses, clay/mud, seeds, plants might use to create low-cost and no-cost materials, similarly, the respondents stated that, in door games, no-cost and low-cost learning materials which are activity-based and learner- center instructions strongly encourage students' motivation and to achieve the holistic learning out comes.

4.2.9. The speed school classroom set up and atmospheres

From the interview conversation, FGD discussions and the observed classes, the Speed School classroom   looks, sounds, and acts differently than most conventional classrooms. Both the ALFA and government adoption classes students between 25-30, having age-appropriate plastic chairs, tables, mini board, different attractive posted reading materials, activity-based learning materials accessed from the local production and donated materials, drawings and printed letters and words prepared by teachers and voluntary individuals. Both ALFA and government adoption classes students were confident and happy through passed the speed school system and they were able to know their roles and the school disciplines. However, based on the investigator's observation, ALFA classes were much better attractive and convenient than the government adoption speed school classes. In relation to this, the government adoption speed school class teachers stated that, to attract and to furnish as the ALFA classes, there were different constraints; those were low availability learning inputs such as paper, shortage of learning classroom and financial problems of the school to cover the cost of learning materials.

The speed school guidelines recommended that, classrooms look, sounds, and acts differently than most conventional classrooms and the physical appearance provides evidence that a very different type of teaching and learning is happening there and this also true based on the investigator's observation in the study areas especially ALFA classes did have drawings and printed letters, words, and phrases prepared by the teachers and provided by Geneva global and those were posted at all sides of the walls.

Source: Observation of Elaladim school (ALFA class)

figure 2: Teaching and learning classroom for the speed school program

4.2.10. The teaching and assessment methodology of the speed school class

Both ALFA and government adoption classes teachers were used similar teaching and assessment methodology. In the teaching and learning, both ALFA and government adoption classes teachers were used activity-based learning, peer teaching method, student - center through participated class activities, cutting and drawing different materials, discussions with a small group, the speed school teachers were done for their students more generic, fun, engaged, practical skill, and focused brainstorming of ideas. From the information's of observation and interview, teachers were planned for their assessment method by dividing planned activities in each week and months and then assessment were taken from 70% activity-based learning and 30% placement exam. Teachers were done different assessment techniques such as, group work, class activities, homework, participation, activity-based evaluation in the class room and prepared holistic evaluation exams.

One the government adoption speed school class teachers, said that, "speed school class teaching and learning and assessments methodologies were unique from regular classes, because it was activity - based learning, funny, motivated and easily understood".

As recommended from the speed school guideline, continuous formative assessment and summative assessment would be undertaken for the practice of checking how well pupils are learning while instruction is still happening in order to identify and address any gaps before

moving on to new content and the practice of checking regularly and in a standard way how well pupils have learned content from their lessons at the end of an instructional period, similarly, the respondents were told me assessments were undertaken during a phases the facilitator assesses how well pupils have learned the associated content, at the end of each phase, each school district prepares an examination that all pupils take at the end of each of the three phases and at the end of the year, examination were prepared by the district education authority that aims to measure each pupil's learning the full three years of primary education to determine pupils entered the conventional school.

Based on the information's at the interviewed time, the teaching and assessment methodology of the speed school was different from the regular classes, it was more focused activity-based learning, encourage students, and motivation, memorable and easily understood, encourage the students' relationships and increased the student's participation and role and it have a large number of indoor games.

In relation to assessments and promote of the SSP student, one focal person from the respondents stated that,

> "Assessments were undertaken throughout the teaching and learning process and at end of the school year to evaluate the student holistic learning outcomes and as we knew the goal of the speed school was that students able to require the necessary knowledge, skill and attitude the three-year contents with in ten month or one school year calendar and passed in to grade four, however if students didn't able to achieve the necessary skills and knowledge for grade four, it was not always necessary promoted in to grade four, they could promoted grade two and grade three based on their performance''.

4.2.11. Sources of fund for the speed school program implementations

From the information of the respondents, ALFA classes were funded differently from the government adoption speed school classes. Both Raya Kobo and Habru woredas, ALFA classes were fully funded by the Geneva global through Amhara development association whereas government adoption speed school classes were funded and supported by link school by itself and other volunteers and doners. Currently the government adoption speed school classes were supported by UNICEF through imagine one day project and save the children taking the experiences of Geneva Global practice.

In relation to the speed school program and its sustainability one the curriculum and implementation team leader said that,

> ''Recently, students were benefits from the alternative non formal education programmes such as speed school program, however, to sustained such kind of program collaborative efforts should be undertaken and it is not only the responsibility nongovernmental institutions, government also take as concerned issue through financing, accessing the teaching and learning materials, mentored and evaluated the program and to sustain the program in the future all stockholders in education sector would be actively involved rather than expected from the external bodies''

4.2.12. The activities of self-help group

From the information's of the interviewed individuals, FGD discussions and the observed evidences, ALFA class students' parents were engaged many economic activities such as the agricultural productions through rented the agricultural land, the productions of hen, sheep and goat fattening, tea house and opened credit and saving accounts. Both the profit and risks have been happening, because of parents bought the goat and sheep through taking the credit amounts and it were died, on the other hand, parents also had profit specially in the agricultural productions such as crop production, vegetables and fruits.

In relation this, one of the school directors said that,

> "In our school having an organized self-help group to registered in agenda through assigned responsible bodies in each in to secretary, accountant, monitor and parents were saved 20 birrs in monthly and the institutions (Amhara credit and saving institution) was giving credit just like their saving amount and undertaken monitoring and auditing, however there were parents who were registered and unable to save as the member of the self-help group and those parents didn't prohibit to send their children to speed school because of unable to save".

In relation to this, one of the focal persons said that,

''School principals act as SHG promoters and they facilitate mothers to organize, select executive leaders, agreed amount of saving, set ground rules collect the agreed saving amount and executives take the saved money to banks, helps to design project proposal in which by the

saved money started simple business activities, principals teach them basic skills/ adult literacy skills''

From the document indicated, in 2013 E.C school year from the planned 375 mothers 315 mothers which is 84% of ALFA class children were agreed to organize under SHG group and engaged in saving. In this school year, 15 schools 315 mothers organized in SHG and save ETB 89625 birr by themselves. 83250 Birr supported by the project and a total of 17291 Birr capital they have. Because of have a strong problem to work together, most mothers agreed to borrow the money for most needy and interested mothers for a fixed time and those mothers who took the advantage of getting the borrowed money immediately engaged in different economic activities like goat and sheep heading and poultry

From the information's of the interviewed individuals, FGDs and the observed evidences, the government adoption speed school class students' parents were not engaged many economic activities, however at the registration and recruitment step of the students, parents having a promise to participate the economic activities.

Sources: Elaladima school (Raya kobo), Habru woreda, Raya kobo Woreda document analysis and observation

figure 3: parents saving and credit book, Sheep, Goat, and Hen production activities

Based on the findings of the study, the ALFA class student parents were actively engaged in the economic activities and they had a change from their earlier livelihood life and encouraged the parents cooperative work, however the government adoption speed school class parents were not engaged, but in the future, they have a plan to involve those activities.

4.3. The monitoring and evaluation system of the speed school program

From the information in the interviewed, ALFA class were monitored evaluated through a serious combination work of the lower to higher stakeholders, teachers, directors, woreda education office focal person, zone focal person, region focal person, the assigned person of the project in Woreda and region. However, the government adoption classes were monitored and

evaluated only government school community and the government education experts from woreda to reginal level without interference of the Geneva Global experts of the speed school who assigned in different levels. In relation to this, one the focal person respondents said that,

> "ALFA classes were highly and seriously monitored and evaluated with clearly stated components with checklists and we were used highly sophisticated monitoring system, this was electronic data management system (EDMS), it could control all activities done as individuals even it could show the location where the data was fulfilled and it could control the geography information system".

Both the ALFA and government adoption speed school classes were monitored through checklist and forwarding their effectiveness. In the ALFA classes, the speed school class activities and self-help group activities were highly monitored, those were how many students could able to read, write and numbering in each phase, how many students passed the expected grade, how many parents registered in the self-help group member and how many parents could save, and its vice versa.

Based on the information of the respondents, although both ALFA and government adoption classes were undertaken the monitoring and evaluations through listed out each activity in checklists, ALFA classes had better monitoring systems through supported in the electronic data management systems with taking strong monitoring and even they undertake punishment who couldn't work their responsibilities properly.

4.4. The challenges of the speed school program/accelerated education program

From the information the respondents, both ALFA and government adoption speed school classes having challenges that constraints the effectiveness of the program, among those, challenges with government stockholders challenge, teachers challenge, material and classroom challenge, parents challenge, transportation challenge, financial challenge, students challenge and project and school's challenge. Both ALFA and government adoption speed school classes having challenges related with stakeholders having low commitment to perform activities in the program, blind defense from each individual who assigned the education offices, problems of collaboration, attitude related problem questioned how could students were able to pass in the

short period of time, resistance to adopt the program and having low attention toward non-formal education.

> In relation the stakeholder's commitment to the speed school program one of school supervisor said that,

> ''To implement the speed school program effectively in our woreda I have observed challenges during the program started and up to now, these were responsible structures and staff are still relatively new to the model to adopt the program even they knew the benefits of the program and education office authorities not committed rather they familiar program in to the Geneva global implementers, but it needs more collaborative and putting commitment on minds of each education sectors rather a single individual or institutions''.

Based on information interviewed individuals in the study areas, both the ALFA classes and government adoption speed school classes turnover of the teachers, perception performing tasks associated with inspection purpose and teachers were raised always monthly salary payment.

In relation to the teachers' arguments toward their participation to the speed program one of focal person said that,

> I have worked on the speed school program for the last four years and still know, in my working times multiple obstacles were happened, because obstacles only happened something we work and begin, but in my working times the major challenge in this program was teacher's turnover due to found better salary and alternative work''.

Both ALFA and government adoption classes having a constraint in the learning classroom, there was not enough classroom and there were not buildings. Based on the investigator's observation, both ALFA and government adoption classes having problems unsafe, not enough and not conducive learning classrooms, however, in the government adoption speed school classes low availability of learning materials, didn't have classrooms for students separately and teaching aids were highly challenged than ALFA classes.

In relation to the learning classrooms one of the focal persons said that, ''to sound, safe and conducive learning environment in the speed school classroom is not much expensive, because

we can build learning classrooms by mobilizing communities, searching and asking local partners through discussing how to address students in the education system and equal access, however, the only problem was take poor initiatives from each individual''.

Based on the information in the interview time in the study areas, both Raya kobo and Habru woredas having challenges in the transportation constraints to support and monitor the woreda education experts and the person who assigned at woreda (for ALFA classes) the program in each school, there were no transportation inputs such as motor bicycle and car.

In relation to this one of the curriculum development and implementation team leaders said that,

''We had trained focal person of the speed school program at woreda level, trained curriculum development and implementation team experts and trained community mobilizers at woreda level, so we can monitor and supervise the program continuously, however, school far from the Woreda, therefore we need transportation system, but was not available transportation systems''.

From the information in the interviewed individuals, in the ALFA classes, there were problems with financial cases to mobilize and give the refreshment training for teachers, focal persons and other stockholders, the problems of timely allocated financial cases in each activity, allowance problem and cost variations of learning materials and inputs and in the government adoption speed school classes, there were problems to finance for the speed school program just like other regular class to bought and fulfilled learning materials.

Based on the information in the interview, both ALFA and government adoption speed school classes having challenges with the drop out of the students in the family case, moved in the cases of parents didn't have had constant residents (through the former displaced case) and the link school students (regular school classes) were a challenge to implement of the speed school program at government school by raised the question of why we support the learning materials just like other speed school classes students.

One of the speed school teachers said that,

''Currently the displacement population is increased in our woreda and the speed school program aims reach such kinds children, but if they had got a chance to the earlier residents, students moved without completed their education and dropout and the link school students raised

questions why we got the learning and teaching aide, they were made comparison of the learning classrooms with the speed school classes and other additional supports, just like the speed school students''.

Based on the information in the interviewed participants, both the ALFA and government adoption speed school classes had problems with allocated the available budget. In the ALFA classes the bureaucratic of financed the a given budget had been a serious problem to accomplish each activity in the program on time. In the government adoption speed school classes having a good beginning to search nongovernmental organization to support the program such as imagine one day project and save the children through UNICEF, however it were not enough to broaden and qualified the activities of the program, so the government school director and education office experts should be strength to found and expanded the information regarding with the effectiveness of program in to other doners.

In relation to the bureaucratic problems to finance for SSP one of the focal persons said that,

> ''To provide trainings, bought the teaching and the learning materials on time and to pay allowance for trainees and trainers financial activities were serious problem, because the bureaucratic of financing on time budget was not allocated for each activity, so such kind of obstacles should be solved''.

From the information of the interviewed participants, both the government and ALFA speed school classes had a challenge related with parents. In the government adoption speed school classes, parents were prohibiting their children to send school, children were used as labor force for their parents and parents from low-income households were the least willingness to send their children to school, with little understanding of the importance of education, similarly, in the ALFA classes, parents had problems with understanding negative connotations of the program such as understanding badness of the program to their children religion.

In relation to the attitude of parents one teacher from the respondents said that,

''I am Amharic teacher I have thought the last eight years and still now, in addition to this, I am teaching the speed school program for the last three years without additional payments and this

program is effective because I had thought both the speed school students and the formal school students, so student who enrolled in the speed school had better achiever than the formal school, but challenges were happened, at the starting times and during the implementation of the program, one problem was parents were associated the program with evil and it discriminate religion''.

4.5. The prospects of speed school program/ accelerated education program

As statistics database from woreda education office that expected children should be enrolling schools in each kebele and the difference that children actually registered and learn, Currently, both primary and secondary school age children are out of school in Raya kobo woreda and Habru. As estimated 22571 boys and 18451 girls were out of school in Raya kobo Woreda and 1708 boys and 1883 were out of school in Habru woreda.

From the interview conversation, FGD and observed practices, Both ALFA and government adoption speed school program had got acceptance by different individuals. Participants had a good view toward the program effectiveness to multiple dimensions, effectiveness of students' academic results, effectiveness of a good relationship between the teachers and parents, effectiveness of parent's participation in the economic activities and cooperative work, effectiveness of students teaching and learning commitments, effectiveness of addressed educational access for individuals who had not got education chance at earlier times and drop out through different obstacles.

4.5.1. The prospects of education experts to the speed school program

Both ALFA and government adoption speed school had been recognizing by different individuals who understood the effectives of the program. In relation to this, the respondents said, the speed school program should be continued, expanded, adopted, addressed all Kebele schools especially rural areas. One of the focal persons at curriculum preparations and implementation experts said that,
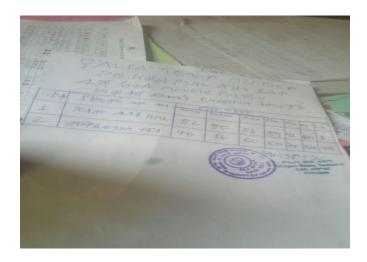
> "To enhance the inclusion of the remote areas and individuals who couldn't have accessed education chance at earlier times, the speed school program was the best alternative mechanisms to address those individuals".

From the information of respondents, speed school could create and strengthen the relationship between parents and the school community, between speed school teachers and regular school teachers, make sense of parents towards education importance's and raise the culture of sharing teachers' experiences in the teaching and learning style. In relation to this one of respondents the school director stated that, the speed school program is not only benefit student who are enrolled in this program but also in directly the formal schools are benefit through taking the experiences and activities such as teaching methodologies and learning materials and building relationships of teachers and parents, so by taking the experiences of this program we should work collaboratively with all stakeholders, especially, individuals who are working at education sector, as result we could minimalize the dropout rate of students and addressing quality education and accessibility.

4.5.2. The prospects of students to the speed school program

From the FGD, students were happy, joyfully and effective through participated in the speed school classes. From the FGD1, students were explained the importance's of the program, they were beneficial on the learning and teaching aids, they had got a chance an educational access that prohibit from the educational opportunities that unable to pay the cost of learning materials which were exercise book, pen, bag and those supportive learning materials were also used for the motivational factor to continue their education progresses, achieved high score grade and increased their competitions. Students believed that a pedagogy makes a strong for them to become active learners and it provides opportunities every child to express their knowledge or understandings. From the FGD1, students were stated that, our mothers are benefited through participate in self-help groups and they have got the importance of education and they advise their children in the future schooling, but before participated the SHGs our parents didn't permit went to school because of lack of knowledge for education and they were only promoted to earn business. Surprisingly, from the FGD1, one female student comes from the speed school program and now she is grade 6 said that,

> "I am from very poor family, my parents didn't voluntary send me to school, because
> they couldn't pay the cost of my teaching and learning materials, in addition to this the
> want to earn money from me through different means example my mother want to I am
> working with daily labor and I am living with them and my father want to I am moving in

Saudi Arabia and earn money because he had experiences from our communities, fortunately, this school program were opened and I am joined, I am benefited through supported learning materials, my mother had opportunities in the provided training because of she joined the self-help group and now she had a better understandings about education, therefore there are many children just like me they are out of school, but if they had got chance to learn, they could achievable in their education, because now I am grade 6 and my rank is one from the whole student comes from the formal school and speed school program ".

Source: Elaldima school (ALFA class) document analysis

Figure 4: In 2013 E.C ALFA class student and 2014 E.C grade four high grade scorer students

4.5.3. The prospects of teachers to the speed school program

Both ALFA and government adoption speed school teachers were highly encouraged, because speed school program have been creating a good opportunity for children couldn't had a chance to learn and unable to cover the learning aids.

One of the government adoption class teachers stated that,

Speed school program was not only benefited the individuals who were out of school, but also students who were engaged primary school through shared their experiences in the teaching and learning methods, even the conventional school teachers were used the teaching text book for their teaching and learning process.

From the information of the interviewed teachers, currently, student's dropout is a major issue in many cases and such children are comes from the least educable family, from poor and often illiterate families, so we need such kind of education programmes especially, in rural remote areas or distance from the school environment, student s unable pay the cost of learning materials and children who haven't parents, now this program minimizes such problem in our schools, moreover, we need the collaborative efforts from the government institutions as well as the nongovernmental partners to implement the program properly.

4.6.   Discussion of the findings

The overall purpose of this study was to investigate how is accelerated education program being practiced, how is effective the accelerated education programs, the major challenges hindering the effectiveness of accelerated education programmes and prospects of the accelerated education programme. Here, the findings of the study have discussed against literature under each research questions.

In relation to the first basic question, how is accelerated education program being practiced

 In order to answer this basic question, the activities of each accelerated education/ speed school program such as the school calendar and schedule, the curriculum condensation system of speed school/accelerated education, how to launch/start the speed school class/accelerated education program, the recruitment and selection criteria's of the speed school teachers and schools, the enrollment and recruitment criteria of students for the speed school program, the implementation place of the speed school class, types of learning materials for the speed school class program, the speed school classroom set up and atmospheres and the teaching and assessment methodology of the speed school class were examined.

The Speed School class follows the official primary school calendar year, starting usually in mid- September and ending at the end of June and learning day lasts a full seven hours, beginning at eight o'clock in the morning and ending at five o'clock in the afternoon (Geneva global, 2020). Similarly, this research finding showed that the calendar of both the ALFA and government adoption classes were implemented in 10 months starting from September to end June by dividing in to three phases; these were phase one, phase two and phase three and in each phase, contents were given in 2 months for grade one, 4 months for grade two and 4 months for

grade three respectively. As shown in the finding, in the government adoption speed school class the schedule is begins 2:00 to end 6:00 hours. However, this contradicted with the speed school guideline stated that the classic Speed School learning day lasts a full seven hours, beginning at eight o'clock in the morning and ending at five o'clock in the afternoon, with a mid-day break for lunch of one hour. AEPs that have flexibility of timetabling should provide learning at times that best suit the learner and these times may change by day, month, or season depending on needs (Menendez et al, 2016).

To meet the needs of learners, AEP curricula, materials and pedagogy often differ from those of formal schools and AEP curricula are condensed often removing non-core subjects and repetition while focusing on literacy and mathematics (Myers & Pinnock, 2017). The delivery of a condensed curriculum starts with an expanded version of what students are meant to learn local context in order to succeed both in their future schooling and beyond as lifelong learners and as productive, engaged, fulfilled citizens (Geneva Global, 2020). As shown in this research finding, to condense the curriculum of the speed school contents precondition activities were undertaken before implementation of the program such as validation workshop with combination stakeholders at level of woreda, zone, reginal education bureau responsible bodies. Ideally, AEPs in emergency and developing country contexts facilitate student learning by condensing curricula a responsibility of MoE while using Accelerated Learning pedagogy but, in reality, it is often done by implementing agencies, in close consultation with education authorities (Myers & Pinnock, 2017).

The start of the Speed School year is preceded by a flurry of activity and the main actions required to launch the Speed School class fall into three main categories: readying the classroom; preparing the facilitators and teachers and enrolling the students (Geneva Global, 2020). Similarly, in this research finding showed that, before to go head the implementations of the teaching and learning process the program; there were different activities performed such as providing training for teacher, woreda, zone, reginal curriculum preparation and implementation teams and focal person, school directors, supervisors; accessing learning materials; recruiting and selecting teachers. Many facilitators/teachers have just a grade 10 or 12 secondary leaver certificate and they are selected from the community in which they will be teaching, so they know the local language, context, and even many of the parents well (Geneva global). Contrary,

as the finding of this research showed, teachers should be diploma holders, they agreed the salary the scale of other diploma teachers paid, and agreed after the training he/she should be started the teaching and learning process. As both the speed school guideline and the real practice of the schools in the study areas showed that, the recruit teachers of the speed school could be communicating the local language. AEPs may recruit many different types of teachers local, untrained educators and individuals with experience in other fields (Myers & Pinnock, 2017).

The enrolment and selection of students begins with the local education authority's identifying those communities within its jurisdiction that have large numbers of primary school aged out of school children (Geneva, global). AEPs have responded to learners who are overage for the formal school system and have been denied education or had their education severely interrupted because of crisis or conflict, disadvantaged or marginalized/excluded learners and girls have been traditionally denied an education (Menéndez et al, 2016). Similarly, as found in this research, students who were enrolled in the speed school program in the age of between 9 and 14, from very poor family, single parents or had no parents, health conditions (children with HIV ADIS), who had not got education access in the earlier times or drop out their education in different problems, displaced children from different regions.

The first step in readying the Speed School classroom is finding a suitable space in which to gather pupils and conduct instruction and the next main step is to ready the classroom's physical structure making sure that it is solid, safe, and suitable for learning (Geneva global, 2020). similarly, as research finding showed that, the ALFA classrooms look, sounds, convenient and different from the conventional classrooms. Contradictory, the government adoption classes were not attractive and convenient, had not gender separated classes and latrines and low availability learning inputs due to financial problems of the school to cover the cost of learning materials. Learning-ready means that the AEP reduces or eliminates costs associated with attendance, ensures the provision and maintenance of facilities, is effectively managed and maintains an appropriate pupil teacher ratio (Myers & Pinnock, 2017). The first choice of the Speed School classroom will almost always be an available room at the link school, however, when this option is not available the community can look to other local institutions (Geneva global, 2020). Keeping an AEP center on track as a safe, welcoming and inclusive space can be done by training and mentoring a community education committee (Myers & Pinnock, 2017). As finding

showed that in this research, both ALFA and government adoption classes were delivered at the government schools or the link schools due to the choice of the program effectiveness and to monitored and to supervise the program the government schools were more preferable and convenient. Building the capacity of local education authorities to supervise and monitor AEPs may lead to sustainability and increased effectiveness (Myers & Pinnock, 2017).

The Speed School program strongly encourages facilitators to use locally available resources such as counting sticks, bottlecaps, or an abacus, graphic materials including pictures, posters, flash cards, loose letters and numbers (Geneva, global,2020). As shown in this research finding, ALFA classes were used relevant materials for the students such as colored paper, markers, pens & pencils, scissors, posters, chalk, rulers, maps, Wuhu, Paper (A4), cartons, teachers guide and condensed test books, whereas the government adoption classes were usually used local available materials alternatively, such crops, woods, moods, cartons and with low availability of pens, pencils, scissors, posters, chalk, rulers, maps. Teachers and student believed that learning through cutting, designing and touching these local available materials were create the students their own skills, experiences and visualized their experiences. AEPs should aim to capture evidence on how they are supporting a more holistic set of learning outcomes beyond numeracy and literacy with its learners with specific attention to the contribution of AEPs to building social emotional competencies and life skills (Shah & Choo, 2020).

The success of the Speed School program traces directly to facilitators' effective use of a wide array of activity-based and learner-centered pedagogic methods such as games, small group work /learning, experiments, poster presentations, brainstorming, case studies, role playing/ simulations, competitions and projects (Geneva global, 2020). The implementation of AEPs, should be develop on interactive methodology: use of group work, discovery learning, child centered programming and activity-based learning (Menendez t al, 2016). As the finding showed that, both ALFA and government adoption classes teachers were used activity-based learning, peer teaching method, student -center through participated class activities, cutting and drawing different materials, discussions with a small group and brainstorming of ideas. Moreover, teachers believed that, if all the necessary learning and teaching materials are fulfilled in the classrooms, it is not difficult to undertaken the activity based, participatory, interactive learning, and constructive classroom management. Using various methods, Speed School facilitators

transform generic, abstract concepts from the curriculum and textbooks into relevant, practical knowledge and skills that pupils can use in their lives and linking lessons to life, they become easier and more stimulating (Geneva global, 2020). Teachers believed that, to create learner center methodology, and motivations to work and students more engaged in the classroom activities, it is critical to work closely with formal schools, ensure that regularly in-service professional development is provided to all teachers, all teachers benefit from regularly meeting in groups and helping each other, discuss how to help learners and how to vary their teaching techniques and ensure a strong mentoring and support system for the teachers.

Implementing partners of AEPs should be working to collectively shape and inform the national policy context, to ensure gaps and issues in respect to AEP policy implementation are addressed in coordination with national education stakeholders and the donor community (Shah & Choo,2020). Contrary, the research finding showed that, recently, students were benefits from the alternative non formal education programmes through the efforts other external bodies to address the needs of OOSCY, however, to sustain the program in the future all stockholders in education sector would be actively involved rather than expected from the external bodies. Woreda education experts and teachers are believed that, we need a sustained commitment for significance improvements of the program with working a high number of OOSCY local areas.

In relation to the second basic question, the effectiveness of SSP on parents' participation income generating activities.

The findings of this study showed that the results of the program in terms of how many parents planned and organized as SHGs and participated in the income generating activities. Hereunder e the results are discussed.

One key point in the rationale for the provision of AEP services is access and every program reviewed noted access to education as a pre-condition of program implementation and targeted either out-of-school youth, school dropouts, or children who have never been in a formal school system (Menendez et al., 2020). Similarly, the Speed School program is a comprehensive development strategy that aims to help out of school primary aged children return to school and to thrive there (Geneva global, 2020). The Speed School program enhance every primary school aged child who, for whatever reason, has been excluded from a formal school education acquire core literacy, numeracy, and general learning knowledge and skills and then join her/his age

peers in a conventional primary school classroom (Geneva global, 2020). Self-help group (SHG) programme, which aims to enable mothers to make enough money to cover the direct costs of schooling for the Speed School child to complete their primary schooling (Grade 8) and Speed School graduates' experiences in the government Link School (Acheampong et'al, 2017). The research finding also showed that, in the 2013 school year, the planned 375 mothers 315 (84%) parents were engaged in SHGs and those parents were working on sheep and goat fatting and production of hen through getting the finance credit from the project. Teachers believed that SHGs were not only increase incomes of parents but also built the culture to work together.

In relation to the third basic question, challenges for the effective implementation/ practice of accelerated education program.

The findings of this study showed that the major challenges encountered in the implementations of accelerated education program/speed school program that where problems relate with the stakeholders' involvements, lack of learning and teaching materials and classrooms, poor financing system to the program, infrastructure problems (transportation), problem with teachers, problems of parent's attitude and problems with students. Each of the challenges are discussed separately hereunder.

One problem is simply the fact that the responsible structures and staff are still relatively new to the speed school model and that the leadership of these structures, both administrators and technicians, frequently change, so Speed School is, at most times completely new to many even if it is well entrenched at the local level (Geneva Global, 2021). The finding of this research also showed that, during the program starting time and up to now, the responsible structures and staff are still relatively new to the model to adopt the program even they knew the benefits of the program rather they were familiarizing the program to the Geneva global implementer. long bureaucratic delays and funding gaps as being responsible for the closure of AEP centers and a lack of funding as being a significant limitation for essential activities such as teacher professional development and capacity building or the recruitment of new teachers to the programme (Fitzpatrick, 2020).

A feature of AEP programmes who were able to successfully re-integrate students into the formal education system were those that sought to create an enabling and sustainable approach to financing education through local communities (Fitzpatrick, 2020). The finding of this research

study showed that, there were problems with financial cases to mobilize and give the refreshment training for teachers, focal persons and other stockholders, the problems of timely allocated financial cases in each activity and unavailability of allowance/incentives. Poor center management including lack of appropriate, gender-separated latrines (which particularly affects adolescent girls), lack of school breakfast and/or energy boosting snacks, and teachers' absenteeism can contribute to poor attendance and dropout (Myers & Pinnock, 2017). School fees (either formal tuition fees or informal fees such as the cost of learning materials, school uniform etc.) continue to be a barrier for effective transition to formal education ((Fitzpatrick, 2020). The finding of this research study showed that, Both ALFA and government adoption classes had constraint in the learning classroom, there was not enough classroom and there were not enough buildings, however, the ALFA class had better availability of classrooms and learning materials than the government adoption classes that challenged with low availability of learning materials and had not classrooms for students separately from the formal school classrooms. Moreover, based on the investigator's observations, relatively ALFA classes were sound, safe and conducive classroom than the government adoption classrooms. AE learners continue to struggle to effectively transition into formal education systems due to a range of supply and demand side barriers (Shah & Choo, 2020).

Lack of transport to reach government schools/long distance to government schools that prevent learners transitioning from AEPs to the formal education system (Fitzpatrick, 2020). While the AEP learning environment perceived to be more supportive to the needs of over-aged, marginalized learners (Shah & Choo, 2020). As the finding showed that, they could to monitor and supervise the program continuously in each school by the trained woreda education experts and focal person, they need transportation system due to school far from the Woreda district, but was not available transportation systems. To addresses a lack of qualifications among teachers through weekly classroom observations conducted by qualified supervisors, in addition to providing teachers with training is an important factor in ensuring successful delivery of AEPs (Fitzpatrick, 2020). The focal person of the peed school and curriculum development and development team leaders believed that if the Accelerated Education programme is not supported by local education systems and trained individuals, we couldn't improve teachers' qualification and it leads poorly implementations of the program.

Community and parental perceptions of the value of education for girls, household chores that prevent girls from attending school, early marriage, lack of female teachers, poor gender sensitivity; pedagogical practices that are not supportive of female learners are affect the successful delivery of AEPs (Fitzpatrick, 2020). As the finding of this research showed that, parents were associated the program with evil and their religion, and they were raised the question of why our children learn separately and leads to frustrate. Lack of community and family engagement, lack of value in education, lack of understanding of AEP, cultural/social norms that prevent participation barriers that affecting the implementations of AEPs (Fitzpatrick, 2020). Often, gender-related challenges/barriers intersect with the wider political, educational and socio-economic context (household poverty, pastoralism, insecurity) and tend to disproportionally effect female learners in many contexts which AEPs operate (Shah & choo, 2020). Teachers are paid daily rates and are not on secured contracts and to late payments of incentives leads high teacher turnover in the AEPs and teachers moving to other NGOs paying incentives (Fitzpatrick, 2020). Similarly, as the finding of this research study showed that, high turnover of teachers was a serious problem to found better salary and alternative work.

In relation to the fourth basic question, prospect of the accelerated education/speed school program to measure effectiveness of the program with its sustainable benefit for out of school children

The findings of this study showed that the prospects of accelerated education program/speed school program by the education experts from woreda education curriculum preparation and implementation team leaders and focal persons of SSP, school directors, supervisor, teachers of SSP and the former SSP students to address a large the numbers of out of school children and youth.

Recent estimates suggest that there are approximately 262 million children and youth out of school globally (Shah, Flemming & Boisvert, 2017). As a result, AE programmes are employed with more and more frequency to address the overwhelming numbers of out of school children and youth (Shah, Flemming & Boisvert, 2017). Similarly, the finding of this study showed that, As estimated 22571 boys and 18451 girls were out of school in Raya kobo Woreda and 1708 boys and 1883 were out of school in Habru woreda. Therefore, to enhance the inclusion of these marginalized group and individuals who couldn't have accessed education chance at earlier

times, the speed school program was the best alternative mechanisms to address those individuals. AEPs are increasingly acknowledged within National Education Strategic Plans in countries with high numbers of OOSCY (Shah & Choo,2020). As finding showed in this research also, through taking the experiences of the speed school program and adopt in the formal school with working collaboratively with all stakeholders, especially, individuals who are working at education sector, as result we could minimalize the dropout rate of students and addressing quality education. Across a range of countries with high numbers of OOSCY, AEPs are providing access to sizeable numbers of overaged, disadvantaged children and youth (Shah & Choo,2020). The finding of this research also showed that, large numbers of students were benefited from the speed school program through enabling educational opportunities with accessed the teaching and learning. Students believed that this program was only accessed education opportunity but also covered the learning materials such as exercise book, pen, bag and those supportive learning materials were also used for the motivational factor to continue their education progresses, achieved high score grade and increased their competitions for future education. AEPs continue to suffer inefficiencies in terms of high learner drop out and poor attendance rates, but these may be comparable or better than similar statistics in formal education systems with learners who often come from marginalized or disadvantaged positions in society (Shah & Choo,2020). The finding of this research study showed that, recently student's dropout is a major issue in many cases and such children are comes from the least educable family, from poor and often illiterate families, therefore, we need such kind of education programmes especially, in rural remote areas or distance from the school environment, student s unable pay the cost of learning materials and children who haven't parents. Teacher believed that collaborative efforts at all level would be exercising to the effective implementation of AEP/SSP. rationalized for the continuity of the program is students who enrolled in the speed school program had a better academic achievement and commitment from comparing in the link schools.

CHAPTER FIVE

4. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This part of the study presents a summary of the study with key findings, conclusion and forward relevant recommendations for the concerned bodies regarding with the speed school program in Raya kobo, Habru Woreda and individuals who assigned different level in the education sectors.

5.1. Summary

The study was conducted aimed at assessing the practice and challenges of accelerated education program in North Wollo Zone. To examine the study problem, four basic research questions were forwarded. These are:

1. How is accelerated education program being practiced in the study area?
   1.1. How is accelerated education program being practiced the school calendars?
   1.2. How to condense the curriculum of accelerated education program?
   1.3. How to launch the accelerated education program, select and recruit teachers, students and schools?
   1.4. What types of learning materials, assessments and teaching methodology are used in the accelerate education program?
2. How is the accelerated education program effective on parents' participation in self-help groups on different income generating activities in the study area?
3. What are the major challenges hindering the effectiveness of accelerated education programme in the study area?
4. What are prospects of the accelerated education programme in the study area?

The general objective of this evaluation study was to assess the practices and challenges of accelerated education programme in North Wollo Zone. The specific objectives were also:

1. To investigate how accelerated education program is being practiced.
2. To identify how the accelerated education program is effective on parents' participation in different income generating activities.
3. To identify the major challenges hindering the effectiveness of accelerated education programme.

4. To find out the prospects of accelerated education program.

In conducting the study, the constructivist paradigm, case study design and qualitative research approach was used. The representative sample were drawn from different level of study population. These were, Woreda education office curriculum preparation and implementation team focal person of SSP two individuals, zone office curriculum preparation and implementation team focal person of SSP one individual, Woreda education office curriculum preparation and implementation team leaders two individual, regional education bureau curriculum preparation and implementation team focal person of SSP one individual , SSP project coordinator one individual, the former SSP students eight individuals, school directors two individuals, supervisors two individuals and SSP teachers six individuals and totally twenty five individuals were participated. Both primary and secondary sources of data were used, data were collected through interview, observation, FGD and documents review. The collected data were analyzed through narration with in different thematic areas. As a result, the following main study findings were obtained:

➢ Although both the government adoption class and ALFA class practiced in the school calendar was similar, the practice of the government adoption class in the daily school schedule was different from the ALFA class.

➢ At the government school where the ALFA class was implemented, the conventional school teachers were used the condensed curriculum for their teaching and learning process by understanding the effectiveness of the program.

➢ To launch the speed school classes, both the government adoption school and ALFA class were made preparation to begin the program, but the level of readiness of the ALFA class was better than the government adoption class to ready the classroom's physical structure and fulfil the basic teaching and learning materials and supplies.

➢ At the beginning times to launch the speed school program, both ALFA and government adoption classes were happened challenges even individual who were assigned in the education experts with blind defenses and parents were extremely challenged by associated with evil and religious issue.

➢ Both government adoption speed school class and ALFA class were used the same criteria in the recruitment of students to the speed school class, but in practice the

85

government adoption class was not functional in self-help group within different economic activities.

➢ ALFA and government adoption classes having significance difference to the learning classroom preparation. ALFA classes have been accessing learning classrooms for students separately, however, government adoption class was not prepared separately.

➢ To select and recruit ALFA classes teachers, the responsibility was done by the project partner whereas schools and students were selected through the responsibility of the school community with the combination work of Kebele education and training board.

➢ To select and recruit for the government adoptions speed School classes teachers were the responsibility of the school community by itself.

➢ At the selection and recruitment stage of students to the speed school program, Both the ALFA and government adoption classes have been problems to select the right children to the program.

➢ Both ALFA class teachers and the government adoption speed school class teachers were understood the benefits of training to develop their capacity.

➢ Although both ALFA and government adoption speed school classes were used the condensed curriculum, the government adoption speed schools' class was not much effective full filling the convenient and furnished learning materials than the ALFA classes.

➢ The teaching and assessment methodology of the speed school was different from the regular classes, it was more focused activity-based learning, encourage students, and motivation, memorable and easily understood, encourage the students' relationships and increased the student's participation and role.

➢ Currently, the government adoption speed school classes were supported by different project partners through taking the experiences of Geneva Global practices such as UNICEF through imagine one day project and save the children.

➢ The ALFA class student parents were actively engaged in the economic activities and they had a change from their earlier livelihood life and encouraged parents cooperative work, however the government adoption speed school class parents were not engaged, but in the future, they have a plan to involve those activities.

- Although both ALFA and government adoption classes were undertaken the monitoring and evaluations through listed out each activity in checklists, ALFA classes had been better monitoring systems through supported by the electronic data management systems (EDMS).

- Both ALFA and government adoption speed school classes have been challenging with the effectiveness of the program, such as turnover of teachers, transportation problems, resistance of the stockholders, budget allocation problem and dropout of students.

- In the government adoption speed school classes low availability of learning materials and teaching aids were highly challenged, however ALFA classes had sufficient learning materials and aids.

- In 2013 E.C school year from the planned 375 mothers 315 mothers which is 84% of ALFA class children were agreed to organize under SHG group and engaged in saving. In this school year, 15 schools 315 mothers organized in SHG and save ETB 89625 birr by themselves and 83250 Birr supported by the project and a total of 17291 Birr capital they have.

5.2. Conclusion

Although SSP program guide line which serve as a standard component for SSP program implementation, the implementation processes didn't give enough consideration for main SSP activities. Therefore, it could be concluded that this reduces the quality of measuring the actual results and outcomes of the program in terms of whether to apprehending the current results or lesson learned for future work. The implementation of SSP program is taking place through collaborative efforts between government stakeholders/local NGOs. However, on the side of the government adoption classes taking the experiences of partner was unsatisfactory due to factors. Hence, this would downgrade the quality of SSP program implementation and to achieve the intended result.

So far, the ALFA class facilitation mostly depends on employing full-time teachers and government adoption classes drawing part-time teachers from link schools. Therefore, making greater investment and efforts in training and recognizing of their contribution is significantly helps to encourage as well as extend their role longer in the SSP program facilitation. But the

effort made to encourage teachers was unsatisfactory. Due to these, there was a high turnover of teachers from their facilitation job. Hence, this would negatively affect the speed school learners learning process and planning activities of partners and education office.

The study indicated that coverage of SSP implementation was given more emphasis to the local NGOs than looking and taking the actual practice and experiences of learning at the government schools as well as the strengthen the collaborative efforts. Hence, it could be concluded that the ALFA classes implementation in North Wollo zone are effective and the government adoption classes are ineffective.

The study indicated that the major challenges facing speed school program were; government stockholders related challenge, teachers challenge, material and classroom challenge, parents challenge, transportation challenge, financial challenge, students challenge and project and school's related challenge. As a result, all these inadequate process makes poor level implementation/ practice of the speed school program in North Wollo zone with a very important positive assumptions about the speed school program from different individuals for future work.

5.3. Recommendations

To improve the implementation of speed school program in North Wollo, the following possible ways and/or solutions are forwarded for concerned bodies based on the study findings:

1. The vision of the Speed School program is that every primary school-aged child who, for whatever reason, has been excluded from a formal school education acquire core literacy, numeracy, and general learning knowledge and skills and then join her/his age peers in a conventional primary school classroom where s/he will learn and thrive to achieve a fulfilling life. So, including the main components of SSP activities with appropriate schedule and strategies of implementation helps to bring the intended results. Therefore, North Wollo education bureau and Woreda education Office are advised to following-up and give enough attention to the speed school program.

2. Participation and enrollments of learners in the speed school program are mainly depending on stakeholders having strong coordination and linkage towards the program starting from the grassroot level. To ensure this, concerned stakeholders are advised to

work with partners through recognizing and putting in to account speed school program as the means of achieving their primarily objectives and activities.

3. The study showed that, ALFA class teachers should be diploma holder and selected and recruited by the project coordinators whereas the government adoption class, teachers were selected by the school leader itself from the link school teachers. However, the speed school guide line indicates the Speed School facilitator is often not a formally trained and certified teacher. Rather, many facilitators have just a grade 10 or 12 secondary leaver certificate. They are selected from the community in which they will be teaching, so they know the local language, context, and even many of the parents well. So, to minimize this contradiction, stakeholders' office heads/managers at the reginal, woreda and school level are advised to create a sound communication and continuous discussion system with other partners and forward their recommendations with shared experiences and come up with the common standard.

4. The study showed that most sever factors that mostly hindering in the implementation of speed school program in North Wollo zone. These are; (i) the government stockholders related challenge. To reduce this, stakeholders' office heads/managers at the regional, woreda, partners and with the school community level through creating integration to clarify goal being achieved through the speed school program. (ii) teachers related challenges. Therefore, to solve this, the education and training opportunities address the specific needs and gaps of teachers in order to increase their motivation. So, Amhara education bureau, and woreda education office and other partners in collaboration are advised to develop/build the school personnel capacity through the provision of professional development opportunities. (iii) another challenge was material, classroom, parents, students, financial, transportation and partner and project related challenges. So that, establishing stakeholders' accountability and financial accountability and needs an appropriate means of remuneration system for teachers and make strong collaboration with parents are minimize those challenges.

5. As indicated in the speed school guideline, one component is Primary school capacity strengthening through workshop training, interactions with Speed School facilitators and Education Communities of Practice. However, the study finding showed that except the interaction of speed school teacher with other teacher the remaining activities were

undertaken. Therefore, concerned for the continued education success of Speed School program, Amhara education bureau, woreda education office and other stakeholders are actively involved in the monitoring and controlling system.

6. In the study it was found that progression and dropout rate of students in the ALFA class were better than the government adoption class. So that on the side of government adoption class, the school staffs and kebele leaders should be given enough consideration for what core activities to be done and stakeholders enable to bring new inventiveness and to present a new effort from others experience.

7. The study result shown that the former speed school students had better academic performance in the regular classes. Therefore, all concerned stakeholders who are participating in the implementation of speed school program should be disseminated its practice and to be discuss and share the result aimed at whether to appreciate and encourage to be sustain the current results or to take a lesson learned for the future course of action of the program.

8. As indicated in the speed school guideline, the daily Schule of the speed school program is eight hours (2:00-11:00). But come up with the current practice of the speed school program the study areas were, ALFA class was undertaken 2:00-11:00 hours whereas the government adoption class 2:00-8:00 hours. Therefore, Amhara education bureau, woreda education office and other stakeholders should be advised to examine carefully the actual performance of the two daily Schule through examining critically the strength and weakness, opportunities and threats of the schools in practicing of the speed school program and outline the common standard.

9. As showed the finding of the study, the prospects of individuals in the speed school program having positive view. Therefore, Amhara reginal bureau experts, North Wollo zone education office, Woreda education office and other partners of speed school program implementers should be working collaboratively. They should also disseminate the evaluation results through reports and meetings for all concerned stakeholders to discuss the effectiveness of the program.

10. A concerted sector- wide effort should be made to identify those children who have dropped out and those who are at risk of dropping out and search for the means to help these children continue their education.

11. A series of discussions should be held with the community regarding the benefits of education and the rights of children. The issue of OOSC should also be advocated in such discussions.

12. There should be stronger relationships between the Ministry of Education, education office, the Central Statistics Agency and other relevant institutions to ensure that vital data on the OOSC profile and poverty-related studies. This collaboration will also help to coordinate work and refine indicators on OOSC each kebele, woreda region.

13. There is a need to put in place comprehensive and integrated social protection systems with adequate implementation strategies, plans of actions, and budgets so as to fully address vulnerability and poverty.

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Appendixes

Appendix A: interview protocol for the speed school program teachers, directors, and supervisors

1. Date of the interview held _____

2. Place where the interview held _____

3. The woreda name where an interview held _____

4. Time duration when an interview has taken_____

Issues explore by interview

1. Background information

    2. Your level of education

    3. Your profession/specialization

    4. What is your role in the current organization

    5. For how many years you work in this position

About the Speed school program

    A. What is the Speed School calendar?

    B. What is the daily Speed School schedule? (For how long students learn in speed school program?)

    C. When did SSP started in your school? Who and how was the program initiated in your school? What kind of preparation did you make before you started the program? what challenges did you face to start/launch/commence the program in your school?

    D. How many students attended in the speed school program over the last three/five Years? (Male and female data separately and segregated by year). Is the number of students increasing or decreasing? Why? what is the profile of the learners (their socio-economic status, their origin (rural-urban), their age category)? and /or are other criteria's to joined students in your school?

E. Who teaches a Speed School class? How are teachers selected to teach in the speed school program? who selects them? Do they get training (before and during their work)? If so, for how long? what is the view of teachers on the relevance, adequacy and quality of training? What benefits do the teachers get by participating in the SSP? What support do the teachers get from other teachers, department heads, principals, supervisors, woreda education experts and SSP coordinators/focal persons? How do teachers view the relevance of the support they get from these people?

F. Where does Speed School classes occur? What does a Speed School class look like? Is there a separately prepared classroom? If yes, who prepared it? Is it furnished with relevant instructional materials? Is it convenient for the teaching learning process? Is it clean and attractive to the learners?

G. What do Speed School students learn?

H. Teaching and assessment methodology:

   a. What sort of teaching methodologies are implemented in the speed school program and why? what do teachers do to actively engage students in the learning process? Is the teaching learning method employed by teachers different from other programs or is it special to the speed school program? What assessment techniques do teachers use to assess the progress of the learners?

   I. How do Speed School students manage classroom activities and discipline?

6. Dou you think that the speed school program is effective on the primary school in terms of the learner's completion rate, academic achievements and progressions? if you yes, what are the indicators?

7. What look like speed school classroom profile?

   A. What look like the Speed School classroom set-up and atmosphere?

   B. What look like Speed School Code of Conduct?

   C. What look like the Speed School Day?

   D. What are student roles and jobs?

E. What look like Speed School instruction?

F. What look like interactions of facilitators with the headteacher?

G. What look like interactions of facilitators with other facilitators and link school teachers?

8. Could you tell me the types of speed School Pedagogic Methods?

9. Could you tell me the types of speed School learning materials?

10. Could you tell me the types of speed School learning objectives?

11. Are their mechanisms to the primary school capacity-strengthening in your speed school program? if yes, what are ways to work on it?

12. Based on the question 11, are their workshop training, interactions of the link school with Speed School facilitators and education communities of practice?

13. Are there established self -help group in your speed school program? if yes,

A. Who are organized as a group member?

B. How they organized as a group?

C. What are purposes to organized in self-help group?

D. In what aspects the self-help groups are participated?

E. What are the income generating activities that the self-help group are participated?

F. What are the social intervention activities that performed by the self-help group?

G. Are their changes on the livelihood of the participants? Give evidences.

14. Do you know the challenges would you mention as hindrances to implement the speed school program?

15. How do you see the acceptances of the speed school program by the parents, students, teachers and educational experts?

16. Any issue that you would like to add. **Thank you for your collaboration**!

Appendix B: interview protocol for the speed school program focal persons at woreda, zone and regional level

                                 1. Date of the interview held_____

                                 2. Place where the interview held _____

                                 3. Time duration when an interview has taken_____

Issues explore by interview

1.Your level of education

2.Your profession

3.For how many years you have been working in this position?

4.When did SSP started in your woreda? Who and how was the program initiated in your woreda? What kind of preparation did you make before you started the program? what challenges did you face to start/launch/commence the program in your school?

5. How and why to condense the curriculum of the speed school program?

6. How to implement the Speed School program's holistic training models?

7. What types of speed school pedagogic methods are implemented and suggested in the school?

8. What types of learning materials are used and suggested?

9. How to launching the Speed School class?

10.What are the preconditions to launching the speed school class?

11. How to recruiting and selecting the speed school teachers and schools?

12. How to enroll and register the speed school class students?

13. What are the criteria's the speed class students to enroll in the program?

14. What are sources of funds for the speed school program implementations?

15. Is the speed school program acceptable by parents, students and teachers? how and why?

16. What look like the monitoring and evaluation of speed school?

17. What are the dimensions that should be monitoring and evaluate in the speed school?

18. How do you see the community development practice in the speed school? How it relates with education?

19. Dou you think that the speed school program is effective on the woreda in terms of the learner's completion rate, academic achievements and progressions? if you yes, what are the indicators?

20. What are challenges those constraints to implements the speed school program?

21. Any issues that you would like to add.

Thank you for your collaboration!

Appendix C: Focus group discussion guide for students

          1. Date of the focus group discussion held_____

          2. Place where the focus group discussion held_____

          3.   Time duration when focus group discussion has taken _____

FGD discussion issues

1. Who is a responsible body to initiate you to establishing as self-help group in the speed school program?

2. Who is the participated as a member of self-help group?

3. What you have planned to implement in this program?

4. Do you have goals you set to implement in the program? if you yes, what are those goals?

5. Do you share your life skills and experiences your meeting session?

6. How do you explain the benefits of organized as self-help groups?

7. What are the contributions of organized as self-help group member for the speed school program?

8. Do you have got training from speed school focal persons and other stakeholders? if you yes, in what issues you have trained?

9. Do you think the speed school is significant importance for the primary school? Why?

10. Do you think the speed school program is significant roles on the students' academic achievements and completion rate in the primary school? why?

11. Are you benefited from organized as group member? how and why?

12. Are you participated in different income generating activities? if you yes, in what issues you participated?

13. Are you participated in different social intervention? if you yes, in what issues you participated?

14. Is the speed school program have got acceptance by students and teachers? how and why?

15. Could you tell me please; challenges hindered the implementation of speed school?

16.What solution methods do you suggest to solve the above stated problems?

17.Issues would you like to add.

Thank you for your collaboration!

Appendix D: Observation checklist

Date of the observation held _____

Place where the observation held_____

Time duration when an observation has taken_____

 Issues wanted to be observe

1. Where the speed school is provided

2. Learners' academic achievement who enrolled   in speed school program

3. sitting arrangement of the class based on the class activities

4. used variety of appropriate teaching and learning aids

5. Activities performed by the self-help groups

6. Major challenges of the speed school program in the implementation area

7. The interaction of the speed school teachers with the link school and head teachers

8. The motivation of parents participating in the self-help groups

9. The skill, knowledge and attitude of parents

10.The monitoring and evaluation systems of the program

Appendix E: Amharic version interview protocol for Accelerated Education Program teachers, school directors, and supervisors

1.ቃለ መጠይቁ የተደረገበት ቀን _____

2. ቃለ መጠይቁ የተደረገበት ቦታ_____

3. ቃለ መጠይቅ የተደረገበት የወረዳ ስም_____

4. ቃለ መጠይቅ የተደረገበት የጊዜ ቆይታ_____

በቃለ-መጠይቁ እንዲሳሱ የተፈለጉ ጉዳዮች:

1. ግላዊ መረጃ

2. የትምህርት ደረጃዎ

3. የእርስዎ ሙያ

4. አሁን ባለው ድርጅት ውስጥ የእርስዎ ሚና ምንድን ነው

5. በዚህ ሙያ ውስጥ ለምን ያህል ጊዜ ሰርተዋል

ስለ ፍጥነት ትምህርት ቤት ፕሮግራም

ሀ. የፍጥነት ትምህርት ቤት ካላንደር ምንድን ነው?

ለ. ዕለታዊ የፍጥነት ትምህርት ቤት መርሃ ግብር ምን ያህል ነው? (ተማሪዎች ለምን ያህል ጊዜ በፍጥነት ትምህርት ቤት ፕሮግራም ይማራሉ?)

ሐ. ፍጥነት ትምህርት ቤት ፕሮግራም በእርስዎ ትምህርት ቤት መቼ ጀመረ? በት/ቤትዎ ውስጥ ፕሮግራሙ ማን እና እንዴት ተጀመረ? ፕሮግራሙን ከመጀመርዎ በፊት ምን አይነት ዝግጅት አድርገዋል? በትምህርት ቤትዎ ውስጥ ፕሮግራሙን ለመጀመር ምን ችግሮች አጋጥመውዋታል?

መ. ባለፉት ሶስት/አምስት ዓመታት ውስጥ በፈጣን ትምህርት ቤት ፕሮግራም ስንት ተማሪዎች ተገኝተዋል? (የወንድ እና የሴት መረጃ ለየብቻ እና በዓመት ተከፋፍሏል). የተማሪዎች ቁጥር

105

እየጨመረ ነው ወይስ እየቀነሰ ነው? ለምን? የተማሪዎቹ መገለጫ (ማህበራዊ-ኢኮኖሚያዊ ደረጃቸው፣ መነሻቸው (ገጠር-ከተማ)፣ የእድሜ ምድብ) ምን ይመስላል? እና/ወይስ በትምህርት ቤትዎ ውስጥ ተማሪዎችን ለመቀላቀል ሌሎች መመዘኛዎች ምን ምን ናቸው?

ሠ. የፍጥነት ትምህርት ቤት ክፍልን የሚያስተምረው ማነው? በፍጥነት ትምህርት ቤት ፕሮግራም ለማስተማር መምህራን እንዴት ይመረጣሉ? ማን ይመርጣቸዋል? (በፈት እና በስራቸው ወቅት) ስልጠና ያገኛሉ? ከሆነ ለምን ያህል ጊዜ? በስልጠና አግባብነት፣ በቂነት እና ጥራት ላይ የመምህራን አስተያየት ምን ይመስላል? መምህራኑ በ SSP ውስጥ በመሳተፍ ምን ጥቅሞችን ያገኛሉ? መምህራኑ ከሌሎች መምህራን፣የመምሪያ ሐላፊዎች፣ርዕሰ መምህራን፣ሱፐርቫይዘሮች፣የወረዳ ትምህርት ባለሙያዎች እና SSP አስተባባሪዎች/ፎካል ፐርሶች ምን ድጋፍ ያገኛሉ? መምህራን ከእነዚህ ሰዎች የሚያገኙትን ድጋፍ አግባብነት እንዴት ይመለከቱታል?

ረ. የፍጥነት ትምህርት ቤት ትምህርቶች የሚከናወኑት የት ነው? የፍጥነት ትምህርት ቤት ክፍል ምን ይመስላል? ለብቻው የተዘጋጀ ክፍል አለ? አዎ ከሆነ ማን አዘጋጀው? አግባብነት ባላቸው የማስተማሪያ ቁሳቁሶች ተዘጋጅቷል? ለመማር ማስተማር ሂደት ምቹ ነው? ለተማሪዎች ንጹህ እና ማራኪ ነው?

ሰ. የፍጥነት ትምህርት ቤት ተማሪዎች ምን ይማራሉ?

ሸ. የማስተማር እና የዉጤት መመዘኛ(ግምገማ) ስነ-ዘዴዎች፦-

   ሀ. በፍጥነት ትምህርት ቤት መርሀ ግብር ውስጥ ምን ዓይነት የማስተማር ዘዴዎች ይተገበራሉ እና ለምን? መምህራን ተማሪዎችን በመማር ሂደት ውስጥ በንቃት ለማሳተፍ ምን ያደርጋሉ? በአስተማሪዎች የተቀጠረው የማስተማር ዘዴ ከሌሎች ፕሮግራሞች የተለየ ነው ወይንስ ለፍጥነት ትምህርት ቤት ፕሮግራም ልዩ ነው? አስተማሪዎች የተማሪዎችን እድገት ለመገምገም ምን ዓይነት የግምገማ ዘዴዎች ይጠቀማሉ?

ቀ. የፍጥነት ትምህርት ቤት ተማሪዎች የክፍል እንቅስቃሴዎችን እና ዲሲፕሊንን እንዴት ያስተዳድራሉ?

6. የፍጥነት ትምህርት ቤት መርሃ ግብር በተማሪው የማጠናቀቂያ ደረጃ፤ በአካዳሚክ ስኬቶች እና እድገቶች ረገድ በአንደኛ ደረጃ ትምህርት ቤት ውጤታማ ነው ብለው ያስባሉ? አዎ ከሆነ አመላካቾች ምንድናቸው?

7. የፍጥነት ትምህርት ቤት ክፍል መገለጫ ምን ይመስላል?

> ሀ. የፍጥነት ትምህርት ቤት የክፍል ዝግጅት እና ድባብ ምን ይመስላል?

> ለ. የፍጥነት ትምህርት ቤት የሥነ- ምግባር ደንብ ምን ይመስላል?

> ሐ. የፍጥነት ትምህርት ቤት ቁን ምን ይመስላል?

> መ. የተማሪ ሚናዎች እና ስራዎች ምንድን ናቸው?

> ሠ. የፍጥነት ትምህርት ቤት መማማር ማስተማር ምን ይመስላል?

> ረ. የአመቻቾች መስተጋብር ከርዕሰ መምህር ጋር ምን ይመስላል?

> ሰ. የአመቻቾች ከሌሎች አስተባባሪዎች እና የአገናኝ ት/ቤት መምህራን ጋር የሚያደርጉት ግንኙነት ምን ይመስላል?

8. የፍጥነት ትምህርት ቤት ፕሮግራም ፔዳጎጂክ ዘዴዎች ዓይነቶችን ሊነግሩኝ ይችላሉ?

9. የፍጥነት ትምህርት ቤት ፕሮግራም መማሪያ ቁሳቁሶች ዓይነቶችን ልትነግሩኝ ትችላላችሁ?

10. የፍጥነት ትምህርት ቤት ፕሮግራም የመማር ዓላማዎች ልትነግሩኝ ትችላላችሁ?

11. የአንደኛ ደረጃ ትምህርት ቤት በፍጥነት ትምህርት ቤት ፕሮግራምዎ ውስጥ አቅምን የሚያጠናክሩ ናቸው? አዎ ከሆነ፤ በእሱ ላይ ለመስራት ምን መንገዶች አሉ?

12. በጥያቄ 11 ላይ በመመስረት የእነሩ ወርክሾፕ ስልጠና፤ የአገናኝ ት/ቤት ከፍጥነት ትምህርት ቤት አመቻቾች እና የትምህርት ማህበረሰቦች ጋር ያለው ግንኙነት እየተተገበረ ነውን?

13. የተደራጀ የራስ አገዝ ቡድን በእርስዎ የፍጥነት ትምህርት ቤት ፕሮግራም ውስጥ አለ? አዎ ከሆነ,

> ሀ. በቡድን የተደራጀ እነማን ናቸው?

ለ. በቡድን እንዴት ተደራጁ?

ሐ. በራስ አገዝ ቡድን ውስጥ ለመደራጀት ዓላማዎች ምንድን ናቸው?

መ. የራስ አገዝ ቡድኖች በየትኞቹ ጉዳዮች ላይ ይሳተፋሉ?

ሠ. የራስ አገዝ ቡድኑ የሚሳተፍባቸው የገቢ ማስገኛ ተግባራት ምን ምን ናቸው?

ረ. በራስ አገዝ ቡድን ያከናወናቸው የማህበራዊ እንቅስቃሴዎች ና ተግባራት ምን ምን ናቸው?

ሰ. በተሳታፊዎች ኑሮ ላይ ለዉጦች አሉ? ማስረጃዎችን ይስጡ.

14. የፍጥነት ትምህርት ቤቱን መርሀ ግብር ለመተግበር እንደ ማደናቀፊያ የሚጠቅሲቸውን ፈተናዎች ያውቃሉ?

15. የፍጥነት ትምህርት ቤት ፕሮግራም በወላጆች፣ ተማሪዎች፣ መምህራን እና የትምህርት ባለሙያዎች ያለውን ተቀባይነት እንዴት ያዩታል?

16. መጨመር የሚፈልጉትን ማንኛውም ጉዳዮች ካለ ያብራሩ.

<div align="center">ስለ ትብብርዎ እናመሰግናለን!</div>

Appendix F: Amharic version interview protocol for Accelerated Education Program focal person at Woreda, Zone and reginal level

1. ቃለ መጠይቁ የተከናደበት ቀን_____

2. ቃለ መጠይቁ የተደረገበት ቦታ _____

3. ቃለ መጠይቅ የተደረገበት የጊዜ ቆይታ_____

በቃለ-መጠይቁ የሚዳሰሱ ጉዳዮች:

1. የትምህርት ደረጃ

2.የእርስዎ ሙያ

3. በዚህ የስራ መደብ ውስጥ ለስንት ጊዜ እየሰሩ ነው?

4. SSP በእርስዎ ወረዳ መቼ ጀመረ? በወረዳችሁ ፕሮግራሙ ማን እና እንዴት ተጀመረ? ፕሮግራሙን ከመጀመርዎ በፊት ምን አይነት ዝግጅት አደረጉ? በትምህርት ቤትዎ ውስጥ ፕሮግራሙን ለመጀመር/ለመጀመር/ለመጀመር ምን ችግሮች አጋጥመውዎታል?

5. የፍጥነት ትምህርት ቤት ፕሮግራም ሥርዓተ -ትምህርት እንዴት እና ለምን መጨመቅ ይቻላል?

6. የፍጥነት ትምህርት ቤት ፕሮግራም አጠቃላይ የሥልጠና ሞዴሎችን እንዴት ተግባራዊ ማድረግ ይቻላል?

7. በትምህርት ቤት ውስጥ ምን ዓይነት የፍጥነት ትምህርት ቤት ትምህርታዊ ዘዴዎች ተግባራዊ ናቸው እና የተጠቆሙት?

8. ምን ዓይነት የመማሪያ ቁሳቁሶች ጥቅም ላይ ይውላሉ እና የተጠቆሙት?

9. የፍጥነት ትምህርት ቤትን እንዴት ማስጀመር ይቻላል?

10. የፍጥነት ትምህርት ቤት ክፍልን ለመጀመር ምን ቅድመ ሁኔታዎች አሉ?

11. የፍጥነት ትምህርት ቤት መምህራንን እና ትምህርት ቤቶችን እንዴት መቅጠር እና መምረጥ ይቻላል?

12. የፍጥነት ትምህርት ቤት ተማሪዎችን እንዴት መመዝገብ እና ማሳተፍ ይቻላል?

13. በፕሮግራሙ ውስጥ ለመመዝገብ ና ለማሳተፍ የፍጥነት ክፍል ተማሪዎች መመዘኛዎቹ ምን ምን ናቸው?

14. ለፍጥነት ትምህርት ቤት ፕሮግራም ትግበራዎች የገንዘብ ምንጮች ምን ምን ናቸው?

15. የፍጥነት ትምህርት ቤት ፕሮግራም በወላጆች፣ ተማሪዎች እና አስተማሪዎች ተቀባይነት አለው? እንዴት እና ለምን?

16. የፍጥነት ትምህርት ቤት ክትትል እና ግምገማ ምን ይመስላል?

17. በፍጥነት ትምህርት ቤት ውስጥ መከታተል እና መገምገም ያለባቸው ልኬቶች ምን ምን ናቸው?

18. በፈጣን ትምህርት ቤት ውስጥ ያለውን የማህበረሰብ ልማት ተግባራት እንዴት ያዩታል? ከትምህርት ጋር እንዴት ይዘመዳል?

19. የፍጥነት ት/ቤት መርሃ ግብር በተማሪው የማጠናቀቂያ ደረጃ፣ በአካዳሚክ ውጤት እና በማስጠል ረገድ በወረዳው ላይ ውጤታማ ነው ብለው ያስባሉ? አዎ ከሆነ አመላካቾች ምንድናቸው?

20. የፍጥነት ትምህርት ቤቱ መርሃ ግብር ተግባራዊ ለማድረግ ምን ምን ተግዳሮቶች ና ፈተናዎች አለ?

21. መጨመር የሚፈልጉትን ማንኛውም ጉዳዮች ካለ ያብራሩ.

ስለ ትብብርዎ እናመሰግናለን!

110

Appendix G: Amharic version focus group discussion guide for students

የትኩረት ቡድን ውይይት የተደረገበት ቀን _____

የትኩረት ቡድን ውይይት የተደረገበት ቦታ_____

የትኩረት ቡድን ውይይት የተደረገበት የጊዜ ቆይታ _____

የትኩረት ቡድን የውይይት ጉዳዮች:

1. እርስዎን በፈጣን ትምህርት ቤት ፕሮግራም ውስጥ እንደ ራስ አገዝ ቡድን እንዲመሰርቱ የማስጀመር ኃላፊነት ያለው አካል ማን ነው?

2. እንደ ራስ አገዝ ቡድን አባል የሚሳተፈው ማን ነው?

3. በዚህ ፕሮግራም ውስጥ ምን ተግባራዊ ለማድረግ አቅደዋል?

4. በፕሮግራሙ ውስጥ ተግባራዊ ለማድረግ ያቀዳችሁ ግቦች አሉዎት? አዎ ከሆነ፣ እነዚህ ግቦች ምንድን ናቸው?

5. የህይወት ክህሎቶችዎን እና ተሞክሮችን በስብሰባ ክፍለ ጊዜዎ ይጋራሉ?

6. እንደ ራስ አገዝ ቡድኖች በመደራጀተዎ ምን ምን ጥቅሞችን አሉ? ያብራራሉ

7. ለፍጥነት ትምህርት ቤት ኘሮግራም እንደ ራስ አገዝ ቡድን አባልነት በመደራጀተዎ ምን ምን አስተዋጾ አለዉ?

8. ከፍጥነት ትምህርት ቤት ፎካል ሰዎች እና ከሌሎች ባለድርሻ አካማ ስልጠና አግኝተዋል? አዎ ከሆነ፣ በየትኞቹ ጉዳዮች ላይ ስልጠና አገኛችሁ?

9. የፍጥነት ትምህርት ቤት ለአንደኛ ደረጃ ትምህርት ቤት ወሳኝ ጠቀሜታ አለው ብለው ያስባሉ? እንዴት?

10. የፍጥነት ትምህርት ኘሮግራም በተማሪዎቹ የአካዳሚክ ውጤቶች እና የመጀመሪያ ደረጃ ትምህርት ማጠናቀቂያ ደረጃ ላይ ጉልህ ሚና ያለው ይመስልዎታል? እንዴት?

11. እንደ ቡድን አባል በመደራጀተዎ ተጠቃሚ ነዎት? እንዴት እና ለምን?

12. በተለያዩ የገቢ ማስገኛ ስራዎች ተሳትፈዋል? አዎ ከሆነ፣ በየትኞቹ ላይ ተሳትፈዋል?

13. በተለያዩ ማህበራዊ ልማት ተሳትፎ ውስጥ ተሳትፈዋል? አዎ ከሆነ፣ በየትኞቹ ላይ ተሳትፈዋል?

14. የፍጥነት ትምህርት ቤት ፕሮግራም ተቀባይነት አግኝቷል? እንዴት እና ለምን?

15.የፍጥነት ትምህርት ቤት ተግባራዊ እንዳይሆኑ ተግዳሮቶች ወይም እንቅፋቶች ምን ምን ናቸዉ?

16. ከላይ የተጠቀሱትን ችግሮች ለመፍታት ምን ዓይነት የመፍትሄ ዘዴዎችን ትጠቁማላችሁ? ምን ምን ማድረግ አለብን?

17. የሚፈልጉት ማንኛውም ጉዳይ ካለ ይጨምሩ;

<p align="center">ስለ ትብብርዎ እናመሰግናለን!</p>

Appendix H: Amharic version observation checklist

ምልከታው የተደረገበት ቀን _____

ምልከታው የተካሄደበት ቦታ _____

ምልክታ የተደረገበት የጊዜ ቆይታ ____

ለመታዘብ የተፈለጉ ጉዳዮች:

1. የፍጥነት ትምህርት ቤት የሚሰጥበትን ቦታ

2. በፈጣን ትምህርት ቤት ፕሮግራም የተመዘገቡ የተማሪዎች የትምህርት ስኬት

3. በክፍል ተግባራት ላይ የተመሰረተ የክፍል ተቀምጦ ዝግጅት

4. የተለያዩ ተገቢ የማስተማሪያ እና የመማሪያ መርጃዎችን ተጠቅሟል

5. በራስ አገዝ ቡድኖች የተከናወኑ ተግባራት

6. የፍጥነት ትምህርት ቤት ፕሮግራም ትግበራ አካባቢ ዋና ዋና ተግዳሮቶች

7. የፍጥነት ትምህርት ቤት መምህራን ከአገናኝ ትምህርት ቤት እና ከዋና አስተማሪዎች ጋር ያለው ግንኙነት

8. ወላጆች በራስ አገዝ ቡድኖች ውስጥ የሚሳተፉበት ተነሳሽነት

9. የወላጆችን ችሎታ, እውቀት እና አመለካከት

10. የፕሮግራሙ ቁጥጥር እና ግምገማ ስርዓቶች