

**ADDIS ABABA UNIVERSITY SCHOOL  
OF GRADUATE STUDIES**

**A COMPARATIVE STUDY ON THE IMPLEMENTATION OF  
GOVERNMENT AND NONGOVERNMENT  
NONFORMAL BASIC EDUCATION  
PROGRAMS IN ADDIS ABABA**

**BY  
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**ADDIS ABABA UNIVERSITY  
June, 2004**

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PROGRAMS IN ADDIS ABABA**

**A THESIS PRESENTED TO THE SCHOOL OF GRADUATE  
STUDIES ADDIS ABABA UNIVERSITY**

**IN PARTIAL FULFILLMENT FOR THE REQUIRMENTS OF THE  
DEGREE OF MASTER OF ARTS IN CURRICULUM AND  
INSTRUCTION**

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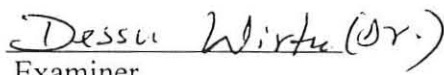
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## ACKNOWLEDGEMENTS

I would like to thank Dr. Teshome Nekatibeb, my Thesis Advisor, for his unfailing encouragement, constructive comments and useful suggestions. Indeed, with out his unreserved dedication, the development and completion of this study would have been impossible.

I am indebted to GOAL Ethiopia (International NGO), for partially sponsoring my study, arranging time for attending the program, use facilities and encouragement to pursue my study. Besides, I appreciate my staff mates and friends for providing morale support, encouragement and deep concern for my study.

I also express my gratitude to my mother W/ro Ayelech Alemu, sisters and brothers for their persistent encouragement and providing moral for my study.

Moreover, I would like to thank my friends, Ato Yilma H/ Mariam for borrowing me reference books from MOE library, and Ato Ashenafi Lema for assisting in data collection and organization.

Finally, I owe my gratitude to Addis Ababa University for providing financial support for my research work.

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## Abbreviations

AA	Addis Ababa
ACCESS	Appropriate, Cost effective Centers for Education with School System.
ADA	Amhara Development Association
ADEA	Association for the Development of Education in Africa
ANFEA	Adult and Nonformal Education Association
ANRS	Amhara National Regional States
BRAC	Bangladesh Rural Advancement Committee
CRDA	Christian Relief and Development Association
CSA	Central Statistics Authority
EDA	Emanuel Development Association
ESDP	Education Sector Development Program
GACAEB	Government of Addis Ababa City Administration Education Bureau
GO	Government Organization
ICDR	Institute of Curriculum Development and Research
IIEP	International Institute for Educational Planning
ILO	International Labor Organization
MOE	Ministry of Education
NFBE	Nonformal Basic Education
NFE	Nonforman Education
NGO	Non governmental Organization
NLCO	National Literacy Campaign Organization
OEB	Oromia Education Bureau
PHRDPO	Policy and Human Resource Development Project Office
RCWDA	Rift Valley Children and Women Development Association
REST	Relief Society of Tigray
TEB	Tigray Education Bureau
TGE	Transitional Government of Ethiopia
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund

## Abstract

The study investigates the implementation of government and nongovernment nonformal basic education programs in Addis Ababa in the comparative manner. Different variables were treated to meet the objective of the study. These include the curriculum of NFBE program, the facilitators status, the teaching-learning process of NFBE programs, the facilities and budget of NFBE program, the efficiency of the NFBE program, and the community participation towards NFBE program.

The research design incorporates comparative methods of different cases, as it is appropriate to compare the two nonformal basic education providers based on the stated variables. The sample of the study included four nongovernment organizations and four sub city education departments in Addis Ababa. The data were collected through questionnaire, interview, focus group discussion, observation and document analysis. Statistical technique such as percentages, and in some cases chi-square and T-test were used to analysis the data.

Findings suggest that the objective of both NGOs and government NFBE programs is to provide basic education for school age children who can or do not get the access to attend the formal sector due to many reasons. This can be realized through the provision of organized NFBE curriculum materials. However, Government of Addis Ababa City Administration did not have organized nonformal basic education curriculum specifically developed for school age children. In this respect, children in government NFBE program learn the teaching materials developed for adults. On the other hand, each NGO implements the curriculum materials developed by themselves.

Concerning the status of facilitators, the majority of them are grade 12 completes and took less than 15 days pre service training before they were assigned to the actual work. As such training does not guarantee them to run the program effectively, there is a demand to offer continuous inservice training. However, government NFBE facilitators did not have the chance to on the job training, while NGOs NFBE facilitators have quarterly inservice training for five days to improve their skills, knowledge and attitudes.

Finding also indicates that NGOs NFBE program is taken place in Kebele compound and learning centers established for the program. In this respect, the Kebele hall was not suitable for the teaching-learning proces, and government NFBE centers are in a better position. Moreover, both NGOs and government NFBE program have allocated budget but not adequate for improving the program. In this case, NGOs' budget is better as they pay salary and provide in service training for facilitators, while government offers small amount of money for transport allowance and does not conduct inservice training for facilitators.

As far as the efficiency of NFBE program, the drop out and repetition rate of government NFBE program is higher than that of NGOs NFBE program. The observed result also indicates, although the involvement of local communities in both NFBE programs is low, their participation in NGOs is relatively higher than that of government as the community's representatives involve in the management committee of nonformal education program.

Finally, developing standardized and organized NFBE curriculum for school age children or state minimum essential learning needs for each level of NFBE program that is equivalent to the first cycle of primary education, facilitate inservice training for facilitators, strengthen partnership and work in collaboration among NGOs, government and community, allocate reasonable budget and pay due attention for the program were the major recommendations forwarded in order to improve nonformal basic education program , and give better services for children attending the program.

## CHAPTER ONE: INTRODUCTION

### 1.1: Back Ground of the Study

Education is not simply linked to economic growth but also to the broader political and social development of society. There is also a general awareness of the fact that education is a basis for and a priority area in the overall development. UNICEF (1995:13) defines education for development as a process which:

promotes the development, in children and youth people, of attitudes and values such as global solidarity, peace, tolerance, social justice and environmental awareness, and which equips them with the knowledge and skills which will empower them to promote these values and brings about change in their own lives and in their communities, both locally and globally.

Moreover, education is a key human right with out which many other rights are difficult to attain. It gives people a knowledge base and information that empowers them to make decisions, to initiate change and release individual potential and national development (Shaeffer, 1992: 97). However, in most developing countries, a number of in-school and out-school factors have affected school access and retention. In order to keep pace with their demographic growth and at the same time to keep their raising enrolment ratios, developing countries require a continuing high annual rate of educational expansion. Nevertheless, resource constraints do not allow realizing it.

More than half a century has passed since the Universal Declaration of Human Rights made education a fundamental human right. Universal Primary Education is also targeted by the year 2015 (Watkins, 2000:1). In this regard, today most experts as well as Education for All partner agencies are convinced that it is impossible to achieve the Universal Primary Education goals with out reinforcing the nonformal education system, especially in poor countries.

The notion of nonformal education has been a significant feature of policy debate around education in developing countries for three decades. It has drawn attention to the importance and potential for education, learning and training that takes place outside recognized educational institution (Smith, 2001). It is an integral part of a life long learning concept that ensures children and adults to acquire and maintain the skills, abilities and dispositions needed to adapt to a continuous changing environment. Besides, it is an important change in outlook among educators, concerned governments, and social scientists rather than an emergence of a new educational phenomenon (Bock and Papagiannis, 1983:4)

Due to its flexibility, organization, schedule and duration, nonformal education has been found relevant to solve a number of school barriers, especially those related to educational demand. In most countries, nonformal education was highly effective not only in addressing the inadequacy of formal school in terms of retention, completion rates, adaptability and functionality but also in catering to the learning needs of different target groups. The program includes those children who can not or do not get enrolment in primary school, those who drop out from school, youths and adults who relapse into illiteracy and those who have never benefited from any schooling (UNESCO, 2001:5).

In order to meet the demands of Africa, a wide diversity of education programs are required which can not be supplied by the formal system. Hence, nonformal education is essential not only to fill a gap but also ensures countries address education and training in a more holistic manner as they progress towards the goal of basic education. In addition, nonformal education is better adapted to disadvantaged groups and offers the benefit of being deep-seated in the grassroots. Hence, it can contribute to the vitalization of education by making more effective link between education and the reality of everyday life (ADEA: 2002:1).

The attempt to address the task of achieving universal primary education only through government program is unlikely to succeed. Hence, a broad-based partnership between government and NGOs is needed. In this regard, many NGOs were getting participated in education, often independent of state action. In some cases, they offered welfare assistance to poor households. In others, NGOs developed education initiatives that were meant to overcome the deficiency of government policy. For instance, in Sub-Saharan Africa, NGOs

become increasingly involved as service providers in basic education, endeavoring to reach specific sections of society or regions ignored by government ( Watkins,2000:311).

If all children of primary school age were to receive a good quality basic education lasting for at least four years, the problem of illiteracy could be resolved for the next generation. Therefore, as basic education is a compulsory education program that is arranged for all citizens, nonformal education plays an indispensable complementary and supplementary role to attain Education for All. In this respect, NFE is stressed in ESDPII as “an integral part of the strategies for achieving the goals of universal primary education and education for all”(MOE, 2002,6).

### **1.2.Statement of the Problem**

Education can play an important part in changing social attitudes and aspirations, and it socializes people into particular roles in society. Thus, different types of education in a given society are supposed to offer different social and economic values. The importance of basic education and literacy for children and youth can not be over emphasized. Literacy has been known to have significant influence on human growth and development. However, as World Bank and UNESCO estimate (in Graham-Brown, 1996:1), there are over 150 million children world wide between the age of six and eleven who are not at school, over 90 percent of these children live in the poorest countries, and 60 percent of them are girls.

The Universal Declaration of Human Rights, adopted by the General Assembly of the United Nations in Paris on 10 December 1948, proclaimed once and for all the right of ‘everyone’ to education. Obviously, children are the main beneficiaries of this right, and it is for them that the systems and techniques of education are mainly designed. On the other hand, the Oxfam Education Report states that, “no human right is more systematically or extensively violated by governments than the right of their citizens to a basic education” (Watkins, 2000:1).

Given the increasing number of school children, youth and adult population, improving the education sector in terms of quality and access is a great challenge. Although, governments are making efforts to literate their citizens, improve their skills in different areas and enhance

the development of their country, they have not achieved at the desired level. It also appears difficult to address basic education for all until a certain economic level has been reached. Moreover, Bishop (1993:58) mentioned that developing countries used linear expansion of formal education to solve their educational problem. Nevertheless, they have to search for other innovative alternatives to make up what the formal system was unable to do. In line with this, Tekeste (1996:45) cites, “ nonformal education is understood and used as the most important strategic option available to the MOE in its effort to spread literacy and basic education. It is possible to spread basic education effectively and cheaply through out the country”.

Similarly, Habtamu (1999:9) cites, various socio-economic indicators show that Ethiopia is a poor, predominantly illiterate and rural country. Tremendous investments are required to bring about major changes in the education sector. The formal system of education cannot bring about major changes and development, with out the support of the nonformal education. In view of the deficiency of the formal education system, many nonformal programs have been launched for those who were or are unable to attend formal school.

In light of this, 46 per cent of school aged children are found out of school in our country (MOE, 2003:5). Besides, the same source reveals that children who started and dropped out from schools are numbered in hundred thousand. CSA (1994:361) also indicates, the primary school age population is increasing by 8 million between 2002 and 2015, the date of achieving basic education for all. Hence, ESDP II states that nonformal education is an alternative to the formal education to provide basic primary education for all (MOE, 2002:16).

The ultimate responsibility for securing the right to education rests directly with national governments. International aid and NGOs have important roles to play, especially in the poorest countries, but it cannot substitute for effective state action. They play an essential part in providing educational opportunities to communities and social groups who were excluded, and fill the gap left by the state. In this case, the government efforts should be supplemented by active involvement of NGOs, private organizations and the communities to address basic education for all.

The available statistical data shows that the gross enrolment rate of primary school for City Government of Addis Ababa is considerably higher than other regions of Ethiopia (MOE, 2003:3). "Although this is an appreciable success, there are still many school age children who are not enrolled in the formal school system. In the 876 house hold heads, out of 1755 school age children, there are 1055 who were not enrolled in school,"(Anbessu, et.al, 2002:4). To alleviate the problems, the regional education bureau and some NGOs are participating in nonformal education to provide basic education for out-of-school children.

As Botti, Carell and Saliba (1978:11) explain, most often these nonformal activities are localized and little known, and as they are run by various organizations, both public and private, they are not based on systematic over, all view of the problem to be solved on the national level. The same is true in the region under study, the two nonformal basic education providers, GO and NGO, are not working interdependently, systematically to address basic education for children. For instance, each and every nonformal basic education provider has its own curriculum materials, whose quality is under question. Moreover, the program has internal and external challenges as it was evidenced and realized by the researcher of this study as he was directly involved in the program. Thus, there is a need to investigate the status of nonformal basic education in Addis Ababa.

The purpose of this study is, therefore, to examine the implementation of government and nongovernment nonformal basic education program in City Government of Addis Ababa. In due course, the study attempts to answer the following basic questions:

### **Basic Questions**

1. Is there regionally developed and organized Nonformal basic education curriculum for school age children in City Government of Addis Ababa ?
  - A/ How it was developed?
  - B/ What curriculum materials are available?
2. Are nonformal basic education facilitators qualified for the program in City Government of Addis Ababa?
  - A/How NFBE facilitators are selected for their position?
  - B/ Do NFBE facilitators have adequate pre and in service training for the program?

3. To what extent do the local communities involve/ participate in the nonformal basic education program?
4. How efficient (dropout, repetition and promotion rate) is the government and NGOs NFBE program?
5. Does NFBE program have adequate budget and facilities?
6. What are the major implementing problems for the effectiveness of NFBE program?

### **1.3 Significance of the Study**

The study is felt to be important for the following reasons:

1. The results of the study will help educational planners and decision-makers to pay policy attention for the success of nonformal basic education program. It is also helpful for NFBE providers to take the necessary measures in order to remedy the inadequacies.
2. The study is also important to provide suggestions to concerned authorities that will help in the alleviation of implementation problems of NGOs and GO nonformal basic education program.
3. It is believed that the study will give some ideas for researchers who want to pursue further study in the area.

### **1.4 Delimitation of the Study**

Although nonformal education is implemented in all Ethiopian regions outside the formal system to provide selected types of learning to particular sub groups in the population, adults, as well as children, this study is delimited to nonformal basic education program for school age children in the City Government of Addis Ababa. In order to study government and nongovernment nonformal basic education program in Addis Ababa, four NGOs (ANFEA, PROPRIDE, Emanuel Development Association, and Children Aid Ethiopia), and four sub city education departments (Addis Ketema, Akaki-Kaliti, Gulele and Yeka) were taken from the respective NGOs' settings.

The study is also delimited to examine the issues of nonformal basic education curriculum materials, facilitators status, the teaching-learning process, efficiency of nonformal basic education program, community participation, finance, facilities and implementation problems of nonformal basic education program.

### **1.5. Limitation of the Study**

The most important limitation of the study was the inability to obtain the proposed five years consecutive data on the efficiency of nonformal basic education program from the City Government of Addis Ababa Education Bureau to compare and reasonably determine the efficiency of NGOs and governments NFBE program. In this regard, the researcher was forced to employ only the three years of aggregated data for comparison purpose. Besides, some sampled organizations were not cooperative to provide financial data to find out the adequacy of budget for nonformal basic education program. There is also a problem of clearly delineate the budget of nonformal basic education from other project's activities. These limitations could have affected the degree of reliability of the findings on the items raised above.

Moreover, the recent organizational restructuring resulted in the transfer experienced education personnel on nonformal education to other positions. In this respect, the new assigned personnel may not have adequate data on the problem under study. Even, the physical restructuring of sub cities and kebeles made difficulties for the researcher to easily identify and access the NFBE centers and respondents with in the planned time frame work.

### **1.6. Definon of Key Terms**

**Basic education:** The very minimum of knowledge, skills, attitudes and values that will enable individual to operate with reasonable expectations of success in their community or society (UNESCO, in Haggis, 1995:2).

**Formal education:** Highly institutionalized, chronologically graded and hierarchically structured " educational system" spanning lower primary school and the upper reaches of the university (Coombs, and Ahmed, 1974:8).

**Informal education:** It is unorganized and often unsystematic, yet accounting for the great bulk of any persons' total lifetime learning including that of even highly "schooled" person (Coombs, and Ahmed, 1974:8)

**Local communities:** is a local group action, where people join in a limited geographic space based on common purpose, to carry out specific tasks, the link between them may be where they live, they work, their ethnic background or other factors which people have in common ( Dey and Westendorff, 1996:266).

**Nonformal education:** Any organized, systematic educational activities carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults, youths as well as children (Coombs, and Ahmed, 1974:8).

**Nongovernment Organizations:** Non-profit entities that provide service to members or client groups; and they include grassroots organizations such as community groups, religion organizations, associations, cooperatives and private development organizations (Webb and et.al., 1995:8)

### 1.7. Organization of the Study

This paper is organized in five chapters. The first chapter deals with background of the study, statement of the problem, significance of the study, delimitation of the study, limitation of the study, definition of key terms and organization of the study. The second chapter presents the review of related literature. The third chapter includes design and methodology of the study. The fourth chapter deals with analysis and interpretation of data. Summary of findings, conclusions and recommendations are presented in the fifth chapter.

## CHAPTER TWO: REVIEW OF RELATED LITERATURE

### 2.1. Modes of Education

Conceptually, education has been taken as an investment in the development of human resources. Human resource development means the process of increasing knowledge, skills and capacity of people (Sodhi, 1995). Most people associate education with schools, colleges and universities; that is the formal sector. But there are many other types of learning for all age groups (Graham-Brown, 1996: 64)

Coombs (1985:20) states that, up to the 1970 education had been popularly equated with schooling, with the familiar formal education system, learning from the first grade of primary school to the highest reaches of the university. However, much wider view emerged and gained wide acceptance to equate education broadly with learning regardless of where, how or at what age the learning occurred. It also viewed education as a life long process, spanning all of the years from earliest infancy to life's end.

Thus, lifelong education rejects the view of a formal schooling, which occurs once and only in a person's lifetime. The concept of life long education, that education must be conceived of as an existential continuum as long as life, will call for drastic reform and restructuring in curricula and programs study and training at all levels and to all forms of education (Bishop, 1993: 55) In the broad conceptual framework of a life long education system, Coombs (1973,12) points out:

a system that should ultimately provides every individual with a flexible and diversified range of useful learning options through out his or her life time: formal, nonformal and informal education are clearly complementary and mutually reinforcing elements.

Education as a life long process that enables the continuous development of a person's capabilities as an individual and as a member of society. Hence, education by its very nature is a continuing process starting from earliest infancy through adulthood, which necessarily entails a variety of methods. Evans (1981: 28) also suggested the spectrum of learning settings in to a number of categories; these are informal, formal and nonformal education.

**2.1.1- Informal Education:** Coombs (1985: 24) defined informal education as, "unorganized, unsystematic and even unintentional at times yet it accounts for the great bulk of any person's total life time learning- including that of even a highly 'schooled' person." It is the life long process by which every person acquires and accumulates knowledge, skills, attitudes and insight from his daily experiences in his/her environment -at home, at work, at play (Bishop, 1994: 149).

Through informal education, for example, a child acquires a substantial vocabulary at home before going school, a daughter learns child care and cooking from helping and observing her mother, a son picks up occupational skills from his father and children and adolescents learn from their peers (Coombs, 1985, 11). What an individual learns from informal education, however, is limited to whatever his or her personal environment happens to offer.

Moreover, informal education refers to learning which results from conscious efforts either on the part of the learner to learn from the environment or on the part of the individual or organization with intent to create a learning situation, but without a specific set of individual learner in mind. It provides an important avenue for self-improvement on the part of learners who do not have the opportunity to attend school (Evans, 1981: 29).

**2.1.2. Formal Education** - In principle it is a coherent, integrated system, lends itself to centralized planning, management, and financing (Coombs, 1985: 25). Formal education refers to hierarchically structured, chronologically graded 'education system', running from primary school through the University and including, in addition to general academic studies, a variety of specialized programs and institutions for full-time technical and professional training (Coombs, 1973: 18).

On the part of Evans (1981: 28), formal education by its location is called schools, which are characterized by the use of graded classes of youth being taught a fixed curriculum by certified teachers using standard pedagogical method. Coombs (1985: 24) cites that unlike nonformal education, formal education is a 'true' system in the sense that all of its parts, at least in principle, are interconnected and mutually supporting. In addition, formal education

generally involves full-time, sequential study extending over a period of years, with in the framework of a relatively fixed curriculum.

### **2.1.3. Nonformal Education**

#### **2.1.3.1. The Origin of Nonformal Education**

As it was mentioned earlier, for the great bulk of history, education was carried on by informal process, which was integrated in to the fabric of daily life. The languages, behavior, and values needed to become an effective member of society were learned from ranges of individuals in the community. The major learning modes were imitation combined with learning by doing. Formal schools arrived quite late in man's history, and only in the last several hundred years in European history, has there been an effort on schooling more than a very small percentage of the population (Evans, 1981:11).

The idea of nonformal education, as distinct from its practice is a very recent phenomenon. Before 1970s, a book or even a conference, about nonformal education would not have been possible because the term had hardly been invented (Fordham, 1980:3). La Belle (1981: 313) also cited, "Prior to the late 1960s the term nonformal education was virtually non-existent in our vocabulary." Even at an important International Conference on 'Education, Employment and Rural Development' held at Kericho in Kenya in 1966, there was no mention of nonformal education (Fordham, 1980:3).

According to Evans (1981; 18-19), the sources that contributed to the appearance of nonformal education are the practitioners of nonformal education, the international educational planners and the critics of schooling. The practitioners are agencies who work to improve the economic and health conditions of the impoverished and disadvantaged group of people around the world, and usually engaged in functional literacy, farmer education, adult education, population education, agricultural extension, etc. Evans believes that the accumulated practical knowledge of their efforts accounts for the great majority of the techniques being employed in nonformal education today.

The Second sources in the development of nonformal education evolves from the efforts of the international education planners. In the late 1960s in examining the situation in education

through out the world, Coombs describes an educational crisis that was overwhelming educational systems everywhere (Evans, 1981:23). Coombs concluded that "the ever increasing demands for education, acute resources scarcities, raising costs, educated under employment and the inefficient response of educators has created a vicious circle that demands attention of educational planners and innovators." One of the innovatives is the massive strengthening of nonformal education (in Bock 1976: 348)

Supporting this points, La Belle (1976: 287) indicates, one of the characteristics of planned educational activities in the 1970s has been the search for educational alternatives. To some, this has meant providing choice or options within or among schools and to others it has meant recognized and establishing the contribution of out-of-school program. It is the second alliterative known as nonformal education.

On the part of international educational planners, Coombs was calling for much greater investment in nonformal education. This was followed in 1973 and 1974 by two influential studies of the types of education needed to combat rural poverty; these studies gave wide currency to nonformal idea"(Fordham, 1980:3). Coombs first directed attention towards nonformal education, an increasing number of educators and social scientists have been engaged in the attempt to understand more fully the reasons for the rather phenomenal 'take off' of nonformal education, and to assess the value of its impact up on both individual and social institutions (Bock, 1976:348).

The third source that contributed to the introduction of nonformal education and diverted in thinking of educational planners and researchers was the critics of schooling. The critics emphasized the need of looking for alternative approach to schooling in order to provide relevant, equitable, and liberating type of education. The most remarkable of these critics were the work of Ivan Illich and Paulo Friere. In his writings, Ivan Illich, clearly indicates oppositions to reform schools, and the concept of education as part of a new social order which substitutes consummations for its own sake with a meaning full interaction of people. For him education must be a liberating force controlled by the learner and not an institution that subordinates man to society. Moreover, writing at the same time, with equal influence, Paulo Friere has stimulated universal interest and debate about the oppressive nature of

formal education. He also focused on developing a conceptual model for comprehending how formal education promotes to oppress people it was intended to help, and serve as an instrument of maintaining the status quo (Evans, 1981:25).

Considering the above-mentioned sources, developing countries have begun to consider seriously an alternative to their formal system of education-nonformal education. In contrast to the highly institutionalized, chronologically graded and hierarchically structured formal education system, countries have turned to nonformal education to enrich the lives of more of their citizens, to bring more people in to the sunshine, at a cost they can bear (Bishop, 1994: 131).

However, in its most general form, nonformal education has always been present in all societies. Each society develops socialization processes to familiarize youth with the mores and the rules of the society (Evans, 1981,17). Clearly, the fact of non formal education, broadly conceived, is not new, this educative phenomenon is found integrally incorporated in even pre-literate stone age societies, what is new is the conception of non formal education as a new force through which educational and socio-economic change is believed to occur at both the individual and societal level, and the vision of it as an exciting new strategy for combating poverty, ignorance, inequality, ill- health or oppressions (Bock, 1976: 348; La Belle 1976:278).

Bock and Papagiannis (1983:7) also concluded that, nonformal education is not a unique phenomenon that requires totally new methodologies and theories for its evaluation or investigation. Rather, it is another aspect of the spectrum of purposive education phenomena and as such lends itself to research models and social science knowledge that has already been accumulated, developed and tested.

#### **2.1.3.2. The Concept of Nonformal Education**

Not surprisingly, the term nonformal education is soon became disguised in confusion and misunderstanding as different people and organizations, viewing it from their own different special vantage points, interpreted it differently (Coombs, 1985:23).

Bock and Papagiannis (1983:13) state that confusion about nonformal education is caused by a number of factors: inadequate knowledge and scarcity of resources of research on purposive education activities carried on outside the formal school system, the lack of clear conceptualization, the fact that nonformal education serves different purposes with in differing context; and different and often conflicting assumptions about development.

Nonformal education does not constitute a distinct and separate educational system, parallel to the formal education system. It is, “ any organized, systematic, educational activities carried on outside the frame work of the formal system, to provide selected types of learning to particular subgroups in the population, adults as well as children” (Coombs, 1985:3). Thus, defined nonformal education includes, for example, agricultural extensions and farmer training programs, adult literacy programs, occupational skills training given outside the formal system, youth clubs with substantial educational purposes, and various community programs of instruction in health, nutrition, family planning, cooperatives and the like (Ibid.).

In relation to the above ideas, Evans (1981:28) defined nonformal education as any organized educational activity outside the established formal system whether operating separately or as an important feature of some broader activity that is intended to serve identifiable learning clienteles and learning objectives. In other words, nonformal education embraces educational components of programs designed to serve broad development goals as well as more academic objectives (e.g. Literacy). To sum up, nonformal education is an educational concept progressing and getting wider acceptance as well as being applied in several developing countries. It can be as effective as the formal education system, and have its added advantages of meeting the basic learning needs of a diverse type of population.

### **2.1.3.3. Types of Nonformal Education**

Nonformal education is synonymous with certain kinds of adult education in much of the common wealth countries. Such countries may well have achieved Universal Primary Education or aim to do so in the near future. In any case, they feel that the education of adults must be the first concern of that nonformal program. In other countries, the nonforamal education of children is given high priority (Fordham, 1980:39).

On the other hand, Bishop (1993:86) says that nonformal education takes various forms - adult education, on-the-job-training, extension services, functional literacy, etc. The objectives of nonformal education are: for those who have never been to school-the chance to acquire the skills of learning, and for those who have acquired some skills of reading, writing and counting-the chance to improve and go further. In other book, he mentioned the kinds of nonformal education as:

- school equivalency programs to provide a second chance, to those who have missed school or dropped out early;
- training in occupational skills and on-the-job training given outside the formal system;
- agricultural extension and farmer training programs;
- adolescent and adult literacy programs;
- youth activities with substantial educational purposes;
- community education and community programs of instruction in health, nutrition, family planning;
- co-operatives, and the like (Bishop, 1994:131).

According to Carron and Hill (1991; 21), nonformal education can be classified broadly into four major areas by referring to their relationship with the formal school and college system. These groups of nonformal education are Para formal education, popular education, education for personal development and professional training.

Para formal education is to offer a second chance to those who for various reasons could not benefit from the regular school system. The area includes various types of evening classes, official literacy programs, distance education programs, etc. Some of these programs are only a compressed form of full-time day schooling, while others are more flexible and more innovative in design and implementation. The second type, popular education is aimed towards the marginal groups of the population and includes adult literacy projects, co-operative training, and political mobilization and community development activities. In most cases, these activities are implemented by voluntary organizations and emphasize collective development as opposed to individual competition. The third is personal development activities, which may differ from one country to another. For instance, in the case of Quebec these educational activities involve learning practices organized by cultural institutions

(Museums, libraries, cultural centers), clubs, sport centers, language institution (for language instruction) etc. The last one, professional training, encompasses the various nonformal programs of professional and vocational training organized by firms, trade unions, private agencies, etc (Ibid. 23-25).

Furthermore, most of the wide variety of educational activities that constitute nonformal education are trade training centers, on-the-job training, management training, moral or political reeducation, community development programs, literacy programs, and even alternative schools have been existed for some time (Bock and Papagiannis, 1983:3). As MOE (1994, in Haileisilessie, 1999:15) points out:

there are a number of nonformal education, non formal primary education for children, community skills training centers, vocational training programs and continuity education programs are some of the nonformal education programs that are being run in Ethiopia

#### **2.1.3.4. The Role of Nonformal Education**

As Fordham (1980:3) states, nonformal education is a part of the entire educational system, and the most important thing is to integrate nonformal education with the development system to bring a meaningful change. It is also believed that there is a permanent connection between nonformal education and development. Hence, recently nonformal education has been viewed as a new social force for accelerating the development process in the rural areas more cheaply and more effectively than the expansion of formal schools (Coombs, 1985:104).

Bock and Papagiannis (1983:55) also mentioned, if formal schooling is serving as a system supporting for the maintenance of inequality and misdistribution, nonformal education is potentially even more effective means for limiting cross segment mobility. Besides, it is clear that nonformal education has become the new weapon in the development arsenal. If formal schooling can promote development, then nonformal education, through its ability to reach a broader range of people during a greater span of their lives, can do it better and cheaper.

There are many reasons for the growing appeal of nonformal education among development planners and education policy makers. Some have turned to nonformal education because it appears to hold educative promise while remaining cost effective. Some perceive nonformal education as a potentially powerful vehicle for promising dramatic economic growth in rural areas, while others see it as accelerating political participation and social development (Ibid.5).

Ahmed (1997:199) mentions that the importance of nonformal educations more relies on the flexibility and broad opportunities of educational programs that it render rather than engaging different learning groups and objectives from that of the formal sector. The developing countries must massively expand and adapt nonformal education to serve the population vast and diversified learning needs that lie beyond the scope and capabilities of formal education (Coombs, 1985:41). He goes on to emphasize nonformal education when well aimed, has a high potential for contributing quickly and substantially to individual and national development (in Bock and Papagiannis, 1983:7).

Since the nonformal education process usually requires the participation of its recipients in determining the nature and content of the educational programs, these always tend to focus on the needs and priorities of communities. In this way, it will contribute more effectively towards helping participants to meet their development needs (Fordhon, 1980:7). He also forwarded the importance of non formal education to provide functional skills for personal development, for employment and for community life, through content and by methods that will contribute to the development of positive attitudes towards cooperation with other, towards work and national development, towards self-improvement.

For children in the younger age groups, the role of nonformal education should be on meeting basic, social and learning needs related to local, social, cultural and community conditions (Ibid. 4). In line with this, Bock and Papagiannis (1983 in PHRDPO, 1998:7) put the importance of non formal education as a means to: (i) provide education to those formal school is not a realistic alternative; (ii) make new skills and attitudes available to the rural

poor; (iii) circumvent culture obstacles that prevent some people from utilizing schools effectively (women and the disadvantaged) and (iv) use scarce educational resources more effectively. According to UNESCO (2001:6), “ as far as education remains in the heart of poverty alleviation strategies, nonformal education is particularly helpful in that it enables the rural, urban and other marginalized groups to acquire useful knowledge, attitudes and skills.” Moreover, Tekeste (1996:43) states that nonformal education is relevant to reach basic education for the rural population and urban poor.

Generally, nonformal education programs should enable children and adults to take control of their lives by making their own choices. In order to address the problem of child labor, as well as to expand the coverage of primary education, a place of prominence has to be given to a strategy of nonformal education to address basic education as a key element of the universal primary education effort (UNESCO, 2001:29). The ultimate solution lies on the broader mainstream development in these communities, but out-of-schools children need more urgent help.

#### **2.1.3.5.Characteristics of Nonformal Education**

In the context of development strategies, nonformal education is being viewed as more relevant to the needs of the population. Because of this, it is likely to make a more effective contribution than formal education in alleviating the real problems of the poor (Fordham, 1980:7). Thus, nonformal education is seen as immediate productive process, for the learners acquire knowledge and skills, which can directly be put in to practice.

The most important characteristics attributed to nonformal education programs:

- are better relevance to the educational needs and aspiration of the learners;
- have flexibility of organizations;
- have capacity to adjust to the time constraints and other circumstances of the participants, particularly girls and those from the disadvantaged section of the population;
- have greater and more intense application of the local resource of the community, both materials and human;

- have inexhaustible potential to offer recurrent opportunities for life-long learning in conjunction with formal education ( Prakasha et al, 1986:22)

ILO (1999) also states that the characteristics of nonformal education as: attempt to fulfill immediate and practical needs, occur outside school, adopt to individual needs, change as learning needs change, serve voluntary students population, involve part time study, cost less than formal education and have flexible criteria for admission.

Moreover, Fordhan (1993 in Smith, 2001) suggests that in the 1970s, four characteristics come to be associated with nonformal education:

- relevance to the needs of disadvantaged group
- concern with specific categories of person.
- a focus on clearly defined purposes
- flexibility in organization and methods.

## **2.2. Conditions for the Implementation of Nonformal Education**

Implementation is the process of putting what has been planned in to action. It is the actual use of an innovation in practice. At the same time, projects should be designed with a view to how they will be implemented (Fullan, 1991; Bhola, 1992). Evans (1993) also notes that implementation requires planning on three inseparable factors: people, programs and organizations. Besides, Bishop (in Ornstein and Hurkins; 1988) states that implementation requires reorganizing and adjusting personal habits, ways of behaving, program emphases and existing curricula and schedule.

Verspoor (1993) mentioned that poor material facilities due to economic problems are one of the main bottlenecks in the implementation of educational reforms in developing countries. Similarly, Nhundu (1997) points out lack of congruence between curriculum intent and textbook contents and the inadequate supply of text books as main barrier to the implementation of educational programs. In Ethiopia, regional states play the major roles in implementing educational programs and administering the day to day activities including

NFE. Most of the activities of NFE such as planning, preparing teaching materials, coordinating and facilitating program activities, allocating and distributing budget, providing technical assistance, and monitoring and evaluation are carried out by the regions (PHRDPO, 1998:Vii).

### **2.2.1. Curriculum Development in Nonformal Education**

According to Watkins (2000:103), in many countries, the school curriculum is widely perceived as being of limited relevance for local needs. The availability of teaching materials especially textbooks is one of the most powerful determinants of learning outcomes. Moreover, curricula, textbooks, and teacher training are often based on assumptions and objectives that do not reflect local realities or the learning needs of most students.

However, the content of the curriculum should be considered in relation to the aims, which the group defines, and in relation to the actual situation of children for whom it is organized. For instance, if the objective of nonformal education includes preparation for a more democratic and egalitarian society, it is necessary to develop the content with in mind (Fordhom, 1980:79). In line with this, “nonformal education will be concrete in its content, focusing on enabling the learners develop problem solving attitudes and abilities” (TGE, 1994:16).

The curricula of many NFE programs are on the lines of the national core curriculum, but based on the needs of the learners and related to the local environment. The curriculum has to be need-based and not heavily loaded with content. It should motivate children to continue with the learning center and provide scope for their development. It should not be dominated by a rigid examination system but should provide for continuous evaluation on a graded basis. It should be activity based, work-oriented and experience-based, and take in to account children’s needs (UNESCO, 2001:51).

Coombs et.al. (1974: 13) also states that developing the Minimum Essential Learning Needs which constituted the minimum package of attitudes, skills, values and knowledge that every

person in a given society will require for an effective and satisfying adult life is important. It helps to meet the educational requirements of children and adults. They further note:

one must first have a clear and realistic conception of their minimum essential learning needs. Hence, the starting question is: what educational needs should be fulfilled by one means or another for all children before they assume the full responsibilities of adulthood? Without a clear and detailed answer to this question, the assertion that every child has a "right" to an education has little practical meaning. This "right" must be translated in terms of some "minimum package" of attitudes, skills and knowledge (Ibid.).

Procedures for determining NFE curriculum content were suggested by the Delhi conference as follows (Fordham, 1980:79-80):

- a. the village community should be asked to indicate its needs and aspirations;
- b. the stated needs and aspirations should be discussed with members of the community and further information collected.
- c. Curriculum workers or others having the needed skills should be drafted into developing a curriculum as far as possible with the involvement of members of the communities. This curriculum should be developed within the national framework.
- d. Generally, the curriculum should emerge and develop as a result of a dialogue with the community.

The core issue in curriculum development of both formal and nonformal educational programs is the question of what is to be taught. Traditionally, the curriculum of NFE program is organized under the academic subjects. Educators like Hirst (1965) have opposed this, and they feel that the curriculum organized under academic subjects is irrelevant.

Lack of relevance of the curriculum of the NFE programs has also been criticized by Rauch (1972) who mentions, "the educational establishment is under attack at all levels including NFE for a lack of relevance. The key to relevance is the identification of need." Though it is believed that NFE has to meet the needs of children, youths and adults yet there is little evidence that many serious efforts have been made to identify such need systematically. In planning nonformal education program, it is important to understand the needs

of the people and that community. Bhola (1980) also summarized the major activities required in designing NFE curricula as follows:

- selecting contents to be taught;
- determining the recipients or the participants;
- the general educational approaches or the setting for learning
- selecting the delivery system (face to face, dialogic action or the use of technology and distance education.

The prevailing NFE curriculum is also said to be largely of academic character taking at most little account of the learners' social, cultural and economic needs. Such situation has an implication concerning the curriculum design and development of NFBE. The curriculum package of NFBE could be preceded by baseline and participation surveys among other things, to assist the development and synchronization of the package with felt needs of communities (Alebachew, 1997:21 in Hildebrand, 1999:122).

Moreover, the content of the curriculum should, of course, be built around the facts of childhood, some of which are the facts of physical, mental and emotional maturity. There is an assumption in most of the literature that nonformal education must involve potential participants in the determination of their own programs. In addition, such participatory planning is contrasted with 'top down' approaches that may be devised to meet what governments or nonformal education provider themselves may perceive as the needs to be met. However, such a contract may be more apparent than real (Fordhom, 1980:81).

Finally, TGE (1994: 12) cites, " the preparation of curriculum will be based on the stated objectives of education, ensuring that the relevant standard and the expected profile of students are achieved."

### **2.2.2. Training of NFE Teachers /Facilitator**

The success of educational process depends largely on the ability of teachers. Teachers are central to the delivery as well as the quality of education. The academic and professional

training of teachers has direct and positive bearing on the quality of their performance and consequently on the achievement of students (Lockheed et.al, 1991:62-63).

Moreover, quality of education is best reflected in what learners learn, which is the outcome of a process that includes the provision for physical facilities, teachers, learning materials, and the organizational management to make proper use of these inputs (UNESCO, 2001, 30). It is equally important to improve the efficiency of the teaching-learning process, through adoption of child-centered approaches. For this purpose, it is necessary for teachers in the formal system, as in the nonformal sector to have adequate training (Fordhom; 1980:45).

A learner centered view of nonformal education emphasized its two most important advantages, namely, relevance and flexibility: a content relevant to the needs of the priority target groups and methods flexible enough to ensure that learning opportunities are maximized. The term teacher in nonformal education disappears and is replaced by the facilitators, the animator, and the worker. Nonformal education thus replaces the vertical hierarchical arrangements which education has come to represent by a horizontal structure in which all are learning from each other (Fordhom, 1980:77).

The general areas of teachers competence involves commands of theoretical knowledge about learning, and human behavior, mastery that require practical application in concrete situations, curriculum arrangements, knowledge of general and specific method of teaching (Lockheed, 1991; 45). Thus, teachers should know more about subject matter, method of teaching, the learner and his/her growth, the settings and environment of learning, and the interaction between learners and environment.

UNESCO (2001:52) also notes, training for nonformal education teachers /facilitators would vary substantially from the formal system. At the initial stage, the training needs to be organized for a week or so, but workshops need to be held at periodic intervals of about six months in order to derive feed back on the strengths and weaknesses of the program, including the methods adopted by the teacher. Orientation is just as important as training in this area. Hence, the two are combined in short burst. The importance of refresher training at periodic intervals is generally stressed. Great relevance is placed on-the-job-learning.

Training in formal education is largely a matter for teachers or supervisors, in nonformal education the scope has to be widened to include many more groups and individuals. In deed, it could be argued that the whole society needs to receive some kinds of training to be aware of the contribution nonformal education that requires for the wide spread commitment of participants at all levels (Fordhom, 1980:95).

UNESCO (2001:51), one of the problem areas in the provision of nonformal education is the recruitment, training and assignment of proficient instructors or trainees. Technically the term proficient entails ability to plan and administer lessons. Instructors should have adequate knowledge of content, knowledge of learners and knowledge of methods. They should possess desired personality characteristics and interpersonal skills that are essential for considering the wishes, desires and vision of the learners. They should also have the understanding, flexibility, patience, humor, practicality, creativity and preparation (Brookfield, 1986: Daloz: 1986 in Anbessu Bizzen, 1999:162).

Accordingly, nonformal education teacher has to be multi-functional. In opening and running centers, he/she has to conduct surveys, identifying children of the required age groups who are out of school, administer the center, collect locally available materials, work with flexible timing, establish links with other development agencies, use innovative teaching methods and so on (UNESCO, 2001:52). Moreover, retirees, house wives, unemployed youth, professionals willing to pitch in part time to spare, regular teachers operating after school, students with time to spare-virtually any one with time and the inclination to do can be a facilitator/ teacher for nonformal education program. Those with previous pedagogical experience may be given training of a shorter duration, possibly a one-week course stressing the competencies specific to the requirements of functioning in the programs. Longer duration training, of at least two weeks is essential for those with no previous pedagogical exposure. In such training spells, content, methodology and center management skills have to be included (Ibid.).

Support materials are necessary in the form of guidebooks; lesson plans, training materials, booklets explaining transactional techniques, etc. There is also a need to address that of self-

learning. Hence, a large number of modules are necessary on a variety of themes, which could be academic or related to the environment of learners.

### **2.2.3.Resources for NFE**

Any nation's economy at a given time had a limited income to deploy, and what went to education was taken from other uses. Thus, it could be expected that the claims of education on national resources would encounter increasing competition from the claims of education or other important needs and areas such as agriculture, industry, housing etc (Coombs, 1985:137). For all these reasons, most developing countries would find it increasingly difficult to enlarge the share of their total resources going to education, or, in some cases, even to maintain the current share.

In this regard, educational provision is limited by lack of funds so that the poorest and most marginal people are least likely to gain access to education. Poor quality education also limits the numbers who reach the higher grades (Graham-Brown, 1996:51). Thus, government need to mobilize the resources required for achieving universal primary education, and they need strategies for overcoming the huge equity gaps whose parameters are determined by income, gender, region and ethnicity (Watkins, 2000:10).

According to Ahmed (1997:199), dominant practical economic issues relating to the planning and management of education are how to maximize the efficiency of resource allocation and utilization, and how to ensure adequate financing for the educational needs of society. The basic principles of economic analysis in nonformal education are not different from those in other modes of education; however, nonformal education can expand the range of options for dealing with economic efficiency and financial issues in educational programs.

A major increase in educational finance does not necessarily mean that all or most of the increase has to come from public revenues. "The rigid structure of formal education allows limited opportunities for use of unconventional resources," in contrast, the expansion of nonformal education can spur greater contribution of various kinds from non-market and non-budgetary resources. (Ibid. 205).

In relation to this, Mamo (1999:8) stated, nonformal education encourages participatory approach involving the stakeholders such as beneficiaries, facilitators, and the large community. Its source of funding is usually diversified which includes government, international organizations, communities and in certain cases, beneficiaries. Cost effectiveness and efficient utilization of available local resources are the necessary ingredients for the success of nonformal education.

Bishop (1994:134-135) mentioned the costs of nonformal education are relatively much lower than that of the formal education system. This is made possible because nonformal education can reduce:

- a. capital costs: - by using borrowed or non-rent facilities when they are not being other wise used.
- b. recurrent operating costs:- by using volunteers and part time personnel. Under employed adolescents and young adults can be called up on to share their education with others.
- c. in many nonformal education programs the participants help to build their own facilities, produce their own food for consumption and themselves provide any service needed. He concluded that, costs for nonformal education fall in to the categories of staff, facilities, transport and expenses for materials and supplies. The strategy of using existing facilities at times when they are not being otherwise used is very cost-effective and is well known to planners in both the formal and nonformal sectors.

Evans (1981:36) also says, “the major strategy for planners should be to place programs in such a way as to minimize costs rather than to spend energy trying to find new resources or to increase budget allocations to education.”

Similarly, Ahmed (1997:199-203) explains that there is little or no capital cost is needed for nonformal education. Programs can make use of existing facilities during off-hours, or have physical facilities that are low cost because they are adapted to local needs and conditions, but largely with local materials, labor and techniques, and in some cases, with contributions in cash and kind from the community. Its flexibility makes it possible to use highly qualified

**Table XX**  
**Efficiency of NGOs & GO NFBE Program (A)**

S N	Name of the organizati on	1999/2000 (1992 E.C)																								
		YEAR																								
		Registered			Drop out				Sat for Exam.			Pass				Fail										
		M	F	T	M	%	F	%	T	%	M	F	T	M	%	F	%	T	%	M	%	F	%	T	%	
1	G.A.C.A.E. B	4486	6561	11047	1879	41.9	2350	35.8	4229	38.3	2609	4211	6818	2176	83.4	3407	80.9	5583	81.9	43	16.	80	19.1	1235	18.1	
2	Pro pride	226	476	742	69	30.5	78	16.4	147	19.8	197	398	595	197	100	398	100	595	100	-	-	-	-	-	-	
3	ANFEA	41	33	74	3	7.3	4	12.1	7	9.5	38	29	67	38	100	29	100	67	100	-	-	-	-	-	-	
4	EDA	276	288	564	4	1.4	7	2.4	11	2.0	272	281	553	272	100	281	100	553	100	-	-	-	-	-	-	
5	CHAD-ETH																									
<b>2001/2002 (1994 E.C)</b>																										
1	G.A.C.A.E. B	9556	15365	24921	3133	32.8	4654	30.3	7787	31.2	6423	10711	17134	4611	71.8	8120	75.8	12731	74.3	18	28.	25	24.2	4403	25.7	
2	Pro pride	231	371	602	16	6.9	28	7.5	44	7.3	215	243	558	215	100	343	100	558	100	-	-	-	-	-	-	
3	ANFEA	203	247	450	8	3.9	11	4.5	19	4.2	195	236	431	195	100	236	100	431	100	-	-	-	-	-	-	
4	EDA	594	631	1225	-	-	-	-	-	-	594	631	1225	594	100	631	100	1225	100	-	-	-	-	-	-	
5	ChAD -Eth																									
<b>2002/2003 (1995 E.C)</b>																										
1	G.A.C.A.E. B	5715	9612	15327	2091	36.6	2294	23.9	4385	28.6	3624	7318	10942	3006	82.9	6117	83.6	9123	87.6	61	17.	12	16.4	1819	16.6	
2	Pro pride	194	337	531	8	4.1	11	3.3	19	3.6	186	326	512	186	100	326	100	512	100	-	-	-	-	-	-	
3	ANFEA	349	459	808	7	2	9	2	16	2	342	450	792	342	100	450	100	792	100	-	-	-	-	-	-	
4	EDA	269	243	512	6	2.2	7	2.9	13	2.5	263	236	499	263	100	236	100	499	100	-	-	-	-	-	-	
5	CHAD-ET	135	165	300	4		4		9		-	-	-	131		160		291		-	-	-	-	-	-	
<b>2003/2004 (1996 E.C)</b>																										
1	G.A.C.A.E. B	5601	10384	15,985																						
2	Pro pride	159	319	478																						
3	ANFEA	441	547	988																						
4	EDA	653	711	1364																						
5	CHAD-ET	240	351	591																						
	<b>Total</b>	7094	12312	19406																						

Source: City Government of Addis Ababa Education Bureau , ANFEA,EDA,CHAD-Eth and Pro pride

Document analysis indicates that 4, 229 (38.3 per cent) of children were dropped out and 1,235 (18.1 per cent) children were failed from government NFBE program in 1999/2000 (1992 E.C). Concerning NGOs NFBE program, 147 (19.8 per cent), 7 (9.5 per cent) and 11 (2.0 per cent) of children were dropped out in Pro pride, ANFEA and EDA respectively in the same academic year. Chi-square result ( $X^2= 371.964$ , at  $P>0.05$ ) indicates, the drop out rate of government NFBE program is higher than that of the NGOs' in 1999/2000 (1992 E.C).

Moreover, 7,787 (31.2 per cent) of children were dropped out and 4,403 (25.7 per cent) were failed from government NFBE program in 2001/1002 (1994 E.C.). Regarding the drop out rate of the sampled NGOs, 44 (7.3 per cent), 19 (4.2 per cent), and no children were dropped out from Pro pride, ANFEA, and EDA respectively in the same year. As it is shown in the Chi-square test ( $X^2= 824.210$ , at  $P > 0.05$ ), there is a significance difference between the drop out of government and NGOs NFBE program. In this respect, the dropout rate of government NFBE program is greater than that of the NGOs NFBE program.

In the year 2002/2003 (1995 E.C), 4,385 (28.6 per cent) of children were dropped out, and 1,819 (16.6 Per cent) were failed from government NFBE program. On the other hand, 19 (3.6 per cent), 16 (2 per cent) and 13 (2.5 per cent) and 9 (3 percent) of children were dropped out from Pro pride, ANFEA, EDA and children's Aid in the same academic year. Furthermore, no children were failed in all sampled years form NGOs NFBE program and all children in the NGOs' NFBE program are promoted to the next level. As Percentage reveals the high drop out rate of government NFBE program, Chi-square ( $X^2= 371.964$ , at  $P> 0.05$ ) confirms a significance difference between the dropout of NGOs and government NFBE program. Generally, the level of dropout rate of government NFBE program is higher than NGOs NFBE program as the Chi-square test ( $X^2= 540.748$ , at  $P> 0.05$ ) mentioned.

#### **4.12.1. Efficiency of NGOs and GO NFBE Programs**

Respondents were asked to mention their views about the status and reasons of dropout and repetition rate in both NGOs and government NFBE program through questionnaire and interview. Facilitators, regional, sub city and NGOs education experts responses were discussed and summarized below.

**Table XXI: Efficiency of NGOs and GO NFBE Program (B)**

No	Item	Respondents			
		Facilitators /NGO/		Facilitators /GO/	
		No	%	No	%
1	What do you think about the level of drop out rate? A/ High B/ Medium C/ Low	16 10 41	24.6 15.3 63.1	48 14 84	32.9 9.6 57.5
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>
2	What do you think about the level of repetition rate of NFBE program? A/ High B/ Medium C/ Low No response	6 18 39 2	9.2 27.7 60 3.1	8 54 80 4	5.5 37.0 54.8 2.7
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>

Table XXI depicts that 41 (63.1 per cent) of NGOs and 84 (57.5 per cent) of government NFBE facilitators responded that the level of drop out rate in NFBE program is low. The majority of respondents also mentioned the reasons as there is continuous follow up and evaluation, interest of children to learn, lack of other opportunities, education is free and provision of educational materials, fair treatment of the facilitators, convenience of the learning time, and contact to discuss with parents that contributes for the low level of drop out. A significant number of facilitators from both NFBE providers stated that family, personal problems and change of residences as most of them work in someone's home are the dominant reasons for the high drop out of children from the program.

Besides, 39 (60 per cent) of NGOs and 80 (54.8 per cent) of GO NFBE facilitators replied the level of repetition rate is low. The majority of facilitators mention the same reasons for the low repetition rate of children. They also added a reasonable class size have positive effect on the academic performance of children. However, sub city education personnel explained that the repetition and drop out rate is high as most of them are working children and have no time to study and some of them change their residence as displaced by their employers as the interview result shows. They also mentioned the inappropriateness of the teaching materials for children to repeat in the class.

On the part of NGOs, education coordinators noted that repetition and drop out rate is low as there is continuous performance assessment and evaluation, and some of them say:

there are no repeaters in our program as we follow the MOE regulation or promotion policy that stated students from the first cycle of primary education level should not repeat (18/3/2004).

In this regard, there are no children to repeat in a class. This indicates that some NGOs follow the formal education policy to implement the program, and it shows there is a link between formal and nonformal education program.

Therefore, as document analysis indicates, the level of drop out and repetition rate in government NFBE program is higher than that of NGOs. This is also agreed by the interview results from government regional and sub city education experts that the drop out and repetition rate of government NFBE program is high. NGOs education coordinators also mentioned that the drop out and repetition rate of their NFBE program are relatively low.

#### **4.13: Community Participation**

The study attempted to investigate the participation of the local communities towards NFBE program, as their involvement is vital for the effectiveness of the program. If the local communities are well initiated and coordinated, they can be a good partner to implement nonformal basic education program successfully.

##### **4.13.1: Community Participation towards NGOs & Go NFBE Program**

Concerning the participation of the community towards NFBE program, facilitators of both groups, NGOs and government education experts and NGOs community management committees were asked to indicate communities' inputs through questionnaire, interview and focus group discussion respectively. The awareness of local communities towards NFBE program, types and level of contribution including management of NFBE program, who initiate the involvement of the community were included in the listed instruments. The results of the questionnaire are presented in Table XXII and XXIII.

**Table XXII: Community Participation**

S N	Items	Respondents				Chi-square
		Facilitators/NGO/		Facilitators /GO/		
		No	%	No	%	
1	Does the local community know about NFBE program?					X <sup>2</sup> =20.7 1
	A/ Yes	38	58.5	80	54.8	
	B/ No	20	30.7	46	31.5	
	C/ No response	7	10.8	20	13.7	
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>	
2	Does the local community participate in the NFBE program?					
	A/Yes	51	78.5	68	46.6	
	B/No	9	13.8	64	43.8	
	C/No response	5	7.7	14	9.6	
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>	
3	If your answer for question No 2 is (yes) the kind of contribution is:					
	A/ Paying facilitators salary	3	4.4	-	-	
	B/ Providing raw materials	17	25.0	16	29	
	C/ providing finance	22	32.4	-	-	
	D/ Volunteer service	25	36.8	26	47.3	
	E/ Other	1	1.4	13	23.7	
	<b>Total</b>	<b>68</b>	<b>100</b>	<b>55</b>	<b>100</b>	
4	How does the community participation is initiated?					
	A/ By learners	15	21.5	10	20	
	B/ Government	5	7.1	26	52	
	C/ NGOs	47	67.1	8	16	
	D/ Other	3	4.3	6	12	
	<b>Total</b>	<b>70</b>	<b>100</b>	<b>50</b>	<b>100</b>	

Item 1 of Table XXII reveals 38 (58.5 percent) of NGOs and 80 (54.8 percent) of GO NFBE facilitators replied that the local community knows about NFBE program. Chi-square result ( $X^2=0.71$ , at  $P > 0.05$ ) also shows no significant difference between the responses of NGOs and government's NFBE facilitators regarding local community's knowledge about the Nonformal basic education program. Moreover, all NGOs community management committees state, parents send their children to the program, and they know that there is a possibility to transfer to the formal schools. The committees also stressed that the NFBE

program is not inferior to the formal one, and parents are very happy for the existence of the program for children to get the chance to learn unless otherwise they will be lost in ignorance.

Regarding communities' participation, 51 (78.5 per cent) of NGOs and 68 (46.6 per cent) of government's NFBE facilitators responded that the local community participates in NFBE program. Table XXI of item 3 also indicates that the local communities participate in provision of labor, materials and finance for the program. In the discussions, NGOs education coordinators explained that the local communities contribute in labor to construct the NFBE centers especially in EDA and ANFEA, and finance in Pro Pride. On the other hand, 64 (43.8 per cent) of government and 9 (13.8 per cent) of NGOs NFBE facilitators replied that the local communities do not participate in the NFBE program.

**Table XXIII: Community Participation in the Management of NFBE Program**

SN	Items	Respondents				Chi-square
		Facilitators/NGO/		Facilitators /GO/		
		No	%	No	%	
1	Does the community participate in planning and management of NFBE program?					X <sup>2</sup> =24.0 90
	A/Yes	30	46.2	33	22.6	
	B/No	19	29.2	110	75.3	
	C/No response	16	24.6	3	2.1	
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>	
2	How do you rate the level of community involvement in NFBE program?					
	A/ High	10	15.4	18	12.3	
	B/ Medium	20	30.8	32	21.9	
	C/ Low	33	50.8	87	59.6	
	D/ No response	2	3.0	9	6.2	
<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>		

Item 1 of Table XXIII exhibits that 30 (46.2 per cent) of NGO and 33 (22.6 per cent) of government respondents stated local communities involved in planning and management of NFBE program. However, 110(75.3 per cent) of government and 19 (29.2 per cent) of NGOs' NFBE facilitators replied that the local communities do not participate in planning and management of NFBE program. Chi-square (X<sup>2</sup>=24.090, at P> 0.05) also indicates that

there is a significant difference between the two groups of facilitators on community participation in the management of NGOs and government NFBE program.

According to the interview conducted with NGOs education coordinators, all of them explained that each NFBE center has community management committee and its responsibility is to involve in the management of the program, discuss on the issues related to children's educational problems and coordinate the communities whenever necessary. They also said that the committees involve in deciding the convenient learning time for children, conduct monthly meeting, and further expected to hand over the program when the project phase out. Moreover, the focus group discussion with the NGOs community management committee shows that they are selected from the community, Kebele administration and the project staff in order to participate in the management of NFBE program, and all of the sampled NGOs have such committee and composition. On the other hand, governments NFBE program lacks this committee and the Kebele Education Desk works in place of the committees as all of the governments education personnel mentioned. All the sampled Kebele education desks and Sub city education personnel agreed that the local communities do not involve in the NFBE program except that the Kebele hall is used for the learning center.

Generally, the majority of the facilitators in both NFBE providers mentioned that the level of local community participation is low, and it demands high efforts to reach the desired level. They also forwarded the low economic and educational background of the community as the reasons for low involvement of the community.

## **General Comments**

Major problems of NFBE programs were asked through questionnaire and interview. The majority of the respondents mentioned the following points:

### **Comments by the majority of NGOs NFBE facilitators**

- Lack of students' textbooks
- The inconvenience of the NFBE centers
- Lack of water supply
- Lack of land to construct NFBE centers
- The low economic background of NFBE participants are the major problems
- The NFBE budget is not adequate
- lack of learning materials for children
- NFBE program has no constant centers
- The inability to address more needy children in the nonformal basic education program;
- As most of children work in somebody's house, they change their places due to the inconvenience of their boss;
- The inability of smooth transfer of children from nonformal to formal schools;
- No coordination of NGOs and government organization;
- The salary of the facilitators are minimal;
- The NFBE centers have no latrines, and play ground;

### **Comments by the majority of Government NFBE Facilitators**

- Formal school's teachers are not cooperative enough to facilitate classes for the program;
- The NFBE program has no separate centers to learn;
- Children are late as they are working children;
- Lack of the instructional materials;
- Children dropped out due to many reasons;
- No smooth transfer NFBE learners from nonformal program to formal schools;
- The transport allowance of the facilitators is very low, and also not paid on time;

- The training of the facilitators is not enough;
- The NFBE curriculum is not appropriate for school aged children, and adults and children use the same teaching materials;
- Inconvenience to teach adults and children together in one class;
- The program lacks attention from the government; and it has no follow up from the government;
- Lack of local communities participation;

#### **Comments by the Majority of NGOs Education Coordinators**

- At every level of government and NGOs personnel and the communities lack a clear vision about the concept of NFBE program;
- NFBE is not considered as a real educational program that contributes to the development of the country; even NFBE performance is not mentioned in the MOE's Annual Statistical Abstract;
- The inability of students transfer from nonformal to formal schools;
- Lack of centrally developed nonformal basic education curriculum in the region;
- The quality of the program is affected due to lack of quality learning materials and using different curriculum materials;
- Lacks and inability of getting lands for the construction of NFBE centers;
- The NFBE centers are not convenient to the teaching -learning process;
- NGOs themselves have no cooperation and interdependence between and among them;
- The curriculum materials has no enough preparation, but as the program contains the first cycle ( 4 years) of primary education and it was intended to complete with in three years.
- preparation of the curriculum materials should need high professional inputs;
- Lack of technical assistance from the government;
- Lack of coordination between the government and NGOs;
- Children have no places and time to study
- The inability of the project to reach more needy children;

## **Comments by the majority of Sub city and Kebele Education Personnel**

- The allowance of the NFBE facilitators is very low when compared to the responsibilities they have;
- The allocated budget for the NFBE program is inadequate;
- The training of the facilitators is not enough and lack of on the job training;
- The learning centers particularly the Kebele halls are not convenient for the teaching- learning process;
- The NFBE curriculum is not designed for school aged children and it demands improvement;
- Children drop out due to changing their residences;
- The turn over of the NFBE facilitators is high as they search other better paid job;
- The follow up conducted to the NFBE program is very low;
- No coordination between government and NGOs; even between Sub cities
- NGOs use their NFBE curriculum materials and their quality is under question though they agreed to use the region's NFBE curriculum materials;
- The schedule of the program affects the younger children;
- Both children and adults learn together in one class and use the same learning materials;
- Lack of local communities participation;
- Formal school teachers are not willing to cooperate due to economic interest as the night school program is affected by the NFBE programs;

Respondents were asked through questionnaire and interview to suggest recommendations for the improvement of the NFBE programs.

### **Recommendations forwarded by the majority of NGOs facilitators**

- Discuss with the government body
- Capacitate children's family
- NGOs and government should work cooperatively to improve the program and address more children;

- Government should follow the program and design the standard for improving the quality;
- Increase the participation of the local communities;
- Allocate enough budget for the program;
- Improve the allowance of the facilitators for better services;
- Increase the awareness of the local communities towards nonformal basic education;
- Government should facilitate to provide land for the construction of the NFBE centers;

### **Recommendations by the Majority of Government NFBE Facilitators**

- Facilitators should get enough training to up grade their performance;
- Learning and teaching materials should be provided on time;
- Change the schedule of learning as it is difficult for children to learn in the evening;
- Capacitate the economic power of the community so that they can afford for the education of their children;
- The NFBE should be prepared for school aged children by taking in to account age and ability level;

### **Recommendation by the Majority of NGOs Education Coordinators**

- Government and NGOs should work in coordination;
- NGOs themselves should work in cooperation;
- NGOs and the government should develop centrally accepted NFBE curriculum materials
- NFBE program should be expanded as there are many out of school children in Addis Ababa;
- The local communities should actively participate in the NFBE program;
- Government should provide land for the construction of NFBE centers;

### **Recommendation by the Majority of Sub city and Kebele Education Personnel**

- Increase the transport allowance for NFBE facilitators;
- Allocate adequate budget for the NFBE program;
- Provision of in service training for the facilitators in the long summer vacation;
- Design NFBE curriculum materials for school aged children; and it should be equivalent to the first cycle of primary education;
- NGOs have to work in collaboration with the government;
- The local communities should be involved in the NFBE program;
- The learning schedule should be changed for the school aged children as it is not convenient to learn in the evening;
- The follow up of NFBE program should be strengthened;

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This final part of the study deals with the summary of the findings, the conclusions reached at, and the recommendations forwarded based on findings.

### **5.1: Summary**

The major purpose of this study was to examine the implementation of government and nongovernment nonformal basic education program in Government of Addis Ababa City Administration. To this end, basic questions were raised which addressed areas such as nonformal basic education curriculum, facilitators status, efficiency of education, budget, facilities, community participation and implementation problems of nonformal basic education program.

The study was conducted in four nongovernment organizations that are taken by random sampling technique and four sub city education departments based on purposive sampling technique to compare both NFBE providers in the same settings. The study sample consisted of 211 facilitators, 160 children, 4 NGOs education coordinators, 6 regional and sub city education experts, 8 kebele education desks and 12 members of community management committees (community representatives). Hence, information was obtained from the sampled respondents through questionnaire, interview, focus group discussions, and observation and document analysis.

#### **Major Findings**

1. As the study revealed, the objective of government and nongovernment nonformal basic education was to provide basic education equivalent to the first cycle of primary education for school aged children who do not have the chance to learn in formal sectors due to personal and families' problems. Moreover, ANFEA (NGO) and government of Addis Ababa City Administration Education Bureau address basic education for adults through nonformal education program.

2. It was evidenced that children are screened and registered based on low economic background, sex and age by applying to the nonformal basic education program.
3. The majority of children and parents have interest for the access of nonformal basic education, as parents do not afford the education of their children. In short, parents are not able to cover the direct and indirect cost of formal education, and most of children in the program are working children as their economic back ground necessitates.
4. The study indicates that Government of Addis Ababa City Administration Education Bureau has no organized nonformal basic education curriculum for school aged children. However, the Region has centrally developed and organized nonformal basic education curriculum materials for adults.
5. As the majority of the respondents stated, children in government nonformal basic education program learn the curriculum materials that are developed for adults which is not appropriate for them since children and adults have different background knowledge and experiences, psychological make up, interests and intents. On the other hand, NGOs have the curriculum materials developed for their target groups (school-aged children) whose quality, however, is under question.
6. The Government of Addis Ababa City Administration Education Bureau developed NFE curriculum materials that are implemented in the government NFBE program. On the contrary, NGOs education experts developed their nonformal basic education curriculum materials. In addition, both NGOs and government NFBE facilitators were not involved in the development of NFBE curriculum materials.
7. According to the results of the study, the concerned government bodies did not accredit the NGOs NFBE curriculum materials. Consequently, the sampled regional and sub city government officials doubt the quality of the teaching materials.
8. The majority of government NFBE facilitators and children do not accept the curriculum materials for school aged children as it was developed for adults. On the contrary, children

and NGOs NFBE facilitators have shown their acceptance of the teaching materials as it was designed based on the first cycle of formal primary education.

9. The study indicates that government NFBE program has the necessary curriculum materials (syllabus, teacher's guide and level one's textbook) though it was developed for adults. On the part of NGOs NFBE curriculum materials, they have only syllabus, and some have teacher's guide. Both government and NGOs NFBE program include Amharic, English, Mathematics and Environmental Science.

10. As the majority of respondents replied, nonformal basic education program has relationship with formal education as the objective is to address basic education for children, formal education text books are used as reference materials and there is a chance to transfer from nonformal program to formal school and vice versa.

11. All of the government and NGOs NFBE facilitators are employees, and the majority of them have no additional duties other than facilitating nonformal basic education program as facilitators responded. However, a significant number of NGOs NFBE facilitators involve in the community management committees to discuss educational issues and problems of students, and in other project activities.

12. The majority of NGOs' NFBE facilitators were completed secondary education and selected for their position through written examination and interview, and community management committees have a part in the selection process with the project management body. On the other hand, the majority of government's NFBE facilitators were selected through recommendation of government / Kebele.

13. As the study indicates, the majority of both government and NGOs NFBE facilitators took pre service training for less than 15 days. The training was mainly focused on teaching methodology, instructional materials preparation, concept of nonformal education and classroom management.

14. The majority of the government NFBE facilitators did not get inservice training due to lack of budget. On the contrary, NGOs NFBE facilitators got quarterly inservice training that is relevant to update their knowledge, skills and attitudes and give better services for children. Besides, facilitators have a chance to learn in extension program in Kotebe Teacher Education College in certificate program as the tuition fee is covered by the respective organization.

15. The study also shows that lecture is the dominant teaching method for both NFBE providers, and followed by question and answer, group work and discussion for NGOs. Government NFBE facilitators use discussion, question and answer, and demonstration in addition to lecture. Moreover, the majority of both NFBE facilitators use teaching aid (instructional materials) when necessary. However, NGOs NFBE facilitators are better in producing and implementing the teaching aids than the government, as there is budget and facilities constraints.

16. Concerning classroom organization of NFBE program, the majority is organized based on graded system (one grade level for single class), and multi grade system in some NGOs program. In addition, the NGOs NFBE program carried out in the morning and afternoon while most of the government NFBE program is taken place in the evening. Thus, it was difficult for the younger school aged children to return home due to darkness.

17. The study depicted that the majority of government NFBE facilitators earn 70 birr monthly as transport allowance, and NGOs NFBE facilitators get between 151 and 200 birr monthly. This shows that NGOs NFBE facilitators have better monetary benefit and satisfaction than government NFBE facilitators. Hence, government NFBE facilitators did not get commensurate to their great responsibilities, and their interest towards their job is low.

18. Regarding NGOs NFBE centers, the program is implemented in kebele hall and centers established for the program. These learning centers are not suitable for the teaching- learning process particularly the kebele hall, as there is sound disturbance and shouts. On the other hand, government NFBE program is carried out in the formal schools after the day working

time is accomplished. Hence, the center is suitable for the teaching-learning process, but there are some centers in kebele halls that are not convenient.

19. The Government education officials and NGOs education coordinators accept the NFBE centers for implementing the program as it is an alternative strategies to address basic education for school aged children who do not get the opportunities due to many reasons.

20. NFBE providers, government and NGOs contribute money and materials for their respective nonformal basic education program. However, government has no significant contribution for the NGOs NFBE program, as NGOs has no contribution except the provision of in service training for government NFBE facilitators sometimes.

21. The study reveals that there is no significant interdependence and relationship between government and NGOs regarding the implementation of nonformal basic education program.

22. Regional and sub city education departments did not make any supervision, follow up, technical and other assistance for NGOs. However, kebele administration office had a great contribution for the success of the nonformal basic education in providing the kebele hall and compound as a learning center.

23. The majority of government and NGOs respondents agreed that nonformal basic education program had earmarked budget though it is inadequate for the successful implementation of the program. Besides, as all of the regional and Sub city's respondents replied, the nonformal basic education budget did not exceed the transport allowance of facilitators and stationery for the program. On the other hand, NGOs had relatively better budget for the improvement of the program in provision of in service training and reasonable salary for NFBE facilitators.

24. As both government and NGOs NFBE facilitators responded, the level of drop out rate in NFBE program is low. However, three years of data indicate that the drop out rate in the government NFBE program is high, and the regional and sub city education experts agree

with this. The drop out of NGOs NFBE program is low as the document analysis confirms to the responses of the NFBE facilitators.

25. The repetition rate of government and NGOs NFBE program is low as the majority of facilitator and NGOs education coordinators responded. Nevertheless, document analysis revealed that repetition rate of government NFBE program is high and that of NGOs is low. Moreover, all NGOs NFBE program has no detained students as three years data indicated.

26. The study indicated that the involvement of local communities for the nonformal basic education program is low. However, NGOs have community management committees in all centers to involve in the education related issues, problems of children and the program in general. There is also some financial, labor and material contribution for the program. On the part of government, the community participation is insignificant except the provision of Kebele hall for the nonformal basic education program as all of the regional, sub city and kebele education experts stated.

27. The local communities know about the importance of the nonformal basic education program as they send their children to the program, and parents know the opportunity of children to transfer from nonformal basic education program to formal schools.

## 5.2. Conclusions

Based on the major findings presented above, the following conclusions are drawn:

1. The objective of nonformal basic education in Government of Addis Ababa City Administration Education Bureau and NGOs is to provide basic education that is equivalent to the first cycle of primary education for out-of-school children. Although Addis Ababa has high gross enrollment rate of primary education than the other regions, many children are out of schools due to many reasons. As the current data indicated, many school-aged children are attended nonformal basic education in government and NGOs program. It is also agreed by the majority of the respondents that the contribution of nonformal education for addressing the learning needs of disadvantaged children in the region is high. In light of this, parents and children are happy to get the opportunity to get education as they can not afford direct and indirect costs of formal education and unable to fit with its rigid schedule.

2. Concerning the nonformal basic education curriculum, the region has no organized and centrally developed nonformal basic education curriculum materials for school aged children. Consequently, children in the government NFBE program were forced to learn the curriculum materials that are developed for adults. It is obvious that these two target groups have different learning needs, background knowledge, experience and skills. Hence, it can negatively affect children's learning as well as the facilitators in the teaching-learning process. On the other hand, NGOs have their nonformal basic education curriculum materials developed by themselves. The general goal of the program is to provide an alternative basic education that is equivalent to the first cycle of primary education within three years. Therefore, it demands to integrate four years contents to be covered with in three years and condense more subjects in to four. This is a great task and appears difficult for each NGO to accomplish. In addition, it requires working in collaboration with NGOs and government bodies to make the program effective and successful. There is also a need to have a general framework that every NGO should follow to keep the standard of the program. Otherwise, the quality of education will be suffered, and children can not achieve the desired behavioral change after completion of each level of nonformal basic education program.

3. All nonformal basic education facilitators are employees by their respected organizations. The NGOs nonformal basic education facilitators were selected for their position based on written examination and interview, while government NFBE facilitators were selected by recommendation of kebele. Although all of the facilitators completed their secondary education, they have to take adequate pre and inservice training to hold the huge responsibilities of facilitating the nonformal basic education program. Accordingly, a few days pre service training alone does not qualify them for the effectiveness of the program, and it should be complemented by on-the-job-training. Unfortunately, government nonformal education facilitators did not take in service training that is essential for them who took less than fifteen days pre service training. Besides, this group of facilitators gets 70 Birr as transport allowance. Generally, the majority of NGOs nonformal basic education facilitators have better in service training and monthly salary than government NFBE facilitators. Therefore, this has a great contribution for the success of the program on the part of NGOs.

4. Regarding the facilities of nonformal basic education program, the majority of the NGOs NFBE program was taken place in the Kebele Hall, and the majority of government nonformal basic education program is carried out in the formal schools. In this regard, government NFBE learning centers have better facilities than the NGOs'. Moreover, most of NGOs NFBE centers are not convenient for the teaching-learning process even if the program is cost effective, but they can contribute a lot for the education of out-of-school children. The learning schedule of the majority of NGOs NFBE program is held in the morning and afternoon whereas government NFBE program is mostly operated in the evening. Thus, the learning time of NGOs is more suitable for younger school aged children than the government's as they afraid to return home at night. As to the efficiency of NFBE program, the prevailing data indicated that the drop out and repetition rate of government NFBE is higher than that of the NGOs'.

5. As the majority of respondents of both NFBE providers stated that nonformal basic education has inadequate budget though they have the allocated budget. Besides, the respective organizations are the source of budget for nonformal basic education program. The collaboration of government and NGOs in respect of NFBE is low, but there should be high interdependence between them. Furthermore, participation of the local communities for

the nonformal basic education is low, however, NGOs have better local communities involvement than the government's in nonformal basic education program.

### **5.3. Recommendations**

1. It has been found that there is no organized and regionally developed nonformal basic education curriculum materials for school aged children in Government of Addis Ababa City Administration. The study also shows that there are many out-of-school children attending nonformal basic education in the region. Thus, it is recommended that the Government of Addis Ababa City Administration Bureau has to take the responsibility to develop nonformal basic education curriculum materials for school aged children in collaboration with ICDR and NGOs working on the program based on the first cycle of primary education curriculum. This helps to provide reasonably standardized skills, knowledge and attitudes for children instead of using compartmentalized learning materials developed by each NGO in the region.
2. As the majority of respondents stated, children in the government NFBE program learn curriculum materials developed for adults, it is advisable to design the adults' and children's minimum essential learning needs or learners' profile separately as adults and children have different background knowledge, skills, psychological make up, interest and learning objectives.
3. It is evidenced that each NGO implements curriculum materials that are developed by different organizations and, the quality of the materials are questionable. Therefore, it is recommended that nonformal basic education curriculum materials should be designed based on the minimum essential learning needs or learners' profile that children should achieve at a certain level, if it is not possible to have regionally developed curriculum material. The means (learning contents) can be different to achieve the standardized stated objectives as the flexibility of the nonformal education program necessitates.

4. As the standard of the NGOs NFBE curriculum materials were not accredited by the concerned government bodies, the Government of Addis Ababa City Administration Education Bureau should pay due attention and accredit the curriculum materials based on the minimum essential learning needs of each level to keep the quality of the program.

5. It is also recommended that government NFBE facilitators should be recruited and selected for the facilitators positions based on clearly stated criteria like written and interview in addition to the recommendation of Kebeles. As recommendation alone is not sufficient for facilitators who have great responsibilities to bring behavioral change towards children, the selection process should get due considerations by concerned government bodies at kebele and sub city level.

6. It is noted that the majority of NFBE facilitators got pre service training on teaching methodology, teaching aid preparation, the concept of nonformal education and classroom management for less than fifteen (15) days. Therefore, in order to make the program effective and successful, it is proposed to strengthen short term in service training for the NFBE facilitators at least quarterly bases and conduct intimate follow up, supervisions and monthly meeting as the pre service training is inadequate for the great tasks they possess. In this regard, NGOs experience should be adopted for government NFBE program.

7. Instead of relying only on lecture method, it is better for both NFBE providers to depend on group work and discussions to make the teaching-learning process participatory. There is also a need to use different instructional materials (teaching aids) to make the teaching-learning process sound and concrete. Moreover, as the intention of the program is to provide four years formal education content within three years, the program should demand high involvement of the learners with great effort of facilitators assistance.

8. The study indicated that the majority of the government NFBE program was carried out in the evening, and this time is not convenient for the younger school aged children. Therefore, it is advisable for sub city education departments to arrange convenient time and places for these target groups, or negotiating with NGOs to be incorporated in their programs, as the learning schedule is suitable.

9. As government NFBE facilitators did not get commensurate “salary” with the duties and responsibilities they possess, Government of Addis Ababa City Administration Education Bureau should reconsider their transport allowance for the effectiveness of the program, and to reduce turn over of facilitators and improve their retention.

10. Although the nature of nonformal education is cost effective and flexible, the NGOs learning centers particularly, the kebele hall is not convenient for the teaching- learning process. Therefore, it is recommended to have a mobile partition, as the sound of one group of students does not disrupt the other’s attention. There is also a need to strengthen the relationship and working with Kebele Administration bodies to build temporary classes in the kebele compound.

11. The majority of the respondents from both NFBE providers stated that there is a loose relationship between government and NGOs regarding NFBE program. Therefore, there should be a strong partnership between government and NGOs as they have the same objective to address basic education for out-of-school children. It is through interdependence and cooperation of government, NGOs and communities that the goal of achieving Universal Primary Education can be reached.

12. Nonformal basic education program should have reasonably adequate budget to improve its standard, and address more needy children who are still out-of-school. The program should not be considered as secondary, if it is well organized and handled, a country like Ethiopia can benefit a lot in addressing Universal Primary Education that can not be reached by the formal sector alone.

13. It is recommended to identify the root cause of drop out of children to suggest solutions for retention. There is a need to study the internal and external factors contributing to the dropout of children. It can be suggested that the program should be designed in such a way that it can retain children and provide the necessary skills, knowledge and attitudes that their counterparts attain in the formal sector.

14. It is believed that without the contribution or involvement of the local communities, the objective of education in general and nonformal education in particular can not be achieved. Therefore, it is mandatory to establish strong partnership between nonformal basic education providers and the local communities. In this respect, NGOs' experience of involving communities through community management committee can be implemented in government NFBE program though it is not at the intended level.

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# ANNEX

Annex: I  
Addis Ababa University Graduate Studies  
College of Education  
Curriculum and Instruction Department  
Questionnaire for NFBE Facilitators

The objective of the questionnaire is to provide the necessary realistic information for the study on the implementation of Nonformal basic education in Government of Addis Ababa City Administration. In this regard, your sincerely and frankly responses will be highly important for the success of the study. Therefore, please answer the questions honestly as much as possible.

**N.B. No need of writing your name on the questionnaire.**

**Circle on the items that you want to choose. More than one answer is possible.**

**Give your comments on the open-ended question briefly.**

**Thank you, in advance**

**General Information and Personal Data**

1.1. Sex. A/ male B/ Female

1.2. Age. A/ 20-25 B/ 26-30 C/ 31-35 D/ 36-40 E/ above 40

1.3. qualification A/ Grade 10 complete B/12 Grade C/ 12+ TTI D/ College Diploma E/ First degree F/ Other (Please Specify) \_\_\_\_\_

1.4. Service Year A/ 1-5 B/ 6-10 C/ 11- 15 D/ 16-20 E/ Above 21

1.5. Name of Your Organization \_\_\_\_\_ Center \_\_\_\_\_

**I. Beneficiaries Status**

1. The objective of NFBE program in your organization is:

a/ to provide basic education equivalent to grade 4 for children of age 7 – 14 years

b/ to promote access to basic education for girls

c/ to give basic life skills for children aged 7 – 14

d/ other (please specify) \_\_\_\_\_

2. What are the criteria for selecting the participants/ the learner in NFBE Program?

a/ age d/ interest

b/ sex e/ other (please specify) \_\_\_\_\_

c/ economic back ground

3. How do beneficiaries come to register in NFBE program?

a/ by application c/ imposition

b/ by invitation d/ other (please specify) \_\_\_\_\_

4. Priority for enrollment is give for children on the basis of a/ poorness b/ sex

c/ Age d/other (please specify) \_\_\_\_\_

5. Interest of children for joining NFBE program is \_\_\_\_\_

a/ high b/ medium c/ low

6.If the responses for No. 4 is 'high' what are the reasons?  
\_\_\_\_\_

7.If the response for No. 4 is 'low' what are the reasons?  
\_\_\_\_\_  
\_\_\_\_\_

8. The interest of parents and friends of children to join NFBE program is  
a/ high b/ medium c/ low

9.If the responses for No.8 is 'high' or 'low' what is the reasons  
\_\_\_\_\_  
\_\_\_\_\_

### III. Curriculum issues

1. Is there centrally developed NFBE curriculum for school aged children a/ Yes b/ No

2. If your answer for question No. 1 is 'Yes', do you follow it? a/ Yes b/ No

3. If your answer for question No. 2 is "No", please mention the reasons  
\_\_\_\_\_

4. If your answer for question No. 1 is 'No', is there any NFBE curriculum materials specifically developed for school aged children in your organization? a/ Yes b/ No

5. If your answer for question No. 4 is 'Yes' who designs and develops the curriculum?

a/ Region Education Bureau

d/ Facilitators

b/ Wereda education office

e/ other (please specific)  
\_\_\_\_\_

c/ NGO's NFBE experts

6. Did you participate in the designing and development of curriculum materials?

a/ Yes b/ No

7. If your answer for question No.6 is 'No', Please mention your reasons.  
\_\_\_\_\_

8.Has the NFBE curriculum that your organization is implementing been accredited by the concerned government body? a/ Yes b/ No

9. If your answer for question No. 8 is 'No' mention the reasons.  
\_\_\_\_\_

10.Is it accepted by the learners? a/ Yes b/ No

11. If your answer for question No. 10 is 'Yes' mention the reasons. \_\_\_\_\_  
\_\_\_\_\_

12. If your answer for question No. 10 is 'No' mention the reasons.  
\_\_\_\_\_

13. Do the NFBE experts and facilitators accept it? a/ Yes b/ No

14. If your answer for question No. 13 is 'Yes' what are the reasons? \_\_\_\_\_  
\_\_\_\_\_

15. If your answer for question No. 13 is 'No' mention the reasons.  
\_\_\_\_\_

16. Does NFBE program have any relationship with formal education? a/ Yes b/ No

17. If your answer for question No. 16 is 'Yes' mention the relationships \_\_\_\_\_

18. Which curriculum materials are available to NFBE program in your organization? (more than one answer is possible)

a/ Syllabus

c/ text book

b/ Teachers' guide

d/ other (please specify)

19. Do you think that topics and contents of NFBE curriculum materials relevant and appropriate? a/ Yes b/ No

20. If your answer for question No. 19 is 'Yes' mention the reasons \_\_\_\_\_

\_\_\_\_\_

21. If your answer for question No. 19 is 'No' mention the reasons \_\_\_\_\_

#### IV. Facilitators Training and status.

1. What is the status of your position in this organization?

a/ Volunteer

b/ employee

c/ other (please specify) \_\_\_\_\_

2. Do you have responsibilities other than facilitating NFBE program? a/ Yes b/ No

3. If your answer for question No. 2 is 'Yes' mention the responsibilities \_\_\_\_\_

\_\_\_\_\_

4. How were you recruited for facilitator's position?

a/ Educational background

b/ Experience

c/ recommendation from government/Kebele

d/ through written examination and interview

e/ other (please specify) \_\_\_\_\_

5. Have you taken pre- service training before you are assigned to NFBE program facilitators? a/ Yes b/ No

6. If your answer for question No. 6 is 'Yes', for how long.

a/ less than 15 days

c/ between 31 days to 3 months

b/ between 15 – 30 days

d/ 3 – 6 months

e/ other (please specify) \_\_\_\_\_

7. Have you taken in service training (workshop) after you are assigned to facilitate NFBE program? a/ Yes b/ No

8. If your answer for question No. 7 is 'Yes' for how long?

a/ less than 5 days

c/ 11-15 days

b/ 6- 10 days

d/ 16 – 20 days

e/ other (please specify) \_\_\_\_\_

9. If your answer for question No. 8 is 'Yes', the content of the workshop / training is (more than one answer is possible)

a/ Methodology

b/ preparation of teacher aid

c/ classroom management

d/ on the concept of NFBE program

e/ other (please specify) \_\_\_\_\_

10. Types of teaching-learning methods that you are using in the NFBE program

- a/ question and answer   b/ Lecture   d/ peer teaching   e/ role play   f. Demonstration  
c/ discussion   g/ other (please specify) \_\_\_\_\_

11. Did you use teaching aids in the teaching- learning process?   A/Yes   B/ No

12. Frequency of using teaching aids by facilitators

- a/ very often   c/ very seldom  
b/ often   d/ none

13. If your answer for question No. 12 is 'very seldom' and 'none' mention the reasons

\_\_\_\_\_

14. How are the classrooms organized?

- a/ multi – grade system   c/ self contained  
b/ graded system   d/ non graded system  
e/ other (please specify ) \_\_\_\_\_

15. The schedule of NFBE session is held in the:

- a/ morning   c/ evening   e/other( please specify  
b/ afternoon   d/ full day
- \_\_\_\_\_

16. If you are non-volunteer, does the compensation (pay or honorarium) satisfactory and motivating? a/ Yes   b/ No

17. What is your monthly salary

- a/ 50 – 100 birr   d/ 201 – 250 birr  
b/ 110 – 150 birr   e/ above 250 birr  
c/ 151 – 200 birr

18. Do you have an interest to teach Nonformal basic education program? A/Yes   b/ No

19. If your answer for question No. '16' is 'Yes', mention the reasons \_\_\_\_\_

20. If your answer for question No. '16' is 'No' mention the reasons \_\_\_\_\_

#### V. The Efficiency of NFBE program

1. What do you think about the level of drop out rate? a/ high   b/ medium   c/ low

2. If your answer for question No. '1' is 'high', mention the reasons \_\_\_\_\_

\_\_\_\_\_

3. If your answer for question No. '1' is 'low' mention the reasons \_\_\_\_\_

\_\_\_\_\_

4. What do you think about the level of repetition rate of NFBE program?

- a/ high   b/ medium   c/ low

5. If your answer for question No. 4 is 'high', please mention the reasons \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. If your answer for question No. '4' is 'low' mention the reasons \_\_\_\_\_

---

## VI. Facilities and Budget

### Facilities

1. Where does the NFBE program take place?

a/ in the formal education center

b/ kebele office (hall)

c/ Religious / Church or Mosque) centers

d/ shed

e/ centers established for NFBE program

f/ Other (please specify) \_\_\_\_\_

2. How is the NFBE learning center made?

a/ using local materials

b/ using commercially available materials

c/ other (please specify) \_\_\_\_\_

3. Do you think the NFBE centers are suitable for learning. a/ Yes b/ No

4. If your response for question No. 3 is 'No', please mention the reasons

---

5. Were the facilities of NFBE center accepted by Wereda Education office / Go/ or NGOs )  
a/ Yes b/ No

6. If your response for question No. 5 is 'yes', please mention the reasons

---

7. If your response for question No. 5 is 'No', please mention the reasons

---

8. What was the contribution of GO to the building of NFBE centers?

a/ provided materials

c/ provided both local materials and money

b/ provided cash / money

d/ other (please specify) \_\_\_\_\_

9. What was the contribution of NGOs to the building of NFBE centers?

a/ provided materials

c/ provided both local materials and money

b/ provided cash / money

d/ other (please specify) \_\_\_\_\_

### Budget

1. Does NFBE program have earmarked budget? a/ Yes b/ No

2. If your answer for question No. 1 is 'Yes', is it adequate? A/Yes b/ No

3. If your answer for question No. 1 is 'Yes', the source of finance is (more than one answer is possible )

a/ Government

b/ Non government organization

c/ community

d/ other (please specify) \_\_\_\_\_

4. If your answer for question No. 2 is 'No', what do you suggest other sources to alleviate the shortage of finance? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**VII. Community Participation**

1. Does the community participate in the NFBE program? a/ Yes b/ No
2. If your answer for question No. 1 is 'Yes' the kind of contribution (more than one answer is possible)
  - a/ Paying facilitator's salary
  - b/ providing raw materials
  - c/ providing finance
  - d/ volunteer service
  - e/ other (please specify)

3. Does the community participate in planning and management in NFBE program?  
a/ Yes b/ No
4. If your answer for question No. 3 is 'Yes' mention their tasks \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. How is the community participation initiated?
  - a/ by themselves
  - b/ government
  - c/ learners
  - d/ other (please specify)
  - c/ NGOs\_\_\_\_\_

6. Does the local community know about NFBE program? a/ Yes b/ No

7. If your answer for question No. 6. is "No", mention the reasons. \_\_\_\_\_  
\_\_\_\_\_

8. How do you rate the level of community involvement in NFBE program?
  - a/ high
  - b/ medium
  - c/ low

9. If your answer for question No. 8 is 'high' ,mention the reasons \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. If your answer for question No. 8 is 'low', mention the reasons \_\_\_\_\_

**VIII. General comment**

I. Mention the major implementation problems for the effectiveness of NFBE program

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

II. What do you suggest to solve the above mentioned problems \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Annex: II

### Interview Question for Regional, Sub City Kebele and, NGOs education Experts/ Coordinator/

#### I. General Information and Personal Data

- 1.1. Sex. A/ male B/ Female  
1.2. Age. A/ 20-25 B/ 26-30 C/ 31-35 D/ 36-40 E/ above 40  
1.3. qualification a/12 Grade b/ 12+ TTI c/ College Diploma d/ First degree e/  
Other (Please Specify) \_\_\_\_\_  
1.4. Service Year A/ 1-5 B/ 6-10 C/ 11- 15 D/ 16-20 E/ Above 21  
1.5. Name of Your Organization \_\_\_\_\_  
1.6. Objective of the Organization \_\_\_\_\_  
1.7. Date \_\_\_\_\_

#### II. Interview Leading Questions

##### 2.1. Curriculum Related Issues

- What is the objective of your organization NFBE?
- What is the objective of NFBE program?
- Is there centrally developed NFBE curriculum for the school aged children?
- Who develops NFBE curriculum? Who are involved? Is there any NFBE specifically developed for School aged children in your organization? Do you think that the existed NFBE curriculum is to the desired quality? Reasons
- Does NFBE program have any relationship with formal education program?
- Why NFBE is important in Addis Ababa? Do you think that NFBE program has a significant contribution in Addis Ababa for the achievement of basic education for children

##### 2.2. Facilitators related Issues

- Are NFBE facilitators qualified for the program? How they are selected? Trained? For how long did they train? Its relevance to the program.
- Do facilitators have the chance to get in service training?
- What do you think about the salary and incentives of the facilitators?

### **2.3. Community Participation**

- To what extent do the local communities involve/ participate in nonformal basic education program?
- Criteria for involvement.
- What are their contributions? How do their contributions is initiated?

### **2.4. Efficiency of the Program**

- What is the efficiency/ Drop out, repetition rate/ of NFBE program?
- What are the main causes of drop out and repetition rate?

### **2.5. Budget and Facilities Related Issues**

- Does NFBE program have enough budget and facilities?
- How NFBE program is funded?
- Where does the NFBE program is implemented?
- Do you think that the centers are well facilitated and convenient for teaching?

### **2.6. Relationship, with NGOs and Government**

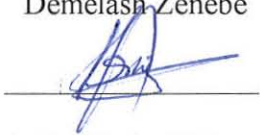
- Does your organization have any relationship with NGOs or Government's education Bureau, department/ offices?
- What are NGOs' or Government's contribution for the NFBE program?

### **General Comments**

1. What are the Problems on the NFBE program?
2. What do you suggest about the effectiveness of the program?

## Declaration

This thesis is my original work; it has not been presented for degree in any other University and that all sources of material used for this thesis have been duly acknowledged.

Name	Demelash Zenebe
Signature	
Place	Addis Ababa University
Date	June 2004

**Table XIV: Salary of NGOs and Go NFBE Facilitators**

SN	Item	Respondents				Remark
		Facilitators (NGO)		Facilitators (GO)		
		No	%	No	%	
1	What is Your Monthly Salary ?					
	A/ 50 – 100 Birr	-	-	142	97.3	
	B/ 101 – 150 Birr	7	10.8	4	2.7	
	C/ 151 – 200 Birr	46	70.7	-	-	
	D/ 201 – 250 Birr	7	10.8	-	-	
	E/ Above 250 Birr	5	7.7	-	-	
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>	
2	Do you have an interest towards your job?					X <sup>2</sup> =22.117
	A/ Yes	56	86.1	74	50.7	
	B/ No	7	10.8	61	41.8	
	C/ No response	2	3.1	11	7.5	
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>	

Regarding the monthly salary, 46 (70.7 per cent) of NGOs NFBE facilitators earn between 151 and 200 Birr, and 142 (97.2 per cent) of the government NFBE facilitators get between 50 and 100 Birr. As all respondents from government sub city education department personnel state:

monthly transport allowance of the NFBE facilitators is seventy (70) Birr, and this amount of money is inadequate when compared to their great responsibilities. In this respect, the stability of the facilitators on their job is low and their turn over is high, as the monetary benefit is minimal (15-19/3/2004).

This contradicts with the findings of table XI stated, the employment condition for the position of facilitators as there is no government salary scale equivalent to what facilitators earn monthly, and most of the government education officials agree that it is transport allowance for facilitators though facilitators accept it as monthly salary. Hence, the teaching-learning process will be affected if the economic stability of the facilitators is not kept.

Accordingly, all of the interviewees (regional and sub city education personnel) concluded that the transport allowance is not enough, and there is a need to increase the allowance if we desire good results and successful program. On the other hand, the monthly salary of NGOs NFBE facilitators is better than that of government NFBE facilitators as indicated in the

above data. Interviewees (all education coordinators) from NGOs part stated, facilitators are stabled and dedicated to their work.

The interest of facilitators towards the teaching profession, or their job is high as the majority, 56 (86.1 per cent) of NGOs and 74 (50.7 per cent) of government's NFBE facilitators replied. Chi-square ( $X^2=22.117$ , at  $P > 0.05$ ) also indicates, there is a significant difference between government's and NGOs' NFBE facilitators on the level of interest towards their profession. Despite the fact that their transport allowance / salary is inadequate, children's interest towards learning, their contribution for the education of disadvantaged children and families, observing children's performance and change of behavior, and providing humanitarian services are the major factors contributing for facilitators interest towards the profession. However, a significant number 61 (41.8 per cent) of government NFBE facilitators responded their interest towards their job is low as the transport allowance is not enough per their responsibilities. Thus, it brings dissatisfaction, and they stay in the organizations until they get better monetary benefits.

#### **4.7: Teaching-Learning Process**

Both groups of facilitators were asked through questionnaire about the methods of teaching they mostly employed in the teaching-learning process. In addition, they were asked to indicate the frequency of using instructional materials. Summary of the results are presented in Table XV. Observation also conducted by the researcher to obtain supplementary data on the teaching-learning process.

**Table XV: Teaching- Learning Process in NGOs and GO NFBE program**

No	Item	Respondents			
		Facilitators/NGO/		Facilitators /GO/	
		No	%	No	%
1	Types of teaching methods that you are using in the NFBE program:				
	A/Question and answer	35	16.4	87	18.2
	B/Lecture	54	25.2	131	27.5
	C/Discussion	29	13.6	104	21.8
	D/Peer teaching	22	10.3	43	9.0
	E /role play	17	7.9	18	3.8
	F/Demonstration	26	12.1	69	14.5
	G/Group work	31	14.5	25	5.2
	H/Other	-	-	-	-
	<b>Total</b>	<b>214</b>	<b>100</b>	<b>477</b>	<b>100</b>
2	Do you use instructional materials in your class?				
	A/ Yes	65	100	132	90.4
	B/ No	-	-	14	9.6
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>
3	Frequency of using teaching aid by facilitator is:				
	A/ Very often /always	15	23.1	18	12.3
	B/ Often	16	24.6	24	16.5
	C/ When necessary	34	52.3	104	71.2
	D/ None				
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>

In the teaching learning process, 54 (25.2 Per cent), 35 (16.4 per cent), 31 (14.5 per cent) and 29 (13.6 per cent) of NGOs NFBE facilitators use lecture, question and answer, group work and discussion respectively. On the part of the government NFBE facilitators, 131 (27.5 per cent), 104 (21.8 per cent), 87 (18.2 per cent) and 69 (14.5 per cent) use lecture, discussion, question and answer and demonstration respectively. Thus, the majority of both NFBE facilitators use lecture as the dominant teaching method.

However, the observation results indicate that NGOs facilitators employed group work and discussion in addition to demonstration and lecture methods. Likewise, the sitting arrangements were more or less designed for group work activities in all observed sampled NGOs. On the other hand, the teaching-learning process in the observed government NFBE program involves demonstration and lecture method, but group work and discussion were not detected as the class room combination consists of adults and children. Therefore, employing lecture method at the lower grades and nonformal basic education program is not recommended, as the nature of the program necessitates participatory approaches.

Item 2 of Table XV shows that 65 (100 per cent) of NGOs and 132 (94.4 per cent) of GO NFBE facilitators utilized instructional materials in the teaching-learning process. Moreover, 34 (52.3 percent) of NGOs and 104 (71.2 percent) of government NFBE facilitators use the instructional materials when necessary to the topic and the subject. However, 15 (23.1 per cent) of NGOs' and 18 (12.3 per cent) of government's NFBE facilitators use instructional materials very often (always).

Respondents from government NFBE facilitators mentioned the difficulty of preparing teaching materials due to lack of budget, working room (center), and working materials. Observation results also confirm that facilitators have no room to prepare and stay as most of the learning centers are in the formal schools which give a greater priority for the formal education. On the contrary, NGOs NFBE centers have rooms for facilitators to serve as office and prepare teaching materials. Consequently, a researcher observed some instructional materials in each sampled NFBE centers. Besides, the researcher observed facilitators using teaching aids (charts, abacus, pictures, flash cards etc.), and few were attached on the walls of the observed NGOs learning centers. However, some government facilitators use teaching aids to support the learners, and the walls of the class rooms were attached with instructional materials for the formal education purposes as the rooms serve both programs.

Finally, the majority of both NGOs and government NFBE facilitators use instructional materials when necessary as the facilitators responded, however, NGOs are in a better position to prepare and implement the instructional materials as they have working materials

and rooms. On the contrary, government facilitators are in short of working materials and rooms to prepare the materials.

#### 4.8: Classroom Organization

Facilitators were asked through questionnaire to indicate how classroom is organized for the teaching-learning process. They were asked to indicate the schedule of the nonformal basic education programs. Table XVI summarizes the results. To obtain additional data, observation was conducted by the researcher to the actual classroom organization and schedule of the programs in both NGOs and government NFBE centers.

**Table XVI: Classroom Organization in NGOs and GO NFBE Program**

No	Items	Respondents			
		Facilitators /NGO/		Facilitators /GO/	
		No	%	No	%
1	How did the classroom is organized?				
	A/ Multi grade system	14	21.9	2	1.5
	B/ Graded System	27	42.2	110	79.7
	C/ Self Content	21	32.8	24	17.3
	D/ Non graded System	2	3.1	2	1.5
	<b>Total</b>	<b>64</b>	<b>100</b>	<b>138</b>	<b>100</b>
2	The Schedule of NFBE session is held in the:				
	A/ Morning	19	29.7	15	10.2
	B/ Afternoon	20	31.3	-	-
	C/ Evening	-	-	132	89.8
	D/ Full day	25	39.0	-	-
	E/ Other				
	<b>Total</b>	<b>64</b>	<b>100</b>	<b>147</b>	<b>100</b>

According to 27 (42.2 per cent) of NGOs and 110 (79.7 per cent) of the government respondents, the classroom was organized based on graded system /one class for one grade/. Besides, 24 (17.4 per cent) of government and 21 (32.8 per cent) of NGOs NFBE facilitators also indicates that the classroom was organized based on self-content. Moreover, observation indicates that in one sampled NGO, there is a multi grade system as children are grouped according to their performance. Thus, the teaching-learning process was not

convenient and it was very difficult for facilitators to manage the classroom. Concerning the schedule of the program, it was taken place in the morning 19 (29.7 per cent) and after noon 20 (31.3 per cent) and full day 25 (39 per cent) as NGOs NFBE facilitators responded. On the part of government NFBE program, 132 (89.8 per cent) of facilitators replied that the teaching-learning process is conducted in the evening, and the rest is in the morning. However, in the focus group discussion, the majority of the younger children in the government NFBE program complained about the time/schedule of the program. Children in the “Intoto” area mention:

after attending the program, it is difficult to return home as it is dark, and we absent from the center if our nearby child/ friend absents due to many reasons. The learning center is also far from our home ( 9/3/2004).

Therefore, the schedule of government NFBE program is not suitable for the younger children, and it needs some adjustment as the nature of NFE is flexible based on the needs of the learners. On the other and, NGOs arranged the convenient learning time for children in consultation with learners and parents as reported by the education coordinators.

#### **4.9:NFBF Facilities**

Items were included in the facilitator’s questionnaire that asked them to indicate places where NFBE is taken place, the suitability of the NFBE centers for the teaching learning process and the approvals of learning centers by the concerned government bodies. Table XVII indicates the summary of the results. Interview with NGOs and government education experts and observation of the researcher were conducted to strengthen and supplement information obtained from facilitators.

**TABLE XVII: Facilities of NGOs and GO NFBE program**

SN	Item	Respondents			
		Facilitators (NGO)		Facilitators (GO)	
		No	%	No	%
<b>1</b>	Where does NFBE program take place?				
	A/ In the formal education center	6	9.2	133	90.5
	B/ Kebele office	36	55.4	14	9.5
	C/ Religious /Church or mosque/ center				
	D/ Shed	-	-	-	-
	E/ Centers established for NFBE program	23	35.4	-	-
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>145</b>	<b>100</b>
<b>2</b>	Do you think that the NFBE center is suitable for teaching- learning process				
	A/ Yes	30	46.2	128	87.7
	B/ No	35	53.8	10	6.8
	C/ No Response			8	5.5
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>
<b>3</b>	Does the facilities of NFBE centers accepted by woreda education office/concerned government body				
	A/ Yes	47	72.3	126	86.3
	B/ No	6	9.2	11	7.5
	C/ No Response	12	6.5	9	6.2
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>

Item 1 of Table XVII indicates that 36 (55.4 per cent) and 23 (35.4 per cent) of NGOs respondents replied that NFBE program is taken place at the Kebele compound /hall/ and centers established for NFBE program respectively. On the other hand, 133 (90.5 per cent) and 14 (9.5 per cent) of government NFBE facilitators replied that the program is carried out in formal schools and kebele compound /hall/ respectively.

Respondents were also asked whether NFBE centers are convenient/ suitable for the teaching-learning process or not, 30 (46.2 per cent) of NGOs and 128 (87.7 per cent) of GO NFBE facilitators replied that the centers are convenient for the program. However, 35(53.8 per cent) of NGOs and 10 (6.8 per cent) of GO NFBE facilitators responded that the centers are not suitable for the teaching-learning process.

Furthermore, 47 (72.3 percent) of NGOs and 126 (86.3 per cent) of government NFBE facilitators replied that the concerned government bodies accept the existing facilities. The majority of NFBE facilitators stated that the government bodies accept the NFBE centers as they believe that the program contributes for the education of children who do not get the chance to learn in the formal sectors in many reasons.

As the interview result indicates, all NGOs education coordinators replied, the learning centers are enough for the program. On the part of all government education personnel, the NFBE centers are convenient for the teaching-learning process. Researcher's observation also shows that the observed NGOs NFBE centers are not suitable for the teaching- learning process as it is placed in the Kebele compound / hall/. As the hall serves for more than one group of students, the sound of a class affects one other. The learning centers established by the organization are a little bit better than the Kebele halls. However, the centers are equipped with enough chairs, black board and learning materials. Although the number of children in one class is not more than forty (40), some classes are crowded and have no enough places for facilitators to move and help children, as the rooms are small. The center's compound is not enough for children to play, relax and get rest. On the contrary, the government NFBE centers are in a good position as the program takes place in the formal schools. All the classroom facilities (Chairs, black board, etc.) are used for the NFBE program. Children can use the facilities of the schools but most of the program is carried out in the evening and the program is very tight.

#### **4.10: Contributions of NGOs & GO**

Items of the questionnaire ask facilitators to indicate the contribution of NGOs and government to NFBE program in addition to their own. They were also asked the types of contribution to implement the NFBE program. Table XVIII shows the summary of the results. Interview was also conducted with NGOs and government education experts to obtain supplementary data about their contribution to NFBE programs.

**TABLE XVIII: Contribution of NGOs & Government for the NFBE program**

SN	Item	Respondents			
		Facilitators (NGO)		Facilitators (GO)	
		No	%	No	%
1	What was the contribution of GO to the building of NFBE centers?				
	A/ Provided materials	13	20.0	33	16.7
	B/ Provided cash / money	-	-	44	22.2
	C/ Provided both materials and money	-	-	80	40.4
	D/ No aid	41	63.0	12	6.1
	E/ Others	4	6.2	29	14.6
	F/ No response	7	10.8	-	-
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>198</b>	<b>100</b>
2	What was the contribution of NGO to the building of NFBE centers?				
	A/Provided materials	13	13.1	-	-
	B/Provided cash / money	11	11.1	-	-
	C/Provided both materials and money	45	45.5	-	-
	D/No aid	-	-	98	67.1
	E/ others	16	16.2	23	15.8
	F/ No response	14	14.1	25	17.1
	<b>Total</b>	<b>99</b>	<b>100</b>	<b>146</b>	<b>100</b>

As can be shown in item 1 of Table XVIII, 80 (40.4 per cent), 44 (22.2 per cent) and 33 (16.7 per cent) of government NFBE facilitators responded that government contributes in provision of both money and materials, money and materials respectively. On the other hand, item 2 also reveals that 45 (45.5 per cent) and 16 (16.2 per cent) stated NGOs contribute both materials and money, and others. The data also indicate that the government does not contribute for NGOs NFBE program as the majority 41 (63 per cent) of the respondents from NGO part replied. Similarly, 98 (67.1 per cent) of government NFBE facilitators noted that NGOs have no contribution for the Government NFBE program. However, 23 (15.8 per cent) of the respondents stated that NGOs contribute in provision of in service training as

mentioned in the others option of item 2. Therefore, the necessary materials for implementing the NFBE program are provided by the respective organization.

The above points reveal that the low interdependence and relationship of NGOs and government's NFBE program. As all of NGOs' education coordinators confirmed in the interview sessions, the relationship between NGOs and government is very low. They further forward:

the regional, and sub city education departments have no contact with NGOs in supervision, follow up , technical and other assistance, even no report is submitted to sub city education department regarding the program ( 15-19/3/2004).

However, all the sampled NGOs education coordinators appreciate the contribution of Kebele administrative bodies as they provide them the Kebele hall and compound that most of NGOs' NFBE program are carried out. The observation results also confirm that children are attending their education in the Kebele hall, and the community management committee contains one representative from kebele. On the other hand, interviewees from government education officials mentioned some times NGOs contribute in organizing in service training for NFBE facilitators, and the government offers them teaching materials for NFBE program. This effort is appreciated, but both groups of NFBE providers (NGOs & GO) should establish a close partnership for mutual understandings and assistance in all aspects of NFBE program.

Generally, regional and sub city education departments have loose relationship with NGOs concerning nonformal basic education program. Besides, the interdependence of NGOs and government is insignificant, and they operate separately with out collaborating with one another to improve NFBE program.

#### **4.11: Budget for NFBE program**

Both groups of Facilitators (NGOs & GO) were asked through questionnaire about the allocated budget, its adequacy and the source of finance for NFBE program. Table XIX shows the summary of the results. NGOs and government education experts were also asked the same questions to obtain additional data about the adequacy of budget for the effectiveness of the program through interview.

**TABLE XIX: Allocation of Budget for NGOs and GO NFBE program**

SN	Item	Respondents				Chi-square
		Facilitators (NGO)		Facilitators (GO)		
		No	%	No	%	
<b>1</b>	Does NFBE program have ear marked budget?					
	A/ Yes	58	89.2	122	83.6	
	B/ No	2	3.1	7	4.8	
	C/ No Response	5	7.7	17	11.6	
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>	
<b>2</b>	Do you think that the budget allocated for NFBE is adequate?					X <sup>2</sup> = 6.649
	A/ Yes	24	36.9	30	13.6	
	B/ No	33	50.8	98	67.1	
	C/ No Response	8	12.3	18	12.3	
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>	
<b>3</b>	If your answer for question No 1 is “Yes”, the source of finance is:					
	A/ Government	-	-	114	93.4	
	B/ Non government organization	58	100	-	-	
	C/ Community	-	-	-	-	
	D/ Other	-	-	8	6.6	
	<b>Total</b>	<b>58</b>	<b>100</b>	<b>122</b>	<b>100</b>	

Table XIX of Item 1 indicates that the majority, 58 (89.2 per cent) of NGO’s and 122 (83.6 per cent) of government NFBE facilitators replied that NFBE program has ear marked budget. Moreover, 33 (50.7 per cent) of NGOs and 98 (67.1 per cent) of government NFBE respondents stated that the allocated budget is inadequate for the program. However, Chi-square (X<sup>2</sup>= 6.649, at P>0.05) indicates that, there is a significant variations between the two groups (NGOs & GO) of respondents on the adequacy of NFBE program budget. During the interview sessions, all of the government educational experts state:

NFBE program has small amount of budget utilized for some stationery and transport allowance of facilitators. Moreover, the training costs for pre and in service training were covered by the donor agencies and NGOs ( 17-19/3/2004).

NGOs education coordinators, however, confirmed that they have shortage of money to address more needy children and improve the quality of the program. Concerning costs for training, salary for facilitators, learning and teaching materials, the budget is more or less enough.

Item 3 also shows, all of the NGOs and 114 (93.4 per cent) of government NFBE facilitators responded their respective organizations are the source of budget or finance for implementation of the NFBE programs. This result goes in line with the previous findings that indicated each NFBE provider is responsible for executing its program with regard to financial and other resources. Besides, no other alternatives were tried to secure supplementary financial supports.

Hence, there is a need to have reasonable financial resources in order to make the program successful. In this effect, the NFBE providers should enhance the contribution of the local community through creating awareness towards nonformal education, properly utilize the already existed budget, and government has to pay great attention for the program and allocate enough budget, as suggested by the majority of both NGOs and GO NFBE facilitators.

Generally, NFBE has the allocated budget that is inadequate for the successful implementation of the program. Particularly, Addis Ababa education bureau allocates meager amount of money for transport allowance for facilitators and purchasing of stationery as the majority of respondents replied. In this respect, NGOs have better financial position to offer inservice training for the facilitators in addition to the administrative cost.

#### **4.12:Efficiency of NFBE Programs**

Regarding the efficiency of the NFBE program, four years data were taken to find out and compare the dropout and repetition rate of NGOs and government NFBE program. In addition to the document analysis, both groups of facilitators were asked through questionnaire to indicate the rate of dropout and repetition of the learners. Open-ended questions were also forwarded for them to mention the reasons of the dropout and repetition. Thus, the summary of the results is presented in Table XX and XXI. Moreover, the same questions were forwarded through interview for NGOs and government education experts to supplement the data.

Item 3 also indicates that 38 (47.5 per cent) of NGOs NFBE facilitators replied that they were recruited and selected based on taking written examination and interview. On the other hand, 18 (22.5 per cent) of NGOs and 108 (50 per cent) of government NFBE facilitators are supported by recommendation from government /kebele. Moreover, 11 (13.7 per cent) of NGOs and 60 (27.8 percent) of the governments NFBE facilitators have work experiences to be selected for the facilitator's position. Besides, facilitators were recruited from the local community in collaboration with the kebele administrative body. The community management committee was involved in the selection process as all NGOs education coordinators and community representatives explained during interview and focus group discussions respectively.

#### 4.6.2: Pre service training

Facilitators were asked through questionnaire whether they took Preservice training before they were involved in the actual work. They were also asked to indicate the duration of training for successfully implement the NFBE program. Table XII shows the summary of the results. NGOs and government education experts were also asked to explain about the pre service training of facilitators through interview.

**Table XII: Pre Service Training for NGOs and GO NFBE Facilitators**

No	Items	Respondents			
		Facilitators/NGO/		Facilitators /GO/	
		No	%	No	%
1	Have you taken pre service training before you were assigned to NFBE program?				
	A/ Yes	60	92.3	116	79.5
	B/ No	5	7.7	26	17.8
	C/ No response	-	-	4	2.7
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>
2	If your answer for question No 4 is "Yes", for how long?				
	A/ Less than 15 days	55	85.9	140	95.9
	B/ Between 15-30 days	4	6.3	1	0.7
	C/ Between 31 days -3 months	1	1.5	5	3.4
	D/ 3-6 months	4	6.3	-	-
	E/ Other	-	-	-	-
	<b>Total</b>	<b>64</b>	<b>100</b>	<b>146</b>	<b>100</b>

Item 1 of Table XIII shows that 16 (24.6 per cent) of NGOs and 84 (57.5 percent) of government NFBE facilitators did not take any in service training that is very important for the effectiveness of the program particularly for facilitators who took less than 15 days for pre service training. Chi-square ( $X^2=22.145$ , at  $P>0.05$ ) indicates that the significance difference between the two group of facilitators on the accessibility of in service training to promote their competence. This is confirmed by all of the regional and sub city education personnel that the NFBE facilitators do not get in service training due to lack of budget unless some NGOs invited them to offer training for facilitators.

On the other hand, 49 (75.4 per cent) of NGOs and 56 (38.4 per cent) of government NFBE facilitators took in service training less than 6 days. According to the interview conducted with NGOs education coordinators, all facilitators have a chance to get on the job training on quarterly bases for five days. The majority of the same respondents forwarded that facilitators also have an opportunity to upgrade their skills and knowledge through extension program in Kotebe College of Teachers Education. In this case, their respective organization covers the tuition fees for facilitators' education. This has a great contribution for the effectiveness of the NFBE program and it helps as an incentive to be committed on their job.

To sum up, the above data shows that NGOs NFBE facilitators have better opportunity to get inservice training than the government NFBE facilitators. Besides, the majority of government NFBE facilitators did not get inservice training due to lack of budget. As in service training contributes for the success of the program, the inaccessibility of inservice training will result negative effect on the performance of facilitators in particular and the effectiveness of the program in general.

#### **4.6.4: Facilitators Salary**

Both groups of Facilitators ( NGOs & GO) were asked through questionnaire about the amount of monthly salary they earn , and its impact on the interest of facilitators towards their job. Table XIV shows the summary of the results. NGOs and government education experts were also asked to explain about the adequacy of facilitators' monthly salary for the effectiveness of the program through interview.

Concerning the availability of parts of curriculum material, 48 (46 per cent) of NGOs and 20 (10 per cent) of the government NFBE facilitators stated that their organizations have syllabus for the program. Moreover, 85 (42.28 per cent) of GO and 55 (52.9 per cent) of the NGOs NFBE facilitators replied, they have teacher's guide and textbooks.

Observation results show that government has all the necessity curriculum materials including syllabus, teachers guide for all levels and textbooks for level one though it is not prepared for school age children. On the other hand, NGO's NFBE curriculum materials consist of syllabus and teacher's guides for some and all do not have textbooks. Item 2 also reveals that 49 (75.4 percent) of NGOs and 72 (49.3 per cent) of government NFBE facilitators responded, the content of the curriculum is appropriate to the level of the learners. As the respondents were asked to give the reasons, the majority of the respondents replied that the content provides them the basic skills and appropriated to the level of the learners. On the contrary, 10 (15.4 per cent) of NGOs and 68 (46.6 per cent) of government NFBE facilitators stated that the content is not appropriate to the school age children. This implies that as the content of NGOs NFBE teaching materials were drawn from the content of the formal primary education, it can fit for school age children, while the government part targeted the needs of adults.

#### 4.5.5: Link between Formal and NFE program

Both questionnaire and interview were conducted for facilitators and education experts respectively to indicate the relationship between formal and nonformal basic education programs. Open-ended question was also forwarded to explain their relationships. The following Table summarizes the results of the questionnaire.

**Table X: Relationship between NGOs and GO Formal & Nonformal Education program**

No	Items	Respondents			
		Facilitators/NGO/		Facilitators /GO/	
		No	%	No	%
1	Does NFBE program has any relationship with formal education?				
	A/ Yes	61	93.8	113	77.4
	B/ No	2	3.1	24	16.4
	C/ No response	2	3.1	9	6.2
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>

As 61 (93.8 percent) of NGOs and 113 (77.4 per cent) of the government NFBE facilitators replied the NFBE program has relationship with formal education. They forwarded the reasons as the NGOs NFBE curriculum materials contain the content of the first cycle of primary education, children can transfer to the formal schools in both NFBE programs, its classroom organization and facilitators refer formal education text books and teaching-learning process is similar to that of the formal sector. The majority of the regional, sub city, Kebele education personnel and NGOs education coordinators, and the observation of the researcher confirm there is a relationship between the existed nonformal and formal education program as the objective of the NFE program is to provide basic education for children, and children can join from formal to nonformal and vice versa.

Observation of the researcher also indicates that the majority of the observed learning centers organization, the teaching- learning process, teacher- student relationships are similar to that of the formal sector. However, the time or schedules, the learning settings, compound are different, as it is the nature of nonformal basic education program.

#### **4.6: Facilitators Status**

As the strength and the success of the NFBE program is highly dependent on the quality of the facilitators, the following Tables indicate selection, training and salary of NFBE facilitators.

##### **4.6.1: Selection of NFBE Facilitators**

Both groups of facilitators were asked about their employment condition, responsibilities, and selection procedures through questionnaire. Summary of the results is presented in Table XI. In addition, NGOs and government education experts were asked similar questions to obtain supplementary data.

**Table XI: Position & Selection of NGOs and GO NFBE Facilitators**

No	Item	Respondents			
		Facilitators /NGO/		Facilitators /GO/	
		No	%	No	%
1	What is your position in the organization?				
	A/ Volunteer	-	-	-	-
	B/ Employees	65	100	146	100
	C/ Other	-	-	-	-
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>
2	Do you have responsibilities other than facilitating NFBE program?				
	A/ yes	26	40.0	27	18.5
	B/ No	21	32.3	110	75.3
	C/ NO response	18	27.7	9	6.2
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>
3	How were you recruited for facilitator position				
	A/ Educational background	11	13.7	60	27.8
	B/ Experience	13	16.3	39	18.0
	B/ Recommendation from government or kebele	18	22.5	108	50.0
	C/ Through written examination and interview	38	47.5	9	4.2
	D/ Other	-	-	-	-
	<b>Total</b>	<b>80</b>	<b>100</b>	<b>216</b>	<b>100</b>

Table XI of item 1 shows that all of the facilitators in government and nongovernment organization are employees. The majority 110 (75 percent) of government and 21 (32.3 per cent) of NGOs NFBE facilitators have no extra duties other than facilitating NFBE program. This shows that they can endow most of their time on the effectiveness of the program. However, 26 (40 per cent) of NGOs NFBE facilitators have additional responsibilities other than teaching. They forwarded that facilitators are involved in community management committee to discuss educational issues, problems of students, coordinate the community for the program, and involve in all project activities that are necessitated by their respected organization. Observation of the researcher also reveals that NGOs NFBE facilitators spend half day in the center, however, facilitators from governments NFBE mostly work in the evening from 6:00 P.M to 8:00 P..M.

**Table VII: NFBE Curriculum Development**

SN	Items	Respondents			
		Facilitators /NGO/		Facilitators /GO/	
		No	%	No	%
1	Who designs and develops the materials, if your organization has curriculum for school aged children?				
	A/ REB	-	-	19	79.2
	B/ WEB	-	-	-	-
	C/ NGO Experts	32	91.4-	5	20.8
	D/ Facilitators	-	-	-	-
	E/ Other	3	8.6	-	-
	<b>Total</b>	<b>35</b>	<b>100</b>	<b>24</b>	<b>100</b>
2	Did you participate in the designing and development of curriculum materials?				
	A/ yes	-	-	4	2.7
	B/ No	60	92.3	137	93.8
	C/ No response	5	7.7	5	3.4
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>

Item 1 depicts that the majority, 19 (79.2 per cent) of government and 32 (91.4 per cent) of NGOs NFBE facilitators replied that the region education bureau and NGOs education experts developed the curriculum materials respectively. Moreover, all NGOs' education coordinators state:

we have our own nonformal basic education curriculum materials, which are developed by NGO experts and we use the curriculum materials developed by the region education bureau as reference materials ( 17-19/3/2004).

They are also agreed that the curriculum is developed based on the first cycle of primary education curriculum, and the four years learning materials are intended to be completed with in three years. After completing the program, children are eligible to register at grade five. However, one can easily infer the poor quality of curriculum materials if each and every NGO produces its own which demands high professional and other inputs as the objective of the program is to address basic education which is equivalent to the first cycle of primary education.

Observation also indicates that the sampled NGOs, ANFEA has its own, Pro pride use curriculum materials prepared by Action-Aid Ethiopia, EDA uses the curriculum materials prepared by Save the Children Sweden and Children Aid Ethiopia uses the curriculum materials prepared by Save the Children Denmark. The government of Addis Ababa education bureau implements the curriculum materials prepared for adults. However, regional NFE curriculum and textbooks of formal education are used as reference books for the sampled NGOs. Although the nature of NFE program is flexible and has demand driven curriculum, it appears difficult for each NGO to develop standardized and organized NFBE curriculum materials that are equivalent to the first cycle of primary education. Hence, it should be a collaboration task of NGOs and regional education bureau including ICDR experts in the field.

Finally, item 2 of Table VII indicates that the majority, 60 (92.3 percent) of NGOs and 137 (93.8 percent) of government NFBE facilitators did not participate in the development of NFBE curriculum materials as most of them were not invited to participate and others are not there at the time of NFE curriculum preparation. This may be troublesome for the facilitators to effectively implement the curriculum materials that they were not involved in the planning process.

#### **4.5.3: Acceptance of curriculum**

Questionnaire was conducted for both groups of facilitators to indicate the acceptance of the curriculum materials by the learners, facilitators and education experts. In addition, they were asked to show the approval of the NFBE curriculum materials by the government of Addis Ababa City Administration education bureau. Thus, Table VIII summarizes the results.

Interview was also conducted with NGOs and government education experts to supplement the issues raised above.

**Table VIII: Acceptance of NFBE Curriculum Materials**

No	Items	Respondents				Chi-square
		Facilitators /NGO/		Facilitators /GO/		
		No	%	No	%	
1	Do the learners accept it?					$X^2= 46.812$
	A/ Yes	55	84.6	41	28.1	
	B/ No	7	10.8	101	69.1	
	C/ No response	3	4.6	4	2.8	
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>	
2	Do the NFBE experts and facilitators accept it?					$X^2= 24.695$
	A/ Yes	53	81.5	63	43.1	
	B/ No	11	16.9	75	51.4	
	C/ No response	1	1.6	8	5.5	
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>	
3	Does the NFBE curriculum that your organization implementing is accredited by the concerned government body?					$X^2=107.590$
	A/ Yes	20	30.8	129	88.3	
	B/ No	39	60.0	-	-	
	C/ No response	6	9.2	17	11.7	
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>	

Item 1 of Table VIII reveals, 55 (84.6 per cent) of NGOs and 41 (28.1 percent) of government NFBE facilitators replied that the learners accept the curriculum materials. However, 101 (69.1 per cent) of government NFBE facilitators stated that the learners do not accept the existed NFBE curriculum materials. In line with this, Chi-square ( $X^2=46.812$ , at  $P > 0.05$ ) reveals that there is a significant difference between the two groups of respondents on the acceptance of curriculum materials by the NFBE learners. Children accept the curriculum materials because of its appropriateness to the level of children, its content includes that of the formal ones, and the possibility of children to transfer to formal schools as mentioned by the majority of the NGOs facilitators who agree with the acceptance of the materials by children. This indicates that efforts were made to consider the level of the learners and incorporate the first cycle of primary education in the NFBE curriculum materials to be accepted by the learners. However, it does not mean that the curriculum

materials are organized and to the required standard if the learners accept it. But it can be one indicator for the quality of the program.

The majority, 53 (81.5 per cent) of NGOs and 63 (43.1 per cent) of government NFBE facilitators confirmed that the NFBE curriculum materials are accepted by NFBE experts and facilitators. On the part of the government NFBE facilitators, 75 (51.4 per cent) noted that they and education experts did not accept the curriculum materials. As Chi-square ( $X^2=24.695$ , at  $P> 0.05$ ) shows, there is a significant difference between NGOs and government's NFBE facilitators and education experts on the acceptance of NFBE curriculum materials.

Facilitators accept it as children can get basic skills and knowledge out of it, its content is similar to that of formal education curriculum, its convenience for facilitators to teach (the majority of NGOs and some of the GO NFBE facilitators responded). On the other hand, significant number of respondents from government's NFBE facilitators stated that the curriculum materials are difficult and not appropriate for children. The regional and the majority of sub city education personnel support the above idea. They mention, 'the regional NFE curriculum materials are developed for adults, and it can be difficult for school age children as their maturity level varies'

Furthermore, and 20 (30.8 percent) of NGO s and 129 (88.3 per cent) of government NFBE facilitators responded that the concerned government bodies accredit the curriculum materials implemented in the respective organizations. Chi- square ( $X^2= 107.590$ , at  $P> 0.05$ ) result also showed there is a significant statistical variation between the two groups of respondents. In line with this, a large proportion 39 (60 Per cent) of NGOs' respondents replied that the concerned bodies did not accredit the curriculum material. Thus, the NGOs NFBE curriculum materials have not been approved by the regional education Bureau.

The majority of Regional and Sub city education personnel forwarded, " NGOs should follow the region's NFBE curriculum though it is not prepared for children, and we highly doubt the relevance and quality of the NGOs teaching materials." Similarly, education coordinators of NGOs mentioned, "the quality and standard of the curriculum materials are questionable, and we are in difficulties to accredit the curriculum materials by the concerned government bodies." Therefore, with out the approval of regional education bureau NGOs

implement their curriculum materials. This may result lack of confidence on the part of NGOs, and negatively affect the effectiveness of the NFBE program. One NGO education coordinator asserts:

we are preparing the teaching materials underground with out the awareness the concerned government bodies, even we do not want them to see the materials. In addition, we design the materials with out adequate preparations and involvement of the desired experts in the field. Thus, one can not deny the negative implication of the teaching materials ( 18/3/2004).

#### 4.5.4: Parts of Curriculum Materials

Items were included in the facilitator's questionnaire that asked them to indicate the curriculum materials they were implementing, and the appropriateness of the materials to the level of the learners. Table IX indicates the summary of the results. Besides, interview with NGOs and government education experts and observation of the researcher were conducted to supplement information obtained from facilitators.

**Table IX: The Availability of Parts of NFBE Curriculum Materials**

No	Items	Respondents			
		Facilitators/NGO/		Facilitators /GO/	
		No	%	No	%
1	Which Curriculum materials are available to NFBE program in your organization?				
	A/ Syllabus	48	46.2	20	10
	B/Teachers' guide	55	52.9	85	42.2
	C/ Text book	-	-	96	47.8
	D/ Other	1	0.9	-	-
	<b>Total</b>	<b>104</b>	<b>100</b>	<b>201</b>	<b>100</b>
2	Do you think that topics and contents of NFBE curriculum materials appropriate to the learners?				
	A/ Yes	49	75.4	72	49.3
	B/ No	10	15.4	68	46.6
	C/ No response	6	9.2	6	4.1
		<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>

**Table VI: Organized NFBE Curriculum for School Age Children**

N O	Items	Respondents				Chi- square
		Facilitators /NGO/		Facilitators /GO/		
		No	%	No	%	
1	Is there organized & centrally developed NFBE curriculum for school aged children in the region?					
	A/ Yes	12	18.5	46	31.5	
	B/ No	51	78.5	93	63.7	
	C/ No Response	2	3.0	7	4.8	
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>146</b>	<b>100</b>	
2	If your answer for question No 1 is “yes”, do you follow it?					
	A/ Yes	1	8.3	29	63.0	
	B/ No	8	66.7	15	32.6	
	C/ No Response	3	25.0	2	4.4	
	<b>Total</b>	<b>12</b>	<b>100</b>	<b>46</b>	<b>100</b>	
3	If your answer for question No 1 is “No”, is there any NFBE curriculum materials specifically developed for school age children in your organization.					
	A/ Yes	45	88.2	24	25.8	X <sup>2</sup> =51.4 73
	B/ No	6	11.8	69	74.2	
	<b>Total</b>	<b>51</b>	<b>100</b>	<b>93</b>	<b>100</b>	

As it was shown in Table VI, 51 (78.5 per cent) of NGOs and 93 (63.7 per cent) of government NFBE facilitators responded that there is no organized and centrally developed NFBE curriculum materials for school aged children in the region. However, 12 (18.5) per cent of NGOs and 46 (31.5 per cent) of GO NFBE facilitators said there is organized NFBE curriculum for school aged children, and 29 (63 per cent) of government NFBE facilitators implement the curriculum materials in the teaching-learning process.

The interview result also reveals that all of NGOs education coordinators and the majority of regional, sub city education departments personnel and all of kebele education desks depict that the region has no centrally developed and organized nonformal basic education curriculum for school aged children. Moreover, all agreed that the existed NFE curriculum is developed for adults and not for school aged children. On the other hand, one interviewee (16/3/2004), previously the head of NFE department in City Government of Addis Ababa

Education Bureau states, “the regional NFE curriculum is developed to fit for both adults and children.” However, this can not be justified as children and adults have different psychological make up, age level, background knowledge and experience and even the objectives and the content of the learning materials should not be similar. Therefore, it is inappropriate to provide the same curriculum materials for adults and school age children who have different learning needs.

Respondents were asked whether they have their own NFBE curriculum for school aged children or not. The government NFBE facilitators, 24 (25.8 per cent), responded that they have their own curriculum materials. On the part of NGOs, 45 (88.2 per cent) of the respondent replied that they have their own curriculum materials. Chi -square also indicates that (51.437, at  $P>0.05$ ), there is a significant difference between the two respondents on the availability of NFBE curriculum materials for school aged children in their respected organization. Moreover, 69 (74.2 per cent) of government NFBE facilitators noted, the region has no organized NFE curriculum materials specifically developed for school aged children. Furthermore, the observation of the researcher shows that the region has no NFBE curriculum for school aged children, but there is organized curriculum materials for adults and these materials are implemented in most of government’s NFBE programs for school age children. This may result learning difficulties for children as the learning materials are not targeted their learning needs. On the part of NGOs, it is appreciated to consider the learning needs of children. However, there should be a standard for each NGO to follow and achieve at every level of NFBE program to keep the quality of the program.

#### **4.5.2: Curriculum Development**

This is the extension of the preceding Table to indicate the development of the NFBE curriculum materials. Thus, Respondents were asked through questionnaire to reveal about the development of the NFBE curriculum materials and participation in the development process. Table VII presents and summarizes the results. Interview was also conducted to supplement the questionnaire results.

Item 1 of Table II shows that the majority of both groups of NFBE facilitators are grade 12 completers, and 19 (29.2 per cent) of NGOs NFBE facilitators have pre school teaching certificate. In addition, 3 (75 per cent) of NGOs and 3 (50 per cent) of regional and sub city education officials are first degree holders, and 3 (50 per cent) of sub city education personnel have second degree. Regarding the qualification of Kebele education desk, 5 (62.5 per cent) of them have college diploma. As can be seen from the data, facilitators completed their secondary education, and their qualification is appropriate to the standard that MOE guideline stated to teach NFBE program. In this respect, MOE (2002:12) cites, "the qualification of the nonformal basic education facilitators is at least grade 10 completers". Furthermore, the rest of both NGOs and government respondents are qualified for their position as their educational background reveals. Consequently, respondents have good understanding on the nonformal basic education program.

As shown in item 2 of Table I I, the majority, 42 (64.6 per cent) of NGOs and 135 (92.4 per cent) of government NFBE facilitators have between one and five years of work experience. Thus, facilitators served more than a year, and they are familiar with the program to forward relevant information about nonformal basic education program. On the other hand, the majority of the NGOs education coordinator, regional, sub city and kebele education officials have more than ten years of work experience. This indicates that respondents have experiences on education related issues including nonformal basic education program. Generally, as the respondents' background shows they have adequate information about nonformal basic education program, and they are responsible to provide relevant data for the study. Therefore, it is believed that their responses are indispensable for the success of the research.

#### **4.2: Objective of NFBE Program**

As it is important to know the objective of nonformal education program for further investigation of the study, questionnaire and interview were employed for both groups (NGOs &GO) of facilitators and education experts respectively. Table III summarizes the results of the questionnaire.

### 4.3: Registration of NFBE Participants

In this study, facilitators were given questionnaire to indicate the criteria for the registration of NFBE learners, and the way children register to the program. Table below presents and summarizes the results. Besides, interview and focus group discussions were conducted for the NGOs and government education experts, and children respectively to mention requirements and procedures of registration.

**Table IV: Registration of NGOs and Go NFBE Participants**

No	Items	Respondents			
		Facilitators /NGO		Facilitators /GO/	
		No	%	No	%
1	What are the criteria for selecting the learners in NFBE program?				
	A/ Age	31	26.1	48	28.9
	B/ Sex	24	20.2	27	16.3
	C/ Economic background	61	51.2	86	51.8
	D/ Interest	3	2.5	5	3.0
	E/ Other			-	
	<b>Total</b>	<b>119</b>	<b>100</b>	<b>166</b>	<b>100</b>
2	How do beneficiaries come to register in NFB program?				
	A/ Application	3	5.5	16	10.8
	B/ Invitation	50	90.9	128	86.5
	C/ Imposition	1	1.8	-	-
	D/ Others	1	1.8	4	2.7
		<b>Total</b>	<b>55</b>	<b>100</b>	<b>148</b>

Regarding the criteria for selecting the learners in the NFBE program, 61 (51.2 per cent) of NGO and 86 (51.8 per cent) of government NFBE facilitators revealed that economic background of children is the basic criteria for registration. The rest of the respondents from both NFBE providers (NGOs and GO) stated, age and sex are the second and third requirements for selecting the learners. As the majority of both groups of facilitators mentioned, children are invited for the NFBE program by the respected organization (Table IV of Item 2).

During the interview sessions, all of the NGOs education coordinators reported, “as the demand for the NFBE program is high, priority for enrollment is given based on low economic status, sex and age level. “ On the contrary, the majority of the sampled government education personnel mentioned, “ all children who want to get education could attend the program as it accommodates both children and adults.”

#### 4.4: Interest towards NFBE Program

As they have a direct contact with children, both groups of NFBE facilitators were asked about the interest of children and parents towards the NFBE program through questionnaire. Table V summarizes the results. In addition, the direct beneficiaries of the program, children, and NGOs community management committees were forwarded their interest towards the program through focus group discussions.

**Table V: Interest of Participants towards NGOs and GO NFBE Program**

No	Item	Respondents				T- test
		Facilitators /NGO/		Facilitators /GO/		
		No	%	No	%	
1	Interest of children to join NFBE program is :					1.101
	A/ High	43	75.4	96	70.6	
	B/ Medium	13	22.8	32	23.5	
	C/ Low	1	1.8	8	5.9	
	<b>Total</b>	<b>57</b>	<b>100</b>	<b>136</b>	<b>100</b>	
2	The interest of parents for children to join NFBE program is:					1.911
	A/ High	47	87.0	104	78.8	
	B/ Medium	6	11.1	17	12.9	
	C/ Low	1	1.9	11	8.3	
	<b>Total</b>	<b>54</b>	<b>100</b>	<b>132</b>	<b>100</b>	

According to 43 (75.4 percent) of NGOs and 96 (70.6 percent) of government NFBE facilitators, the interest of children to join the program is high. The result of T-test ( 1.101, at  $p > 0.05$ ) reveals there is no significance variation between the response of NGOs and government NFBE facilitators. Besides, the majority of the respondents, 47 (87 percent) of NGOs’ and 104 (78.8 percent) of government NFBE facilitators replied, the interest of

parents for children to join NFBE program is also high. T-Test (1.911, at  $p > 0.05$ ) also indicates that there is no significant difference between the two groups of respondents. As respondents were asked to give reasons for children's interest towards the program, the majority of both NFBE providers mentioned the inability of children to pay the indirect cost of education in the formal sector, inaccessibility of schools and the accessibility of NFBE centers, the low economic status of families, lack of other alternatives for learning, the convenience of learning time as most of them are involved in different petty trades, and learning materials are provided freely by the organizations are the important reasons for the interest of children. Moreover, the majority of NFBE facilitators suggested that parents have high interest for the education of their children in the program as they are unable to pay the indirect cost (school uniform, learning materials and other related fees like construction) and due to the flexibility of learning time for working children.

Furthermore, in the focus group discussion children express their feelings and happy to get the chance to learn as nonformal basic education program is accessible. Accordingly, NFBE participants state:

we will never go to school as our parent can not afford the indirect cost of education. Parents require our labor, and we have to be involved in different activities to support families' income (15/3/2004).

All the group discussions with children show, they appreciate NFBE program and believe that the program is not inferior to formal education although some children of formal schools discourage them. They forward, "this is education as the formal one, and our objective is to get education. After learning three years here, we can join the formal school at grade five if we can afford the cost of education" (Ibid.). This indicates that children's interest towards education is high, but they have doubts to continue their education after completing the three years NFBE program due to inability of parents to cover the necessary educational expenses for attending formal schools.

Community representatives of NGOs confirmed that NFBE program enables children to get education that is not accessible for them in many cases. They further assert:

as parents are extremely poor and do not yield the expenses of formal education, children do not have the chance to learn unless this program is available for them ,and we accept the contribution of the program to address basic education for out-of-school children ( 27/3/2004).

Finally, the NGOs community management committee suggested that NFBE program should be strengthened to address the needs of many out- of-school children.

#### **4.5: Curriculum Issues**

The availability of organized curriculum materials has a consistently positive effect on student performance and effectiveness of the program. Thus, the success of educational program depends on the quality of the teaching and learning materials. The following Tables indicate NFBE curriculum-related issues.

##### **4.5.1: NFBE Curriculum Materials**

Both groups of NFBE facilitators were asked through questionnaire to indicate whether the region has organized NFBE curriculum for school age children. Based on this response, two questions were forwarded to know whether they implement the available Regional NFBE curriculum materials or each NFBE provider has its own NFBE curriculum materials. Table VI summarizes the results. Moreover, interview with NGOs and government's education officials and observation of the researcher were conducted to strengthen the issues raised.

personnel in supervisory, planning and evaluation tasks for supporting and guiding the program.

If educational systems were to play their parts in meeting their objectives, they would need help from every sector of domestic life. In many cases, they would also need much additional help from sources beyond their national boundaries (Coombs, 1985:5). Besides, there is a potential source to generate a certain amount of resources from active community participation and NGO support (Watkins, 2000:309). Therefore, collaboration between government, private sectors, NGOs, and communities has the potential to make education accessible for the majority (Shaeffer, 1992: 97). Governments require working in partnership with NGOs and the communities in order to extend their capacity to meet the challenges of providing primary education for children.

#### **2.2.3.1. NonGovernment Organization**

According to Thompson (1990:18) and Moser (1993:191), NGOs are organizations formed by people who have a common goal and cooperate on voluntary basis to achieve their common interest out of the state or intergovernmental structures, and are not directly at the service of governments or other agencies; with their priorities and programs they plan their independent activities, but can assist programs started by governments.

Public Policy in basic education provision was once regarded in most developing countries as the sole preserve of the state (Watkins, 2001:309). The trends of focussing on the formal school system and government alone to provide the ever-increasing learning needs of the population, there is little possibilities to meet the population's essential learning needs (Ahmed, 1975). Thus, the Dakar framework calls on governments to identity strategies for reducing inequalities in education. National strategies need to take in to account local realities and to build on partnerships between government, and nongovernment organizations and local communities.

UNESCO (2001:62) also stated, local governments have to learn to collaborate with local nongovernment and community organizations rather than treating them as adversaries. All these sectors put together harmoniously if the goal is to be reached. Since government is not

able to meet the educational needs of the population with its given resources, nongovernment organization continue to play an important role in providing basic education to its citizens (Hoodbhoy, 1998; 170). NGOs have a role in stimulating the participation of the poor with greater societal equity in service delivery system (Anheier, 1990:336).

Along with others, NGOs have a part in strengthening the ability of citizens and disadvantaged groups to participate more fully in society and eventually contribute to the emergency of a stronger civil society (Roche, 1996:271). Consequently, more and more governments of developing countries have taken steps to stimulate, assist and harmonize nonformal education activities by both governments and nongovernment organizations.

The role played by nongovernment organizations in education is more diverse than those of governments and multilateral agencies. NGOs must chart out their strategies knowing that their funds are limited, and that they can at best touch only the fringe of problem. Yet, if they can put on the ground successfully, replicable models, their contribution would be enormous. They have to work with in the overall national policies but given their strengths of flexibility and commitment, they would often be able to achieve what governments never could (UNESCO, 2001:63).

Moreover, NGOs have developed and delivered path breaking campaigns and grassroots projects. They have helped shape and mould national policies and national thinking. They have carried out large-scale programs in such countries (Bangladesh, and India represent two very good examples). They have also demonstrated the patience and perseverance required to work with government agencies all the way down the local level (Ibid.).

An effective support structure for technical, methodological and resource support reaching from national to local level is essential for sustainable and effective programs. Besides, with out strong NGOs support, NFE could never have carried out for itself the niche that it has today. Given its flexible, and adaptable nature, the NFE approach is particularly amenable to the NGOs mode of operation (UNESCO, 2001:64) Today, there is a broad recognition that the achievement of good quality universal primary education requires a balanced approach in which states are revitalized by drawing on innovative acting developed by nongovernment providers (Watkins, 2001:296).

On the other hand, Cummings (1998) mentions some weaknesses that are likely seen in the area of technical capacity, strategic planning, managerial and organizational competence, and resource base to systematically implement successful programs. The potential of NGOs in NFE and expanding learning opportunities in rural communities seems to be limited only by their efforts, resources and interests. At the same time, one cannot lose sight of many limitations that characterize NGOs initiatives (UNESCO, 2001:65):

- There are black sheep among NGOs that do not function in a responsible way or conform to norms of ethics and professional standards;
- NGOs alone possess neither the wherewithal nor the ability to undertake extensive or large-scale national programs, in part because their resources are limited and uncertain. For this reason, their efforts need to be coordinated with governmental initiatives in such a way that synergy is achieved.
- Some NGOs work with agenda that are not explicit or not developed in a transparent and participatory way. Lack of transparency and accountability among some of them is a source of concern.
- Generally with all their shortcomings, however, they have established a niche for themselves. Because they have been able to show demonstrably outstanding results in many areas, they are today a force to reckon with many of their innovations have become the basis for subsequent large-scale action and some have established an enviable record of credibility.

#### **2.2.3.2. Community Participation in NFE**

The world declaration on education for all stated the need for communities to act in partnership with government. Thus, the effectiveness of community participation in education, partnership with government and decentralization of control cannot be considered in isolation from the political and economic contest in which they occur (Graham-Brown 1991:271). If communities are to participate in the process of education, they should have the opportunity to contribute more than money and labor power.

It is accepted that the local communities perform better if they can participate with in reasonable limits, in planning and decision making in areas of their own work. Currently, participation is recognized as an essential ingredient in the accomplishment of planning, implementation, and evaluation of any development programs. In line with this, Cernea (1983: 85) cites, "if beneficiaries are not involved in projects, the program will make no contribution to promoting the self sustaining development required to ensure that community members attain a more decent standard of living."

Hence, community participation implies a greater chance that resources available to development activities will be used more effectively. Costs of the project are shared with people and delays are reduced. Moreover, Fernends and Tondon (1981:5) indicate:

power is the central theme of participation and participatory social action entails widely shared collective power by those who are considered beneficiaries. The people become agents of social action and the power differential between those who control and need resource is reduced through participation.

Parental engagement with school and participation in school management and decision making have an important bearing on school performance (Watkins 2001:109). In many cases, the involvement of parents and other community members in consultation, cost sharing and decision making has made the curriculum, teaching materials, and other development projects more appropriate to local conditions (Lock heed et.al, 1991:134). A major intervention strategy for improving nonformal education has been the introduction of community learning centers, which are built in villages nominated by provinces or district. Communities are expected to provide materials and labor while the government provides funding for books and a trainer. The policy of nonformal education quite correctly insists on local involvement and support. The centers are likely to be sited where there is greater local demand and support. However, there is a need for greater advocacy for community learning centers to be provided in communities (Watkins, 2001:306).

### **2.3. Experiences of Different Countries in Nonformal Education**

#### **2.3.1. Bangladeshi: The Bangladesh Rural Advancement Committee / BRAC/**

About 4 million children could never go to school, almost half of those who are drop out in the early grades, and quality of education is poor. However, Bangladesh has made considerable progress in basic education over recent years. The Bangladesh rural advancement committee (BRAC) has developed some of the best known and most effective strategies for addressing the education problems of the poor rural communities (Watkins, 2000:324).

According to UNESCO (2001:49), BRAC has pioneered some of the best features of nonformal education. This has been used by other developing countries as well. These features include:

- a. close community participation;
- b. recruitment of teachers from the local community;
- c. a regularly system of proper teacher training;
- d. association of parents with school activities;
- e. a system of intensive supervision; and
- f. extremely cost effective education.

Established in 1972, BRAC initially focused on adult literacy and vocational training. Its real experiment with nonformal education began only 1985 when it set up NFE schools in 22 villages. By 1997, BRAC had also established over 34,000 nonformal primary schools, which educate over one million students annually (Ibid.). There are two types of schools. The first offers three years of education for children aged between 8 and 10 who have never attended primary school. The second provides a two-year course for 11-16 year old children who have dropped out of government primary schools. After completing BRAC course, children are equipped to begin, or return to formal primary schools at grade 5 or 6 (Watkins, 2000:325).

Teachers are selected from within the community and have a minimum of nine years of schooling. Preference is given to female teachers. There is a fairly rigorous system of teacher training, parents are consulted in the running of the school at every stage. The attendance rate of students in BRAC schools is over 95 per cent. The key to success is to adapt learning

opportunities to the circumstances of poverty and disadvantage of children rather than require the children to adjust to the conventional rules and environment of a primary school (UNESCO, 2001:49).

To sum up, BRAC's work demonstrates what is possible when education systems are adapted to local needs. It also shows the power of demonstration effects. The government of Bangladesh is now adopting many of the curriculum ideas and teacher training methods pioneered by BRAC. In addition, the BRAC schools, which have deliberately targeted poor children who are not served by a regular primary school, is seen as a complement to the national system (Watkins, 2000:325)

### **2.3.2.Egypt: The Community Schools Project**

Egypt is one of the nine high populations countries targeted for improving literacy under the education for all initiative. More than 30 million Egyptian adults are non-literate, and each year another quarter of a million is added to the total. Under the partnership arrangement, the government was to provide the finance for books, teacher's salary, and a school nutrition program. The local community was to provide space for the school, establish an education committee to manage the school, and advise on curriculum development (Ibid. 26)

Unlike other NFE programs in other countries, the involvement of the Egyptian Ministry of Education is high as it was stated earlier. These NFE programs provide the equivalent of a full primary school program, using content and methods geared to the Egyptian rural situation. Classes are flexible to fit the activities of the community. The community is involved in school management activities through " Community school committees". The major factors that contributed to the success of the Egyptian " Community School Project " are:

- clearly stated objectives and targets;
- local and international support;
- relevance of the curriculum to the beneficiaries;
- flexibility of class schedules;
- proximity of the community schools to the residence of beneficiaries;

- involvement of the communities in the management of the school activities;
- periodic monitoring and evaluation and
- adjustment made as required ( PHRDPO, 1998:5).

### **2.3.3. Colombia: The Escuela Nueva Program**

Watkins (2000: 327), Colombia is an example of much that is bad about education policy in Latin America. The share of primary education in over all spending has declined since the 1970s. This is despite the fact that the country has one of the lowest enrollment rates for girls in the region. But in a country not regarded as a leader in the field of innovative policies in education, the Escuela Nueva (New school) program provides a model for extending opportunities to the rural poor which is being adopted in other countries.

The new school program was introduced as an alternative instructional approach within the formal school system with the aim of creating flexible, lifelong learners and to encourage the formation of participatory and democratic behaviors. As a strategy, the new school program updated curriculum (encourage in critical and creative thinking), encouraged students to learn in their own pace, improved quality of teachers, set low cost materials, encouraged community and student involvement in school management (PHRDPO, 1998:6). The major factors that contributed to the success of the new school programs are:

- relevance of the curriculum;
- flexibility of the programs;
- participation of stakeholders in school management;
- low cost of instructional materials;
- good quality of teachers and
- close monitoring and evaluation (Ibid.).

### **2.4. Nonformal Education in Ethiopia**

"Non formal education although has been in existence since the beginning of modern education in Ethiopia, it lacks proper attention and appropriate organization. It is also not well co-ordinated with the formal system resulting in efficient utilization of facilities and

input" (MOE, 1994 in Hailesilasie, 1997:55). On the other hand, ICDR (1999:10) cites, "NFE in Ethiopia as such could be said to have started as the national literacy campaign organization (NLCO) was born in July 1972 as a nonprofit voluntary association. In order to consolidate the program the then MOE and Fine art established the Directorate of Adult education and Literacy."

The main objectives of the initial NFE programs were to help adults read, write and perform simple arithmetic calculation. It was hoped that this would enable the target people, particularly the farmers in rural areas, to improve their condition of living in same ways. In a later development, it was tried to give different kinds of training through the program to those who discontinued their formal education and no longer go to school full time (Ibid.).

Education and training policy states, "nonformal education will be provided beginning and integrated with basic education and at all levels of formal education" (TGE, 1994: 15). Moreover, ESDP I notes, "nonformal education is a cost-effective way to reach those who have not benefited from formal education"(MOE, 1999:10). Nonformal education is expected to focus on literacy, numeracy, environment, agriculture, crafts, home science, health and civic education to enable the learners to develop problem-solving attitudes and abilities (OEB, 1999:225). Furthermore, nonformal education will have three sub components: the program for out-of-school children with 7-14 years of age, literacy program for those youth and adults whose ages are above 15; and offering basic skills training to youth and adults in the community skills training centers ( MOE,2002: 31).

The administrative regions, through their education bureau are responsible for the management of the formal and nonformal basic education. The Regional education bureaus should take the maximum advantages of nonformal education and give due attention to the expansion of the program with the full participation and contribution from communities and NGOs (Ibid.). Accordingly, nonformal education strategy and directives were prepared in the Amhara region in three parts that is highlighted as follows: part one deals with nonformal basic education program. It contained general views on the meaning of NFE, general and specific objectives, directive and management, program of basic education, participants, educational materials, the selection and training and assignment of facilitation / teachers. The

second part involves areas of skills training and activities to be accomplished in carrying out the training. Part three deals with the system of follow up and evaluation for both nonformal basic education and community skills training (ANRS, 1999: 215). In line with this, Ayalew et.al, (2002:66) point out that Amhara region education bureau in collaboration with Red Barnna has developed NFBE curriculum materials for all subjects offered in the program. Besides, publication of these materials would be a collaborative task between AREB, ADA and other NGOs.

In Oromia region nonformal education involves three areas, namely: i) nonformal basic education ii) nonformal skills training, iii) continuing education. Concerning basic education, participants are divided in to two group based on their age limits (OEB, 1999:224):

- Children between 8 and 15 who don't have the chance to attend formal school including the drop out;
- Adults between 16 and 54 who did not go to school when dealing with the education of children.

In support of the above points, RCWDA has planned to undertake curriculum development for NFE program in collaboration with Oromia education bureau and Pact-Ethiopia (Anbesu et.al, 2002:4). Moreover, OEB (1999: 224) stresses that nonformal education is not an option for out-of-school children. It is rather a preferable way of increasing participation rate that the formal one can not do.

As mentioned by TEB (1999: 277), currently the Tigray region is developing a strategy of nonformal education, especially for basic education. In this respect, Action Aid-Ethiopia in collaboration with REST piloted ACCESS program in the two zones of the region. The program is meant for school aged children in the rural areas who do not have access to formal schooling because of various reasons.

Government of Addis Ababa City Education Bureau provides nonformal basic education for school-aged children and adults in all Sub cities. Besides, some nongovernment organizations involved in the program to address basic education for the disadvantaged

children. Summary of the nonformal basic education participants in five regions is indicated below:

**Statistics on NFBE Participants in 1994 E.C (2001-2002) by Region, Age Group and Sex in Government's Program.**

	Region s	Registered			Sat for Exam.			Pass			Remark
		M	F	T	M	F	T	M	F	T	Level one
1	Oromia	142667	119975	262642	117855	12780	213616	117855	95761	213616	
2	SNNPR	34717	37242	71960	33549	33034	66583	33261	32054	64315	
3	Amhara	37846	20453	58299	28445	12780	41225	21682	8588	30270	>7years
4	Tigray	2238	1704	3942	1393	1061	2454	1228	885	2113	
5	A.A	4052	7191	11243	-	-	-	3072	5412	8484	

Source: Ayele Anulo. (2002,29-30) IIZ/DVV-Ethiopia

Generally speaking, the coverage in both literacy and primary education through the nonformal education approach is very small, and the provision of resources of the programs is still a major concern of educational officials, instructors, and learners in Ethiopia (PHRDPO, 1999:Vi).

### 2.5. The Limitation of Nonformal Education.

The existed deficiencies of nonformal education programs are similar to the weaknesses common in formal programs of developing countries. However, organizational and management problems, such as excessive bureaucratic control and highly centralized management; neglect of curriculum, pedagogy and learning materials; inattention to or ineffective capacity development and training of personnel; and inadequate resource and their poor management are the dominant limitations of the program (UNESCO, 2001:xii).

La Belle (1976 b) mentioned the limitation of nonformal education as most of the nonformal education projects are relatively small in size and involve only a small fraction of the clientele for which they are designed. Even the largest of nonformal education programs

usually cover small groups of the clientele compared to the overall educational needs of developing countries.

However, Evans (1981:54) states, "nonformal education activities are not usually credentialing processes and their graduates therefore can not compete effectively with graduate of formal education." There is evidence to suggest that those who enter nonformal educational programs emerge with relatively lower expectations than those who go to schools. In line with this, Bock and Papagiannis (1976) point out, nonformal education lacks credentialing power of formal education and faces difficulties and establishing equivalency. They also explain that the livelihood of getting employment for nonformal education graduates will be weaker compared to these of the formal ones.

Finally, Coombs (1985:91) concluded that, many types of nonformal education programs, particularly those with no ensured source of resources, often have limited survival power. They start with enthusiasm, run for a while, and then disappear. In addition, UNESCO (2001:57) cited, "lack of sustained environment building efforts affects nonformal education program. Here, two things are prone to happen: an initial campaign is run with great energy and interest drawing genuine grassroots support. Thereafter, there is often withdrawal.

## **CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY**

### **3.1. Design**

As the design and methodology of a research is based on the purpose of the study, which involves examining the implementation of government and nongovernment nonformal basic education programs in a comparative manner. Thus, comparative method of different cases was employed as an appropriate methodology. It achieves the intended purpose in the assumption that it could describe how nonformal basic education is implemented in the two providers of the program in Addis Ababa.

The study incorporates different stages. At the initial stage of investigation, a review of literature was made to develop an introductory theoretical background and to develop instruments of data collection. In the second stage, the researcher visited government of Addis Ababa education bureau and some NGOs operating on NFBE program as a preliminary survey on the practice of the programs. This helps to secure relevant documents and information. Accordingly, discussion with regional and NGOs education experts was made for further understandings. Then, the selection of sampled NGOs, government sub city education departments, NFBE centers, and respondents were accomplished. Based on the review of literature and the information obtained through discussion, data collecting instruments were developed, and piloted in NGO and government NFBE programs. Finally, research questionnaires were administered, interviews and focus group discussions were taken place, observations were conducted, and documents were collected.

### **3.2. Sampling Procedure**

City Government of Addis Ababa Education Bureau and nongovernment organizations carry out nonformal basic education program for school age children who do not have access to formal schools. Consequently, City Government of Addis Ababa Education Bureau operates nonformal basic education program in all sub cities. On the other hand, the CRDA Directory (2003) indicates, nine nongovernment organizations (NGOs) provide basic education for children through nonformal education. Out of nine NGOs, Help Person with Disabilities, is excluded from the sample as its program is specially designed for children with disabilities.

Concerning the selection of sampled NGOs, four (50 per cent) were randomly selected from the total population. These are Adult and Nonformal Education Association, Children Aid Ethiopia, Emanuel Development Association and Pro pride. All (14) NFBE centers were taken based on the available sampling technique to obtain representing respondents.

Regarding the sample of sub city education departments, four (36.7 per cent) education departments were purposefully selected in which the sampled NGOs are operating. As the aforementioned NGOs NFBE programs are implementing in Gulele, Addis Ketema, Akaki-Kaliti and Yeka sub city, these sub city education departments were incorporated in the sample of the study. This was done to compare NGOs and government nonformal basic education programs in the same settings. Moreover, 28 (37 per cent) of government NFBE centers were randomly selected from 75 NFBE centers.

As far as the selection of respondents, regional NFE education expert, sub city education program and supervision unit heads, NGOs education coordinators, facilitators, students (children), and community representatives were incorporated in the study. In this regard, one regional nonformal education expert, four-sub city education program and supervision unit heads were taken based on purposive sampling technique. Besides, 8 kebele education desks, 160 (69.7 per cent) facilitators and 80 children were randomly selected. Moreover, one education expert who was experienced and previously the unit head of NFE in the regional education bureau and now transferred to Addis Ketema sub city education department was purposefully included in the study as he was knowledgeable about the nonformal basic education program. However, community representatives were not included in the sample, as there is no community management committees in government NFBE program.

On the part of NGOs, four education coordinators were chosen based on the purposive sampling technique. In addition, 68 (85 per cent) facilitators, 80 children and 4 community management committees (community representatives) were randomly selected. With regard to the selection of students (children), the upper level of NFBE program (Level 3) was purposefully taken as children at this stage are relatively matured in age and academic wise. Generally, 211 facilitators, 160 children, 18 regional, sub city, kebele and NGOs education experts and 12 members of community management committees were the source of data. Out

of 160 questionnaires 146 (91.3 per cent), and 65 (95.6 per cent) were returned from government and NGOs NFBE facilitators respectively.

### **3.3.Data Collection Instruments**

Qualitative and quantitative method of data collection were used as both methods were required for the study. Employing multiple methods of data collection helps the researcher to combine the strengths and amend some of the inadequacies of any one of source of data (Brewer and Hunter (1989) and Patton (1987) in Teshome (1998: 46). Hence, multiple approaches of both methods of instruments were adopted in this study in a comparative manner. Accordingly, observations, interviews, focus group discussions, document analyses and questionnaires were used to acquire relevant data. On top of that, the available related literature was reviewed to find out theories, experiences and findings in the research problem.

**Questionnaire:** It was used to get information from both government and NGOs NFBE facilitators. In this case, close and open-ended questions were originally prepared in English and translated to Amharic to fill in by facilitators. The questionnaire has eight parts to obtain necessary information about the respondents background information, status of the learners, curriculum issues of the nonformal basic education, facilitators status, efficiency of NFBE programs, facilities and budget, community participation and general comments about the NFBE programs

**Interview:** Interview was conducted to complement and obtain relevant data that were not handled by questionnaire. It is also essential to counter check the information already obtained. Thus, the interviewees include four NGOs education coordinators, one government regional NFBE expert, and five sub city education program and supervision unit heads and eight kebele education desks. This was done as their number is manageable for interview and thorough discussion with them is indispensable for the study. For this purpose, guided interview questions were developed and employed (see Annex: II). In order to handle

the discussions, a tape recorder was utilized for respondents who were voluntary and field notes were used for others.

**Focus group discussion:** This technique was employed to acquire the necessary data from students (children) about the teaching-learning process, their interest towards the program, reasons to come to NFBE program and the problems they encountered. It is also important to collect information from community representatives about the program and their contribution towards nonformal basic education. Hence, eight groups of children were organized for focus group discussions from each sampled NGO and sub City education department. Moreover, three members of community management committees were selected from each sampled NGO. In this respect, a tape recorder was used to grasp all the information.

**Observation:** It was employed by the researcher to collect data about the teaching-learning process, teaching materials, facilities and the classroom condition in general. A checklist of activities was developed, and results were recorded based on the stated indicators. Although the researcher contacted more centers, eight learning centers were observed while teaching and learning was on process.

**Document Analysis:** On top of data obtained through questionnaire, interview, observations and focusgroup discussion, documents were used in due course of data collecting. Published and unpublished documents of four years data were thoroughly reviewed to get realistic information about the efficiency of the program, and its contribution to address basic education for children. The current data of 2003/2004 (1996 E.C) were taken to observe the contribution of nonformal education program to address basic education for the disadvantaged children. The intention was to review these documents for the last five years. However, the required data were available only for four years on the government side. In addition, the current educational statistics annual abstract was reviewed to observe the state of out-of-school children in the country.

### **3.4. Piloting Instrument**

Data collection instruments, questionnaire and interview were piloted to check whether they can generate the expected information and to consider their internal consistency. In this respect, the instruments were given for advisor and professionals in the field to judge the content validity. Besides, a questionnaire was distributed to ten NGOs and ten government NFBE facilitators. To determine the internal consistency of the instruments, the split-half (even- odd method) method was employed and resulted to 90.1 reliability. Moreover, analysis of the pilot data was made to examine the pertinence of each item to answer the research questions. Finally, the instruments were improved based on the suggestions and recommendation gathered.

### **3.5.Data Analysis**

Different methods of data analysis that are relevant to each variable were employed to examine the quantitative and qualitative responses. The respondents were categorized according to their group; frequency was tallied and computed using percentage. Comparative analyses of some variables were computed using parametric test statistics of Chi-square and T-Test in computer assisted MS- SPSS program. In addition to this, qualitative data were analyzed using narrating. Based on the data analysis, interpretations were made to reach a certain findings. Finally, conclusions, and possible solutions were recommended.

## CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA

This part of the paper deals with the analysis and interpretation of data gathered through questionnaire from NGOs and government NFBE facilitators. Of the total questionnaires distributed, 65 (95.6 per cent) and 146 (91.3 per cent) were returned from NGOs and government NFBE facilitators respectively. Besides, the data obtained through interview from regional NFE expert, five sub city education programs and supervision unit heads, eight kebele education desks, and four NGOs education coordinators were employed in the analysis of the study. Information taken through focus group discussions with 160 NFBE students (children) and 12 members of NGOs community management committees was part of the analysis. Finally, observation of the teaching-learning process and documents on the efficiency of both NGOs and government NFBE programs were used in the analysis.

### 4.1: Characteristics of respondents

Both NGOs and government respondents were asked to indicate their background information through questionnaire and interview. In this respect, their sex, age, qualification and years of experience are summarized in Table I and II.

**Table I: Sex and Age of Respondents**

S N	Items	Respondents									
		Facilitators /NGO/		Edu. Coordina tor /NGO		Facilitators /GO/		Edu.Experts/ Region and Sub city/		Kebele Edu. Desk/GO/	
		No	%	No	%	No	%	No	%	No	%
<b>1</b>	<b>Sex:</b>										
	A/ Male	9	13.8	3	75	42	28.7	6	100	5	75
	B/Female	56	86.2	1	25	104	71.3	-	-	3	25
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>4</b>	<b>100</b>	<b>146</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>8</b>	<b>100</b>
<b>2</b>	<b>Age:</b>										
	A/ 20-25	30	46.2	1	25	78	53.4	-	-	-	-
	B/ 26-30	29	44.6	1	25	54	36.9	-	-	2	25
	C/ 31-35	3	4.6	-	-	8	5.4	-	-	1	12.5
	D/ 36-40	3	4.6	-	-	6	9.2	2	33.3	4	50
	E/ Above 40	-	-	2	50	-	-	4	66.7	1	12.5
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>4</b>	<b>100</b>	<b>146</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>8</b>	<b>100</b>

As can be seen from item 1 of Table I, 56 (86.2 Percent) of NGOs and 104 (71.3 Per cent) of government NFBE facilitators are female. Besides, 3 (75 per cent) of NGOs education coordinators, 6 (all) of the regional and sub city and 5 (75 per cent) of the kebele education personnel are male, while the rest of the respondents are female. This shows that female's involvement in facilitating NFBE program is high. However, their involvement in the higher management of NFBE and other educational program is low.

Regarding the age of respondents, the majority of the NGOs and government NFBE facilitators, 2 (50 per cent) of NGO education coordinators and 2 (25 per cent) of kebele education desks are between 20 and 30 years old. Moreover, 2 (33.3 per cent) of sub city education officials and 3 (75 per cent) of kebele education desks are between 36 and 40 years old. Lastly, 2 (50 per cent) of NGOs education coordinators, and 4 (66.7 per cent) of government's regional and sub city education personnel are above 40 years old. Therefore, this indicates that all of the respondents are above 20 years old to offer reliable information for the study.

**Table II: Qualification and Work Experience**

No	Items	Respondents									
		Facilitators (NGO)		Edu. Coordinator (NGO)		Facilitators (GO)		Edu. Experts (Region and Sub city)		Kebele Edu. Desk (GO)	
		No	%	No	%	No	%	No	%	No	%
<b>1</b>	<b>Qualification</b>										
	A/ Grade 10 Complete	2	3.0	-	-	-	-	-	-	-	-
	B/ Grade 12 Complete	39	60.0	-	-	140	95.8	-	-	3	37.5
	C/ Diploma	5	7.6	1	25	-	-	-	-	5	62.5
	D/ First Degree	-	-	3	75	-	-	3	50	-	-
	E/ Second Degree	-	-	-	-	-	-	3	50	-	-
	F/ Others	19	29.2	-	-	6	4.2	-	-	-	-
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>4</b>	<b>100</b>	<b>146</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>8</b>	<b>100</b>
<b>2</b>	<b>Years of Experience</b>										
	A/ 1-5	42	64.6	1	25	135	92.4	-	-	-	-
	B/ 6-10	23	35.4	-	-	10	6.8	-	-	1	12.5
	C/ 11-15	-	-	2	50	-	-	3	50	2	25
	D/ 16-20	-	-	-	-	-	-	3	50	4	50
	E/ Above 21	-	-	1	25	1	0.8	-	-	1	12.5
	<b>Total</b>	<b>65</b>	<b>100</b>	<b>4</b>	<b>100</b>	<b>146</b>	<b>100</b>	<b>6</b>	<b>100</b>	<b>8</b>	<b>100</b>