

**INVESTIGATING THE ROLE OF NGOs IN ORGANIZING
ADAPTED PHYSICAL EDUCATION IN ADDIS ABABA CITY
ADMINISTRATION**

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDENTS OF THE ADDIS ABABA UNIVERSITY**

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Acronyms

AAALF	American Association for Active life styles and Fitness
AAHPERD	American Alliance For Health Physical Education Recreation and Dancer
AASF	Addis Ababa Sport Federation
APE	Adapted Physical Education
CEO	City Education Office
CSTC	Community Skill Training Centers
DPPC	Disaster Prevention and Preparedness Commission
DSB	Derase Sport Bate
EFA	Education For All
ESDP	Education Sector Development Program
GO	Governmental organization
IDEA	Individual with Disabilities Act
IFSP	Individualized Family Service Plan
IEP	Individualized Education Plan
INGO	International Non-Government Organization
LNGO	Local Non-Government Organization
MOE	Minister of education
NFE	Non-Formal Education
NGO	Non- government organization
OAPEPs	Organized Adapted Physical Education Programs

PE	Physical Education
SCEO	Sub-city education office
SE	Smile Ethiopia
SF	Sport Federation
SNE	Special Need Education
UNSCO	United nation Educational Scientific and Cultural Organization
UPE	Universal Primary Education
WEO	Woreda education office

ABSTRACT

The main purpose of this study was to assess the role of NGO's in organizing Adapted Physical Education in Addis Ababa City Administration. Based on this purpose brief review of related literature and experiences of some countries were assessed. Descriptive survey method was used for the study. Data were gathered from facilitators, education and NGO Officials /experts/ community representatives and disabled learners. Data were collected from respondents through questionnaire, interview and observation check list. Sampling techniques employed for this study were purposive random and availability sampling. Appropriate statistical tools, (percentage and mean were used in order to analyze qualitative data while narration was used to analyzed qualitative data.

The results obtained suggested that both the LNGOs and ENGOS are involved in providing assistance programmers for different developmental projects implemented in the city. Nevertheless, it was found that there is high concentration of NGOs and their projects on the previous drought prone areas without analyzing the current problems of the re city. The indings indicated that the majority of the NGOs gave more emphasis to the projects on capital investment having only limited amount of their projects spent on recurrent expenditures. Based on the need assessment of the communities, assistance was channeled through the local government, the NGOs, and through handing over operational projects to the respective beneficiaries. However, it was found that NGOs could never encouraged the local community to choose the type of assistance/service they need in terms of their priorities in their respective areas. The study further revealed that though efforts have been made in setting up coordinating committees for organizing the various activities of NGOs in APEs, they were entangled with many difficulties and did not make an effort to bring about close work relationships among key power actors. It was also found that there is no formal relationships among the NGOs and never share information regarding their intervention activities. The results obtained generally indicated that all the problems cited by the findings are closely related to lack of coordination which the local government has not incorporated NGOs into its policies and structures; and NGOs on their part are not organized to help the local government to further collaboration. On the other hand, even though attempts have been observed to monitor and evaluate educational projects, they were concentrated more on monitoring physical dimension or evaluation of infrastructure projects and ignore the sustainability, social dimension, and impact of expenditures. In addition, it was observed from the study that there are significant differences among the NGOs' project performance in different target areas of the city. Finally, based on the findings and conclusions, recommendations were made to address the problem under study.

CHAPTER ONE

INTRODUCTION

This chapter deal with background of the study, statement of the problem, objective of the study, significance of the study, delimitation, limitation of the study, operational definition of terms and organization of the study

1.1 Background of the Study

In the developing countries the idea of education has become broader in scope and richer in meaning over the past twenty years; it makes new demands on educators, education specialists, states, others that user them services of those trained by the educational system, and also them family.

In the case of young people, the spectacular increase in them school ager population in African countries in south of the Sahara has given riser to acuter problems: the educational infrastructure is over loaded educational facilities are inadequate and there is a shortage of qualified teachers. (UNESCO, 1985: 345).

In line with this, owing to their inadequate resources underdeveloped countries approach external sources for financing part of their educational investments and to producer necessary foreign currency. Then origin of such aid may be a state (bilateral aid) or an international organization or other NGOs (Private aid). In the last two decades, many NGOS have been operational contributor to development by providing different assistance or services especially in developing countries.

Edward and Hulme (1994:425) indicated that, the new emphasis on NGOs (at grass roots level) requires that NGOs recognize the need to analyze how they can progress from improving local situations on a small scale to influences then wider systems that creates and reinforce poverty reduction activities. To accomplish the tasks the existing relationship of NGOs, including donor-recipient relationship for the cause of education in any country should been based on mutual understanding of both parties.

The collaboration may involve the question of need identification plus the administration of the projects after then aid is obtained. For that reason, several multilateral and bilateral donor agencies as well as a number of NGOs are currently participating in the education sector.

In line with this view, Ethiopia has structured its educational system with the intent of providing a higher quality and more relevant education to a greater percentage gets population. Besides, because of the recent rehabilitation and reconstruction work then number of schools and educational facilities increased to some extent in the last few years. However, the paces of improvements can easily be superseded and the recent gains will be lost unless this momentum of expansion of school facilities is kept up accordingly.

Effectives solution of the problem requires, therefore clear understanding and intelligent participation of all i.e. communities, local NGOs, international NGOs, and then government at larger. Thus, these strategies have to be matched by specific measures and programs aimed at APE if the positive role of local and international NGOs and then necessary are to be realized.

PE lesson is very important for all rounded development of an individual. As any part of the society children with disabilities (CWds) have the right to get all education equally. In the definition of special need educations, PE has taken as a main means of addressing the need of children with disabilities. Special needs education is a specially designed instruction, at no cost to the parent, to meet the unique need of child with a disability, including instruction conducted in the classroom, in the home, in the hospital and institution and other setting and instruction in PE. Therefore, PE services, specially designed, if necessary, must be made available to every child with a disability. (Tirusew Tererra, 2000, Gearheart, et al 1996; Smith and Luckasson, 1995).

Understanding all then above reasons and a number of questions pertaining to the above factors justify then need for resources of local and international NGOs in primary education development projects. This study is, therefore intended to answer some of the

problems in relation to the constraints of resources discussed above and propose solution (suggestion) to primary adapted physical education in the region and in Ethiopia in large.

1.2 Statement of the Problem

The quality of education can significantly be affected by the quality of school projects and the learning environment in general. However, due to shortage of material and human resources, developing countries could not by themselves stand continuous rise of educational costs and the necessary qualified personnel required for the sectors.

In response to this problem, it is evident nowadays that different local and external NGOs are participating in providing educational services in different developing countries. The rise in number, scale of operation and importance of NGOs in the development field has been accompanied by increasing interest in their organization, management, strategies, and on the general effectiveness of these NGOs and have been studied extensively by Drabek (1987); Cernea (1988); Clark (1991); Magnen (1991); Oakley and Others (1991); and Hallak (1995).

In Ethiopia, however, despite the recognition of the contribution of NGOs in development, almost no study has been made both by the Ethiopian government and local and external NGOs on how to tap the grassroots and participating potential for adapted physical education projects at the local level. Many of the studies conducted in our country focused only on a certain aspect of the role of NGOs in other developmental projects.

For instance, the study made by Mulugeta Aberra (1994) based on the role of NGOs in urban development planning whose recommendations are mainly focused to benefit the existing metropolitan centers. The study made by Tegegne Tekla (1994) is on rural development and focused on the effect of international NGOs in rural development, not specifically on the adapted physical educational projects. Another study by Abraham Alaro (1995) undertaken on the role of NGOs in the administrative development focused on NGO and government relationships.

A recent study made by Tadelles Hagos (1996) on the role played by multilateral assistance to Ethiopian Education attributed the problem of co-ordination on both donors and recipient sides. This research emphasizes on the general educational activities not specifically on the adapted physical educational projects.

In general, very little is known about the practice of local and external NGOs adapted physical educational projects. Especially their potential roles in primary education projects, degree of involvement in the local community, their strategies and evaluative schemes have not been recognized with sufficient concern.

In relation to educational support inputs, the new education policy also lays down the basis for an active participation of development organizations in education thus creating an interactive mechanism between theory and practice (TGE, 1994). Moreover, the government has given priority particularly to primary education as outlined in its various policy statements. However, the policy does not provide specific guidelines of how and where donor organizations can contribute to the education sector.

Adapted physical educational projects in Ethiopia, at the same time, faces many problems both in terms of quantity and quality of provision. Hence, it requires an appropriate direction to set a new process in motion and change the alarming situation.

Therefore, from the above statements and other reasons, the APEPs is an area which requires innovative approaches and the participation of different sectors of the community. In this regard, local and external NGOs can play an important role. For that reason, different local and external NGOs are participating in financing and administering different educational programmes and projects to meet the pressing educational needs of the country. Especially after the fall of the Derg reign in 1991, a number of local and external NGOs are participating in different developmental activities of the country. According to the report of Disaster Prevention and Preparedness Commission (DPPC), there are more than 278 Associations and NGOs, where 222 are local and international NGOs, participating in the different sectors of the country. Among these, more than 75 NGOs are involving in education sector and related activities in different regions of the country. Nevertheless, so far no concrete study was made on the nature, magnitude,

strategies, managerial capacity, and policy intervention to be used as a basis for the contribution of NGOs in the primary education development projects.

In light of the above statements and related reasons, the adopted physical education development program is an area which requires innovative approaches and the participation of the community.

This research has tried to find answers for the following questions.

1. To what extent APE contributes to increase education access and equity to the project area?
2. Are APE program facilitators /teachers trained and qualified to perform their duties and responsibilities effectively?
3. To what extent do the stakeholders'' community, WEO, Sub-city, City and sport federation officials /experts and NGOs participate/involve in the implementation of APE program?
4. Is there adequate facilities and instructional materials to implement APE program at centers level?
5. What are the major problems that affect the implementation of APE program at the Addis Ababa city levels?

1.3 Objectives of the Study

1.3.1. General Objectives

The major objectives of this study was, it investigate and analyze the role of local and international NGOs and their resource contribution to the development and expansion of adapted physical education programs, through an extensive review of literature and empirical evidence.

The study was aimed at examining through field investigation, the manner which the specific variables related to management of these NGOs, their efficiency in then

coordination of their activities and sustainability of educational development programs against then achievement of further development

1.3.2. Specific Objectives

The specific objectives of the study were:

1. To assess the extent to which the ongoing APE program contributes *to* increase access, equity and changing mode of life of disabilities.
2. To assess the adequacy of training and support provided to facilitators order to implement APE program effectively
3. To assess the extent to which stakeholders participate/involve in implementation of APE program in the city.
4. To identify the extent to which APE center facilities and instruction materials were available to implement the program.
5. To identify major problems that affects the implementation of APE program in the project area.

1.4 Significances of the Study

The outcome of the study may contribute for the implementation of the APE program with respect to APE center facilities, facilitators training provision of instructional materials, center organization and management and level of stakeholders’ participation. So the researcher believes that this study will have the following significance.

- The findings provide valuable information to educational and NGOs officials to give more attention to the program.
- It will suggest the mechanism on how supporting NGOs to improve their cooperation with the concerned educational officials/experts for the implementation of APE.
- It could help to identify the contribution of APE

- It could help to assess major implementation problems of APE, program in the project area.
- It could serve launch pad for further study.

In view of the constraints of financial, physical and human resources in the sector, the need to make most effective use of whatever resources area available is urgent. The rates of these NGOs, however, are frequently being challenged by different ambiguous policy framework of the government. This situation requires different mechanisms and some other measures specifically applicable to the sector for coordinating the activities of various groups and individuals who contributor to it is execution, so as to achieve then established objectives effectively.

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This research is therefore expected to propose and create a stage for discussions and may help in developing more effective educational planning strategies aimed at defining tasks to be taken ahead.

From the policy point of view, the study provides information to both the local and international NGOs intervention programs and children and encourages community participation in educational projects.

This study also attempts to identify and describe the problem and associated phenomena in such a way that it will enable then policy makers and development planners to find a solution in the project operations of NGOs especially in adapted physical education development. The research is also tried to contributes better theoretical understanding of the impact of different of adapted physical education.

Apart from this research evaluation of the type extent and existing relationships between NGOs and their impacts in adapted physical education development programs and the potentials for enhancing appropriate patterns of linkages for the mutual development of the NGO's and the region is believed to help planners and policy makers at different levels.

1.5 Delimitation of the Study

The scope of the study is delimited to the assessing of only Adapted Physical Education program, which are supported by NGOs. Two of them are found in Yeka sub-city and two of them are found in sub-city Gulala of AA city. Since there are diverse alternative approaches for education, the study is delimited only to Adapted Physical Education for children and adult whose age above 10-17 years respectively because the main objective of the program was to teach youth before they get marriage. It did not include children attending APE program. Moreover, the study also did not include the adequacy of budget allocation by NGOs and evaluation academic performance and achievement of disabled learners.

1.6 Limitation of the Study

The most serious limitation to the research is the difficulty to get available data, accompanied by the lack of immediate accessibility to the educational authorities and NGO representatives subjected to this study. Data on the amount of resources contributed by NGOs, information about their program and other related information in the education sector in general and PEDPs in particular in different levels of the education sector of the region were not available. Such problems are observed not only in government offices but also is manifested among different levels of NGOs officials. In some instance, few educational authorities at the regional level are reluctant and at times suspicious to give available information regarding. That participation of NGOs in NGO's and the region is believed to the region. However, technical expertise found at project planning more often cooperates and have had relatively full information regarding these issues. Even, the data obtained from these government organizations still suffer from the limitation of inclusive

information. That unfold the number of NGO, type and kind of assistances and their total projects in the region's overall development programs and in particular to disabilities.

1.7 Definition of Terms

Adapted Physical Education - is a diversified program of developmental activities, games, sports, and rhythms suited to the interests, capacities and limitations of students with disabilities who may not safely and successfully engage in unrestricted participation in vigorous activities of the general physical education program (Reynolds & Mann, 1987).

1. **Local community:** - is a local group action, where people join in a limited geographic space on the basis of common purpose, to carry out specific tasks, the link between them may be where they live, they work, their ethnic background or others which people have in common (Day and Western dorFF,1999:266). Local community in our county's case can be taken as woreda borders.
2. **NGO:** any non-profit voluntary citizens' group action, which is organized on a local, national or international level (World Bank; 1996)
3. **Program** refer to a service of planned activities with a broader scope than a project (management,1991:15)
4. **Project:** is a set of involvement and of other planned activities aimed at achieving specific objectives within a predetermined time – frame and budget (management, 1991:14)
5. **Resources:** in educational context, are the vital inputs in terms of material or any obstruct quality needed to effectively conduct instructional activities at all level of educational system (Mbamba, 1992:151)
6. **Access:**. The extent to which learning resources can be made available to students who are unable to use them at normal or specified times.

7. **Community:** - is a group of rural people living in a certain geographical area. The people of Antsokia-Gemeza Woreda are the community that is referred to in this research.
8. **Physical Education** - is that phase of general educational program which contributes to
 - a. the total growth and development of the child, primarily through selected movement
 - b. experiences and physical activities (Dauer & Pangrazi 1979). In this study, both physical
 - c. education and physical activity are used interchangeably.

1.8. Organization of the Study

The research has five chapters chapter one deals with the introduction which includes; problem of the study, statement of the problem, general and specific objectives, significance of the study, delimitation of the study, limitation of the study, definition of terms and organization of the study. The second chapter deals with review of related literature. And chapter three, four and five deal with research methodology. Data analysis and interpretation, conclusion and recommendations respectively.

CHAPTER TWO

Review of Literature

2.1 Introduction

Non-Governmental Organizations-NGOs take many different organizational terms and names in different countries. Some of the terms used to describe NGOs include private voluntary organization, voluntary organization, national voluntary organization, and voluntary development organization widely used in Britain since there is a tradition of voluntary work. In The United States they take different names like non-profit organization, not-for-profit organization, intermediary organization, umbrella organization and they receive fiscal benefit from the state if they claim that they are nonprofit making organization and many others (Tegegne 1994, Paul 2000, Lewis, 2001).

Korten used four different terms to mention NGOs: - Voluntary Organizations that pursue a social mission driven; Public Service Contractors that function as market-oriented nonprofit businesses serving public purposes; People's Organizations that represent their members' interests, have member accountable leadership, and are substantially self-reliant; Governmental Nongovernmental Organizations that are creations of government and serve as an instrument of governmental policy (Korten, 1990). Edwards and Hulme (1992) also tried to show that the term NGO also embraces variety of institutions like International NGOs such as Save the Children and Christian Aid, 'intermediary' NGOs in the South who support grassroots work through funding, technical advice and advocacy; grassroots movements of various kinds like grassroots organizations, and community based organizations which are controlled by their own members. Clark (1991) also mentioned different NGOs like Relief and Welfare, Technical Innovation Organizations. Northern NGOs, which focus on self-help, social development, and grassroots democracy, Grassroots Development Organizations. Locally-based southern and many others.

2.2 Concept of NGOs

It is very difficult to give a full and precise definition of NGOs as they form a heterogeneous and changing group. Moreover, their legal status varies from country to country like, charities in the Netherlands, non-profit-making organizations in Portugal and Public Interest Associations in Germany. According to Wellard and Copestake the definition of NGOs is challenged by a host of alternative usages like officials, independent sector, volunteer sector, civil society, grass root organizations, transitional social movement organization, and non-state actors (Wellard & Copestake, 1993). However, different scholars and academicians tried to define what NGO is? According Korten's (1990) definition, NGOs are organizations that possess four defining characteristics that enable them to be distinguished from other organizations in civil society: they are voluntary, independent, not-for-profit and not self-serving. Each of these characteristics is described here below.

VOLUNTARY: -They are formed "voluntarily" The word "voluntary" distinguishes NGOs operating in democratic societies from government - i.e. statutory - agencies. NGOs are non-compulsory, or non statutory - i.e. formed voluntarily.

INDEPENDENT: - Within the laws of society, they are controlled by those who have formed them, or by Boards of Management to which such people have delegated, or are required by law to delegate, responsibility for control and management.

NOT-FOR-PROFIT: - They are not for personal private profit or gain, although, NGOs may have employees, like other enterprises, who are paid for what they do. But in NGOs, the employers - Boards of Management - are not paid for the work they perform on Boards. Other scholars also tried to define non-governmental organizations as follows: -

NGOs are voluntary organizations that work with and on behalf of mostly grass roots people's organizations in developing countries.

They also represent specific local and international interest groups with concerns as diverse as providing emergency relief, protecting child health, promoting women's rights,

alleviating poverty, protecting the environment, increasing food production, and providing rural credit to small farmers and local businesses (Todaro, 1996).

NGOs are voluntarily. Most of them are charitable benefiting the community embody the idea of altruism and not for profit; self motivated and committed to help the poor; the needy and the weak independence from outside interference and control. (Tegegne, 1994).

Wellard & Copestake, (1993) mentioned that Non-governmental Organizations are registered, private, self-governing, non-profit making organization that works with the poor. Drabek (1987) tried to show what NGOs are and the relationship between NGOs and governments. Accordingly, he mentioned that non-governmental organizations, as their name specified, are any of those organizations that are working independently where the government has no control over, and also they are not a result of an agreement between governments. Mufune, (1996) also tried to define what NGOs are? NGOs are to some degree organizational embodiments of Volunteerism. Volunteerism entails a capacity on the part of the individual to serve of " their own free will without expectation of monetary or other personal material gain. For the purpose of this research, NGOs are those voluntary and independent organizations established for the purpose of providing assistance for the well-being of children through child centered community development program, also work for poverty reduction at grass root level, and build up the economical base of the community.

2.3. Historical Background of NGOs

This section of the paper describes how the current spectrum of NGOs has emerged from the 19th century and been shaped in the last 30 years by the search for alternatives and by emerging new needs and concerns. Paul (2000) mentioned that charitable and community organizations separate from states, have existed in many historical settings. But NGOs are primarily a modern phenomenon. With the extension of civilization of citizenship rights in Europe and The Americas in the eighteenth and nineteenth centuries, people founded increasing numbers of these organizations, as instruments to meet community needs, defines interests or promote new polices. Paul quoted a French writer and

emphasized the importance of what the writer called “Political Association” as institution of democracy, uniquely numerous and influential in the U.S.A. in 1831. New legal rules for private corporations, emerging at this time, provided modern juridical authority for the organizations and increased their defense against state interference.

The anti-slavery movement of England in the late eighteenth century also gave rise to many such organizations which led to the world Anti-slavery Convention in 1840, a milestone gathering to coordinate the work of citizen organizations on the international levels. Following this, the World Alliance of YMCAs and International Committee for Red Cross came into existence in 1855 and 1863 respectively. In a number of countries, NGOs started after the First World War and again gathered a new strength at the end of the Second World War, with much of the focus on relief and rehabilitation in the devastated European countries. Mostly famine and civil wars are used to be the starting point for the establishment of most NGOs. French Medicine Sans Frontiers” highly specialized in medical assistance founded in 1971. In 1962 International Council of Violations agencies, which had concern of refugees and displaced persons was created. Following the drought of Bangladesh and Ethiopia, end of the Vietnam War of 1975, Guatemala’s earth quick of 1976 and the flight of Somalia and the Sudanese refugees also brought about new NGOs (OECD, 1988). The independence of most third world countries in the early 1960s pressed most of the NGOs towards development. To meet the demand for local talent NGOs established training centers in the developing countries and after wards they demand qualified personnel supported by official funds like Voluntary service overseas of United Kingdom, the Association Française des Volontaires du progress in France and Peace Corps of U.S.A formed by President John of Kennedy in 1961. Tsegaye (1994) mentioned three phases of NGOs development as the era of religious and ethical voluntary organizations, welfare and charitable phase after Second World War and developmental phase in the Third World.

The survey of Organization for Economic Co-operation and Development (OECD) mentioned that in the United States, NGOs involved in planning aid to Europe established as early as October 1943. Two of the largest US NGOs, Catholic Relief Service and CARE were founded in 1943 and in 1945 respectively. In United Kingdom, the Oxford

Committee, which later becomes OXFAM, started in October 1942 and Save the children Fund UK was founded in 1919. In Denmark a major NGO was founded in 1944 under the name of "Friends of Pease Relief Work".

The above and many other independent organizations addressed many issues including women and children's rights and the condition of the poor. Some observers assumed that NGOs involvement as a late twentieth-century phenomenon, in fact it has occurred for over 200 years (Paul, 2000; Lewis, 2001). Like churches' agencies and NGOs, Food and Agriculture Organization (FAO) launched a program freedom from hunger with a motto of "Give a man a fish, and you feed him for a day, teach him to fish, and you feed him for a life time." In the formation of NGOs, the church also played undeniable role and had been an initiator to the formation of NGOs in the 1960s in promoting the concept of partners in developing countries. The early church and its leaders were powerful instrument for the creation of today's NGOs in showing that human beings are the goal of development. However, it was not until the end of the Second World War that these non-governmental groups began to acquire legal form and an increasingly important presence in international relations. They were recognized for the first time in the Charter of the UN, Article 71 of which allows the Economic and Social Council to make appropriate rules to carry out consultations with non-governmental organizations. Today, NGOs have an undeniable relevance in sectors as important as the building of peace, development cooperation, the environment and human rights and Emergency humanitarian aid (OECD, 1988)

2.4. Classification of NGOs

NGOs, as a sector of society, area a divers entity operating under different paradigms with a diverse range of interests, activities and perspectives on development issues. At the same time, other types of umbrella organizations exist that represent groups of NGOs with common development, ideological religious or other applications. Regarding this point, World Bank (1996:158) stated that in then development field, NGOs ranger form then larger charities based self-help groups in developed countries to community-based self-help groups in developing countries.

To Padron (1987:70) for instance, organizations such as research institutions, professional associations, trade unions, chambers of commerce, and other organizations funding or development international and indigenous-agencies and any other organization of a non-governmental nature situation under the umbrella of “nongovernmental organization”.

From the above classifications, one can infer that NGOs encompass many things and all are different from each other and from their equivalents in different countries. Hence, in order to identify and now what is specified about taxonomy of NGOs, one has to compare and contrast them. For NGOs, one has to compare and contrast them to other organizations. Accordingly, to understand the taxonomy of NGOs, first it is important to be aware of the context in which they operate their institutional features, their relations with other agencies and their achievements in the form of their development programmes and projects, which they carry out.

For that reason, different criteria are applied by different authorities to classify NGOs with a variety of methods. At the generic level, most scholars in the field categorized NGOs as southern and Northern to refer to national and international NGOs respectively based on the country of the NGO's origin (Elliott, 1987:57).

For Moster and other (1993), NGOs are identified by their:

1. **Institutional Location-local**, national and international levels.
2. **Organizational Composition:** Donor and service providing organizations international and national NGOs respectively.
3. **Activities-** those involved in health and education, environment, emergency relief, research, and in development in general.

Similarly, in Ethiopian context, DPPC (1995) classified NGOs based on different criteria namely; origin, geographic area, affiliation, involvement, and program orientation. Ethiopian NGOs can fall into three main categories as follows:

1. **Local NGOs-** refers as “Edir” and “Equb” – generally referring to local voluntary association (LVOs)- both voluntary mutual aid associations organized by grass

roots with varying size. It is of two types: traditional and modern voluntary associations A.

2. **National NGOs-** they can be divided into religious and secular organizations. These kinds of NGOs mostly derive their fund from external sources, such as foreign embassies, individuals, northern or international NGOs, and governments.
3. **International NGOs-** referred sometimes as Northern NGOs that are engaged in activities ranging from relief to development

2.5 The Objectives of NGOs

There are various objectives, but the following two are basic and broad objectives of NGOs. These are: -

1. To improve the circumstances and prospects of disadvantaged people who are unable to realize their potential or achieve their full rights in society, through direct or indirect forms of action; and/or
2. To act on concerns and issues which are detrimental to the well-being, circumstances or prospects of people or society as a whole?

2.6 The Role of NGOs

According to Lewis (2001), NGOs have three main roles; Implementers; Catalysts Partners and he also quoted Najam and mentioned four distinctive types of roles for NGOs:- Service delivery, advocacy, innovation and monitoring, and sees NGOs as 'policy entrepreneurs'. There are in this model four NGO role within the 'policy stream': service provider, advocates, innovators, and finally monitors (Lewis, 2001). Clark (1991) also mentioned the role of NGOs and said that through strategic use of their grass roots experience, NGOs can make an invaluable contribution to development understanding. In relation to this, tvedit (1994:140) confirmed that when the NGO channel was established in no monist donor countries, the NGOs were regarding as marginal actors complementing state to state aid based on ideas that “the state was too weak or too bureaucratized ” to means anything to the poor. For that reason, documents on NGOs

stipulated that the major function of NGOs in development was many focused on micro level development and the needed for empowerment of marginal group.

In this perspective, NGO intervention particularly in developing countries represented elite interests" as Cookson and persell in Tvedt further started:-

That people -centered ideology is a sort of rhetorical camouflage, Forms of regressive redistribution where the rich exchange domination for prestigious charity activities an exchange which enhance their social status and thus maintains and legitimized existing power structures.

From the above quotation, we can understand that the thinking was centered around loose concepts like strengthening. of local capacities, grass roots participation and mobilization. In this cases there was no clear idea to determine on what social level and to what extent this grass root mobilization would be affective for social development at large.

However, now a day, the role of NGOs has to be seen in terms of a wider picture, a much greater number of influences that create or prevent development. The impact of NGOs must have related to the problems of development to problems surrounding the economic, social and cultural order of a country or region.

Within the perspective of the new paradigm, Bebbington (1997) stated in this valiant attempt to synthesize the debate, the NGOs were no more simply „gap fillers" or to supplant the service delivery programs, but perhaps the best role is to inter act with it precisely to prevent failure not seen as adversaries in a zero sum game.

By considering the above factors, NGOs have a variety of functions ranging from development to social service from education to civil society and environmental protection in general. Based on this some of the role of NGOs in developmental activities can be summarized in to the ff broad categories.

Social role:- NGOs have role in stimulating the participation of the poor with gather social equality in service delivery systems (Anheiar, 1990:363). In this role undeniably

NGOs along with others have role in strengthening the ability of citizen and disadvantaged groups to participation more fully in society and a stronger civil society.

Political role:- NGOs have a role in helping state structure to become more responsive to change activities like influencing government policies improve their implementation activating in global issues and strengthening the status quo (spray, 1995:52). Wider debates on this role of NGOs suggest that they are role to play in the process of increasing government accountability to the people (especially poor people) (Brasic, 1998:5). Never the less, perhaps the biggest challenge in this role for NGOs is to take on the issue of difference with in societies and nations and among themselves and to make a through examination of ways to improve understanding generated common goals and seek “unity in diversity” (Roche, 1996:271).

Culture role:- this role stipulates that NGOs embedded in the local culture must be more sensitive to local needs and their articulation to preserve it culture and belief systems (Anheier, 1990:367). In this case, rather than replacing indigenous social structures by large scale organizations, NGOs try to nurture local organizations with in their own cultural context.

Technological role :- NGOs may contribute to development by introducing and using new technology though it is important to analyze here how for such technologies do in fact help or hinder their development work. These NGOs could also shared their technological expertise by training and initiating local people in the use repair and maintenance of these tools, and helping them to understand their potential. However, as Domatob and others (1996 :237)warned, in certain instances, particularly in developing countries, the role played by NGOs may be counterproductive and may indeed hinder development. Especially, reshaping African to fit the social and cultural models of external influence can result in more than good. Thus, technologies are always used within the context of a pre-existing society and culture.

In operating at many levels of society, NGOs may both contribute to and assist the process of development and incorporate technologies on the basic of an understanding of the politics economics, and sociology of the specific context (Rogers, 1986).

Mobilization role:- it refers to as capacity building, self-reliance, sustainability, participation and empowerment. Then basic principle behind this approach is that involving the community in decision making their ability to act for themselves as an active participant on whatever benefits or delivery systems. In this instance the major role of NGOs or proving information improving various skills through investments in human capacity such as education and training investments in social capital such as local level institutions and participatory process and support for community based development efforts planned and implemented from the bottom up (Farrington, 1993:123).

Research role:-this role embraces that priority should be given by NGOs in creating a structured dissemination process and established links b/n research and training. In view of this research dissemination and training should be an integral part of NGOs program. For that reason more analysis is needed to identify development program training areas and to choose effective training implementation mechanisms that will strengthen the NGO sector in particular and the local community in general.

Fundamentally, NGOs have to be seen as producers as well as consumers of knowledge. In this case though financial transfers remain crucial information technical and organizational skill will be increasingly important resources for development education as well as for development scholars and practitioners in the future. Therefore there must be much greater attention among NGOs to the preservation and accumulation of knowledge to facilitator institutional building and the formulation of overall strategies (Drabe, 1987:xii).

It is on the basis of these series of assumption concerning the ability of NGOs to reach and benefit the poor trough law cost and effective interventions that arguments are made in favor of the need to different strategies in order to benefit larger numbers of the grassroots level

2.7. The Source of Funding

Most NGOs are said to enjoy independence in the administration of funds, i.e., in receiving from donors and extending to the recipients. Mostly, these NGOs cannot be

seen as a potential source of funding and always be limited in their action and will need support in order to fulfill their objective. Therefore, they receive their funding from bilateral donors or business grants or contracts from governments and International Institutions, fees for services, funding from private foundations, corporations and wealthy and even poor individuals and pensions or governmental international assistance programs and use them "in house" for the implementation of their work programs. In fact some have established themselves in developing countries specifically because this gives them greater access to donor funding.

Lewis (2001) mentioned how NGOs raise fund in such a way that; While there are clearly a great many NGOs, which depend on international development assistance, there are others, which seek to go it alone, relying instead on the voluntary labor of their staff or members, on contributions from the local or the International community, or on using market for other sources of income.

Clark (1991) also mentioned the way that NGOs raise funds. Most Northern NGOs spend a small portion of their budgets on "development education" - to influence their own societies about Third World issues. They seek to give a more accurate impression of the Third World, particularly to schoolchildren (Clark, 1991).

Within the framework of enabling policies, these NGOs can make an important contribution. They are generally in contact with a large group of national NGOs and are well informed on the work that these NGOs undertake and the measure of their success. The grants that they receive allow them to analyze the work of national NGOs and draw conclusions on their effectiveness, potential and future role.

As is the case with international NGOs in general, the possibility of expanding the role of international NGOs in developing countries will depend on an increased level of funding made available to them.

2.8. Non-Governmental Organizations in Ethiopia

Though NGOs in Ethiopia begun back in the 1910s but they were few in number. Until 1973/74 there were about 18 registered NGOs. Due to the 1984/85 drought of Ethiopia their number increased to 58. As of April 2002 the number reached to 429 (DPPC, 2002). In Ethiopia there are different forms of NGOs and the main types are the following.

2.8.1. Traditional Voluntary Organizations

Traditional voluntary organizations have been long in Ethiopia. The most known are Equib, Debo, Maheber, Senbete and Idir can be mentioned (CRDA, 1998). The traditional voluntary organizations have come into being due to the willingness of a community to perform a certain activity; it could be social or economical. Tsegaye(1994) mentioned the Traditional Voluntary Organizations of Ethiopia as:- Idir and Equib are voluntary mutual Aid association organized by the people at the grassroots with varying sizes, invariably small. Idir is organized for certain social functions and Equib is organized to perform certain economic objectives and serve as a saving cooperative. Idir is socially broad based and Equib is invariably composed of the same economic class.

2.8.2. National Non-Governmental Organizations

The National NGOs also called Indigenous NGOs. The NNGOs, which are religious based or secular, work relief, rehabilitation and development in which most of them have child care development program. Most of them work with churches and provide clothing, food, health care and education for the poorest of the poor households. Their main source of fund is their members or churches in the North who sponsor the program. However, the NNGOs are not strong enough to perform large development programs but they are growing fast and INGOs also support them to grow up to carry out development activities and replace them.

2.8.3. International NGOs in Ethiopia

Most of INGOs in Ethiopia are religious based or secular and had been working relief, rehabilitation and development works and they are active in their operations. Most of them are working with the people at the grass root level using local resources. Their head offices or supporting offices are located in the North and they are responsible in fund raising to the program.

During the 1973/74 and 1984/85 droughts of Ethiopia some INGOs came to carry out relief and rehabilitation activities. Since DPPC was the only authorized government body, these INGOs were assigned to the drought prone areas of the country. However, some INGOs Like Redd Barana-Norway/Ethiopia, OXFAM, and CARE Ethiopia involved in community development where child-well being is the main area development through child centered community development.

2.8.4. International NGOs and the State of Ethiopia

The 1974/75 drought of Ethiopia has pulled many INGOs and work in relief and rehabilitation work however the existing Military Government put them under strict control. The outbreak of the 1984/85 droughts again increased the number and most of them remain working rehabilitation and development programs. During the military government there were also INGOs who oppose the state until they were expelled out. Tsegaye (1994) explained the situation as follows: -

Similar to other African countries like Kenya (Fowler 1989) and Zimbabwe (Bratton 1989), development NGOs (DNGOs) and their operations in Ethiopia were surrounding by some vagueness and uncertainties in their relations with government. The weakness of their relationship resulted from the ideology of the state, misunderstanding of the INGOs by the state and the absence of clear guidelines as to how INGOs were expected to work. There was also a problem of accountability within the state sector offices and created confusion within the organizations for not having a clear guideline to which sector office they are accountable for. On the other hand some INGOs interfere in the political situation of the country and threaten the state that resulted in aggravating their

incongruity with the state. Following the military government, the TGE was willing to work with INGO, learn from them, and integrate their program into national development objectives. Recently there are some INGOs who go against the guidelines of the state and for this reason they have missed their license. However, there are others who have smooth relationship with the state so that they are working together.

2.8.5. Coordination of NGOs in Ethiopia

Most of INGOs have been working individually for long but the recurrent drought of Ethiopia brought them together and form a body that unify them to work together. The body that is created for is CRDA (Christian Relief Development Association), which is founded from the common interest of various organizations. Father Kevin Doheny, a veteran catholic priest with other 13 Ethiopian churches to overcome the recurrent drought, has founded the organization in 1973. The body that was founded is first named as Christian Relief Fund and replaced by CRDA later. (CRDA,2000) Regarding the membership of the association, those NGOs who intervene in relief, rehabilitation and development work in Ethiopia can be members of the organization and World Vision is one of the INGO, which is the member of CRDA.

2.9. Education in Ethiopia

Before the coming of modern education to Ethiopia in the nineteenth, the Ethiopian Orthodox Church has contributed a lot to the development and growth of education in the country. Clergy in the surrounding area of places of worship often conducts Christian education at the primary level. But Emperors Menilek II (reigned 1889–1913) has contributed for modern education but Haileselassie I (1930–74) established an excellent, but limited, system of primary and secondary education (MOA, 1994). When the leaders of Ethiopia started modern education in the last one hundred years, it was assumed to build up communication skills to run a modern bureaucracy, however the effort was broken down by the II World war and Italian invention to the country. After the war, many attempts were taken to strengthen education in the country but with no

success as compared with many countries and that is why Ethiopia is last in its educational status in the Sub-Saharan African countries (MOE, 1994). If we take adult literacy rate it is 40 for male and 27 for female and primary school enrollment ratio for male is 43 and for female is 28 (UNICEF, 2001).

2.10. Education Policy of Ethiopia

In regards to educational policy, there had been policy in the past, but the TGE adopted a new policy on education and training in order to overcome the problem of relevance, quality, accessibility and equity of education in Ethiopia. The policy is composed of specific objectives and Implementation strategies at all levels. According No 2.1.1, the policy declares that all citizens have the right of basic education. Develop the physical and mental potential and the problem-solving capacity of individuals by expanding education and in particular by providing basic Education for all (MOE, 1994) Generally, the educational and training policy emphasized the following points: -universal primary education, civic education, skill formation, and language of instruction and development orientation.

2.11. Concepts of Disabled People

Disabled people are people with part or parts of their body defected naturally or because of creating disease in prenatal stage or after birth. Different scholars defined it as “physical conditions such as blindness and cerebral palsy might be considered handicapping under any circumstances, but this is true only to a certain degree. Disability is not necessarily the same as handicap, blindness, deafness, cerebral palsy, poverty, lack of soluble skills, missing limbs, obesity, cosmetics, disfigurement and other conditions definitely are handicapping from certain perspectives. Cerebral palsy is with out question a physical disability” Toger et al, /1968/ D.Auxter et al state types of disability as “learning disabled, speech impaired, mental retarded, emotionally retarded, multiple disabilities, other health impairment, hearing, orthopedic, visual, deaf, hind traumatic brain injury. They also categorized the main source of disabilities in to there:

1. Neurological impairment
2. Urthopedic (muscular- skeletal) conditions.

Based on the meanings given these disabled can be categorized into different kinds of educational environments. All mildly disabled can be put imperials regular classes while others can be educated class or separate school unless and other wise all disabled ones have the right to attend regular class Posanel victor (1981:2) supports this idea.

Separate schooling or removal of handicapped children from the regular educational environment occurs only when the use of supplementary aids and sertuces can not be achieved satisfactory. Unless a handicapped child"s individualized education program requires some other arrangement, the child should be educated in a school he or she would attend if not handicapped. It is clearly observed that the idea in previous statements are reflecting the case of our country. Impaired students, especially mildly impaired, are admitted in regular classes with out any exceptional difference for their conditions.

Tranball and Schull (1979) string then this view as "difference is only difference when it makes a difference. Handicapped children have for more similarities and differences with the non- handicapped "It is true that disabled students can participate in physical education practical class with the help of their physical education teachers by modifying and simplifying the types of exercises feasible to them. Pasanela (1986) states and supports this idea, as "Having a physical disabled does not necessarily mean exclusion form physical activities".

2.12. The Historical Development of Special Needs Education

Then beginning and development of special needs education is closely related to the societies attitude economic political, cultural and religious development and civilization. Special needs education was started earlier and has got developed in countries where the above mentioned conditions are develops on the other the hand where these conditions are not wall developed. Special needs education was started late and did not show development. For this reason the historical development of special needs education is

different for different countries. It is better to see them historical development of special need education on international national development basis.

Adapted physical education (teaching physical education for disable students) some of these studies describes that disable students have to learn physical education as a normal children by classifying or giving as their abilities and some other authors wrote about these some of them are:

David Auxter, Jean Pyfer, Carol Huething (1993) describes about the principles and methods of adapted physical education and recreation to habilitate or rehabilitate function motor movements and develop physical and motor perquisites for function skills principles and methods of adapted physical education recreation.

A limitation that is imposed on the individual by environmental demands and that is related to the individual ability to adopt environmental demands (David Auxter 1993 VIII P.9).

2.13. Historical Background of Sports for the Disabled

The first recognized culture in which sport played a significant role was Greece. Greeks saw sport's participation particularly in individual activities, as an important part of a young man's educational experience. The most popular activities consisted of boxing, wrestling, and track (which included the five-event pentathlon consisting of the discus, javelin, long jump, stage race, and wrestling). At the peak of the Greek culture, sport participation was considered to be a noble and worthwhile endeavor, and this philosophy of sport was followed later in other cultures (Seaton & Schmottlach, 1992). While sport was popular in Rome, spectatorship was emphasized over individual participation. The violent chariot races and brutal gladiatorial bouts were very popular and were sometimes sponsored by politicians in order to gain favor among the unemployed masses that migrated to Rome during difficult economic periods. The difference in sport philosophies between the Greeks and the Romans provides an interesting contrast.

The Greeks believed in individual participation to benefit one's education where as the Romans used more violent forms of sport to amuse and satisfy spectators (Seaton &

Schmottlach, 1992). Since that time, it has also been used in rehabilitation, remediation of illness and injury prevention.

Because of World War I and 2, there were major medical and surgical advances that increased the survival rate of many individuals. Many of those who survived were left with physical disabilities. At this time, physical activity including sports became a major technique to help in the physical and psychological rehabilitation. About the same period, corrective physical education classes were started in schools to ameliorate postural deviations. The popularity of corrective classes diminished during the late 1940s and these began to be replaced by classes where the focus was on games and sports to meet the needs of students who were disabled (Dunn & Fait, 1989).

The first sports competition for disabled persons occurred in Great Britain in 1948 involving 16 athletes with physical disabilities (Bishop, 1994). Since then sports for persons with disabilities has grown immensely. Thousands of athletes who are disabled competed in events sanctioned by a variety of National and International Organizations.

Over 3,000 athletes representing 90 countries participated in the 19th Paralympic Games that were held in Barcelona, Spain, the site of the 1992 Olympic Games (Sherrill, 1993). Several authors have reported physical benefits acquired by athletes who are disabled through their participation in sports (Bishop, 1994). Athletes who are blind perceived that enhanced health-related physical fitness, healthy self-concept, appropriate use of leisure time, tension release, opportunities for socialization and acquisition of new sports skills were favorable outcomes of participation in sports (Sherrill, 1986). Some educators perceive that students with disabilities cannot compete against nondisabled peers although many persons with disabilities have participated in sports with disabilities and have performed well (Bishop, 1994). For example, Harry Cardellos is blind but has run many Marathon races and finished in the upper one-third of the Hawaii Iron man Triathlon. Another blind athlete- Jim Mastro, was a member of the United States Greco-Roman wrestling team and was to participate in the 1976 Olympic Games. An untimely and unfortunate wrist injury forced him to withdraw from the competition. Efforts to integrate athletes with disabilities who choose to compete with non-disabled athletes

should continue, however, it has been noted by Sherrill (1986) that, integration should not be forced upon anyone who does not want to be so involved.

Regarding sports for the disabled in Ethiopia, it was mentioned that Sport's Federation was founded in 1972. According to the Annual Magazine of Ethiopian Disabled Peoples' Sport Federation (1997), for the foundation of the Federation Captain Abebe Bikila has played an inevitable role.

Abebe Bikila, winner of the Marathon in two successive Games, 1960 & 1964, and who has inspired hundreds to run became a legend not only for running barefooted on the first of the two occasions, or for being the first Ethiopian Olympic Champion. He is history because each time his trials in Rome and Tokyo are shown he lifts hearts and spirits (IOC,1996). The victory of Abebe in Rome is special to Ethiopia in at least one thing: as Reuter's Dispatch sarcastically put it, once again Ethiopia emerged winner, barefooted, on the Sill of Rome (BOB, 1994). This was to remind the world that the Ethiopians have won over Italians during the resistance movement. The National sports hero who was paralyzed from the waist down in a car accident in 1969 remained an exemplary and extraordinary athlete until his death on October 25, 1973. Interestingly enough, though confined to a wheel chair, his athletic prowess never came to an end. He competed in archery and won special prizes in the 25 kilometers and 10 kilometers stage race in Britain and Norway (EOB, 1994). He has also taken part in International Disabled Peoples' Sports (Paralympics) in 1971 and 1972 which was prepared by International Stack Mandeviel Games Federation - ISMFG. Soon after his arrival home in 1972, Ethiopian Disabled Peoples' Sport Federation was founded in April12. In fact, the years that have passed since the foundation of the Federation seem to be many but according to the magazine not much has been achieved in fostering the field.

The Federation has been reorganized recently (1996), and since its reformation lots of work are being practiced. Tournaments have been conducted at the National level in Addis Ababa (capital of Ethiopia) in 1997, and Ethiopia has also taken part in the 7th all African games which was held in South Africa in 1998 by delegating two wheel chair athletes. In addition, by the meeting held recently in Egypt (Cairo), Ethiopia has been

nominated as the current president of Disabled Peoples' Sport Federation, for zone 5 countries.

Frambu Helsnter (Norway) idea is to make both family and society better able to cope with problems related to different handicapping condition. When information and help are provided early, many secondary handicapping conditions that develop later can be diminished or even avoided- this makes it easier for the family to cope and for handicapped individual to be came a part of not a part from, the family.

2.14. The Importance of Physical Education for Disables Students

It is evident that physical education is an essential instrument for disabled students to lead physically, mentally and socially healthy life equal with able bodied students sport was considered invaluable in restoring the disabled persons strength, coordination and endurance. Stead war and Walsh (1986).

When a child is identified as having impairment it serves as notice to educators and parents that the chilled risks becoming dependent on others for leisure physical activity and social living skills.

The physical educators can make a major contributions to reduce this risk and facilitate independent living through physical activity in the following way (D.Auxter et el)

- Develop recreational motor skills for independent functioning in the community.
- Develop ambulatory skills to master mobility in domestic and community environments.
- Develop prerequisites motor skill necessary for participation in self fulfilling leisure physical and social activities.

The need of physical education for these people is not bound to this physical condition only. Impaired students can develop the sense of productive personality, competence and be a contributing citizen to every society in each nation of the world wide efforts (Steadier and Walsh, 1986).

Totally physical education for disabled is rehabilitative, reinforced in building on all round personality, the molding machine of disabled people moral, evaluative quality, the sense of competence and equality with able bodies and the like

2.15. Adapted Physical Education

A disability is any physical or mental impairment that substantially limits an individual person in one or more of his/her major life activities (such as walking, talking, breathing, or working) (Smith and Luckasson, 1995, and Gallahan and Kuffman, 1980). In facts, children and youth with disabilities need opportunities to participate in physical education as much as their nondisabled peer.

The American association of persons with disability in the implementing rules and regulations of the Magna Carta for Disabled persons defines adapted physical education as the therapeutic application of physical education to rehabilitation learners with special needs whose functional deficiencies area amenable to improvement through exercise. Adapted physical education programs should be planned and implemented in coordination with psychological and medical services.

Adapted physical education individuals with disabilities is a body of knowledge encompassing:

- a. Movement science, skill development, physical fitness and social and psychological constructs;
- b. Comprehensive assessment practices;
- c. Development, implementation and monitoring of appropriate and meaningful psychomotor skill and fitness pedagogy, including sports, dancer and aquatics
- d. Advocacy fro equal access to a healthy lifestyle and active leisure pursuits.
- e. Public law. (tripp et.al, 2004 and Auxter, 2001)

Murphy(2008) states that a quality physical education program stimulates the central nervous system for optimal growth and development, assists in bona mineralization, promote the maintenance of lean body tissue, reduce obesity, improves the function of the heart and develops movement skills that are necessary for an active lifestyle.

Furthermore, for many individuals with disabilities, movement is an avenue for learning and can lead to increased physical independence and mobility and quality physical education for students with disabilities means adapting the activities according to their needs and abilities.

Physical education can help individual with and without disabilities learn to work and play together in movement and recreational activities available to all members of the community.

Through a quality physical education program that provides challenging activities, in fact, children and youth with disabilities develop self-esteem by way of increased perceived physical competence, self-confidence, assertiveness, independence, and self-control (Jowsey, 1995, George and Hart, 1983).

In most developed countries physical education is a federally mandated component of special education services, including the promotion of physical and motor fitness, fundamental motor skills, and skills in individual and group games and sports. Pediatricians and parents of children with disabilities can advocate for programs of adapted physical education and recreation in each child's individualized education plan. Schools are required to modify programs or teacher, speech therapists, etc) most states do not have a special or unique certification for teachers of adapted physical education.

The adapted physical education National standards (APENS) were developed in 1994 in order to define minimum competencies teachers need to deliver appropriate physical education services to students with disabilities. These standards, along with a national certification examination are in place to ensure that qualified professionals provide physical education instruction for students with disabilities. Teachers that have met the criteria of the national standards have passed a certification examination and are described as certified adapted physical educators (CAPE's). This comprehensive service delivery system of adapted PE in public schools is one of the most important concepts of IDEA legislation. Adapted PE helps ensure all infants, children and youth with disabilities have an opportunity to develop the fundamental motor skills and physical

fitness necessary for a life time of participation in active leisure time pursuits, exercise, recreation and sport (Murphy, 2008, and smith and luckasson, 1995).

Adapting physical education for children with disabilities means allowing them to participate in the community's leisure and recreational activities schleien(1993)indicated that the time has come to adapt a new way of thinking, one founded on the premises that the community belongs to everyone, and every one regardless and level and type of ability belongs to the community. Inclusive community leisure services can be powerful vehicles for promoting this ideal.

It is the position of the adapted P.A council of the American Association for Active life styles and Fitness (AAALF) of the American Alliance For Health, PE, Recreation and Dancer (AAHPERD) that:

1. All infants, children and youth with disabilities form birth to 21-years old area entitled to and shall receive a quality motor development and/or P.E program especially designed if necessary.
2. All infants, children and youth with disabilities from birth to 21 years old should receiver motor development and/or P.E instruction with identified learning goals and including a variety of developmentally appropriate activities in many or all of the following areas; motor skills, physical fitness, play, aquatics, activities leisure, recreation, outdoor adventure and sport experiences.
3. All infants children and youth with disabilities from birth to 21 years old who require a specially designed PE program should have that program documented appropriately in the individualized family service plan (IFSP)or the individualized education plan (IEP)
4. All infants, children and youth with disabilities from birth to 21 years old who need a specially designed PE program to benefit from PE should received instruction in PE from a qualified product or
5. All PE teachers of inclusive P.E classes shall have access to adapted physical and consultants and resources.
6. Facilities that provider PE services to infants children and youth from birth to 21 years must be accessible in accordance with federal law

The goals of the APE program should be consistent with those established by the regional and federal education agency for every learner who participates in P.E. this is critical, given the current emphasis on the inclusion of learners with disabilities in the general PE program. The objective of APE should include all the learning domains.

CHAPTER THREE

Research Design and Methodology

In this chapter: the methods used in the study are described

- Research design
- Population of the study
- Sample selection
- The description of the tools or instrument
- The techniques or procedures
- The methods used to analysis are provided

3.1. Research Design

A descriptive survey research method was employed for this study. IT is appropriate to make description and analysis of the role of NGOs in organizing adapted physical education in the APE centre.

3.2. Population of the Study

Generally this study was focused on Addis Ababa some selected NGOs in sub-cities administration. These NGOs, education office and sport federation were DSB ,SE,RTP and SFA. Have 6 managers (5 male and 1 female),experts /coordinators 12 (8 male and 4 female),facilitators 28 (20 male and 8 female), students 135 (100 male and 35female), educational experts 32 (24 male and 8 female), sport federation 1male .Totally from NGOs, Education office and sport federation 179 (131male and 48 female) were found.

3.3. Sample Selection

Data for this research were focused on Addis Ababa some selected NGOs in sub-cities administration. These NGOs from coordinators, facilitators and students 169 (125 male and 44 female), education offices /experts/ 32 (20 males and 8 females) and sport federation 1 male. First from NGOs 81 (53 male and 28 female), were selected. Second from education experts 16 (15 male and 1 female) were selected. Third from sport federation 1 male and finally 2 managers of NGOs and from communities 4 were selected for sample of the study by stratified random sampling method in the NGOs. Totally 6 NGOs coordination, 16 education expert 60 15 student and facilitators questionnaire, 4 NGOs managers and 1 sport federation officer for interview from the population.

3.4. Instruments for Data Collection

To obtain reliable and objective information, data were selected in different methods. For this purpose questionnaire, interview and observation, and were used.

3.4.1. Questionnaire

This research contains closed –ended and open-ended questions. It was collect data from NGOs coordinators. Facilitators, education officers and students.

3.4.2. Interview

Structured interview were used to collect data from NGOs managers, sport federation officer and education leader.

3.4.3. Observation

This part contain observation that is what the NGOs have done and practiced in the APE centers, centers internal external environment, resources, man power etc. Because of this the researcher wants to focus on the things that spread the problem and ways of reduction.

3.5. Procedures of Data Collection and Administration

The following procedures of data collection were used in assessing the role of NGOs in organizing APE in AAC. First, relevant academic literature was reviewed to get information on what has been made in relation to the Problem. second, basic questions were formulated followed by preparing data gathering tools there by pilot testing .Then after being corrected, the questionnaire was distributes to the respondents .Besides, the researcher made the objective, of the study clear to the respondents in order to avoid confusion and facilitator ease of administration . After collecting relevant information data was interpreted and analyzed.

3.6. Method of Data Analysis

In analyzing the data gather, both the quantitative and qualitative methods were employed. Quantitative data were analyzed by using the frequency count, percentage and mean whereas, data collected through open-ended questionnaire, focus group discussion and field observation were narrated following the results of quantitative data.

CHAPTER FOUR

Analysis and Interpretation of Data

The purpose of this study was to assess the role of APE program supported by NGOs in A.A city for this study there APE centers were selected from 2 sub cities. Data were gathered from it education sub city and experts, NGO (coordinator and field supervisors), and facilitators of the program using closed ended open ended questionnaire. Interview was conducted with NGO managers“ experts and city education Office officials. Observations on the physical conditions of the centers based on observation check list were also carried out to supplement the results of questionnaire.

The data gathered from participants were presented in tables followed by elaboration of results. The data gathered through closed ended questionnaires were analyzed using frequency count, percentage and mean. Data gathered through open ended questionnaires, interview and observation check list were summarized and used to supplement the information other through closed ended questionnaires.

Finally, the data obtained from the sample respondents through d/t data gathering instruments were interpreted and analyzed as presented below.

4.1. Characteristics of Respondents

4.1.1 Categories of Respondents

As main source of information, for this study 16 educational officials and experts who have direct responsibility for Adapted Physical Education program (city education office sub city head, education program head, Supervision , Adapted Physical Education experts).15 Adapted Physical Education facilitator, 6 NGOs coordinators, 1 sport federation officer and 60 Adapted Physical Education learners were included.

To get relevant information, the selection of these sample respondents was based on their position and the role they have on Adapted Physical Education implementation.

Table 1: Characteristics of Respondents by sex, age, educational background and service year

Characteristics	CEO and SCEO WEO officials and experts		NGOS coordinator		APE facilitator		APE learners		Sport federation		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Sex												
A. Male	15	93.8	3	50	10	66.7	40	66.7	1	100	69	70.4
B. Female	1	6.2	3	50	5	33.3	20	33.3	----	----	29	29.6
Total	16	100	6	100	15	100	60	100	1	100	98	100
2. Age in year												
A. below 14	--	--	--	--	--	—	30	50	—	—	—	—
B. above 14 years	--	--	--	--	15	100	30	50	—	—	—	—
C 18 – 24 years	2	12.5	--	--	—	—	—	—	—	—	—	—
D. 25 – 30 years	--	--	--	--	—	—	—	—	—	—	—	—
E. 31 – 35	2	12.5	1	16.7	—	—	—	—	—	—	—	—
F. 36 – 40	8	50	2	33.3	—	—	—	—	1	—	—	—
G. 41 – 50	4	25	3	50	—	—	—	—	—	—	—	—
H. above 50 years	—	—	—	—	—	—	—	—	—	—	—	—
Total	16	100	6	100	15	100	60	100	1	100		
3. Education level												
A. 10/12 grade Complete	—	—	—	—	4	26.7	—	—	—	—	—	—
B. 10+ certificate	—	—	—	—	1	6.7	—	—	—	—	—	—
C. 12 + certificate	—	—	—	—	—	—	—	—	—	—	—	—
D. Diploma	7	43.8	—	—	2	13.3	—	—	1	100	—	—
E. Degree	9	56.2	4	66.7	6	40	—	—	—	—	—	—
F. above degree	—	—	2	33.3	2	13.3	—	—	—	—	—	—
Total	16	100	6	100	15	100			1	100		
4. Service year												
A. < 5 years	10	62.5	2	33.3	13	86.7	—	—	—	—	—	—
B. 6 – 10 years	4	25	2	33.3	2	13.3	—	—	—	—	—	—
C. 11 – 15 years	2	12.5	—	—	—	—	—	—	1	100	—	—
D. 16 – 20 years	—	—	—	33.3	—	—	—	—	—	—	—	—
E. above 20 years	—	—	2	—	—	—	—	—	—	—	—	—
Total	16	100	6	10	15	100			1	100		

Regarding the sexes of total respondents of the study, 70.4% were males and the remaining 29.6% were females. From a total city education office, sub-city and woreda officials and experts under the study 15(93.8%) were males and 1(6.2%) was female. In the case of NGO respondents both males and females were equal in number.

Regarding the facilitators, 10(66.67%) were male and the remaining 5(33.3%) were females. In the case of learners (disabilities) respondents sex, 20(33.3%) were females and the rest, 40(66.67%) were males. Concerning the sex of community representative all were males. In general there are a gender imbalance between males and females in all categories of respondents except NGOs respondents. In any case the mix helps to get relevant response for the study from both sexes.

Regarding respondents' age the analysis shows that, 25% of CEO and SCEO officials, experts, 16.7% NGO field supervisors, and 50% sport federation officer representatives were in the thirties. 50% SCEO and CEO officials, 33.3% NGO coordinator and 33.3% community representatives were in forties, the remaining 25% educational officials and experts, 50% NGO advisors and 16.7% community representatives were 41-50 years. The majority of learners (disabilities) were below 15 years.

In general, the age of more respondents lies above 15 years old. From this it is possible to deduce that the respondents were capable of giving information for the study. In other words they have had experiences to realize what has been going on around them. Thus, the information obtained from these groups could be relevant for the study.

Education level and service year have their contribution in the implementation of Adapted Physical Education. Therefore, the respondents were asked to indicate their educational level and service year.

However learners (disabilities) were not in such occupation and they were not included in the analysis. As to educational level the analysis shows that 43.8% CEO and SCEO officials experts, 13.3% NGO coordinators, 0% facilitators were diploma holders 56.2% CEO and SCEO officials (experts were B.A/BSC graduates where as 33.3% NGO

coordinators were above degree. The 40% of the facilitators were degree graduates, 26.7% grade 10 and 12 completers, 13.3% degree and above degree graduates.

Hence, the qualification of all respondents is appropriate to implement the program. Regarding the facilitators' qualification grade 10 is appropriate to teach APE. In this respect, MOE (2002: 12) cites the qualification of APE facilitators is at least grade 10 completes and one sport federation degree graduate .

Regarding the service year of respondents, the majority (62.5%) CEO and SCEO officials (experts and 86.7%) of NGO coordinators have service year of above < 5 years respectively. The rest 25% of educational experts and 33.3% NGO coordinators have 6-10 and 11-15 years of service.

The majority 86.7% of the facilitators had service years of less than 5 years and the remaining 13.3% of facilitators had 6-10 years of service.

This implies that these respondents, might have adequate experience in their present jobs, so as to run the program effectively and they are responsible to provide relevant information for the study. Therefore it was believed that their responses are adequate for the completion of the study.

4.2. Analysis of Data of the Main Issue of the Program

This section presents data obtained from respondents under study through questionnaire interview and observation check lists. The analysis focuses on contribution of APE in promoting access to basic education, facilities of APE program centers, curriculum materials and management of APE program of different stakeholders in the APE program. The problems that hinder the implementation of the APE program were also analyzed in study.

4.2.1 The Context of Adapted Physical Education Program

Adapted physical education is treated in ESDP II and III as an integral part of the strategies for achieving the goal of UPE and EFA. In achieving EFA goal, the

government of Ethiopia has released that NGOs, can play vital role in providing education to a disabled and out of school children who have been denied the chance of formal education due to economic, social and cultural reasons. This paved the way for the establishment of a number of NGOs in the country to work on non-formal education (APE) to address access and equity in education system. As stated in non-formal education implementation strategy of AEB non-formal education (APE) has been carried out by NGOs communities and faith based organizations in the city for children up to 16 years age and for adults 17-25 years old. (CEB, 2004: 25).

The literature part of this study also reviewed that the APE program includes arrange of basic education and training for out of school children and adult. The program is basically focused on literacy, numeric and environment to enable adults and children to develop problem solving abilities and change their made of life. The program has there sub-components

- A) program for out of school children with 7-14 years of age adult
- B) literacy program for those youth and adults whose age are above 15 and
- C) offering basic skill training to children youth and adults in the community skill training centers (CSTC) (MOE, 2002: 31)

Thus, based on the federal government Adapted Physical Education provision strategy and AACEB non-formal Education and SNE implementation strategy, three NGOs are providing APE for children and adults whose age is above 10 years.

4.2.2. Contribution of APE Program in Promoting Basic Education

APE has a lot of contribution in increasing access of basic education for the disadvantaged parts of the society. Disabled living in area without any alternative learning facilities and those who could benefit a lot from APE program. Regarding the contribution of APE program, open-ended questionnaires were distributed to all groups of respondents to write their view about the contribution of the program. Interview was also conducted with community representatives and APE students /learners to get additional

information about the contribution of the program. Education experts, NGO coordinators and facilitators write their views as follows: APE is a good program to get basic education chance for those adults and children who have no access to formal education and provide them children functional literacy. They also write the program helped to enroll children females and help to increase enrollment of primary education in the city. In addition to the responses of open-ended questionnaire, interview members noted that importance of APE in terms of its flexibility and its proximity. They also stressed that APE is a panacea to adult and their children who have lost the chance of physical education.

Thus, the response of the respondents indicates that APE has contributed a lot for those adults and children who are defined access to PE in addressing access, equality and change mode of life ad adults and prepare them to be creative in their society.

Target Groups of the Program

The main objective of APE program intervention in the city is to provide educational opportunity for those adult and children who are out of formal schooling due to different reasons. Socio economic and cultural factors were main determination for many adults and children to be deprived of their rights in basic education. The problem calls a new strategy for providing basic education for adult and children. Regarding the target group of the program the responses of all respondents were presented below.

Table 2: Responses on Target Groups of the program

No	Items	Educational ,NGOs & SF officials /experts N = 22		Facilitator N = 15	
		N	%	N	%
	Who are target group of the program				
	A. Only adults disabled	5	21.7	3	20
	B. Disabled Children only	3	13.04	2	13.3
	C. Disabled adults and children	15	65.2	10	66.7
	Total	23	100		100
	To whom is special focus given in the program?				
	A. Disabled Men	9	39.1	7	46.7
	B. Disabled Women	—	—	—	—
	C. Disabled men and women	14	60.9	8	53.3
	Total	23	100	15	100

As can be observed from table 2, item 1, majority of the respondents, 15(68.2%) educational and NGO officials /expert and 10(66.7%) of facilitator respondents states that the target groups of APE program are both adults and children. Where as, 5(22.7%) of educational and NGO officials /experts and 3(20%) of facilitators replied that the target groups of the program are adults. The remaining 2(9.1%) of educational and NGO officials /experts and 2(13.3%) of facilitators respondent that the target groups of the program are children. In the same table item 2, respondents were asked to whom special focus is given in the program. In this case, 13(59.1%) of educational and NGO official /experts and 8(53.3%) of facilitators respondent that special focus was given to women learning.

A significant number 6(40.9%) of educational and NGO official /experts and 7(46.7%) of facilitators respondent that special focus also given to men. During field visit it was observed that a large number of adult and a smaller number of school age children were registered in the sample centers. The following table presents the statistical data of APE participants of 2013/14 A.A city

Table 3: trends of adult and children enrollment in sample centers

No	Sample center	Trend of adult and children enrollment participation in (2013/14)					
		Male		Female		Total	
		N	%	N	%	N	%
1	ASB	38	90.5	4	9.5	42	100
2	WTP	35	85.4	6	12.6	41	100
3	SE	33	86.8	5	13.2	38	100
	ALDS	36	83.7	7	16.3	43	100
Total		142	100	22	100	100	100

Source documents of NGO under study (2012/13)

The above table 3 present the enrollment of adults and children and the participation of female adults in the program. As seen from the above table the number of female participants is large than male participants in the program. This shows that the program has contribution an addressing the problem of equality /gender disparity particularly by increasing educational access to unreached selection of the society in the city.

The status of APE center facilities

Adapted Physical Education centers are schools constructed to undertake APE teaching learning process. These centers are assumed to be constructed by the community, NGOs and government fund near the villages that children and adults can easily reach. Based on the above idea the issues related to the status /facilities of APE were presented to the respondents. The obtained information“s were presented in the table 4, and discussed the following table.

Table 4: Response on the status of APE center

No	Items	Education , NGO & SF officials /expert N = 22		Facilitators	
		N	%	N	%
1	Where dose APE program taken place? A. In sport office B. In private house C. In religious (church or mosque compound) D. Informal education center E. In community skill strainer center F. In center constructed for APE program	23	100	13	86.7
	Total	23	100	15	100
2	Who constructed the APE center? A. Local community B. Government C. None NGOs organization	23	100	15	100
	Total	23	100	15	100
3	Availability of learning material (syllabus, text book, guides and teaching aids) A. High B. Moderate C. Low	3 20	13 87	3 12	20 80
	Total	23	100	15	100
4	The appropriateness of the center for T.L process A. High B. Moderate C. Low	3 14 6	13 60.9 26.1	2 8 5	13.33 53.33 33.33
	Total	23	100	15	100

In the analysis, 23(100%) education, NGO and sport federation officers /expert sand 13(86.7%) facilitators“ respondents confirmed that APE classes are conducted in centers constructed for APE program. The remaining (13.3%) facilitators confirmed that in sport offices. These centers have different status based on the degree of participation of communities and city education office and sub-cities education office in the centers

activity. During field visit observation it was found out that the status of APE centers constructed by different NGOs. Centers constructed by DSB and smile Ethiopia were found good that their floor were cemented and walls were painted and furnished by students seats whereas, centers constructed by love in action. Ethiopia was simple house with in sufficient facilities. Constructed the A PE centers 23 (100%) Education , NGO & SF officials /expert and 15 (100%) Facilitators conform by government.

With regards to the availability of teaching learning material in the center such as APE syllabus, facilitators guide and teaching aid, 20(87%) of educational and NGO official /experts and 12(80%) facilitators response were low. The remaining 3(13%) of educational and NGOs official /experts and 3(20%) facilitators responded moderate. During field work it was observed that majority of the centered have no learner text books, facilitator's guide and syllabus. However, centers supported by NGOs development program user guide adopted for APE program by A.A city education department and the NGOs. It was observed that NGOs supported centers use formal school teaching learning materials.

As to the appropriateness of the center for teaching learning 14(60.9%) of educational and NGO official /experts and 8(53.33%) facilitators responded that the centers were moderator for learning. The remaining 6(27.3%) of educational and NGOs official /experts and 5(33.33%) facilitators responded low and 3 (13%) of educational and NGOs official /experts and 2(13.33%) facilitators responded high.

Respondents were asked to given their reasons through open-ended questions item for the in appropriateness of the centers. The reasons mentioned include lack of teaching learning materials such as text book, lack of proper support and supervision, absence of students seats were mentioned. In addition, the researcher's observation in the field visit based on the check list confirmed that among the sample centers visited, SE supported center have no toilet, water supply, facilitator's office and fence. However, DSB supported center have toilet, play ground and fence moreover the sample centers have properly fixed bleach material for teaching learning process.

Selection, Recruitment and Training of Facilitators

Facilitators are the key persons in the teaching learning process .An active role of facilitators in APE is essential for successful realization of the program. Without having effective facilitator it is hardly possible to achieve the aim of APE. To have effective facilitators careful recruitment and training is inevitable to attain quality education.

Selection & recruitment of facilitators

The way by which facilitators are recruited many differ from place to place. However, provision of quality APE for children and adults is highly dependent on the quality of facilitators. Hence appropriate selection and recruitment are essential to develop the level of competence and facilitators skills. The following table 8 presents procedure of selection, recruitment and payment of APE program facilitators in the study area.

Table 5: Responses on facilitator's selection and recruitment

No	Items	Educational and NGO official /expert N = 23		Facilitators N = 15	
		N	%	N	%
1	Who select APE facilitators? A. local community representatives and woreda administration B. Woreda education office C. NGOs	23	100	15	100
	Total	23	100	15	100
2	The criteria for facilitators selection A. educational background B. Recommendation from woreda C. Interest D. Through written exam and interview	20 3	87 13	12 3	80 20
	Total	23	100	15	100
3	Who covers the salary of facilitators A. Local community B. Government C. NGOs	2 21	- 100	- 15	- 100
	Total	23	100	15	100

Regarding the selection and recruitment of APE center facilitators (100%) of educational and NGO official /experts and 10(66.7%) of facilitators, the selection was carried out by NGOs representations.

The required selection criteria were educational background, recommendation from kebele, interest and written exam. The most common criterion was found to be educational back ground responded by 20(87%) of educational and NGO officials and 12(80%) of facilitators followed by through written exam and interview 3(13%) and 3(20) respectively. Information obtained from interview during field visit revealed that selection was also carried out through written exam and interest in area where there are sufficient candidates for competition.

Regarding the salary payment of the facilitators all groups of the respondents responded that salary of facilitator is paid by NGOs. The information obtained from interview indicates that all NGOs use different salary scales for facilitators.

Training of facilitators

The success of educational process depends largely on the ability of facilitators/teachers. Interpersonal skills of facilitators are essential for understanding needs and interests of the learner. Therefore, capacity building and training of facilitators become crucial in adopting APE program to component for facilitator lack of knowledge and experience in teaching disabled. With regard to facilitators training the responses of facilitators was presented below in table 6:

Table 6: Response of Training condition of facilitators

No	Items	Facilitators N = 15	
		N	%
1	Are you trained? A. Yes B. No	15	100
	Total	15	100
2	Duration of training is? A. less than 15 days B. between 15-30 days C. between 5-10 days	1 3 11	6.7 20.0 73.3
	Total	15	100
3	The content of training is A. on the methodology B. monitoring, evaluation and reporting C. on the concept of APE D. on the concept of the subject	6 4 2 3	40.0 26.7 13.3 20.0
	Total	15	100

As indicated in the above, table 6, all of facilitators responded that facilitators had trainings. On top of this from facilitators educational background among the 15 facilitators 9(60%) were grade ten (twelve) completers and diploma holder respectively.

Regarding duration of training 11(73.3%) facilitators responded that they were trained from 5-10 days. However, 5-10 days of training don't guarantee facilitators to run the APE program effectively and successfully.

The analysis revealed that, 6(40) of facilitators responded that training was on the subject area methodology. The remaining 4(26.7%), 2(13.3%) and 3(20%) respondents replied that the training includes monitoring, evaluation and reporting, on the concept of APE and content of the subject matter respectively.

Besides, documents were observed on gather further information. Hence, the researcher observed that there are lack of net-ness on the attendance, mark list and preparation of lesson plan. This revealed that it could be better in future to given training for facilitators on how to handle learners document and prepare lesson plan.

Curriculum of Adapted Physical Education

One of the factors enhancing access of APE program is the designing and developing of relevant and learner need based curriculum and the preparation of learning materials. APE is expected to focus on literacy, numeracy, environment, sport competition physical fitness ballgames gymnastics athletics enable the learners to develop problem solving attitude and abilities.

Regarding the curriculum and content of APE, implementation strategy of AACEB (2004:19) states that the content includes development lessons: domain of physical education With regard to the types of curriculum and subjects taught in APE centers, the responses of all respondents were presented below.

Table 7: Response on APE curriculum issues

No	Item	Educational , NGOs & SF officials/expert N = 23		Facilitators N = 15	
		N	%	N	%
1	Types of curriculum used in APE program				
	A. condensed curriculum prepared by REB and FEB	15	65.2	9	60
	B. curriculum prepared by NGOs				
	C. By both NGOs & GO	8	34.8	6	40
	D. NO any curriculum				
	Total	23	100	15	100

Regarding the type of curriculum used in APE program, 23 (100%) Educational , NGOs & SF officials/expert 9(60%) facilitators responded that condensed curriculum prepared by FEB and AACEB is used for the program. The remaining 8(36.8%) educational and NGOs officials and 6(40%) of facilitators replied that curriculum prepared by NGOs is

used for the program. However, document observation during field visit revealed that there are no curriculum and syllabus materials in sample centers. But DSB and SE to supported centers used teachers guide prepared and adopted by AAE department and SAPEC.

Regarding the subject contents taught in APE program respondents were asked by open-ended questionnaire to write the type of subject content. Both group respondents i.e. educational and NGOs official and facilitators explained that 1 first cycle (1-4) learning continuum (mother tongue, Amharic, English, etc ...) educational are taught in APE program. However, the class observation during field visit revealed that teaching learning content is mainly dominated by teacher.

The teaching learning process in APE centers

Allocation of time

To complete the curriculum with in defined time instructional program should be designed. The time needed to complete the curriculum within a year; week and day must be scheduled. Regarding this, the following table shows whether NGOs are d/t or not among them solves in their time allocation.

Table 8: Response on time allocation of APE program by supporter NGOs

No	Item	NGOs		
		DSB development program	SSB	WTP
1	Number of learning days in a year	Up to 12 moths	Up to 10 moths	Up to 8 moths
2	Number of weekly learning days	5	5	5
3	Daily learning hours	2-3 hours	2-3½ hours	2-3 hours
4	Length of one pried	40 minutes	40 minutes	40 minutes

Table 8 revels that the number of school days within a year ranges from 8 month to 12 months. In all NGO centers the number of school days per weeks is 5 ,with the total number of periods ranging from 2-31/2 hours per day. The duration of period is 40 minutes in all NGOs supported centers. This shows that all NGOs have used more of

similar schedule. APE implementation strategy of AACCB (2004: 24-25), states that the program takes 3-4 months. Thus, when the number of learning months in a year in all NGO is seen against 3-4 months APE implementation. Strategy of AAEB, the number of months scheduled by all NGOs is high.

The teaching learning method and class organization

APE classes can have different organizations based on availability of resources in the centers including teachers. With regard to teaching-learning method and APE program class organization the response of all respondents were presented below.

Table 9: response on teaching learning method and class organization of APE program

No	Item	Educational and NGO Officials N= 23		Facilitators N= 15	
		N	%	N	%
1	The organization of APE centers forms on				
	A. Multi-classes	6	26	2	13.3
	B. Self contained classes	17	74	13	86.7
	Total	23	100	15	100
2	The type of teaching method applied in APE centers.				
	• Teacher centered				
	• Active learning	23	100	15	60
	Total	23	100	15	100
3	How does disabled learners certified at the end of the program;				
	• By test results	16	-	13	86.7
	• By continuous attendance of the class	7		2	13.3
	• By both mechanisms	-		-	-
	Total	22.2	100	15	100

As observed in table 12 majority respondents 17(74%) of educational and NGO officials and 13(86.7%) of facilitators asserts that APE classes are organized on self- contained types. But 6(27.3%) and 2(13.3%) respondents respectively responded that classes were organized on multi-classes. However, the class observation during field visit revealed that self-contained and multi- class organization was practiced in some sample centers.

Regarding the teaching learning methods it was observed in item 2 of table 12, majority of respondents 14(63.6) educational and NGO officials and 6(60%) of facilitators responded that the common method of teaching in APE centers was active learning. However, the class room observation during field visit revealed that the traditional method of teaching (teacher-centered) was practiced. This might be due to lack of training and support of facilitators to implement learner- centered/ active – learning approach. With regard to the way of learners certification at the end of the program 17(74%) of educational and NGO officials and 13(86.7%) of facilitators responded that test results of continuous assessment are used to certify disabled at the end of the program which makes them to continue in formal school or to participate in any developmental activities in the society, where as 6(27.3%) educational and NGO officials and 2(13.3%) facilitator responded that learners certified by continuous attendance of the class. Moreover, the researcher, tried to observe learners continuous assessment result from centers documents during field work. Records on learners result showed that learners are repeatedly absent from tests. Thus, continuous assessment results for certification for disabled become insignificant when it is seen against to APE certification to different levels in formal school to. Therefore, APE program have no, clear assessment in the study area.

The management of APE program

Monitoring and supervision is found to be the integral part of the integral part of the implementation of APE program. The need for improving learning conditions at APE centers requires close follow up and support for the front line workers, in particular facilitators. The extent to which APE program is supervised monitored and supported was presented in table 10 and discussed below.

Table 10: Responses on the Managements of APE Program

No	Item	Educational , NGO &SF officials N= 23		Facilitators	
		M	%	N	%
1	Is there clearly stated strategy guideline for the implementation of APE in the city or center.				
	• Yes	15	65.2	6	40.00
	• NO	8	34.8	9	60.00
	Total	23	100	15	100
2	How much are you familiar the strategy?				
	A. very high	-	-	-	-
	B. high	7	-	-	-
	C. medium	16	-	6	40
	D. low	-	-	9	60
	Total	23	100	15	100
3	The extent that city and sub-cities education officer and department supervisor and gives support is				
	• High	4	60.9	9	60
	• Medium	14	-	6	-
	• Low	5	-	-	40
	Total	23	100	15	100

As indicated in table 10, 15(65.2%) educational and NGO officials and 6(40%) of facilitators responded that APE program has an implementation strategy. The APE implementation strategy document was prepared by Addis A.E bureau with clear statement on the duties and responsibility of stockholders in supporting APE program AAEB, 2004: 34-41. The remaining 8(36.36%) of educational and NGO official and 9(60%) of facilitators responded that there is no APE implementation strategy document.

Regarding familiarity with the strategy 16(69.6%) educational NGO officials of facilitators and sport federation responded that there familiarity with the strategy is

medium. The remaining 7(31.8%) of educational and NGO officials replied that their familiarity with implementation strategy was high where as 9(60%) of facilitators replied that familiarity with implementation strategy was low. During the group discussion community representatives and learners stated lack of awareness about the implementation of the strategy and the program resulted community members unwilling to participate in APE center activities and lack of support by kebele committal to mobilize the community. This stakeholders unfamiliarity with implementation strategy in one or another way of faceted effective implementation of APE in the city.

Sub-city education offices in general and APE experts in particular are responsible to supervise and support the APE program. However, as it is shown in item 3 of table 10, 14(60.9%) educational and NGO official and 9(60%) of facilitators responded hat supervision and support on APE centers was medium. But , 4 (17.4%) of educational and NGO officials responded that supervision and support given to APE program was high, where as 5(21.7%) educational and NGO officials and 6(40%) of facilitators responded that the support and supervision given by sub-city officer and city officer was, low. This indicates that there was a difference of opinion among the respondent that facilitators which were the grassroots level implementers have shown the reality. In the field visit it was absorbed that APE centers where under management of the nearby community and supporter NGOs. Facilitator are expected to report the challenges APE centers faced and ask necessary technical and material support from the NGOs.

The physical conditions of APE centers and other technical problems that observed during field visit also showed lack of supervision and support by educational experts who know what is needed for effective teaching and learning in the centers. Thus, from all the reason identifies in the findings APE programs have supervision and support problems. The program did not get attention by those, city education bureau and SCEB, which have responsibility for the program.

Stakeholders participation/involvement in APE program

At no point in time has development been a one- man job. Rather, it has always been a collective effort and favor of civil society and its various institution as well as community

government and non-government organization. Therefore, stakeholder's participation is very important in implementation of APE program.

Concerning community participation in the implementation of APE program, the participation can be in providing land, labor, material and financial support, the community also participates in management of the program. Regarding the government bodies participation it was obvious that government bodies woredas, sub-city and city levels are responsible for APE program starting from policy making up to its implementation. Particularly the woreda and sub-city education officer have their own responsibilities at implementation level it has direct relationship with the community, NGOs and APE centers at the grass root level.

NGO can also play an important role in the development of education in general and in improving accesses and equality of basic education in particular by supporting different educational delivery programs. -Based on the above roles of stakeholders majority stakeholders participation in implementation of APE were presented to the respondents to given their response. The obtained responses were presented in table 11 and discussed below.

Table 11: Response on Stakeholders Participation /Involvement towards APE Program

No	Item	Respondents			
		Education, NGO & SF officials N = 23		Facilitators N = 15	
		N	%	N	%
1	Does the community participate in APE program				
	A. yes	23	100	15	100
	B. No	-	-	-	-
	Total	23	100	15	100
2	If you answer for question no 1 is yes the kind of contribution more than one answer is possible.				
	A. land provision and site selection	23	100	15	100
	B. instructions materials provision	—	—	—	—
	C. playing facilitators salary	—	—	—	—
	D. cash provision for APE center construction	—	—	—	—
	Total	23	100	15	100
3	Who initiated the community is participate in the APE program?				
	A. community them selves	9	39.1	9	60
	B. government and NGOs	14	60.9	6	40
	C. NGO only	—	—	—	—
	D. wonder administration	—	—	—	—
	Total	23	100	15	100
4	What was the role of government in APE program?				
	A. Giving professional support	—	—	—	—
	B. Providing refreshers training of facilitators	13	56.5	6	40
	C. Providing instructional materials to the center	10	43.5	9	60
	D. Providing cash	—	—	—	—
	Total	23	100	15	100
5	What was the role of NGOs in making the learning center? (more than one answer is possible)				
	A. provision of commercially purchased materials				
	B. paying salary of facilitators	23	100	15	100
	C. sponsoring initial and refresher training				
	D. providing teaching learning materials				
	Total	23	100	15	100

As to the community participation in APE program implementation, table 14 above indicates that, all (100%) of the sample respondents were asked their views through questionnaire, and replied that there is a community participation for implementing of APE program. The kind of participation in implementing the APE was also asked through the questionnaire.

As could be seen clearly in item 2, table 11 above, all (100%) respondents replied that the community participated in land provision and site selection for the construction of APE program centers.

To the question who initiated the community participation towards' APE program, as seen in item 3, Table 11, 14 (60.9.1%) and 9 (60%) of the educational and NGO officials/experts and facilitators respectively responded that the community participation was initiated by the government and NGOs. Some of the respondents, 9 (39.1%) and 6 (40%) of the educational and NGO officials/experts and facilitators respectively responded that the community participation was initiated by kebele administration.

Thus the result of data indicates that, the participation of community in APE program is crucial for the effective implementation of the program. If the local community were initiated they could be good partner to implement APE program.

As to the participation /involvement of Government bodies in APE program implementation 13 (54.5%) of educational and NGO officials/experts and 6 (40%) of the facilitators replied that Government bodies participated in provision of professional support to the program, where as 10 (43.5%) of educational and NGO officials and 9 (60%) of facilitators responded that government bodies were involved in providing refresher training for facilitators. This indicates the involvement of the government in APE program. However, involvement of government bodies' in crucial issues of the program such as supplying of teaching learning materials, providing cash to the program were not observed. During interview with community representatives and disabled learners, they noted that, the Governmental bodies at woreda, sub-city and city level don't follow up the program, provide instructional materials and did not motivate NGOs

to expand and implement the program. Thus, the obtained information interview also supported the result of data.

Regarding the role of NGOs in the implementation of APE all respondents i.e. 23 (100%) of educational and NGO officials/experts and 15 (100%) of the facilitators stated that NGOs participated through providing commercially purchased materials, paying salary of facilitators, sponsoring of initial and refresher training and provision of teaching learning materials. This shows that NGOs have the highest role of in the implementation of APE program in the project area.

Problems and Challenge that Affect the Implementation of APE Program

Among the challenges/problems that could be assumed to stand against the implementation of APE program, the major ones were presented to the respondents for rating using a five point scale (very serious=5, serious=4, moderate=3, low=2, not serious=1). For the purpose of analysis, these obtained results were interpreted as 0.05-1.49 (not serious), 1.5-2.49 (less serious), 2.50-3.49 (moderated serious), 3.50-4.49 (serious), and above 4.50 very serious. Moreover, the mean score were used for the statistical analysis for significance differences of opinion of the two groups of respondent.

Table 12: Implementation problems of APE program

No	Problems	Respondents rating scales											
		Educational sport federation & NGO official/experts N= 23					Weighted mean	Facilitators N=15					Weighted mean
		5	4	3	2	1		5	4	3	2	1	
	Absence of APE syllabus such as facilitators guide, learners text book	10	5	4	3	-	4.00	8	2	2	2	1	3.93
	Shortage of black board, chalk, field, sport equipment	5	2	8	2	5	3.00	-	3	4	2	6	2.27
	Absence of teaching aids	-	3	9	7	3	2.55	-	4	7	3	1	2.93
	Absence of APE reference books	7	6	3	4	2	3.55	6	4	3	2	-	3.93
	Shortage of well trained facilitators	5	5	4	5	3	3.18	-	5	5	2	3	2.80
	High turnover of facilitators	2	5	5	4	6	2.68	-	1	5	3	6	2.07
	Less pedagogical skill of facilitators	3	5	4	5	5	2.82	1	2	1	3	8	2.00
	Lack of motivation of facilitators	1	9	3	5	4	2.91	2	2	6	-	5	2.73
	Less support and participation of WEO & SCEO	4	3	10	1	2	2.97	-	3	6	2	4	2.53
	Less community participation	3	4	7	4	4	2.91	3	2	5	3	2	3.07
	Less awareness about APE implementation strategy	7	3	5	3	4	3.27	3	2	6	2	2	3.13
	Lack of adequate budget for the program	5	2	6	3	6	2.86	1	5	4	1	4	2.87
	Unfurnished class room	6	5	4	5	2	3.36	1	2	3	1	7	2.21
	Absence of fence	3	6	6	2	5	3.00	-	3	3	2	7	2.13
	Un conductive compound	12	1	2	3	4	3.64	4	-	3	1	7	2.53
	Absence of toilet	9	5	4	1	3	3.73	8	3	3	1	-	4.20
	Absence of water supply	15	1	4	1	1	1.27	7	2	1	2	3	3.53

As it can be read from table 12 among seventeen potential problems shortage of blackboard and chalk, shortage of teaching aids, shortage of well trained facilitator, lack of motivation of facilitators, lack of SCEO and ZEO support, less community participation, lack of awareness of APE strategy and lack of adequate budget for the program were found as moderate problems by both groups of respondents with weighted mean scores range from 2.53-3.18. In general, these eight moderate problems accounted for (47.1%) of the total.

However absence of APE syllabus (Facilitators guide, learner text books), absence of adapted physical education reference books, absence of toilet and water supply in the center were found as serious problems by both group of respondents with weighted mean scores 3.53-4.27. These problems were considered as prominent and serious ones to implement APE program in the study area and they accounted for (23.5%) of total.

Among the stated potential problems high turnover of facilitators, lack of pedagogical skill of facilitators, unfurnished classrooms, absence of fence and un conducive compound were the implementation problems where the two group of respondents have different opinions. In this case high turnover of facilitators, lack of pedagogical skill of facilitators, unfurnished classroom, absence of fence and un conducive compound signified by mean average 2.68 and 2.07, 2.82 and 2.00, 3.3 and 2.21, 3.00 and 2.13 and 3.64 and 2.53 respectively. This shows that in both five implementation problem educational and NGO officials/experts look the issue as moderate, but facilitators as somewhat low.

According to the response of the respondents, the shortage of teaching learning materials and center facilities were the main problems indicated as hindrance for the effective implementation of the program.

In addition, information obtained* from focus group discussion and observation of the center facilities during field visit revealed that, lack of uniformity of curriculum materials in all sample center, inadequate salary of facilitators, lack of the communities awareness about the benefit of the program and less attention of the government bodies about the program were also strengthen the results of data

4.3 Questionnaires Interpretation from Students

Table 13: which organization is organized APE programs in your area?

No	Items	No	%
1	NGOs	54	90%
2	GOs	6	10%
3	Community	-	-
4		-	-
	total	60	100

The above table indicates that the majority 54(90%) of the respondents said that there are organized by NGOs. This show that the organization help by NGOs. But a few 6(10%) of the students response that there this organized by GOs and community.

Table 14: who are forgotten group of the program

No	Items	No	%
1	Disable children and adults	60	100
2	Adult and children	-	-
3	Women	-	-
4	Men	-	-
	Total	60	100

As it can be seen from the above (60) of the respondents respond as 60(100%) the groups of the program is disabled children and adults.

Table 15: The schedule of APE session is held in the

No	Item	No	%
1	Morning	5	8.3
2	Afternoon	10	16.7
3	Evening	5	8.3
4	Other	40	66.7
	Total	60	100

The above table (15) indicate that the respondents 8.3% said that the schedule of APE session morning, 16.7% afternoon, 8.3% evening and the remaining 66.7% of the respondents said that other.

Table 16: the teacher's taken in APE training or graduated

No	Items	No	%
1	Yes	50	83.3
2	No	10	16.7
3	Other	-	-
	Total	60	100

As indicated table 50(83.3%) students responded that the teachers have taken APE training. The remaining of students 10(16.7%) responded that there is no taken training.

Table 17: Do you think the APE activities are suitable for learning

No	Items	No	%
1	Yes	55	91.7
2	No	5	8.3
3	Other	-	-
	Total	60	100

Almost all the students 55(91.7%) responded it is suitable activities the remaining 5(8.3%) respond the activities are not suitable for learning.

Table 18: The types of teaching method applied is teaching method of teachers suitable

No	Items	No	%
1	Excellent	-	-
2	Very. good	20	33.3
3	Good	30	50
4	Not bad	10	16.7
5	Other	-	-
	Total	60	100

Table 18 indicate about the questions relate to suitability of methods used by the teacher. The respond 20(33.3) students and 30(50%) of the students said that the methods used by the teachers are very good. others 10(16.7%) believed that the methods applied by the teachers are not bad. So it is possible to understand from the above table the methods are used suitable.

Table 19: Which teaching materials and instruction material are available to APE program in your organization?

No	Items	No	%
1	Curriculum	-	-
2	Syllabus	-	-
3	Tex-book	-	-
4	Teachers guide	60	100
	Total	60	100

The above table (19) shows all of the respondents replied that the teaching or instruction materials is available to APE program in the center is only teacher's guide others are not available.

Table 20: If your answer of the question “2.7” is „yes“ who responsible to materials are available

No	Items	No	%
1	NGOs	25	41.7
2	GOs	35	58.3
3	Donors	-	-
4	Others	-	-
	Total	60	100

The above table (20) shows 35(58.3%) students respond GOs responsible and the remaining 25(41.7%) students response responsible organization is NGOs

Table 21: How distribution of APE in AA city and others regions?

No	Items	Students	
		No	%
1	Yes	22	36.7
2	No	38	63.3
3	Others	-	-
	Total	60	100

The above table (21) 38(63.3%) of respondent student believed that is no and 22(36.7%) of respondents students are yes, so it indicate, the distribution of APE in country is poor.

Table 22: What was the contribution of government the development of APE Program

No	Items	No	%
1	Provided materials, man power, etc	56	93.3
2	Provided money	4	6.7
3	Other	-	-
	Total	60	100

As to the contribution of government the development of APE program, table (22) above indicates that, 56(93.3%) the sample respondents student were provided materials man power, etc And remaining 4(6.7%) of the respondents respond provided many.

General Suggestions Given by the Sample Respondents in Implementing APE Program in Addis Ababa City

The general suggestion in implementing APE program in Addis Ababa city were collected through various tools, questionnaire, interview and field observation were summarized as follows.

In this regard, all the respondents confirmed that a program that carefully planned requires careful preparation and supply of Instructional materials, convenient learning centers, curriculum and calendar for the learners, adequate budget attention by government body to support and supervise the program, and awareness creation about the benefits of. the APE program by the learners and community.

The success of APE program requires a carefully prepared and adequate supply of instructional materials. However, according to respondents there was shortage of learner textbook, facilitators guide, beside, there is lack of centrally developed APE curriculum in the city not only in the city in, in the country. This can affect the teaching learning process. The success of APE program requires, among other things, the existence of trained facilitators and capacitated officials. The suggestion of the respondents in this

regard indicated that there was inadequacy of facilitators training, and insufficiently capacitated officials in the structure. These things hinder the effective implementation of the program. Generally, the respondents cited that NFE in general and APE in particular were given less attention by government's body and community. This has negative effect on the effective implementation of the program.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

This final part of the study deals with summary of the findings, conclusion drawn on the basis of the findings, and recommendations.

5.1 Summary

The main reason of assessing the role of Adapted physical education program are that:

- There are problems on the facilities, organization and management, teaching-learning materials provision, facilitators training stakeholders participation/involvement and supervision of the program that requires attention for its effective implementation.

In this regard, the specific objectives of the study were:

1. To assess the extent to which the ongoing APE program contributes to increase access, equity and changing mode of life of disabilities.
2. To assess the adequacy of training and support provided to facilitators order to implement APE program effectively
3. To assess the extent to which stakeholders participate/involve in implementation of APE program in the zone.
4. To identify the extent to which APE center facilities and instruction materials were available to implement the program.
5. To identify major problems that affect the implementation of APE program in the project area.

Based upon the above specific objectives, this study is expected to find some answers to the following basic questions.

To what extent adult non-formal basic education contributes to increase educational access and equity to the project area?

1. To what extent APE contributes to increase education access and equity to the project area?
2. Are APE program facilitators /teachers trained and qualified to perform their duties and responsibilities effectively?
3. To what extent do the stakeholders community, WEO, sub-city, city and sport federation officials /experts and NGOs participate/involve in the implementation of APE program?
4. Is there adequate facilities and instructional materials to implement APE program at centers level?
5. What are the major problems that affect the implementation of APE program at the Addis Ababa city levels?

The study was carried out in four selected APE centers from "three sub- city in Addis Ababa city. The subjects of the study were 16 WEO and SCEO officials" and-experts, six NGO coordinators, 15 APE program facilitators, six community representatives and 60 learners. The data was collected from above groups through questionnaire and interview. Besides, observation from APE centers has been collected.

The data collected were analyzed using statistical tools such as frequency count, percentage and mean. Qualitative data was used to supplement the findings. Based on the results of data and analysis done, the following main findings were obtained.

1. As to the sexes, age, educational background and work experience study revealed that: males accounts for 47.6% and females account 52.4%. The age of all sample respondents were above 15 years old.
 - Thirty three percent of the facilitators educational background was whether grade 10 or 11 and 12 complete, where as 66.7% were TTI

graduates. Regarding Educational and NGO officials/ experts 56.2% and 66.7% respectively were diploma holders. The remaining 43.8% of educational officials/experts were first degree and 33.3% of NGO coordinators are above first degree. This implies that the level of qualification of facilitators was required to implement the program. The level of qualification of educational and NGO officials/experts also show that there is adequate educated manpower to implement and manage the program effectively.

- The work experience of the facilitators, educational and XGC officials/experts was above one years of service, and hence, they *hart* relevant experience in their present and previous jobs.
2. The objectives of conducting APE in Hadiya zone was to provide **baa** education for adults and children who do not have chance to learn ifi formal schools due to different social and economic reasons.
- As to the contribution of APE, majority of the sample respondents' replied that the program has great contribution in addressing access and, equity as well as on reducing illiteracy and changing mode of life *of* adults in project area. However, its contribution on GER of the regional level implies minimum contribution and expansion.
 - As to the target groups of the program the study revealed that, the target: groups of the program were adults and children. In other words, th study on target groups of the program in terms of their age revealed that both learners were 16-25 years old.
3. As to the center facilities for implementing APE program, the study revealed that, the program is implemented in a center constructed for APE and kebele office. Basic facilities (desks, toilet, drinking water fence and play ground) in some centers are suitable for teaching-learning process and in others are not suitable i.e. not well equipped.

- The centers were constructed by NGO by providing commercially, purchased materials, labor cost, and the community provided local materials in some centers.
4. The most common selection criteria for facilitators were found to educational background and recommendation from wereda administration. Selection through written exam and interest were used in areas where there are sufficient candidates for competition. Most of the facilitators were selected by NGO coordinators and local community representatives. The salary of facilitators was paid by supporter NGOs.
- Training of facilitators was crucial in implementing APE to compensate lack of knowledge and skill. The finding showed that facilitators had different training status. "Some have been trained before their employment in teacher training institutes; initial training for 5-10 days after employment was given for both trained and untrained facilitators. The content of training was teaching methodology, content of the subject matter and classroom evaluation. But it was mentioned that the trainings were inadequate for equipping facilitators with necessary skills and knowledge to implement ANFBE and to handle adults based on their needs.
5. As to the curriculum materials used for APE learners, the study revealed the guides prepared by some NGOs and ZED was used for program implementation, and all of the sample respondents replied that? Physical fitness, recreational activities, Ballgames, Athletics, Gymnastics and environment games were the subject taught. In some centers moral education was also taught.
6. The study identified that the number of days for teaching and learning indifferent NGO supported centers varies from 8-12 months in a year.
- The most frequently used method of teaching indicated by respondents was learner-centered, but in some centers lecture was used.
 - Learners were certified, through continuous test results, but in many centers

learners were repeatedly absent from tests. This showed that ANFBE program have no standardized certification like ABE program.

7. There were clear NFBE implementing strategy guide line in the region. But, WEO and ZED officials, NGOs, facilitators and the community representatives familiarity with implementation strategy was to be low.
8. Community participation was mainly seen on provision of land and site selection. However, participation in contributing financial resources and management of the program were found to be low.
 - The AACAB prepared strategy for the implementation of APE program with clear statement about the duties and responsibilities of stakeholders of the program. WEO in general and non-formal experts in particular were found to be responsible to supervise and support APE centers. But the supervision and support on APE centers was found to be medium. The physical situation and technical problems observed in APE centers witnessed the lack of appropriate-supervision and support given by WEO and SCEO in the implementation of the program in the project area.
 - The study depicted that the NGOs highly were participated in the provision of commercially purchased materials for construction of APE centers, and by providing financial resources that cover salary of facilitators. But less involved in provision of teaching-learning materials.
9. As to the problems encountered in implementing the program, the study revealed that the quality of basic education can be enhanced by the availability of relevant teaching-learning materials like learner textbook, facilitators guide, student seats, relevant curriculum, facilities of the center, training of facilitators and participation/involvement of stakeholder indifferent activities of the program. However the sample respondents replied that the major problems encountered while implementing the APE are shortage of teaching-learning materials, lack of adequate curriculum, shortage of facilities of centers, in adequacy of facilitators training and less support and participation/involvement from government and community in the program.

5.2 Conclusion

Based on the data analysis and major findings, the following conclusions are drawn.

1. Lack of adequate involvement of all stakeholders in planning/ organization and implementation of adult non-formal basic education program led to less understanding about importance of the program among them on the one hand, and also contributed to inadequate supervision and support on the other hand.
2. Lack of adequate training and support for facilitators resulted in poor teaching-learning process. Based on this idea, it can be concluded that lack of adequate training and support for facilitators could be the major factors that negatively influence implementation of the program.
3. APE program has contributed a lot in addressing access, equity and help to reduce illiteracy in the area understudy. However the contribution of APE in increasing GER of the Regional and zone was found insignificant. This shows the slow expansion of APE program in the city administration.
4. From the inferences made from quantitative and qualitative information, the implementation of APE program in Addis Ababa City had many problems. The physical conditions of the centers were including facilities, the unavailability of learning materials, low supervision and support to the program, untrained facilitators, and minimum learning skills of Ballgames Athletics, Gymnastics and serecese computing and also these undermine the implementation of APE.

5.3 Recommendations

Based on the findings of the study and the conclusion drawn the researcher tries to suggest the following recommendations.

1. As the study revealed there was lack of attention to APE program implementation at woreda sub-city and city levels from grassroots implementers. This is caused from lack of awareness on the benefit and contribution of the program. Therefore, decision makers have to set clear and workable strategy guide Line and standard for local actions.
2. APE program requires relevant center facilities, adequate manpower and material provision to carry out the program effectively. But APE suffered with lack of these inputs resulted not suitable for adult-learning. Therefore, it is recommended that centers should be given attention and provided at least to satisfy the minimum learning facilities such as students seat, learners textbooks, facilitators guide, teaching aids and toilet through mobilizing local community and creating partnership with NGOs.
3. The success of educational process depends largely on the ability of facilitators/teachers. Facilitators/ teachers' competence involves command of theoretical knowledge, method of teaching, the interaction -between learner and environment. But this was found to be a challenging in APE centers where untrained facilitators are assigned to teach: Therefore, it is suggested that facilitators should be trained, provided closer support and supervision for their day to day activities.
4. Findings revealed that different age group of learners were registered in APE centers which are difficult in the teaching learning process; for facilitators treat these groups equally and for the learners to have equal participation. Therefore, it is suggested that program providers should be oriented not to register those who are below the age limit. These groups should be encouraged to enroll alternative basic education program.

5. AACAE0 prepared APE curriculum guide, however, the APE curriculum guide prepared by Regional Education Bureau was not used in all APE centers due to difference in mother tongue and nature of settlement in the region. To solve the problem NGOs and SCEO developed a guide in city level by their local language. The prepared guide relevance to be used for APE must be checked by curriculum experts.

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APPENDIX A
ADDIS ABABA UNIVERSITY
FACULTY OF LIFE SCIENCE
DEPARTMENT OF SPORT SCIENCE

Questionnaire to be filled by government and NGO employees

The main objective of this questionnaires is to collect First hand information for the study on “The resources contribution of local and international NGOs in adapted physical education program in A.A city.”

Your cooperation in providing pertinent and reliable information will be inviolable. So, please fill out the questionnaires completely and honestly.

Thank you for cooperation

Instruction

- A. No need to write your name
- B. Please put “circle” mark in the space provided for your answers given in a multiple choice form
- C. Please give short answers in the space provided for question items that require your opinion.

GENERAL INFORMATION

- 1. Place sub city _____ worda _____ Town _____
- 2. Name of the organization you work for _____
- 3. Career position _____
- 4. Age: A. 18 – 24 years B. 25 – 30 years C. 31 – 35 D. 36 – 40 E. 41 – 50
F. above 50 years

- D. Informal education center
 - E. In community skill training center
 - F. In center contracted for APE program
2. Who constructed the APE enter?
 - A. Local community
 - B. Government
 - C. NGOs
 3. Availability of learning materials APE syllabus, textbook, guide and teaching aids
 - A. High
 - B. Moderate
 - C. low
 4. The appropriateness of the center for teaching learning process
 - A. High
 - B. Moderate
 - C. Low
 5. If the your answer to the question No. 4 is “low” please mention the problem

IV. Issue Related to facilitators/teachers

1. Who select APE Facilitators?
 - A. Local communities representatives and woreda administration
 - B. Woreda education office
 - C. NGOs and local community representative
2. How are facilitators of APE program recruited
 - A. Educational background
 - C. NGO
 - B. Recommendation from woreda
 - D. GOs
3. Who covers the salary of facilitators?
 - A. local community
 - B. government
 - C. NGOs
4. Are you trained? (Only for facilitators)
 - A. yes
 - B No
5. If your answer for the above question is yes how long? (only for facilitators)
 - A. less than 15 days
 - B. Between 5-10 days
 - C. Between 15-30 days
 - D. Other please specify _____

6. The content of training is (only for facilitators)

- A. On methodology
- B. Focuses on monitoring, revolution and report system
- C. On the concept of APE
- D. On the content of the subject
- E. Specify if others _____

Part V issue Related to APE curriculum

1. Type of the curriculum used in APE programs
 - A. Condensed curriculum prepared by region or national education department.
 - B. Curriculum prepared by MOE
 - C. Both NGOs and GO
2. What are the subjects that have been thought in APE program
 - A. _____ B. _____ C. _____ D. _____

VI. Issue related to teaching learning process and organization

1 Please write how the program is organized in each NGO supported centers in the table below

No	Time	NGOs			
		DSB	SE	WTP	ALDPS
1	Number of learning days in a year				
2	Number of weekly learning day				
3	Daily learning hours				
4	Length of one period				

2. The organization of APE classes.
 - A. Multi classes
 - B. self contained classes
3. The types of teaching method applied in APE centers
 - A. Teacher centered
 - B. Active learning
 - C. No response

- A. Giving profession support
 - B. Giving refresh training for facilitators
 - C. Providing instructional materials
 - D. Providing cash
5. What was the role of NGOs in making the learning center? (more than one answer is possible)
- A. Provision of commercially purchased materials for construction of APE centre
 - B. Paying salary of facilitators
 - C. Sponsoring initial and refresher training of facilitators
 - D. All mentioned above

Part IX. Issue Related to problems of Implementation

Problem (factor) that affect the implementation of Adapted physical education are listed below. Please indicate the seriousness of the problem in the implementation of the program by marking „x“

Very serious =5, serious =4, moderately serious =3, Low =2, not serious =1

NO	Items or problems	Rating scale					
		Very serious	serious	serious	Moderate serious	low	Not serious
1	Absence of APE Syllabus (guide, text book etc)						
2	Shortage of blackboard and chalk						
3	Shortage of teaching aid						
4	Absence of APE reference books						
5	Shortage of well trained facilitators						
6	High turnover of facilitator						
7	Less pedagogical skill of facilitators						
8	Lack of motivation facilitators						
9	Lack of WEO and SCEO support and participation						
10	Less community participation						
11	Less awareness about APE implementation strategy						
12	Shortage of budget allocation for the program						
13	Unfurnished classroom						
14	Absence of fence						
15	Un conducive compound						
16	Absence toilet						
17	Absence of water supply						
18	Sport field						
19	Teaching materials						

General comments and suggestion

APPENDIX B

Interview question for Regional, sub-city and Woreda level educational experts NGOs and Sport Federation of APE

I. Personal Data

Qualification

A. Certificate B. Diploma C. Degree D. MA

II. **Years of service** A. 1-8 B. 6-10 C. 11-18

d. 16-20 e. above 21 years

III. **Position** _____

IV. Loading questions

1. Curriculum Related Issues

A. is there any APE curriculum developed for the school age children in the region?

B. Who developed the curriculum? Who are involved?

C. What is the major difference of curriculum of APE to formal school curriculum.

- In subjects delivered
- In years of schooling
- In school facilities
- In text book delivery
- In community participation
- In its mode of delivery

2. Issues Related To NGOs

A. what is your role concerning APE programs?

B. do you think that the support by the NGOs. APE programs sufficient? If Yes or No, why

C. is there frequent revaluation of the APE centers?

3. Community Participation

A. is there sufficient community participation in the program.

B. Who mobilize and co ordinate community participation.

C. What is your role in coordinating community participation.

4. Budget and Facilities Related Issues.

A. Who control the budget of APE program?

B. Is there any governmental support in funding APE programs.

C. Do you think that the APE centers have enough budget?

D. what do you suggest regarding budget administration for the centers?

5 Efficiency Of The Program

A. what is your role in increasing efficiency of the program

6. General Comment

A. what do you suggest as a responsible educational expert for the improvement of the program.

2.4. መምህራኖቻችሁ በልዩ ፍላጎት ትምህርት የሰለጠኑ ናቸው?

ሀ. አዎ ለ. አይደለም ሐ. አናውቅም መ. ሌላ ካለ

2.5. የምትማሯቸው ተግባራት እናንተን ያማከሉ ናቸው?

ሀ. አዎ ለ. አይደለም ሐ. ሌላ ካለ

2.6. መምህራኑ የሚጠቀማቸው የማስተማሪያ ዘዴዎች አመቺነታቸው

ሀ. ምንም አይሉም ለ. ጥሩ ናቸው ሐ. እጅግ በጣም ጥሩ መ. ሌላ ካለ

2.7. በት/ቤታችሁ ውስጥ በመማር ማስተማሩ ሂደት የሚውሉ በቂ ቁሳቁሶች ይገኛሉ?

ሀ. አዎ ለ. የሉም ሐ. ሌላ ካለ

2.7.1. በጥያቄ ቁጥር 2.7 ላይ መልሳችሁ አዎ ከሆነ እነዚህን ቁሳቁሶች የሚያሟላ አካል ማነው ?

ሀ. መንግስታዊ ያልሆኑ ድርጅቶች ለ. መንግስት ሐ. ባለሀብት መ. አይታወቅም

2.8. እንደነዚህ ያሉ መንግስታዊ ባልሆኑ ድርጅቶች የሚደረፉ ት/ቤቶች በአዲስ አበባና በሌሎች ክልሎች በብዛት ይገኛሉ ::

ሀ. አዎ ለ. የሉም ሐ. ሌላ ካለ

2.8.1. በጥያቄ ቁጥር 2.8 ላይ መልሳችሁ የሉም ከሆነ ምን መደረግ ያለበት ይመስላችኋል?

.....

2.9 . ለነዚህ ት/ቤቶች በእናንተ በኩል መንግስት ምን ማድረግ ያለበት ይመስላችኋል?

.....

APPENDIX D

Observation check list

Issuer considered during observation

City _____

Sub city _____

Woreda _____

APE center _____

Class _____

No of learners M _____ F _____ total _____

Date of observation _____

No	Observation list/item	Level 1					Remark
		5	4	3	2	1	
1	Facilities <ul style="list-style-type: none"> - Furniture /student desk/ seats - Official for facilitators - Reading room - Center for preparing teaching aids - Toilets /latrine - Play ground - Fence - Clean drinking water supply 						
2	Teaching learning materials /curriculum <ul style="list-style-type: none"> - Syllabus - Teachers guide - Text books - Teaching aids - Reference book 						

3	Teaching learning process <ul style="list-style-type: none"> - Classroom organization - Class room management - Method o teaching - Availability of teaching aids - No of students per a class - Learning colander - No of learning day`s pre a week - No of learning days per a year 						
4	Status of APE center <ul style="list-style-type: none"> - Made of local materials - Made of factory product 						
5	Document observation <ul style="list-style-type: none"> - Student attendance - Mark list - Time table - Reports 						

N.B 5= excellent 4= V. Good 3. Good 2. Fair 1= poor

General comments _____

Declaration

This thesis my original work, has not been presented for a degree in only other university and that all sources of material used for the thesis have been duly acknowledged.

Name	Signature	Date
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Approved by:-

Advisor	Signature	Date
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