

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**



**THE ROLE OF NON-GOVERNMENTAL ORGANIZATIONS
IN PROMOTING CIVIC AND ETHICAL EDUCATION
IN ETHIOPIA**



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JULY, 2007

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

IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE MASTER
OF ART DEGREE IN CURRICULUM AND TEACHERS'
PROFESSIONAL DEVELOPMENT STUDIES



BY
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JULY, 2007

ACKNOWLEDGEMENTS

I am delighted to extend my sincere gratitude for the help I received to complete my studies in general and to see this thesis in its present form in particular.

First of all, I would like to praise the Almighty God for the valor and vigor He gave me to endure all the difficulties and finalize my studies in general and this thesis in particular.

I would also like to extend my deepest and sincere gratitude to my thesis advisor, Ato Akalewold Eshete for his invaluable guidance, technical advise, critical remarks and encouragement throughout my work on this thesis. His provision of both published and unpublished materials for literature review worth's appreciation.

My sincere recognition goes to my spouse, son and daughter Elsabet Endale, Samuel and Eyael respectively for their sympathy, encouragement, prayers and support which played a vital role to complete my studies. The support, prayer and encouragement I received from the family of Ato Amare Ante, Ato Ephrem Binaso and Ato Obsa Fana was also so crucial and worth's admiration.

I am indebted to the interviewees and rest staff members from SAHRE, APAP, RCCHE and the Ministry of Education who took their time to give their replies as critically and truthfully as possible to all questions raised and the materials they provided for document review.

Finally, I am grateful to the support and encouragement I received from my colleagues at Compassion International Ethiopia. The support and encouragement from Sinkinesh Teklemariam, Tigist Gizachew, Tewodros Shibru, Demissie Wolde and Solomon Gebremariam was special.

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LIST OF ACRONYMS

APAP	Action Professionals' Association for the People
CBO	Community Based Organizations
CCE	Center for Civic Education
CAO	Civic Advocacy Organizations
CLCBS	Center for Local Capacity Building and Studies
CRDA	Christian Relief and Development Association
CSOs	Civic Society Organizations
DCHRE	Division for Citizenship and Human Rights Education
DPPC	Disaster Prevention and Preparedness Commission
DSA	Development Studies Associates
EDGE	Education Discussion Group of Ethiopia
EFA	Education for All
EHRCO	Ethiopian Human Rights Council
EPRDF	Ethiopian Peoples Revolutionary Democratic Front
ESDP	Education Sector Development Program

FDRE	Federal Democratic Republic of Ethiopia
FSLD	Foundation for the Support of Local Democracy
HREA	Human Rights Education Associates
ICDR	Institute for Curriculum Development and Research
IDEA	International Institute for Democracy and Electoral Assistance
IEA	International Association for the Evaluation of Educational Achievement
IMF	International Monetary Fund
MCB	Ministry of Capacity Building
MDG	Millennium Development Goals
MOE	Ministry of Education
MOI	Ministry of Information
NAEP	National Assessment of Educational Progress
NGO	Non Government Organization
PLWA	People Living With AIDS
RCHE	Research Center for Civic and Human Rights Education
SAHRE	Society for the Advancement of Human Rights Education

SSDP	Social Sector Development Program
UK	United Kingdom
UNDP	United Nations Development Program
UNDPBDP	United Nations Development Program Bureau for Development Policy
UNESCO	United Nations Educational, Scientific, and Cultural Organization
USA	United States of America
USAID	United States Agency for International Development
USIA	United States Information Agency
WMD	World Movement for Democracy

ABSTRACT

Ethiopia has embarked on a democratic social order after the advent of EPRDF to power in 1991. Our democracy is in its fledgling stage and needs to be nurtured through civic education programs in order to grow to its full stature. Cognizant of its relevance, the government has given high priority to civic and ethical education in its policy. The policy documents issued by the government have shown the deficiencies in the delivery of civic education programs and the roles which could be played by different stakeholders to mitigate them. However, the NGOs are not considered as stakeholders that can play a vital role with regards to promoting civic education.

The purpose of this research was to find out the part being played by some selected NGOs in the promotion of civic and ethical education, identify the major achievements and shortcomings and come up with strategies that could alleviate the problems and buttress the accomplishments. To this end, a thorough review of literature has been made on civic education and the roles that NGOs play in promoting it. The study employed a case study method of qualitative research. The methods of investigation applied for data gathering were interview, document review and observation. The data gathered have been analyzed and findings and conclusions drawn.

Results of the study revealed that the NGOs contribution towards the school-based civic education program is minimal while their contribution in adult civic education program is magnificent. There is a reciprocal negligence of one part of civic education from both the government and NGOs side as a result the two parts could not supplement and reinforce each other. Several factors impeded the activities of the NGOs among which the most severe one is financial constraint and its consequence on staff and facility. The financial constraint is aggravated by the impeding policy environment which inhibited NGOs from engaging in income generating activities.

Hence, it was suggested that both the government and NGOs should avoid their reciprocal negligence and work in partnership in school-based and adult civic education programs. In addition, the government of Ethiopia has to create an enabling environment for the NGOs so that they can design a mechanism to solve the problems that are working against their endeavor to promote civic education.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1. Background of the Study

During the last decade of the 20th Century and the very beginning of the 21st Century there has been a revival of interest in Citizenship Education globally. This renewed interest in Citizenship Education at both national and international levels among international organizations, government agencies and non-governmental organizations (NGOs) was due to a number of social and political developments such as:

- ❖ The emergence of recently democratized states in Africa, Central and Eastern Europe, and Latin America;
- ❖ The concern of governments in established democracies for the disengagement of citizens in political and social activities;
- ❖ The rise of culturally diversified local communities (multicultural society) in the Western World due to globalization and consequent migration;
- ❖ The threat posed by ethnic, religious, and narrow nationalist movements on democracy and existing political and social structures; and
- ❖ The tendency of putting all the blames for the problems and challenges of a society on the youth (Osler and Starkey, 2003; Osler and Starkey, 2005).

The revival of global interest in Citizenship education is clearly manifested by the pioneering rigorous international comparative study in Civic Education carried out by the International Association for the Evaluation of Educational Achievement (IEA) to assess educational programs and test students' knowledge about fundamental democratic principles and processes in 29 democratic nations. The feedback from this study was so critical that it aroused a movement in the countries being studied for the revitalization of civic education (Amadeo et.al, 2002).

The influence of globalization led the International lending agencies (IMF and World Bank) to set democratization and good governance in a country as a prerequisite for lending. Civic and Ethical Education can foster a democratic culture which is critical for the consolidation of democracy and good governance. Therefore, CSOs/NGOs can contribute their part by promoting effective civic and ethical education Programs. In addition, the IMF and World Bank are turning their eyes on CSOs/NGOs considering them as having a role to play in development. The World Bank conducted a study on the potential role of CSOs and NGOs in meeting the development challenges of Ethiopia with the aim of providing background orientation to participants engaged in the dialogue for creating Partnership between the World Bank and Ethiopian NGOs (Clark, 2000).

The donor community especially wants to promote voluntary institutions because it has a strong conviction in that the road to democracy in Africa lies not in revolutions and class struggle but in the active involvement of civil society in the political process. Therefore, the interest for the voluntary sector emanates from the view that it is seen as the most important instrument for promoting sustained political reform, responsible governance, and pluralism (Dessalegn, 2002). As Clayton et.al (2000) argued, the main factors that have resulted in a massive increase in external funding for CSOs in developing countries particularly Africa are the junction of three developments -good governance agenda, New Public Management (NPM) and state decline.

International organizations like UNESCO presently see Citizenship Education as a tool to combat global challenges of injustice and inequalities. As a result they have started to strengthen this part of education. The UN declared the years 1994-2004 as the United Nations Decade for Human Rights Education (HRE) with the intent of mobilizing governments to develop specific plans and programs in this field. The European Commission and the Council of Europe have also started to promote Citizenship Education so as to challenge racism as an anti-democratic force (Osler and Starkey, 2004).

Although a special duty is placed on schools and educators, it is the responsibility of all members of a civil society in any country to achieve the goal of producing informed citizens and promoting their participation in the civic life of their communities by delivering civic education

(Tolo, 1999). DCHRE (2005) on the contrary places high responsibility on NGOs in the delivery of civic education. This is due to the fact that the NGOs, compared to public authorities, are acclaimed for their innovative practices in the field of education for democratic citizenship due to their flexibility compared to the authorities, the diversity of their methods and of the issues they deal with, their innovation and their proximity to the grassroots level there by enabling the activities to have greater impact. According to W. Starzynski, President of the Civic Educational Association of Poland, “these institutions [NGOs] are the best propagators and creators of civic education” (DCHRE, 2005: 1).

The best proof for NGO’s achievement in Civic Education is the work of Civitas International. Civitas International is an international non-governmental organization for civic education which aims to strengthen effective education for informed and responsible citizenship in new and established democracies around the world. It hosts an online resource and service known as Civnet (<http://www.civnet.org>) for civic education practitioners (teachers, teacher trainers, curriculum designers), as well as scholars, policymakers, civic-minded journalists, and non-governmental organizations (NGOs) that are promoting civic education all over the world (Civitas, 2006).

The Division for Citizenship and Human Rights Education of the European Council have realized the role of NGOs in Citizenship Education and conducted a special conference under this topic from 21st to 24th April 2005 in Warsaw, Poland. Cognizant of their influence the Council of Europe also gave the NGOs first “consultative status” and later “participatory status” with the Council. As a result now NGOs are enjoying the right of participation in defining the policies, programs and actions of the Council (DCHRE, 2005).

Developed nations like the USA, UK, Sweden, Australia, etc. have understood the relevance of citizenship education for the creation of competent citizenry who participate in the civic life of their communities effectively and the establishment of a strong democratic society. To this end, they have embarked on intensive assessments, aimed at revitalizing civic education with the help of these partners, the CSOs/NGOs. For example, in the USA Civics has been assessed five times

under NAEP: 1969-70 (separately), 1975-76 (as part of social studies), 1981-82 (as part of social studies), 1988 (separately), and 1998 (separately) (Tolo, 1999).

Civic and Ethical Education has a short history in Ethiopia. It was being given in Ethiopian schools both during the Imperial period and the Marxist regime known as the *Dergue* as Ethics or Moral Education and Political Education respectively. In 1995 after the overthrow of the *Dergue* regime by the forces of EPRDF, Civic and Ethical Education has started to be given in a new form in Ethiopian schools at both primary and secondary levels. In 2002 the Federal Ministry of Education has set up the Department of Civics and Ethical education within the Ministry a body entrusted with restructuring and drawing a new curriculum for Civic and Ethical Education so as to make the delivery of Civic and Ethical Education effective. To this end, the Department prepared the revised curriculum for the subject which basis itself on social values that are thought to be instrumental in shaping the personality of young citizens (FDRE, 2004; MOE, 2006). As stated by Sahilesellasie in (CLCBS, 2003) civic education has attracted the attention of various stakeholders in the country such as the government, NGOs, CSOs and donors. However, the implementation of civic education programs has encountered several challenges.

Civic and Ethical Education is given top priority in the policy of the country. This is clearly evident from the fact that; policy documents (MOE, 2002a; MOE, 2002b; MOI, 2002) stress on the importance of Civic and Ethical Education; a special department that facilitates the program is instituted within the Federal Ministry of Education; and the subject is being given as a separate and compulsory one. Despite the attention at policy level the actual delivery of civic and ethical education is marred with a lot of problems.

In addition, NGOs were operating under restrictive policy environment embedded with strict government control and bureaucratic requirements. Due to this reason, the NGO sector remains very small compared to other countries in Africa (CRDA and DPPC, 2004). As Dessalegn (2002) stated, at the end of 1999 there were about a dozen of rights-based advocacy institutions in the country among which many were small in size, with little or no experience, and organizationally vulnerable. The main concern of the advocacy organizations is on “rights” issues such as;

enhancing civic awareness through civic education, promoting respect for the rule of law, and protecting the right of women.

Many NGOs in the country do not want involvement in advocacy due to the fact that, local NGOs that work on needs-based relief, charity, service delivery, and development have few problems compared with those that want to challenge policies and practices, raise public issues, and deal with sensitive topics such as land tenure, resource allocation, and sector reform. The organizations which are engaged in advocacy have been suspended at various times because of their activity (USAID, 2004). As PACT (2006) also argued the Democracy & Governance (DG) NGO sector has traditionally been the weakest in Ethiopia because of government mistrust and fear of individuals to establish such organizations. This is why many CSOs/NGOs in the country today are engaged in promoting Alternative Basic Education programs to enable the country to meet the EFA goals by 2015 than in promoting civic education programs which has nowadays become the decisive education for sustainable development.

To make matters worse, NGOs which used to run civic education programs have started to shift their focus to other activity and avoid civic education totally from their program. The best example of an NGO of this genre is Inter Africa Group. As it was stated by Clark (2000) Inter Africa Group was one of the members of the consortium of five Ethiopian NGOs organized to conduct monitoring and voter education in connection with the 1995 elections known as Ad Net/E95. The goal of the consortium was to mobilize human rights activists and educate citizens on their rights and responsibilities in a democratic system. Unfortunately, Inter Africa Group has completely revoked civic education from its program.

However, today the government's attitude towards the role of NGOs in the education sector has shown a significant change to the affirmative. The government has recognized the existence of NGO programs in education and has begun to include these activities in its planning. Particularly the success of NGOs in Alternative Basic Education Programs won them the favour and trust of the government. This is clearly seen from the fact that in the ESDP III it is stated that the government will encourage more NGO involvement in education (MOE, 2005; Grandvaux, et.al,

2002). Therefore, CSOs/NGOs can avail this opportunity and influence the policy and practices of the country with regards to civic education.

Ethiopia needs the contribution of all stakeholders in promoting civic and ethical education more than any other nation in the face of the world. One of the stakeholders is the CSOs/NGOs. Diesen and Waker (1999) argued that, in the light of the tremendous challenge of development in Ethiopia, a harmonious and mutually reinforcing relationship between the government, civil society and donors is crucial.

1.2. Statement of the Problem

The need for the CSOs/NGOs role in promoting Civic and Ethical Education programs basically stems partly from the fact that they are well known for their innovations and propagation of new programs and strategies which can make the program effective. This role of NGOs is clearly seen from their achievements in other parts of the world. Contrary to the international arena, the role of NGOs in education in general and Civic and Ethical Education in particular is neglected in Ethiopia. According to the study jointly conducted by CRDA and DPPC (2004), the NGOs are considered as ‘gap fillers’ in the country. The contributions of NGOs in the development process in the country were obscured due to the prevailing deep poverty and the scarcity of data on NGOs’ contributions.

The NGOs role is particularly critical in a poor and developing country like Ethiopia where the scarcity of resources is especially acute and democracy is in a fledgling and incipient stage. As argued by Diesen and Waker (1999) there are relatively few NGOs in Ethiopia, given the size of the population and the scope of the developmental challenge the country is facing. In view of the tremendous challenge of development in Ethiopia, there is certainly great potential for more extensive involvement of NGOs and CSOs in the development effort, especially as the challenge is huge for the Ethiopian government to tackle on its own. However, albeit the Training and Education policy adopted in 1994 or all the rest subsequent documents on implementation strategies do not acknowledge the roles to be played by CSOs/NGOs in Civic and Ethical Education Programs. Even the training manual prepared by the Ministry of Education (MOE, 2006) while acknowledging the roles of various stakeholders in the subject such as teachers of

the subject, teachers of other subjects, principals and supervisors, Woreda Education Leadership and Training Board and Parent Teachers Association (PTA), it ignored the role of CSOs/NGOs. This clearly shows the fact that the role of CSOs/NGOs in Civic and Ethical Education Programs is highly neglected and not well understood by the policy makers in the country.

All the negative developments in the country in the past, especially the use of Political Education as a tool for disseminating the Marxist ideology by the Marxist *Dergue* regime, had a disruptive impact on the attitude of citizens towards any education related to political issues. It also eroded the positive sense of citizenship and our “social capital” especially trusts towards government institutions, which unless treated seriously will undoubtedly curb the development of democracy and national sense putting the peace, stability and sovereignty of the country in jeopardy. The idea forwarded by Hovde (1992) cited in Kassahun (2002) confirms this view. The traumatic experiences of the *Dergue* era caused NGOs in Ethiopia to be overly cautious, enormously fearful, lacking in confidence and unsure of their mission.

Even one can argue that, the CSOs/NGOs themselves are not playing their role and duty properly in promoting Civic and Ethical Education programs. The living witness for this is the confinement of CSOs/NGOs activities on seasonal voter education which happens to take place every five years with the intent of preparing the people for turn out in the upcoming elections. This is clearly seen from the NGOs activities in the 1995, 2000 and 2005 elections. Voter turn out alone can not ensure the sustainability of peace, democracy and development in any country. The only mechanism to ensure them is the cultivation of democratic culture which could only be materialized through proper education. According to Kassahun (2002) the contribution of NGOs in Ethiopia towards the emergence and consolidation of democratic values has been insignificant. This failure to enhance democratic values, even in favourable environment, is quite strange. It seems that the policy of *laissez-faire* is considered the safest way of ensuring survival without antagonizing the power holders.

To make matters worse, this area was greatly neglected in educational research. So far only four MA Theses have been prepared in the area of Civic and Ethical Education Program particularly

in 2006. One could hardly find any research done on the role of NGOs with regards to formal Civic and Ethical Education Program.

Hence, as Kassahun (2002) argued there is a need to redefine the roles of NGOs in a manner that demands shift of focus. In order to materialize this, it calls for a rigorous study and scholarly inquiry so as to assess the NGOs contribution towards promoting civic and ethical education programs and the impediments towards their contribution. Therefore, the major purpose of this research is to make a diagnostic study, with the help of the latest available data and empirical evidence, on the part being played by some selected NGOs in the promotion of civic and ethical education, the strategies adopted and the setbacks encountered.

To this end, the following basic research questions are set;

1. What are the contributions of the NGOs in the promotion of civic and ethical education?
2. What strategies do NGOs follow to promote civic and ethical education?
3. What are the factors which impede or facilitate NGOs contribution for the effective design, implementation and evaluation of civic and ethical education?

1.3. Objectives of the Study

General Objective

The general objective of this study is to find out the contributions made by NGOs in promoting civic and ethical education programs so far, the strategies used by the NGOs towards promoting civic and ethical education and the problems they encountered.

Specific Objectives

The study is aimed at attaining the following specific objectives:

1. To descriptively analyze the roles played by NGOs in the promotion of civic and ethical education in Ethiopia.
2. To identify the major problems (if any) mitigating against the NGOs contribution towards the effectiveness of civic and ethical education undertakings in Ethiopia.
3. To identify the major achievements of the NGOs in the process of policy formulation, implementation and evaluation of Civic and Ethical Education Programs.

4. To discover the kind of relationship prevailing between the NGOs and the legislative and executive branches of government in carrying out Civic and Ethical Education Programs.
5. To come up with strategies that could alleviate the identified problems and buttress the identified achievements of NGOs action in the promotion of Civic and Ethical Education so as to make them competent promoters.

1.4. Significance of the Study

There is recognition of the fact that the government's efforts alone are insufficient to carry out an effective Civic and Ethical Education Programs. Therefore, it is imperative to mobilize and make an effective use of the contribution of all stakeholders like non-governmental organizations, private sectors, and the community at large in promoting civic and ethical education.

The research on the role of NGOs in promoting Civic and Ethical Education is timely and relevant in that civic and ethical education which is being seen as one of the cross-cutting issues in our education is marred with a multiplicity of problems. Currently, NGOs are influencing policy, designing and delivering effective programs and even making an assessment of civic education programs globally. Therefore, their innovative capacity can bring about substantial change in our Civic and Ethical Education. Hence, the study which is designed to find out the contribution of NGOs for Civic and Ethical Education Program is significant for the outcome of the study will:

1. Serve as a feed-back on the role of NGOs in Civic and Ethical Education Programs to concerned bodies.
2. Give insight to NGOs on their roles in the promotion of Civic and Ethical Education Programs.
3. Provide awareness to policy makers and policy implementers on the role of NGOs as partners in designing and implementing Civic and Ethical Education Programs.
4. Throw light on how to enhance and strengthen collaboration between government and non-government organizations in designing and effectively implementing civic and ethical education programs.

5. Provide other researchers first-hand information in the field and serve as a stimulant for them to carry out intensive research on the forging of partnership of different sectors of the society so as to promote Civic Education Programs.

1.5. Delimitation of the Study

As Clayton et.al (2000) argued the majority of CSOs involved in service provision are NGOs although the terms CSO and NGO have to be kept analytically distinct. According to USAID (2004) the total number of NGOs in Ethiopia is estimated to be around 1,400 among which about 1000 are registered ones. However, the rights-based advocacy institutions in the country are specifically very few. They less than ten (10) in 1995 according to CRDA (1995) cited in Kassahun (2002). Sisay (2002) also secured to get the names of 15 CSOs which were involved in democratization process but it was difficult for him to know their whereabouts while conducting his study. As Dessalegn (2002) also stated, at the end of 1999 they were not more than twelve.

Most of the time, the number of NGOs that forge a consortium to promote voter education never exceeds six. The best proof for this is Ad/Net95 and ENCONEL which were established in 1995 and 2000 respectively. The number reached twenty three when the NGOs and CSOs have set up a joint ad-hoc forum for the 2005 election whereby they succeeded in preparing a trainers' manual for informal civic education.

Based on these facts, the study has thus been delimited to three local NGOs in Ethiopia namely the Society for the Advancement of Human Rights Education (SAHRE), Action Professionals' Association for the People (APAP), and the Research Center for Civic and Human Rights Education (RCCHE). These NGOs are engaged in the democratization process in the country in general and in promoting civic education in particular.

1.6. Limitation of the Study

The current deadlock between the government and NGOs engaged in promoting democracy in the country after the 2005 election made the NGOs suspicious of any interview, be it for research

or media, as an act of espionage on their activity. Therefore, this attitude required additional effort from the researcher to secure credibility from the NGOs.

The lack of time due to the shortage of staff and heavy work load in the NGOs was another limitation of the study. The interviewees were not willing to give more than 30 minutes for the interview because they were tight and this inhibited to gather thick data through interview.

The researcher spent more time in searching for the location of the organizations under study. In addition, the attempt made by the researcher to access CLCBS, which was an NGO that organized the workshop on “The experience of Voter Education Activities prior to the May 2000 National Elections in Ethiopia, and Planning for the 2005 National Elections” and published its Proceedings, never succeeded. This was because the organization’s executive director refused to let the researcher conduct the study in the organization until after one month of the time of request since he was busy/tight.

1.7. Definition of Important Terms

Civic and Ethical Education / Citizenship Education: - An education that deals with the rights and responsibilities of citizenship, the principles and practices of democracy, and the importance of being active citizen.

CSOs: - are non-governmental and non-profit oriented organizations that function as an intermediate associational realm between state and family, enjoy autonomy in relation to the state and are formed voluntarily by members of the society to protect or advance their interests or values. It includes trade unions, student groups and religious movements, women’s organizations, human rights advocacy organizations, professional organizations and NGOs.

Competent citizens: - Citizens who know their responsibilities and the principles and practices of democracy, and actively participate in the society.

Formal Civic Education/ School-Based Civic Education: - are programs that work through the formal education sector and address school children.

Non- Formal Civic Education/ Adult Civic Education: - refers to out-of-school programs which cover from voter education to human rights knowledge and to citizen leadership training.

NGOs: - refer to professional, intermediary and non-profit oriented organizations which advocate and/or provide services in the areas of economic and social development, human rights, welfare and emergency relief. They are one of the arrays of associations that make up Civil Society Organizations.

Promoting: - Conducting an activity or course of action to encourage the growth and development of something than pious words.

Social Capital: - is the web of associations, networks and norms (such as trust and tolerance) that enable people to cooperate with one another for the common good. Like economic and human capital, social capital is a productive asset that accumulates with use and becomes depleted with disuse.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Conceptual Framework

Different scholars and institutions gave diverse names and definitions for Civic or Citizenship Education. Therefore, it is imperative to raise some of the definitions here and make some reflections on them and come up with a workable definition to the present day situation in general and to this research in particular.

For some authors Civic and Citizenship education are synonymous as a result they use these terms interchangeably. One example is Kidwell (2005) who used these terms interchangeably in her Ph.D. dissertation. However, she went a head and argued in the middle of her discussion to show slight difference between the two although they are being used interchangeably through out her dissertation.

“Civic education” and “citizenship education” are terms that are often used interchangeably. “Citizenship education” implies reference to the participatory aspect of civic education while “civic education” appears to be used as a more inclusive term that suggests a broader scope in student understanding of the historical, philosophical, and political science foundations of civic education. Some state and national organizations use the term, “citizenship education” (Kidwell, 2005:11).

Some other writers view the two terms as different and they drew a clear distinction between them. One of such group of scholars is Hugh Starkey. He argued that

By a civics course I mean one largely or exclusively focused on information and knowledge. Education and training for active citizenship encompasses much more than this. It cannot ignore affective and experiential aspects of learning (Starkey, 2002: 4).

The Democratic Governance Group of UNDP defined Civic Education as follows:

Civic Education is learning for effective participation in democratic and development processes at both local and national levels. It is an important means for capacity development on the societal level by empowering people for effective civic engagement. It is an essential dimension in strengthening a society's ability to manage its own affairs and is complementary to capacity development on the individual and institutional levels. (UNDPBDP, 2004: 5)

Division for Citizenship and Human Rights Education of the European Council has come up with another dimension of Citizenship education which has evolved from more traditional programs such as civic education or civic instruction. This education came to be known as Education for Democratic Citizenship (EDC). The term is defined in the following way:

EDC therefore is a set of practices and activities developed as a bottom up approach, which seeks to help pupils, young people and adults participate actively and responsibly in the decision-making processes in their communities. It [EDC] focuses on providing life-long opportunities for acquiring, applying and disseminating knowledge, values and skills linked to democratic principles and procedures in a broad range of formal and non-formal teaching and learning environments (O'Shea, 2003: 1).

Cogan and Derricott (2000) also argued in favor of a new conception of citizenship education. They elucidated that the conventional method of citizenship education will never enable us to meet the complex, diverse, and interconnected challenges we are facing today. Therefore, they have suggested a new conception of citizenship education which they termed as Multidimensional citizenship education. This kind of citizenship education has the following distinct characteristics: both schools and communities are part of and equal partners; it includes personal development and a thinking and acting in ways that take account of local, national and global communities and their concerns; and it takes account of present problems in ways that respect heritage of the past while also protecting the interests of the future.

Osler and Starkey (2003) heralded the dawn of a new paradigm shift to Citizenship which fits in to the context of globalization. This education came to be known as Education for Cosmopolitan Citizenship. This re-conceptualized education addresses local, national, regional and global issues. It also encompasses themes such as peace, human rights, democracy and development.

UNESCO advocates for similar idea with Osler and Starkey calling for the re-conceptualizing of Civic Education although it didn't attach any name for the civic education which should be introduced in the age of globalization.

With the globalization of economic and social problems, the time has now come when citizenship can no longer be identified or exercised solely in a national context. There is therefore a great and urgent need to redefine civics education by giving it a new meaning in an international context which is increasingly changing and increasingly significant. In what follows, we set out to define a type of civics education which will embody human rights as a field of knowledge, and democracy as a field of educational practices (UNESCO, 2007: 1).

However, globalization itself is a much contested process which is being criticized by many scholars in developing countries as a means of institutionalizing neo-colonialism and a tool for the domination of Western Cultural values over the rest. According to Evans (1995) cited in Marew (2002) those who are against globalization believe that in situations of uneven development the information highways and financing systems may be used more for invasion than for access. They also argued that globalization has helped developing countries to "access the world" however it has also paved the way for the world to "invade them".

As Birzea (2004) cited in Osler and Starkey (2004) stated Civic Education is known by a range of names within the school curriculum in the member states of the Council of Europe. The range of names include: civics or civic education; citizenship education; civic and legal education; social studies; social education; civic social and political education; political education; education for human rights and democratic citizenship, democracy and human rights education, etc.

In its curriculum policy document (MOE 2002a), the Ministry explained its rationale for introducing a new name for the subject as 'Civic and Ethical Education'. The rationale took in to account the experiences of developed countries, the problems articulated by government of Ethiopia about the delivery of the subject and the alarming unethical behavior being shown by professionals and appointees holding key positions in government offices.

In the training manual it prepared in July 2006 to train teachers, principals and supervisors on Civic and Ethical Education, the Ministry of Education defined civic and ethical education as follows:

Under the real situation in Ethiopia in general, Civic and Ethical Education is a subject taught in a political tradition about the rights and obligations of citizens, government authority and power limit, the relationship between government and citizens and among citizens themselves, and democratic and ethical values expected from citizens (MOE, 2006: 1) (Translation and Emphasis is mine).

Throughout this paper the authors' naming of Civic Education will be used as they presented it because of the fact that almost all of them use different terms to denote the same thing, that is, Civic Education. However, Civic and Citizenship education is education which deals with the cognitive, affective and psychomotor domains of learning.

2.2. Essential Components of Civic or Citizenship Education

Any conception of citizenship education is supposed to comprise three essential components. They are: civic knowledge, civic skills, and Civic dispositions (Margaret, 1998; UNDPBDP, 2004; Kidwell, 2005; Cogan and Derricott, 2000). Although he didn't forward something which is distinct from the rest scholars, Patrick (2003) categorized the components of citizenship education in to four. He stated that a common democratic citizenship education should comprise: civic knowledge, cognitive civic skills, participatory civic skills, and civic dispositions. For him effective education for citizenship in a democracy dynamically connects the four components and elevation of one component over the other is a pedagogical flaw that impedes civic learning.

Eurydice (2005) has put the essential components of citizenship education as themes. According to its argument the three key themes of citizenship education are geared towards preparing the students for political literacy, critical thinking and development of certain attitudes and values and active participation

2.3. The Key Principles and Key Concepts that Underpin Citizenship Education

As Banks et al (2005) cited in Osler and Starkey (2006) stated four key principles and ten key concepts which ought to underpin education for citizenship in multicultural democracies. The four key principles are: students should learn about the complex relationships between unity and diversity in their local communities, their nation and throughout the world; students should learn about ways in which people in their community, nation and region are increasingly dependent upon other people around the world and are connected to the economic, political, cultural, environmental and technological changes taking place across the planet; the teaching of human rights should underpin citizenship education courses and programs in multicultural nation-states; and students should be taught knowledge about democracy and democratic institutions. The ten key concepts are: Democracy; Diversity; Globalization; Sustainable development; Empire, Imperialism and Power; Prejudice, Discrimination and Racism; Migration; Identity / Diversity; Multiple perspectives; and Patriotism and Cosmopolitanism.

2.4. Forms of Citizenship Education

USAID (2002), in its study entitled *Approaches to Civic Education: Lessons Learned* argued that Civic Education may be incorporated into the programs of pre-existing groups, such as labor unions, schools, religious institutions, or NGOs. Organizations may also establish themselves explicitly for this purpose (i.e., Civic fora or Human Rights Training Groups). Civic education programs also take many forms which may range from voter education to long-term human rights workshops to promotion of civic dialogue. The programs also cover activities from the adoption of new curricula in schools in order to teach young people about democracy, to programs that focus on the social and political rights of women, to neighborhood problem solving activities. Generally, according to USAID Civic education programs can be roughly

categorized into two broad types or forms. These are: school-based civics training and adult civic education.

2.4.1. School-based Civics Programs/ Child-Centered Civic Education Programs

School-based programs weave teaching about democratic institutions, principles, and practices into a range of courses, from kindergarten programs that focus on promoting participatory teaching methods to senior high school programs that emphasize imparting specific knowledge about democratic institutions and practices to young adults (USAID, 2002).

The central purpose of school-based programs is to lay the groundwork for responsible democratic citizenship by educating children and young adults about the types of behaviors and attitudes they will need to function effectively in a democratic society. Programs that are aimed at achieving this goal can include a fairly discrete and measurable activity like imparting specific information about democratic procedures and institutions in formal civics courses (Ibid).

Because most school-based programs work through the formal education sector, they are often designed and implemented in close collaboration with governments and their educational institutions. However, the program that would be most successful in changing student attitudes and behavior draw different stakeholders such as teachers, school administrators, and family members in to the programs so that lessons can be reinforced outside of classroom (Ibid).

School-based programs can be further sub-divided in to two parts. These are: Formal Instruction/ Formal Curriculum and Informal Curriculum/Hidden Curriculum.

2.4.1.1. Formal Instruction/ Formal Curriculum

In a formal curriculum setting Citizenship Education can be delivered using three approaches. They are:

- ❖ It may be offered as a separate stand-alone compulsory or optional subject;
- ❖ It may be integrated into conventional subjects, such as history or geography;

- ❖ It may be conceived as a cross-curricular educational theme, so that the principles of citizenship education might be present in all subjects of the curriculum (Eurydice, 2005).

2.4.1.2. Informal Curriculum/Hidden Curriculum

In child-centered civic education programs children may gain access to democratic practices and values in other important ways even if this kind of program primarily takes place in the school environment. In many countries in which USAID works, voluntary scout movements, sports groups, and religious youth associations are important institutions which are conduits for the delivery of child-centered civic education. Religious youth associations particularly play a prominent role in transferring civic norms that a country values (USAID, 2002).

Centre for Civic Education (2007) argued that good school-based civic education program pays equal attention to the informal curriculum besides the formal curriculum. The informal curriculum encompasses the governance of the school community and the relationships among those within it, the extracurricular or co-curricular activities that a school provides, and school participation in the wider community. Research has consistently demonstrated the positive effects of co-curricular activities. Students who participate in them are more motivated to learn, more self-confident, and exhibit greater capabilities.

According to Eurydice (2005) the characterizing of schools as the microcosm in which active citizenship is learnt and practiced can only be true if school heads, teachers and other staff give pupils the opportunity to engage with the concept daily. To this end citizenship education should not be provided via the formal curriculum alone. It should also form a natural part of the daily life of schools and the way they are organized and School Participation in Society/Wider Community.

Daily Life at School

School culture which is otherwise known as the 'ethos' or 'general atmosphere' or 'climate' of a school denotes the system of attitudes, values, norms, beliefs, daily practices, principles, rules, teaching methods and organizational arrangements being applied in the school. This culture

regulates the behavior of the entire school community, including pupils, teachers, non-teaching staff and parents. It also has a bearing on how schools interact with their local or wider community and solve problems or implement reforms and new ideas (Eurydice, 2005).

One important feature of the 'democratic school' is the promotion of active and responsible pupil participation in daily school life. Only if a democratic approach to citizenship is applied at school will pupils be able to learn active civic behavior. One way of doing this is to provide them with an opportunity to set up or become involved in school consultative or governing bodies (Ibid).

School Participation in Society/Wider Community

The drive to educate young people so as to make them responsible citizens cannot be restricted to school premises. One of the most important ways of learning more about responsible citizenship is by taking an active part in society, exercising and performing one's rights and duties actually. Besides becoming more familiar with democratic principles and organizational arrangements, citizens can get the opportunity to put into practice what has been learnt at school (Eurydice, 2005). As Burstyn (1996) argued that service learning in civic education places students in the context of civil society. Through service learning students would be exposed to multiple social worlds that promote the development of the critical civic skill of mastery of diversity.

School participation in society may include a variety of activities in the form of extracurricular activities, ranging from information initiatives through which pupils gain an insight into social developments, to their real involvement in the everyday life of the local community or civil society. Such activities in the European context include the following:

- ❖ partnerships and pupil exchanges with schools from other countries, including pen pal correspondence;
- ❖ open (school) days or fetes at which the local community is invited to visit schools to find out how they function and meet pupils;
- ❖ visits to neighborhood institutions or community groups, including the police, fire brigade, museums, local or national authorities, special vocational guidance centers for graduates, religious institutions, NGOs, homes for children with special needs, elderly people or asylum seekers;

- ❖ mock elections modeled on national or European Parliament elections and games simulating the work of town councils or parliaments;
- ❖ fund-raising to support charity or solidarity projects, especially for the benefit of children who live in developing countries or are victims of natural disasters;
- ❖ voluntary work, including help in old people's homes, or with cleaning playgrounds or the local forest;
- ❖ Short-term work placements for pupils in secondary education to introduce them to working life and give them the opportunity to meet prospective employers;
- ❖ Involve in the campaigns of NGOs and charities or aid organizations; and
- ❖ Celebrate special event days on which pupils are given the opportunity to leave school and make some form of contribution to civil society (Eurydice, 2005).

The interactive nature of co-curricular and extracurricular activities often makes students more enthusiastic about participating in them. As a result, students are more likely to learn and remember the important civics facts and concepts that serve as a foundation for the exercise (Tolo, 1999). In most cases, extracurricular and co-curricular activities seek to improve pupil skills in intercultural relations as well as their language proficiency (Eurydice, 2005).

In the USA extracurricular and co-curricular activities related to Civic Education are highly encouraged as a result they are expanding. Some of these activities have won popularity to become regional or national events such as Mock Elections, Mock Trials and History Day, Kids Voting and SCALES (Strengthening Citizenship and Law Education in Society) which constitutes four program areas: Teen Court, Court Procedures/Law Class, Internship Program, and Curricula Infusion (Starzynski, 2005; Tolo, 1999).

The Center for Civic Education developed two nation-wide extracurricular programs known as We the People...The Citizen and the Constitution and Project Citizen which bring students in to direct contact with government at all levels and civil society organizations (Starzynski, 2005). The Close-Up Foundation also organized reputable nation-wide extracurricular program which is synonymous with the organization, that is, Close-Up program. The program provides high school students the opportunity to combine classroom academic learning about government with practical learning activities. The program ends with students' trip to Washington D.C. where

they get the opportunity to see and interact with representatives of the various branches of government (Tolo, 1999).

2.4.2. Adult Civic Education Programs / Out-of-School Programs

The task of fostering a democratic culture among adults has fallen primarily to NGOs rather than to governments, and the vast majority of these types of programs are voluntary. Adult civic education programs cover a wide variety of concerns, from voter education, to human rights knowledge, to citizen leadership training. Their formats also cover a broad range, from informal sessions held just once to elaborate and structured programs lasting many months. As with the school-based programs, the assumption driving many of these efforts is that the transfer of democratic knowledge, values, and skills will translate into responsible and effective participation once the program has ended (USAID, 2002).

Bekele (2003) argued that bodies that are committed to promote civic education in countries where democracy has not taken deep roots must concentrate on informal means for the purpose of educating adult citizens to become active players in the political process of their country. He further argued that the main purpose of this education is to produce constructively engaged citizens with the goal of enabling them acquire a capacity and a desire to protect their natural rights as responsible participants in civil society and government.

According to Finkel (2003) nearly all adult civic education programs in developing democracies are conducted through what he calls “secondary groups” and CSOs that organize workshops, public lectures, or problem-solving activities in their local communities. He further argued that the handling of adult civic education programs by these associations leads to greater hopefulness on the potential impact of the programs. Funding civic education in these settings by strengthening the associations that mediate between citizens and the state is thus part of a general strategy pursued by U.S. and European donors so as to strengthen democracy.

DCHRE (2005) termed the out-of-school civic education as “non-formal education” which deals with issues as diverse as men-women equality, the participation of young people, migrants, ethnic minorities and other underprivileged groups in democratic life, the transparency of public authorities, sustainable development and fair trade. This Non-formal education for democratic

citizenship can be delivered through different forms ranging from the classical training seminar to live game roles or even educational video games. This education benefits not only adults but also school children. It provides young people a place where they can do things which they are prevented to do in schools such as: to participate, to take responsibility, to experiment and the right to error. Currently it is NGOs not schools that are providing a learning environment where democracy can be experienced in action.

In many countries National Civic Education curricula have been prepared which could be delivered through non-formal education. A wide range of institutions and organizations deliver a common curriculum after a thorough consultation or direction by an election management board or similar institution. A particular good example of a country of this genre is our immediate neighbor Kenya. In Malawi a national curriculum which was appropriate for the country was drawn by a program known as National Initiative for Civic Education (NICE). Unlike in Kenya, the program had relied on community educators and community libraries organized by the organization (NICE) itself. In Uganda such a national civic education curriculum to the non-formal division was developed by the election management board in the early 1990's and it was intended that any organization wanting to do civic education would be compelled to follow this curriculum (ACE, 2006).

Unfortunately, adult and non-formal education in general had a low status in Ethiopia due the wrong perception that many people hold about non-formal education. Non-formal education has negative connotations as the former military regime's compulsory literacy campaign was misused for political purposes and highly unpopular. Non-formal education was only briefly mentioned in the Education and Training Policy of the transitional government and was not mentioned at all in the first draft of the ESDP. However small, non-formal education does have a place in the current ESDP. Its inclusion is mainly due to demonstration of the strengths of ongoing non-formal programs in Ethiopia and elsewhere by non-formal education implementers (Diesen and Waker, 1999).

2.4.3. Voter Education and its Relationship with Civic Education

The term voter education generally denotes an awareness creation activity which happens just before electoral event and is usually one-off event. It aims to provide basic information which

would enable qualified citizens to vote, including the date, time, and place of voting; the type of election; identification necessary to establish eligibility; registration requirements; and mechanisms for voting. Election authorities are typically responsible to provide this type of information, although sometimes contestants in the election and CSOs will also do so (IDEA, 2006).

According to Graham (2006) the primary target of voter education is the voter. Most people attach great worth to voter education in that it prepares citizens for election which is an essential aspect of democracy. As the democratic world moves toward a universal franchise, however, voting is viewed as one of the many ways in which citizens participate in and support democracy. Voter education is essential to ensuring that voters can effectively exercise their voting rights and express their political will through the electoral process. It is a necessary component of the democratic electoral process, but it is not sufficient for democracy. Therefore, voter education needs to be supplemented by on-going civic education efforts in order to achieve the democratic participation and culture in a nation (Graham, 2006).

In established democracies where there is a permanent election authority and sufficient resources voter education may be an on-going activity handled through a broader civic education program as a component. However, in settings where there is no permanent election authority and where resources are limited, a voter education program may only be conducted at the time of elections and in conjunction with any voter information efforts (Ibid).

2.5. The Relevance of Civic Education

The outcome of citizenship education must be ultimately judged by the society it produces. On the one hand the society needs to be inclusive of all its citizens and on the other the citizens need to equip themselves with the competences to participate in a democracy as a result of the education they received (Starkey, 2002). Therefore, as Cardiff (2005) recommended researchers and policy-makers who are seeking to promote effective citizenship amongst young people should give citizenship education due concern it deserves.

Different scholars and institutions attached diverse value to civic education. Civic education plays a number of roles which can lead a nation to be a place where democracy and sustainable development prevail. Some of the roles of civic education are:

- ❖ Promoting Citizen Participation and Empowering People for Effective Engagement in democratic and development processes (Tolo, 1999; UNDPBDP, 2004).
- ❖ Liberating the Creative Energies of People, Reducing Poverty and achieving the MDGs (UNDPBDP, 2004)
- ❖ Enhancing Women's Participation and Addressing Gender Equity (Ibid).
- ❖ Equipping Citizens with the Necessary Knowledge, Skills, Values, and Behaviors that are thought to be necessary for the stable and effective democracy (USAID, 2002; Finkel, 2003; Kidwell, 2005; Haynes, 1987; Eurydice, 2005).
- ❖ Creating Awareness of Political Problems and deficiencies in existing institutional arrangements by encouraging critical thinking among program participants and challenge injustices(USAID, 2002; Starkey, 2002).
- ❖ Preparing for an upcoming event such as an election and voluntary action, trust, political efficiency and willingness to vote (USAID, 2002; Cardiff University, 2005).
- ❖ Enabling citizens to effectively respond to the challenges and demands of the 21st century, and cultivating in citizens the requisite characters for the 21st century citizenship (Cogan and Derricot, 2000).
- ❖ Advancing democracy and combating political extremism in transitional democracies (Kidwell, 2005; WMD, 2007).

2.6. The Barriers to Effective Civic Education

The delivery of Civic Education Programs can be affected by different hampering factors. To mention some of them:

- ❖ The first significant barrier in school-based civic education programs is school officials' and teachers' intransigence to allow other groups conduct civic education programs in schools (USAID, 2002).
- ❖ Compulsory programs of participation for young people can weaken positive citizenship behaviors. Therefore, support for citizenship must be sensitive to the willingness of participants to become engaged (Cardiff University, 2005).

- ❖ Lack of a system of inspection, evaluation or checking on implementation is also the other barrier to effective civic education program (Osler and Starkey, 2006).
- ❖ lack of appropriate teacher education (Ibid).
- ❖ financial constraints; logistical difficulties in reaching potential participants; and political turmoil in certain areas (Finkel, 2003).

In Adult civic education programs, the main obstacle for carrying out the programs effectively is the participants' inability to attend more than one session. This is due to the fact that they could not afford uncompensated time away from work or were not offered incentives for participation, such as meals at day long sessions or transportation to the site (USAID, 2002).

USAID (2002) stated that the more difficult barrier to frequent participation in Adult civic education programs is resistance from local elites, who are either unrealistic about civic education or feel that these types of programs might undermine their authority. This barrier is likely to be particularly salient in countries with little or no previous experience with democratic rule.

Kerr (1999) cited in Cogan and Derricot (2000) has clearly specified the barriers to the teaching of citizenship education in schools by categorizing them in to two broad groups as Major and Significant. The Major barriers are: pressure on an already cluttered timetable; the lack of funding for resources; and an uncertainty about the meaning of citizenship. The Significant barriers are: lack of expertise in the teaching force; lack of commitment and confidence in teaching citizenship; and lack of suitable teaching and learning materials

Bekele (2003) stated that in countries where democracy has not taken roots, there are very serious problems in running effective civic education programs. This is because of:

- ❖ the lack of a democratic political culture on the side of both the electorate and the parties;
- ❖ the lack of a widespread and strong infrastructure;
- ❖ the prevalence of illiteracy;
- ❖ the prevailing abject poverty; and

- ❖ the mode of life itself which is predominantly rural and where the population is dispersed over wide areas.

2.7. Requirements for Effective Civic Education

For any civic education program to be effective certain requirements or preconditions have to be fulfilled before, during and after implementation. In arguing about the decisiveness of the preconditions on the effectiveness of a program the USAID (2002) stated that no effects are likely to be observed on most democratic behaviors and attitudes Unless these conditions are met. Therefore, designers of civic education programs have to check the fulfillment of these preconditions in a country before thinking of designing the programs because the absence of them will undoubtedly jeopardize the programs and doom them to complete failure.

The first and essential requirement for successful citizenship education which is forwarded by Osler and Starkey (2006) is a clear policy framework. Policy frameworks need to be developed at all levels starting from the school through to national levels. Therefore, according to Osler and Starkey it is helpful to involve all stakeholders such as public officials, non-governmental organizations, professionals and voluntary actors in designing, implementing and monitoring policies on education for democratic citizenship. This is likely to require specific funding.

UNDPBDP (2004) forwarded the following factors as responsible for the success of civic education programs. These are:

- ❖ The willingness of government, as a pivotal actor in civic education programs, to facilitate discussion of and act up on the issues likely to arise from civic education interventions is critical for the success of the program.
- a) Ensuring that necessary rights of assembly, expression, association and others are recognized and protected.
- b) Active interest from a variety of stakeholders, particularly civil society.
- c) Provision of resources to enable long-term civic education initiatives to be undertaken.

USAID (2002) argued that for any civic education program, be it a school-based or adult civic education, to have a significant and positive impact on democratic participation and attitudes it needs to fulfill the following set of criteria:

- a) It has to be well designed and well taught
- b) It has to meet frequently
- c) It has to employ participatory methods
- d) It has to emphasize on learning by doing or build opportunities for participation directly into the program either by tapping into pre-existing channels for participation or by creating their own
- e) It has to focus on issues that have direct relevance to participants' daily lives
- f) Its implementers have to make an assessment on the possible barriers and take them into account before implementing the program
- g) It has to bring individuals directly in to contact with local authorities or engage in local problem-solving activities whether by working through NGOs or arranging meetings with local government officials.
- h) It has to be concentrated on a relatively small number of recipients in the case of adult civic education because there is a clear trade-off between the numbers reached and effectiveness
- i) It has to give due concern in its content to the immediate needs and concerns of the target audience. Target audience is a critical element to consider when setting course content.
- j) It has to emphasize on individuals who are more effectively integrated in to pre-existing civil society groups than the individuals who are more socially isolated
- k) It has to bring parents, teachers and school administrators into school-based programs

According to Margaret (1998), in order to be effective Civic Education must be realistic; that is it must address the central truths about political life. Similarly, Bekele (2003) argued that civic education should be provided for rural people being associated with their real problems.

According to Kidwell (2005) the effectiveness of the school-based civic education delivery process depends on contextual factors ranging hierarchically from state to classroom levels. These are:

- ❖ State policy issues like the strength of state accountability systems, public support of civic education, traditional practices, and existing programs;

- ❖ District issues which constitute administrative support, fiscal resources, and professional development support for teachers; and
- ❖ Classroom level issues which includes time, curriculum resources, perceptions of support from district administration and governing bodies, and the skill and knowledge level of teachers, as well as teacher motivation.

2.8. The Rationale for CSOs/NGOs Involvement in Promoting Civic Education

In society, in order to teach pupils behaviors which a responsible citizenship is supposed to constitute schools can team up with a wide variety of potential partners to support their actions among which NGOs are one. In their partnership relation to promote civic education, schools and civil society can link up in two opposite ways: either representatives of the general public may be drawn into school activities or, pupils may go beyond the confines of their school to experience aspects of life in society (Eurydice, 2005).

As DCHRE (2005) argued the NGOs are acclaimed for their innovative practices in the field of education for democratic citizenship than public authorities, due to: their flexibility compared to the authorities; the diversity of their methods and of the issues they deal with; their innovation; and their proximity to the grassroots level there by enabling the activities to have greater impact.

According to W. Starzynski, president of the Civic Educational Association of Poland, “these institutions [NGOs] are the best propagators and creators of civic education” (DCHRE, 2005: 1). Many NGOs have invested considerable effort in implementing citizenship education programs successfully since the beginning of the 1990s in the central and eastern European countries in particular (Eurydice, 2005).

DCHRE (2005) argued that NGOs work for the promotion of education for democratic citizenship in two main ways: Firstly, they put pressure on and/or co-operate with governments in order to influence the shape and form of formal education at all levels. Secondly, they work directly to educate young people and adults to democratic life. This other type of education, which is referred to as “non-formal education”, deals with issues as diverse as men-women

equality, the participation of young people, migrants, ethnic minorities and other underprivileged groups in democratic life, the transparency of public authorities, sustainable development, and fair trade.

The study of Finkel (2003) has revealed that NGOs may be highly effective mobilizing agents for citizen participation precisely because they are often directly focused on that task. Moreover, the fact that advocacy NGOs draw many of the participants for civic education training from existing civil society associations, and the fact that civic education appears to have greater effects among individuals who are already members of other secondary groups, suggests that advocacy groups are able to use existing civil society groups effectively to further their own aims.

USAID, cognizant of the potential role of NGOs in conducting civic education, have tried to work with them in partnership. Local NGOs were frequently partners in USAID attempts to increase local capacity and tailor programs to fit local conditions. Where there were successful transitions, many of the NGOs shifted their focus to take up the challenges of democratic consolidation. As part of an overall strategy of strengthening civil society, USAID began to encourage local organizations to teach citizens in new democracies about their rights and responsibilities (USAID, 2002).

Civic education for and the engagement of the public cannot satisfactorily be done by state commissions alone; the role of civil society is critical. One way to help bridge citizenship learning in school with citizenship experiences in the community and the world is through community-service activities. This participation can be social and political in nature. Both social and political actions by citizens are important for the health of democratic communities (Katorobo, 2003).

CSOs have also proven to be key partners in promoting sound governance and in influencing policy to address community needs through:

- ❖ advocating for human rights (usually the organizations most disliked by the government);

- ❖ motivating people to participate in political processes through civic education, election monitoring, and training for effective leadership;
- ❖ promoting a favorable legal environment for civic engagement; and
- ❖ actively promoting transparency and accountability of the state, by monitoring government policy making and implementation and directly questioning the government about specific issues relating to management of public funds, migration, etc (UNDP, 2002).

As Center for Civic Education (2003a) cited in Kidwell (2005) stated it is NGOs that took an initiative in producing effective civic education curriculum that support effective implementation in the US. The best example is the Center for Civic Education which has produced web-based articles that promote civic education, identify notable practice and programs, present research on program effectiveness, and advocate for stronger support

Another reason for NGOs involvement in the campaign to promote civic education is the fact that they have the capacity to make their contribution to the literature and documentation of effective civic education curriculum and practices. The distinguished organization which has played great role in promoting civic education in the US by making contribution to the literature and documentation of effective civic education curriculum and practice is the Constitutional Rights Foundation (Kidwell, 2005).

DCHRE (2005) forwarded a strong recommendation to both governments and civil society that they must work closer together in assisting young people and adults to acquire the knowledge and skills for full participation in a democratic society.

2.9. Strategies and Approaches of Promoting Civic Education

In their endeavor to promote civic education, NGOs employ different kinds of strategies and approaches based on the specific situation of the area where the program is being delivered. As Bekele (2003) argued in the process of delivering civic education the nature of the approach and mode of delivery are determined by the specific local and temporal situations.

The Center for Civic Education is one of the NGOs in the USA that is launching a Campaign to Promote Civic Education to accomplish its mission of creating an enlightened, competent and responsible citizenry. The Campaign targets key decision-makers and individuals and groups such as legislative and executive bodies of state and local government, administrators and boards of education of state and local education agencies, parents organizations and other community organizations, and Professional associations that influence education policy, specifically curriculum policy (CCE, 2007).

In 1994 the Center for Civic Education prepared and published the widely acclaimed voluntary National Standards for Civics and Government with the advice and assistance of 3,000 individuals and organizations, under a grant from the U. S. Department of Education with the objective of providing a resource for state and local school systems which can serve as a base for developing their curricular programs in civics and government. The Center has also developed the recommended allocations of instructional time in civics and government from grades kindergarten through twelve for the National Commission on Time and Learning established by the U.S. Department of Education (Ibid).

Another organization which is engaged in promoting human rights education in the USA is Human Rights Education Associates (HREA). The organization:

- ❖ provides technical assistance in program and curriculum development and the preparation of text-based materials which could be used by students and educators in a variety of educational settings.
- ❖ organizes trainings for a range of professionals groups, including human rights defenders, teachers, lawyers, prosecutors, judges, law enforcement officials, social workers, health professionals, and journalists.
- ❖ offers a distance learning course on Research & Evaluation in the NGO Sector and assists organizations in self-study and also serves as an independent evaluator.
- ❖ publishes human rights learning materials, research reports, and directories and serves as a clearinghouse for human rights education and training materials.
- ❖ supports the sharing of new ideas, exchange of materials and resources and networking between educators and human rights professionals (HREA, 2007).

The third organization which is engaged in promoting Civic Education in the USA is the Close Up Foundation which was set up in 1970 by Janger who invited government leaders and members of the academic and business communities to join the organization's board of advisers. The four goals of the foundation were:

- ❖ to create in students a better understanding of the democratic process;
- ❖ to benefit the community after the students' return from Washington;
- ❖ to create a professional enhancement program for educators; and
- ❖ to bring together a true representation of America's diversity—all income levels, all races, all academic and physical abilities, all religious backgrounds and all geographic areas (Gorin,1998).

The organization has given students and educators a firsthand look at democracy in the nation's capital, Washington, D.C., through its renowned co-curricular activity called Close Up. The organization also carried out programs which included activities for older Americans, international studies, television outreach and an extensive publishing operation. In 1979, the C-SPAN television network gave Close Up an opportunity to reach out to classrooms and living rooms throughout the nation. Other foundation programs have included conferences held in state capitals covering a diverse view of community concerns; co-sponsorship of two-week summer institutes on energy, environment and public policy; and the Citizen Bee, a written and oral social studies competition (Ibid).

As Katorobo (2003) argued CSOs/NGOs use democratic methods in their activities and therefore they can promote school-based civic education by serving as role models for schools civic education whose aim is to use democratic ethos in the school so as to make civic education program effective. In addition, CSOs/NGOs can promote school-based civic education by preparing contextual community service projects which can support the civic education to be grounded practically.

CSOs and NGOs can conduct an extensive survey of the civic skills, knowledge, behavior, opportunities and attitudes of teenagers so as to evaluate the effectiveness of a given program put in to implementation. Their involvement in this area is so vital that the absence of a system of

inspection, evaluation or checking on implementation has the capacity to hamper the effectiveness of civic education programs (DCHRE, 2005). As Osler and Starkey (2006) argued the prevalence of a clear policy framework without a system of inspection, evaluation or checking on implementation can lead to further marginalization of civic education.

NGOs, particularly those working in the area of human rights, democracy and the promotion of peace are instrumental in the provision of teaching materials and practical advice to help teachers and develop new approaches to their work on citizenship (Eurydice, 2005). The “instructional materials” used by teachers in the preparation and presentation of educational materials to students in the classroom or outside the classroom may include various types of publications and printed matter, as well as wall posters, videotapes, games, assignments, plans for hands-on activities, etc. (Tolo, 1999).

Most of the support for teachers is provided as part of their continuing professional development, it is important to bear in mind that in-service teacher training is organized in different ways. Access to various training programs may not be automatic, as financial or organizational aspects may make it difficult for teachers to participate. CSOs can play an important role in this area too by providing opportunities for teacher’s professional development (Eurydice, 2005).

2.10. Classification of CSOs and NGOs

Many people erroneously equate NGOs to CSOs. However, NGOs are one of the arrays of associations that make up civil society organizations. According to Clayton et.al (2000) CSO is a broad and inclusive category that constitutes any organization that is outside of the state and operates on a non-profit basis. Associations that fall under this category are NGOs, trade unions, professional associations, religious groups, cultural and sports groups and traditional associations. As Bahru (2002) argued there is not always a general consensus on what the components of civil society exactly are in the African context. In general, however, the focus has been on such organizations as trade unions, peasant cooperatives, youth/ student organizations, professional associations, the non-governmental media, NGOs and advocacy groups.

NGOs were seen as non-political, non-profit making and autonomous entities with potentials for positively transforming social life. Padron (1987) cited in Kassahun (2002) defined NGOs as all organizations situated outside the state domain and the structure of government. Kassahun (2002) furthered this definition for it failed to take account of the “third sector”. His definition makes NGOs distinct not only from the state but also from businesses and corporations whose major orientation and activities are aimed at the profit motive.

2.11. The Widening Role of CSOs/NGOs in Development Endeavors

The historical development and the subsequent role played by NGOs in Europe are distinct from their historical development and roles they played in the continent of Africa. In Europe the non-governmental sector developed due to the natural course of development within the continent of itself while it developed in Africa as a result of both internal and external factors (Hyden, 1983). As Kajese (1990) cited in Kassahun (2002) noted, the emergence of the NGOs in Africa is not attributable to the natural evolution from traditional forms of associations peculiar to the indigenous societies of Africa.

Internally, the gradual retreat of the governments in public service delivery due to its inability to provide high-quality public services to citizens has left a vacuum that drew the NGOs to fill the gap. Externally, the increased eagerness on the part of the donor community to channel aid through the NGOs stimulated their emergence and steady development (Kajimbwa, 2006; Bahru, 2002; Kassahun, 2002).

Currently in Africa academicians, international organizations, and donor agencies have started to show interest towards CSOs. The donor community especially wants to promote voluntary institutions due to the fact that the road to democracy in Africa lies not in revolutions and class struggle but in the active involvement of civil society in the political process. Therefore, the interest for the voluntary sector emanates from the view that it is seen as the most important instrument for promoting sustained political reform, responsible governance, and pluralism (Dessalegn, 2002).

According to Bahru (2002) the fostering of CSOs and the guaranteeing of human rights have been seen as an innovative approach to democratization in Africa. The West has come to make these two developments important conditionalities for financial support as well as for certification of good governance. As Amoako, (2000;145) cited in Bahru (2002) argued the importance attached to these organizations is so high that the ECA set up what has come to be known as the African Center for Civil Society (ACCS) in 1997 with the view to strengthening CSOs.

Dessalegn (2002) commented that the donor community's excitement with which it has embraced the concept seems as if a magic formula called "Civil Society" had just been discovered by someone which would be a panacea for making African governments more accountable with out any trouble. Clayton et.al, (2000) also argued that the donors desire for supporting CSOs is that a strong Civil Society will demand a more democratically accountable and transparent state, and lead to sustainable good governance. In addition, citizen participation is central to the idea of civil society. However, as most policy analysts and economists in the donor countries as well as elsewhere also recognize, Civil Society in Africa is not capable of maintaining itself without a heavy dose of external assistance leave alone to achieve the goals which the West expects it to play. In brief, as Dessalegn (2002) clearly stated the end product of donor concern with Civil Society is not greater democratization and development but greater dependency of African countries on donor powers and institutions.

Robinson and White (1997) cited in Clayton et.al, (2000) have identified a number of common deficiencies with the services provided by the CSO sector. These are: limited coverage; variable quality; amateurish approach; high staff turnover; lack of effective management systems; poor cost effectiveness; lack of coordination; and poor sustainability due to dependence on external assistance. Bahru (2002) also argued that we should not adopt a linear vision of CSOs as always benevolent. To strengthen his argument he raised the examples of two African nations. The anti-democratic potentials of some CSOs have been evidenced in their buttressing of apartheid in South Africa and the evil role that the media played before and during the 1994 genocide in Rwanda.

2.12. The Role of CSOs/NGOs in Development Endeavors in Ethiopia

In Ethiopia, Civil Society Organizations include NGOs, advocacy organizations, professional associations, cooperatives, trade unions, religious organizations, and the independent press. Business institutions such as Chambers of Commerce and employer's associations should also be considered as part of the Civil Society (Dessalegn, 2002).

Civil Society Organizations of various types play an increasingly important role in the development of Ethiopia. NGOs have started to appear in Ethiopia in the 1960s but their number has started to show remarkable growth since the overthrow of the *Dergue* regime in 1991 (Diesen and Waker, 1999). Diesen and Waker (1999) acknowledged that there are relatively few NGOs in Ethiopia, given the size of the population and the scope of the developmental challenge the country is facing. Dessalegn (2002) also shared this idea and argued that CSOs in Ethiopia are less developed, less active and much fewer in numbers.

The rights-based advocacy institutions in the country are specifically very few and their contribution is very low. The data from CRDA (1995) cited in Kassahun (2002) reveals that the number of advocacy NGOs in Ethiopia was less than ten in 1995. Sisay (2002) secured to get the names of 15 CSOs which were involved in democratization process but it was difficult for him to know their whereabouts and gather ample data on their work. As Dessalegn (2002) stated in 1999 there were about a dozen of rights-based advocacy institutions in the country among which many were small in size, with little or no experience, and organizationally vulnerable. The main concern of the advocacy organizations centers on "rights" issues such as; enhancing civic awareness through civic education, promoting respect for the rule of law, and protecting the right of women.

Many NGOs do not want involvement in advocacy due to the fact that, local NGOs that work on needs-based relief, charity, service delivery, and development have few problems compared with those that want to challenge policies and practices, raise public issues, and deal with sensitive topics such as land tenure, resource allocation, and sector reform. The advocacy NGOs have been suspended at various times because of their activity (USAID, 2004). As PACT (2006) also

argued the Democracy & Governance (DG) NGO sector has traditionally been the weakest in Ethiopia because of government mistrust and fear of individuals to establish such organizations.

As Hovde (1992) cited in Kassahun (2002) noted, the traumatic experiences of the *Dergue* era caused NGOs in Ethiopia to be overly cautious, enormously fearful, lacking in confidence and unsure of their mission. Hence, there is a need to redefine their roles in a manner that necessitates shift of focus. They still need to develop approaches and strategies to facilitate conditions for democratic transition.

Nevertheless, the potential for NGO involvement in development in Ethiopia is tremendous, particularly in health and education. The possible areas where NGOs can make good contribution are that:

- ❖ NGOs can play an important role in the provision of services where no government facilities exist;
- ❖ NGOs can develop and pilot innovative approaches on a small scale. The most appropriate models can then be scaled up by the government;
- ❖ NGOs have a good track-record in promoting participatory development, which is also a key objective of the present government. NGOs, due to their closeness to the people, can play an important role in creating grassroots ownership of development programs, in mobilizing communities and in creating public awareness about development issues (Diesen and Waker, 1999); and
- ❖ NGOs can conduct experiments so as to identify problems in education systems and test variety of solutions which could be used in mitigating the problems (Grandvaux et.al, 2002).

As Clark (2000) argued both the scale and profile of CSO activities have shown a significant rise in the 1990s in Ethiopia. Both government and international donors have given more recognition at the national level than may have been the case in the past.

However, As Dessalegn (2002) argued, presently CSOs in Ethiopia can play an important role in promoting public awareness, but this is a much more limited role than securing democracy which

is what donor agencies and others expect CSOs to accomplish in Ethiopia. Clark (2000) also argued that in order to speak directly about Ethiopia's evolution in to a representative democracy and make greater contributions to the country's political development civil society and NGOs engaged in the country's development process have to be more vigorous, more effective, more active and independent. He further argued that, without a democratic evolution in the country, economic progress can not ultimately be sustainable.

2.13. Factors Hampering CSOs/NGOs from Carrying Out their Roles in Ethiopia

As Kassahun (2002) stated several factors accounted for NGOs failure to act as a catalyst of change through imparting democratic values in Ethiopia. Some among these impeding factors are: the policy environment; social and organizational factors; entrenchment of institutional and personal interests; and NGO dependence on governments and donors. Diesen and Waker (1999) also added other hampering factors such as: their limited capacity and experience because of the fact that many NGOs in Ethiopia have been established recently; budget constraints due to NGOs limited access to funds; the impeding policy environment in which NGOs and Community Based Organizations (CBOs) operate that hampers rather than enables their operations; and the strained NGO-government relations.

The NGO sector in Ethiopia suffered from internal division along social, political and ethnic lines which stimulated wrong perception about NGOs in the society. They were being considered as irrelevant to the daunting development agenda facing the nation (Clark, 2000). The NGOs are disconnected from indigenous African society as a result they were forced to be subservient to the government. The need to obtain legal recognition and operational space subjected NGOs for maintaining good relations with the power holders even on unequal terms (Kassahun, 2002). As (Grandvaux et.al, 2002) stated being a registered NGO is a very important prerogative for an organization to have access to donor, government and even community resources.

Dessalegn (2002) generally categorized the factors that has greatly hampered the growth of CSOs in Ethiopia as "external" and "internal" constraints; the former referring to the policy environment, and the latter to resource access and managerial capacity. Though many factors

could hamper the CSOs/NGOs from carrying out their roles in the country two factors can come out to the forefront. These are: the relation of CSOs/NGOs to government and financial source of the CSOs/NGOs. These factors are so critical that they can either diminish the sustainability of NGOs programs or totally curb their overall operation. Therefore, we shall try to see these factors one by one in light of our country.

2.13.1. The State of Government and NGOs Relation

As Kassahun (2002) argued the success of NGOs in any nation depends very much on the response of the political authorities. Even if they toil hard, without government support, they can hardly accomplish tangible results. According to Tegegne (1994) cited in Kassahun (2002) NGOs enjoy substantial freedom when working in democratic socio-political settings. They participate in development debates, the setting of development priorities, and act as a mouthpiece articulating the aspirations of vulnerable and marginalized target groups.

Campbell (1996) cited in Diesen and Waker (1999) has developed a simple model to describe NGO-government relations, which he has applied to illustrate the Ethiopian situation. Campbell concluded that;

- 1) Under the military regime in the 1970s and 1980s, there was little scope for NGOs to be involved in anything but welfare provision in specific areas of the country;
- 2) Since 1991, simultaneously, the regime has started liberalizing and NGOs have moved from welfare provision into grassroots development and advocacy and human rights work; and
- 3) In the transitional period that ensued, NGO-government relations did not improve as dramatically as was expected by outsiders. To some observers, the conditions imposed on NGO activities were even stricter than under the military regime. Campbell attributed these new tensions to competition for resources between government and NGOs, lack of clarity among NGOs about the nature and direction of the new regime, uncertainty regarding regulations and co-ordination for NGOs and the need for the new regime to firmly establish itself. Campbell expected that relations would gradually improve once the transitional period was over (Diesen and Waker, 1999).

Campbell's analysis was essentially optimistic but the actual progress in the NGO-government relations has been very slow (Ibid). As Grandvaux et.al (2002) argued the models of the past are so difficult to overcome and Ethiopia is still characterized by the influence and dominance of the state over virtually all aspects of society, including NGO programs. The government in Ethiopia exercises the tightest control over NGO activities and is the most suspicious of NGO motives.

In Ethiopia, the decline in the state capacity has resulted in making the stature of NGOs greater among the needy public in the country. But, this perception of NGOs as agents of transformation and conduits of resources earned them the envy and suspicion of power-holders. They saw NGOs as competitors in the fight for space and constituencies, and were quick to respond by regulating and monitoring NGO activities through a host of control mechanisms. Thus the NGOs were seen by the *Dergue* regime not as a welcome partner but a daily reminder of the latter's inability to play the dominant role in service delivery and the development effort (Dessalegn, 2002; Kassahun, 2002).

The study conducted by Diesen and Waker's (1999) revealed that the contemporary Ethiopian government has a fundamentally different, non-western interpretation of the role of civil society in development. It sees CSOs as mere implementers and facilitators of an agenda set by the government.

CRDA (1997) cited in Dessalegn (2002) revealed that the state sets the rules governing the activities of CSOs. Even the rules are vague, ambiguous, and subject to arbitrary interpretations by the regulating agencies. As stated by USAID (2004) both International and Local NGOs are subject to monitoring and evaluation by the Disaster Prevention and Preparedness Commission (DPPC), and must pay per diem and other costs for the evaluators. Dessalegn (2002) furthered the discussion and stated that the requirement that CSOs have to renew their registration every year gives the state immense power over voluntary sector and has effectively stifled critical and independent initiative. Furthermore, the several government agencies, from the federal to the regional level, that are involved in the registration, regulation and monitoring of CSOs and the lack of transparency on their part continues to exacerbate relations between the government and the institutions. These bureaucratic hurdles, some of which have been put in place on purpose, have hampered the growth of civil society.

As Dessalegn (2002) argued the government is particularly hostile to NGOs taking up policy advocacy and this has been one of the reasons why most of them have avoided advocacy. According to Kassahun (2002) NGOs that earnestly sought to bring about changes commensurate with their stated mission were forced to struggle against discontented government. In this unproductive climate, several NGOs chose subservience, sacrificing at least in part their underlying and declared principles and objectives. They capitulated and were actually co-opted and reduced to be appendages of the bureaucratic structures of the state. As it is argued by USAID (2004) Civic Advocacy Organizations (CAOs) have greater difficulty than developmental and humanitarian NGOs in Ethiopia. If NGOs are CAOs or come close to doing some advocacy, their difficulties in registration are greater; they have been subjected to be closed down, had their bank accounts frozen, and their fund-raising halted.

In Ethiopia, the education sector particularly suffers from lack of NGOs involvement. This is due to the fact that education is about social and political control; as a result the government is reluctant to allow NGOs to work in this field. Since the MOE does not review NGOs plans as part of the registration process, it is often becomes unaware of education activities being undertaken by NGOs in the country. This in turn leads to complaints from both government and NGOs about the lack of a mechanism for coherent planning of NGO activities (Grandvaux et.al, 2002).

Generally, NGOs have operated, since the 1970s, in an unfriendly policy environment and this has definitely contributed to the limitations of their performance. Until recently the government is hostile to independent institutions such as NGOs and rights-based advocacy institutions. The government was suspicious that independent institutions were part of the opposition and were actively working to undermine its authority. However, there has been a marked improvement in NGO-state relations partly because of the government's desire to win the support of the voluntary sector following the Ethio-Eritrean war. Nevertheless, the government still does not wish to accept NGOs and other CSOs as real partners in a common endeavor (Dessalegn, 2002).

Grandvaux et.al (2002) stated that most NGOs in Ethiopia report that government thinking in its relation with NGOs passes through an evolutionary process which involves; suspicion,

investigation, acceptance and support. The best example to this model today is the significant change of government attitude towards NGOs role in the education sector. As it is stated by MOE (2005) and Grandvaux, et.al (2002) the government has recognized the existence of NGO programs in education and has begun to include these activities in its own planning. Particularly the success of NGOs in Alternative Basic Education programs won them the favor and trust of the government. This is clearly evident from the fact that in the ESDP III it is stated that the government will encourage more NGO involvement in education.

In the NGOs relation with the government Kassahun (2002) also suggested that belligerence and assertiveness might be counter-productive and should not be employed by NGOs in their relation with government. But if NGOs become subservient and go for self-aggrandizement even at the expense of their declared principles and underlying ideals, they lose out on both sides and capitulate. Hence, there is a need for striking the right balance between the two extremes of accommodation and confrontation. Grandvaux et.al (2002) also argued that the term “partnership” has become an increasingly popular term in NGO-government relations which signifies an admission that, whatever NGOs and governments believe their responsibilities to be, both groups need to work together.

2.13.2. The State of Financial Resource

In Ethiopia bilateral and multilateral donors are increasingly channeling resources directly to the government. This is due to the fact that the Ethiopian government is firm in its stand that bilateral and multilateral funds should be allocated directly to it. NGOs, in the government's view, can become involved in the programs only at regional level. The NGOs view this as a move that reduces them to mere implementers of the government program and cuts off their access to bilateral and multilateral resources for their programs (Diesen and Waker, 1999).

The major “internal” constraint the NGOs are facing in Ethiopia has to do with the lack of secure access to resources, which includes both funds and physical assets on the one hand, and competent human capital on the other. All NGOs operating in Ethiopia draw the bulk of their funding from external sources such as multilateral institutions and donor governments. In the developed countries, civil society relies for much of its support on foundations and philanthropic

organizations established by successful businessmen or socially conscious business firms. In Ethiopia and other African countries, unfortunately, CSOs can not turn to local philanthropists because the private sector in these countries plays only a marginal role in sustaining civil society. As a result they are totally dependent on international donor agencies for financial and other assistance (Kassahun, 2002; Dessalegn, 2002).

Local NGOs often bring together the pieces of funding they collect from embassies, International NGOs, other Local NGOs, bilateral and multilateral donors, line ministries of the government of Ethiopia, sales of items, membership fees, donations from charitable groups in developed countries, etc. Unlike International NGOs, they do not receive funding from local constituencies, and as of May 2004 were not allowed to do local fund-raising. All local NGOs are taxed, which cuts into their externally derived funds. Their activities and strategies are inconsistent due to weak and changing funding (USAID, 2004).

According to Dessalegn (2002) and Kassahun (2002) the dependence on external agencies may compromise the autonomy and effectiveness of the organizations concerned. Kassahun (2002) further argued that the dependence of African NGOs on foreign funding led them to an uncritical and blind emulation of alien ways of thinking and doing things which in the long run undermined their roles as custodians of traditions.

J. Haren, (1999) cited in Dessalegn (2002) clearly revealed that in many countries of Sub-Saharan Africa, the major international donors agencies, including those from the Scandinavian countries sought after CSOs that are committed to the promotion of “economic liberalism” i.e. the capitalist economy. CSOs that are engaged in activities whose objectives may not fully conform to the ideology of “economic liberalism” are frequently ignored.

2.14. Suggested Remedies to Mitigate the Hampering Factors

As Dessalegn (2002) argued a robust civil society does not emerge as a matter of course but is the result of sustained civic investment by individuals, groups and communities. Civic investment entails the effort, time and resources invested by each social actor to enlarge the opportunities for the self-activation of citizens and citizens’ groups. Under present circumstances

in Ethiopia, CSOs can do no more than promote public awareness and stimulate public discussion about democratic rights and responsible governance.

To be able to have a meaningful impact on the democratization process, or to promote good governance, Ethiopian CSOs would have to transform themselves into “Civic Movements”. The term “Civic Movement” refers to the active engagement of the broad public, including the laboring classes, in support of popular causes. Such movements can only be built on widespread public awareness and active popular involvement (Ibid).

Hyden (1983) also shared the view of Dessalegn and argued that to materialize diversified forms of popular participation and public accountability there has to be a reorientation on the part of both politicians and government officials. Such a reorientation in the government is not likely to come about as a result of training and foreign aid aimed at strengthening policy-making capacities in individual government departments. The only way it can be realized is by allowing groups in society, through intermediary NGOs, to exercise pressures in such a direction.

Dessalegn (2002) argued that if civic institutions are to broaden their ability to influence the democratic process and public policy in Ethiopia, they have to enhance their operational and leadership capacity and to promote greater cooperation among them. However, presently CSOs do not speak with the same voice nor do they share the same goals.

Diesen and Waker (1999) forwarded two remedies to boost the relationship between NGOs and government in Ethiopia. These are: if bilateral and multilateral donors play a facilitating role in the interaction between government and NGOs, and if a forum were established where NGOs and government meet on a regular basis to discuss issues of mutual concern. Clayton et. al (2000) argued that improved CSO-government partnership could lead to improved sustainability of CSO programs.

In Ethiopia, the zero draft document prepared by the Ministry of Capacity Building (MCB) cited in USAID (2004) suggested that wealthy businesspersons’ contributions to NGOs could be tax deductible. In addition, the draft document allows NGOs, networks, and umbrella organizations to raise funds and qualify for tax breaks, and support by the business and philanthropic sectors

which will eventually receive tax considerations for their support to NGOs. The program also aims to set up a 'trust fund' of donor contributions that would allow CSOs to access public funds and generate income.

2.15. Historical Development of Civic Education in Ethiopia

It is hard to exactly trace the genesis of civic education in Ethiopia. Nevertheless, based on the information at hand, we can conclude that Civic Education has a short history in Ethiopia.

Civic education was being given as a character or moral education during the Imperial Period in both primary and secondary schools. The moral education based itself on teaching religious tenets specifically Orthodox Christianity. The objective of the moral education was to inculcate in the minds of the students the divine kingship of the monarchy. This moral education was terminated immediately after the popular revolution of 1974 that overthrew the monarchy and heralded the beginning of a new era in the country popularly known as the *Dergue* or military junta era. In order to promote its ideology and propagate Marxism-Leninism civic education with the name political education was introduced in to the education system as a compulsory subject (Girma, 2006; Dawit, 2006).

Soon after its introduction the subject became unpopular among students, teachers and the public at large. Due to this reason and the fall of socialism in the former USSR and East European countries the subject relevance of the subject vanished leading to its subsequent revocation from the school curriculum with the directive from the Ministry of Education (Akalewold, 2005). The military regime in Ethiopia made a policy readjustment on the brink of its inevitable demise. In order to fill the vacuum created by the revocation of political education a new subject which came to be known as Citizenship education was introduced (Girma, 2006).

The transitional government of Ethiopia promulgated a new training and education policy in 1994. The new policy expressed the commitment of the new government to the teaching of democracy and democratic practices. To this end the ICDR proposed the introduction of civic education in to the school curriculum at both primary and secondary levels (Akalewold, 2005). The formal operation of civic education began in 1997. However, after five years

implementation the government became dissatisfied with the implementation of the new education and training policy in general and civic education in particular. This dissatisfaction precipitated the revision of the curriculum of civic education (Akalewold, 2005; Girma, 2006).

In response to the government's dissatisfaction the Federal Ministry of Education started to carry out different activities geared towards revising the civics education curriculum. To this end, a working group was organized to identify the major social values which would serve as building blocks for the new civics education. The group comprised members from the ICDR, the Examination's Board, the Educational Mass Media Agency and experts from the Ministry itself (Girma, 2006).

In 2002 the Federal Ministry of Education, in its bid to give greater emphasis to civic education, promoted the working group to the Department of Civics and Ethical education within the Ministry. The department was entrusted with the task of restructuring and drawing a new curriculum for Civic and Ethical Education so as to make the delivery of Civic and Ethical Education effective. To this end the Department first drew up the new civic education curriculum policy called "What values should citizens develop?" and later prepared the revised curriculum for the subject which basis itself on social values that are thought to be instrumental in shaping the personality of young citizens (FDRE, 2004; MOE, 2006; Akalewold, 2005).

2.15.1. The Civic Education Activities Undertaken by CSOs/NGOs in Ethiopia

Adult civic education program is a recent phenomenon in Ethiopia. Although adult literacy program was undertaken by the *Dergue* regime in the country the military regime's compulsory literacy campaign was misused for political purposes and was highly unpopular (Diesen and Waker, 1999). It was after the advent of EPRDF to power in 1991 that local NGOs and CSOs have started to engage in adult civic education programs.

Civic education has attracted the attention of various stakeholders in the country such as the government, NGOs, CSOs and donors. However, the implementation of civic education programs has encountered several challenges among which the major ones are: Lack of common civic education materials that meet the necessary minimum standard which would help to

develop common values in citizens; lack of cooperation and networking among groups engaged in civic education; and lack of adequate, timely and sustained financial source from which the NGOs and CSOs involved in civic education are suffering (CLCBS, 2003).

With the assistance that they received from the international community, the NGOs and other associations carried out, in a commendable manner, civic and voter education activities throughout the country in a very short period of time. In Ethiopia, the concept and habit of democracy are unfamiliar to the great majority of the citizenry. It is a typical country where a democratic culture has not been developed (Bekele, 2003). Hence, these activities tried to raise the consciousness of citizens on the critical importance of their participation in public affairs, and also to foster their understanding on the protection of individual human rights and the fundamental freedoms of peoples (CLCBS, 2003: 11-12).

As Sisay (2002) stated in his paper, CSOs/NGOs in Ethiopia were engaged in the promotion of civic education and raising peoples' awareness. With the aim of ensuring the realization of the basic rights peoples especially that of the poor and marginalized, CSOs/NGOs were involved in awareness raising programs. They carried out this through the dissemination of civic education; promoting principles, cultures and values of democracy; enlightening the public about its constitutional rights, etc.

2.15.2. Components of Civic and Ethical Education in Ethiopia

The revised Civic and Ethical Education is made to comprise three important components based on the pattern of the developed nations. This has been clearly illustrated in the curriculum policy document as follows:

Development and prosperity can only be attained, from the experience of developed nations, when citizens are equipped with appropriate knowledge, skills and dispositions that would relieve them and their country off from extreme poverty and obsolete attitude(MOE, 2002a; 1) (Translation and Emphasis is mine).

2.15.3. Key Principles and Concepts in Civic and Ethical Education in Ethiopia

Cultivation of ‘good citizens’ who participate actively in the nation’s democratic process is introduced as a criterion for judging success of our education system. No matter the system produces adequately trained engineers or doctors with probably excellent proficiency and knowledge, if they lacked appropriate democratic personal qualities and good citizenship then it will be incomplete. From the point of view of building a nation with democratic culture, schools were expected to play key role in nurturing socially approved cultural elements. It was argued in Ethiopian context; a system of education that failed in serving this particular agenda was regarded as failure in its entire mission, no matter how best schools perform in academic training (MOI, 2002).

To materialize the new purpose the MOE responded by writing clear aims and procedures geared towards strengthening civic and ethical education program. The revised curriculum policy reflected the following basic principles:

- ❖ To enable the young know and exercise basic democratic values that will make them efficient and responsible citizen;
- ❖ To equip the young with appropriate knowledge and skills that helps them participate actively during formulation, implementation and evaluation of government policies; and
- ❖ To ensure participation of the young in their local and communal affairs based on enlightened self-interest and out of personal concern (MOE, 2002a).

2.15.4. Barriers to Civic and Ethical Education in Ethiopia

In the training manual it prepared in July 2006 to train teachers, principals and supervisors on Civic and Ethical Education the Ministry of Education outlined the following points as barriers that impeded the effectiveness of the school-based civic education program in the country. These are:

- ❖ The teachers’ wrong perception on the importance of the subject and lack of inspiration to teach it properly. The teachers’ see the subject as a tool to enforce the aim of the ruling party;
- ❖ The subject teachers’ lack of training in the subject and the subsequent lack of capacity to teach it properly;

- ❖ The subject teachers' lack of motivation/inspiration and confidence;
- ❖ The pressure on teachers due to the disagreement of what they teach in class and what students actually face in their community in their day-to-day life;
- ❖ The low worth attached to the subject by school principals and supervisors
- ❖ Lack of proper inputs such as teachers, students' textbooks and reference books; and
- ❖ Failure of schools to accomplish the special responsibility entrusted to them for the effective implementation of the subject (MOE, 2006)

In addition, the Ministry of Information in its document entitled Capacity Building Program & Strategy (MOI, 2002) sorted out several factors that impeded the effectiveness of civic and ethical education delivery in the country. These are:

- ❖ the prevalence of misconception about the subject among school personnel;
- ❖ lack of meaningful training for civic education teachers on how to teach the subject;
- ❖ lack of system to ensure successful implementation of the subject; and
- ❖ Absence of supervision and administrative procedure that may enforce teachers and school leaders, develop appropriate attitude and faith in teaching the subject with adequate knowledge and skill.
- ❖ lack of understanding of their professional and citizenry responsibility among teachers and principals in cultivating democratic citizens;
- ❖ lack of sympathy by the majority of school personnel for one of the missions of school in equipping students with the sprit of the Constitution.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Methodology

The research design and methodology bases itself on the problem under study and its situation (Flyvbjerg, 2006). This study is aimed at finding out the part being played by the CSOs/NGOs in the promotion of Civic and Ethical Education in the formal and non-formal setting and identifying the shortcomings and accomplishments. Thus, case study was adopted as an appropriate methodology. The rationale behind using this approach is that whenever we have a research question and we feel that we may get insight in to the question by studying a particular case the appropriate method of inquiry for our research is case study (Stake, 1995).

Yin (1984, p. 23) cited in Soy (1997) defines the case study research method as an empirical inquiry that examines an existing phenomenon within its real-life context. The activities of the advocacy NGOs in promoting civic education are bound to the sociopolitical and cultural context of the country. Therefore, case study is an appropriate method to study the contemporary activities of the NGOs within the sociopolitical and cultural context.

The third rationale for using this method is that there is little existing research on the topic (the area is unexplored). In such cases, it is appropriate to use case study method for it would help stimulate further research in the area (Burton, 2000).

3.2. Sources of Data

The data were collected from both primary and secondary sources. Primary sources include interviews with executive directors, program coordinators, project managers, trainers from the NGOs under study and official of the Ministry of Education. Secondary sources of data were brochures, periodicals, information booklets, annual reports, strategic plans, operational plans, training manuals, published books and internet materials.

Minutes of meetings, Administrative documents, Correspondence, Interoffice memos, Service Records, Organizational Records were supposed to be used for document review (Tellis, 1997). However, these documents could not be accessed due to the unwillingness of the NGOs under study.

3.3. Instruments of Data Collection

To collect data, the researcher used three types of instruments namely: open-ended or semi-structured interview guides, document review format and observation checklist. These instruments were suggested as sources of evidence for case studies by Stake (1995).

Open-ended interviews are one of the most important sources of information in case study (Tellis, 1997). Thus, open-ended interview guides were prepared and employed to gather the necessary information from the NGOs under study and the Ministry of Education. As Tellis (1997) argued documents are one of the sources of data in case study which help in making inferences and corroborating the evidence from other sources. Therefore, document review guides were prepared to collect information from the various official documents with NGOs under study. Direct observation is one of the important sources data when a field visit is conducted during case study and it is useful for providing additional information about the topic being studied (Tellis, 1997). Thus, Field note format was prepared and used to record visual perceptions, perceptive feelings, pose questions and notes for further information.

3.4. Data Collection Procedures

The student researcher followed a viable procedure for effective data collection. At the very outset, the researcher collected published and unpublished materials both from different libraries and the internet which were used for literature review. Then after the literatures were properly reviewed to shed light on the state of Civic and Ethical Education and the roles NGOs played in promoting Civic and Ethical Education internationally and in Ethiopia. The literature review helped the researcher in writing the data gathering instruments for effective use.

Pilot testing is important to check the utility of the data gathering method and tools and make proper adjustments in problematic areas. Thus, after designing the instruments with the help of the advisor, the researcher conducted a pilot study at Peace and Development Committee (PDC)

which is an NGO that is engaged in promoting civic and human rights education from March 8-12, 2007.

The pilot testing revealed that the tools designed and the methods of data gathering were appropriate as a result the researcher decided to use them as they are. The pilot study was so vital that the researcher was able to get the address of the study sites which were selected for the study from PDC. The researcher also learned the severity of the desperate situation in which the NGOs engaged in promoting civic and human rights education in the country. The organization where the pilot test was carried out is suffering from severe financial crisis due to lack of fund. There is only the executive director, the secretary and support staffs that make tea and clean the office. It is really horrible that an organization which was set up in 1989 in the USA and became active in January 1992 in Addis Ababa; registered with the Ministry of Justice; and carried out a lot of commendable activities in the country is under this condition.

The researcher has made arrangements to visit the Executive Directors of each non-government organization and communicate the purpose of the study with them and arrange schedules for individual interview times with concerned staff and ask for copies of the documents to be reviewed. During this stage he offered the research protocol and the credential letter from the Addis Ababa University to the executive directors so as to get the consent of the organization to be used as a study site. Intensive contacts have been made with the directors of the organizations in order to establish a smooth relationship which is based on empathy and trust to achieve the purpose of the study.

The researcher conducted all the interviews face to face with all the respondents that were selected with the help of the executive directors of the respective organizations. The researcher had planned to record all the discourse for later transliteration. However, the use of recording material was forfeited and short hand note was used due to the fear of the interviewees. The researcher tried his best to treat the subjects as friends so as to create favourable atmosphere for free discourse and made an arrangement with the interviewees first for appropriate date and time for interview so that they could get ready and be free from any kind of commitment on the day of

interview that can distract their attention. This consumed a long time and was laborious for the researcher.

The researcher reviewed the documents which were provided by the organizations and corroborated the data with both the data secured by interview and observation. The researcher was given some of the documents freely and some to photocopy and return. Some of the documents were supposed to be confidential and can not be taken out of the organizations' premises as a result the researcher was made to review them right in the organizations. Though tedious, this helped the researcher to spend a long time in the organizations and make observation while reviewing documents. Observation was made in the study sites during the researchers' engagement with the study sites from March 13-30, 2007.

3.5. Sample Population and Sampling Techniques

Case study is not a sampling research but it may be useful to select cases which are typical or representative of other cases (Stake, 1995). Presently, there are approximately 23 CSOs/ NGOs which are engaged in disseminating civic and human rights education so as to contribute their part in the democratization process in the country. Therefore, a sample of three local NGOs in Ethiopia namely the Society for the Advancement of Human Rights Education (SAHRE), Action Professionals' Association for the People (APAP), and the Research Center for Civic and Human Rights Education (RCCHE) which are engaged in promoting education for citizenship were selected based on information-oriented sampling. This sampling was used in order to maximize the utility of information secured from the samples and allow generalization. The cases are selected on the basis of expectations about their information content (Flyvbjerg, 2006).

Case studies are also multi-perspectival analytical studies where the researcher considers not just the voice and representative of the actors, but also of the relevant groups of actors and the interaction between them (Tellis, 1997). To ensure this, the Department of Civic and Ethical Education within the Ministry of Education was included in the study to check whatever claims made by CSOs/NGOs

The interviewees from the study sites were selected in collaboration with the executive directors so as to include responsible persons who are involved in the programs carried out by the organizations towards promoting Civic and Ethical Education. The interviewee from the

Ministry of Education was also selected for appropriateness since he is the right person associated with Civic and Ethical Education.

3.6. Data Management and Analysis

Case study research produces a large amount of data from multiple sources; therefore, it calls for systematic organization of data which would prevent the researcher from confusion (Soy, 1997). Thus, all the collected data were stored appropriately using data storage mechanisms. Standard classers were used to store the data based on sites, persons and issues. Some data sheets were photocopied and placed in more than one file to ensure their security. In order to avoid a confused merger of data which leads to insufficient analysis, the three stages of analyzing a qualitative data suggested by Miles and Huberman (1994); data reduction, data display, and conclusion drawing and verification; were used.

Since the research concentrates on multiple cases, firstly each case and themes within the case was analysed using within-case analysis, followed by a thematic analysis across the cases known as cross-case analysis (Soy, 1997). Since the study employed qualitative method of data analysis, a technique of placing the evidences in a matrix of categories (Miles and Huberman, 1994) was used in order to facilitate the cross-case analysis. A cross-case matrix display was developed for each of the four critical issues underlying the research questions set. These matrices (Shown in Appendix F) allowed "a quick analysis down rows and across columns to see what jumps out" (Miles and Huberman, 1994: p.242). In this way, it was possible to compare data from the three cases and to discern patterns or themes. Careful re-examination, rechecking, and triangulating results from a review of initial data sources and case reports led to verification, revision, and discarding of impressions. The intent of the study was neither comparative nor evaluative, but rather to describe the reality of the role being played by CSOs/NGOs in promoting civic education. My intent was to identify the contributions, sort out the problems encountered and predict future prospects of their activities. The process led me to a point where I was able to piece together information to produce aggregate impressions (Stake, 1995).

Internal validity demonstrates that certain conditions lead to other conditions. It entails the use of multiple pieces of evidence from multiple sources to uncover convergent lines of inquiry (Soy, 1997). Thus, to ensure internal validity multiple pieces of evidence from multiple sources were

collected and triangulated during analysis. External validity reflects whether or not findings are generalizable beyond the immediate case or cases; the more variations in places, people, and procedures a case study can withstand and still yield the same findings, the more external validity. Techniques such as cross-case examination and within-case examination along with literature review help ensure external validity (Soy, 1997). Therefore, this study employed both within-case and cross-case examination besides literature review to ensure external validity. In addition, Flyvbjerg (2006) argued that generalizability of case studies can be increased by the strategic selection of cases. To this end, the selection of cases was also done strategically. Reliability refers to the stability, accuracy, and precision of measurement (Soy, 1997). Therefore, to ensure reliability all the tools for data gathering have been used with consistency, accuracy and precision. The field procedure which was set before conducting the research and the case study protocol are also strictly adhered to.

Research ethics entails the anonymity of the interviewees to warrant confidentiality. To this end simple codes are used to keep the interviewees anonymous. The codes used constitute letters and numbers. The representations of the codes are as follows:

- 1) SA- stands for Society for the Advancement of Human Rights Education
- 2) AP- stands for Action Professionals' Association for the People
- 3) RC- stands for Research Centre for Civic and Human Rights Education

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1. Introduction

This section of the study deals with the analysis of the data gathered from interviewees, document review and observation. As stated in the methodology section, the study employed a case study method as a result the case of each organization will be analyzed separately first and then a cross-case analysis across the three cases will be made. The analysis and interpretation of the data begins with a presentation of brief background information of the organizations under study.

All the data are gathered from both primary and secondary sources with caution by strictly adhering to the procedures set before starting the process of data collection. The analysis is also conducted carefully so as to avoid confused merger of data which would lead to insufficient analysis.

4.2. The Case of Society for the Advancement of Human Rights Education (SAHRE)

4.2.1. Background Information about the Organization

The society for the Advancement of Human Rights Education (SAHRE) is a non-partisan, non-profit making and local non-governmental organization established to the process of building a democratic, peaceful and developed Ethiopian society through the advancement of human rights education and dissemination of values, principles and practices of democracy among the peoples of Ethiopia

SAHRE was founded in 1992 by a group of educators. However, it was registered with the Ministry of Justice two after its establishment in 1994, registration number 211; under the sponsorship of the Ministry of Education.

The vision of SAHRE is that the organization envisages a peaceful, democratic and developed Ethiopian society where citizens fully enjoy their democratic and human rights. The mission of SAHRE is to contribute to the process of building a democratic, peaceful and developed Ethiopian society through the advancement of human rights and democracy education among the peoples of Ethiopia. The core values that govern SAHRE are: Trustworthiness, Accountability, Transparency, Justice, Legality, Responsibility, Freedom, Independence, Respect, Impartiality, Generosity, Equality, Non-discrimination, Voluntarism, Collaboration, Dialogue, Participation, Tolerance, and Perseverance.

SAHRE aspires to carry out five main objectives. These are: dissemination of human rights education to the Ethiopian society; promoting the principles, cultures and values of democracy; enlightening the public about its constitutional rights; inspiring political awareness in the youth for active participation in community life and political processes; and encouraging and supporting human rights activities through networking.

The operational areas of SAHRE are Addis Ababa, Amhara, SNNP, and Tigray Regions.

4.2.2. The Contributions and Strategies of the Organization

The organization has made significant contributions both in formal Civic Education Programs and non-formal (Adult) Civic Education Programs in the country. The major contributions will be presented in detail.

4.2.2.1. Contribution in School-based Civic Education Programs

As it is stated in (SAHRE, n.d.) the organization's program compatible with the formal (school-based) civic education program is known as Schools' Democracy Education Program. SAHRE made great contribution to the formal (school-based) civic education program by involving in different activities. Some of the contributions made by SAHRE include:

1. Producing Effective Civic Education Curriculum

Although SAHRE planned to design Human rights/Civic education curriculum, as it was clearly stated in (SAHRE, n.d.), it was unsuccessful in achieving this aspiration in school-based civic

education program due to various obstacles among which the most prominent are human and financial constraints. In explaining these constraints respondent SA1 stated that:

SAHRE has been operating with the meager resource it receives from donors for projects. Even local fund-raising is nil because rich nationals are reluctant to provide financial support for not only their organization's activity but also for the cause of human rights and democracy education at large. As a result, SAHRE could not grow to a fully-staffed organization (28/ March/ 2007).

However, as SA2 argued, the organization has designed the curriculum for voter education in collaboration with other non-governmental and civic organizations that formed the ad-hoc forum for civic education.

2. The Preparation of Text-Based Materials

SAHRE in collaboration with other sisterly organizations (through the Ad hoc forum of 23 organizations) employed consultants from the Curriculum Department of the Ministry of Education who designed the trainers' manual for non-formal civic education program along with pictorial kit. The student researcher found the Training manual during his pilot test at Peace and Development Committee (PDC) and the names of the organizations that contributed towards the preparation of the training manual are listed at the end of the manual (SA2, 28/ March/ 2007).

SAHRE succeeded in preparing and publishing different books, illustrated booklets and manuals which are oriented on citizenry, civic, constitutional and social themes so as to bring about attitudinal changes and transformation among the target groups. SAHRE also published brochures periodically and a quarterly educational magazine in Amharic entitled "Demokrasiyawi Zeginet" (Democratic Citizenship) (SAHRE, 2006; SAHRE, n.d.). (See table 1 below)

As the student researcher learned through his observation; SAHRE produced many publications which dealt with different issues related to human rights. He has seen all the publications produced by the organization and even received some of them free of charge for future reference. Some of the publications have only one copy as a result the student researcher is allowed to have

the photocopy of them with his own expense. SAHRE's engagement in wider publication happened to be due to the fact that, as it was stated in the unpublished booklet of the organization, the modes of communication employed by the organization are largely print material and direct exchange with the participants. In stating the rationale for giving high emphasis for publications by the organization the interviewee SA1 mentioned that:

Published materials in the form of printing play great role in that lessons which are provided orally may be forgotten soon. Therefore, they have to be reinforced through printed materials. It is due to this reason that we give greater emphasis for publications of published materials which could be used by participants of our civic education program (28/ March/ 2007).

Table 1: Materials Published by SAHRE

No	Title	Type	Year of Publication
1	Self-Governance-An Anthology of Rights	Book	English (1994) Amharic (1995)
2	Dissemination of the Constitution of the FDRE	Manual	1998
3	National Network Guidelines on Ethics, Laws and Human Rights Issues of PLHA in Ethiopia	Book	1998
4	A Change from Special to Inclusion Education to Ensure Equal Opportunities and Full Participation	Book	Amharic (n.d.)
5	Protecting and Promoting the Rights of Children with Mental Retardation	Book	Amharic (n.d.)
6	What do You Know About Inclusive Education?	Book	Amharic (n.d.)
7	Society-Centered Civic Education	Book	Amharic (2001)
8	Universal Declaration of Human Rights and the Rights of Vulnerable People	Book	Amharic (2002)
9	HIV/AIDS and Human Rights	Book	Amharic (2002)
10	Basic Principles and Values of Human and Democratic Rights	Book	Amharic (2005)

Source: (SAHRE, 2006; SAHRE, n.d.)

2. Democratizing the School Management

In order to democratize the school management SAHRE carried out different kinds of activities. SAHRE organized and conducted workshops, both independently and in collaboration with partners such as Heartland International, American Federation of Teachers and Inter Africa Group. The workshop was on the title “Democratic Leadership” and “Democratizing Classroom Teaching” respectively and it was delivered to school community members such as principals, teachers, students and other support staffs (SAHRE, 2006).

The other activity which SAHRE carried out which was under democratizing the school management was the setting up of Children’s Rights Clubs and Student Councils in 15 schools in Addis Ababa City Administration, Amhara and SNNP (SA2, 28 March 2007). The interviewee went further and clarified that:

These bodies were organized to foster children’s participation both in the activities of their schools and that of their communities and help them monitor child rights’ violations being perpetrated both at school premises and in the communities (28/ March/ 2007).

3. Providing Professional Development to Civic and Ethical Education Teachers

As the interviewee SA2 stated, SAHRE is engaged in providing trainings to social studies teachers particularly to civic education teachers on what contents should civic education constitute and the methodology of teaching it. The document review revealed that the same idea has been stated in the organization’s brochure (SAHRE, n.d.). In explaining the purpose of providing this training the interviewee stated that:

SAHRE conducts this program with the intent of enhancing professional excellence on human rights and democratic ideals among teachers so as to have lasting impact on students. Teachers who attend the trainings would be able in selecting appropriate contents and using the appropriate method (SA2, 28/ March/ 2007).

4. Organizing Co-curricular Activities in School-based Civic Education Programs

SAHRE intended to engage in the setting up of Human rights/Civic education clubs in schools, teachers' training institutes and colleges (SAHRE, 2006; SAHRE, n.d.). However, the organization succeeded in accomplishing this goal only in secondary schools. As the interviewees SA1 stated, so far SAHRE have succeeded in assisting the establishment of civic education clubs in one hundred selected secondary schools throughout the country in its operational areas. In (SAHRE, 2006; CLCBS, 2003) the same figure mentioned by the interviewee is stated.

As it is stated in CLCBS (2003) SAHRE sets up the civic education clubs in order to achieve the following two objectives: Firstly, to address the problem of reaching out to parents and communities with human rights/ democracy education in local languages. The club members (both teachers and students) are expected to disseminate human rights and democracy education to the school community using debates, panel discussions, dramas, oral and literary competitions, displays, school mini-media broadcasting and distributing publications on school-based human rights and democracy news. Club members were also supposed to monitor child and girls' human rights violations perpetrated in the school and mobilize Parent Teacher Associations and school administrations to do away with child corporal punishment, sexual harassment and other demoralizing acts being perpetrated on girls both by teachers and students.

Secondly, to prepare the youth for citizenship in a democratic governance by fostering civic competence, leadership and participatory skills, tolerance and the application of non-violent conflict resolution methods. The civic education clubs have a purpose to accomplish in the community. Every club member has a commitment to teach the UDHR and part of the FDRE constitution that deals with the fundamental rights and freedoms citizens are entitled to enjoy to his/her immediate family members and at least to ten other community members within one year of their membership. Club members are also expected to make researches on human rights violations in their communities, write plays on their findings and perform them to sensitize schools and communities. Club members are supposed to advocate for the right of teachers and students with HIV/AIDS in schools against discrimination. Finally, the club members are

expected to organize a “Community Day” on annual basis where they volunteer to give free public service to the community (CLCBS, 2003).

As the interviewee SA1 stated:

Civic education clubs are exclusively the initiative of SAHRE. It was drawn from the experiences of other countries which were visited by the two founding members of the organization. It was from SAHRE that the government learned and decided to set up civic education clubs in schools. (28/ March/ 2007)

However, the information obtained from an expert from the MOE disagrees with this claim. The interviewee ME1 has disclosed that:

The setting up and running of civic education clubs is solely the joint initiative of the Ministry of Education and the Ethics and Anti-corruption Commission. The civic education clubs in schools were set up after the directives of the MOE dispatched to schools in 1997 E.C. I have no information about any NGO that set up civic education clubs in schools so far. If there are any they did it without the knowledge of the MOE. In order to get in to schools and set up civic education clubs in schools they have to first secure the consent of the Regional Education Bureaus. Unless they do so they could not enter schools leave alone setting up the clubs. (09/April/2007)

SAHRE assists clubs and schools by providing training and supplies which help the club sponsors and members to undertake their duties successfully (SAHRE, 2006). The interviewee SA1 went further and elaborated that:

SAHRE provided to selected social studies teachers from high schools trainings on how to set up and run civic education clubs. It also supplied materials such as procedural manuals, stationary materials, bulletin board, tape recorder etc. (28/ March/ 2007.)

5. Teacher Experience-Sharing Programs (Teacher Exchange Program)

SAHRE conducted a program known as Teacher Exchange Program with American Federation of Teachers (AFT) whereby it succeeded in sending 8 civic education teachers from secondary schools to the USA for experience-sharing (SAHRE, 2006; SAHRE, n.d.). The interviewee SA2 also confirmed this by saying:

We sent eight civic education teachers drawn from among secondary schools to the USA because of the invitation given from the American Federation of Teachers (AFT). The objective of the visit was to enhance the exchange of experience so that teachers can draw lessons from the USA teachers and apply their knowledge when they return home (28/ March/ 2007).

4.2.2.2. Contribution in Adult Civic Education Programs

The Adult civic education programs being carried out by SAHRE include Community empowerment/democratization, Citizenship Orientation and Awareness, Civil Society Democratization and Voter education. Each program areas will be dealt with in detail separately.

1. Research, Advocacy and Publications

SAHRE conducts research and based on its findings it conducts lobbying. The organization has conducted a thorough research on Child Rights and has started an intensive lobbying campaign to materialize the incorporation of Child Rights in the school curriculum. The organization is currently conducting a research on the topic entitled “The Situation of Children in Tigray”. The data collection process is already completed and only the analysis part has remained (SA1, 28 March/2007).

As the interviewee SA1 stated the opportunity to participate in policy dialogue, implementation and evaluation of school-based civic education programs was open for the organization. The organization influenced government policy in several occasions and in several ways. SAHRE organized a workshop at Nazareth in August 1998 on Ethics, Law and Human Rights issues of People Living With AIDS (PLWA) in Ethiopia which has significantly influenced the government policy. As a result a national health policy was later adopted in line with this.

As stated under the previous section (The Preparation of Text-Based Materials) SAHRE has succeeded in preparing and publishing different books, illustrated booklets and manuals which are oriented on citizenry, civic, constitutional and social themes so as to bring about attitudinal changes and transformation among the target groups (See table 1 on page 60).

2. Community Empowerment program

SAHRE organized trainings, seminars and workshops in order to educate communities about community empowerment and their human rights. SAHRE also conducted seminars/workshops and training to CSOs' members so as to build their capacities and make them competent human rights promoters and advocates. SAHRE also carried out activities which are directed towards empowering marginalized groups through promoting their rights (SAHRE, 2006; SAHRE, n.d.).

As the interviewee SA1 stated SAHRE organized trainings for “multipliers” and produced published materials on child rights so as to create awareness in the society. SAHRE provides civic education to communities in Oromiya, Amhara, and SNNP regions so as to foster citizens' participation in decision-making and governance. The interviewee SA1 stated the rationale for this as:

SAHRE emphasized on civic education because people would start to claim their right immediately after they realize it. Our people lack the skill to defend their rights; therefore, our program is directed towards enabling them to develop the skills of communication and dialogue which would help them to participate in their local affairs effectively (28/ March/ 2007).

SAHRE, under this program, carried out survey, seminars and workshops at national level on PLHA. The most notable one is the National Workshop held at Nazareth in August 1998 which culminated in the preparation of the publication entitled National Network Guidelines on Ethics, Laws and Human Rights Issues of PLHA in Ethiopia. SAHRE also organized 37 Community Forums to take care of children orphaned due to HIV/AIDS. The organization has also provided trainings so as to build the capacity of personnel drawn from targeted *kebeles* and primary schools so that they can provide effective leadership for the Child Rights Clubs which are set up in their communities (SAHRE, 2006; SAHRE, n.d.; SA1, 28 March/2007).

3. Adult Human Rights Education and Training Program

SAHRE organized a program known as Citizenship Orientation and Awareness which is designed to reach out the members of the media, judiciary, police and prison authorities, parliamentarians, and the general public so as to create awareness on citizenship education (SAHRE, 2006; SAHRE, n.d.).

As the interviewee SA1 stated, under this program SAHRE sensitizes the duty bearers, families, community members, and teachers on human and democratic rights through seminars/workshops, training and publications. The rationale for sensitizing duty bearers is that they may involve in infringing the rights of citizens if they are not well aware of citizens' entitlements. In stating the situation of the duty bearers the interviewee SA1 commented that:

Leave alone to respect and defend citizens' human and democratic rights, most of the duty bearers who have attended the trainings/seminars organized by SAHRE were unable to list more than three human and democratic rights to which citizens are entitled during brainstorming sessions of the trainings/seminars. (28/ March/ 2007)

4. The Voters' Education Program

SAHRE conducts voter educations periodically with the objective of fostering citizens' competent participation in democratic governance (SA1, 28 March/2007). As it is stated in (CLCBS, 2003):

SAHRE believes that elections done in the absence of an informed, competent and committed citizenry are nothing more than cover-ups [window dresses] for an organized group to use the electoral process to hold the reins of power [cling to power] and then impose its wills and interest [whims] upon the people (p.115).

In 2000, SAHRE had planned to conduct voter education to fourteen *woredas* so as to mobilize potential voters for the National Election to be held in the same year. The project was at the same time gender sensitive and more time was allotted to teaching women voters. Though SAHRE targeted to reach out 300, 000 potential voters in Addis Ababa, SNNP, Oromiya, Tigray and Amhara regions the actual number reached was 1.5 million (CLCBS, 2003).

As the interviewee SA2 argued, unlike other NGOs that use educators and coordinators conscripted based on a set of criteria from among the community, SAHRE uses civic education club members after providing training to facilitate voter education. As the interviewee SA2 went a head and commented that:

The limitation of the project was shortage of time. Only 30 minutes was assigned for a session comprising from 30 to 50 people. It was difficult to go through the whole content which a voter education is supposed to constitute within such a short time (28/ March/ 2007).

As it is clearly stated in SAHRE (2006), the overall impact of the civic education provided by the organization for the May 2005 election being supported by UNDP was so productive in that: the number of eligible voters registered for election increased by 30% from previous National Elections; the number of spoiled ballots decreased; the voters confusion on election day declined; and the voters showed active and effective participation on Election Day.

5. Networking with Other Organizations

Civil Society Democratization Programs are designed in collaboration with other NGOs, professional associations, trade unions, religious organizations to professionally tailor to the human rights/civic education needs of each organization (SAHRE, 2006; SAHRE, n.d.).

As the interviewee SA2 stated:

SAHRE is committed to creating linkages or serving as a podium for national and international agencies, associations, organizations, groups and individuals interested in promoting and advancing human rights of adults and children (28/ March/ 2007).

In order to carry out this program SAHRE makes correspondence, passes or receives information related to human rights education with other domestic and international organizations. In addition, the organization integrates and links its programs and projects with that of government organizations, CBOs, CSOs, media, etc (SAHRE, 2006).

SAHRE has facilitated the creation of networks of peoples living with HIV/AIDS and sensitized communities on stigma and discrimination against PLHA (SA1, 28/ March/ 2007). Even he further mentioned that:

It was due to SAHRE's encouragement and supports that PLWHA in the country like Zewdu [who is now deceased] and Birhane Kelkay [who is still alive and resides in Awassa] were emboldened to expose them and sensitize the society about HIV/AIDS (28/ March/ 2007).

As it is stated in CLCBS (2003) SAHRE was one of the constituent member NGOs that formed the consortium or network to jointly conduct voter education for the 2000 election. The consortium is known as Ethiopian Non-Governmental-Organizations Consortium for Election (ENCONEL) 2000. The objectives of this consortium were to develop standard and coherent teaching materials for voters' education; to determine target areas for voters' education among constituent NGOs in order to avoid a geographical duplication of efforts as well as to maximize the use of scarce resources; and to apply a coordinated and structured approach towards the donors in the process of equitably using the limited available resource.

SAHRE has played an important role in the formation and management of ad-hoc forum of CSOs and NGOs working in the area of civic education. Both of the interviewees claimed that, it was SAHRE that took the initiative for the establishment of the ad-hoc forum of CSOs and NGOs working in the area of civic education which comprised 23 organizations. The Trainers Manual for Informal Civic Education which was secured from Peace and Development Committee (PDC) depicted the names of the 23 non-governmental organizations and civic associations that are members of the ad-hoc forum.

SAHRE uses CBOs and CSOs to reach out to the community through its human rights education program. These organizations with which SAHRE links its programs and projects include Teachers' Associations, Youth Organizations, Religious Institutions and *Idirs*. As the interviewee SA1 affirmed: "*Among the CBOs and CSOs we are working with to reach out to the community, Youth Organizations play a prominent role in carrying out the programs vigorously*" (28/ March/ 2007).

6. Inclusive Education Program

One of the most admirable programs of SAHRE is the Inclusive Education Program which envisages the mainstreaming of children with disabilities and HIV/AIDS in schools to realize the respect for the right to education of children with disabilities and HIV/AIDS. In order to carry out this program SAHRE adopted three strategies. They are:

- ❖ Sensitize parents who have children with disabilities to send them to schools in the selected project areas;
- ❖ Sensitize schools to enroll children with disabilities in the communities of the selected project areas; and
- ❖ Sensitize schools, teachers and students in the project areas not to discriminate children with HIV/AIDS (SAHRE, 2006; SAHRE, n.d.).

However, in stating the difficulty of implementing this program the interviewee SA1 stated that:

Though we have started Inclusive Education Program we are facing fierce challenge in carrying it out successfully. This is due to the fact that the program needs great effort and facilities including trained staff members in schools who have been educated in a special need education (28/ March/ 2007).

4.2.3. Factors Impeding the Organization's Activities

SAHRE has tried its best in playing greater roles in promoting the culture of democracy and human rights education in various parts of the country and has scored a number of remarkable achievements both in school-based and adult civic education programs. However, several problems have impeded and are still impeding the implementation of SAHRE's activities to achieve desired objectives. Some of the challenges are detrimental not only to the sustainability of the programs and even to the survival of the organization itself. The impeding factors will be discussed in this section in detail.

4.2.3.1. Financial Constraint and the Consequent Lack of Sufficient Full-time Staff

SAHRE has been operating with the meager resource it receives from donors for projects. Most funding agencies turned a deaf ear to the organization's request for fund to the administration costs. As a result SAHRE is suffering from lack of sufficient full-time staff which forced it to

depend on volunteers for most of its programs (SAHRE, 2006). In expressing this constraint, the interviewee SA1 lamented:

Our problem in lack of fund is so severe that key positions like programs management have still remained vacant since the establishment of the organization a decade ago (28/ March/ 2007).

At present, SAHRE does not have the human and institutional capacity and readiness to vigorously involve in rights-based program development and delivery (SAHRE, 2006). As SA2 stated, there are totally 6 full-time staff members working for SAHRE; 1 executive director, 2 program officers, 1 accountant, 1 secretary and 1 support staff. The financial constraint affected not only staff size but also the procurement of vehicles and other important office furniture and even access to internet and fax services due to budget deficit (SAHRE, 2006). As the observation revealed, the office of SAHRE is poorly furnished and the student researcher also saw the shortage of staff from which the organization is suffering. To the student researcher's astonishment, he saw only three full time staff members including the executive director during his engagement with the study site. This triggered a question in his mind that if the organization runs its day-to-day activities with these staff members alone the organization is really in a grave danger.

Due to the seriousness of the financial constraint, as mentioned in SAHRE (2006), SAHRE is forced to reduce the project categories from eleven (11) to five (5) in its strategic planning for 2006-2008 (See table 2 below).

Table 2: Project Categories of SAHRE in the Strategic Planning for 2006-2008

No	Project Category	Objective of the Project	Strategies	Operational Areas
1	Strengthening Children's Rights Committees (CRC)	To promote and Protect Children's Rights in the project areas	<ul style="list-style-type: none"> strengthen CRC committees at Regional, Zonal and <i>Woreda</i> levels sensitize communities, families, teachers, service deliverers and other duty bearers on the rights of the child in the project regions sensitize decision makers on the rights of the child in the project regions Empower children with knowledge of their rights in the project regions Popularize the CRC, African Charter on the Rights and Welfare of the Child and the Provisions of the Ethiopian Constitution. 	Addis Ababa Amhara Region SNNPR
2	Establishing CRC, Student Councils and Youth Associations	To foster Children's Participation	<ul style="list-style-type: none"> Set up and strengthen Student Councils in schools in the project areas Organize Youth Associations in the project areas Organize Civic Education Clubs in the project areas to monitor Child Rights Violations 	Addis Ababa Amhara Region SNNPR
3	Mainstreaming Children with disabilities HIV/AIDS in Schools	To ensure respect for the right to education of Children with Disabilities and HIV/AIDS	<ul style="list-style-type: none"> Sensitize parents to send their children with disabilities to schools in selected project areas Sensitize schools to admit children with disabilities in the selected project areas Sensitize schools, teachers and students in project areas not to discriminate children with HIV/AIDS 	Oromiya Region Amhara Region SNNPR
4	Campaigning for the rights of girls to development and equality	To ensure the rights of girls to development and equality	<ul style="list-style-type: none"> Carry out campaigns in project areas against harmful traditions, early marriage and abduction Sensitize communities, parents and religious leaders in project areas not to discriminate girls Establish Girls Clubs in 15 schools Develop leadership and advocacy skills of club members 	Oromiya Region Amhara Region SNNPR
5	Fostering Citizens' Participation in decision-making	To enhance civic participation in decision-making	<ul style="list-style-type: none"> Provide civic education to communities in project areas Provide voter education to the general public 	Oromiya Region Amhara Region SNNPR

Source: (SAHRE, 2006)

4.2.3.2. Lack of Perception of the Society for Human Rights and Civic Education

As the interviewee SA1 stated most of the people in Ethiopia are apathetic towards the relevance of human rights and civic education for development and consider human rights and democracy as a luxury that has nothing to do with changing their life for the better. This is due to the fact that the common preoccupation for many people in the country is winning daily bread or toiling hard for survival. Thus the challenge the organization is facing is tremendous in terms of winning trust and confidence of the public in the process of trying to link human rights and democracy to development and improved quality of life.

4.2.3.3. Prevalence of Poverty and Lack of Public Interest to Promote Human Rights Education

As the interviewee SA1 stated the prevailing low level of living standard of the majority of the population in the country often presents an enormous challenge to attract voluntary participation of the target group in the organization's program and local resource mobilization process to support the organization's endeavor to effectively carry out its programs. Interviewee SA2 argued that even local fund-raising is nil because rich nationals are reluctant to provide financial support for not only their organization's activity but also for the cause of human rights and democracy education at large. As a result, SAHRE could not grow to a fully-staffed organization. The information obtained from (SAHRE, 2006) also confirms this. The observation also revealed the lack of sympathy for NGOs working in the area of promoting civic and human rights education. This is seen in that most people who live adjacent to NGOs of this genre do not know their whereabouts and this was the problem the researcher faced while searching the location of the organizations.

4.2.3.4. Participants Desire for Per diem

As the interviewee SA1 stated the other impeding factor which worked against the effective implementation of SAHRE's program is the strong demand for per diem by the participants for all the days they spend in the programs including the days wasted while coming to and returning back from training sites. The organization covers the participants' expenses for lunch and transportation alone.

4.2.4. The State of Government and SAHRE's Relation

As both interviewees stated, SAHRE has positive and good relationship with government. The interviewee SA1 particularly attributed this to the working modality used by the organization. He said that:

Our organization is engaged in only providing education to the society. Unlike Ethiopian Human Rights Commission (EHRCO), we do not involve in monitoring and exposing rights violations being perpetrated by the government and it is due to this reason that we have a smooth relation with the government (28/ March/ 2007).

However, this idea contradicts with what SAHRE does through its Children's Rights Clubs and Student Councils in Addis Ababa City Administration, Amhara and SNNP regions. These bodies were organized to monitor child rights' violations being perpetrated both at school premises and in the communities.

4.2.5. Remedies Suggested by Participants to Mitigate the Hampering Factors

In order to alleviate the hampering factors and carry out its activities properly one of the interviewees forwarded the following possible remedies.

1. In order to alleviate the first and the most serious problem that is working adversely against the organization, that is, financial constraint and the consequent shortage of staff the interviewee SA2 recommended a solution that donors have to show their readiness to provide fund for administrative costs of SAHRE besides their support for the projects.
2. In order to lessen the problem with the society the only solution suggested by the interviewee SA2 is teaching the society so as to sensitize it to right-based issues. The decisive factor for poverty alleviation and achieving sustainable development is the prevalence of good governance. This in turn could be achieved by fostering a democratic culture through human rights and civic education. Until the society reaches to this level of understanding a relentless effort has to be made by NGOs engaged in advancing human rights or civic education.

4.3. The Case of Action Professionals' Association for the People (APAP)

4.3.1. Background Information about the Organization

Action Professionals' Association for the People (APAP) is a non-profit, non-partisan membership local NGO established in January 1993 with the aim of disseminating legal knowledge about human rights and raising human rights awareness and providing free legal service to the disadvantaged section of the community particularly to the poor, women and children who are denied of justice because of poverty.

APAP has an amazing history of registration with the government. The organization was deregistered in August 1995 by the former Relief and Rehabilitation Commission on technical grounds. As a result the organization was forced to abandon all programs. The process of resolving the issue took almost two years until finally APAP was formally reregistered in 1997

The Vision of APAP is a society in which the whole spectrum of human rights are respected for all Ethiopians in a holistic development process which protects the interests and rights of the urban and rural poor, women and other marginalized social groups and empowers them to be active, effective and informed participants in the development, decision making and legal process. The Mission of APAP is working for the full realization of social, economic and cultural rights of the poor, women, children and other marginalized groups who are experiencing poverty, injustice, insecurity and exclusion so that they would be informed, active and effective participants in the development and decision making process affecting their lives. The major objectives of APAP are: disseminating legal knowledge; raising human rights awareness; and disseminating free legal service to the disadvantaged (The Poor, Women and Children).

APAP is known for its readjustments on programs, mission, thematic focus and operational area. The organization made change in operational area in its two-year operational plan (1998-1999) extending its operational area and program activities to five other regions besides Addis Ababa. They were Amhara, Oromiya, Harari, Southern Nations, Nationalities and Peoples Regional States as well as Dire Dawa.

APAP has adopted certain values and principles that guide its activities. These are: Universality; Equality and non-discrimination; Accountability; Indivisibility and interdependence; and Participation.

4.3.2. The Contributions and Strategies of the Organization

Action Professionals' Association for the People (APAP) has made and is still making significant contributions to the non-formal (Adult) civic education programs while its contribution to the formal civic education program is minimal. The major contributions will be presented in detail.

4.3.2.1. Contribution in School-based Civic Education Programs

APAP's contribution to school-based legal/civic education is in organizing an extracurricular and co-curricular activity known as Moot Court competition. The program is limited to tertiary level involving only students of the law faculties of private and government higher education institutions.

Organizing Extracurricular and Co-curricular Activities

APAP's activity which has a relationship with school-based education is the National Moot Court competition. The competition uses a hypothetical case where students get involved in favor of either the defendant or the claimant. The contestants were required to argue in favor of both the applicant and the respondent in a moot court trial which included written pleadings submitted prior to the oral hearings. As the interviewee AP3 stated:

The Moot Court competition is being conducted among students of the law faculties of Private and government higher education institutions. The main objective of the competition was to enable students to translate the theoretical foundations they obtain in classrooms into practical experience. It is also intended to further the concept of justiciability of Economic, Social and Cultural Rights in the Ethiopian legal system to the general public (15/March/07).

The first National Moot Court competition organized by APAP was held from February 10 -12, 2006 at the main campus of Addis Ababa University. Addis Ababa University took first place

honors, while Mekelle University and Alamaya University stood second and third, respectively (APAP, 2006a).

The second National Moot Court Competition which had been organized by APAP was held from November 17-19, 2006 at Bahir Dar. The competition had three rounds. The final competition was held between Addis Ababa University and Jimma University. Jimma University was the winner of the Competition (APAP, 2006b).

4.3.2.2. Contribution in Adult Civic Education Programs

The Adult civic education programs being conducted by APAP are tremendously numerous. Each program areas will be dealt with in detail separately.

1. Research, Advocacy and Publication Program

Research, Advocacy and Publication Program was aimed at conducting research; preparing periodic publications and other related materials including leaflets and posters. It is also aimed at carrying out joint projects with legal professional associations, organizing lobbying workshop to promote human rights, as well as addressing issues of transparency and accountability (APAP, 2005).

APAP conducts research and based on its findings the organization carries out lobbying campaigns so that policies and laws affecting the rights of the marginalized groups of the society would be changed and rectified. APAP also conducts an advocacy campaign for the appropriate implementation of adopted policies for problems sometimes arise from improper implementation (AP3, 15/March/07). Another interviewee API argued that, it is impossible and useless to conduct lobbying without first identifying the gap through research.

The researches which were conducted by the organization during the period 2000-2004 include: Baseline Surveys for assessing the outcome of the implementation of its Programs; “An Overview of Corruption in Relation to the Ethiopian Legal system”; “Enforcement of Human Rights in Ethiopian Courts”; “Loopholes in the Law and in the Practices in the fields of

Construction, Procurement and Tax: A Review of Corrupt Practices Affecting the Realization of Economic and Social Rights”; and “Draft Bill Preparation on the Ethiopian Penal Code and Criminal Procedure” . The organization submitted copies of these comprehensive documents to both chambers of the Parliament and to the pertinent committees formed under them as well as to the concerned government institutions, non-governmental organizations, academic institutions and the mass media (APAP, 2005).

Table 3: Materials Published by APAP

No	Title	Type	Year of Publication
1	Loopholes in the Law and in the Practices in the fields of Construction, Procurement and Tax	Research Paper	(April 2001)
3	Baseline Survey on Corruption and Human Rights	Research Paper	(January 2001)
4	Innocent Offenders	Research Paper	(n.d.)
5	Searching Inwards	Research Paper	(n.d.)
7	APAP's Experience on Social Court Judges Training	Unpublished Paper	(July 2002)
8	Enforcement of Human Rights in Ethiopia	Research Paper	(August 2002)
2	The Bells of Freedom	Manual	(1996)
6	Interlinking Human Rights and Development	Training Manual	(January 1998)
9	Training Manual for Police Force	Manual	(2004)
10	Training Manual for Judges and Advocates	Manual	(2006)
11	Training Manual for Paralegals who Work in Resource Centers	Manual	(2006)
12	Training Manual for CSOs/NGOs Representatives	Manual	(2006)

Source: (www.apapeth.org ; Observation)

As the interviewees AP1 and AP3 stated presently APAP is explicitly working on human rights education especially Economic, Social and Cultural Rights (ESC Rights). This is due to the fact that the organization considers human rights education as the right of citizens irrespective of their status of life. In addition, the ESC Rights are not well known in the country. The interviewee AP3 went further and said:

The main focus of APAP in the first two to three years of its operation was International Covenant on Civil and Political Rights (ICCPR). Later its focus shifted to Corruption and Good Governance which dominated in the period until the adoption of the three year operational plan (2005-2007) which marked the beginning of the ESC Rights (15/March/07).

APAP has accomplished a number of lobbying/advocacy activities, among which the most important and that have connection to the promotion of human rights education, are:

- ❖ A National Lobbying Workshop which identified the major obstacles to the smooth and successful enforcement of human rights in Ethiopian courts of law. This workshop was held on January 25 and 26, 2001. Drawn from federal and regional government offices as well as different non-governmental organizations, 80 participants took part in this workshop.
- ❖ Lobbying for the Establishment of Law Professionals' Associations for bringing together as many law professionals as possible so that they would be actively involved in human rights promotion and protection activities. To that end, APAP drew up a plan to initiate the establishment of legal professional associations in Oromiya, Amhara and SNNPR and carry out joint projects. Accordingly, the Amhara Bar Association was established on December 23, 2000, and the Oromiya legal professional association—known in short as 'WOSO'—on January 5, 2001. A similar association could not, however, be established in the SNNP regional state, owing to the fact that the Head of the Justice Bureau of the region was relieved of his duties and responsibilities and the person who replaced him to the establishment of the association, as per the plan.
- ❖ Organizing Seminars to Advocate and Lobby for Free Legal Aid which was aimed at enlisting the cooperation of these professionals in providing free legal aid to the poor, women and children. About 250 people comprising private law practitioners working in

Addis Ababa, Dire Dawa, and Bahir Dar and judges of Federal First Instance courts participated in the seminar.

- ❖ Awarding Individuals and Institutions in recognition of the legal services they had rendered free of charge to people who could not hire lawyers.
- ❖ Establishing Legal Aid Centers/clinics which could provide legal aid free of charge for those who cannot afford to hire lawyers and access justice (APAP, 2005).

As the interviewees **AP2** and **AP3** stated, currently a research is being conducted on the topic entitled “The Right to Human Rights Education”. The data collection has been completed and it is awaiting analysis. The organization has planned to conduct an intensive advocacy campaign based on the findings of the research.

APAP conducts Media advocacy in order to persistently and continuously use the media to sensitize and influence relevant stakeholders on the right to housing, education, health and food. The program is designed to disseminate human rights issues to the general public in the form of entertainment (APAP, 2004a). Currently, under media advocacy, APAP has introduced a new initiative known as the forum drama. The main objectives of the new project are raising the awareness of the society on law and human rights, and let them defend unlawful violations of their rights and urging the executive body to be active participant in defending the legal protection of rights (**AP2**, 15/March/07). The interviewee further elucidated that:

The TV series drama, which is planned to be shown weekly on ETV is not like the usual TV dramas. At the end of the show, there will be discussion of the people from the target society and critical analysis on the problems and possible solutions by Professionals (15/March/07).

The first three programs are currently under the process of production by Tamesol Communications (APAP, 2006c). The statement of the interviewee **AP2** also confirmed this:

APAP has finalized production of human rights and legal issues to be transmitted using electronic media. Therefore, within the coming six months APAP will start the transmission which, of course, highly depends on the permission of concerned government authorities (15/March/07).

APAP uses the publications to disseminate human rights and legal information among the general public (AP1, 15/March/07). To this end, APAP has continued to publish its biannual periodicals: *Awareness* and *Fitih Lehulum* (Justice for All)—the former in English, and the latter in Amharic. It has also been producing leaflets and posters on the different issues that it promotes. APAP has publicized its vision, mission, objectives, programs and activities through the privately-owned Amharic weekly known as *Addis Admas* and the English weekly, *Addis Tribune*. Furthermore, APAP has translated into Amharic the findings of the research it did under the title “An Overview of Corruption and the Ethiopian Legal System” and gotten them serialized in *Addis Admas*. APAP has been producing street law materials that have crucial importance in creating awareness among the general public. Amharic publications titled *Tegbarawi Hig Lehulum* (Practical Law for All) have served as training manuals for social-court judges and *kebele* officials in Addis Ababa and the Amhara region. APAP has also prepared a booklet titled *Yezegotch Memeriya*, which translates as “Citizens’ Guide”. This booklet significantly contributed to raising the awareness of a large number of people in APAP’s operational areas about their rights (APAP, 2005).

As the interviewee AP2 stated, these publications were being disseminated through distribution lists in collaboration with the Community Human Rights Resource Centers. In addition to distributing these publications to the community these centers provide education to the community using these materials.

2. Community Empowerment program

As the interviewee (AP3) stated Community Level Voluntary Institutions Support program was aiming at initiating community level institutions to embark on human rights promotion and protection activities by providing technical and financial assistance. The initiation of the Community-Level Voluntary Institution Support Program stems at least from three assumptions. They are:

- ❖ Mobilizing grassroots traditional and voluntary associations and using them as channels to reach as many people as possible in local communities is a more practicable way of disseminating human rights information far and wide, to reach the majority of Ethiopians at the grassroots level.

- ❖ Disseminating human rights information far and wide, to reach the majority of Ethiopians at the grassroots level is too gigantic a task to be left solely for a small organization like APAP.
- ❖ Members of a community tend to attach themselves to local institutions; so they are more likely to listen to and internalize information coming through them (local institutions) (APAP, 2005).

As one of the interviewees (AP3) stated, it was based on these assumptions that, APAP has taken it upon itself to strengthen these institutions by raising their awareness about their human rights and equipping them with the relevant skills. APAP believes that, thus strengthened, not only will they be able to tackle the human rights problems of their communities in a sustainable manner but also serve as vehicles for the promotion of the respect and protection of human rights at the grassroots level. As a result of these initiations, many of these institutions have committed themselves to incorporate human right works in their activities.

As the interviewee AP3 stated, the institutions involved in this program by the organization include *idirs*, Youth organizations, Women's associations, professional associations like teachers' associations and trade unions.

3. Adult Human Rights Education and Training Program

Human Rights Education and Training Program involves the deployment of focused education and training programs aimed at raising the awareness of the general public, the poor, women and children as well as relevant government agencies. During the earlier phases, the training concentrated on human rights in general and the rights of women and children in particular. But later the focus shifted to Economic, Social and Cultural rights in general and the right to housing, education, health and food in particular after the readjustment of the organization's programs. The organization does this by creating forums whereby the concerned individuals and groups can come together and make discussions (APAP, 2005).

As one of the interviewees (AP3) stated:

Prior to organizing training workshops, APAP undertakes a needs-assessment survey with a view to identifying the pertinent issues that its target groups are not yet aware of and the harmful practices that are prevalent in these particular areas, and thereby determines the type of training its target groups need. Then it incorporates its findings into the training manuals it prepares. Finally, it gives the prescribed training by making use of participatory non-formal education methods—that is, through such techniques as group discussions, role-plays, brainstorming, case studies, etc(15/March/07).

Under this program, APAP has organized and held a number of training workshops that targeted judges, prosecutors, police officers, administrators, community leaders as well as newly recruited judges, police officers and prosecutors. In addition to that, APAP has conducted, under this Program, popular education activities (APAP, 2005).

As the interviewee AP2 stated APAP's activities in the dissemination of legal and human rights information and raising human rights awareness targeted two groups known as rights holders and duty bearers. The first group of targets comprised the poor, women and children, while the second group or immediate targets that would ultimately benefit the first group of targets include the law enforcement bodies, the judiciary and civil society institutions. These two groups were primarily targeted because of the fact that the realization of ESC rights demands enhancing the capability of both rights holders and duty bearers.

4. The Voters' Education Program

As the interviewee AP2 stated the Voters' Education Program is aimed at creating awareness among the people in the targeted areas about free and fair election so that they may be able to vote for individuals or parties whom they believe to represent their interest.

Up to date three national elections were held in the country following the 1991 change of government. APAP, as matter of fact, had played a key role both in establishing ad-hoc network known as “Ad-Net” that rallied advocacy NGOs and partaking in voter education and election

monitoring activities in the 1995 national election. Nonetheless, APAP was not able to take part in the 2000 national elections due to *force majeure* (APAP, 2004b).

The voters' Education program does not directly fall under APAP's strategic goals and objectives as a result APAP made some changes and modifications in the 2004 annual plan to accommodate the national election of 2005. It is included only because it is a continuation of a project already started in 2003 along with other local civil society organizations working in voter education in Ethiopia. Voter education complements APAP's effort as the program is generally aimed at mobilizing the public to participate in matters affecting their life. On the other hand, the outcome of an election may affect APAP's programs in one way or another and therefore it is important that APAP should contribute something towards having fair elections (Ibid).

Accordingly, APAP, together with other advocacy NGOs formed a Civic Education Group Network to make the necessary preparation well ahead of time with the view to delivering quality civic education among the general public. In this connection the groundwork for organizing trainers' training, development of common and high standard civic education materials including teaching kits, training manuals, flyers and posters to be used across the country as well as mapping that indicate operational areas of NGOs/ CSOs have been worked out by the Civic Education Group (APAP, 2004c).

5. Networking with Other Organizations

APAP has been actively involved in different networking activities due to its realization that for advocacy NGOs like APAP networking has such advantages as sharing resources and thereby utilizing them optimally and effectively to lobbying the government for the realization of human rights, or whatever cause the organizations are promoting (APAP, 2004b). As the interviewee API stated, the networking is presently aimed at mobilizing other sisterly civil society institutions for the realization of the right to housing, education, health and food. As a small organization, APAP may not have the capacity to influence the government all by itself. It inevitably needs the collaboration of other civil society organizations which would be sensitized about the nature and scope of the specific rights identified and become active actors in the policy dialogue with relevant government offices by making their development activities rights based.

APAP had been one of the NGOs that formed the ad-hoc network known as “Ad-Net/95” that rallied five Ethiopian advocacy organizations to conduct monitoring and voter education in connection with the 1995 elections. Members of the consortium were IAG, ABUGIDA, and APAP, the Ad-hoc Committee for Peace and Development, and the Ethiopian Women Lawyers' Association. The goal was to mobilize human rights activists and educate citizens on their rights and responsibilities in a democratic system (Clark, 2000).

APAP, together with other advocacy NGOs working in the area of human rights, democracy and good governance formed a Civic Education Group Network to make the necessary preparation well ahead of time with the view to delivering quality civic education among the general public toward participation in the 2005 national elections. APAP is, in fact, a member of the Management Committee of this particular network, which is responsible for the day-to-day activities of the network (APAP, 2005). The Trainers Manual for Non-formal Civic Education which was secured from Peace and Development Committee (PDC) depicted the names of the 23 non-governmental organizations who are members of the ad-hoc forum.

APAP also actively worked towards the formation of a larger network of CSOs and has joined the following networks and forums:

- ❖ The Poverty Action Network of Ethiopia (PAN/E), which was established— with APAP as one of the founding members—to monitor the implementation of the government’s Sustainable Development and Poverty Reduction Strategy Paper (SDPRP) and to track the utilization of the budget thereof;
- ❖ The IGAD-Civil Society Forum Ethiopia Chapter, which is a member of the IGAD Civil Society Forum of the Region—a forum established with the aim of identifying possible sources of trans-boundary conflicts between the neighboring countries within the Region and forwarding appropriate recommendations to the IGAD Secretariat;
- ❖ The NGO Legislation Taskforce, which has been consulting with representatives of the Ministry of Justice on the matter of drafting an alternative NGO regulation;
- ❖ The Ethiopian Civil Society Network for Election (ESCE-NET), which was established to monitor the electoral process of the 2005 national election (Ibid).

6. Establishment of Community Human Rights Resource Centers

In its endeavors to further the realization of human rights in Ethiopia, APAP facilitates the establishment of community level human rights resource centers, by extending technical and material support, which would be run by the respective communities. The centers would play active roles in educating, mobilizing and providing legal aid to the poor, women and children on the right to food, housing, health and education free of charge through paralegal volunteers. In addition, these centers are intended to serve as tools in the advancement of implementation of socio-economic human rights (APAP, 2004b).

Community level human rights resource centers are manned by paralegals trained about ESC rights. These paralegals will have to assume roles of educating and mobilizing the community, rendering basic legal assistance services, and coordinating community monitoring in the realization of ESC rights. The would-be paralegals are to be drawn largely from *Idirs* since they have shown interest in housing the community level resource centers. Women and youth associations as well as child rights clubs will also be targeted since these are not usually represented in *Idirs* (Ibid). As one of the interviewees (AP3) stated:

In preparation for the opening of the resource centers in a given community, APAP carries out a paralegal training for volunteers who work in the centers. The trainees were selected based on merit to serve in the resource centre by the partner institutions with whom APAP work to accomplish the setting up and running of the resource centers. The trainings focus on Economic Social and Cultural (ESC) Rights (15/March/07).

Very recently, APAP has opened the tenth legal and human rights resource centre in Assela town of Oromiya regional state. The centre was opened in cooperation with the Chilalo Mountain *Idirs'* Union of Assela town and was officially started its activity on May 8, 2006. The previously opened nine legal and human rights resource centers were situated in Addis Ababa (two centers), Adama, Awassa, Bahir Dar, Debre Berhan, Dire Dawa, Jimma and Harar towns (APAP, 2006d).

4.3.3. Factors Impeding the Organization's Activities

In the future APAP's intervention would predominantly be on lobbying and advocating for an appropriate policy and legal framework that would have room for the interest of its targets (APAP, 2004b). All the interviewees also stated similarly that APAP's intervention in the future would, predominantly, be lobbying and advocating for an appropriate policy and legal framework that would accommodate the interest of its targets. In order to discharge its responsibility the organization has to alleviate some problems that hinder its overall activities. These are:

4.3.3.1. Financial Constraint and the Consequent Staff Turnover

As one of the interviewees (AP3) stated APAP is suffering from financial constraint. As a result the organization could not pay attractive salary which in turn led to high staff turnover. The organization has lost its experienced and qualified staff, the impact of which is visible on the delay of research works the organization is carrying out. As one of the interviewees (AP2) stated the delay of research works affects the overall activities of the organization because all the rest activities depend on the findings of the researches. Particularly the delay affected the organization's lobbying activity. In addition, as it is stated in APAP (2006e) the impact of the financial constraint on staff is so severe that it is affecting the organization not to conduct all the trainings as scheduled. As the interviewee (AP3) finally commented:

APAP needs a sufficient fund in a sustainable manner in order to carry on the activities it has planned. Otherwise, lack of the necessary fund at any particular time may abort the process of change initiated by the organization (15/March/07).

APAP has been financially supported by a consortium of donors. This draws the support of the donors for all the three programs instead of a single project or activity. As a result, APAP would not be required to prepare individual narrative and financial report to all its partners. Such a mechanism not only eases the burden of preparing individual reports for each partner but also significantly contributes towards having a sustainable, concrete and effective program with a clear vision and direction (APAP, 2004b). The interviewee (AP3) added that, APAP also generates income from members' contribution though it is meager.

4.3.3.2. Lack of Government's Willingness to Engage in Constructive Dialogue

Lack of initiative and commitment on the part of the government to engage in any kind of constructive dialogues on policies, laws and practices based on human right framework is a major obstacle. The government is unwilling to engage in dialogue with APAP on human rights issues at different levels. There is not conducive environment for dialogue (APAP, 2004b). As one of the interviewees (AP1) stated:

It is difficult to see in sessions responsible government authorities who were supposed to attend workshops, trainings and seminars. As a result most of the trainings prepared for them were suffering from low turn out. Even, the ruling party never attended the lobbying workshops organized by APAP (15/March/07).

4.3.3.3. Lack of Judiciary Activism

The interviewee AP3 mentioned that the apparent lack of activism on the part of courts and the legal professionals in general in enforcing economic and social rights affecting the marginalized groups is the other obstacle that is hampering the activities of APAP. The interviewee commented that even the legal status of the courts is unclear as a result they are lacking the necessary activism and innovativeness. APAP (2004b) attributes the lack of judicial activism to the prevailing legal framework in the country which lacks clarity. The interviewee tried to express his fear in such a way that:

This issue is so critical that what the organization teaches theoretically contradicts with the actual happenings in the society and in the long run it would completely kill the meager human rights culture being cultivated(15/March/07).

4.3.3.4. Lack of Interest to promote Human Rights in the Country

The interviewee AP3 stated that there is lack of interest on the part of community institutions and CSOs to engage in the promotion of ESC rights in general and the right to housing and education in particular due to the absence of human rights culture and lack of knowledge in human rights law. The rights discourse has not developed in the country as a result people and community institutions show ignorance to rights issues. However, as the interviewee commented that the development of human rights culture and knowledge in human rights law needs great

effort from all stakeholders for a long period of time since transforming the culture of society within a short time is not completely feasible.

4.3.3.5. Participants Desire for Per diem Rate Raise

The other impeding factor is the strong demand of per diem rate raise by the participants of trainings. APAP pays per diem to all participants that attend trainings. Unfortunately, many participants are complaining and even do not want to attend trainings organized by APAP because of the fact that they considered the per diem to be very low compared to that being paid by other organizations (APAP, 2006e). As one of the interviewees (AP3) also raised the case of per diem as one impeding factor of the organizations activity and commented that:

Unless the issue of per diem is resolved it would be difficult to conduct the trainings of the organization with the existing trainee turn out level leave alone to maximize the turn out level (15/March/07).

4.3.3.6. Difficulty of Securing Air Time

Though APAP has finalized its preparation for broadcasting media advocacy programs it could not carry it out due to the difficulty of securing air time. The airing of these programs completely depends on the permission of concerned government authorities. To this end, the organization is negotiating with the Ethiopian Radio and Television Agency (APAP, 2006e; AP2, 15/March/07; AP3, 15/March/07).

As one of the interviewees (AP3) commented, it was not only the securing of permission that made the airing of these programs difficult but also the cost of producing the programs with ETV for airing is too high. For the airing of a single program the organization is asked to pay 50,000 birr which is the same price all individuals or organizations are asked to pay including profit-making ones.

4.3.3.7. The Sensitivity of Human Rights Education for Politicization

Human rights education is a sensitive education which is always subject for politicization by government authorities. When people are made aware of their rights the government authorities see it as an act of arousing the people against the government for political gain of the

organization conducting the human rights education program. It is true that people would claim their entitlements once they are sensitized to them through education. Authorities that want to govern the people by infringing their rights do not want to see the people becoming well aware of their rights through civic or human rights education. Therefore, this causes tension between the authorities and groups which are engaged in civic or human rights education (AP1, 15/March/07).

4.3.4. The State of Government and APAP's Relation

As all of the interviewees stated, APAP had already established strong working relationships with relevant government authorities as a result it has no problem with the government. One of the interviewees (AP1) commented:

Our organization worked all the time in collaboration with the government. The only problem we are facing from the government side is the failure to get the authorities as we need due to the lack of time they suffer from and the frequent change of officials within a short period of time (15/March/07).

Besides the formal channels the organization uses informal means to approach the officials so as to convince them that APAP is working with the government to solve societal problems. As a result the organization has been able to maintain good relationship with the government (AP3).

However, it is astonishing that an advocacy organization which reminds the government that it has the duty to fulfill citizens Economic, Social, and Cultural Rights is enjoying good relationship with the government. In addition, I have a strong doubt that APAP enjoys good relationship with the government due to the fact that its history speaks the contrary. As it was stated in APAP (2004b) the organization had suffered deregistration in 1995 on technical grounds as the organization has it and denied participation in civic education and monitoring activity for the 2000 national elections due to *force majeure*.

4.3.5. Possible Remedies Suggested to Mitigate the Hampering Factors

In order to alleviate the mitigating factors and carry out its activities properly the interviewees forwarded the following possible remedies.

- 1) In order to alleviate the first and the most serious problem that is working adversely against the organization, that is, financial constraint and the consequent high staff turnover, the interviewee (AP2) recommended a solution that the financial sustainability of the organization has to be secure. APAP secures its financial source from small contribution by members which is very little and fund from donors which is the major source. The interviewee (AP3) suggested that better salary and benefit scheme has to be introduced in order to retain experienced and qualified staff. In addition, better employment and professional development technique has to be used in order to get efficient and committed staff. The interviewee (AP2) also suggested that strengthening the networking with both government and non-government organizations would alleviate the financial constraint.
- 2) The interviewee (AP3) suggested that there has to be a special treatment for NGOs for the airing of their programs since they are not-for-profit organizations serving the marginalized sections of the society. They should not be asked to pay equal amount with those individuals and organizations that are engaged in profit making activities. In addition, the bureaucratic barrier to secure air time for NGO programs has to be eliminated.
- 3) The interviewee (AP1) suggested that in order to solve the problem of low turn out of government officials and lack of initiative and commitment on the part of the government to engage in any kind of constructive dialogues on policies, laws and practices, the organization has to notify the authorities ahead of time and even involve them in the programs right from the planning stage. The organization has to make the intention of the trainings clear and do all what it could to convince the government authorities about human rights issues. APAP (2006e) also suggested that organizing national training programs in collaboration with relevant government offices would increase their role in the promotion and protection of human rights.
- 4) The interviewee (AP3) suggested that the organization has to work in concert with other organizations in order to foster rights-based culture in the country among people from different walks of life. The organization has to expand awareness on human rights in the society. Human rights have to be mainstreamed in all areas including schools. Every thing has to be seen in terms of rights.

- 5) The interviewee (AP3) suggested that the organization has to raise the per diem rate to a level which would be competitive with the rate that other NGOs provide. This in turn may improve the turn out level of the authorities since one of its causes is per diem. As it is stated in APAP (2006e), the organization has to introduce modest per diem rates for attendees of both trainings and lobbying workshops in order to mitigate the dropping out of participants.

4.4. The Case of Research Center for Civic and Human Rights Education (RCCHE)

4.4.1. Background Information about the Organization

The Research Center for Civic and Human Rights Education (RCCHE) is an independent, non-partisan, and non-profit making local NGO committed to working for the development of a conscious society with citizens ready to actively engage in all sectors of life. It was established by a group of civic educators in 1997 and registered with the ministry of justice in January 1999.

The vision of RCCHE is to see all Ethiopian citizens have access to information and knowledge that enable them to promote Democratic Governance and thereby consciously exercise their fundamental rights for equal opportunities to access and control over their resources and determine their own destinies. The mission of RCCHE is to promote civic and human rights education; conduct participatory research on Democratic Governance values, Conflict Management and Resolution, gender inequality and child right; and disseminate research findings in order to contribute, step by step, to the development of democratic culture in Ethiopia. The major objectives of RCCHE are: to disseminate civic and human rights education as well as research findings; and strengthen networking and linkages among civic and human rights promoting organizations for effective defense and promotion of peace, democracy and human rights.

The core values that govern RCCHE are: Basic principles of democracy; Non-violence and Respect for human rights; Pluralism; Critical thinking and freedom of expression; Gender equality; Equal participation for all; Diversity; and Respect for others as well as for self.

RCCHE has two branch field offices in the two conflict-prone areas; Gambella and Moyale/Borena. The branch offices were opened as part of RCCHE's intervention to work closely with the inhabitants in cooling down the violent ethnic conflict that erupted between the various ethnic groups. The branch field offices are run by a project officer as head and a staff. In addition, RCCHE has representatives and contact agents in Harar, Dessie, Hossaena, Dilla, Tepi, Dodolla, Awasa, Ijaji, Neqemt, Fitcha and Goba.

4.4.2. The Contributions and Strategies of the Organization

Research Center for Civic and Human Rights Education (RCCHE) is an organization aimed at promoting democracy, respect for human rights and development through civic education. To RCCHE, civic and human rights education is the main vehicle for promoting democracy and human rights (RCCHE, n.d.a). RCCHE promotes human rights/civic education in a number of strategies. The major contributions of the organization will be presented in detail.

4.4.2.1. Contribution in School-based Civic Education Programs

As it is stated in (RCCHE, n.d.b) one of the specific objectives of the organization was “to promote civic and human rights education in both formal and non-formal settings” (p.3). However, all the interviewees stated that, RCCHE did not involve in school-based civic education programs so far and it does not have any intention whatsoever to involve in it in the future. This is because the organization has a strong belief for the need in the adult area which has not been addressed by the government. In clarifying the organizations stand, the interviewee RC3 stated that:

The government is there to provide the school-based civic education and there is no need for others to involve in this. However, the government does not provide civic education for adults but on several occasions adults were made accountable for any wrong doings they commit for lack of knowledge. Therefore, RCCHE has stood to fill this gap with the meager resource it has through the provision of civic and human rights education to adults (21/March/07).

Therefore, there is a self-contradiction within the activities of the organization to the objective the organization had set. In addition to the interviewees all the documents of the organization

As the interviewee (RC1) stated, RCCHE succeeded in preparing and publishing different materials such as booklets, training manuals, research findings, proceedings of TOT trainings, workshops and conference, brochures and newspapers which are dealing with civic and human rights education. During his observation to the organization, the student researcher came across the following publications:

- ✓ Information booklet Phase One 2001-2002 (No date of Publication)
- ✓ Information booklet Phase Two 2003-2005 (No date of Publication)
- ✓ Proceedings of TOT for members of Alliance for Peace and Democracy (November 2006, Addis Ababa)
- ✓ Report on the Proceedings of the Annual Peace Conference (September 2006, Gambella)
- ✓ Proceedings of TOT for the First National Endowment for Democracy (NED) Training (November 2006, Addis Ababa)
- ✓ Brochures of the head office and the two branch Offices
- ✓ Weekly Newspaper called *Yemerachoch Dimts* (Voice of Voters)

As the interviewee (RC3) stated, RCCHE is engaged in advocacy and lobbying activity by both directly carrying out the activities and indirectly using the Community Based Organizations (CBOs). The interviewee (RC1) added that, some CBOs which were organized by RCCHE have transformed themselves in to local NGOs and they conduct advocacy and lobbying so as to influence government policy. RCCHE equips these organizations through the provision of trainings on the techniques of advocacy and lobbying. The interviewee (RC1) went further and stated that some of these organizations have started to organize forums for policy dialogue among political parties. RCCHE also conducts advocacy on behalf of the inhabitants of conflict-prone areas by notifying the state of condition in the area to the international community through its donors/partners. The document review has revealed that RCCHE had really conducted this activity properly (See Appendix E).

2. Community Empowerment program

In conflict-prone areas RCCHE facilitates the establishment of peace Community Based Organizations (CBOs) in the form of Councils and Committees known as “Peace Councils” and “Peace Committees”. As all of the interviewees stated, the ‘Peace Councils’ are the highest

bodies and comprise 15 elders and 15 religious leaders that are drawn from among the community. They operate regularly and conduct meeting at least once every year. The 'Peace Committees' operate under the 'Peace Councils'. There are two 'Peace Committees' known as 'Women's Peace Committees' and 'Youth's Peace Committees'.

RCCHE has a strong belief that people's attitude and behavior should change in order to wholeheartedly accept reconciliation and peace building as a process of healing bitter memories. In this process, mending relations and restoring trust is indispensable. This can best be achieved by building capacity through education on issues such as democracy, human rights, tolerance, peace and peaceful co-existence. Therefore, in order to build the capacity of the Council and Committee members RCCHE conducts capacity building civic education in conflict-prone areas (RCCHE, n.d.a).

RCCHE provides TOT for local "Peace Councils" and "Peace Committees" members so that they would facilitate the provision of civic education to the community with special emphasis on peace education and to encourage and mobilize the people to actively take part in the education (RCCHE, n.d.a). As one of the interviewee (RC2) emphatically stated:

The TOT targets the local "Peace Council" and "Peace Committee" members due to the fact that they would serve as "peace educators" by replicating what they have been taught in their respective localities. This is the only way to ensure sustainable peace in the regions (21/March/07).

3. Adult Human Rights Education and Training Program

RCCHE conducts civic and human rights education programs for fostering political participation and help people become responsible and effective citizens in a free society. The organization also provides civic education because it considers this as a fundamental right of the society and a key to equipping individuals and the entire society with the knowledge and skills. The knowledge and skills thus acquired would enable them to struggle for ensuring the respect of their rights and that of others and promote human rights, democracy and development (RCCHE, n.d.a).

RCCHE's civic and a human rights education program is categorized in to five areas. These are: Education on Conflict Management; Capacity Building Education for "Peace Council" and "Peace Committee" Members; TOT training to Non-conflict areas; Inter Religious Peace Education; and Voter Education (Ibid).

Education on Conflict Management

In conflict-prone areas after conducting research and bringing the parties in conflict to a round-table meeting, RCCHE provides education on conflict management as part and parcel of civic education. The main objective of providing this education is to enhance the capacity of the community to address the wider social and political sources of conflicts and to transform the negative energy of violence in to positive social and political change (RCCHE, n.d.a).

In stating the rationale for conducting education on conflict management one of the interviewees (RC2) argued that:

Most of the time conflicts break out and go beyond control due to lack of awareness on how to handle diversity and difference. Therefore, we provide education on conflict management as part and parcel of civic education to conflict-prone areas so that the people can develop the right understanding of the concept of conflict as an inevitable episode in life and would be equipped with the necessary skills to identify the root causes of the conflict and address it successfully (21/March/07).

Another interviewee (RC3) also raised different view about the rationale for conducting education on conflict management in conflict-prone areas. He stated that:

RCCHE provides education on conflict management as part and parcel of civic education in conflict-prone areas in order to avoid future conflict by promoting positive attitudinal and behavioral change among the parties engaged in conflict. Most of the time conflicts arise due to human and democratic rights violations as a result the organization has decided to deal with this issue in education on conflict management as part and parcel of civic education (21/March/07).

As it is stated in (RCCHE, n.d.a), in order to carry out this program RCCHE provides TOT to participants drawn from the community which comprised traditional leaders, religious leaders, women and youth. The TOT lasts for seven days and embraces topics such as: Concept of conflict; Causes of Conflict; Violation of human and democratic rights; Consequences of Conflict; Conflict Mitigation and Resolution; Transformation of Conflict into Peace; and Networking and Information Exchange.

The TOT trainees are being trained as “peace educators” and are expected to train the community. RCCHE provides refresher training to the “peace educators” regularly so as to keep them up to date (RC3, 21/March/07). As one of the interviewees (RC2) stated the education on conflict management culminates in setting up peace Community Based Organizations (CBOs) known as “Peace Councils” and “Peace Committees”.

TOT Training in Non-Conflict Areas

RCCHE strongly believes that with the meager resource at its disposal it can not reach out to every body and directly provide civic and human rights education. Therefore, the organization has adopted an alternative approach which would enable it to reach out to more people indirectly. RCCHE uses the Training of Trainers (TOT) to what came to be known as “multipliers” who are supposed to duplicate the work of RCCHE by disseminating civic and human rights education in their respective localities. RCCHE has tirelessly worked to reach to the grassroots with peace and civic education through the training and deployment of trainers on a three to six months contract basis (RCCHE, n.d.a).

The TOT in non-conflict areas emphasizes on issues such as: human and democratic rights; good governance; democracy; the Ethiopian Constitution; advocacy and lobbying; poverty; poverty reduction; development; women’s rights; violation of women’s rights; and Women and development; etc (RC2, 21/March/07).

Inter-Religious Peace Education

The inter-religious peace education was organized based on needs assessment and the participants constituted local religious leaders, Peace Council members, Youth’s and Women’s

Committee members and authorities of the local and national governments of Oromiya and Somali Regional States(RC2, 21/March/07).

RCCHE identified the need for providing inter-religious peace education in Borena and Liben Zones through training needs assessment conducted in the two Zones. The main objective of this education was to maintain a healthy relationship between religious groups and the community members of the area. The inter-religious peace education focused on the following topics:

- ❖ Concepts of conflict and its causes;
- ❖ Conflict transformation and peace building;
- ❖ Peace and peace values perceived in the Bible, the Koran and *Waqeffenna*;
- ❖ Ethiopian Constitution (articles 10-44);
- ❖ Violation of democratic rights and its consequences; and
- ❖ Experience sharing on peace building in the two regions (RCCHE, n.d.a).

Conducting Trainings, Conferences and Workshops

RCCHE conducted trainings on issues that were considered to be bottlenecks to development in Ethiopia. According to RCCHE's view lack of awareness on these topics hamper proper thinking among members of the society. Material growth in the absence of proper thinking can not lead to proper development (RCCHE, n.d.a).

RCCHE organized workshops where the findings of the study on conflicts were presented to the community and a strong debate and discussion were made with regards to the findings (RC2, 21/March/07). One of such kind of workshop was the Borena and Liben Zones Research Findings Presentation Workshop which was conducted in February 2002 at Moyale. More than 100 elders and traditional institution leaders from both Zones participated in the workshop where they deliberated on the findings of the research undertaken in the two Zones. The participants recommended that the grazing land and water points be used in common and traditional ways (RCCHE, n.d.a).

RCCHE convened conferences on Peace and Reconciliation in conflict-prone areas after deliberation on the findings of research on the conflict in a workshop (RC2, 21/March/07). As it

was stated in (RCCHE, n.d.a), one of such kind of conference was conducted for the Oromo and Somali ethnic groups at Haysuftu school compound in Liben Zone in Somali Region on February 2-3, 2002. Over 1000 participants drawn from both ethnic groups attended the conference and established Peace Councils and Peace Committees from both sides up on completion of the conference. In addition, *woreda* and Zonal government representatives of Somali and Oromiya Regions, police and security forces from the area and international NGO observers played a significant role in the peace and reconciliation conference.

As the interviewee (RC2) stated, Peace Evaluation Conferences are being hold to evaluate the state of peace among the peoples in conflict-prone areas where a reconciliation process have been undertaken. An example of this kind of conference was the Peace Evaluation Conference held at Moyale at the end of 2003 where Peace Councils and Peace Committee members from both sides and other peoples' and government representatives attended (RCCHE, n.d.a).

RCCHE convened a Trauma-Healing Conference at Gambella on June 26, 2004 to heal the trauma caused by the conflict among different ethnic groups. The conference brought the Anuak, Nuer and other ethnic groups in the area together. The concept of forgiveness was elaborated on at length in the conference, with readings from the Bible. At the end of the conference a six-point resolution was tabled with the aim of promoting co-existence among the various ethnic groups in the region (RC3, 21/March/07; RCCHE, n.d.a).

4. The Voters' Education Program

RCCHE sees voter education at the heart of civic education and gives special attention to it. The organization carried out voter education intensively both for the national and regional elections held in 2000 and the national election of 2005 in Ethiopia (RC2, 21/March/07).

RCCHE conducted TOT on voter education in Addis Ababa City Administration, Oromiya and SNNP Regions to 45,000 voter education teachers in preparation for the national and regional elections of May 2000. These in turn reached over one million voting age target groups in their specific regions. The TOT was given in 14 centers by 14 civic education teachers. In preparation for the May 2005 parliamentary election in Ethiopia, RCCHE conducted a nationwide voter

education program. Initially, 144 voter educators, 4 voter education supervisors and 2 voter education coordinators selected from Addis Ababa City Administration, Amhara, Gambella, Oromiya, SNNP, and Tigray Regions were given trainings. These groups provided voter education to approximately 15.6 million people in 122 *weredas* of the six regions during ten months in 2005 (RCCHE, n.d.a).

As the interviewee (RC2) stated, the voter education conducted for the 2005 election was so intensive as a result up to 15 million people were reached through the program. The program was also a nationwide one as a result it covered all the regions except the Afar and Somali regions. However, the table extracted from the organization's booklet shows four regions and one city administration which were not included in this program. These were: Afar, Somalia, Benishangul-Gumuz and Harari regions and Dire Dawa city administration.

Table 4: Voting Age Population Reached by RCCHE through Voter Education in 2005

Regions	No. of Zones	No. of <i>weredas</i>	No. of Supervisors	No. of Teachers	No. of Voters reached per day	No. of Voters reached per month	No. of Voters reached in 10 months
Addis Ababa	1	10	1	40	5541	166230	1662300
Amhara	3	25	6	60	6150	184500	1845000
Gambella	1	7	1	40	3180	95400	954000
Oromiya	14	24	32	250	19200	576000	5760000
SNNPR	8	50	16	165	15194	455814	4558140
Tigray	1	6	1	10	1800	54000	540000
Total	28	122	57	565	51065	1531944	15319440

Source: (RCCHE, n.d.a).

5. Networking With Other Organizations

As it is stated in (RCCHE, n.d.b), one of the specific objectives of RCCHE was to establish networking with relevant governmental and non-governmental organizations at national and international levels.

RCCHE took initiatives in several occasions for the establishment of networks among NGOs working in civic and human rights education in the country. RCCHE was the vice president of CIVITAS East Africa which was the regional consortium of NGOs working in civic and human rights education in East Africa. The attempt to set up CIVITAS Ethiopia did not materialize due to the refusal of the Ministry of Justice of the Ethiopian government to register the organization. The observation has revealed that the Founding Conference of CIVITAS Ethiopia (May 5, 1999) which was held at Adama Ras Hotel in Nazareth is one of the photos seen in the organization. Another picture showed the second Conference of CIVITAS Ethiopia (October 12, 1999) which was held at Hilton Hotel in Addis Ababa (RC1, 21/March/07).

As it is stated in CLCBS (2003), RCCHE was one of the constituent member NGOs that formed the consortium or network to jointly conduct voter education for the 2000 election. The consortium is known as Ethiopian Non-Governmental-Organizations Consortium for Election (ENCONEL) 2000.

As the interviewee RC1 stated RCCHE set up a Civic Education Group Network in concert with other advocacy NGOs working in the area of human rights, democracy and good governance to make the necessary preparation well ahead of time with the view to delivering quality civic education among the general public toward participation in the 2005 national elections. The ad-hoc forum constituted 23 non-governmental organizations. The Trainers Manual for Informal Civic Education which was secured from Peace and Development Committee (PDC) depicted the names of the 23 non-governmental organizations who are members of the ad-hoc forum.

4.4.3. Factors Impeding the Organization's Activities

Several problems have hampered and are still hampering the implementation of RCCHÉ's activities to achieve the desired objectives (RCCHÉ, n.d.a). As one of the informants (RC2)

stated:

No matter how hard they are, none of the challenges have stopped us from carrying out our task of nurturing democracy through the preparation of citizens who would assume responsibility for their individual and collective destinies (21/March/07).

4.4.3.1. Financial Constraint and the Consequent Dependence on Part-time Staff

According to the interviewee (RC3) the first and the most serious problem is financial constraint. Due to lack of enough financial sources the organization is suffering from shortage of man power and logistics. Concerning man power RCCHÉ has only 20 full-time staff as a result it is forced to depend on part-timers to carry out most of its programs. It is obvious that dependence on part-timers undoubtedly diminishes the quality of the programs. The interviewee (RC3) went a head and expressed the severity of the problem this way:

RCCHÉ owns only one vehicle as a result we are forced to use public transport to reach our operational areas. Sometimes we make an appointment with the people to conduct one of our programs on a specific day and while moving to that site we encounter failure in the public transport which causes our delay by a day or two. When we reach our destination we find people disband to their homes as a result we will be forced to cancel that program (21/March/07).

As the interviewee (RC3) stated, like the rest NGOs operating in the country the organization's main source of finance is fund granted by donors on project basis. In expressing the severity of the problem especially after the May 2005 election the interviewee stated that:

It is becoming hard to secure fund for most of our activities after the May 2005 election. This is due to the fact that most of the donors have become well aware of the government's nature and have a doubt on how we could do under such condition if they provide us financial assistance (21/March/07).

4.4.3.2. The Nature of the Major Operational Areas of RCCHE

As the interviewee (RC2) stated, RCCHE operates in the conflict-prone areas in the remotest corners of the country due to its commitment to restore peace and reconciliation in these areas. Most of the time in conflict-prone areas, RCCHE faces a strong challenge before winning credibility from the conflicting parties. In remembering the event, while being intervening, in Borena-Liben area in 2000 the interviewee stated that:

We had a hard time to introduce ourselves to the people in the two Zones and win their favor to accept us to intervene in cooling down the conflict because both sides never trusted us. Even some people from different walks of life laughed at us when we tried to intervene due to the fact that even the Federal government was unable to manage the conflict. Though it was tedious finally we had succeeded in winning the favor of the conflicting ethnic groups by promising to publicize the conflict to the international community (21/March/07).

4.4.3.3. The Sensitivity of Civic Education and the Threat from Politicians

Civic and human rights education is a sensitive education which has connection to politics. When we teach people about their entitlements and duties they raise practical life experiences where they faced right abuses from the government authorities. This irritates some politicians as a result they engage in using various pretexts to attack us (RC3, 21/March/07).

RCCHE faces from some politicians, as the interviewee (RC2) stated, who do not want to see people in the country being empowered and equipped with knowledge and skills to defend their human and democratic rights and even that of others. Fortunately such kinds of people get easily defeated because the beneficiaries of our program rise to defend us. However, there are also many politicians who sympathize with us in our endeavor to empower our people.

4.4.4. The State of Government and RCCHE's Relation

As all the interviewees stated that, RCCHE has positive and good relationship with the government. This is due to the fact that the organization believes in working in partnership with concerned government bodies. One of the interviewees (RC3) said that:

Had it been to the sensitivity of the issues our organization deals with, it would have entered in to serious conflict with the government. We work with people and people's representatives and this gives us a breathing space so that we do not enter into conflict with the government. Whatever claims the people have they conduct advocacy and lobbying by themselves to get their rights respected (21/March/07).

4.4.5. Possible Remedies Suggested to Mitigate the Hampering Factors

In order to solve the problems that are working against the organization activities all the interviewees suggested the following remedial actions to be taken.

1. To solve the financial constraint and the consequent dependence on part-time staff the interviewee (RC3) suggested the designing of projects and trying to convince donors so that they would grant funds to the projects. Secondly, as the interviewee suggested the adoption of the NGO legislation being discussed in government circles which has an article with a provision for NGOs to generate income through their innovative action by involving in different activities. The interviewee (RC2) commented:

If this legislation is adopted it would solve our financial and man power problem. This is because of the fact that our Research and Publication Department has the capacity to conduct consultancy work and generate income (21/March/07).

2. In order to avert the threat posed from politicians the interviewees (RC3) suggested working with government authorities through mutual understanding and mutual respect as much as possible. The interviewee argued that:

There are some politicians who create problem due to lack of awareness and to solve problems arising from such kind of groups or individuals is to involve them in trainings and workshops so as to raise their awareness. However, there are politicians who are well aware of our activities and intentionally create problems to hamper our activities. The only solution to such kind of groups or individuals is struggle or confrontation (21/March/07).

CHAPTER FIVE

CROSS-CASE ANALYSIS AND FINDINGS

5.1. Introduction

In this section a thematic analysis across the cases by categorizing the similarities and differences in each case is made using cross-case matrices. The data secured from the Ministry of Education through interview is used in the cross-case analysis to corroborate the information secured from others. First of all the cross-case analysis in the area of the first two research questions will be fused and presented together for they are interconnected. These two research questions are:

1. What are the contributions of the NGOs in the promotion of civic and ethical education?
2. What strategies do NGOs follow to promote civic and ethical education?

Secondly, all the Impeding Factors raised by the organizations as factors which hampered their activities and endeavors to promote civic or human rights education both among school-children and adults in the country will be discussed in detail. The possible remedies suggested by the organizations will also be presented in detail. In other words, the cross-case analysis in the area of the third research question will be presented. The research question is:

3. What are the factors which impede or facilitate NGOs' contribution for the effective design, implementation and evaluation of civic and ethical education?

5.2. Contributions and Strategies of the Organizations to School-based Civic Education

Even if citizens master civic skills throughout their life, early learning experiences are thought to have greater impact in terms of developing support for democratic norms.

School-based programs, therefore, weave teaching about democratic institutions, principles, and practices into a range of courses, from kindergarten programs that focus on promoting participatory teaching methods to senior high school programs that emphasize imparting specific knowledge about democratic institutions and practices to young adults (USAID, 2002).

In order to teach pupils behaviors which a responsible citizenship is supposed to constitute schools can team up with a wide variety of potential partners to support their actions among which NGOs are one. In their partnership relation to promote civic education, schools and civil society can link up in two opposite ways: either representatives of the general public may be drawn into school activities or, pupils may go beyond the confines of their school to experience aspects of life in society (Eurydice, 2005). According to W. Starzynski, president of the Civic Educational Association of Poland, “these institutions [NGOs] are the best propagators and creators of civic education” (DCHRE, 2005: 1).

The interviewee ME1 stated that, it is difficult to speak about the contribution of the NGOs towards school-based civic and ethical education since there are not any NGO that works with the Ministry of Education in carrying out civic and ethical education programs. Nevertheless, we can speak for sure that their contribution towards the school-based civic and ethical education is nil. Even there is no any sort of working relationship between NGOs running civic education programs and the Ministry of Education so far to jointly promote civic education. However, the interviewee admitted that the NGOs can make great contribution in many areas such as: providing books both to teachers and students; providing professional development opportunities for teachers; provision of supplementary materials; and providing experience sharing opportunities for teachers of civic and ethical education.

Though there is variation in extent, two of the three organizations being studied, that is, SAHRE and APAP have made positive contributions to school-based civic education using different strategies. We shall try to discuss the contribution of the organizations and the strategies they used one by one by categorizing similarities and differences. Unfortunately, RCCHE is the only NGO among the three under study that did not involve in school-based civic education programs so far and it does not have any intention whatsoever to involve in it in the future. This is because the organization considered that the need in the adult area has not been addressed by the government and RCCHE wants to fill the gap in this area with the meager resource it has through the provision of civic and human rights education to adults. The government is there to provide the school-based civic education and there is no need for others to involve in this. However, one of the specific objectives of the organization was to promote civic and human rights education in

both formal and non-formal settings. Therefore, there is a self-contradiction within the activities of the organization to the objective it had set.

In stating the reason why NGOs do not want to involve in activities that promote school-based civic education programs, the interviewee ME1 elaborated that, the NGOs have a biased perception about the school-based civic education programs run by the Ministry of Education. The NGOs consider that the school-based civic education programs are committed to propagating the program of the ruling party, that is, EPRDF. The interviewee also stated that the failure of the government to invite the NGOs to work in the school-based civic education programs is also the other reason. The government has a strong fear on the intent of the NGOs behind promoting civic and ethical education. The Ministry of Education also shares the same perspective.

5.2.1. Producing Effective Civic Education Curriculum

One of the areas where NGOs could make contribution to the school-based civic education is the designing of effective civic education curriculum. As Center for Civic Education (2003a) cited in Kidwell (2005) stated it is NGOs that took an initiative in producing effective civic education curriculum that support effective implementation in the US. The best example is the Center for Civic Education which has produced web-based articles that promote civic education, identify notable practice and programs, present research on program effectiveness, and advocate for stronger support. The endeavor of the organization was successful as a result it produced in 1994 the widely acclaimed voluntary National Standards for Civics and Government with the objective of providing a resource for state and local school systems which can serve as a base for developing their curricular programs in civics and government. The Center has also developed the recommended allocations of instructional time in civics and government from grades kindergarten through twelve for the National Commission on Time and Learning established by the U.S. Department of Education (CCE, 2007).

Another international NGO which is engaged in providing technical assistance in program and curriculum development and the preparation of text-based materials which could be used by

students and educators in a variety of educational settings is Human Rights Education Associates (HREA) (HREA, 2007).

Among the organizations being studied, SAHRE had planned to design Human rights/Civic education curriculum; however, the organization was unsuccessful in achieving this plan due to various obstacles among which the most prominent are human and financial constraints. However, the organization has designed the curriculum for voter education in collaboration with other non-governmental and civic organizations that formed the ad-hoc forum for civic education.

5.2.2. The Preparation of Text-based Materials

The next area of NGOs contribution to the school-based civic education is the preparation of text-based materials. As Kerr (1999) cited in Cogan and Derricot (2000) has clearly specified lack of suitable teaching and learning materials as one of the significant barriers to the teaching of citizenship education effectively at schools. Publications are teaching materials which could supplement the school text books prepared by the Ministry of Education and can relieve the school-based civic education from its weaknesses. Ethiopian schools are suffering from lack of proper inputs to the teaching of the civic and ethical education among which text-based and reference materials are one. This is clearly stated as one of the barriers that impeded the effectiveness of the school-based civic education program in Ethiopia by the Ministry of Education in the training manual it prepared in July 2006 to train teachers, principals and supervisors on Civic and Ethical Education (MOE, 2006). In addition, the interviewee ME1 also stated lack of civic and ethical education textbooks as a challenge in the country. He stated that NGOs could make great contribution in this area by helping the Ministry of Education in providing enough books both to teachers and students.

This problem could be solved by NGOs through the preparation and publication of supplemental instructional materials. As Tolo (1999) argued NGOs like CCE use a strategy to promote school-based civic education through the provision of a variety of supplemental instructional materials, including the publications of their organizations. The “instructional materials” used by teachers in the preparation and presentation of educational materials to students in the classroom or

outside the classroom may include various types of publications and printed matter, as well as wall posters, videotapes, games, assignments, plans for hands-on activities, etc. However, the most traditional and widely used instructional materials are the standard textbooks. Eurydice (2005) also argued that non-governmental organizations, particularly those working in the area of human rights, democracy and the promotion of peace are instrumental in the provision of teaching materials and practical advice to help teachers and develop new approaches to their work on citizenship.

In this regard, SAHRE succeeded in preparing and publishing different books, illustrated booklets and manuals which are oriented on citizenry, civic, constitutional and social themes so as to bring about attitudinal changes and transformation among the target groups. The illustrated booklets specifically emphasized on issues related to the rights of women and children, the constitution of the FDRE and fundamental concepts and principles of democracy. Although it did not prepare the publications for the purpose of supplementing school-based civic education, RCCHE also succeeded in preparing and publishing different materials such as booklets, training manuals, research findings, proceedings of TOT trainings, workshops and conference, brochures and newspapers which are dealing with civic and human rights education. Like RCCHE, APAP also produced a number of leaflets, posters, periodicals, street law materials, booklets and training manuals in its effort to disseminate human rights and legal information among the general public.

The contribution of the NGOs under study is good; however, preparing of text-based materials does not signal the use of these materials by teachers in schools. Therefore, it would be fine if a system of checking the resourcefulness of the materials to the teachers is introduced.

5.2.3. Democratizing the School Management

The democratizing of school management plays a pivotal role in improving the school-based civic education. Research has shown that schools that best modeled democratic practices, by promoting an open climate for discussing issues and inviting students to take part in shaping school life, scored higher in tests evaluating civic knowledge and participation. As Torney-Porta

et. al (2001) cited in Cardiff (2005) revealed pupils in such schools were more likely to expect to vote as adults than other students.

Eurydice (2005) also stressed the importance of the governance of the school community and the quality of the relationships among those within it as indispensable for the effectiveness of school-based civic education program. Classroom and schools should be managed by adults who govern in accord with democratic values and principles, and who display traits of character, private and public, that are worthy of emulation. Students also should be held accountable for behaving in accordance with fair and reasonable standards and for respecting the rights and dignity of others, including their peers. Osler and Starkey (2006) also argued in favor of this and stated that citizenship education requires a school climate of openness to debate and discussion. This in turn implies the explicit adherence to a set of common values based on democratic ideals of freedom, equality and human rights. Where this is in place, citizenship education would be a very positive experience for both teachers and learners.

Among the three organizations the only one that made a contribution in this area of the school-based civic education is SAHRE. The organization carried out two workshops to school community members, the first independently and the second in collaboration with partners such as Heartland International, American Federation of Teachers and Inter Africa Group, on the title “Democratic Leadership” and “Democratizing Classroom Teaching” respectively. SAHRE also set up Children’s Rights Clubs and Student Councils in 15 schools in Addis Ababa City Administration, Amhara and SNNP regions in order to foster children’s participation both in the activities of their schools and that of their communities and help them monitor child rights’ violations being perpetrated both at school premises and in the communities.

5.2.4. Providing Professional Development to Civic Education Teachers

As Kerr (1999) cited in Cogan and Derricot (2000) has clearly specified lack of expertise in the teaching force could be a significant barrier to the teaching of citizenship education effectively at schools. USAID (2002) also argued that for any civic education program to have a significant and positive impact on democratic participation and attitudes it needs to fulfill a set of criteria among which concern in its content to the immediate needs and concerns of the target audience and the use of participatory methods of teaching are important. Osler and Starkey (2006) also

enumerated that successful citizenship education involves active learning and opportunities to undertake open-ended investigations of issues that have real social and political significance. Where teachers are skilled in using active methods and confident in their own understanding of human rights as international standards, learners engage readily with citizenship issues and develop confidence and skills for participation. They finally recommended that that training and supporting teachers so that they can help young people to explore political issues can make citizenship education program effective.

The Ministry of Education stated that, the subject teachers' lack of training in the subject and the subsequent lack of the capacity to teach it properly is one of the barriers that impeded the effectiveness of the school-based civic education program in the country (MOE, 2006). As Eurydice (2005) argued access to various training programs may not be automatic, as financial or organizational aspects may make it difficult for teachers to participate. Therefore, CSOs/ NGOs can play an important role in this area. For example, HREA organizes trainings for a range of professionals groups, including human rights defenders, teachers, lawyers, prosecutors, judges, law enforcement officials, social workers, health professionals, and journalists (HREA, 2007). In addition, the interviewee ME1 also stated professional development for civic and ethical education teachers as an area where there is strong need and NGOs could make great contribution.

The only organization that made a significant contribution in this area is again SAHRE. The organization is engaged in providing trainings to civic education teachers on contents of civic education and the methodology of teaching it. The objective of the training is to enhance the professional excellence of teachers on human rights and democratic ideals so that they can make lasting impact on students. If appropriately utilized, this program of SAHRE could alleviate one of the major problems that are affecting our school-based civic education.

5.2.5. Organizing Co-curricular Activities in School-based Civic Education Programs

Many scholars argued in favor of extracurricular activities (supplementary activities forming part of the official curriculum) and co-curricular activities (activities not forming part of the official

curriculum but complementing it) in school-based civic education programs. Tolo (1999) made it clear that co-curricular and extracurricular activities have greater impact on the components of civic education that involve participatory skills and civic dispositions. They also serve to greatly enhance and reinforce the civic knowledge of students and give them the chance to develop and apply the participatory skills they will need to be engaged as citizens. The interactive nature of these activities often makes students more enthusiastic about participating in them. As a result, students are more likely to learn and remember the important civics facts and concepts that serve as a foundation for the exercise.

Centre for Civic Education (2007) also argued that good school-based civic education program pays equal attentive to the informal curriculum besides the formal curriculum. One of the components of the informal curriculum is the extracurricular or co-curricular activities that a school provides. Research has consistently demonstrated the positive effects of co-curricular activities in school-based civic education programs. Students who participate in them are more motivated to learn, more self-confident, and exhibit greater capabilities. In arguing about its relevance Eurydice (2005) stated that extracurricular and co-curricular activities seek to improve pupil skills in intercultural relations as well as their language proficiency. The way they are organized depends partly on the commitment of school management, teachers and pupils. European school civic education clubs appear to have been successful as far as these aims are concerned. As Tolo (1999) argued extracurricular and co-curricular activities play a critical role in promoting this aspect of civic education particularly well due to the fact that they are so interactive, engaging, and enjoyable.

In the United States extracurricular and co-curricular activities related to civic education are highly encouraged as a result they are expanding. Some of these activities have won popularity to become regional or national events such as mock elections, mock trials and history day (Starzynski, 2005), kids voting, and SCALES (Strengthening Citizenship and Law Education in Society) which constitutes four program areas: Teen Court, Court Procedures/Law Class, Internship Program, and Curricula Infusion (Tolo, 1999). The Center for Civic Education developed two nation-wide extracurricular programs known as We the People...The Citizen and the Constitution which engages students in mock legislative hearings on constitutional issues,

and Project Citizen which exposes middle school students how to identify, research, and devise solutions for local problems, as well as how to make realistic plans which would be accepted as public policies (Starzynski, 2005). Close-Up Foundation also designed a reputable nation-wide extracurricular program which is synonymous with the name of the organization, that is Close-Up program which provides high school students the opportunity to combine classroom academic learning about government with practical learning activities. The program ends with students' trip to Washington D.C. where they get the opportunity to see and interact with representatives of the various branches of government (Tolo, 1999).

Among the three NGOs under study two of them, that is SAHRE and APAP succeeded in organizing co-curricular and extracurricular activities which engage students to put the knowledge which they received in class in to practice. SAHRE have succeeded in assisting the establishment of civic education clubs in one hundred selected secondary schools throughout the country in its operational areas. As it is stated in CLCBS (2003) SAHRE sets up the civic education clubs in order to address the problem of reaching out to parents and communities with human rights/ democracy education in local languages and to prepare the youth for citizenship in a democratic governance by fostering civic competence, leadership and participatory skills, tolerance and the application of non-violent conflict resolution methods.

Both SAHRE and the Ministry of Education laid claim to the innovation of this co-curricular and extracurricular activity, that is, the setting up of civic education clubs in Ethiopian secondary schools. However, it is difficult to admit the claim of the MOE, in my opinion, because the documents reviewed (SAHRE, 2006; SAHRE, n.d.) have revealed that long before the period stated by the interviewee from the Ministry of Education for the launching of the civic education clubs in schools, SAHRE had set up 44 civic education clubs in schools in Addis Ababa, Amhara, Oromia, SNNP, Tigray, Harari, Gambella and Dire Dawa regions in 1997 G.C. It is also paradoxical that the MOE does not know the activity of the organization which is registered with the Ministry of Justice through its sponsorship in 1994.

As Grandvaux et.al (2002) argued the MOE does not review NGOs plans as part of the registration process, as a result it is often unaware of education activities being undertaken by

NGOs, leading to complaints from both government and NGOs about the lack of a mechanism for coherent planning. Therefore, the failure of the MOE to realize the setting up of civic education clubs in schools by SAHRE might have arisen from such kind of processes. The next possible argument would align to what has been stated by Diesen and Waker (1999). They enumerated that NGOs develop and pilot innovative approaches on a small scale and the most appropriate models can then be scaled up by the government. Therefore, this might hold a grain of truth in the case of the civic education clubs. The MOE might have adapted them from SAHRE which have developed and piloted the programs on some secondary schools throughout the country. Perhaps another justification could be the fact that the department for civic and ethical education within the Ministry of Education was opened in 2002 and what has been claimed by SAHRE was beyond the knowledge of the department.

APAP has also introduced a co-curricular activity known as the National Moot Court competition. The competition uses a hypothetical case where students get involved in favor of either the defendant or the claimant. The contestants were required to argue in favor of both the applicant and the respondent in a moot court trial which included written pleadings submitted prior to the oral hearings. The Moot Court competition is being conducted among students of the law faculties of Private and government higher education institutions. The main objective of the competition was to enable students to translate the theoretical foundations they obtain in classrooms into practical experience. It is also intended to further the concept of justiciability of Economic, Social and Cultural rights in the Ethiopian legal system to the general public. The National Moot Court Competition of APAP is somewhat synonymous to the famous extracurricular program in the US known as SCALES (Strengthening Citizenship and Law Education in Society) which constitutes four program areas. These are: Teen Court, Court Procedures/Law Class, Internship Program, and Curricula Infusion (Tolo 1999).

Had this program of APAP been also applied in the secondary schools it would have played a great role in making our school-based civic education very attractive to students and instilling in them the important knowledge and skill about participation. However, this program is limited only to the tertiary level and its impact would be only on very few people.

5.2.6. Teacher Experience-Sharing Programs (Teacher Exchange Program)

One of the methods employed by HREA in its endeavor to promote civic or human rights education is facilitating the sharing of new ideas, exchange of materials and resources and networking between educators and human rights professionals (HREA, 2007). Eurydice (2005) also stated that partnerships and pupil exchanges with schools from other countries, including pen pal correspondence as one of the extracurricular activities conducted by European schools to enhance the school-based civic education programs. However, it would not be harmful if teachers too share experiences among themselves.

The interviewee ME1 specified that experience sharing for teachers is one area where NGOs could make great contribution. The curriculum being used through out the country is uniform and teachers could share good experience among themselves.

SAHRE conducted a program known as Teacher Exchange Program in collaboration with American Federation of Teachers (AFT) whereby it succeeded in sending 8 civic education teachers selected from among secondary schools to the USA for experience-sharing. The objective of the visit was to enhance the exchange of experience so that teachers can draw lessons from the USA teachers and apply them when they return back home.

In experience sharing with other countries, teachers have to be careful before imitating programs and methodologies. This is because of the fact that the programs and methodologies which proved to be effective in the country being visited may not fit to the context of the country from where the teachers are drawn for experience sharing. Therefore, teachers need to have the skill of fruitful adaptation of others' experiences to their country's context. Had SAHRE provided teachers of civic and ethical education within the country and even with other developing countries it would have been better for the context similarity.

5.3. Contributions and Strategies of the Organizations to Adult Civic Education Programs

As stated by USAID (2002) the task of fostering a democratic culture among adults has fallen primarily to NGOs rather than to governments and the vast majority of these types of programs are voluntary. Adult civic education programs cover a wide variety of concerns, from voter

education, to human rights knowledge, to citizen leadership training. Their formats also cover a broad range, from informal sessions held just once to elaborate and structured programs lasting many months. As with the school-based programs, the assumption driving many of these efforts is that the transfer of democratic knowledge, values, and skills will translate into responsible and effective participation once the program has ended.

Bekele (2003) argued that bodies that are committed to promote civic education in countries where democracy has not taken deep roots must concentrate on informal means for the purpose of educating adult citizens to become active players in the political process of their country. He further argued that the main purpose of this education is to produce constructively engaged citizens with the goal of enabling them acquire a capacity and a desire to protect their natural rights as responsible participants in civil society and government.

According to Finkel (2003) nearly all Adult Civic Education Programs in developing democracies are conducted through what he calls “secondary groups” and civil society organizations that organize workshops, public lectures, or problem-solving activities in their local communities. He further argued that the handling of adult civic education programs by these associations leads to greater hopefulness on the potential impact of the programs. Funding civic education in these settings by strengthening the associations that mediate between citizens and the state is thus part of a general strategy pursued by U.S. and European donors so as to strengthen democracy.

All the three organizations have made magnificent contributions to adult civic education program in the country. We shall try to discuss the contributions of the organizations one by one by categorizing similarities and differences. There are areas where the activities of the three organizations converge and there are also areas of peculiarities for each organization. As the interviewee ME1 stated adult education programs should be incorporated in the whole education system of the country and should be organized in collaboration with the Ministry of education. Unfortunately, adult education in the current situation is the prerogative of the regional governments. Diesen and Waker (1999) stated that adult and non-formal education in general has a low status in Ethiopia due to the wrong perception that many people hold about them. Non-

formal education has negative connotations as the former military regime's compulsory literacy campaign was misused for political purposes and highly unpopular. As a result Non-formal education was only briefly mentioned in the Education and Training Policy of the transitional government and was not mentioned at all in the first draft of the ESDP which was prepared for the Consultative Group Meeting of December 1996. However small, non-formal education does have a place in the current ESDP and its inclusion is mainly due to demonstration of the strengths of ongoing non-formal programs in Ethiopia and elsewhere by non-formal education implementers.

5.3.1. Research, Advocacy and Publication Program

As the USAID (2002) revealed in its study, many of the most successful civic education programs followed a similar pattern which constitutes three steps. They are: Problem identification, the formulation of initiatives designed to resolve the problem, and Identification of political channels for pursuing those initiatives. To complement its argument with evidence USAID (2002) took the practices of the Foundation for the Support of Local Democracy (FSLD) that run the civic education project in 22 small towns in Poland. After initial surveys of local problems and barriers to participation, FSLD chose project leaders in each site and provided them with training in practical knowledge and skills such as team building, how government works, and negotiation. Finally, the project leaders brought members of their community and local government officials together to work on identifying and resolving their community's most pressing local problems.

The Center for Civic Education is one of the NGOs in the US that is launching a Campaign to Promote Civic Education to accomplish its mission of creating an enlightened, competent and responsible citizenry. One of the important objectives of the campaign of the organization is to encourage states and school districts to devote sustained and systematic attention to civic education from kindergarten through twelfth grade. To this end the Center's network of civic educators and other concerned citizens are organizing State Action Committees to bring about the appropriate changes in the educational policies of every state and school district in the nation. The Campaign targets key decision-makers and individuals and groups such as legislative and executive bodies of state and local government, administrators and boards of education of state

and local education agencies, parents organizations and other community organizations, and Professional associations that influence education policy, specifically curriculum policy (CCE, 2007).

As argued by UNDP (2002) CSOs have also proven to be key partners in promoting sound governance and in influencing policy to address community needs through advocating for human rights (usually the organizations most disliked by the government). All the three organizations have carried out research, advocacy and publication program in order to promote adult civic education program and have made a lot of contribution. SAHRE conducts research and based on its findings it conducts lobbying. The organization has conducted a thorough research on Child Rights and has started an intensive lobbying campaign to materialize the incorporation of Child Rights in the school curriculum. The organization is currently conducting a research on the topic entitled “The Situation of Children in Tigray”.

SAHRE has succeeded in preparing and publishing different books, illustrated booklets and manuals which are oriented on citizenry, civic, constitutional and social themes so as to bring about attitudinal changes and transformation among the target groups. The illustrated booklets specifically emphasized on issues related to the rights of women and children, the constitution of the FDRE and fundamental concepts and principles of democracy. SAHRE had good opportunity to participate in policy dialogue, implementation and evaluation of school-based civic education programs as a result the organization influenced government policy in several occasions and in several ways. The best example is the workshop SAHRE organized at Nazareth in August 1998 on Ethics, Law and Human Rights issues of PLWA in Ethiopia which has significantly influenced the government policy. As a result a national health policy was later adopted in line with this.

RCCHE also conducts in-depth research for major and recurrent problems and baseline surveys for problems which are thought to be minor ones in conflict-prone areas so as to make interventions based on the findings. So far RCCHE has conducted various research studies and baseline surveys in conflict-prone areas in the country with the intent of mitigating the conflict and building lasting peace. RCCHE has also succeeded in preparing and publishing different

materials which are dealing with civic and human rights education such as booklets, training manuals, research findings, proceedings of TOT trainings, workshops and conference, brochures and newspapers.

The Research, Advocacy and Publication Program being carried out by APAP is aimed at conducting research, prepare periodic publications and other related materials including leaflets and posters. It is also aimed at carrying out joint projects with legal professional associations, organizing lobbying workshop to promote human rights, as well as addressing issues of transparency and accountability (APAP, 2005). APAP conducts research and based on its findings the organization conducts lobbying campaigns so that policies and laws affecting the rights of the marginalized groups of the society would be changed and rectified. It also conducts an advocacy campaign for the appropriate implementation of adopted policies.

Currently, APAP introduced a new initiative in its Media advocacy known as the forum drama. The TV series drama, which is planned to be shown weekly on ETV is not like the usual TV dramas. At the end of the show, there will be discussion of the people from the target society and critical analysis of the problems and possible solutions by Professionals. However, this initiative is delayed from being implemented because of the problem of securing air time.

This program is really appreciable had it not faced resistance from the government. The resistance is indirect such as denying air time for the media advocacy and non-participation in the advocacy workshops organized by the organizations. Even, the response of the government is not uniform for all the three organizations. For instance, SAHRE enjoyed better treatment from the government in its advocacy while the reverse is true for APAP. This clearly confirms the arbitrariness of the government in enforcing its policies. As argued by CRDA (1997) cited in Dessalegn (2002), the most disturbing act of the government towards the voluntary sector in Ethiopia and the cause of continuing friction between the two is that the rules are vague, ambiguous, and subject to arbitrary interpretations by the regulating agencies.

5.3.2. Community Empowerment Program

According to UNDPBDP (2004) Civic Education is an important means of capacity development on the societal level by empowering people for effective engagement. It is a critical and empowerment tool for promoting citizen participation in democratic and development processes. It empowers citizens, both as individuals and as part of collective groupings. It is an essential dimension in strengthening a society's ability to manage its own affairs and is complementary to capacity development on the individual and institutional levels.

Like the research, advocacy and publication program all the three organizations have conducted community empowerment program in order to promote adult civic education program and have made a lot of contribution.

SAHRE organized trainings, seminars and workshops in order to educate communities about community empowerment and their human rights. SAHRE also conducted seminars/workshops and training to CBOS/ CSOs members so as to build their capacities and make them competent human rights promoters and advocates. SAHRE also carried out activities which are directed towards empowering marginalized groups through promoting their rights.

SAHRE also organized trainings for “multipliers” and produced published materials on child rights so as to create awareness in the society. SAHRE provides civic education to communities in Oromiya, Amhara, and SNNP regions so as to foster citizens' participation in decision-making and governance. The rationale for this is that people would start to claim their right immediately after they realize it. Our people lack the skill to defend their rights; therefore, our program is directed towards enabling them to develop the skills of communication and dialogue which would help them to participate in their local affairs effectively.

SAHRE, under this program, carried out survey, seminars and workshops at national level on PLWHA. The most notable one is the National Workshop held at Nazareth in August 1998 which culminated in the preparation of the publication entitled National Network Guidelines on Ethics, Laws and Human Rights Issues of PLHA in Ethiopia. SAHRE also organized 37 Community Forums to take care of children orphaned due to HIV/AIDS. The organization has also provided trainings so as to build the capacity of personnel drawn from targeted *kebeles* and

primary schools so that they can provide effective leadership for the Child Rights Clubs which are set up in their communities.

RCCHE facilitates the establishment of peace Community Based Organizations (CBOs) in the form of Councils and Committees known as “Peace Councils” and “Peace Committees” in conflict-prone areas. “Peace Councils” are the highest bodies and comprise 15 elders and 15 religious leaders drawn from among the community. They operate regularly and conduct meeting at least once every year. The “Peace Committees” operate under the ‘Peace Councils’ and has two wings called “Women’s Peace Committees” and “Youth’s Peace Committees”. RCCHE provides TOT for local “Peace Councils” and “Peace Committees” members so that they would facilitate the provision of civic education to the community with special emphasis on peace education and to encourage and mobilize the people to actively take part in the education. The local “Peace Council” and “Peace Committee” members would serve as “peace educators” by replicating what they have been taught in their respective localities. This is the only way to ensure sustainable peace in the regions

RCCHE has a strong belief that people’s attitude and behavior should change in order to wholeheartedly accept reconciliation and peace building as a process of healing bitter memories. In this process, mending relations and restoring trust is indispensable. This can best be achieved by capacity building through education on issues such as democracy, human rights, tolerance, peace and peaceful co-existence. Therefore, in order to build the capacity of the Council and Committee members so that they can accomplish the task of materializing attitudinal and behavioral changes in the society and encouraging them to work for sustainable peace, RCCHE conducts capacity building civic education in conflict-prone areas.

APAP conducts a Community Level Voluntary Institutions Support Program which aims at initiating community level institutions to embark on human rights promotion and protection activities by providing technical and financial assistance. The rationale for conducting this program is that:

- ❖ Mobilizing grassroots traditional and voluntary associations and using them as channels to reach as many people as possible in local communities is a more

practicable way of disseminating human rights information far and wide, to reach the majority of Ethiopians at the grassroots level.

- ❖ Disseminating human rights information far and wide, to reach the majority of Ethiopians at the grassroots level is too gigantic a task to be left solely for a small organization like APAP.
- ❖ Members of a community tend to attach themselves to local institutions; so they are more likely to listen to and internalize information coming through them (local institutions) (APAP, 2005).

Based on these premises APAP has taken it upon itself to strengthen these institutions by raising their awareness about their human rights and equipping them with the relevant skills. APAP believes that, thus strengthened, not only will they be able to tackle the human rights problems of their communities in a sustainable manner but also serve as vehicles for the promotion of the respect and protection of human rights at the grassroots level. As a result of these initiations, many of these institutions have committed themselves to incorporate human right works in their activities. The institutions involved in this program by the organization include *idirs*, Youth organizations, Women's associations, professional associations like teachers' associations and trade unions.

5.3.3. Adult Human Rights Education and Training Program

One of the methods employed by HREA in its endeavor to promote civic or human rights education is organizing trainings for a range of professionals groups, including human rights defenders, teachers, lawyers, prosecutors, judges, law enforcement officials, social workers, health professionals, and journalists (HREA, 2007).

Like in the first two programs in Adult Civic Education, all the three organizations have conducted Adult Human Rights Education and Training Program in order to promote Adult Civic Education Program and have made a lot of contribution. However, RCCHE's contribution and the sub- programs it carried out under this program are diverse.

SAHRE organized a program known as Citizenship Orientation and Awareness which is designed to reach out the members of the media, judiciary, police and prison authorities, parliamentarians, and the general public so as to create awareness on citizenship education. Under this program, the organization sensitizes the duty bearers, families, community members, and teachers on human and democratic rights through seminars/workshops, training and publications. The rationale for sensitizing duty bearers is that they may involve in infringing the rights of citizens if they are not well aware of citizens' entitlements.

RCCHE conducts Civic and Human Rights Education Programs for fostering political participation and help people become responsible and effective citizens in a free society. RCCHE provides Civic Education because it considers this as a fundamental right of the society and a key to equipping individuals and the entire society with the knowledge and skills which would enable them to struggle for ensuring the respect of their rights and that of others and promote human rights, democracy and development. RCCHE's civic and a human rights education program is categorized in to five areas. These are: Education on Conflict Management; Capacity Building Education for "Peace Council" and "Peace Committee" Members; TOT training to Non-conflict areas; Inter Religious Peace Education; and Voter Education (RCCHE, n.d.a).

The Human Rights Education and Training Program carried out by APAP involves the deployment of focused education and training programs aimed at raising the awareness of the general public, the poor, women and children (rights holders) as well as relevant government agencies (duty bearers) about human rights in general and the rights of women and children in particular during the earlier phases and about Economic, Social and Cultural rights in general and the right to housing, education, health and food in particular after the readjustment of the organization's programs. The organization does this by creating forums whereby the concerned individuals and groups can come together and discuss such issues as the adverse effects that corruption has on the respect of human rights and the roles that the public and the officials of law-enforcement agencies should play in the fight against it (corruption) and against the violation of fundamental human rights and freedoms (APAP, 2005).

Prior to organizing training workshops, APAP undertakes a needs-assessment survey with a view to identifying the pertinent issues that its target groups are not yet aware of and the harmful practices that are prevalent in these particular areas, and thereby determines the type of training its target groups need. Then it incorporates its findings into the training manuals it prepares. Finally, it gives the prescribed training by making use of participatory non-formal education methods—that is, through such techniques as group discussions, role-plays, brainstorming, case studies, etc.

Under this program, APAP has organized and held a number of training workshops that targeted judges, prosecutors, police officers, administrators, community leaders as well as newly recruited judges, police officers and prosecutors. In addition to that, APAP has conducted, under this Program, popular education activities (APAP, 2005).

5.3.4. The Voters' Education Program

According to Graham (2006) voter education is delivered in support of the electoral process where the primary target is the voter. It is designed to ensure that voters are ready, willing, and able to participate in electoral politics. It has been assumed that voter education entails election literacy and confidence that the electoral process is appropriate and efficacious in selecting governments and promoting policies that will benefit the individual voter. Voter education is considered to be a separate and discreet function which is usually identified as a function of the electoral authority and is occasionally subcontracted by them to private companies and civil society organizations. According to IDEA (2006) election authorities are typically responsible to provide voter education, although sometimes contestants in the election and civil society organizations will also do so.

This area is also one of the programs which were carried out by all the three organizations in order to promote adult civic education program. All of them have made a lot of contribution. However, all the three organizations have carried out voter education programs for two of the three elections conducted in the country so far. Up to date three national elections (in 1995, 2000 and 2005) were held in the country following the advent of EPRDF to power 1991.

SAHRE had conducted voter education in 2000 and 2005 and made its contribution in preparing the voters for election. Unlike other NGOs that use educators and coordinators conscripted based on a set of criteria from among the community, SAHRE uses civic education club members after providing training to facilitate voter education.

RCCHE carried out voter education intensively both for the national and regional elections held in 2000 and the national election of 2005 in Ethiopia. In preparation for the national and regional elections of May 2000, RCCHE conducted TOT on voter education to teachers. These in turn reached to voting age target groups in their specific regions. In preparation for the May 2005 parliamentary election in Ethiopia, RCCHE conducted a nationwide voter education program. The organization used voter educators, supervisors and coordinators selected from its operational areas and given trainings. These groups provided voter education to approximately 15.6 million people.

APAP had played a key role both in establishing ad-hoc network known as “Ad-Net” that rallied advocacy NGOs and partaking in voter education and election monitoring activities in the 1995 national election. Nonetheless, APAP was not able to take part in the 2000 national elections due to *force majeure* (a force that is superior in power or impossible to resist) (APAP, 2004b). After its re-registration in 1997 APAP conducted voter education for the 2005 election as a continuation of a project already started in 2003 along with other local civil society organizations working in voter education in Ethiopia.

The impact of this program of the NGOs in raising the awareness of the people on voting is so great that the voter turn out in the 2005 election alarmed not only Ethiopians but also the international community. However, the part played by the opposition parties in disclosing their alternative policies in the dialogues prepared that raised the awareness of the voters and subsequent turn out should not be undermined.

5.3.5. Networking with Other Organizations

The NGO sector in Ethiopia suffered from internal division along social, political and ethnic lines which stimulated wrong perception about NGOs in the society. They were being considered

as irrelevant to the daunting development agenda facing the nation Clark (2000). As Dessalegn (2002) argued, if civic institutions are to broaden their ability to influence the democratic process and public policy in Ethiopia, they will have to aim to achieve two interrelated goals. They are: to enhance their operational and leadership capacity, and to promote greater cooperation among them. However, presently civil society does not speak with the same voice nor does it share the same goals. It is therefore important to enable the individual organizations to engage in more dialogue among them and to support each other at every opportunity in order to have a lasting impression on the democratic process in the country.

All the three organizations have been engaged in networking with other organizations to have lasting and effective impression in the society jointly. However, the networking among NGOs engaged in democratization in general and civic education in particular is characterized by seasonality and lack of endurance. The best proof of this is the case of Ad-Net/E95, ENCONEL 2000 and the Ad-hoc Forum of Civic Education 2005 which were short-lived due to different reasons. One among the hindering factors for a lasting consortium of NGOs engaged in civic education is the intransigence of the government. For instance, the attempt to set up CIVITAS Ethiopia did not materialize due to the refusal of the Ministry of Justice of the Ethiopian government to register the organization. The other hindrance, according to (APAP, 2004b), is that the NGO themselves have always been sensitive to outside interference and would rather choose to avoid working together with other actors.

5.3.6. Establishment of Community Human Rights Resource Centers

The Community Based organizations (CBOs) are increasingly targeted by both international and local NGOs as partners for development endeavors. Therefore, NGOs are increasingly working with CBOs to implement programs (Diesen and Waker, 1999).

Among the three organizations studied, only APAP carried out this program in order to promote adult civic or human rights education. In its endeavors to further the realization of human rights in Ethiopia, APAP facilitates the establishment of community level human rights resource centers which would be run by the respective communities by extending technical and material support. The centers play active roles in educating, mobilizing and providing legal aid to the

poor, women and children on the right to food, housing, health and education free of charge through paralegal volunteers. In addition, these centers are intended to serve as tools in the advancement of implementation of socio-economic human rights (APAP, 2004b).

Community level human rights resource centers are manned by paralegals trained about ESC rights. These paralegals educate and mobilize the community, render basic legal assistance services, and coordinate community monitoring in the realization of ESC rights. The paralegals are drawn largely from *Idirs*, Women and youth associations. So far, APAP has opened ten legal and human rights resource centers in its operational areas.

This program of APAP is admirable because it enables the organization to reach to the grassroots level easily. In addition, these local Community Based Organizations particularly *Idirs* are strong and can have lasting impact on the community.

5.3.7. Inclusive Education Program

SAHRE is the only organization among the three organizations under study that carried out this program in order to promote adult civic or human rights education. The Inclusive Education Program of SAHRE envisages the mainstreaming of children with disabilities and HIV/AIDS in schools to realize the respect for the right to education of children with disabilities and HIV/AIDS. In order to carry out this program, as it is stated in the organization's booklet, SAHRE adopted three strategies. They are: Sensitize parents who have children with disabilities to send them to schools in the selected project areas; Sensitize schools to enroll children with disabilities in the communities of the selected project areas; and Sensitize schools, teachers and students in the project areas not to discriminate children with HIV/AIDS.

However, one of the interviewee stated that the organization is facing fierce challenge in implementing this program successfully. This is due to the fact that the program needs great effort and facilities including trained staff members in schools who have been exposed to a special needs education. It is true that the implementation may not bear the anticipated fruit now;

however, the impact of the program would be so great in the future and the organization has to lay its hope on that and press on this program.

5.4. Factors Impeding the Organizations' Activities and the Possible Remedies Suggested

As Kassahun (2002) stated several factors accounted for NGOs failure to act as a catalyst of change through imparting democratic values in Ethiopia. Some among these impeding factors are: the policy environment; social and organizational factors; entrenchment of institutional and personal interests; and NGO dependence on governments and donors. Diesen and Waker (1999) also added some factors such as: their limited capacity and experience because of the fact that many NGOs in Ethiopia have been established recently; budget constraints due to NGOs limited access to funds; the impeding policy environment in which NGOs and Community Based Organizations (CBOs) operate that hampers rather than enables their operations; and the strained NGO-government relations.

Clark (2000) stated that the NGO sector in Ethiopia suffered from internal division along social, political and ethnic lines which stimulated wrong perception about NGOs in the society. They were being considered as irrelevant to the daunting development agenda facing the nation. Kassahun (2002) on his part argued that the NGOs are disconnected from indigenous African society as a result they were forced to be subservient to the government. The need to obtain legal recognition and operational space subjected NGOs for maintaining good relations with the power holders even on unequal terms. As (Grandvaux et.al, 2002) stated being a registered NGO is a very important prerogative for an organization to have access to donor, government and even community resources.

Dessaiegn (2002) generally categorized the factors that has greatly hampered the growth of CSOs in Ethiopia as “external” and “internal” constraints; the former referring to the policy environment, and the latter to resource access and managerial capacity.

Though many factors could hamper the CSOs/NGOs from carrying out their roles in the country two factors can come out to the forefront. These are: the relation of CSOs/NGOs to government and financial source of the CSOs/NGOs.

5.4.1. Financial Constraint and its Consequence on Staff

The first factor which impeded the organizations' contribution for the effective design, implementation and evaluation of both school-based and adult civic and ethical education programs which was stated by all the three organizations is financial constraint and its consequence on staff. The organizations' main source of finance is fund granted by donors on project basis.

The major "internal" constraint the NGOs are facing in Ethiopia has to do with the lack of secure access to resources, which includes both funds and physical assets on the one hand, and competent human capital on the other. Almost all NGOs operating in Ethiopia and especially the indigenous ones draw the bulk of their funding from external sources such as multilateral institutions and donor governments. In Ethiopia the reason why the NGOs are forced to depend on external agencies for financial and other assistance is that the local philanthropists do not supply funds because the private sector in these countries plays only a marginal role in sustaining civil society. This dependence of NGOs on external agencies may compromise and undermine the autonomy and effectiveness of the organizations concerned. In addition, the dependence of African NGOs on foreign funding led them to an uncritical and blind emulation of alien ways of thinking and doing things which in the long run undermined their roles as custodians of traditions (Dessalegn, 2002; Kassahun, 2002).

Finkel (2003) also identified three "severe barriers" to the effective implementation of civic education programs among which the first two are: financial constraints; and logistical difficulties in reaching potential participants.

The financial constraint from which SAHRE suffers affected not only staff size but also the procurement of vehicles and other important office furniture and even access to internet and fax services due to budget deficit. Due to the seriousness of the financial constraint, as mentioned in the booklet, SAHRE is forced to reduce the project categories from eleven (11) to five (5) in its strategic planning for 2006-2008. To the student researcher's astonishment, he saw only three full time staff members including the executive director during his engagement with the study

site. This triggered a question in his mind that if the organization runs its day-to-day activities with these staff members alone the organization is really in a grave danger.

Due to lack of enough financial sources the organization is suffering from shortage of man power and logistics. Concerning man power RCCHE has only 20 full-time staff as a result it is forced to depend on part-timers to carry out most of its programs. It is obvious that dependence on part-timers undoubtedly diminishes the quality of the programs the organization carries out. As one of the interviewees stated the problem became severe especially after the May 2005 election due to the fact that most of the donors have become well aware of the governments nature and have a doubt on how we could do under such condition if they provide them financial assistance.

APAP is suffering from financial constraint as a result the organization could not pay attractive salary which in turn led to high staff turnover. The organization has lost its experienced and qualified staff, the impact of which is visible on the delay of research works the organization is carrying out. The delay of research works in turn affects the overall activities of the organization because all the rest activities depend on the findings of the researches. Particularly the delay affected the organization's lobbying activity. In addition, as it is stated in APAP (2006e) the impact of the financial constraint on staff is so severe that it is affecting the organization not to conduct all the trainings as scheduled.

APAP has been financially supported by a consortium of donors. This draws the support of the donors for all the three programs instead of a single project or activity. As a result, APAP would not be required to prepare individual narrative and financial report to all its partners. Such a mechanism not only eases the burden of preparing individual reports for each partner but also significantly contributes towards having a sustainable, concrete and effective program with a clear vision and direction (APAP, 2004b). APAP also generates income from members' contribution though it is meager.

5.4.2. The Sensitivity of Human Rights Education for Politicization

USAID (2002) stated that the more difficult barrier to frequent participation in Adult civic education programs is resistance from local elites, who are either unrealistic about civic education or feel that these types of programs might undermine their authority. This barrier is likely to be particularly salient in countries with little or no previous experience with democratic rule.

Among the three organizations two of them have stated the sensitivity of human rights education for politicization as a hindrance for their endeavor to promote civic or human rights education in the country. As one of the interviewees from APAP stated human rights education is a sensitive education which is always sensitive and subject for politicization by government authorities. When people are made aware of their rights the government authorities see it as an act of arousing the people against the government for political gain of the organization conducting the human rights education program. It is true that people would claim their entitlements once they are sensitized to them through education. Authorities that want to govern the people by infringing their rights do not want to see the people becoming well aware of their rights through civic or human rights education. Therefore, this results in tension between the authorities and groups which are engaged in civic or human rights education.

As the interviewee from RCCHE stated, civic and human rights education is a sensitive education which has connection to politics. When we teach people about their entitlements and duties they raise practical life experiences where they faced right abuses from the government authorities. This irritates some politicians as a result they engage in using various pretexts to attack us. RCCHE faces from some politicians, as the interviewee stated, who do not want to see people in the country being empowered and equipped with knowledge and skills to defend their human and democratic rights and even that of others. Fortunately such kinds of people get easily defeated because the beneficiaries of our program rise to defend us. However, there are also many politicians who sympathize with us in our endeavor to empower our people.

5.4.3. Participants Desire for per diem

The study of the USAID (2002) has clearly revealed that in Adult civic education programs the main obstacle for carrying out the programs effectively is the participants' inability to attend more than one session. This is due to the fact that they could not afford uncompensated time away from work or were not offered incentives for participation, such as meals at day long sessions or transportation to the site.

Among the three organizations two of them have stated the participants' desire for per diem as a hindrance for their endeavor to promote civic or human rights education in the country. As the interviewee from SAHRE stated the other impeding factor which worked against the effective implementation of SAHRE's program is the strong demand of per diem by the participants for all the days they spend in the programs including the days wasted while coming to and returning back from training sites. The organization covers the participants' expenses for lunch and transportation alone.

The participants' of trainings demand of per diem rate raise is stated as one of the impeding factors for APAP. Though the organization pays per diem to all participants that attend trainings most of them are complaining that the per diem is very low compared to that being paid by other organizations and even they do not want to attend trainings organized by APAP (APAP, 2006e). As one of the interviewees commented that unless the issue of per diem is resolved it would be difficult to conduct the trainings of the organization with the existing trainee turn out level leave alone to maximize the turn out level.

5.4.4. Poverty and Lack of Public Interest to Promote Human Rights Education

Prevalence of poverty and lack of interest to promote Human Rights Education by the society is stated as one of the impeding factors to the organizations' endeavor to promote civic or human rights education by two of the three organizations being studied.

Bekele (2003), in his paper presented in the proceedings of the workshop organized by CLCBS to assess civic education activities undertaken in Ethiopia before the May 2000 election, pointed

out the prevalence of an abject poverty in countries where democracy has not taken roots as one of the serious problems for running effective civic education programs. Dessalegn (2002) also argued that in the developed countries, civil society depends for much of its support on foundations and philanthropic organizations established by successful businessmen or socially conscious business firms. Unfortunately, in Ethiopia NGOs can not turn to local philanthropists because the private sector in these countries plays only a marginal role in sustaining civil society. Kassahun (2002) confirmed this and argued that unlike in the developed nations, voluntary support by individual citizens, private firms and public organizations based within the country is minimal. This has resulted in the apparent dependence of the Ethiopian voluntary sector on external sources of support making the whole exercise to be a resource-led process.

As the interviewee from SAHRE stated the prevailing low level of living standard of the majority of the population in the country often presents an enormous challenge to attract voluntary participation of the target group in the organization's program and local resource mobilization process to support the organization's endeavor to effectively carry out its programs. Another interviewee added that even local fund-raising is nil because rich nationals are reluctant to provide financial support for not only their organization's activity but also for the cause of human rights and democracy education at large.

The interviewee from APAP stated that there is lack of interest on the part of community institutions and CSOs to engage in the promotion of ESC rights in general and the right to housing and education in particular due to the absence of human rights culture and lack of knowledge in human rights law. The rights discourse has not developed in the country as a result people and community institutions show ignorance to rights issues. However, as the interviewee commented that the development of human rights culture and knowledge in human rights law needs great effort from all stakeholders for a long period of time since transforming the culture of society within a short time is not completely feasible.

5.4.5. Impeding Factors Stated by Only One Organization

There are certain factors which are stated by only one organization that specifically affected the activities of that organization alone. These are:

- ❖ The nature of the Major Operational Areas of RCCHE;
- ❖ Difficulty of Securing Air Time for its media advocacy program by APAP;
- ❖ Lack of activism on the part of courts and the legal professionals in enforcing economic and social rights affecting the marginalized groups; and
- ❖ Lack of initiative and commitment on the part of the government to engage in any kind of constructive dialogues on policies, laws and practices based on human right framework

5.4.6. Impeding Factor Stated by the Ministry of Education

As PACT (2006) argued the Democracy & Governance (DG) NGO sector has traditionally been the weakest in Ethiopia because of government mistrust and fear of individuals to establish such organizations.

The interviewee ME1 has stated that there is mutual mistrust between the NGOs and the Ministry of Education as a result they are not working together to promote civic education. The NGOs were not invited by the government to work in the school-based civic education programs. The government in general and the Ministry of Education in particular have a strong fear on the intent of the NGOs behind promoting civic and ethical education. The interviewee ME1 has also stated that the NGOs have a biased perception about the school-based civic education programs run by the Ministry of Education. The NGOs consider that the school-based civic education programs are committed to propagating the program of the ruling party, that is, EPRDF. Therefore, the NGOs do not want to involve in activities that promote school-based civic education programs.

5.4.7. The Organizations' Relationship with the Government

As Clayton et.al (2000) argued there is a possibility that improved CSO-government partnership could lead to improved sustainability of CSO programs. One advantage is that if long-term funding arrangements with the government could be established, such as access to local revenue, CSO programs would be less dependent on external funding.

Kassahun (2002) also argued that the success of NGOs depends very much on the response of the political authorities. Without government support, they can hardly accomplish tangible results. According to Tegegne (1994) cited in Kassahun (2002) NGOs enjoy substantial freedom

when working in democratic socio-political settings. They participate in development debates, the setting of development priorities, and act as a mouthpiece articulating the aspirations of vulnerable and marginalized target groups.

As Dessalegn (2002) argued that since the 1970s until very recently the government in Ethiopia is hostile to independent institutions such as NGOs and rights-based advocacy institutions. This is due to the fact that the government is suspicious that independent institutions were part of the opposition and were actively working to undermine its authority. He further stated that this has been one of the reasons why most of them have avoided advocacy.

There was an expectation that there would not be positive relationship between the government and these organizations because they are engaged in rights-based advocacy work where by they raise the awareness of the people about their rights so that they could stand to defend it. However, to the student researcher's astonishment all the three organizations claimed that they maintain good relationship with the government. However, there are some points that show disagreement with this view. As it was stated in APAP (2004b) the organization had suffered deregistration in 1995 on technical grounds as the organization has it and denied participation in civic education and monitoring activity for the 2000 national elections due to *force majeure*. Dessalegn and Meheret (2004) also stated that APAP was closed down in 1994 by the government on the grounds that it was carrying out work beyond the mandate for which it was established. It took nearly two years of persistent struggle by the organization before it was allowed to resume its activities. But the information obtained from APAP simply says that the organization was deregistered simply due to technical grounds. Therefore, this event speaks something about the fear of the organization to speak about the government rightly. The other indicator for the absence of good relationship between APAP and the government for the student researcher is the reply given by one of the interviewees that members of the ruling party never attended the lobbying workshop organized by the organization very recently. It is only members of the opposition that attended the workshop.

One of the interviewees from SAHRE particularly attributed the prevalence of good relationship between the government and the organization to the working modality used by the organization.

The organization is engaged in only providing education to the society. Unlike EHRCO, it does not involve in monitoring and exposing rights violations being perpetrated by the government and it is due to this reason that we have a smooth relation with the government. However, this idea contradicts with what SAHRE does through its Children's Rights Clubs and Student Councils in Addis Ababa City Administration, Amhara and SNNP regions. These bodies were organized to monitor child rights' violations being perpetrated both at school premises and in the communities. Unless we blindly admit that the government does not perpetrate child rights' violations, this is quite an activity of monitoring and exposing rights violations though it may not pose as such major challenge on the government.

Kassahun (2002) argued that the need to obtain legal recognition and operational space subjected NGOs in Ethiopia for maintaining good relations with the power holders. This is because, as Grandvaux et.al (2002) pointed out, being a registered NGO is a very important prerogative for an organization to have access to donor, government and even community resources. Therefore, as Kassahun (2002) argued the policy of *laissez-faire* is considered by NGOs as the safest way of ensuring survival without antagonizing the power holders. As Hovde (1992) cited in Kassahun (2002) also noted, the traumatic experiences of the *Dergue* era caused NGOs in Ethiopia to be overly cautious, enormously fearful, lacking in confidence and unsure of their mission. Therefore, this explanation can express best the present state of relationship between the government and the NGOs being studied.

5.4.8. The Possible Remedies Suggested to Mitigate the Hampering Factors

In order to alleviate the mitigating factors and carry out their activities properly the organizations forwarded possible remedies though the list is not exhaustive. We shall try to see all of them one by one.

Financial problem

To alleviate the financial problem an interviewee from SAHRE recommended a solution that donors have to show their readiness to provide fund for administrative costs of the organization besides their support for the projects alone. The interviewee from APAP recommended a solution that the financial sustainability of the organization has to be secure. This could be

materialized by strengthening the networking with both government and non-government organizations. The interviewees from RCCHE forwarded two suggestions. The first is to design projects and try to convince donors so that they would grant funds to the projects. Secondly, the adoption of the NGO legislation being discussed in government circles which has an article with a provision for NGOs to generate income through their innovative action by involving in different activities. According to MCB's (2004) proposed program cited in USAID (2004), NGOs, networks, and umbrella organizations will be able to raise funds and qualify for tax breaks, and support by the business and philanthropic sectors which will eventually receive tax considerations for their support to NGOs. The program also aims to set up a 'trust fund' of donor contributions that would allow CSOs to access public funds and generate income.

Threat from Politicians and Lack of Government Willingness

To solve the problem of low turn out of government officials in trainings and lack of initiative and commitment on the part of the government to engage in any kind of constructive dialogues on policies, laws and practices, the interviewees suggested that APAP has to notify the authorities ahead of time and even involve them in the programs right from the planning stage. The organization has to make the intention of the trainings clear and do all what it could to convince the government authorities about human rights issues. APAP (2006e) also suggested that organizing national training programs in collaboration with relevant government offices would increase their role in the promotion and protection of human rights.

In order to avert the threat posed from politicians one of the interviewees from RCCHE suggested working with government authorities through mutual understanding and mutual respect as much as possible. The interviewee further argued that there are some politicians who create problem due to lack of awareness and to solve problems arising from such kind of groups or individuals is to involve them in trainings and workshops so as to raise their awareness. However, there are politicians who are well aware of our activities and intentionally create problems to hamper our activities. The only solution to such kind of groups or individuals is struggle or confrontation.

However, Kassahun (2002) suggested that belligerence and assertiveness might be counter-productive and should not be employed by NGOs in their relation with government. But if NGOs become subservient and go for self-aggrandizement even at the expense of their declared principles and underlying ideals, they lose out on both sides and capitulate. Hence, he suggested that there is a need for striking the right balance between the two extremes of accommodation and confrontation.

Lack of Interest to Promote Human Rights Education by the Society

To solve the problem of apathy of the society to promote Human Rights education, the interviewee from APAP suggested that, the organization has to work in concert with other organizations in order to foster rights-based culture in the country among people from different walks of life. The organization has to expand awareness on human rights in the society. Human rights have to be mainstreamed in all areas including schools. Every thing has to be seen in terms of rights. Dessalegn (2002) also suggested that if civic institutions are to broaden their ability to influence the democratic process and public policy, they will have to aim to achieve two interrelated goals. These are: to enhance their operational and leadership capacity, and to promote greater cooperation among them.

The interviewee from SAHRE suggested that the only solution to the problem of apathy is teaching the society so as to sensitize it to right-based issues. The decisive factor for poverty alleviation and achieving sustainable development is the prevalence of good governance. This in turn could be achieved by fostering a democratic culture through human rights and civic education. Until the society reaches to this level of understanding a relentless effort has to be made by NGOs engaged in advancing human rights or civic education.

As Dessalegn (2002) suggested Ethiopian civic organizations would have to transform themselves into *civic movements* in order to be able to have a meaningful impact on the democratization process or to promote good governance in the country. The term civic movement refers to the active engagement of the broad public, including the laboring classes, in support of popular causes. Such movements can only be built on widespread public awareness and active popular involvement. Hyden's (1983) view also converges with that of Dessalegn. To

materialize diversified forms of popular participation and public accountability there has to be a reorientation on the part of both politicians and government officials. Such a reorientation in the government is not likely to come about as a result of training and foreign aid aimed at strengthening policy-making capacities in individual government departments. It can be realized only by allowing groups in society, through intermediary NGOs, to exercise *pressures* in such a direction.

Participants Desire for per diem

In order to alleviate the problem of per diem the interviewee from APAP suggested that the organization has to raise the per diem rate to a level which would be competitive with the rate that other NGOs provide. This in turn may improve the turn out level of the authorities to attend trainings. As it is stated in APAP (2006e) the organization has to introduce modest per diem rates for attendees of both trainings and lobbying workshops in order to mitigate the dropping out of participants.

Difficulty of Securing Air Time for its media advocacy program by APAP

The interviewee from APAP suggested that there has to be a special treatment for NGOs for the airing of their programs since they are not-for-profit organizations which are serving the marginalized sections of the society. They should not be asked to pay equal amount with those individuals and organizations that are engaged in profit making activities. In addition, the bureaucratic barrier to secure air time for NGO programs has to be eliminated.

Mutual mistrust and Biased Perception

In order to avoid the mutual mistrust and non-cooperation between the NGOs and the Ministry of Education in promoting Civic Education the interviewee from the Ministry suggested that the Ministry has to identify the NGOs that are working on Civic Education and introduce the school-based Civic Education Program being run by the government to them. This would create a favorable condition for the NGOs to identify the areas where there are weaknesses and they could provide support. The Ministry of Education should also adopt a strategy to encourage the NGOs to participate in the school-based Civic Education so as to properly utilize the capacity of the NGOs in promoting Civic Education.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

Typically, generalizability is not the major purpose of qualitative research. However, different scholars argued in favour of making generalization in case study research. One of such kind of scholars is Bassey (1999) who argued that a case study author has to end a research report with an empirical statement of what has been discovered in relation to the people studied, followed by fuzzy generalization or proposition-which shows how the discovery may apply more widely. The other scholar is Stake (1995) who also argued that researchers can develop generalizations by relating the analysis to literature review and research questions. According to Soy (1997) techniques such as cross-case examination and within-case examination along with literature review help ensure external validity (whether or not findings are generalizable beyond the immediate case or cases). Flyvbjerg (2006) added that generalizability of case studies can be increased by the strategic selection of cases. Though there is no common way of analyzing case studies; however, Davies (2005) proposed that recommendation has to be one part of it.

As it is stated in the methodology section, this study employed both within-case and cross-case examination along with literature review. It also employed a systematic selection of cases to ensure external validity. Therefore, both analytical generalization and recommendation have been made based on the findings of the study.

6.1. Conclusions

The following conclusions could be drawn from the findings of the study:

1. The overall contribution of the NGOs in the promotion of School- based Civic and Ethical Education is minimal though not nil as the Ministry of Education generalized. There is not any mechanism for the Ministry of Education to know the activities of NGOs towards promoting civic education because it is the Ministry of Justice that registers these NGOs and monitors and evaluates their activities. However, the role played by SAHRE is commendable and could serve as a lesson for other NGOs engaged in Civic Education activities in the country.

2. There is a reciprocal negligence of one part of civic education and parting it to one group alone from both the government and NGOs side. The NGOs consider the school-based civic education as an exclusive right and duty of the government while the government totally left the responsibility of running adult civic education to the NGOs.
3. The three NGOs being studied have made magnificent contributions to Adult Civic Education Program in the country. The role they played is so great though the impact of their programs awaits an extensive impact study. Their Adult Civic Education Programs were directed towards both the “right holders” that is the public and the “duty bearers” that is the civil servants and government authorities.
4. All the three NGOs being studied have employed different kinds of strategies to promote civic education both in the school-based and adult settings. Some of the strategies converged while there were some strategies which were specific for one NGO alone.
5. Several factors came out to the front as impediments to the activities of these NGOs among which the most severe one is financial constraint and its consequence on staff and facility and the survival of the organizations. This problem is aggravated by the impeding policy environment which inhibits the organizations from conducting income generating activities to solve the financial constraint which stimulated other problems.
6. There was an expectation that there would not be positive relationship between the government and these organizations because they are engaged in rights-based advocacy work. However, contrary to the theoretical background, all the three organizations claimed that they maintain good relationship with the government. However, there are some points that show disagreement with this view of the NGOs under study. For example, APAP suffered from deregistration in 1995 and noninvolvement in voter education in 2002 due to government banning. Even if the NGOs claim good relationship with the government the findings show that the relationship is dominated by mistrust and non-cooperation.
7. Interviewees from the three organizations suggested remedial actions to alleviate the major problems that are hampering the organizations’ endeavor to promote civic education in the country. The remedies suggested by the participants are necessary to alleviate the problems though some of them are used to be applied for a long time by the organizations.

6.2. Recommendations

Based on the findings and the conclusions drawn, the following recommendations are made:

1. Though the interviewee from the Ministry of Education has admitted the role the NGOs can play in promoting civic education, all the policy and implementation strategy documents prepared by the government of Ethiopia do not acknowledge this fact. Therefore, like the rest stakeholders the role of NGOs in promoting civic education in both school and out-of-school settings has to be clearly defined, acknowledged and sustain proper attention by the government, the private sector, the civil society and the public at large.
2. In certain areas the NGOs being studied did not live up to their objectives and strategies. For instance, RCCHE had an objective to promote both school-based and non-formal civic education programs but it totally ignored the school-based program and SAHRE never carried out the designing of an alternative civic education curriculum which it planned to carry out. Therefore, the NGOs have to revise their objectives and strategies so that they can live up to their promises otherwise their credibility would be in danger.
3. NGOs like SAHRE are engaged in a lot of activities which hampers the effectiveness of each program. The number of programs the organization carries out does not match with the capacity of the organization. The organization is small and does not have the capacity and resource to carry out all the programs. Fortunately, the financial constraint has forced the organization to reduce its programs from eleven to five in the strategic planning for 2006-08 and it is really fine. Though the reduction of the programs did not come about due to positive development it should be admitted as an appropriate course. Focus is the basic reason for which the NGOs are preferred to governments. Therefore, in order to be effective the NGOs have to be more focused and involve in limited areas where they would be more effective
4. Both the government and NGOs should avoid their reciprocal negligence of one part of civic education and parting it to one group alone. They have also to abandon mistrust and non-cooperation between them in promoting civic education. They have to work in partnership to foster civic education in the country. Both sectors have to learn from the experience of other nations where the NGOs involve both in School-based and Adult Civic Education Programs and

work in partnership with governments. A mechanism has to be developed which would enable the Ministry of Education and the NGOs to have a relationship since both are working on education (the same kind of job using different approaches). In this way they would exchange resources, expertise and experiences which finally results in improving the quality of the civic education being carried out in the country.

5. The programs of APAP concentrate on teaching both “right holders” and “duty bearers” about the rights to which citizens are entitled. However, an appropriate civic and human rights education addresses not only rights but also duties of citizens. APAP’s programs, even if they are magnificent and important, they do not fulfill the criteria of an appropriate civic and human rights education. A citizen who knows only his/her entitlements can not be a competent citizen. Therefore, the organization has to make a readjustment to incorporate the duties of citizens in its trainings and publications.

6. The factors that hampered the endeavor of these organizations clearly show the problems which would in the future work against CSOs/ NGOs that are involved in promoting civic education as a result they have to be addressed accordingly. Particularly, the financial constraint has to be resolved lest the very survival of the NGOs would be under jeopardy leave alone the programs they carry out. To this end

☞ The NGOs have to forge a joint forum or network to exert pressure on the government to swiftly adopt the new NGO legislation being discussed and endorse the plan proposed by the Ministry of Capacity Building which gives a room for the NGOs for fund raising, tax breaks, and support by the business and philanthropic sectors which will eventually receive tax considerations for their support to NGOs. If the NGOs achieve this mission they can apply the mechanism of diversifying the income generating activities like what the Close Up Foundation in the US does.

☞ The government of Ethiopia has to create an enabling environment for the NGOs which are engaged in promoting civic education. The government can materialize this by adopting the new NGO legislation being discussed and endorse the plan proposed by the Ministry of Capacity Building which gives a room for the NGOs for fund raising, qualify for tax breaks, and support by the business and philanthropic sectors which will eventually receive tax

considerations for their support to NGOs. The program also aims to set up a 'trust fund' of donor contributions that would allow CSOs to access public funds and generate income.

☞ The government of Ethiopia has to create an enabling environment for the private sector which would provide philanthropic support to the activities being carried out by the NGOs. This is because of the fact that the private sector has not developed properly in the country. For a nation to function properly all the three sectors, that is, the state, the private and the civil society have to grow equally.

☞ The multilateral donors and their agencies such as the IMF and World Bank have to live up to their promises of supporting NGOs that are working towards ensuring democratization and good governance of developing nations. The activities of these NGOs is critical to materialize the ends which the former want to attain, therefore, these organizations should not suffer from financial constraint. In addition, it is the duty of these groups to exert pressure on the government of Ethiopia to adopt appropriate policy which would create an enabling environment for the NGOs.

8. Researchers have to conduct an intensive and thorough comparative study on both the programs run by the government (school-based civic education program) and by the NGO (adult civic education program) to assess their impact and come up with recommendations which would help in revitalizing the civic education programs being carried out in the country.

Glossary of Local Terms

Dergue: The military junta that ruled Ethiopia from 1974-1991.

Idir: Local self-help association whereby a group of people who live either in a certain area or even in different places, contribute a certain membership fee on a regular bases (mostly every month) so as to support members in case of emergencies such as the death of members' or close relatives.

Kebele: The lowest administrative Unit in Ethiopia.

Woreda: Administrative Unit higher than Kebele and lower than the Zone.

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APPENDICES

Appendix A

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHERS'
PROFESSIONAL DEVELOPMENT STUDIES

Instrument One: Interview Guide for the NGOs

Research Question 1. What are the contributions of the NGOs in the promotion of civic and ethical education in Ethiopia?

Interview Questions

1. What roles did your organization play in the process of curriculum development of Civic and Ethical Education?
2. What roles did and still does your organization play in the implementation of Civic and Ethical Education curriculum?
3. What roles did your organization play in the evaluation of formal/school-based Civic and Ethical Education Programs?
4. What roles did your organization play in bridging the gap between policy and practice in the field of Civic and Ethical Education?

Research Question 2. What strategies do NGOs follow to promote Civic and Ethical Education?

Interview Questions

1. What are the strategies/methodologies that your organization employs to promote Civic and Ethical Education?
2. How was and still is the process of promoting Civic and Ethical Education by your organization?

Research Question 3. What are the factors which impede or facilitate NGOs' contribution for the effective design, implementation and evaluation of civic and ethical education?

Interview Questions

1. How is the relationship between your organization and the legislative and executive branches of government which are in charge of Civic and Ethical Education?
2. Could you tell me the factors which are working against your contribution towards the effective design, implementation and evaluation of Civic and Ethical Education?
3. What strategies could be used to alleviate the identified problems and buttress the identified achievements of your organization in the promotion of Civic and Ethical Education so as to make you competent promoters?

Appendix B

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHERS'
PROFESSIONAL DEVELOPMENT STUDIES**

Instrument One: Interview Guide for MOE

1. What is the view of MOE on the role of NGOs in promoting Civic and Ethical Education? Is there any area where NGOs can make any contribution?
2. What roles did NGOs play in the process of designing the curriculum of
3. What roles did and still do NGOs play in the implementation of Civic and Ethical Education?
4. What roles did NGOs play in the evaluation of school-based Civic and Ethical Education programs?
5. What roles did NGOs play in bridging the gap between policy and practice in the field of Civic and Ethical Education?
6. How is the relationship between the MOE and the NGOs?

Appendix C

ADDIS ABABA UNIVERSITY
 SCHOOL OF GRADUATE STUDIES
 COLLEGE OF EDUCATION
 DEPARTMENT OF CURRICULUM AND TEACHERS'
 PROFESSIONAL DEVELOPMENT STUDIES

Instrument Two: Document Review Guides

1. Name of the Organization _____

2. Organizational Information

Year of set up	Type of Organization			Operational Area		Legal Personality	
	Local NGO	International NGO	Regional NGO	Addis Ababa	Outside Addis Ababa	Registered	Unregistered

3. The kind of document Being Reviewed

Official Documents	Printed Mass Media	Archival Documents
Annual Reports	Newspapers	Service Records
Minutes of meetings	Newsletters	Organizational Records
Administrative documents	Magazines	List of Names
Correspondence	Journals	Survey Details
Interoffice memos	Books	
Others	Others	Others

4. Vision and Mission of the Organization

5. Specific plan and goal on the promotion of Civic education

6. Activities or campaigns undertaken towards the promotion of Civic education

7. Challenges or setbacks encountered while promoting Civic education

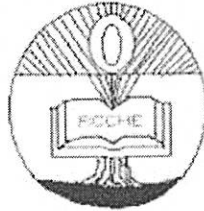
8. The relationship between the organization and the government

9. The group on which the organization has targeted in its campaign of promoting Civic education

Appendix E

Date June, 12, 2006

Doc. Ref AF.381.06



RESEARCH CENTER FOR CIVIC AND HUMAN RIGHTS
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Regional Situation Analysis

Gambella - Security at Risk

Tension that was growing from day to day in Gambella Regional State since last month is now characterized by ever rising insecurity in the Region. There are events that evidence, in concrete terms that insecurity is on the rise from day to day in an unprecedented way.

On Sunday, June 11, 2006 there was an attack on public transport bus carrying 64 civil passengers from Addis Ababa to Gambella. The massacre done in this indiscriminate attack is considered to be the first

one after the mass killing inflicted upon the people in Gambella town following the conflict between the highlanders and the Anuaks in December 2003.

The attack was made on the bus carrying passengers in a locality called Jawwe. This place is located only some 30 kilometers away from Gambella town. The attackers, as the sources put it, are armed Anuaks numbering more than 20. They opened fire on the bus. According to our sources, the attackers first killed the driver and then shot the passengers on board.

Although, it was difficult to know the exact number of the passengers killed, at the time this report was prepared, the information from the sources indicate that most of the passengers on board were reported to have been killed. The very few seriously injured, as obtained from sources in Gambella hospital, are taken to the hospital in Gambella town and to Bonga clinic.

When looked at from a distance, as it is not allowed to come close to the hospital let alone enter it, Gambella Hospital appears to be over crowded by dead bodies and injured people.

According to Gambella Hospital sources there are many dead bodies, numbering about 25 especially that of the highlanders, in the hospital. The report added that the attackers kidnap some of the passengers.

The particular locality where the incident occurred is near a very established Defense force camp. According to the sources, during the time of the incident, though the reason is not known, there were no

military in the camp. The source in this connection added that the military force that used to be seen dominating the town and its surroundings have, these days, left the area. It is only the Federal Police that are observed patrolling in the town and its vicinity.

One Higher Regional Government Official who did not want to disclose his name told our sources that the problem seems to be caused by a man named Amin with Ugandan origin. He was a refugee living in Gambella town for quite sometime. It was reported that this man following the massacre of 2003 formed a group of 20 gangsters from among the Anuaks. Since then he is known for his notorious action of leading these organized criminals to undertake looting, killing people and some times raping. According to this official, this man might have spearheaded the incident that took place on Sunday June 11, 2006.

One Anuak, resident in Gambella, in a state of shock, informed our office saying "We do not know what will happen next because most killed people in this incident appear to be the Highlanders and this puts us, Anuaks, in a very dangerous situation. It puts us in great danger because the highlanders on receiving this information of the massacre of their people, particularly when the bodies of the killed people are going to be given to their families, the highlanders might want to take revenge. And, this retaliation could indiscriminately target any Anuak they may come across rendering all innocent Anuaks victims".

Since this attack the Town of Gambella already overwhelmed by uncertainties, is all the more put under shock as insecurity in the town is daily on the rise. Nowadays, subsequent to the incident on Sunday the 11th of June 2006, schools are closed down, some governmental and most

non-governmental offices are closed and people are restricted to their homes.

Security in Gambella is at risk. And, the people are accusing the government for this grim situation.

Our office will keep you update as further information is obtained on the matter.

Appendix F: Cross-Case Matrices

The contributions and strategies of the NGOs in the school-based programs Matrix
 Key: O=Observations; I=Interview; DR=Document Review

SAHRE	APAP	RCCHE
O- nothing I- nothing DR- design Human rights/Civic education curriculum	O- nothing I- nothing DR- nothing	O- nothing I- nothing DR- nothing
O- nothing I- The Preparation of Text-Based Materials DR- The Preparation of Text-Based Materials	O- nothing I- nothing DR- nothing	O- nothing I- nothing DR- nothing
O- nothing I- democratize the school management DR- democratize the school management	O- nothing I- nothing DR- nothing	O- nothing I- nothing DR- nothing
O- nothing I- Providing Professional Development to Civic Education Teachers DR- Providing Professional Development to Civic Education Teachers	O- nothing I- nothing DR- nothing	O- nothing I- nothing DR- nothing
O- nothing I- Organizing Extracurricular and Co-curricular Activities in School-based Civic Education Programs DR- Organizing Extracurricular and Co-curricular Activities in School-based Civic Education Programs	O- nothing I- Organizing Extracurricular and Co-curricular Activities in School-based Civic Education Programs DR- Organizing Extracurricular and Co-curricular Activities in School-based Civic Education Programs	O- nothing I- nothing DR- nothing
O- nothing I-Teacher Experience-Sharing Programs DR-Teacher Experience-Sharing Programs	O- nothing I- nothing DR- nothing	O- nothing I- nothing DR- nothing

The contributions and strategies of the NGOs in the Adult education programs Matrix

Key: O=Observations; I=Interview; DR=Document Review

SAHRE	APAP	RCCHE
O- Research, Advocacy and Publications I- Research, Advocacy and Publications DR- Research, Advocacy and Publications	O- Research, Advocacy and Publications I- Research, Advocacy and Publications DR- Research, Advocacy and Publications	O- Research, Advocacy and Publications I- Research, Advocacy and Publications DR- Research, Advocacy and Publications
O- nothing I- Community Empowerment program DR- Community Empowerment program	O- nothing I- Community Empowerment program DR- Community Empowerment program	O- nothing I- Community Empowerment program DR- Community Empowerment program
O- nothing I- Adult Human Rights Education and Training Program DR- Adult Human Rights Education and Training Program	O- nothing I- Adult Human Rights Education and Training Program DR- Adult Human Rights Education and Training Program	O- Adult Human Rights Education and Training Program I- Adult Human Rights Education and Training Program DR- Adult Human Rights Education and Training Program
O- nothing I- The Voters' Education Program DR- The Voters' Education Program O- Networking with Other Organizations I- Networking with Other Organizations DR- Networking with Other Organizations	O- nothing I- The Voters' Education Program DR- The Voters' Education Program O- Networking with Other Organizations I- Networking with Other Organizations DR- Networking with Other Organizations	O- The Voters' Education Program I- The Voters' Education Program DR- The Voters' Education Program O- Networking with Other Organizations I- Networking with Other Organizations DR- Networking with Other Organizations
O- nothing I- nothing DR- nothing	O- nothing I- Establishment of Community Human Rights Resource Centers DR- Establishment of Community Human Rights Resource Centers	O- nothing I- nothing DR- nothing
O- nothing I- Inclusive Education Program DR- Inclusive Education Program	O- nothing I- nothing DR- nothing	O- nothing I- nothing DR- nothing

The factors which impede the NGOs contribution for the effective design, implementation and evaluation of civic and ethical education Matrix

Key: O=Observations; I=Interview; DR=Document Review

SAHRE	APAP	RCCHE
O- Financial Constraint and the Consequent Lack of Sufficient Full-time Staff I- Financial Constraint and the Consequent Lack of Sufficient Full-time Staff DR- Financial Constraint and the Consequent Lack of Sufficient Full-time Staff	O- nothing I- Financial Constraint and the Consequent Staff Turnover DR- Financial Constraint and the Consequent Staff Turnover	O- Financial Constraint and the Consequent Dependence on Part-time Staff I- Financial Constraint and the Consequent Dependence on Part-time Staff DR- Financial Constraint and the Consequent Dependence on Part-time Staff
O- nothing I- nothing DR- nothing	O- nothing I- The Sensitivity of Human Rights Education for Politicization DR- nothing	O- nothing I- The Sensitivity of Civic Education and the Threat from Politicians DR- nothing
O- nothing I- Participants Desire for Per diem DR- nothing	O- nothing I- Participants Desire for Per diem Rate Raise DR- Participants Desire for Per diem Rate Raise	O- nothing I- nothing DR- nothing
O- nothing I- Lack of Interest to Promote Human Rights Education DR- nothing	O- nothing I- Lack of Interest to Promote Human Rights Education DR- nothing	O- nothing I- nothing DR- nothing
O- nothing I- nothing DR- nothing	O- nothing I- Lack of Government Willingness to Engage in Constructive Dialogue DR- Lack of Government Willingness to Engage in Constructive Dialogue	O- nothing I- nothing DR- nothing
O- nothing I- nothing DR- nothing	O- nothing I- Lack of Judiciary Activism DR- Lack of Judiciary Activism	O- nothing I- nothing DR- nothing

The factors which impede the NGOs contribution for the effective design, implementation and evaluation of civic and ethical education Matrix

Key: O=Observations; I=Interview; DR=Document Review

SAHRE	APAP	RCCHE
O-nothing I-nothing DR-nothing	O-nothing I- Difficulty of Securing Air Time DR- Difficulty of Securing Air Time	O-nothing I-nothing DR-nothing
O-nothing I-nothing DR-nothing	O-nothing I-nothing DR-nothing	O-nothing I-The nature of the Major Operational Areas of RCCHE DR-nothing
O-nothing I-positive and good relationship with the government DR-positive and good relationship with the government	O-nothing I-positive and good relationship with the government DR-positive and good relationship with the government	O-nothing I-positive and good relationship with the government DR-positive and good relationship with the government

The Possible Remedies Suggested by the NGOs to Mitigate the Hampering Factors Matrix

Key: O=Observations; I=Interview; DR=Document Review

SAHRE	APAP	RCCHE
<p>O- nothing I- donors have to show their readiness to provide fund for administrative costs of SAHRE besides their support for the projects. DR- nothing</p>	<p>O- nothing I- financial sustainability of the organization has to be secure, better salary and benefit scheme has to be introduced in order to retain experienced and qualified staff and better employment and professional development technique has to be used in order to get effective and committed staff DR- nothing</p>	<p>O- nothing I- design projects and try to convince donors so that they would grant funds to the projects and the adoption of the NGO legislation being discussed in government circles which has an article with a provision for NGOs to generate income through their innovative action by involving in different activities DR- nothing</p>
<p>O- nothing I- nothing DR- nothing</p>	<p>O- nothing I- organizing national training programs in collaboration with relevant government offices would increase their role in the promotion and protection of human rights DR- organizing national training programs in collaboration with relevant government offices would increase their role in the promotion and protection of human rights</p>	<p>O- nothing I- working with government authorities through mutual understanding and mutual respect and confront those who create problem deliberately DR- nothing</p>
<p>O- nothing I- teaching the society so as to sensitize it to right-based issues DR- nothing</p>	<p>O-nothing I- work in concert with other organizations in order to foster rights-based culture in the country among people from different walks of life DR- nothing</p>	<p>O- nothing I- nothing DR- nothing</p>

The Possible Remedies Suggested by the NGOs to Mitigate the Hampering Factors Matrix

Key: O=Observations; I=Interview; DR=Document Review

SAHRE	APAP	RCCHE
<p>O- nothing I- nothing DR- nothing</p>	<p>O- nothing I- there has to be a special treatment for NGOs for the airing of their programs since they are not-for-profit organizations serving the marginalized sections of the society DR- nothing</p>	<p>O- nothing I- nothing DR- nothing</p>
<p>O- nothing I- nothing DR- nothing</p>	<p>O- nothing I- the organization has to introduce modest per diem rates for attendees of both trainings and lobbying workshops in order to mitigate the dropping out of participants DR- nothing</p>	<p>O- nothing I- nothing DR- nothing</p>

Appendix G

Research Protocol

Dear Sirs;

First of all I would like to extend warm greetings to you!

To introduce myself, I am a student of the Graduate School of the Addis Ababa University, department of Teachers' Education and Curriculum Studies. I am also an employee of one of the International non-governmental organizations working on the holistic development of children called Compassion International Ethiopia. I have got a credential letter from the Addis Ababa University which testifies my identity and the topic on which I am going to conduct my research.

I have a strong conviction that NGOs can play a positive role in creating a democratic society by promoting both formal and non-formal citizenship education programs. It is these organizations not the authorities that should bear the greatest burden of creating the culture of democracy. To this end, I am going to conduct a research on the topic *The Role of CSOs/NGOs in Promoting Citizenship Education: Problems and Prospects*. I opted for this topic due to my strong desire to see my nation relieved from all the odds that befell due to the degradation of democratic culture. In my opinion, which most African scholars proved, democracy is not something alien to Africans. This is clearly evident from the African institutions that preceded colonization. NGOs are avowed for their rootedness in African culture as a result their activity would revitalize the traditional democratic system for modern use.

I have decided to use your organization, based on the information I got from some sources, as one of my study sites. I have set three research questions which will be answered by the research. These are:

1. What are the contributions of the NGOs in the promotion of civic and ethical education?
2. What strategies do NGOs follow to promote civic and ethical education?
3. What are the factors which impede NGOs contribution for the effective design, implementation and evaluation of civic and ethical education?

To collect data, I will use three types of instruments namely: open-ended or semi-structured interview, document review and observation. The documents I need for review are brochures, periodicals, information booklets, annual reports, strategic and operational plans, training manuals, published books, minutes of meetings, administrative documents, correspondences, interoffice memos, service records, and organizational records.

Any data secured from the organization will not be used for any other purpose except this research. I will not gather any information without the prior consent of the organization. I

express my agreement to review documents which are thought to be confidential and could not be withdrawn in the premises of your organization. I will not push the interviewees to respond to any question on which they are not willing to give any reply.

One interview session with an individual will take one hour and half. The questions will emphasize on the research questions already stated. I may probe the interviewee to get appropriate data that would enable me to address the research questions properly. I will not make use of recording devices without the prior consent of both the organization and the interviewee. The data secured through interview will be written and forwarded to the interviewee for review whereby the actor will be encouraged to check its accuracy and provide an alternative language or interpretation.

I want you let me know your willingness on this issue. I would like to express my gratitude in advance for your thoughtfulness and support.

Yishak Degefu

Appendix H

Field Procedures

Step 1. Visit the Executive Directors of each non-government organization and communicate the purpose of the study with them and arrange schedules for individual interview times with concerned staff and ask for copies of the documents to be reviewed. Offer the research protocol and the credential letter from the Addis Ababa University to the executive directors so as to get the consent of the organization to be used as a study site.

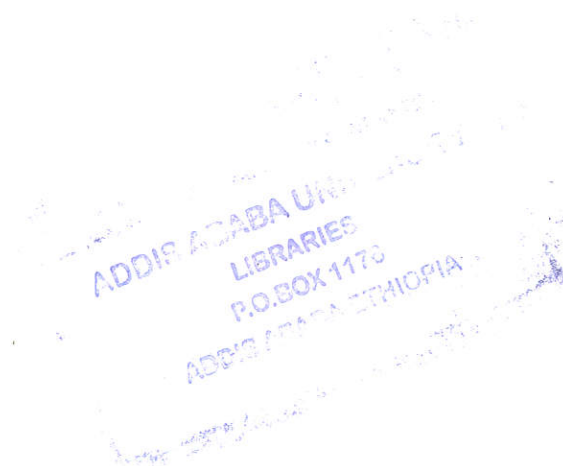
Step 2. Select the interviewees who have worked in the organization for many years and could provide good information with the help of the Executive Directors of the respective organizations. Get acquainted with the interviewees and treat them as friends so as to create favourable atmosphere for free discourse and make an arrangement with the interviewees for appropriate date and time for interview so that they could get ready and be free from any kind of commitment on the day of interview that can distract their attention.

Step 3. Collect the documents which are provided by the organizations freely and photocopy them and store for future use. Review the documents which are supposed to be confidential and can not be taken out of the organizations' premises.

Step 4. Make observations through out engagement with the study sites until the data gathering process culminates.

Step 5. Conduct all the interviews face to face with all the respondents with whom an appointment has already been made.

Step 6. Return to the study sites whenever there are issues that need further verification.



DECLARATION

I, the undersigned, declare that this thesis is my work and that all of the materials used for the thesis have been fully acknowledged.

Name YISHAK DEGEFU

Signature  _____

Date of submission July 15, 2007

Place ADDIS ABABA UNIVERSITY

This thesis has been submitted for examination by approval as a university advisor

Name AKALEWOLD ESHETE (Asst. Professor)

Signature  _____