

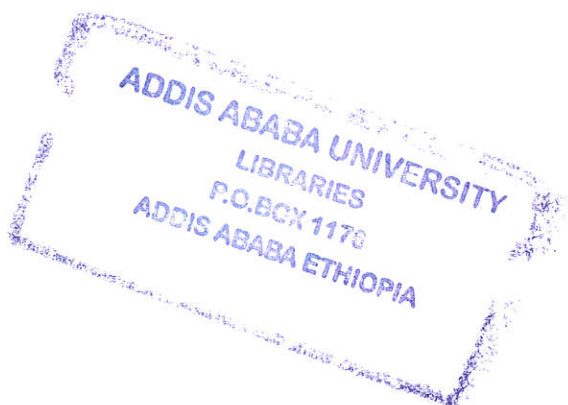
**ADDIS ABABA UNIVERSITY SCHOOL
OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT**



**An investigation into the Practices of Alternative Non-formal
Basic education Program for out-of-school Children in South
Gondar Zone**

By

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ACRONYMS

ANRSCABEPS = Amhara National Regional State Children's Alternative Basic Education Program Strategic Plan.

BESO = Basic Education System Overhaul.

BRAC = Bangladesh Rural Advanced Community.

CRC = Convention on the Right of the Child.

EFA = Education For All.

ESDP = Education Sector Development.

MOE = Ministry of Education.

NFBE = Non-Formal Basic Education.

NGOs = Non Governmental Organizations.

TGE = Transitional Government of Ethiopia.

T.T.I = Teacher's Training Institute.

UDHR = Universal Declaration of Human Rights

UNESCO = United Nations Educational, Social and Cultural Organization.

UNICEF = United Nations International Children's Fund.

UPE = Universal Primary Education.

USAID = United States Agency for International Development.

WACT = Wabe Children's Aid and Training.

WCEFA = World Conference on Education For All.

ABSTRACT

The purpose of this study was to investigate the practices of the on-going alternative non-formal basic education program for out-of-school children in South Gondar Zone. Descriptive survey method was used to address the objectives of the study. The study was conducted in 20 NFBE learning centers of five woredas and the subjects of the study were facilitators, head teacher, program co-ordinators, and community representatives, educational officials at Woreda and Zonal levels. The sampling techniques used to select the data sources were availability, purposive and random sampling techniques.

The instrument used to collect data from facilitators, head teachers and program co-ordinators was questionnaire. Interview was also used to collect information that would supplement the questionnaire from representatives of the community, the education officials at Woreda and Zonal levels. Moreover, field observations were made in the sample learning centers. Various documents and statistical data found at learning centers, Woreda education offices and Zone education desk were also consulted. Qualitative and quantitative methods were used to analyse the data. The statistical tools used to analyse the obtained data were percentage, weighted mean and one-way ANOVA.

Results of the study revealed that the existence of plans and clear guidelines, the involvement of implementers and beneficiaries in basic issues (planning, monitoring, evaluation and decision-making) of the program, the co-ordination among stakeholders and the issue of resource basis were not without a problem. The physical conditions of the class rooms, the availability and competence of existing personnell, the absence of self-instructional materials for students and lack of a guide for facilitators were a matter of concern for providing institutions and assumed to have an adverse effect on the practices of the program.

Thus, it was suggested that in addition to making learning centers accessible to the needy child, the actual learning environment also requires certain quality improvements and it is concluded that before this happens, it is not recommendable to expand the program in a wider scale.

CHAPTER ONE

BACKGROUND AND METHODOLOGY OF THE STUDY

1.1 BACKGROUND OF THE PROBLEM

The significance of education for socio-economic development and nation building is unquestionable. No country has secured socio-economic development without a sound education system. Basic education is a rock base and the starting point for poverty reduction, environmental protection and sustainable development. It is an indispensable tool for the survival and growth of humanity. There is ample evidence for high social and economic return to education, particularly basic education. Apart from economic and social betterment, education enhances personal and community development. In line with this, Kindo (1987:7) states:

Development takes place first of all in the minds and hearts of people. Development occurs when the person in a community takes his ability to decide for himself to take his fate in his own hands, to assume for the out come of his decision.

Nations of the world have recognized this fundamental factor and that the human resource development is to be realized through the provision of education and training. The notion widely accepted today is that a person without basic education is to a large degree cut off from taking part in the national development as well as in human right, democratic thought and ethical issues (Fagerlind and Saha, 1989:4). Similarly, the World Bank (1999) states, "Give people a handout or a tool, and they will live a little better, Give them an education, and they will change the world."

Above all, by any criteria basic education is a human right. In this regard the UN 1948 Universal Declaration of Human Rights (UDHR) article 26 states that every one has the right to education. According to this declaration basic education shall be free and compulsory, and access to basic education is every one's birth right apart from its economic and social benefits. In line with this, UNESCO (2000(b)) has stated that access to basic education has been and still remains a highly urgent global and national agenda

for two fundamental reasons. Firstly, basic education is a long-standing human right that should be met irrespective of differences in gender, age, wealth or social status. Secondly, it plays significant roles in socio-economic development and in combating against ignorance and backwardness. Accordingly, governments and the international community, at large, have made considerable effort to create a literate world.

Following the 1948 declaration, international communities, including Ethiopia, have passed initiatives for the advancement of quality basic education for all.

Most importantly, the recent international conference in which Ethiopia participated was the World Education forum held in Dakar, Senegal in April 2000 has endorsed six goals. One of these goals has stated:

Ensuring that by 2015 all children, particularly girls and children in difficult circumstances. . . have access to and complete free and compulsory primary education of good quality (UNESCO, 2000(a)).

Ethiopia has committed itself for achieving universal basic primary education in different international and regional forums since it has endorsed this goal in its educational policy.

Despite all these pronouncements at various international forums, universal access to basic education remains an unfulfilled pledge in many parts of the developing world including Ethiopia.

Illiteracy is still a pressing problem of almost all developing countries of the world. There are more than 960 million illiterate adults in the world, out of these; more than 100 million are in Africa. Illiteracy is attributed to deny such large number of world population access to information and skills essential to their daily life (Oliveira, 1992:123). Functional illiteracy especially is a major problem in both developed and developing countries (Wanna, 1999:61). The crisis in education, particularly in third world, has come about because the formal education system caters for a handful of successful students and the rest have been denied access to formal education (Tekeste, 1996:34)

Various educators and writers (like Bishop 1986:24; Haggis 1995:35; Coombs 1985:21) have recommended NFBE as an alternative approach that can speed up UPE for all to reach its target goal by 2015.

Despite the wish and aspiration for universal primary education since the advent of modern education (1908), the pressing reality in Ethiopia is that the great majority of children (59.2 percent) remain without access to basic education (MOE, 1999). The 1999 UNICEF report ranked Ethiopia as the third last country in primary education enrolment next to Somalia and Niger in Africa. These glaring situations reveal the fact that formal schooling alone cannot realize the intended objective of achieving universal primary education by the year 2015 unless the NFBE delivery system is set up as an alternative approach.

Cognizant of this fact, the Ethiopian government has developed new strategies to realize basic education for all by 2015. According to the report from the Federal Ministry of Education (1998) a wide range of non-formal basic education programs have been launched for both adults and out-of-school children.

Moreover, as outlined in the final draft of the third education sector development program (ESDP-III, 2005: 42 – 47), alternative non-formal basic education (NFBE) programs are critically important as an emergency short-term measure for achieving universal basic education by 2015 to reach the remote rural and dispersed communities.

Based on the rationales and the challenge discussed above, this study attempts to assess the practices of the alternative non-formal basic education program for-out-of school children in South Gondar Zone.

1.2 STATEMENT OF THE PROBLEM

Though, the universal declaration of human right and the subsequent commitments had enshrined the right of all to education, these admirable pronouncements have not been realized. The EFA 2000 assessment demonstrates that more than 113 million children had no access to basic education (UNESCO, 2000(b))

According to Bishop (1989), the main reasons for failure to achieve universal primary (basic) education are associated with factors of fast population growth, the unbalanced allocation of resources between the various types and levels of education systems, and failure of educational policies to respond to the educational needs of the learners.

Coming to Ethiopian situation, a number of factors might have contributed to little success of formal education in Ethiopia (MOE, 2000). Firstly, the socio-economic status of parents, students access to school and their performance in the formal education sector may have contributed to the low success of formal education. In some instance, parents may not be even willing to send their children to school since investment in education (formal education) is thought to be not rewarding (Common Wealth Secretariat, 1980). Secondly, formal education failed to meet the development need of third world countries in which Ethiopia is not an exception. For instance, one criticism on primary basic formal education systems is that they give little attention to knowledge, skills and dispositions which are necessary for those learners to function efficiently in a rural environment in which the great majority of them spend their lives (Tekest, 1996:22). These have been some of the serious challenges encountered against endeavor by the Government towards education for all by 2015. With this realization the Ministry of Education carried out a policy study entitled "Alternative Route to Basic Primary Education" in collaboration with BESO/USAID in the 1999/2000 academic year. Based on the findings of the study, the Government has put considerable emphasis in the second five year plan as well as in ESDP-III on expanding alternative modes of delivery of basic education. In other words, alternative non-formal basic education has been taken as an integral part of education sector development program and it is delivered as an alternative to formal education in order to provide basic primary education for all.

As it has already been noted, alternative non-formal basic education has potential benefits and it can play a vital role in the process focusing on learning acquisition as well as broadening the scope of basic education for out-of-school children. The problem is, however, that alternative NFBE has not received attention commensurate with its importance. Thus, its practices and impact in promoting the expansion of quality basic education is assumed to be far from satisfactory. To establish whether such is a reality,

this study was aimed at objectively assessing the practices of alternative non-formal basic education program for out-of-school children in South Gondar Zone.

Accordingly, the study was guided by the following basic questions.

1. How do the practices of the alternative non-formal basic education program for out-of-school children in South Gondar Zone look like in terms of planning, program organization and curriculum issues, facilitators, trends of learners enrollment, dropout and transfer?
2. To what extent are the Government, non-governmental organizations (NGOs) and the community integrated in their contribution in running the alternative NFBE program for out-of-school children in South Gondar Zone?
3. To what extent do the practices of alternative NFBE program for out-of-school children in South Gondar Zone respond to the demands of beneficiaries with regard to relevance, quality, equity and efficiency?
4. What challenges and problems have been encountered in the practices of the alternative NFBE program for out-of-school children in South Gondar Zone?

1.3 PURPOSE OF THE STUDY

In light of the above mentioned facts, the main purpose of this study was to investigate the feasibility of the practices of the on-going alternative non-formal basic education program for out-of-school children in South Gondar Zone. Thus, the specific objectives of this study were:

1. to investigate the existing supportive climate of opinion in implementing the alternative non-formal basic education program for out-of-school children in South Gondar Zone.
2. to examine the scope of the prevailing co-ordination among the government, NGOs, parents and the community in running the alternative non-formal basic education program for out-of-school children in South Gondar Zone.
3. to identify the major factors that affect the practices of alternative non-formal basic education program for out-of-school children in South Gondar Zone.

4. to suggest possible solution that will promote both qualitative and quantitative aspects of alternative non-formal basic education program for out-of-school children in South Gondar Zone.

1.4 SIGNIFICANCE OF THE STUDY

It is high time that due attention and serious commitment paid to alternative non-formal basic education as viable alternative route to achieve UPE and it is an opportune time in the study area to join hands for educational partnership with various sectors and it is imperative to mobilize the contribution of NGOs, parents and the community for the success of the on-going alternative non-formal basic education program for out-of-school children. It is the belief of the researcher that the time is ripe to assess the practices of the alternative NFBE program in view of searching mechanisms for improving implementation approaches of the program in the study area.

To this end, the researcher beliefs that

1. The findings of this study may be of great help to educational planners, decision makers and educational leaders in drawing sound policy ideas and operational guide for future planning, organization and management of alternative non-formal basic education programs.
2. The results of this research also help to develop new and revitalized partnerships among funding agencies, NGOs, Government and communities in meeting the basic learning needs of children who have missed out on formal education systems.
3. The study could serve as a spring board for those who are interested to extend it for further investigation focusing on issues such as interaction of multiple educational inputs for the success of alternative non-formal basic education programs.

1.5 DELIMITATION OF THE STUDY

The vastness and diversity of alternative educational approaches require limiting the scope of the study to a manageable size. Therefore, the researcher has delimited the study to:

1. The practices of the alternative non-formal basic education program for out-of-school children in South Gondar Zone.
2. Five Weredas (districts) of South Gondar Zone.
3. Those learning centers which have duration of two years and above in providing alternative non-formal basic education for out-of-school children within each selected Wereda.
4. Scan the internal and external conditions of the learning situations and the interaction of multiple educational inputs in running the alternative non-formal basic education program for out-of-school children in the considered areas of the study.

1.6 LIMITATION OF THE STUDY

In the interview made some of the representatives of local community were not open and frank to respond to some questions. It was also difficult to find some of the learning centers committees to conduct the interview. The absence of statistical figures of enrollment and dropouts in some alternative NFBE learning centers and Woredas education offices was also another problem. Of all the problems, shortage of money was the major problem that the researcher faced. All these may therefore, have some effect on the result of the research study.

1.7 RESEARCH DESIGN AND METHODOLOGY

1.7.1 METHODOLOGY

Descriptive survey method was employed for the purpose of this study on the assumption that it could enable to assess the current situations of the practices of the on-going alternative NFBE program for out-of-school children.

As discussed in Best and Khan (2003:105), the descriptive survey research method is primarily concerned with describing current situations, practices that are going on, effects that are evident or trends that are developing. To this end, this method was used as an appropriate methodology to investigate the practices of the on-going alternative non-formal basic education program for out-of-school children in South Gondar Zone.

1.7.2 SAMPLING TECHNIQUES

The sample size of the target population is determined what Best and Khan (2003:19) suggest. "The ideal sample size of target population is large enough to serve as an adequate representative and small enough to be selected economically in terms of both time and money, and the complexity of analysis."

Accordingly, there are ten Weredas (districts) in South Gondar Zone. The alternative non-formal basic education program for out-of-school children is under operation in nine Weredas of South Gondar Zone. Among these, five Weredas (55.56%) were selected for the investigation. The five Weredas (Estie, Farta, Kemkem, Lay-Gayint and Simada) were selected by using purposive sampling technique. This was undertaken on the basis of geographical proximity, number of learning centers and the level of program maturity. Furthermore, there are a total of 44 alternative non-formal basic education program learning centers with duration of two years and above within the five selected Weredas. Among these, 20 centers (45.45%) were selected as the sample of the study based on random sampling technique along with proportional ratio in order to give equal chance of being selected and to ensure fair selection of the sample from each considered Wereda. The data summary is presented in table 1.

As regards to the respondents, out of the total of 143 (96 males and 47 females) facilitators a representative sample of 105 (73.4%), of which 73 (69.5%) males and 32(30.5%) females were selected in the study. Thus, facilitators were determined by using random selection technique along with proportional ratio. This technique was employed so as to ensure proportional representation of the sample from each selected learning center.

In the case of head teachers and program co-ordinators respondents of the sample learning centers of the program (20 head teachers and 7 co-ordinators) were included in the study on the basis of availability sampling technique because of their smallness in number. In an effort to answer the research questions, community representatives of the alternative NFBE learning centers were also used as key informants to increase the

dependability of the responses. Thus, community representatives were selected from each sample alternative NFBE learning center.

To this end, out of the total of 60 community representatives of the alternative NFBE learning centers 20 (33.3%) were selected using purposive sampling technique because it was believed that community members who actively participated had better understanding of the practices of the alternative NFBE program. The other respondents, those are, the heads of the five Weredas education offices and the head of the zone education desk were selected by using availability sampling technique because of their smallness in number.

Thus, the subjects of the study comprised of four groups of respondents that included:

1. 105 alternative NFBE learning centers facilitators (teachers)
2. 20 alternative NFBE head teachers and 7 alternative NFBE program co-ordinators.
3. 20 local community representatives of the alternative NFBE learning centers.
4. Heads of the five Weredas education offices and head of South Gondar Zone education desk.

1.7.3 SOURCES OF DATA

The data for this study were drawn both from primary and secondary sources. The major sources of primary data were facilitators, head teachers, program co-ordinators, community representatives of the alternative NFBE learning centers and heads of Wereda education offices and the zone education desk head. As regards to secondary sources, reviewing of the existing literature (from books, journals) and program documents were the major ones. This gave the researcher a background information about the on-going program under study and helpful in designing and developing the research questionnaires and interviews.

1.7.4 DATA COLLECTING INSTRUMENTS

To maximize the quality of data obtained four basic tools were used to collect data, i.e. questionnaire, interview, document analysis and field observation.

1.7.4.1 QUESTIONNAIRES

Two sets of questionnaires were used to gather data from representative respondents. Thus, the first questionnaire was employed to facilitators and the second one to head teachers and program co-ordinators.

1.7.4.2 INTERVIEW

Interviews were prepared to sound out views, opinions, problems and expectations, to assess the overall picture of the program and used to substantiate the data collected through the questionnaire from the data sources. Then, interviews were held with the community representatives of the alternative NFBE learning centers, heads of the Wereda education offices of the selected Weredas and with head of the zone education desk.

For the purpose of clear understanding, both the questionnaire and the interview were first prepared in Amharic and then translated into English.

1.7.4.3 DOCUMENT ANALYSIS

To secure information that could not be obtained through questionnaire or interview, basic documents such as strategic plan of the program, annual program reports, statistical data and reports on provision of various educational inputs had been consulted.

1.7.4.4 OBSERVATION

Field observation was mostly employed to record all observable data and information. Observation was used mainly to obtain data related mostly to the interaction of multiple educational inputs. This has assisted to relearn the actual situations of how alternative NFBE learning programs are organized and conducted.

1.7.4.5 PILOTING THE INSTRUMENTS

Prior to the administration, the questionnaire was pre-tested with a small group using respondents of similar character outside the sample subjects of the study. Accordingly, essential corrections were made based on the feedback obtained from the pilot subjects to maintain the validity of the instruments before the questionnaire was administered to respondents of the sample subjects. Moreover, prior to held with the respondents, the

interview had been reviewed by experts to avoid questions of bias/inappropriateness of translation, irrelevance, vagueness and ambiguity.

Table 1: Sample size considered in the study

No	Name of Woreda	Number of Alternative NFBE Learning centers	Sample Alternative NFB learning centers
1	Estie	4	2
2	Farta	9	4
3	Kemkem	6	3
4	Lay Gayine	11	5
5	Simada	14	6
Total		44	20

Source: Planning and Information Department of South Gonder zone Education Desk.

1.7.5 DATA ANALYSIS AND TOOLS OF STATISTICAL TREATMENT

The type of data analysis used in this study had both quantitative and qualitative nature. Quantitative data analysis was used for observations that lent themselves to numerical presentations. As to for the qualitative data, analysis had been employed for data that were collected using interview and for the evidences collected from field observation and from various relevant documents of the alternative NFBE program. As to the analysis of data, the following tools were used. Percentage was used to analyze various characteristics of the sample population and to compare the proportion of those groups of respondents with similar and different opinion on a matter. Weighted mean, one-way

ANOVA and Tukey-HSD were also used to determine variations between and among the respondents of the study.

1.8 DEFINITION OF TERMS

Basic Education: The very minimum of knowledge, skills, attitudes and values that will enable individual to operate with a reasonable expectation of success in their community or society (UNESCO, 1994:2)

Educational Alternative: Various possibilities of action with reference to the same object, situation, or problem, all of which are approved by the society in question, that is, the individual has a choice among a number of permitted course of action (Good, 1973:27).

Facilitator: Community-based teachers who are paraprofessionals assigned to teaching to the out-of-school children at alternative basic education learning centers (MOE, 2001:20).

Non-formal Education: Any organized, systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults, youth as well as children (Coombs and Ahmed, 1974:8).

Out-of-school children: School aged children who have no access to learn in the formal education system (MOE, 2001:20).

1.9 ORGANIZATION OF THE STUDY

This study consists of four chapters. The first chapter deals with the background of the problem covering statement of the problem, significance of the study, purpose, delimitation, limitation, research design and methodology of the study, definition of terms, and organization of the study. The review of the related literature is presented in chapter two. Chapter three treats the interpretation and analysis of the data. Finally, the last chapter, chapter four, presents summary of findings, conclusion and recommendations of the study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 BASIC EDUCATION

Prior to discussing what non-formal basic education is, it is vital to look into what basic education means and some issues regarding to it. Thus, this part of the chapter deals with basic education focusing on concept and definition, world declaration on the right to basic education, challenges of universalizing basic education and socio-economic value of basic education.

2.1.1 THE CONCEPT AND DEFINITION OF BASIC EDUCATION

Regarding to the term basic education there is no consensus of opinion as far as the definition, the levels or the prerequisites are concerned. The reason is that the term is defined from the functional point of view as a continuous process of learning needs. In line with this, Phillips (1975:1) has pointed out that the definition of basic education is complicated by the fact that the term “basic education” has little currency in standard classification in the levels of education. However, as an attribute to the other forms of education, basic education is now coming into ever increasing use by educators and statesmen. The same document has noted that six principal usages can be given to denote basic education:

- a) the kind of elementary (primary) education in view of fulfilling the minimum right to education;
- b) minimum mass education necessary for continuing development strategy
- c) the kind of initial education necessary for continuing education
- d) pre-employment education required for the life of work
- e) the basic cycles of studies in lifelong education and
- f) the minimum essential learning needs of identified groups.

Similarly, Hawes (1981) conceives basic education as an idea and not a system, whereby it focuses on the provision of basic skills, knowledge and attitudes and minimum learning needs involving the acceptance of different paths, different structure, contents,

educational materials for achieving the same goal through formal and non-formal schooling; very basic which relates to situations as they are to minimum survival needs of the majority of the learners and an education that is related to attainment of goals of an individual rather than emphasizing time spent or material covered.

Moreover, basic education is an education intended to meet basic learning needs; it includes instructions at the first or foundation level on which subsequent learning can be based and it promotes the participation of individuals in their local communities and in the global society (UNESCO, 2000(a):34)

In the context of Ethiopia, the Education Sector Development Program (ESDP) of the Ministry of Education (MOE, 1999) states that the components of basic education consists of literacy, numeracy and environmental education to be provided for

- a) out-of-school children through non formal education program
- b) youth and adults through literacy programs

Furthermore, Dave and others (1990:79) clearly states that basic education is an indispensable passport to life consisting all the basic elements of knowledge required to open up opportunity for access to the next level of education.

2.1.2 WORLD DECLARATION ON THE RIGHT TO BASIC EDUCATION

With the motto of an expanded vision and renewed commitments, determination was set to meet basic learning needs of “Education for All” (EFA). Universalizing access and promoting equity and focusing on learning acquisition as well as broadening the scope of basic education was other EFA’S promise. Resource mobilization through strengthening partnership and international solidarity were also recommended.

To this effect, following the 1948 declaration, international communities including Ethiopia has passed several resolutions and taken series of initiatives for the advancement of quality basic education for all. The regional UNESCO conferences in the early 1960s held at Addis Ababa, Karachi, Santiago and Tripoli are all efforts that bear witnesses in the realization of education as a basic human right.

Most importantly, the 1990 Jomtien, Thailand, World declaration of Education for All (EFA) and the World Summit for Children and the Convention on the Rights of the Child (CRC) in 1989 have probably been the most widely accepted human right treaties that the international communities have undertaken. In the Declaration and Plan of Action of the World Summit for Children and the Convention on the Rights of the Child, all nations have agreed and committed to work for the “best interest of the child.” Article 28 of the CRC emphasizes the need to work for the progress that reduces illiteracy and provide educational opportunities for all children, youth and adults irrespective of their background and gender (UNICEF, 1990)

2.1.3 UNIVERSAL PRIMARY (BASIC) EDUCATION AND ITS CHALLENGES

Access to basic education has been and still remains a highly urgent global and national agenda. More than four decades ago, the nations of the world, speaking through the universe at Declaration of Human Rights, asserted that every one has a right to basic education. The 1948 Universal Declaration of Human Rights (article 26) and the subsequent plans and commitments of the 1960s, 1970s, 1980s in which Ethiopia was a signatory member has assured the right of all peoples to basic education.

Despite all these pronouncements at various international forums, universal access to basic education still remains an unfulfilled pledge in many parts of the developing world. The main reasons mentioned by Bishop (1989) for the failure to achieve universal primary (basic) education include the fast population growth, the unbalanced allocation of resources between the various types and levels of education system, and failure of education policies to respond to the educational needs of their own countries. Moreover, the path developing countries followed to solve their educational problems was simply a linear expansion of formal schooling that proved to be insufficient. They have had to search for other alternatives to make up what the formal system was unable to do (Bishop, 1986:58)

Furthermore, Bishop (1986) has pointed out that rather than dragging an education system, kicking and screaming into the twenty first century, bold new adventures must be

embarked upon and the remedy for the ill, according to Coombs (1985), “re-fashioning of education” is a new way that combines the best of the old and the modern, to form new integrated system of teaching and learning that fits into the twenty-first century.

2.1.4 ECONOMIC AND SOCIAL VALUES OF BASIC EDUCATION

One of the fundamental reasons that make access to basic education, as a highly urgent global and national agenda, is because basic education is an indispensable weapon in fighting against ignorance and backwardness, and a necessary first step in the long march towards socio-economic development. As a result, the promotion of equal access of all citizens to basic education is no longer an issue of debate (UNESCO, 2000(b)).

Despite challenges and constraints, basic education empowers individuals because it opens up avenues of communication that would otherwise be closed, expands personal choice and controls over one’s environment and is a necessity for the acquisition of many other skills. It equips people to cope up better with work and family responsibilities and changes the image they have of themselves. It strengthens their self-confidence to participate in the socio-economic affairs of their country. Basic education is, therefore, the key with which individuals can unlock the full range of their talents and realize their creative potentials. It gives disadvantaged people the tools they need to move from exclusion to full participation in the socio-economic affairs of their country. Basic education also empowers entire nations because educated citizens have the skills to make economic and social institutions function effectively in order to meet the demands for a more sophisticated work force and to work for a cleaner environment (UNESCO, 2000(a):17)

The long term goal in education is nothing less than to ensure everyone complete a basic education of adequate quality which would enable him/her to meet basic learning needs, the knowledge, skills, attitudes and values necessary for survival, to improve the economic income and social demand (World Bank, 1999:7)

Study conducted by Lock Heed and others (1991) indicate that four years of classroom attendance in basic education could raise farm productivity on the average by 10 percent in lower-income countries. Furthermore, a study conducted by Psaycharopaulos (1994)

notes that the social rate of returns to basic education are stimulated to be as high as 27 percent.

2.2 NON-FORMAL BASIC EDUCATION (NFBE)

2.2.1 CONCEPT AND DEFINITION OF NFBE

Before explaining the essential aspects of non-formal basic education, to set the background and enhance understanding, defining briefly what NFBE is and then looking into its objectives, forms, and characteristics would be appropriate.

Although the concept of non-formal education appeared as a mode of delivery about three decades ago (i.e. in the late 1960s) it is loaded with different shades of meanings which vary according to the context and one's philosophical views and no universal definition of it has been arrived at so far, and the definition of non-formal education has been a source of running controversy over the last three decades (Carron and others, 1991). Furthermore, Griffin (1987:161) has stated that the definition of non-formal education are based on the differing needs of people according to the structure and demands of local contexts. The complexity and changing nature of basic learning needs necessitates broadening and constantly redefining the scope of basic education.

For purposes of conceptualization, it is important to look into the definition of non-formal education as given by Bishop (1989:25):

Non-formal education refers to all the organized and semi-organized educational and training activities that operate outside the regular structure and routine of the formal education system aimed at serving a great variety of learning needs of different sub-groups of the population both young and old.

From the definition given by Bishop, one can understand that non-formal educational programs are organized and semi-organized, carried outside the regular structure and routines of formal education; designed to serve a great variety of learning needs of different sub-groups and used to provide education for both young and old.

In the same vein, UNESCO (2000:45) has defined non-formal education as “...any organized educational activity outside the established formal system whether operating separately or as an important feature of some broader activity that is intended to serve identifiable learning clienteles and learning objectives.

Similarly, Fordham (1992:30) defines non-formal education as:

...any activity outside the structure of the formal education system that consciously aimed at meeting specific learning needs of particular sub-groups in the community be they children, youth and adults.

From Fordham's definition one can infer that non-formal approach can be used to provide education to children as well, and it is a consciously organized teaching-learning activity, i.e. there is clear intention of learning and teaching on the sides of both the provider and the learner. It is purposeful and is consciously organized to meet certain learning needs.

2.2.2 OBJECTIVES OF NFBE

From its very nature the central objective of non-formal basic education is aimed at out-of-school children/youth covering both the non-enrolled and the drop outs, mostly in rural areas. It has proven its potential to serve gender or regional disparities addressing a very specific groups (girls, working children, street children, orphans etc.) In most cases NFBE draw experiences from adult education programs and attempting to establish links with conventional systems and other community development programs (UNICEF, 1990)

Fostering this idea, Mani (1984:53) has stated that the sensible objectives of NFBE is to enable the willing children to get entry into formal schools at multiple points, and to make a better use of their leisure time.

Coming to Ethiopian situation, the general objective of NFBE program is to continually improve the living standard of the community through life-related education. To be specific, non-formal education was set up for the following objectives MOE (2000:50):

- (i) To provide basic education equivalent to grade four for disadvantaged children and dropout youths (Aged 7-14),
- (ii) To create a link between a formal education system and community education centers,
- (iii) To refine the learners' problem solving capacities in all areas that affects their day-to-day life,
- (iv) To provide skill-training opportunities through functional literacy programs for youth,
- (v) To incorporate the traditional philosophies, values, knowledge and literature of the community into the NFE.

2.2.3 THE NEED FOR NFBE

In explaining the rationales given for paying closer attention to non-formal basic education, it is logical to start from the assumption that to educate was to go to school, learning was equated with instruction and by the years of exposure to it. Formal education was regarded as a means of delivery. As a result, massive investments and expenditures were made on it. Yet the results have not always matched the high expectations. Poverty, hunger, unemployment, illiteracy, inequality still remain (Bishop 1989:24) and few of the children are retained in primary schools particularly in developing countries in which Ethiopia is not an exception. Universal primary education (UPE) which has become a target to all nations of the world is still a long way off for many developing countries including ours. Consequently, a search has been made for better alternatives than pouring more scarce resources into a small conventional school system that has no chance of becoming universal in many reasonable period of time (Fordham, 1992:14).

In line with this, Bishop (1986:58) has pointed out that the path developing countries followed to solve their educational problems was simply a linear expansion of formal schooling that proved to be insufficient. They have had to search for other alternative to make up what the formal education system was unable to do. Furthermore, Bishop (1986) has stated:

If Africa is to meet the challenge of the late twentieth century and prepare for the twenty-first, it will have to take giant steps and covers in twenty years.... The answer does not lie in increased budgets and numbers of personnel alone, but in adopting a radical or unconventional approach to the question finding solutions for Africa's problems.

From Bishop's explanation one can infer that although most developing countries made massive investment and expenditures on their formal educational systems, the results were not satisfactory and did not match with their high expectations.

Moreover, in developing countries the coverage of the formal education is limited to urban areas, while the majority of the population is living in the rural areas in such countries. The majority of the people do not have the access to basic education. In line with this, Zelleke (1999) has recommended the need for NFE as follows:

Although formal primary education schooling is the preferred means of providing basic education, many children in the rural area live and work in places where schools are not found or do not coincide with the demands for their labor. Hence, in such situation the use of non-formal education is very important for children who work during formal school hours.

From the above statement recommended by Zelleke (1999), one can understand that the need for non-formal basic education, for its flexibility and adaptability in terms of organization, schedule and duration unlike the formal schooling.

A number of factors might have contributed to the little success of formal education in Ethiopia (Tekest, 1990). Firstly, the socio-economic status of parents, students' access to school and their performance in the formal education sector may have contributed to the low performance of the formal sector. In some instance, parents may not be even willing to send children to school since investment in education (formal education) is thought to be not rewarding (Common Wealth Secretariat, 1980).

Secondly, formal education failed to meet the development need of third world countries. On the other hand, the attention given to knowledge, skills and disposition was little which are necessary for those students to function efficiently in a rural environment in which the great majority of them spend their lives (Tekeste, 1996). Thus, as some argue, non-formal education could be an alternative since it depends on various local resources, with its flexibility in time, place and targets to attain; and non-formal education has gained prominence on the change agenda due in part to the inadequacies and problems of formal education system which manifest themselves in low levels of both the internal and external efficiency of the system. The inadequacies of formal education relative to the needs and circumstances of its clientele constitute a source of justification of the need for NFE and right of every one to education (Labeelle and others, 1975). This implies the right to determine how education shall be provided in conformity with legal, normal values and cultural beliefs of both providers and beneficiaries.

Towards this end,

“Parents have a prior right to choose the kind of education that shall be given to their children” (Article 26/3 of the Universal Declaration of Human Right).

2.2.4 FORMS OF NFBE

According to Evans (1981:19), the current practices of non-formal education are categorized as follows:

1. Complementary education – this is part of non-formal education which compliments education offered by the formal schools system. This set of non-formal education involves those which are usually inappropriate for classroom setting of schools such as “...sport clubs, hobby groups, etc ((1981:20). In this form of non-formal education activities such as voluntary services, youth clubs and scouting are included.
2. Supplementary education – this category of the non-formal education refers to that part of NFE which usually comes later in life in a form of skill training after whatever amount of education has been taken. Such are the large variety of apprenticeships which may include skill training programs, farmers training courses, and family or home economic training usually given to primary school leavers (Ibid). This form of

non formal education combines a small core of general education with skill training and with productive application of the skill.

3. Replacement – this form of NFE implies substitution for the formal education serving children, the youth and adults that have not had access to formal schooling. Initially, non formal education of the replacement type was given to the disadvantaged and unserved groups of people such as those living in isolated places and inaccessible nomads, poor and undeveloped. This category of the non-formal education is the one that attracted most the attention of educational planners since it offered:

...the promise of feasible and lowest methodologies for reaching the age group of children, youth and adults not being served by formal education and who had little prospect of being served in the near future (Evans, 1981:22)

2.2.5 CHARACTERISTICS OF NFBE

Learning programs are basically launched to help learners develop as person in their social and economic environment (Boschee, et al. 1993:2). The purposes of learning, the curricula, the instructors, the target groups, the places and the time of learning, etc are quite varied in non-formal education. Within the variation, however, there are specific characteristics of non-formal education, i.e, flexibility and adaptability in terms of organizations, schedule and duration (Prakasha, et al. 1986). He further characterizes non-formal education as being greater and more direct to the learner's learning needs and aspiration, flexibility of organization; capacity to adjust to the time constraints and other circumstances of the participants.

Similarly, Dave and others (1990) has pointed out that non-formal education is flexible and adaptable with regard to:

- a. duration and coverage of content
- b. grade structure within groups
- c. places of holding classes
- d. methodology of teaching

- e. timing of classes
- f. age range in relation to level of courses
- g. modes of testing and evaluation

Moreover, Rogers (1992) characterizes non-formal education as being usually within a context in that what is learned can be immediately applied and becomes useful and meaningful to the learner. Learning in non-formal education grows out of the need of the learners themselves and what is learned is put to immediate use. Rogers (1992) further characterizes non-formal education in terms of goal, contents, structure and evaluation as follows:

- a) Goal – to help people with living now
 - to change society
 - personal
- b) Content – flexible, changing
 - integrated
- c) Structure – open entry
 - continuing
 - not rigidly organized
- d) Evaluation – validated by change

In the same vein, Carron and others (1991) characterize non-formal education programs as:

- ***Environment based*** - non-formal education takes place in a variety of settings, but emphasis is given to local situation such as the work place or home.
- ***Flexibly structured*** - non-formal education programs have varying degrees and types of structure but variety of relationships and sequences are possible within them.
- ***Community-related*** - non-formal education conducted close to where learners live and work and the environment is functionally related to the community.
- ***Resource-saving*** - non-formal education economies on resources by utilizing community facilities and personnel.
- ***Learner centered*** - emphasis is given on learning rather than teaching.

- **Control** - involving variety of agencies, often non-governmental. There is substantial autonomy at program and local levels with an emphasis on local initiatives. Substantial control is vested in participants and the local community.

NFE has, in general, been an expression of the desire to provide education and facilitate learning through alternative modes of delivery for children and youngsters who have been unable to access formal educational opportunities.

2.2.6 AREAS OF PRIORITY ATTENTION IN PROGRAM DELIVERY

There has been a groundswell of action and sustained efforts to provide alternative educational opportunities for the millions of children who have missed out on formal educational systems on the grounds of equity and quality of provision; and in the context of the achievement of the goals of education for all. As redefined by the 1990 Jomtien's Education For All (EFA) initiative, universal primary education is not to be mere enrolment in formal schools, but as meeting the basic learning needs of children. The way for meeting these basic learning needs of children cannot be possible through formal schools alone.

As emphasized by the WCEFA (1990) serving the basic learning needs of all children requires more than a recommitment. What is needed is an expanded vision that surpasses the present resources levels, institutional structure, curricula and organization of delivery system while building on the best in current practice Haggis (1995:10).

Articles 1 – 7 of the World Declaration on Education For All (EFA, 1990) in Berhanu (2000:29) has elaborated that the priority areas for attention in dealing with universal primary education are:

- Universalizing access and promoting equity in view of reaching the unreached and underserved in order to address their fundamental right for survival and growth.
- Focusing on learning, getting children into school is only part of the effort, helping them to survive and learn is the other?

Thus, actual learning acquisition and out-come should be stressed, rather than mere enrolment.

- Broadening the means and scope of basic education to create a life long education system also becomes necessary to apply all variety of delivery systems.
- Enhancing the environment for learning, which consists of a variety of complex factors within the schools, home and community, may affect children's capacity to learn.
- Strengthening partnerships. The multicultural nature and scope of education necessitates to consider what new partnerships are required to promote the basic learning needs of children.

In light of the above facts, it is imperative to give priority attention in program delivery to focus on specific learning objectives, learning needs, target clientele, organizational and curricular flexibility, relevance to contextual realities and cultural acceptability and it has always been a collective endeavor of the government, non-governmental organization and the community in realizing universal basic education for all citizens.

2.3 NON-FORMAL BASIC EDUCATION (NFBE) AS AN ALTERNATIVE ROUTE TO UPE

As it has been mentioned earlier, there has been a groundswell of action and sustained efforts to provide basic education through non-formal programs for those who have missed out on formal education system.

Since the 1948 declaration of human rights, many countries have pledged their commitment to pursue universal basic education. However, there is wide discrepancy between the declared principles by the governments on the one hand and the actual performance on the other. The progress made in providing basic education since Jomtien conference on education for all (1990) is said to be less striking especially in Africa with all its qualitative and quantitative aspects. This radiates message that formal schooling alone cannot fully cater to the needs of all who seek education. Thus, the alternative approach that could complement the formal education system is non-formal as an alternative paths to UPE (Parather, 1991)

In line with this, different authorities argue that the non-formal education was born as a result of the inadequacy of the capacity of formal education to respond the expanding school age population and the substantial resources required (Prakash1986:23). This is true in the context of developing countries with the most weakly developed school systems. Concerning this, Bishop (1986:49-50) has shown the fact that although these countries have made great efforts to put a lion share of their resources, their formal education systems have not yet been tackled. Although huge amount of resources have been invested on it, the on-going formal systems of education has contributed to neither growth nor development as much as it may have been anticipated.

Realizing this situation, educational planners have turned their face to a variety of innovative solutions that help to increase the provision of educational opportunities in a shortest possible time with available resources. Though not fully materialized, in many of the developing countries policy response efforts have been made to make education a right through legislative actions to be free and compulsory at least in the primary level and be equally accessible to all (Prather, 1991).

To this effect, countries are required to seek for some other cheaper and cost effective alternative routes of basic education, one of which is NFBE.

As noted by UNICEF (1990) research has also indicated the greatest potential of non-formal education as an alternative approach to provide basic education for all. As a result, non-formal education gained popular currency and began to be treated as separate and expanding area of education mode of delivery or an alternative route to reach to the goal of the year 2015 (i.e., UPE).

2.4 KEY CONDITIONS FOR THE SUCCESS OF NFBE PROGRAMS

Success of a program cannot be done without an adequate analysis of situations, i.e, key conditions for success of programs. Non-formal education programs require the creation and provision of the necessary inputs, availing instructional materials, the establishment and facilitation of learning centers, and the generation and compilation of information are key factors for the success of NFBE programs. Thus, success factors in the provision of

alternative basic education rests on the following key conditions as evidenced by several research works.

2.4.1 PLANNING OUT-OF-SCHOOL BASIC EDUCATION

Basically, implementation of NFBE as an innovative approach implicitly or explicitly entails planning which, in turn, is based on an appropriate data about program feasibility and meeting the beneficiary needs with regard to relevance, quality, equity, and efficiency (Pratt, 1994:44). He further states that solicitation of appropriate data places the NFBE program on a sound foundation and helps to ensure successful implementation.

Similarly, Sharam (1984:262) has noted that the first requirements for planning implementable NFBE program is the detailed information about the program that exists. This enhances planning and reordering of the existing program or planning a new program. The quality and objectivity of the data, the form in which they are presented to decision makers, deeply influence the systematic planning and subsequent implementation of the program. Thus, attention should be given to appropriate and adequate data, which make possible continuing, reformation of sensible objectives and clear deliberation on the best means of implementing them (ibid).

According to Sharam (1984: 262-263), to enhance successful achievement, the planning of NFBE programs requires the following data:

- enrolment figure
- percentage of dropouts and repeaters
- percentage of school-age population not receiving any education
- budget available
- training facilities for the facilitators
- buildings that could be used for educational purpose in the community and instructional materials.

Thus, every possible need and effort must be made to get information that can be qualified by numbers, money, time and the like. This goes with Pratt's (1994:45) words: "Design implementable program, rather than first design. . . then implement it."

Furthermore, planning non-formal basic education for any category of population, according to Forojalla (1993) involves the following important point:

- a. Learning objectives: this raises questions such as “why is an educational planning program needed?” what are the basic program objectives?
- b. Characteristics of target groups: this is the major variable in deciding their likely learning needs, future location for learning tasks.
- c. Organizational structure-this concerns the internal structure of the program and its relationships to external organizations.
- d. Program facilitators – like that of staff salaries in regular schools, staffing in out of school education remains to be a crucial planning activity due to its impact on program cost. Hence, there is often a tendency to use volunteers and part-time teachers. Now a day’s of promising strategy is recruiting facilitators from the local community on part time basis
- e. Cost – the utilization of instructional resources. The promising planning strategy to minimize the cost includes the use of existing facilities, the location of programs that entails the use of non-educational organizations and encouraging self-help efforts in the community.
- f. Methodology – this utilizes a variety of technologies and pedagogical styles. The more recent and innovative styles which have been tried fairly and widely are “peer learning discovery methods, programmed texts, learners – centered curricula and community based learning.”
- g. Control – planning activity at this level concerns the sponsoring agencies of the program both public and private. What is expected from planners at this level is to maintain a balance between the national needs vis-a-vis the demands for local level over the project that entails the direct benefits of them.

2.4.2 NEEDS OF THE LEARNERS

Here, the program (NFBE) should be organized according to the needs and interests of the learners. It should also be designed to be valuable to the learners. The learning process of NFBE should be arranged by giving more attention to the learning activities in

relation to the learner's interests, aspirations and backgrounds rather than the course and content coverage (Sharam, 1984).

Similarly, WCEFA (1990:46) has pointed out that the success of non-formal basic education program can be predicated on the basis of identification and quantification of beneficiaries' needs and resources. Basically, the relevance of program is determined by the extent it meets the educational needs of the learners (ibid)

Furthermore, Sharma (1984) has pointed out that the identification and qualification of learners' needs, which will determine viability of the program achievement, is a crucial factor that should be considered. An important filter of needs of learners is the program parameters from which quantifiable data for the purpose of making supportive and justifiable decisions can be obtained. Form realization of needs, adequacy of resources and supportive policy contents should be examined. Need identification, thus, requires a survey of the universe of the participants.

Facilitators are most likely to be able to reflect the needs of the learners because of their training and contact with them. NFBE learners would be able to tell about their fellow citizens in the community and community representatives would be able to give their assessment towards the needs of the community. All of the needs identified are analyzed for preparing a detailed need inventory and prioritized. In general, the success of NFBE program can be predicated on the basis of identification of beneficiaries' needs (Pratt, 1994:45)

2.4.3 DEMANDS OF PARENTS / COMMUNITY

One of the major factors for the failure of educational system is absence of the sense of concern to and feeling of the ownership of educational matters on the part of the community. This is to mean that when the community has a feeling that education is a state affair, much of the input from the community and what is going on in the school could be missed. Therefore, it is important that the community should believe that what goes on in the school is its own concern and affair. This can be materialized by what education does to the community in the form of returns as a result of the education of

children. In line with this, Pratt (1994:28) has pointed out the considerations of the demands of parents/community are almost invariable essential for successful NFBE programs implementation to take place. To be meaningfully supported, NFBE program should be well communicated to and understood by the community and/or parents. There must be people within the community and the learning center that perceive the implementation of meeting local needs. NFBE learning centers, thus, should be linked with the community which are the users of its products.

Similarly, Dave, et al (1990:17) indicate that parents and the community play the most crucial role in initiating the process of life-long learning, which contributes throughout the entire life-span of their children. This calls for the determination of the immediate and long range needs of the community/parents before the NFBE program is established for implementation. If not, resistance and/ or rejection of the program by the implementers and beneficiaries are unavoidable. For example, rural education centers in Burkina Faso as an alternative to formal primary school proved to be unacceptable to the local communities and/or the beneficiaries (Lockaheed, 1991:31) because it had not addressed the immediate and long-range demands of the beneficiaries.

Tietjen (1991: 71-72) has noted that creating culturally appropriate facilities appear to be a key factor in increasing parental demand. Parents also feel comfortable when NFE learning centers are near to their homes and the learning times are flexible.

When learning centers are tailored to meet parental concerns for their children's particularly daughters' safety, other parental biases seem to be eroded. This relieves them from fear of their daughter's sexual abuse and abduction. If not, they do not feel comfortable to send their daughters to the learning centers (WCEFA, 1990:48)

Furthermore, the same document states that the flexibility of the NFBE program promotes parental needs to have their children at least for some parts of a day in domestic activities. Therefore, recognition of the vital role of parents and community is particularly important.

Overall, participation of parents and the community in the program need to be encouraged and enhanced. This can be achieved by implementing realistic and relevant NFBE program which cater to their needs and aspirations. By implication, NFBE centers should be made responsive to the local needs and requirements and should act as a center for all educational activities of the community (TGE, 1994:16).

2.4.4 CURRICULUM DEVELOPMENT

In the absence of learning materials, running NFE programs will not be effective and attractive to the learners.

According to Pratt (1994), curriculum development and its implementation is the function of a number of variables. Among these,

- the nature of the curriculum
- the situation of the learners
- the professional competence of the teacher and availability of resources
- the school environment
- the out-of-school environment are some of the major ones.

Basically, the relevance of the curriculum is determined by the extent it meets the educational objectives. As NFBE programs are diverse, the diverse learning contents seem to require relevant need-based and situation-oriented curriculum (Abebe, 1999:201)

As Mezirow (1981) explains that for need-based curriculum design, carrying out initially learning needs assessment is useful. He further states that an irrelevant curriculum is a curriculum that does not reflect the basic realities of the society in which it functions, and curriculum relevance is the state of intimate relationship between what learners learn in the program and the major life realities in the society.

2.4.5 STAFFING

In any organization, of all the resources required to attain the organizational goals, the most important is the human resources. Thus, creating an organization which facilitates conditions for effective and efficient performance of workers on the one hand, and

staffing the organization with appropriate people on the other becomes the most primary task of an organization (Hendry, 1995:361). Staffing is the selection, placement, training and development of appropriately qualified employees (Ibid).

A systematic effort to improve learning quality in the implementation process of NFBE program requires specification and the measurement of the desired learning outputs and identification of how the multiple input interact within the learning process to produce the desired outputs (WCEFA, 1990:53)

The same document further states that the current understanding of these relationships suggests the following priorities for NFBE programs:

- enhancing teacher/facilitator effectiveness by emphasizing subject mastery, communication skills and motivations.
- improving managerial skills, community institutional structures, and individual and organizational incentives
- increasing the time actually spent on learning

This seems to reflect that when these situations are linked with improved pre-conditions for learning that enhance pupils' initial capacities and with community environments that reinforce learning, true gains can be made in learning quality of the NFBE programs.

2.4.6 NON-HUMAN RESOURCE MOBILIZATION

2.4.6.1 FINANCIAL UTILIZATION

An educational system should mobilize scarce resources in order to attain stated objective and satisfy educational needs of learners and the community. The scarce resources that an educational institution mobilizes include finance. Finance is, in fact, one of the most important resources which, through a process and mechanisms of budgeting, is converted into required educational inputs such as teaching and non-teaching personnel, buildings and facilities (UNICEF, 1990)

Finance assumes greater importance in the expansion of education and the provision of quality education. Educational institutions are greatly influenced by the amount of

finance available to education and by the extent to which the available finance is effectively and efficiently managed (Ibid).

2.4.6.2 UTILIZATION OF PHYSICAL RESOURCE

The physical resource components of an educational institution include all those non-human resources such as materials (often referred to as learning resources), buildings, grounds, and all other goods and services available to the educational system. In line with this, UNICEF (1990) has pointed out that though the NFE approaches by their nature de-emphasize capital costs they require greater inputs such as relevant curricula, basic school facilities for quality instruction, adequate financial and material support critical to the teaching-learning process, and resources that are culturally appropriate and affordable.

2.4.7 ORGANIZATION OF THE LEARNING CONTEXT OF NFBE

The creation of conducive learning context is an essential factor. Providers of NFBE should be concerned not only with the quantitative analysis, but also with broader learning settings/context in which the program would be expected to work and with the process to put the plan into effect. In line with this, Muller and others (1989:59) has pointed out that creating the necessary learning context by overcoming barriers to access to learning is an issue worth addressing in the provision of NFBE.

There are points of diverse nature to be considered. Reduction of barriers to access such as reduction of tuition, fee, negotiation on the learning time session and location of learning venue are issues which require justifiable management with the direct involvement of all concerned. Furthermore, within the situation where learning is supposed to take place, organizing and furnishing the leaning venue with the necessary facilities and equipment are issues that management of learning process are expected to handle (ibid).

According to Crosby (1991), to be successful in the provision of NFBE, organizations need to develop a strategic approach to planning that consists various elements, i.e, organizations need to look into the future because the environment is not static in its

nature, rather it will change. Thus, by anticipating the future, organizations need to shape and modify the impact of environmental changes. Moreover, organizations need to give due attention and account the external environment by critically analyzing the political, economic, social and technological dimensions since each of these can either facilitate or constrain the organizations as it seeks to accomplish its mission.

2.4.8 IMPLEMENTATION OF THE LEARNING PROCESS OF NFBE

Implementation requires a level of awareness and degree of commitment from the internal environment and external environment. Successful implementation of a program rests on the design and use of important strategies and implementation structure. the common strategies are: i) Invest in communication, i.e, popularize the program and keep all the partners informed about achievements and challenges encountered. ii) Use the personnel committed to see changes in the organization and equip the program with the necessary inputs and facilities (Fordhum, 1992:16)

Sharama (1984:262) has pointed out that the first requirement for successful implementation of NFBE program is the detailed information about the program that exists. The success of NFBE program implementation can be predicated on the basis of identification and quantification of beneficiaries' needs and resources. Cost free location, local talents and community resources enable the implementation of NFBE programs.

2.5 CONTRIBUTION OF GOVERNMENTS, NGOs AND THE COMMUNITY IN PROMOTING NFBE PROGRAMS

2.5.1 THE ROLE OF GOVERNMENT

As to the World Declaration of Education For All (Jomtien, 1990) governments have an obligation to provide basic education for all, but they cannot be expected to supply every human, financial or organizational requirements for this task.

Similarly, UNICEF (1990) has noted that governments have to assume a strong and pivotal role in promising the diversified educational needs and approaches. They have to establish clear and workable policies and standards, creating and enabling environments

for local action. They need to foster the involvement of civic societies such as community-based organizations, NGOs etc in order to benefit from their comparative advantages. It is also fundamental that the issues related to organization and management curriculum, capacity building and training of personnel becomes crucial when adopting alternative education programs.

The strength of non-formal education system depends on the support it receives from governments. They demonstrate their commitment through their policies. Such commitments assist to create better political and economic environments. The political support can back up the popularization of concepts of non-formal education programs and create clear outlook for practice. They may also entail sustainable economic support to organize manage and implement need – based achievable programs. The totality of the political and economic support are likely to mobilize the social support which can encourage and promote the participation of beneficiaries in all the stages of the implementation process and the success of the program (Fordham, 1992:4)

2.5.2 THE ROLE OF NGOs

At no point in time has development been a one-man job. Rather, it has always been a collective endeavor of civil society and its various institutions as well as government and non-government organizations (NGOs). So long as the educational efforts and resources of developing countries are delineated mainly to the government-led formal education, there is little prospect to open up educational opportunities on a large scale, i.e, the efforts of the government alone cannot do all developmental needs of the society on education.

In line with this, Berhanu (2000:31) has pointed out that if the trend of focusing only on the formal school system and government alone tries to provide the ever increasing learning needs of the population, there is little possibility of building a national learning system that can meet the population's essential learning needs. Therefore, governments should create a conducive policy environments and transparent work procedures for NGOs involvement in the education sector.

NGOs are suitable for educational innovations due to their unique characters in that they are people centered, flexible, responsive, creative, cost-effective and non hierarchical (Shaeffer, 1994:47)

Similarly, Lockheed and others (1991) have indicated that some NGOs have developed an impressive managerial and technical capacities including the ability to scale up in promoting educational opportunities in many of the developing countries.

2.5.3 THE CONTRIBUTION OF THE COMMUNITY

One major factor for the failure of educational systems is absence of the concern to and feeling of the ownership of educational matters on the part of the community. This is to mean that when the community has the feeling that education as a state affair, much of the inputs from the community to what is going on the education system could be missed. Thus, one form of promoting community concern in the education is the opportunity of participation in educational matters. Inline with this Pratt (1994:328) has pointed out that considerations of the demands of community are very crucial for successful NFBE programs implementation to take place. To be meaningfully supported, NFBE program implementation should be well communicated to the community. The community should have the possibility to express the difficulties that hinder the educational success of their children and to take part in the identification of solutions.

Furthermore, Pratt (1994) indicates that the success of NFBE program mainly depends on strong grass-roots participation at all phases of the program, i.e, from design to implementation and evaluation of results. Community participation in need identification planning, organizing, monitoring, evaluation and decision-making is crucial not only in terms of ownership but also for its continuity and sustainability.

2.6 EXPERIENCES OF SOME SELECTED COUNTRIES IN NFBE PROGRAMS

In the process of human resource development, many countries introduced non-formal education in order to address the needs of those who lack opportunities to participate in the formal education. Diversification non-formal programs can be found in every nation,

BRAC's non-formal basic education program is the largest alternative to basic education program in Bangladesh, and is one of the most promising program in the world in its approaches to teacher selection, training students transfer to formal school system, suitable arrangement of school schedule to local needs, student centered and activity based curriculum, and involvement of parents and community from the beginning of program design to the final stage of implementation (Prather, 1991).

2.6.3 THE COMMUNITY SCHOOL OF EGYPT

The Egyptian community school project is also another alternative approach to basic education from the African perspective. The government of Egypt planned to expand formal basic education in 1990 throughout the country, but it was not successful in achieving the goal. This was due to the large size of the country and the scattered settlement pattern of its rural population. In addition, there was wide gender gap in enrollment especially in rural areas and high dropout rates. These problems forced the government to search for an alternative approach to meet basic educational need of children who are out of school of formal education. As a result, the community school project was introduced in 1992 jointly between ministry of education of Egypt and UNICEF (MOE, 2000).

The primary goal of the project was to make basic education accessible to children through non-formal approach and offers education equivalent to the primary level program of formal schools (Wanna, 1990).

Furthermore, Gibbon (1998) has noted that the non-governmental organization, Christian Association of Egypt, redefined the schools in their network as catalytic centers for community development and educational activities i.e. links the school with the community development that made the school more relevant to community life.

2.6.4 EXPERIENCES OF MALI

Considering the various limitations of formal schooling, Save the Children USA decided to search for an alternative approach to meet the basic educational need of children who have no access to formal school. As a result in 1992 the new model primary school called “Ecole du Village” (village schools) was conceived and launched as an alternative to formal basic education (UNICEF, 1990).

UNESCO (1994) has noted that the village schools of Mali was launched with the following general objectives:

- i. To increase community involvement in providing basic education
- ii. To develop a curriculum adopted to rural life and integrated with rural development activities.
- iii. To train villagers as teachers.

The same document has also indicated that the program was conclusive in that dropping out was reduced, equity between sexes had been respected and the results achieved by the learners also proved very satisfactory.

2.7 TRENDS OF NON-FORMAL BASIC EDUCATION PROGRAMS IN ETHIOPIA

Decline in quality, wastage in the form of dropouts, repeaters, educated unemployment, inequalities between different social groups, disparities between boys and girls, between rural and urban, and among regions are features that characterize the Ethiopian education system (Tekest, 1999).

The need for non-formal educational programs in Ethiopia began to be considered towards the end of the five years plan which coincides with the UNESCO Conference of African states for the Development of Education held in Addis Ababa in May 1961. The experience of that conference was shocking to the educational leaders for “it suddelny downed upon them that the country was at the bottom of the hierarchy” (Abebe 1998).

Through this, the so-called “Fidel Serawit Compaing” was launched in 1962 to provide basic literacy for people who were mainly adults. Other attempts were also made such as

“Edget Behibret Zemecha” which was carried out for about 18 months and “the National Basic Education Campaign” that was carried out from 1979 to 1990 in series of 20 rounds (Abebe, 1999)

As entailed in the New Education and Training Policy document of the 1994, the Ethiopian Education system is now divided into the formal and non-formal sub-sectors. The formal sub-sector comprises academic and technical training beginning from kindergarten up to higher levels, while the non-formal sub-sector covers a range of basic education and skill training targeted on the adults and out-of-school children (TGE, 1994). The policy has reflected the need to search for alternative strategy of non-formal education to fill the gap that the formal education system has failed to accomplish.

However, understanding of non-formal education in Ethiopia is surrounded by confusions and misunderstandings at various levels of implementation, among which, the absence of a clear definition of non-formal education, the issue of target groups, the curriculum, purpose, mode of delivery and the supportive climate are not yet worked out and properly conceived (Tekeste, 1996)

Recently, the Federal Ministry of Education and the Regional Education Bureaux have began to realize that the local, cost-effective non-formal education programs can play a great role in promoting basic education, particularly among the unprivileged groups including nomads, women and children in un-reached areas of the country. In line with this, the final draft of the third education program action plan (ESDP-III, 2005:43) has noted that Alternative Basic Education (ABE) programs are critically important as an emergency short-term measure for achieving universal primary basic education by 2015, and in reaching the hard to reach remote rural and dispersed communities.

2.8 CURRENT SITUATION OF NFBE PROGRAMS IN AMHARA REGION

In an effort made to expand quality primary education, the Amhara Region has managed to attain the participation rate of 55.4% in 2001, which was only 28% in 1996. However, it has been realized that the learning programs faced multitudes of challenges which

include, pupils' class repetition, increase of dropouts, lack of equity, poor quality of education and shortage of fund for implementation. In order to solve these basic education challenges, it has been found timely to use alternative NFBE program as an alternative means to provide out-of-school children with the necessary learning programs (ANRSCABEPS, 2003:1)

In the Amhara Region, alternative NFBE program targets children who do not have access to basic education in the formal basic education program. According to the Amhara Region Children's Alternative Basic Education Program Strategic Plan (2003:2), the alternative NFBE program has the following aims:

- To enhance the participation of out-of-school children in basic education programs
- To put special effort to increase the participation of out-of-school girl child
- To prepare children to stay in the mainstream of learning
- To encourage accessed children to make use of the acquired learning for the immediate benefit of themselves and their family members.

In 2003/2004 academic year, there were about 4122 facilitators, 1883 alternative non-formal basic education learning centers and 251,753 learners enrolled in the region (Amhara Annual Education Statistics Abstract, 2003/2004:66). From this condition one can infer that the current situation of NFBE programs seems a highly urgent agenda in the region in providing basic education for out-of-school children through alternative non-formal approach.

CHAPTER THREE

PRESENTATION AND ANALYSIS OF THE DATA

This part of the study deals with the analysis and interpretation of the data based on the data collected through questionnaires, interviews, document analysis and on direct observation.

Two categories of respondents were involved in responding to the questionnaires. These were facilitators (teachers of the alternative non-formal basic education program for out-of-school children) on the one hand, and co-ordinators and head teachers, on the other. A total of 132 questionnaires were distributed to 105 facilitators (teachers), 20 head teachers and 7 program co-ordinators. Out of the total questionnaires, 122 (92.4%) were correctly filled in and returned. If we look more specifically, of the total 105 questionnaires distributed to alternative NFBE facilitators 101 (96.2%) were filled in and returned and out of 20 questionnaires distributed to head teachers 15 (75%) were filled in and returned. Similarly, out of 7 questionnaires distributed to co-ordinators 6 (85.7%) were filled in and returned. Based on the responses obtained, analysis and interpretation of the data are presented following each table.

3.1 CHARACTERISTICS OF RESPONDENTS

Table 2: Description of Respondents by Sex, Age, Educational Level and Service

No	Item	Respondents					
		Facilitators		Head teachers		Co-ordinators	
1	Sex	No	%	No	%	No	%
	Male	69	68.3	12	80	6	100
	Female	32	31.7	3	20	-	-
	Total	101	100	15	100	6	100
2	Age in years						
	18-23	44	43.6	1	6.7	-	-
	24-29	50	49.5	11	73.3	-	-
	30-35	7	6.9	3	20	5	83.3
	36-41	-	-	-	-	1	16.7
	42 and >	-	-	-	-	-	-
	Total	101	100	15	100	6	100
3	Educational Level						
	Below grade 10	30	29.9	-	-	-	-
	Grade 10 Complete	56	55.4	11	73.3	-	-
	Grade 12 Complete	15	14.7	4	26.7	-	-
	T.T.I	-	-	-	-	2	33.3
	Diploma	-	-	-	-	3	50
	Degree and above	-	-	-	-	1	16.7
	Total	101	100	15	100	6	100
4	Work experience in years						
	0-5	101	100	11	73.3	-	-
	6-10	-	-	4	26.7	1	16.7
	11-15	-	-	-	-	4	66.6
	16-20	-	-	-	-	1	16.7
	21≥	-	-	-	-	-	-
	Total	101	100	15	100	6	100

As depicted in item 1 of Table 2, a total of 101 (96.2%) facilitators, 15 (75%) head teachers and 6 (85.7%) co-ordinators of the program had responded to the questionnaires.

Sex wise, 87 (71.3%) were males while 35 (28.7%) were females. If we look more specifically, out of 101 facilitators involved in the study 69 (68.3%) and 32 (31.7%) were males and females respectively. Of the total (15) head teachers responded to the questionnaire, 12 (80%) and 3(20%) were males and females respectively. Regarding co-ordinators' sex composition involved in the study, all of them were males. This shows that females involvement in this particular program is a little bit limited as compared to the males ones. This condition (i.e. being their number limited) may not allow them to be considered as the role model in their respective community that they are serving.

Regarding respondents' age, the majority, i.e. 50 (49.5%) and 44 (43.6%) of facilitators fall between the age-groups of 24 – 29 and 18 – 23 respectively. The remaining 7 (6.9%) were between the age-groups of 30 – 35. 11 (73.3%) and 3(20%) of the head teachers respondents fall between the age-groups of 24-29 and 30-35 respectively. And 1(6.7%) falls between the age-groups of 18-23. With regard to the co-ordinators, 5(83.3%) fall between the age-groups of 30–35 and the remaining 1(16.7%) falls between the age-groups of 36-41. Thus, it may be assumed that the respondents were old enough to provide reliable information to the study.

As shown in item 3, the educational level of respondents is presented. Accordingly, 29.9%, 55.4% and 14.7% of the facilitators were below grade 10, grade 10 complete and grade 12 complete respectively. Concerning head teacher educational level, 73.3% and 26.7% were grade 10 complete and grade 12 complete respectively. With regard to the educational level of the program co-ordinator, 33.3%, 50% and 16.7% were T.TI graduates, diploma and degree holders respectively.

Item 4 of table 2, above, treats respondents in terms of their work experience. Accordingly, all of the facilitators (100%) and about 11 (73%) of the head teachers had work experience that fall between 0–5 years. From this one can easily guess that both the facilitators and head teachers may not have good exposure to the program. As a result they may not play as effectively as possible to change the suggested theoretical frameworks into the effective implementation. As depicted in the same item, 4 (66.6%) of the co-ordinators had served for more than 10 years.

3.2 ANALYSIS AND INTERPRETATION OF THE DATA

3.2.1 PLANNING OF THE ALTERNATIVE NFBE PROGRAM

According to pratt (1994:45), planning of the alternative NFBE program based on appropriate data is the first step to adopt educational services to the needs of local communities. Such an approach places the alternative NFBE program on a sound foundation and helps to ensure successful implementation. Hence, the analysis and interpretation of data pertaining to the planning issues of alternative NFBE program are presented as follows.

Table 3: Planning Issues of the Alternative NFBE program

No	ITEMS	RESPONDENTS							
		Facilitator 101 = 100%		Head Teacher 15 = 100%		Co-ordinate 6 = 100%		Total 122 = 100%	
		No	%	No	%	No	%	No	%
1	The presence of long-term and short-term plans for the alternative NFBE program								
a	Yes	18	17.8	3	20	4	66.7	25	20.5
b	No	83	82.2	12	80	2	33.3	97	79.5
	Total	101	100	15	100	6	100	122	100
2	Parties involved in preparing the plan for the program								
a	Zone Education desk expert	75	74.2	9	60	5	83.3	89	72.9
b	Woreda Education expert	15	14.9	3	20	1	16.7	19	15.6
c	Center facilitators	5	4.9	2	13.4	-	-	7	5.7
d	Center head teachers	3	3	1	6.6	-	-	4	3.3
e	Community representatives	3	3	-	-	-	-	3	2.5
	Total	101	100	15	100	6	100	122	100
3	The presence of plans on issues like; i, budget for alternative NFBE program								
a	Yes	20	19.8	6	40	2	33.3	28	23
b	No	81	80.2	9	60	4	66.7	94	77
	Total	101	100	15	100	6	100	122	100
	ii, Training for facilitators								
a	Yes	25	24.8	4	26.7	4	66.7	33	27.1
b	No	76	75.2	11	73.3	2	33.3	89	72.9
	Total	101	100	15	100	6	100	122	100
	iii, Enrolment								
a	Yes	29	28.7	7	46.7	3	50	39	32
b	No	72	71.3	8	53.3	3	50	83	68
	Total	101	100	15	100	6	100	122	100

For any program, the presence of plan and common understanding about it enables the concerned people to make efficient use of all the resources available. In Table 3 above, planning issues of the alternative NFBE program are treated.

Accordingly, in the first item of the table, respondents were asked on the presence of long-term and short-term plans about the alternative NFBE program. In response to item 1, only 18 (17.8%) of the facilitators, 3 (20%) of the head teachers and the majority of the co-ordinators 4 (66.7%) replied that there were long-term and short-term plans about the program. On the other hand, the majority of the facilitators (82.2%) and the head teachers (80%), and only 2 (33.3%) of the co-ordinators responded that there were no long-term and short-term plans about the program. The reason why the majority of the co-ordinators responded on the presence of long-term and short-term plans about the program might be due to the fact that they got better access. This could happen because of some of the co-ordinators may have the opportunity to participate in preparing the plans or to get the plan documents because of their position as compared with the facilitators and the head teachers working in the same program (NFBE).

To know the levels of concern in planning, respondents were asked to indicate, from the alternatives given in item 2 of table 3, the participants involved in preparing the plan for alternative NFBE program. Accordingly, 75 (74.2%) of the facilitators, 9 (60%) of the head teachers and 5 (83.3%) of the co-ordinators responded that those who involved in preparing the plan for the alternative NFBE program were the zone education desk experts. Thus, as could be understood from the total responses given by the respondents of the three groups 87 (71.3%) illustrated in item 2 of Table 3, the participation of facilitators, the head teachers and the community in plan preparation was not encouraging. In view of this, it can be deduced that the practices of planning of the program were not that much participatory. This is because the main actors of the program implementers and beneficiaries were not active participants in the planning process of the program.

As can be seen in item 3 of Table 3, the respondents were asked to give their responses on the presence of plans on issues like budget, training for facilitators and enrollment

about the alternative NFBE program. Thus, 80.2%, 60% and 66.7% of the facilitators, the head teachers and the co-ordinators respectively responded that there was not budget plan about the program. On the other hand, only 20 (19.8%) of the facilitators, 6 (40%) of the head teachers and 2 (33.3%) of the co-ordinators replied that there was budget plan about the program.

The respondents were also made to respond on the presence of plans about training for facilitators. Concerning this, as shown in part ii of item 3, most of the facilitators (75.2%) and the head teachers (73.3%), and only (33.3%) of the co-ordinators replied that there was no plan about training for facilitators of the alternative NFBE program. However, 24.8%, 26.7% and 66.7% of the facilitators, the head teachers and the co-ordinators respectively responded that there was plan about training for facilitators of the program. With respect to the plan about enrollment, as depicted in part iii of item 3, 28.7% of the facilitators, 46.7% of the head teachers and 50% of the co-ordinators said that there was plan about enrollment. However, most of the facilitators (71.3%), the head teachers (53.3%) and half of the co-ordinators (50%) responded that there was no plan about enrollment for the alternative NFBE program for out-of-school children.

The interview report from community representatives (including heads of Wereda education offices and Zone education desk head,) reveals that

- a) the strategic plan set by the Regional Education Bureau was the only reference for Alternative Basic Education Program in the Amhara Regional State
- b) there were no other plans at the institutional level. The main reason for the absence of the long-term and short-term plans (mainly at Wereda and leaning center level) and the low involvement of implementers and beneficiaries at the grassroot level in the planning activities is assumed that all the responsibility have been left to the co-ordinators who are assigned to coordinate the program at the Zonal level. Moreover, the researcher has also observed that the strategic plan document was not available at both Wereda and learning center levels.

From the above discussion, it can be concluded that the operational plan at grass root level tends to be low and the managerial approach employed seems to be a top-down approach.

3.2.2 PROGRAM ORGANIZATION BY DURATION OF LEARNING AND AVERAGE CLASS SIZE

The need for non-formal basic education is for its flexibility and adaptability in terms of schedule and duration of learning (Prakash, et al, 1986).

Table 4: Program Organization by Duration of Learning and Average Class Size

No	Woredas	Learning Center	A	B	C	D	E	F
			FCP	ANSD	NWSD	DLH	NSP	ACS
1	FSTIE	1. Abagit	3	220	5	4:00	2	68
		2. Berenta	3	220	5	3.4	1	65
2.	FARTA	1. Debresina	3	220	5	4:00	1	80
		2. Abagezo	3	220	5	4:00	1	65
		3. Wogerie	3	220	5	4:00	1	75
		4. Abodeje	3	220	5	4:00	1	65
3.	KEMEKEM	1. Kutemender	3	220	5	4:00	2	80
		2. Danesa	3	220	5	4:00	1	75
		3. Megeche	3	220	5	4:00	1	70
4.	LAYE-GAYINT	1. Berka	3	120	5	4:00	1	65
		2. Bohitamba	3	220	5	4:00	1	65
		3. Checheho	3	220	5	4:00	1	65
		4. Titira	3	220	5	4:00	1	65
		5. Medabiche	3	220	5	4:00	1	75
5	SIMADA	1. Janeba	3	220	5	5:00	1	80
		2. Shegnoche	3	220	5	4:00	1	75
		3. Astameda	3	220	5	4:00	1	75
		4. Wanzaye	3	220	5	4:00	1	65
		5. Gotimender	3	220	5	4:00	1	80
		6. Bazerameda	3	220	5	4:00	1	75

Key: FCP = Full cycle of the program in a year

ANSD = Average Number of School days in a year

NWSD = Number of Weekly School days

DLH = Daily learning hours

NSP = Number of Shifts Per day

ACS = Average Class Size

Table 4 shows durations allotted for the alternative NFBE program in the sampled learning centers within each selected Wereda. Accordingly, as depicted in Table 4 item

“A”, all (100%) of the sampled learning centers have adopted a three year cycle to complete the basic education program which is equivalent to a four year official lower primary formal education level. This is also pointed out in the Amhara National Regional State Children’s Alternative Basic Education Program Strategic Plan (2003:10). And according to the Alternative Basic Education Program Implementation Guide (2005:7), the school calendar shall be a three year cycle ranging from 630 – 660 learning days to complete the lower level of primary level (i.e. grades 1 – 4). As indicated in item “B” of table 4, the average number of school days in all sampled learning centers in a year was found to be 220 days.

The number of the weekly school days as shown in the same table of item “C” is similar in all the learning centers (five days) while the daily learning hours as depicted in item “D” is 4 hours in 18 sampled learning centers. And 3-4 hours and 5 hours in Berenta and Janeba learning centers respectively. The reduction in the length of learning hours than the formal school might have to do with the interest of parents to satisfy the need of child labour as it affects the participation of children in education. In this context, allowing children to work and learn might have been considered to contribute to increase enrollment and to decrease drop-out.

The number of shifts as depicted in item “E” of Table 4, in five learning centers, namely; (Abagit, Kutemender, Barka, Bohitamba and Medabiche) is two while it is only one in other learning centers. With regard to the average class size, as indicated in Table 4 of item “F”, in all the sampled learning centers the number of pupils within a class was found to be large (i.e. ranging from 65 – 80 pupils in a class). This figure is larger than the standard set by the Zone Education Desk and this stated in the Region’s Alternative Basic Education Program Strategic Plan for children (2003:14) and in the Children’s Alternative Basic Education Program Implementation Guide (2005:9) which explains how to ensure the success of the teaching-learning process. Based on this information each class room is supposed to serve 40 – 50 pupils at most. Besides, the researcher’s observation reveals that the observed alternative learning centers were not suitable for the teaching – learning process since the available classes were crowded and had no enough places for facilitators to move and help children.

Table 5: Status of Accommodation in the Learning Centers

No	Learning Center	Status of Alternative Learning Centers				
		FSR	Sheds/Dases	SOC	KO	Other
1	Abrgit			✓		
2	Berentu			✓		
3	Deberesina			✓		
4	Abagezo					
5	Wogerie			✓		
6	Abodeje				✓	
7	Kutemender			✓		
8	Danasa			✓		
9	Megeche			✓		
10	Berka			✓		
11	Bohitamba			✓		
12	Checheho			✓		
13	Titira			✓		
14	Medabiche				✓	
15	Janeba				✓	
16	Shegnoche			✓		
17	Asfameda			✓		
18	Wanzaye			✓		
19	Gotimender			✓		
20	Bazerameda				✓	

Key

FSR = Formal School room

SOC = Specially organized center for the program (NFBE) itself

KO = Kebele Office

As illustrated in Table 5, in 16 (80%) learning centers the alternative NFBE program has taken place in those centers established for the alternative NFBE program. However, as shown in the same table, there are also centers (Abodeje, Medabiche, Janeba and Bazerameda) in which the program is conducted in kebele offices. The interview held with community representatives of the alternative NFBE learning centers and Wereda education office heads also reveals that the centers which are established for the program are not equipped with chairs, blackboards and learning materials. As it has been

mentioned in the earlier discussion, most of the learning classes are crowded with large number of children. This was also confirmed during the field observation made by the researcher. Most of the learning centers were made from local materials for the purpose of offering the alternative NFBE program but they were ill equipped with even the basic facilities (chair, board, and learning materials such as text books, teachers guide and other reference materials).

3.2.3 PROGRAM ORGANIZATION AND CURRICULUM ISSUES

One of the factors enhancing alternative NFBE learning program is the designing of relevant and learner need-based curriculum and the preparation of related learning materials. And thus, the success of NFBE program depends on the well designed curriculum (Mezirow, 1981).

Table 6: Responses on the program organization and curriculum issues of Alternative NFBE program for out-of-school children.

No	Item	RESPONDENTS							
		Facilitator		Head teacher		Co-ordinator		Total	
		No	%	No	%	No	%	No	%
1	Approaches applied to classroom organization								
	a) Self Contained	101	100	15	100	6	100	122	100
	b) Departmentalized	-	-	-	-	-	-	-	-
	c) multi grade	-	-	-	-	-	-	-	-
	d) other	-	-	-	-	-	-	-	-
	Total	101	100	15	100	6	100	122	100
2	The calendar / timing of the alternative NFBE learning program is determined by								
	a) Zone education desk	41	40.6	7	46.7	4	66.6	52	42.6
	b) Werada education desk	22	21.8	4	26.7	1	16.7	27	22.4
	c) Facilitators and Principals	17	16.7	3	20	1	16.7	21	17.2
	d) Local community	11	10.7	1	6.6	-	-	12	9.6
	e) a, b, c and d jointly	10	9.9	-	-	-	-	10	8.2
	f) other	-	-	-	-	-	-	-	-
	Total	101	100	15	100	6	100	122	100
3	Curriculum materials specifically developed for the program								
	a) Yes	67	66.6	13	86.7	6	100	86	76.5
	b) No	34	33.4	2	13.3	-	-	36	29.5
	Total	101	100	16	100	6	100	122	100
4	The curriculum for the alternative NFBE program is designed by								
	a) Region education bureau	91	90.1	13	86.8	5	83.3	109	89.3
	b) Zone education desk experts	3	3	1	6.6	1	16.7	5	4.1
	c) Woreda education experts	7	6.9	1	6.6	-	-	8	6.6
	d) others	-	-	-	-	-	-	-	-
	Total	101	100	15	100	6	100	122	100
5	Acceptance of the alternative NFBE curriculum								
	(i) by parents								
	a) Yes	65	64.4	10	66.7	3	50	78	63.9
	b) No	36	35.6	5	33.3	3	50	44	36.1
	Total	101	100	15	100	6	100	122	100
	(ii) by educators								
	a) Yes	54	53.5	9	60	3	50	66	54.1
	b) No	47	46.5	6	40	3	50	56	45.9
	Total	101	100	15	100	6	100	122	100
	(iii) by facilitators								
	a) Yes	42	41.6	4	26.7	4	66.6	50	40.9
	b) No	59	58.4	11	73.3	2	33.3	72	59.1
	Total	101	100	15	100	6	100	122	100

As it can be seen in Table 6 item 1, all of the respondents 122 (100%) responded that the sample alternative NFBE learning centers employ the self-contained classroom approach, i.e. one teacher holds the responsibility to teach all the subjects given at a certain level of the program.

This approach seems similar to the existing practices in the formal lower primary school approach.

In item 2 of the same table, respondents were asked to give answer on question who determines the calendar /timing of the alternative NFBE program at the learning center level. In response to this item, the majority, i.e. (40.6%) of the facilitators, (46.7%) of the head teachers and (66.6%) of the co-ordinators responded that the calendar of the program was determined by the Zone Education Desk experts. For the same question, only 11 (10.9%) of the facilitators, 1(6.6%) of the head teachers, that is, only 12(9.6%) of the total respondents responded the involvement of the local community in deciding the calendar/timing of the alternative NFBE learning program. This practice lacks or does not seem to satisfy the guiding principles of the alternative NFBE program. Because, as discussed in the literature, one of the guiding principles of implementing alternative NFBE program is to ascertain community participation and program ownership by involving community members in all stages (planning, organization, implementation, monitoring and evaluation) of the programs and encourage them to actively and directly participate in all aspects as owners (ANRSCABPS, 2003:2).

With regard to the existence of the curriculum materials specifically developed for the alternative NFBE program, as can be seen in item 3, 70.5% of the total respondents replied that of curriculum materials are developed for the program. On the other hand, 29.5% of the respondents responded the non-existence of curriculum materials specifically developed for the alternative NFBE program.

In the interview made with heads of the Wereda education offices and head of the zone education desk, they revealed that curriculum materials are developed specifically for the program, however, they replied that curriculum materials are similar to the formal

education curriculum except that they are in a condensed and simplified form. The Researcher's observation also reveals that curriculum materials are developed for the program.

As illustrated in item 5 of Table 6, respondents were asked about the acceptance of the curriculum by different bodies. Accordingly, 63.9% of the total respondents replied that the curriculum was accepted by parents. On the contrary, 36.1% of the total respondents reported that it was not accepted by parents. For the same question, 54.1% of the total respondents responded that the curriculum was accepted by educators; however, 45.9% of the total respondents refused this idea. Moreover, 59.1% of the total respondents replied that the curriculum was not accepted by facilitators. On the other hand, 40.9% of the total respondents replied that the curriculum is accepted by facilitators.

In the interview made with most of the community representatives of the alternative learning centers, heads of wereda education offices and head of the zone education desk, and informally with facilitators, it was confirmed that in addition to its theory oriented the curriculum is not accepted mainly by facilitators and learners with the reason that the topics or contents of some subjects (mainly mathematics and English) are inappropriate to the maturity level of children and even difficult for facilitators to understand and teach the subjects at the classroom level. .

Table 7: Subjects Taught and period Allotment

No	Learning centers		Subjects Taught and period Allotment					
			Amharic	English	Environmenta l Science	Health science	Arithmetic	Total periods per week
1	Abrgit	a	✓	✓	✓	✓	✓	✓
		b	2	4	3	2	5	16
2	Berenta	a	✓	✓	✓	✓	✓	✓
		b	2	3	2	2	3	12
3	Debresina	a	✓	✓	✓	✓	✓	✓
		b	2	3	3	1	3	12
4	Abagezo	a	✓	✓	✓	✓	✓	✓
		b	2	2	3	1	2	10
5	Wogerie	a	✓	✓	✓	✓	✓	✓
		b	2	3	3	1	3	11
6	Abodeje	a	✓	✓	✓	✓	✓	✓
		b	2	3	2	1	3	11
7	Kutemender	a	✓	✓	✓	✓	✓	✓
		b	2	2	3	1	1	10
8	Danesa	a	✓	✓	✓	✓	✓	✓
		b	2	3	2	1	3	11
9	Megeche	a	✓	✓	✓	✓	✓	✓
		b	2	3	2	1	3	11
10	Barka	a	✓	✓	✓	✓	✓	✓
		b	1	2	3	2	2	10
11	Bohitamba	a	✓	✓	✓	✓	✓	✓
		b	3	3	4	1	4	15
12	Checheho	a	✓	✓	✓	✓	✓	✓
		b	2	4	3	2	5	16
13	Titira	a	✓	✓	✓	✓	✓	✓
		b	3	3	3	2	3	14
14	Medabiohe	a	✓	✓	✓	✓	✓	✓
		b	2	3	2	1	3	11
15	Taneba	a	✓	✓	✓	✓	✓	✓
		b	2	3	2	1	3	11
16	Shegnoche	a	✓	✓	✓	✓	✓	✓
		b	2	4	3	2	4	15
17	Astamedda	a	✓	✓	✓	✓	✓	✓
		b	2	3	2	1	3	11
18	Wanzaye	a	✓	✓	✓	✓	✓	✓
		b	2	4	2	1	3	12
19	Gotimender	a	✓	✓	✓	✓	✓	✓
		b	2	2	3	1	2	10
20	Bazeramedda	a	✓	✓	✓	✓	✓	✓
		b	2	3	2	2	3	12

N.B. a = "✓" This mark indicates subjects given at the learning center.

b = "Numbers" represent periods allotted for each subject per week.

As can be seen in Table 7, Amharic, English, Environmental science, Health science and Arithmetic are the core subjects incorporated in the curriculum to be taught and they are the core subjects that are given in all sampled learning centers with a weekly period allotment ranging from 10 – 16. As shown in the same table, period allotted for each subject varies from center to center.

3.2.4 FACILITATORS ISSUES

In any organization, of all the resources required to attain the organizational goals the most important is the human resources, and therefore staffing the organization with appropriate people becomes the most primary task of any organization (Hendry, 1995:361)

Thus, as they are the main actors in implementing the alternative NFBE program, the strength and success of the program is highly depends on the quality of facilitators. Thus, the following discussion deals with on issues related to facilitators.

**Table 8: Responses on the facilitators of the Alternative NFBE program
for out-of-school children**

<i>No</i>		RESPONDENTS							
		<i>facilitators</i>		<i>Head teachers</i>		<i>Co-ordinator</i>		<i>Total</i>	
		<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
1	Parties involved in recruiting selecting facilitators								
a	Zone education desk	-	-	-	-	-	-	-	-
b	Wereda education desk	27	26.7	6	40	2	33.3	35	28.7
c	Local community representative	67	66.3	9	60	4	66.7	80	65.6
d	a, b and c	7	7	-	-	-	7	7	5.7
	Total	101	100	15	100	6	100	122	100
2	Type of facilitators employment								
a	Full - time	77	76.2	13	86.7	5	83.3	95	77.9
b	Part – time	24	23.8	2	13.3	1	16.7	27	22.1
c	Volunteers	-	-	-	-	-	-	-	-
	Total	101	100	15	100	6	100	122	100
3	The payment for facilitators is satisfactory and motivating								
a	Yes	-	-	-	-	-	-	-	-
b	No	101	100	15	100	6	100	122	100
	Total	101	100	15	100	6	100	122	100
4	In - service training given for facilitators								
a	Yes	19	18.8	5	33.3	2	33.7	26	21.3
b	No	82	81.2	10	66.7	4	66.7	96	78.7
	Total	101	100	15	100	6	100	122	100
5	The designed training package addresses the gaps of desired need and actual instructional performance of facilitators knowledge and pedagogical experience								
a	Yes	25	24.8	6	40	2	33.3	33	27
b	No	76	75.2	9	60	4	66.7	89	73
	Total	101	100	15	100	6	100	122	100
6	Parties involved in evaluating facilitators work efficiency								
a	Learning Center Committee	-	-	-	-	-	-	-	-
b	Supervisors	-	-	-	-	-	-	-	-
c	Learners	-	-	-	-	-	-	-	-
d	a, b and C jointly	101	100	15	100	6	100	122	100
	Total	101	100	15	100	6	100	122	100

As can be seen in Table 8 item 1, 80 (65.6%) of the total respondents responded that the community representatives were responsible for the recruitment and the selection of facilitators. This indicates that the community representatives were more responsible in recruiting and selecting facilitators.

As many of the respondents (76.2% of facilitators, 86.7% of head teachers and 83.3% of the co-ordinators) responded, as shown in item 2 of the same table, facilitators term of employment was found to be on a full-time basis. Other than full-time basis, as indicated in the same item, 23.8% of the facilitators, 13.3% of the head teachers and 16.7% of the co-ordinators responded that facilitators were employed on a part-time basis. From this it can be concluded that the type of employment exercised was found to be mainly on a full-time basis.

As seen in item 3, results on the level of salary satisfaction and job motivation of facilitators were found to be unsatisfactory as responded by 122 (100%) of the total respondents. They also feel unsecured as informally discussed with some facilitators during field visits in learning centers. Similarly, results of the interview made with the community representatives of the alternative NFBE program learning centers and wereda education office heads also state:

Monthly salary of the alternative NFBE facilitators is 180 Birr, and this amount of money is inadequate when compared to their great responsibilities. In this respect, the stability of the facilitators on their job is low and their turnover is high, as their salary is not enough.

Thus, the discussion results calls upon the concerned bodies to pay due attention on time to improve the payment of facilitators. With respect to in-service training, as shown in item 4 of table 8, 81.2% of the facilitators, 66.7% head teachers and 66.7% the co-ordinators responded that there was no in-service training given for facilitators. In the interview made with heads of the wereda education offices and zone education desk head, it was confirmed that the alternative NFBE facilitators do not get in service training due to lack of budget.

However, 26 (21.3%) of the total respondents replied that there was in service training given for facilitators. As the majority of the respondents (75.2%) of facilitators, (60%) of the head teachers and (66.7%) of the co-ordinators, as shown in item 5 of the same table, replied that the designed training package does not address the gaps of desired need and

actual instructional performance of facilitators knowledge and pedagogical experience. However, (27%) of the total respondents reported that the training package address the gaps of desired need and actual performance of facilitators knowledge and pedagogical experience.

The interview result held with the officials (Wereda education offices and Zone education desk heads) reveals that though trainings are given for facilitators they are short lived and not continuous because of lack of budget. Moreover, the informal discussion made with some facilitators and head teachers disclosed that trainings given for facilitators were not need-based rather designed from the top and given spontaneously without training need survey.

With regard to evaluation of facilitators work efficiency, as shown in item 6, all the respondents 122 (100%) replied that the evaluation of facilitators work efficiency is the responsibility of learning center committee, supervisors and learners jointly. This practice is also stated in Children's Alternative Basic Education Program Implementation Guide (2005:16) which explains 50%, 40% and 10% of the facilitators work efficiency is evaluated by learning center committee, supervisor and learners respectively.

Table 9: Responses on the Requirement for Facilitators Recruitment and Selection

<i>No</i>	<i>Items</i>	<i>RESPONDENTS</i>							
		<i>Facilitator</i>		<i>Head teacher</i>		<i>Co-ordinator</i>		<i>Toral</i>	
	<i>Recruitment and selection criteria for facilitators</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
1	Educational level	31	30.7	4	26.7	2	33.3	37	30.3
2	Community acceptance	43	42.6	6	40	2	33.3	51	41.8
3	Residence Proximity	8	7.9	2	13.3	1	16.7	11	9
4	Knowledge of local culture and language	19	18.8	3	20	1	16.7	23	18.9
5	Ability test	-	-	-	-	-	-	-	-
	Total	101	100	15	100	6	100	122	100

According to the data shown in Table 9, respondents were asked to give answer on the recruitment and selection criteria of facilitators. Accordingly, 41.8%, 30.3%, 18.9% and 9% of the total respondents replied that facilitators were recruited and selected based on

community acceptance, educational level, knowledge of local culture and residence proximity respectively.

The practices of these criteria, as discussed in the literature, might have been adopted to fit local culture and related to development of sense of ownership of the community.

3.2.5 ISSUES RELATED TO PROGRAM OBJECTIVES AND TRENDS IN STUDENTS PARTICIPATION (2002/03 – 2005/06)

From its very nature the central objective of non-formal basic education is aimed at out-of-school children/youth covering both the non-enrolled and the dropouts mostly in rural areas (Mani, 1984:53). To identify this, questionnaires were conducted for head teachers and co-ordinators and interview was held with heads of Wereda education offices and zone education desk. Thus, the following Tables deal with items related to these issues.

Table 10: Responses on Issues Related To Program objective

<i>No</i>	<i>ITEMS</i>	<i>RESPONDENTS</i>					
		<i>Head Teachers</i>		<i>Co-ordinators</i>		<i>Total</i>	
		<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
1	The major objectives for initiating the alternative NFBE program for out-of-school children.						
	a) To promote access	9	60	4	66.6	13	61.9
	b) To address equity	6	40	1	16.7	7	33.3
	c) To improve internal efficiency	-	-	-	-	-	-
	d) To improve educational relevance	-	-	1	16.7	1	4.8
	Total	15	100	6	100	21	100
2	The initiative come from						
	a) donors						
	b) government	12	80	4	66.7	16	76.2
	c) the community	3	20	2	33.3	5	23.8
	Total	15	100	6	100	21	100
3	Identification of beneficiaries needs						
	a) Yes	4	26.7	3	50	7	33.3
	b) No	11	73.3	3	50	14	66.7
	Total	15	100	6	100	21	100
4	The presence of criteria for learning centers distribution						
	a) Yes	13	86.7	6	100	19	90.5
	b) No	2	13.3	-	-	2	9.5
	Total	15	100	6	100	21	100

Item 1 of Table 10 deals with the major reasons initiating to provide the alternative NFBE program for out-of-school children. Accordingly, majority of the head teachers (60%) and co-ordinators (66.6%) replied that the major reason initiating to provide the alternative NFBE program was to promote access to basic education for out-of-school children. On the other hand, 40% the head teachers and 16.7% of the co-ordinators responded that the major reason for initiating the alternative NFBE program was to address equity. For the same question, only 16.7% of the co-ordinators reported that the major reason for initiating the program was to improve educational relevance. As has been mentioned in the literature, the ANRSCABEPS (2003:1) explains that one of the aims of alternative basic education program is aimed at enhancing the participation of out-of-school children in basic education program.

Respondents were also made to choose from the alternatives given in item 2 of Table 10. Accordingly, 76.2% of the total respondents replied that the initiatives for the program came from the government. On the other hand, 23.8% of the respondents reported that the initiative came from the community.

With regard to need assessment survey, as shown in item 3 of the same Table, majority of the total respondents (66.7%) responded that learning need assessment survey was not conducted. However, 33.3% of the total respondents replied that the program was based on need assessment survey.

And as shown in item 4, 86.7% of the head teachers and 100% of the co-ordinators replied that there was criteria on which alternative NFBE learning centers distributed. In the interview made with the wereda education office heads and head of the zone education desk, it was confirmed that the distribution of the alternative NFBE learning centers is based on the following conditions, i.e. in kebeles where there are no formal schools, in kebeles where formal schools are located more than 3 kilometers from children's home and they are established near to kebeles where there are large number of children. The assumption behind these criteria may be related to enhance access (physical accessibility) for out-of-school children.

Table 11: Responses on Issues Related to Registration of Alternative NFBE Learners

<i>No</i>	<i>ITEMS</i>	<i>RESPONDENTS</i>					
		<i>Head Teachers</i>		<i>Co-ordinators</i>		<i>Total</i>	
		<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
1	Criteria for selecting the learners in alternative NFBE program						
	a) Economic background	7	46.7	4	66.7	11	52.4
	b) Age	3	20	-	16.7	3	14.3
	c) Sex	4	26.7	2	33.3	6	28.5
	d. Interest	1	6.6	-	16.7	1	5.8
	Total	15	100	6	100	21	100
2	Beneficiaries come to register in alternative NFBE program through						
	a. Application	1	6.7	-		1	5.8
	b. Invitation	10	66.7	6	100	16	76.2
	c. Imposition	4	26.6	-		4	19
	Total	15	100	6	100	21	100

Regarding the criteria for selecting the learners in the NFBE program, the majority (46.7%) of the head teachers and (66.7%) of the co-ordinators revealed that economic background of children was the basic criteria for registration. The rest 28.5%, 14.3% and 5.8% of respondents from the total replied that sex, age and interest respectively were as requirements for selecting the learners.

Concerning item 2 of Table 11, the majority (76.2%) of the total respondents replied that children are invited for the alternative NFBE program. During the interview sessions, the community representatives of the alternative NFBE learning centers and the wereda education office heads stated “If the demand for NFBE program is high, priority for enrollment is given based on low economic status, sex and age level.”

Table 12: Trends in Students Participation (2002/03 – 2005/06)

Year	ESTIE						FARTA						KEMEDEM						LAYE-GAYINT						SIMADA					
	E		D		P		E		D		P		E		D		P		E		D		P		E		D		P	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2002/03	10	36	28	19	42	17	264	192	56	61	208	131	210	57	19	23	101	34	110	20	12	8	98	12	138	114	22	26	116	88
Total	106		47		59		456		117		339		267		42		135		130		20		110		252		48		204	
2003/04	94	72	37	33	57	39	168	167	48	52	120	115	150	192	17	26	133	166	200	189	31	28	169	161	186	174	45	34	141	140
Total	166		70		96		335		100		235		342		43		299		389		59		330		360		79		281	
2004/05	105	80	49	39	56	41	-	-	-	-	-	-	231	234	21	28	210	206	380	381	34	41	306	340	142	132	28	19	114	113
Total	185		88		97		-		-		-		465		49		416		761		75		686		274		47		227	
2005/06	112	96	16	13	-	-	-	-	-	-	-	-	270	276	14	24	-	-	370	356	22	25	-	-	216	192	ND	ND	-	-
Total	208		29		-		-		-		-		546		38		-		726		47		-		408				-	
Total	665		234		252		791		217		574		1620		172		850		2006		201		1126		1294		174		712	

KEY:

E = enrollments

D = Dropout

P = passes

ND = data not available

Source: Computed from Zone Education Desk and from Each Respective Wereda Education office.

N.B. The data shown in Table 12 shows the trends of students' participation in the sampled learning centers of each selected Wereda only.

As illustrated in Table 12, the 2002/03 (the year when the alternative NFBE program was started in the study area) enrollments in the sampled alternative learning centers in the selected Wereda were found to be 106, 456, 267, 130 and 250 students in ESTIE, FARTA, KEMEKEKEM, LAYE-GAYINT and SIMADA sampled learning centers respectively. Currently, i.e. 2005/06, enrollments in the sampled learning centers of the selected Weredas were found to be 208, 546, 726 and 408 in ESTIE, KEMEKEKEM, LAY-GAYINT and SIMADA respectively.

Generally, the total number of students enrolled within four academic years, i.e. from 2002/03–2005/06 were found to be 665, 791, 1620, 2006 and 1294 students in ESTIE, FARTA, KEMEKEKEM, LAYEGAYINT and SIMADA sampled learning centers respectively.

As shown in the same Table, the 2002/03 drop-out rates of the sampled alternative learning centers within the selected weredas were found to be 44.3%, 25.7%, 15.7%, 15.4% and 19% in ESTIE, FARTA, KEMEKEKEM, LAYE-GAYINT and SIMADA respectively. As depicted in the same Table, the situation in 2004/05 was found to be 47.6, 10.5% 9.9% and 17.2% in the sampled alternative learning centers of ESTIE, KEMEKEKEM, LAYE-GAYINT and SIMADA respectively. The figure for ESTIE sampled learning centers was higher than the four sampled areas and requires further investigation. From the data depicted in Table 12, it could be deduced that though the enrollment is in an increasing trend, the drop-out rate is high. Certain factors might have contributed to the high drop-outs observed in the trends of student participation. These may include low involvement of parents, inconvenient school schedule and contents of subjects given.

Thus, the situation calls upon the concerned bodies to pay due attention on time to decrease the drop-out rates.

3.2.6 CONTRIBUTION LEVEL AND SITUATION OF WORK INTEGRITY AMONG STAKEHOLDERS IN RUNNING THE ALTERNATIVE NFBE PROGRAM

According to Fordham (1989:4) and pratt (1994), development in general and provision of education in particular has always been a collective endeavor of the community, government and non-governmental organization (NGOs). Thus, to find out the major contribution and work integrity among the community, government and NGOs in running the alternative NFBE program data were collected using questionnaire, interview and observation. The details of which is discussed below.

Table 13: Responses on the Contributions of Communities, NGOs and Government in Running the Alternative NFBE program

No		RESPONDENTS							
		Facilitators		Head teachers		Co-ordinators		Total	
		No	%	No	%	No	%	No	%
1	Contributions of local communities								
a	Land Provision and Site selection	35	34.7	4	26.7	2	33.3	41	33.6
b	Labour and raw materials provision	48	47.5	8	53.3	3	50	59	48.4
c	Funds in cash	6	5.9	1	6.7	1	16.7	8	6.6
d	Scheduling or time tabling of program	12	11.9	2	13.3	-	-	14	11.4
	Total	101	100	15	100	6	100	122	100
2	Contributions of NGOs								
a	Financial Support	9	8.9	4	26.7	1	16.7	14	11.5
b	Training for facilitators	53	52.5	7	46.7	2	33.3	62	50.8
c	Furnishing of learning center and provision of learning materials	29	28.7	1	6.6	2	33.3	32	26.2
d	Constructing of alternative learning centers	10	9.9	3	20	1	16.7	14	11.5
	Total	101	100	15	100	6	100	122	100
3	Parties involved in program (NFBE) planning, monitoring and evaluation								
a	Government	67	66.3	12	80	2	33.3	81	66.4
b	Communities	31	30.7	3	20	4	66.7	38	31.1
c	NGOs	3	3	-		-		3	2.5
	Total	101	100	15	100	6	100	122	100

As shown in Table 13 of item 1, as far as the contribution of the community in running the alternative NFBE program is concerned, 47.5% of the facilitators, 53.3% of the head teachers and 50% of the co-ordinators responded that the contribution of the community

in running the alternative NFBE program was made in the form of labour and raw materials provision. On the other hand, 34.7% of the facilitators, 26.7% of the head teachers and 33.3% of the coordinators replied that the contribution of the community in running the program was made in the form of land provision and site selection. This indicates that the contributions were based on the capacity of the people. The other responses were fairly evenly distributed over the other categories.

With regard to item 2 of the same Table, out of the subjects asked to replay on what contributions do NGOs make, 50.8% of the total respondents replied that the contribution of NGOs was made by giving training for facilitators, while 26.2% of the total respondents responded that the contribution of NGOs was made in the form of furnishing of learning centers and provision of learning materials. The other responses were evenly distributed over the other categories. The interview held with heads of Wereda education offices and head of zone education desk was confirmed that the contribution made by NGOs was mainly by giving training for facilitators.

With regard to the involvement of stakeholders in planning, monitoring and evaluating of the alternative NFBE program, as shown in item 3, 66.4% of the total respondents replied that planning, monitoring and evaluating the program was done by the government, while 31.1% of the total respondents responded that the community representatives were involved in planning, monitoring and evaluating of the alternative NFBE program. Only 2.5% the total respondents replied that NGOs were involved in the planning, monitoring and evaluating the program. From this it could be concluded that the practice of involvement of the community and specially the involvement of NGOs in planning, monitoring and evaluating the on-going alternative NFBE program was found to be low.

Table 14: Responses on the contribution level and situation of work integrity among stakeholders in running the Alternative NFBE program

No	Items	Respondent	Rating Scores					$\bar{X}$	S.D	F-ratio
			5	4	3	2	1			
1	The existences of clear and consistent guidelines and regulation for the involvement of stake holders	F	3	31	28	34	5	2.93	0.98	* 6.160
		H	2	3	6	4	-	3.20	1.01	
		Co	2	4	-	-	-	4.33	0.51	
		Total	7	38	34	38	5	3.03	1.01	
2.	The available guidelines reach the implementers at the right time	F	-	4	29	47	21	2.16	0.79	* 26.055
		H	-	2	4	9	-	2.53	0.74	
		Co	3	3	-	-	-	4.50	0.55	
		Total	3	9	33	56	21	2.31	0.93	
3	The overall involvement of the community in running the program	F	6	26	47	15	7	3.09	0.96	0.082
		H	-	3	9	3	-	3.00	0.65	
		Co	-	1	4	1	-	3.00	0.63	
		Total	6	30	60	19	7	3.07	0.91	
4	The level of team sprit and work integrity among the government, NGOs and local community in running the program	F	-	10	15	52	24	2.11	0.88	2.678
		H	-	2	2	9	2	2.27	0.88	
		Co	-	2	4	-	-	3.33	0.52	
		Total	-	14	21	61	26	2.19	0.90	
5	The impact of NGOs participation in running the alternative NFBE program	F	-	2	20	35	44	1.79	0.82	1.198
		H	-	-	2	3	10	1.46	0.74	
		Co	1	-	-	2	3	2.00	1.55	
		Total	1	2	22	40	57	1.76	0.85	

* Significant at alpha level 0.05, D.F between groups 2, with in groups 119 and $F_{critical}$ 3.07

NB. * = significant difference

Key

F = Facilitators

H = Head teachers

Co = Co-ordinators

$\bar{X}$ = Weighted mean

SD = Standard deviation

In any institution, as discussed in the literature, the contribution and situation of work integrity among stakeholders are very essential in implementing the on-going program successfully. As shown in Table 14, the contribution level and situation of work integrity among stakeholders in running the alternative NFBE program were treated. As it can be seen from the same table, responses were rated by facilitators, head teachers and co-ordinators and the weighted mean scores were calculated. Accordingly, the weighted

mean was calculated by putting the scores into a matrix. Each item was classified either as very high, high, medium, low and very low.

Very high scored 5, high scored 4, medium scored 3, low scored 2 and very low scored 1.

The mean scores obtained from the data were interpreted as follow: 4.5 – 5.0 very high, 3.5 – 4.49 high, 2.5 – 3.49 medium, 1.5 – 2.49 low and 0.5 – 1.49 very low.

In this regard, in the first item of Table 14, respondents were asked on the presence of clear and consistent guidelines and regulations for the involvement of stakeholders in running the alternative NFBE program. In response to this item, the weighted mean of facilitators and head teachers was found to be 2.93 and 3.20 respectively.

This shows that facilitators and head teachers are mediumly responded to the existence of clear and consistent guidelines for the involvement of stakeholders in running the program, while program co-ordinators rated ($\bar{X}=4.33$) which is more than the two categories of respondents. The conducted interviews with heads of Wereda education offices and the community representatives of the alternative NFBE learning centers also revealed that clear guidelines and regulations are not available mainly at the grass-root (learning center) level. This might be one of the reasons for the significant variations between the implementers at the grass-root level (facilitators and head teachers) and the program co-ordinators mostly assigned at the Wereda and Zonal levels to coordinate the program.

In the second item (2) of the same table, respondents were asked whether the available guidelines reach them at the right time. Accordingly, the weighted mean of facilitators, head teachers and Co-ordinators was found to be $\bar{X} = 2.16$, $\bar{X} = 2.53$ and $\bar{X} = 4.50$ respectively. The results of this item revealed that the program co-ordinators rated the item very high than facilitators and head teachers who rated low the same item of table 14.

Table 14a: Variations Among Facilitators, Head teachers and Co-ordinators Regarding Items 1 and 2 of Table 14 by using One Way Analysis of variance (ANOVA)

<i>No</i>	<i>Items</i>	<i>Sources of variance</i>	<i>DF</i>	<i>Sum of squares</i>	<i>Mean square</i>	<i>F. ratio</i>
1	The existance of clear and consistent guidelines and regulations for the involvement of stakeholders	Between Groups	2	11.621	5.810	6.160
		With in Groups	119	112.248	0.943	
		Total	121	123.869		
2	The available guidelines reach the implementers at the right time	Between Groups	2	31.078	15.917	26.055
		With in Groups	119	72.299	0.611	
		Total 121	103.377			

As shown in Table 14a, the investigation has revealed that there is significant variations among respondents in their responses of the existence of clear and consistent guidelines for the involvement of stakeholders in running the alternative NFBE program and the available guidelines reach the implementers at the right time.

Table 14b: Post Hok Test – A multiple comparison of means by using Tukey's HSD method to determine exactly where the significant differences occur in items 1 and 2 of Table 14a above

<i>Items</i>	<i>Respondents</i>	<i>Mean Difference</i>
1	F → H →	-.269
	F → C →	-1.403*
	H → F →	.269
	H → C →	-1.133*
	C → F →	1.403*
	C → H →	1.133*
2	F → H →	-.375
	F → C →	-2.347*
	H → F →	.375
	H → C →	-1.966*
	C → F →	2.342*
	C → H →	1.966*

Key

F = Facilitators

H = Head teachers

C = Co-ordinators

***. The mean difference is significant at 0.05 level**

As indicated in Table 14b, the pair wise comparison (Tukey-HSD method) shows significant mean variations among the respondents. Hence, by referring to the matrix of mean differences in item 1 of Table 14b above, we find that the significant differences occur between:

- i) Co-ordinators and facilitators
- ii) Co-ordinators and head teachers

Similarly, in item 2 of the same table, the significant differences occur between:

- i) Co-ordinators and facilitators
- ii) Co-ordinators and head teachers

In case of item 3 of Table 14, the comparison result has shown that there is no significant mean variation among facilitators ($\bar{X} = 3.0$), head teachers ($\bar{X} = 3.0$) and co-ordinators ($\bar{X} = 3.0$) in their response of the overall involvement of the community in running the alternative NFBE program.

With regard to item 4 of Table 14, the analysis result has shown that there is no significant mean variations among all groups (Facilitators $\bar{X} = 2.11$, Head teachers $\bar{X} = 2.27$ and Co-ordinators $\bar{X} = 2.09$) of respondents. The analysis result of this item has revealed that all the three groups of respondents have given low credit to the level of team spirit and work integrity among the government, NGOs and local community in running the program.

The analysis of variance (ANOVA) for item 5 of Table 14, shows that no significant mean variation among the three groups of respondents, i.e. facilitators ($\bar{X} = 1.79$), Head teachers ($\bar{X} = 1.46$) and Co-ordinators ($\bar{X} = 2.00$). If we look it more specifically at the replies of each category of respondents, the head teachers has given very low credit, while facilitators and Co-ordinators have given low credit to the impact of NGOs in running the alternative NFBE program. The interview results held with heads of Wereda education offices and head of the zone education desk also confirmed that the impact of NGOs in running the program is very low. They further forward:

Though there are many NGOs in the study area, few such as WACT (Wabe Children's Aid and Training) and Norway Save the children are involved with low contribution in the form of provisions of materials and training for facilitators.

From the above discussion, it could be concluded that the situation of work integrity among stake holders and the impact of NGOs in running the alternative NFBE program in the study area was found to be low.

3.2.7 THE STRENGTH OF ALTERNATIVE NFBE PROGRAM

Learning programs are basically launched to address the demands of beneficiaries (Boschee, et al. 1993:2). Non-formal education could be an alternative program if it meets short term learning needs of individuals and communities (Carron and others 1991).

Thus, the following discussion deals with issues related to the strength of the alternative NFBE program in responding to the demands of beneficiaries in terms of its fitness to environments of learners, capacity to be adjusted to the time constraints, flexibility of organization and others related circumstances.

Table 15: Responses on The Strength of Alternative NFBE Program In Responding to The Demands of Beneficiaries.

No	Items	Respondents	Rating Scores					$\bar{X}$	SD	F-ratio
			5	4	3	2	1			
1	Fitness of the curriculum to societal need and local reality	F	5	29	9	51	7	2.74	1.10	5.251*
		H	2	7	2	4	-	3.47	1.06	
		Co	1	4	-	1	-	3.83	0.98	
		Total	8	40	11	56	7	2.88	1.13	
2	Appropriateness of topics and contents of subjects given in the alternative NFBE program to learners' maturity level	F	1	29	6	61	4	2.56	1.04	9.50*
		H	2	8	-	5	-	3.33	1.17	
		Co	1	5	-	-	-	4.17	0.40	
		Total	4	42	6	66	4	2.73	1.11	
3	Strength of the alternative NFBE learning program for creating socio-cultural, economic access and access interms of distance for beneficiaries	F	24	56	9	11	1	3.90	0.92	2.29
		H	2	7	-	6	-	3.33	1.17	
		Co	2	4	-	-	-	4.33	0.51	
		Total	28	67	9	17	1	3.85	0.95	
4	Suitness of the program in ensuring socio-cultural and gender equity	F	11	73	-	17	0	3.77	0.85	1.99
		H	2	11	-	1	1	3.80	1.01	
		Co	3	3	-	-	-	4.50	0.54	
		Total	16	87	-	18	1	3.81	0.87	
5	Availability of material (text books facilitators guidelines etc) and human power (facilitators, supervisors etc) both qualitatively and quantitatively	F	7	25	-	56	13	2.57	1.19	0.82
		H	-	2	-	11	2	2.13	0.83	
		Co	-	1	-	4	1	2.17	0.98	
		Total	7	28	-	71	16	2.40	1.15	
6	Flexibility of the alternative NFBE learning time to local situation	F	21	55	2	23	-	3.73	1.03	0.45
		H	2	9	-	3	1	3.53	1.18	
		Co	2	3	-	-	1	3.83	1.47	
		Total	25	67	2	26	2	3.71	1.07	
7	Strengths of the program in increasing learners' enrollment and their flow to the next higher level	F	76	12	4	9	-	4.53	0.93	0.06
		H	9	4	-	2	-	4.33	1.04	
		Co	4	2	-	-	-	4.66	0.51	
		Total	89	18	4	11	-	4.52	0.92	

Degree of freedom between groups = 2 and degree of freedom with in group = 119, f critical = 3.07 at a level = 0.05

In Table 15, the strengths of the alternative NFBE program were treated and respondents were asked different questions. In this regard, the weighted mean was calculated by putting the scores into a matrix. Each item was classified either as very good, good, fair, poor and very poor.

Very good scored 5, good scored 4, fair scored 3, poor scored 2 and very poor scored 1. Moreover, the analysis of variance (ANOVA) was calculated to check whether opinion differences were significant or not among the groups of respondents on a matter. The mean scores obtained from the data were interpreted as follows: 4.5-5.0 very good, 3.5-4.49 good, 2.5-3.49 fair 1.5-2.49 poor and 0.5-1.49 very poor.

Accordingly, as shown in item number 1 of Table 15, respondents were asked on the fitness of the designed curriculum to societal needs and to local reality. In response to this item, the weighted mean of the total respondents was found to be 2.88 on the responsiveness of the designed curriculum to societal needs. If we look more specifically at the replies of each category of respondents for the same item, the weighted means of facilitators, head teachers and co-ordinators were found to be 2.74, 3.47 and 3.83 respectively. The result indicates that the fitness of the designed curriculum to societal needs was fair as rated by facilitators and head teachers and it was rated as good by program co-ordinators.

Table 15a: Variations among Facilitators, Head teachers and Co-ordinators Regarding the fitness of the designed curriculum to societal needs using one-way Analysis of Variance

<i>N_o</i>	<i>Item</i>	<i>Sources of variance</i>	<i>DF</i>	<i>Sum of squares</i>	<i>Mean square</i>	<i>F. ratio</i>
1	The curriculum designed to the alternative NFBE program is responsive to societal needs	Between Groups	2	12.520	6.260	5.251
		Within Groups	119	141.874	1.192	
		Total	121	154.393		

The analysis result has shown that there is significant difference among respondents in their responses on the fitness of the disigned curriculum to the needs of the society and its suitness to the local reality.

Table 15b: A multiple Comparison of means by using Tukey-HSD method to determine exactly where the significant difference occur in item 1 of Table 17a

ITEMS	RESPONDENTS	MEAN DIFFERENCE
1	F → H →	-.724*
	F → C →	-1.091*
	H → F →	.724*
	H → C →	-.367
	C → F →	1.091*
	C → H →	.367

* The mean difference is significant at alpha level 0.05

Key

F = Facilitators

H = Head teachers

C = Co-ordinators

The ANOVA results for this item show significant variations among respondents. Hence, by referring to the matrix of mean differences in Table 15b, we find that the significant differences occur between:

- i) Facilitators and Head teachers
- ii) Facilitators and co-ordinators

In item 2 of Table 15, respondents were asked about the appropriateness of the topics and contents of subjects given in the alternative NFBE program to the learners' maturity level. Accordingly, the weighted means of facilitators, head teachers and co-ordinators were found to be 2.56, 3.33 and 4.17 respectively. Analysis of variance was calculated to check whether the perceptual difference is significant among the three groups or not.

Table 15c: *Variations in perception Among Facilitators, Head teachers and Co-ordinators Regarding the Appropriateness of the Topics and Contents of Subjects Given in the Alternative NFBE program to the Learners' Maturity Level by using One-Way ANOVA*

<i>No</i>	<i>Items</i>	<i>Sources of Variance</i>	<i>DF</i>	<i>Sum of squares</i>	<i>Mean squares</i>	<i>F. ratio</i>
2	Appropriateness of topics and contents of subjects given in the alternative NFBE program to learners maturity level	Between Groups	2	20.603	10.304	9.50
		Within Groups	119	128.898	1.084	
		Total	121	149.607		

The investigation has shown that there is significant difference among respondents in their response on the appropriateness of the topics and contents of subjects to the maturity level of the learners. The results indicated that the topics and contents of subjects given in the alternative NFBE program were fairly appropriate to the learners' maturity level as rated by facilitators and head teachers. And the same it me was rated as good by program co-ordinators.

Table 15d: *A multiple comparison of means by using Tukey-HSD method to determine exactly where the significant differences occur in Table 17C above*

<i>ITEMS</i>	<i>RESPONDENTS</i>	<i>MEAN DIFFERENCE</i>
2	F → H →	-.769*
	F → C →	-1.602*
	H → F →	.769*
	H → C →	-.833
	C → F →	1.602*
	C → H →	.833

* The mean difference is significant at alpha level 0.05

Key

F = Facilitators

H = Head teachers

C = Co-ordinators

Table 16: Responses on The Internal Environmental Issues of The Alternative NFBE providing Institutions.

No	Items	Respondents	Rating-Scores					$\bar{X}$	SD	F-ratio
			5	4	3	2	1			
1	<u>Working Environment</u>	F	1	2	8	48	42	1.73	0.77	0.981
	Existence of clearly defined organizational management, structure, line of authority and attractive, rewarding and motivating factors for both beneficiaries and implementers of the program	H	1	1	2	3	8	1.93	1.27	
		Co	1	1	1	2	2	2.16	1.16	
		Total	3	3	11	53	52	1.77	0.86	
2	<u>Financial Resource</u>	F	-	13	19	39	30	2.15	0.993	0.838
	a) Existence of adequate financial resource for effective program execution	H	-	1	2	10	2	2.13	0.743	
		Co	-	1	2	3		2.66	0.816	
		Total	-	15	23	52	32	2.17	0.959	
	b) Capacity of the program providing institution to generate and execute local and external funds	F	-	1	30	58	12	2.19	0.648	0.120
		H	-	1	3	9	2	2.20	0.774	
		Co	-	-	2	4	-	2.33	0.516	
		Total	-	2	35	71	14	2.20	0.655	

* Significant at a level 0.05, Degree of freedom between groups 2, with in groups 119 and critical 3.07

As can be seen from table 16, responses were rated by respondents of the three groups (facilitators, head teachers and co-ordinators) and the weighted mean scores were calculated. Each indicator was sub-divided into distinct elements to make responses easy and answerable. Responses were gathered using the five point likert-type scale of very high (5), high (4), medium (3), low (2) and very low (1). The mean scores obtained from the data analysis were interpreted as follows. Above 4.5 very high, 3.5 – 4.49 high, 2.5 – 3.49 medium, 1.5 – 2.49 low and 1 – 1.49 very low. The weighted mean scores were further exposed to higher statistical analysis using the one-way ANOVA at alpha 0.05 significance level.

Accordingly, in item number 1 of Table 16, the weighted mean score of the total respondents ($\bar{X} = 1.77$) has shown that the existence of clearly defined organizational management, structure and line of authority were found to be low.

Table 17: Responses on The External Environmental Issues of The Alternative NFBE providing Institutions or Agencies.

No	Items	Respondents	Rating-Scores					$\bar{X}$	SD	F-ratio
			5	4	3	2	1			
1	Relation of the alternative NFBE providing Institutions with the other Institutions	F	3	15	39	38	6	2.71	0.89	7.82*
		H	3	4	7	1	-	3.60	0.91	
		Co	1	2	2	1	-	3.50	1.04	
		Total	7	21	48	40	6	2.86	0.95	
2	Efforts of the concerned bodies in awareness creations about the program	F	8	6	42	29	16	2.61	1.07	2.43
		H	2	4	5	3	1	3.20	1.12	
		Co	1	1	2	2	-	3.6	1.14	
		Total	11	11	49	34	17	2.71	1.10	
3	The attitude of parents to send their children to attend the alternative NFBE program	F	5	14	48	34	-	2.90	0.81	0.46
		H	2	3	6	3	1	3.13	1.12	
		Co	1	1	2	1	1	3.00	1.41	
		Total	8	18	56	38	2	2.93	0.88	
4	The acceptance of the program by the beneficiaries	F	4	14	59	14	10	2.88	0.90	0.02
		H	1	1	10	2	1	2.93	0.88	
		Co	1	1	2	-	2	2.83	1.60	
		Total	6	16	71	16	13	2.88	0.93	

* Significant at a level 0.05, Degree of freedom between groups 2, with in groups 1 19 and f critical 3.07.

In table 17 above, the external environmental issues of the alternative NFBE program were treated and respondents were asked different questions. In this regard, the weighted mean was calculated by putting the scores into a matrix, Each item was classified either as very high, high, medium, low and very low. Very high scored 5, high scored 4, medium scored 3, low scored 2 and very low scored 1.

Accordingly, as shown in item number 1 of Table 17, respondents were asked on the relation of the alternative NFBE providing institutions with the other institution. In response to this item, the weighted mean of facilitators was found to be 2.71. This indicates that the relation of the alternative NFBE providing institutions with other institutions found to be medium, while the weighted means of head teachers and co-ordinators were found to be 3.60 and 3.50 respectively. The results of these groups of respondents revealed that the NFBE providing institutions have high relation with other institutions.

Table 17a: Variations Among Facilitators, head teachers and co-ordinators regarding Relations of the Alternative NFBE providing Institutions with other Institutions.

<i>N_o</i>	<i>Item</i>	<i>Source of variances</i>	<i>DF</i>	<i>Sumn of squares</i>	<i>Mean squares</i>	<i>F ratio calculated</i>
1	Relation of the alternative NFBE providing institutions with other institutions	Between Groups	2	12.858	6.429	7.82
		With in Groups	119	97.773	0.822	
		Total	121	110.631	-	

The analysis result has shown that there is significant difference among respondents in their response of the relation of the alternative NFBE providing institutions with other institutions. A multiple comparison of means was made to determine where the significant difference occurs. Thus, the following table illustrates this issue.

Table 17b: A multiple comparision of Means by using Tukey – HSD Method. to Determine Exactly where the significant difference occur in TABLE item nubmer 1 of 17a.

<i>Item</i>	<i>RESPONDENTS</i>	<i>MEAN DIFFERENCE</i>
1	F H	-.887*
	F C	-.787
	H F	.887*
	H C	.100
	C F	.787
	C H	-.100

N.B * The mean difference is significant at the 0.05 level.

Key

F = Facilitators

H = Head teachers

C = Coordinators

Finally, by referring the matrix of mean difference in table 17b, we find that the significant difference occur between facilitators and head teachers.

Incase of item number 2, the weighted mean of Facilitators ($\bar{X} = 2.61$) head teachers ($\bar{X} = 3.20$) and co-ordinators ($\bar{X} = 3.16$) have revealed that the efforts of the concerned bodies in awareness creations about the program was found to be medium. With regard to items 3 and 4 the weighted mean score of the total respondents were 2.93 and 2.88 respectively which revealed that the attitude of parents to send their children to attend the alternative NFBE program and the acceptance of the program by the beneficiaries were medium.

Table 18: Responses on Major Problems that have been encountered the practices of the Alternative NFBE program

<i>No</i>		<i>Facilitators</i>		<i>Head teachers</i>		<i>Co-ordinators</i>		<i>Total</i>	
		<i>No</i>	%	<i>No</i>	%	<i>No</i>	%	<i>No</i>	%
1	The major problem that affects the practices of the alternative NFBE program for out-of school children								
a	The inadequacy of the learning time set	9	8.9	1	6.6	-		20	8.2
b	The inadequacy of the program to enroll as many children as desired	6	5.9	1	6.6	1	16.7	8	6.6
c	Lack of training for facilitators	19	18.8	3	20	1	16.7	23	18.9
d	The curriculum is not life oriented	13	12.8	3	20	-		16	13.1
e	The rigidity of the program calendar	15	14.9	3	20	2	33.3	20	16.4
f	The acute shortage of financial and material resources	39	38.6	4	26.8	2	33.3	45	36.8
	Total	101	100	15	100	6	100	122	100

To find out the major problems of the alternative NFBE program, respondents were made to choose any one of the given list of 6 alternative items. Accordingly, as shown in Table 18 above, 36.8% of the total respondents replied that the program has faced an acute shortage of financial and material resources. If we look more specifically at the replies of

each category of respondents, 36.6% of the facilitators, 26.8% of the head teachers and 33.3% of the co-ordinators responded that the major problem of the alternative NFBE program is the acute shortage of financial and material resources. The other responses are fairly evenly distributed over the other categories. Interviews held with the community representatives of the alternative NFBE learning centers, heads of Wereda education offices and head of zone education desk also confirmed that the financial and material resources are too scant to carry out the on-going alternative NFBE program.

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATION

Based on the interpretation and analysis of data, this chapter presents the summary of findings, conclusions and recommendations.

1.1 SUMMARY

The major objective of this study was to make an investigation into the practices of alternative NFBE program for out-of-school children in South Gondar Zone.

Thus, the specific objectives of the study were:

- i. to investigate the existing supportive climate of opinion in implementing the alternative NFBE program for out-of school children in South Gondar Zone.
- i. to examine the scope of the existing mode of coordination among the Government, NGOs, parents and the community in running the alternative NFBE programs for out-of-school children in South Gondar Zone.
- ii. to identify the major factors that affect the practices of the alternative NFBE program for out-of-school children in South Gondar Zone.
- iii. to suggest possible solution that will promote both qualitative and quantitative aspects of alternative non-formal basic education program for out-of-school children in South Gondar Zone.

To meet the specific objectives, the study was guided by the following basic questions

- i. How do the practices of the alternative non-formal basic education program for out-of-school children in South Gondar Zone look like in terms of planning, program organization and curriculum issues, facilitators, trends of learners enrollement, dropout and transfer?
- ii. To what extent are the Government, non-governmental organizations (NGOs) and the community integrated in their contribution in running the alternative NFBE program for out-of-school children in South Gondar Zone?

- iii. To what extent do the practices of alternative NFBE program for out-of-school children in South Gondar Zone respond to the demands of beneficiaries with regard to access, relevance, quality and equity?
- iv. What challenges and problems have been encountered in the practices of the alternatives NFBE program for out-of-school children in South Gondar Zone?

The study was carried out in 20 alternative NFBE learning centers selected from five Weredas (Estie, Farta, Kemekem, Lay-gayint and Simada) of South Gondar Zone. Data had been collected using questionnaire from 101 facilitators, 15 head teachers and 6 program co-ordinators. To supplement the data collected using the questionnaire, field observation was made and interviews were held with representatives of the community, heads of wereda education offices and zone education desk. Moreover, documents found at Zone Education Desk, Wereda education offices and learning centers were used to assess the practices of the on-going alternative NFBE program for out-of-school children in South Gondar Zone.

Various statistical tools such as percentages, mean values, ANOVA and Tukey-HSD tests were applied to analyze the data obtained from the respondents.

Following the analysis and interpretation of data obtained from different sources, the major findings are summarized here under the respective sub-headings.

1. Program Features

- a) Planning Issues: As responded by the majority (79.5%) the respondents there were no long-term and short-term plans about the alternative NFBE program at institutional levels mainly at learning centers where the program is materialized or implemented.

The planning process was not done as per the outlay of the approaches and guiding principles of the alternative NFBE program. This is because the practices of plan preparation as responded by the majority (72.9%) of the total respondents was dominated by the zone education experts while the participation of implementers (facilitators) and beneficiaries (community) of the program in plan preparation was not encouraging and it tends to be a top-down approach.

b) Program organization by Duration of Learning and Class size:

All of the sampled learning centers have tried to make use of a three years cycle of 630 – 660 learning days to complete the lower primary education level (grades 1-4).

Each academic year was divided into 220 learning days with 4 hours daily class contact time and five days per week almost in all the sampled learning centers. Concerning class size, the number of pupils within a class was found to be large (i.e. ranging from 65 – 80 pupils in a class) in all sampled learning centers. The result indicates that the class size was not as per the standard set by the Region Education Bureau (i.e. the maximum class size should not be greater than 50 pupils per class room).

c) Learning Centers

In most of the sampled learning centers i.e. in 16(80%), the alternative NFBE program is implemented in learning centers established particularly for the program. However, most of the learning centers were ill-equipped. Even there were no basic facilities or inputs such as learners text books, teachers' guide, chair and board. They lacked seating facilities and learners learning materials was a serious problem in all learning centers.

d) Curriculum Issues, Subjects taught and Classroom Approach: A condensed and simplified curriculum focusing on core subject areas (Amharic, English, Environmental science, Health science and Arithmetic) was claimed to be the salient features of curriculum in all sampled learning centers. The practice of classroom approach in all the sampled learning centers as responded by all (100%) of the respondents was found to be self-contained in which one facilitator holds the responsibility to teach all the subjects given at a certain level of the program. This approach seemed rolling to where they are effected in the usual way followed in the formal education system.

As replied by 59.5% of the respondents the curriculum was not accepted by the facilitators as the contents of some subjects were inappropriate to the maturity level of children and even difficult for facilitators to understand and teach.

e) Facilitators

55.4% of the facilitators were found to be grade 10 completes and as reported by 78.7% of the respondents facilitators lacked the necessary in-service training due to lack of budget. Majority (77.9%) of the respondents replied that facilitators terms of employment were on full-time bases. The criteria for selection included recommendation (acceptance) by the community, educational level, knowledge of local culture and proximity in residence to the learning centers. As responded by all (100%) of the respondents facilitators were evaluated by the joint venture of learning center committees, supervisors and learners.

All respondents (100%) affirmed that the level of salary satisfaction and job motivation of facilitators were found to be unsatisfactory.

f) Trends of students enrollment, dropout and transfer

The enrollments of students during the first year of the program (2002/03) (in the sampled alternative NFBE learning centers of the selected weredas) were found to be 106, 456, 267, 130 and 250 students in Estie, Farta, Kemekem, Lay-gyint and Simada sampled learning centers respectively. While, this number was found to be 208, 546, 726 and 408 in Estie, Kemkeme, Laye-gayint and Simada sampled learning centers respectively in 2005/06.

The 2002/03 dropout rates of the sampled learning centers were found to be 44.3%, 25.7%, 15.7% and 19% in Estie, Farta, Kemekem, Lay-gayint and Simada respectively. The situation in 2004/05 was found to be 47.6%, 10.5%, 9.9% and 17.2% in Estie, Kemekem, Lay-gayint and Simada sampled learning centers respectively.

With regard to students' promotion, automatic promotion policy was applied to transfer all children who have attended classes. Thus, the data revealed that there was an increasing trend of enrollment. However, as can be seen from the data, the dropout rates were found to be high.

g) Program objectives and Learners' Registration:-

As replied by 61.9% of the respondents the objective of the alternative NFBE program was to provide basic education equivalent to the first cycle of primary education for school age children who do not have the chance to learn in the formal schools due to various reasons. As responded by 61.9% of the respondents students were registered based on low economic background, sex and age by applying to the non-formal basic education program learning center.

h. Need assessment:-

The majority (66.7%) of the respondents replied that learning need assessment survey was not conducted.

2. Contribution and work integrity of stakeholders in running the program:

a) Existence of guidelines and regulations for the involvement of stakeholders

The weighted mean value ($\bar{X} = 3.03$) of the total respondents and ANOVA tests indicate that the existences of clear and consistent guidelines and regulations for the involvement of stakeholders in running the program is medium. Besides, even the available ones did not reach to most of the implementers and beneficiaries at the right time.

b) Contribution of the Community and NGOs

Most of the activities accomplished with the involvement of the local community was contributed in the form of labour and raw materials as well as land provision and site selection. The 3.07 weighted mean value of the respondents shows that the overall involvement of the community in running the alternative NFBE program was medium.

The weighted mean value ($\bar{X} = 1.76$) of the total respondents reveals that the contribution of NGOs in running the alternative NFBE program was low.

c) Level of team spirit and work integrity

The weighted mean value ($\bar{X} = 2.19$) of the total respondents indicates that the level of team spirit and work integrity among the government, NGOs and local community in running the alternative NFBE program was found to be low.

3. Strengths of the program in responding to the demands of beneficiaries

- a) Fitness of the curriculum to societal needs and local reality:-

As mean value (= 2.88) of the total respondents, the designed curriculum was rated as fair for its fitness to the societal needs and local reality.

- b) Appropriateness of the contents to the learners maturity level:-

As can be seen from the analysis result, majority of the facilitators (60.4%) who are the main actors in implementing the curriculum at the classroom level responded that contents of the designed curriculum were not appropriate to the maturity level of children of that level.

- c) Suitness of the program to ensure gender equity:-

The appropriateness of the program in ensuring gender equity was found to be high, i.e. with a mean value of the total respondents of 3.9.

- d) Availability of basic inputs for the learning process:

The qualitative and quantitative availability of basic learning materials such as students text book, teachers guide, board etc and human resources such as facilitators, supervisors etc. were found to be low, i.e. the mean value scored by the total respondents was 2.4.

- e) Flexibility of the learning time:-

As the mean value (3.71) of the total respondents, the flexibility of the alternative NFBE learning time to local situation was rated as high..

- f) Efficiency of the program:-

The weighted mean value ($\bar{X}=4.52$) of the total respondents revealed that the strength of the program in increasing learners enrollment and flow to the next level was high.

4. Results on the Internal and External Environments

- a) Responses on the existence of clearly defined organizational management, structure and line of authority were found to be low. The weighted mean score was 1.92.

- b) the capacity of the organizations to generate and systematically use resources and their communication skills were rated low. The analysis result of the mean test value was 2.2.
- c) The relation of the alternative NFBE providing institutions with other institutions was positive.
- d) Efforts of awareness creations

With respect to efforts made by the concerned bodies in a wareness creation, the mean value of the total respondents was found to be 2.71. This indicates that efforts made to create supportive environment about the program was medium.

5. *Major problems encountered the program implementation*

- Loss cooperation among stakeholders (government, NGOs and Community) in running the alternative NFBE program.
- Lack of basic learning materials such as students text book, teacher's guideline, chairs etc.
- Acute shortage of budget to carryout the program.
- Absence of clear guidelines at institution level on how to implement the program.
- High turnover of facilitators as they search other better paid job.
- Inability of providing training for facilitators due to lack of budget.
- The very low involvement of NGOs in runnin^g the program.
- Children droupouts due to many reasons.
- The NFBE curriculum was not appropriate to the maturity level of children.

4.2 CONCLUSIONS

On the basis of the major findings of the study, the following conclusions are drawn.

Though the contributions and potential benefits of the alternative and integrated approaches for the success of the program are undeniable, the findings of this study have thrown some light on certain issues of the practices of the alternative NFBE program for out-of-school children that require immediate attention. The existence of plans and clear guidelines that facilitate the implementation of the program, the involvement of

implementers and beneficiaries in basic issues (planning, monitoring, evaluation and decision making) of the program, the co-ordination among stakeholders and the issue of resource basis were not without a problem. There was discrepancy between what alternative NFBE program guiding principles explained and the approaches of the learning process practices that prevailed.

The physical conditions of the class rooms, the availability and competence of existing personnel, the absence of self-instructional materials for students and lack of a guide for facilitators remain a matter of concern for the providing institutions of the program, i.e. the learning centers were neither furnished with the minimum requirements of seats nor equipped with basic learning materials.

Thus, it could be concluded that despite the efforts made, the absence of clear guidelines and common understanding about the program, the low involvement and low work integrity among stakeholders, the low resource basis in which the learning centers were neither furnished with the minimum requirements of seats nor equipped with basic learning materials were some of the major impediments to the practices of alternative NFBE program for out-of-school children. Therefore, if providers of the study areas continue to practice with the present intensity and deficient of basic inputs and facilities, and lack of considering key conditions for success of the program, it is clear that such weak and ineffectual practices are likely to deter the successful implementation of the program.

4.3 RECOMMENDATIONS

In view of the summary of findings and considering the conclusions reached, the following recommendations are forwarded.

1. The existence of plans and clear communication among various stakeholders in implementing the alternative NFBE program in an integrated approach may have a great contribution in creating common understanding and minimizing the probability of misunderstanding between policy makers and the various stakeholders of the ongoing alternative NFBE program. Therefore, the following conditions need to be considered to enhance successful implementation of the NFBE program:

- a) There need to be clear plans on enrollment figure, school age population not receiving any education, budget available about the program and training for facilitators that would enable to indicate discrepancy between what are available and the required inputs in advance for the program feasibility and meeting the beneficiaries needs with regard to relevance, quality, equity and efficiency.
- b) Enhancing the participation or involvement of implementers (facilitators) and beneficiaries (community) in plan preparation with the necessary support and training would lead to minimize resistance that deters the implementation of the program. In short, such practices would lead to promote the development of sense of ownership of the beneficiaries and implementers.
- c) The program providing institutions should learn how to gear towards better participatory approach in preparing plans for the alternative NFBE learning process. The providing agencies should devise a mechanism to introduce participatory approach through regular joint conferencing at local community level.

In sum, plan preparation should be the joint work of planners, implementers and beneficiaries. This is because planners are expected to maintain a balance between the national needs vis-a-vis the demands for local level beneficiaries and the participation of implementers and beneficiaries in plan preparation enables for the determination of the immediate and long-range needs of them. If not, resistance and/or rejection of the program by the implementers and beneficiaries are unavoidable. Therefore, NFBE providing institutions should involve these parties during plan preparation so as to develop sense of ownership and facilitate implementation.

2. The providing agencies of the alternative NFBE should think and strategically act on class size and on the availability of learning materials (students text books, facilitators guides) which are important inputs for the real learning. This condition if not timely resolved will have an adverse effect on the quality of education. Therefore, providers should devise a mechanism to equip the learning centers with basic learning materials through joint efforts of the various stakeholders. To this effect, the providers should

popularize the program and keep all the concerned bodies informed about achievements and challenges encountered.

3. It is very important to look more closely at curriculum issues and all the necessary measures need to be taken. As NFBE programs are diverse, the diverse learning contents seem to require relevant need-based and situation-oriented curriculum. Therefore, it is advisable to revise the alternative NFBE curriculum based on the essential learning needs or learners' profile that children should achieve at a certain level. Thus, the program providers should give immediate attention with regard to devise of mechanism in curriculum issues based on thorough revision of the curriculum materials by involving the experts of the field and the implementers of the program.
4. In any organization, of all the resources required to attain the organizational goals the most important is the human resource and staffing the organization with appropriate people becomes the most primary task of any organization. Thus, staff training is of paramount importance to implement the program effectively and successfully. Therefore, the program providers should create professional link and mechanism to overcome staff development deficiency at program implementation level through conducting short-term useful training and orientation program. Mainly during summer season when schools are closed
5. Improving the motivation of facilitators
Low facilitator morale leads to low work commitment and negative attitude towards their work, which leads high turnover. Therefore, minimize residential problems of facilitators by constructing living rooms, capacitating them with the necessary training and awarding facilitators who show better performance in implementing the program may further raise facilitators' morale to perform better and be retained in their job.
6. Although the nature of the program is cost effective, there should have reasonably adequate budget to carry out the program. Therefore, it is imperative to join hands for

educational partnership with various sectors and to mobilize the contribution of concerned bodies at different levels to shoulder responsibility of generating income for the program.

7. It is believed that without the contribution of the local communities and NGOs, the objectives of education in general and alternative NFBE program in particular can not be achieved successfully. Therefore, it is of paramount importance to enhance the participation of the community through:

- i) Soliciting support of community leaders, influential community members and religious leaders who can mobilize people and encourage parents to take part in program affairs,
- ii) Publicizing people's contribution and successes because success is a pulling factor that attracts people together and increase their attachment to a program,
- iii) Giving credit and support for community interests which involves designing to expand educational opportunities in a way that address community interest by incorporating considerable inputs from the community,
- iv) Strengthening the involvement of the community in the management of learning centers that includes planning, decision making and monitoring and evaluation.

Similarly, alternative strategies and clearly set guiding criteria and positive working environment for NGOs involvement should be designed. These conditions require a unified but diversified policy decisions. Thus, clear and sound policy guidelines and regulations must be set, announced officially and need to be maintained for program success in a way that it attracts more partners and additional resources.

8. Strengthening the cooperation and coordination mechanisms:

The program providing institutions or agencies need to strengthen their coordination among stakeholders based on the linkage designed to be established. Since the program is operating to provide basic education for out-of-school children through alternative approaches, needs joint hands and strong partnership and work integrity among various stake holders (government, NGOs and the community) through visionary and energetic leaders capable of winning public support through care and hard work which is one of the primary conditions for the success of the program.

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APPENDIX - 1
ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE
STUDIES FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT
QUESTIONNAIRE FOR FACILITATORS

This questionnaire is designed for attempting to study “The practices of the Alternative Non-formal Basic Education Program for out-of-school Children in South Gondar Zone.”

The main propose of this questionnaire is to gather the necessary information on the practices of alternative non-formal basic education program, to identify the pressing problems which need to be solved. Thus, since the data to be collected using this questionnaire are used for academic purposes, all the information you supply will be kept confidential.

Therefore, in order to obtain pertinent and reliable information that subscribes to the success of the study your cooperation in being genuine and frank in answering the following questions is indispensable.

Thank you in advance for your cooperation

N.B.: *No need of writing your name.*

PART I. GENERAL INFORMATION

Instruction:- Please indicate your response by putting this (✓) mark in the box provided.

1	2	3			4		5		6		7		
Wereda	Name of your Alternative NFBE Learning Center	Your current position			Sex		Age in Year		Educational status/qualification		Years of service		
		Facilitator	Head Teacher	Co- ordinator	Male	Female	18-23		Below grade 10		0-5		
								24-29		Grade 10 complete		6-10	
								30-35		Grade 12 complete		11-15	
								36-41		12+TTI		16-20	
								42≥		Diploma		21≥	
										First degree and above			

**PART II. QUESTIONS PERTAINING TO PLANNING, ORGANIZATION,
CURRICULUM AND FACILITATORS ISSUES OF THE
ALTERNATIVE NFBE PROGRAM**

SECTION A:- Planning Issues of the program

Instruction:-

1. Are there long-term and short-term plans for the alternative NFBE program?
a) Yes ☐ b) No ☐
2. If your answer for question 1 above is "Yes", who are involved in preparing the plan for the program?
a) Zone Education desk experts
b) Woreda Education experts
c) Learning center facilitators
d) Learning center head teachers
e) Community representatives
3. Are there plans on issues like?
 - i) Budget for alternative NFBE program?
a) Yes ☐ b) No ☐
 - ii) Training for facilitators?
a) Yes ☐ b) No ☐
 - iii) Plan for enrolment?
a) Yes ☐ b) No ☐

SECTION B:- Issues related to program organization and curriculum.

1. *Please write how the program is organized in terms of the following*

<i>Full cycle of the program in years</i>	<i>Number of school days in a year</i>	<i>Number of weekly school days</i>	<i>Daily learning hours</i>	<i>Number of shifts per day</i>	<i>Average class size</i>	<i>Number of students in the center</i>	<i>Number of class rooms</i>

2. The learning program is provided in
 - a) Formal school rooms
 - b) sheds / dases
 - c) special organized learning centers for the program itself
 - d) kebele office
3. Which approach is applied to classroom organization?
 - a) Self-contained
 - b) Departmentalized
 - c) Multi-grade system
 - d) Other
4. Who determines the calendar/timing of the alternative NFBE learning program in your center?
 - a) Zone education desk
 - b) Wereda education desk
 - c) Facilitators and principals
 - d) Local community
 - e) a, b, c and d jointly
 - f) other

5. Are curriculum materials specifically developed for the program?
a) Yes b) No
6. If your answer for the above question is “Yes” who design and develop the curriculum for the alternative NFBE program?
a) Region education bureau
b) Zone education desk experts
c) Wereda education experts
d) others
7. Is the alternative NFBE curriculum accepted by
(i) Parents?
a) Yes b) No
(ii) Educators?
a) Yes b) No
(iii) Facilitators?
a) Yes b) No
8. Which of the following subjects are given in your alternative non-formal basic education learning center? (Indicate weekly period allotment for each of the subject given)

	Subjects	Put a(✓) mark in front of the subject given	Periods allotted per week
a)	Amharic		
b)	English		
c)	Environmental Science		
d)	Heal Science		
e)	Arithmetic		

SECTION C: Issues Related to Facilitators for the Alternative NFBE program

1. By whom are facilitators recruited and selected?
 - a) Zone education desk
 - b) Wereda education desk
 - c) Local community representative
 - d) a, b and c
2. What type of facilitators employment is common in your learning center?
 - a) Full-time
 - b) Part-time
 - c) Volunteers
3. Is the payment for facilitators satisfactory and motivating?
 - a) Yes
 - b) No
4. Is there in-service training given for facilitators?
 - a) Yes
 - b) No
5. If your answer is “Yes” for the above question, does the designed training package address the gaps of desired need and actual instructional performance of facilitators knowledge and pedagogical experiences?
 - a) Yes
 - b) No
6. Who are involved in evaluating facilitators work efficiency?
 - a) Learning Center Committee
 - b) Supervisors
 - c) Learners
 - d) a, b and c jointly
7. Which one is the requirement for facilitators recruitment? (Give your answer in rank order)
 - a) Educational level
 - b) Community acceptance
 - c) Residence proximity
 - d) Knowledge of local culture and language
 - e) Ability test

**PART III. ISSUES RELATED TO CONTRIBUTION AND SITUATION OF
WORK INTEGRITY AMONG STAKEHOLDERS IN RUNNING
THE ALTERNATIVE NFBE PROGRAM**

A. Contributions of Communities, NGOs and Government

1. What contributions do local communities make?
 - a) Land provision and site selection
 - b) Labour and raw materials provision
 - c) Funds in cash
 - d) Scheduling or time tabling of program
2. What contributions do NGOs make?
 - a) Financial support
 - b) Training for facilitators
 - c) Furnishing of learning center and provision of learning materials
 - d) Constructing of alternative learning centers
3. Who is involved in program (NFBE) planning, monitoring and evaluation?
 - a) Government
 - b) Communities
 - c) NGOs

B. Issues Related to Contribution Level and Situation of Work Integrity Among Stakeholders

Instruction: Please indicate the position of the alternative NFBE providing institutions using the following rating scores:

5 = very high, 4 = high, 3 = medium, 2 = low and 1 = very low

Indicate your response by putting this (✓) mark on the space provided.

<i>No</i>	<i>Items</i>	<i>Rating Scores</i>				
		<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
1	The existence of clear and consistent giddiness and regulation for the involvement of stake holders					
2	The available guidelines reach the implementers at the right time.					
3	The overall involvement of the community in running the program					
4	The level of term sprit and work integrity among the government, NGOs and local community in running the program.					
5	The impact of NGOs participation in running the alternative NFBE program					

PART V. ISSUES RELATED TO ENVIRONMENTAL SITUATIONS THAT ENCOMPASS THE ALTERNATIVE NFBE PROVIDING INSTITUTIONS.

Instruction: Please Indicate the position of the alternative NFBE providing institutions using the following rating scores:

- Very high = 5, high = 4, medium = 3, low = 2 and very low = 1

Indicate your response by putting this “✓” mark on the spaces provided.

<i>No</i>	<i>Items</i>	<i>Rating – Scores</i>				
		<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
1	<u>Working Environment</u> Existence of clearly defined organizational management, structure, line of authority; and attractive, rewarding and motivating factors for both beneficiaries and implementers of the program					
2	<u>Financial Resource</u> a) Existence of adequate financial resource for effective program execution					
	b) Capacity of the program providing institution to generate and execute local and external funds					
3	Relation of the alternative NFBE providing institutions with the other institution					
4	Efforts of the concerned bodies in awareness creations about the program					
5	The attitude of parents to send their children to attend the alternative NFBE program					
6	The acceptance of the program by the beneficiaries					

**PART VI. ISSUES REALTED TO MAJOR PROBLEMS THAT HAVE BEEN
ENCOUNTERED IN THE PRACTICES OF THE ALTERNATIVE
NFBE PROGRAM.**

1. In your opinion, what is the major problem that affect the practices of the alternative NFBE program for out-of-school children in your learning center?
 - a) The inadequacy of the learning time set
 - b) The inadequacy of the program to enroll as many children as desired
 - c) Lack of training for facilitators
 - d) The program is not life-oriented
 - e) The rigidity of the program calendar
 - f) The acute shortage of financial and material resources

2. What major strategies do you suggest to solve the major problems facing the practices of the on-going program (NFBE)?
 - a) _____
 - b) _____
 - c) _____
 - d) _____

3. If you have any other comments and suggestions please write in the spaces provided below?
 - a) _____
 - b) _____
 - c) _____
 - d) _____

APPENDIX - 2

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT QUESTIONNAIRE FOR HEAD TEACHERS AND CO-ORDINATORS

This questionnaire is designed for attempting to study “The practices of the Alternative Non-formal Basic Education Program for out-of-school Children in South Gondar Zone.”

The main propose of this questionnaire is to gather the necessary information on the practices of alternative non-formal basic education program, to identify the pressing problems which need to be solved. Thus, since the data to be collected using this questionnaire are used for academic purposes, all the information you supply will be kept confidential.

Therefore, in order to obtain pertinent and reliable information that subscribes to the success of the study your cooperation in being genuine and frank in answering the following questions is indispensable.

Thank you in advance for your cooperation

N.B.: *No need of writing your name.*

PART IV. ISSUES RELATED TO THE STRENGTH OF THE ALTERNATIVE NFBE PROGRAM IN RESPONDING TO THE DEMANDS OF BENEFICIARIES.

Instruction: The following questions are designed to investigate the extent of the program in responding to the demands of beneficiaries. Please give your response on the spaces provided by putting this “✓” mark in front of your choice for each item using:-

- Very good = 5

- Good = 4

- Poor = 2

- Very poor = 1

- Fair = 3

<i>No</i>	<i>Item</i>	<i>Responses</i>				
		<i>Very good</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Very poor</i>
1	Fitness of the curriculum to societal need and local reality					
2	Appropriateness of topics and contents of subjects given in the alternative NFBE program to learners' maturity level					
3	Strength of the alternative NFBE learning program for creating socio-cultural, economic access and access in terms of distance for beneficiaries					
4	Suitness of the program in ensuring socio-cultural and gender equity					
5	Availability of materials (text books, facilitators guidelines etc) and human power (facilitators, supervisors etc) both qualitatively and quantitatively					
6	Flexibility of the alternative NFBE learning time to local situation					
7	Strengths of the program in increasing learners enrollment and their flow to the next higher level, and its strength in decreasing dropouts					

PART I. GENERAL INFORMATION

Instruction:- Please indicate your response by putting this (✓) mark in the box provided.

1	2	3			4		5		6		7	
Wereda	Name of your Alternative NFBE Learning Center	Your current position			Sex		Age in Year		Educational status/qualification		Years of service	
		Facilitator	Head Teacher	Co- ordinator	Male	Female	18-23		Below grade 10		0-5	
							24-29		Grade 10 complete		6-10	
							30-35		Grade 12 complete		11-15	
							36-41		12+TTI		16-20	
							42≥		Diploma		21≥	
									First degree and above			

**PART II. QUESTIONS PERTAINING TO PLANNING, ORGANIZATION,
CURRICULUM AND FACILITATORS ISSUES OF THE
ALTERNATIVE NFBE PROGRAM**

Instruction:-

SECTION A:- Planning Issues of the program

1. Are there long-term and short-term plans for the alternative NFBE program?
a) Yes ☐ b) No ☐
2. If your answer for question 1 above is "Yes", who are involved in preparing the plan for the program?
a) Zone Education desk experts
b) Woreda Education experts
c) Learning center facilitators
d) Learning center head teachers
e) Community representatives
3. Are there plans on issues like?
 - i) Budget for alternative NFBE program?
a) Yes ☐ b) No ☐
 - ii) Training for facilitators?
a) Yes ☐ b) No ☐
 - iii) Plan for enrolment?
a) Yes ☐ b) No ☐

SECTION B:- Issues related to program organization and curriculum.

1. *Please write how the program is organized in terms of the following*

<i>Full cycle of the program in years</i>	<i>Number of school days in a year</i>	<i>Number of weekly school days</i>	<i>Daily learning hours</i>	<i>Number of shifts per day</i>	<i>Average class size</i>	<i>Number of students in the center</i>	<i>Number of class rooms</i>

2. The learning program is provided in
 - a) Formal school rooms
 - b) sheds / dases
 - c) special organized learning centers for the program itself
 - d) kebele office
3. Which approach is applied to classroom organization?
 - a) Self-contained
 - b) Departmentalized
 - c) Multi-grade system
 - d) Other
4. Who determines the calendar/timing of the alternative NFBE learning program in your center?
 - a) Zone education desk
 - b) Wereda education desk
 - c) Facilitators and principals
 - d) Local community
 - e) a, b, c and d jointly
 - f) other

- | | Subjects | Put a(✓) mark in front of the subject given | Periods allotted per week |
|----|-----------------------|---|---------------------------|
| a) | Amharic | | |
| b) | English | | |
| c) | Environmental Science | | |
| d) | Heal Science | | |
| e) | Arithmetic | | |

SECTION C: Issues Related to Facilitators for the Alternative NFBE program

1. By whom are facilitators recruited and selected?
 - a) Zone education desk
 - b) Wereda education desk
 - c) Local community representative
 - d) a, b and c
2. What type of facilitators employment is common in your learning center?
 - a) Full-time
 - b) Part-time
 - c) Volunteers
3. Is the payment for facilitators satisfactory and motivating?
 - a) Yes
 - b) No
4. Is there in-service training given for facilitators?
 - a) Yes
 - b) No
5. If your answer is “Yes” for the above question, does the designed training package address the gaps of desired need and actual instructional performance of facilitators knowledge and pedagogical experiences?
 - a) Yes
 - b) No
6. Who are involved in evaluating facilitators work efficiency?
 - a) Learning Center Committee
 - b) Supervisors
 - c) Learners
 - d) a, b and c jointly
7. Which one is the requirement for facilitators recruitment? (Give your answer in rank order)
 - a) Educational level
 - b) Community acceptance
 - c) Residence proximity
 - d) Knowledge of local culture and language
 - e) Ability test

Issues Related to Program Objectives and Learners Registration

1. What were the major reasons for initiating the alternative NFBE program for out-of-school children?
 - a) To promote access
 - b) To address equity
 - c) To improve internal efficiency
 - d) To improve educational relevance
2. From where did the initiative come?
 - a) From donors
 - b) From government
 - c) From the community
3. Was there learning need assessment survey about the program?
 - a) Yes
 - b) No
4. Are there criteria on which alternative NFBE learning center distribution based?
 - a) Yes
 - b) No
5. What are the criteria for selecting the learners in alternative NFBE program?
 - a) Economic background
 - b) Age
 - c) Sex
 - d) Interest
6. How do beneficiaries come to register in alternative NFBE program?
 - a) Application
 - b) Invitation
 - c) Imposition

**PART III. ISSUES RELATED TO CONTRIBUTION AND SITUATION OF
WORK INTEGRITY AMONG STAKEHOLDERS IN RUNNING
THE ALTERNATIVE NFBE PROGRAM**

A. Contributions of Communities, NGOs and Government

1. What contributions do local communities make?
 - a) Land provision and site selection
 - b) Labour and raw materials provision
 - c) Funds in cash
 - d) Scheduling or time tabling of program
2. What contributions do NGOs make?
 - a) Financial support
 - b) Training for facilitators
 - c) Furnishing of learning center and provision of learning materials
 - d) Constructing of alternative learning centers
3. Who is involved in program (NFBE) planning, monitoring and evaluation?
 - a) Government
 - b) Communities
 - c) NGOs

B. Issues Related to Contribution Level and Situation of Work Integrity Among Stakeholders

Instruction: Please indicate the position of the alternative NFBE providing institutions using the following rating scores:

5 = very high, 4 = high, 3 = medium, 2 = low and 1 = very low

Indicate your response by putting this (✓) mark on the space provided.

<i>No</i>	<i>Items</i>	<i>Rating Scores</i>				
		<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
1	The existence of clear and consistent giddiness and regulation for the involvement of stake holders					
2	The available guidelines reach the implementers at the right time.					
3	The overall involvement of the community in running the program					
4	The level of term sprit and work integrity among the government, NGOs and local community in running the program.					
5	The impact of NGOs participation in running the alternative NFBE program					

PART IV. ISSUES RELATED TO THE STRENGTH OF THE ALTERNATIVE NFBE PROGRAM IN RESPONDING TO THE DEMANDS OF BENEFICIARIES.

Instruction: The following questions are designed to investigate the extent of the program in responding to the demands of beneficiaries. Please give your response on the spaces provided by putting this “✓” mark in front of your choice for each item using:-

- Very good = 5

- Good = 4

- Poor = 2

- Very poor = 1

- Fair = 3

<i>No</i>	<i>Item</i>	<i>Responses</i>				
		<i>Very good</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	<i>Very poor</i>
1	Fitness of the curriculum to societal need and local reality					
2	Appropriateness of topics and contents of subjects given in the alternative NFBE program to learners' maturity level					
3	Strength of the alternative NFBE learning program for creating socio-cultural, economic access and access in terms of distance for beneficiaries					
4	Suitness of the program in ensuring socio-cultural and gender equity					
5	Availability of materials (text books, facilitators guidelines etc) and human power (facilitators, supervisors etc) both qualitatively and quantitatively					
6	Flexibility of the alternative NFBE learning time to local situation					
7	Strengths of the program in increasing learners enrollment and their flow to the next higher level, and its strength in decreasing dropouts					

PART V. ISSUES RELATED TO ENVIRONMENTAL SITUATIONS THAT ENCOMPASS THE ALTERNATIVE NFBE PROVIDING INSTITUTIONS.

Instruction: Please Indicate the position of the alternative NFBE providing institutions using the following rating scores:

- Very high = 5, high = 4, medium = 3, low = 2 and very low = 1

Indicate your response by putting this “✓” mark on the spaces provided.

<i>No</i>	<i>Items</i>	<i>Rating – Scores</i>				
		<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>
1	<u>Working Environment</u> Existence of clearly defined organizational management, structure, line of authority; and attractive, rewarding and motivating factors for both beneficiaries and implementers of the program					
2	<u>Financial Resource</u> a) Existence of adequate financial resource for effective program execution					
	b) Capacity of the program providing institution to generate and execute local and external funds					
3	Relation of the alternative NFBE providing institutions with the other institution					
4	Efforts of the concerned bodies in awareness creations about the program					
5	The attitude of parents to send their children to attend the alternative NFBE program					
6	The acceptance of the program by the beneficiaries					

**PART VI. ISSUES REALTED TO MAJOR PROBLEMS THAT HAVE BEEN
ENCOUNTERED IN THE PRACTICES OF THE ALTERNATIVE
NFBE PROGRAM.**

1. In your opinion, what is the major problem that affect the practices of the alternative NFBE program for out-of-school children in your learning center?
 - a) The inadequacy of the learning time set
 - b) The inadequacy of the program to enroll as many children as desired
 - c) Lack of training for facilitators
 - d) The program is not life-oriented
 - e) The rigidity of the program calendar
 - f) The acute shortage of financial and material resources

2. What major strategies do you suggest to solve the major problems facing the practices of the on-going program (NFBE)?
 - a) _____
 - b) _____
 - c) _____
 - d) _____

3. If you have any other comments and suggestions please write in the spaces provided below?
 - a) _____
 - b) _____
 - c) _____
 - d) _____

APPENDIX - 3

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Interview questions prepared to heads of the Wereda education offices of the selected Weredas and head of South Gondar Zone Education Desk.

The purpose of this interview is to gather the necessary data on the practices of the alternative NFBE program for out-of-school children in South Gondar Zone.

1. What were the major reasons for initiating the alternative NFBE program and from whom did the initiative come?
2. What are the guiding principles for program promotion?
3. What is the major source of income for the program?
4. Who are the major stakeholders in running the alternative NFBE program and how they are integrated?
5. To what extent that the stakeholders are involved in planning, monitoring and evaluation of the program?
6. What are the strategies used to mobilize the community and NGOs in supporting the practices of the alternative NFBE program for out-of-school children?
7. Are there criteria on which alternative NFBE center distribution is based? What are they?
8. What are the standards on which alternative NFBE learners transfer from the NFBE program to higher formal school grades?
9. Are there cases on which alternative learning centers are changed into formal school system?
10. To what extent that the program is accepted by both the beneficiaries and implanter?
11. In your opinion, how do you evaluate the level of participation of the community, NGOs, head-teachers and facilitators in running the program effectively?

12. Do the facilitators and head-teachers get pre-service and in-service training? Is their salary enough and are there other incentives given so as to motivate them in their work?
13. To what extent that beneficiaries' learning needs assessment survey was made to launch the program in terms of
 - a) quality?
 - b) equity?
 - c) access?
 - d) relevance?
14. What are the opportunities and threats of the internal and external environmental situations that encompass the alternative NFBE providing institutions?
15. What are the major problems that have been encountered in the practices of the alternative NFBE program?
16. What major strategies do you suggest to run the practices of the on-going alternative NFBE program effectively?

Thank You

APPENDIX - 4

**ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE
STUDIES FACULTY OF EDUCATION**

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Structured interview set for community representatives.

The main purpose of this interview is to collect the necessary data on the practices of the on-going alternative NFBE program for out-of-school children in South Gondar Zone.

1. What were the major reasons for initiating the alternative NFBE program for out-of-school children and from whom did the initiative come?
2. How is the program organized in terms of time, material and man power?
3. In your opinion, do you think that the expansion of alternative NFBE program would be useful to improve the opportunity of equal access for rural children?
4. How do you evaluate the level of alternative NFBE program in your village in terms of the following issues
 - a) learning center facilities?
 - b) quality of facilitators?
 - c) community acceptance?
 - d) proper scheduling of the program?
 - e) the participation of the community in planning, monitoring and evaluation of the program?
 - f) relevance to rural life?
5. What advantages or feasible options were/are envisaged in the program?
6. Are there clear plans, guide lines and regulations on how to implement the alternative NFBE program at the learning center level?
7. In your opinion, how do you evaluate efforts of the concerned bodies in creating conducive working environment for the involvement and active participation of stakeholders in running the alternative NFBE program effectively?
8. What are the major problems facing the practices of the on-going alternative NFBE program for out-of-school children in your locality?
9. What major strategies do you suggest to run the practices of the on-going alternative NFBE program effectively?

DECLARATION

This thesis is my original work and has not been presented for a degree in any university and all sources of information used for the thesis have been fully acknowledged.

Name Temesgen Belay

Signature TB

Date 16/06/06

This thesis has been submitted for examination with approval at the Addis Ababa University

Advisor Yalew Ingidayem Signature SI

Date 16/06/06