

*Addis Ababa University
School of Graduate Studies*

*Major challenges and Opportunities in
Implementing Alternative Basic Education in
Beneishangul Gumuz Region: The Practice of
Some NGOs.*

By Bishaw Ensermu



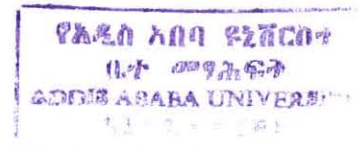
June, 2006

Addis Ababa University
School of Graduate Studies

***Major challenges and Opportunities in
Implementing Alternative Basic Education in
Beneishangul Gumuz Region: The Practice of
some NGOs.***

**A thesis Submitted in Partial Fulfillment of the
Requirement of the Degree of Masters of Art in
Teacher Education and Curriculum Studies**

By: Bishaw Ensermu



June, 2006

Table of contents

	<i>Page</i>
Acknowledgement -----	i
List of Tables -----	ii
Acronyms -----	iii
Abstract -----	iv
CHAPTER ONE	
1. Introduction	
1.1. Background of the study -----	1
1.2. Statement of the Problem -----	3
1.3. Significance of the Problem -----	5
1.4. Delimitation of the Study -----	6
1.5. Limitation of the Study -----	6
1.6. Definition of Terms -----	7
1.7. Organization of the Study -----	7
CHAPTER TWO	
2. Review of Related Literature	
2.1. General Notion of Education -----	8
2.2. Basic Education: A Conceptual Framework -----	8
2.3. The Right to Education -----	10
2.4. The Provision of Education for All (EFA) -----	13
2.5. Challenges of Attaining EFA Goal -----	14
2.5.1. Socio-Economic Challenges -----	14
2.5.2. Socio-Cultural and Contextual Challenges -----	16
2.6. Non-formal Education (NFE): An Alternative Approach to Basic Primary Education. -----	18
2.6.1. The Significance of NFE -----	18
2.6.2. The Nature and Purpose of NFE -----	19
2.6.3. Areas of Focus in Program Delivery -----	20
2.7. Innovative Approaches for Alternative Ways to Basic primary Education -----	22
2.8. Alternative Education Program and Contextual Issues -----	25
2.8.1. Socio-Cultural Issues -----	25
2.8.2. Human Resource Development Issues -----	27
2.8.3. Gender Equality Issues -----	27
2.8.4. Community Based Participation -----	28
2.8.5. Strategic Approach to Planning and Management -----	29
2.8.6. Policy Issues -----	29
2.9. Features of Alternative Education -----	30
2.10. The Role of NGOs in Promoting Education For All -----	33
2.11. Review of Selected Experiences in Alternative Basic Education -----	36
2.11.1. Escuela Nueva: An Alternative Learning Program for Children in Colombia -----	36
2.11.2. Non-formal Education (NFE) and Alternative Approaches to Basic Education (AABE) in Rural Kenya -----	38

Basic Education (AABE) in Rural Kenya -----	38
2.11.3. The BRAC (Bangladesh Rural Advancement Committee) School Experience -----	39
2.11.4. Alternative Approaches Through Community Schools in Zambia -----	44
2.11.5. Better Environmental Science program (BEST) in Zimbabwe -----	46

CHAPTER THREE

3. Research Design and Methodology

3.1. Methodology-----	48
3.2. Source of Data-----	49
3.3. Sampling Techniques-----	49
3.4. Data Collecting Instrument and Procedures-----	49
3.5. Pilot Study -----	50
3.6. Data Analysis -----	51

CHAPTER FOUR

4. Presentation and Analysis of Data

4.1. Regional Overview -----	52
4.2. Alternative Basic Primary Education Program and its Practice in Benishangul Gumuz -----	53
4.3. Characteristics of Respondents -----	56
4.4. Reasons for Program Initiation -----	57
4.5. Socio-Economic Roles that Hinder Children to Learn -----	58
4.6. Major Factors Affecting the Participation of Rural Children in Primary Education -----	59
4.7. Advantage Envisaged from the ABE program-----	60
4.8. Centers Facilities for ABE Program -----	61
4.9. Requirement of Center Facilitators Recruitment-----	63
4.10. Facilitators Terms of Employment, Roles and Modes of Payment -----	66
4.11. Curriculum and Pedagogical Issues -----	68
4.12. Program Organization of both Providers -----	70
4.13. Subjects thought, Period Allotments, Pedagogical Approach and Measurement of Students Progress. -----	73
4.14. Community Participation -----	74

CHAPTER FIVE

5. Summary on Findings, Conclusions and Recommended

5.1. Summary -----	76
5.2. Conclusions -----	77
5.3. Recommendations -----	80
5.4. References -----	
5.5. Appendixes -----	
5.6. Declaration -----	



Acknowledgements

I would like to express my deep gratitude to my advisor Dr. Dessu Wirtu, a senior instructor at Addis Ababa University, in department of teacher education and curriculum studies, for his invaluable suggestions and comments in the enrichment of this paper. I am most grateful for his continual patience, benevolence, constructive advice, genuine interest and unreserved guidance without which this research would have never attained its present stage.

Yet, I would like to express my heart felt gratitude and special thanks to my brothers, Melaku Ensermu, Atomssa Ensermu and Amsalu Abdissa. My special thanks also extends to my father Ato Ensermu Chaka, my mother w/o Marama Homa for their kindness and moral support throughout my stay in the university.

Moreover, my appreciation goes to those individuals who have contributed in one of another way and make it possible for me complete this study. Finally, thanks goes to W/t Zewedinsh Amare for her caution and devotion in typing the final manuscript and computer setting.

List of Tables

	<i>Pages</i>
Table 1: Characteristics of respondent by sex, age, education level and years of experience by program providers.....	56
Table 2: Reasons fro program initiation by providers in priority order.....	57
Table 3: Major social and economic roles of children as viewed by respondents of both program providers	58
Table 4: Social economic and cultural factors affecting children participation in primary school (by program providers)	59
Table 5: Rank order given by program providers of each program about priority in advantage	60
Table 6: Types of classes for the alternative program and its acceptability by different parts of the society	61
Table 7: Minimum requirement and bodies involved in recruitment of facilitators.....	63
Table 8: Facilitators' terms of employment, roles, mode of payment and training by program providers.....	66
Table 9: Curriculum and pedagogical issues of ABE in sample areas	68
Table 10: Program organization by providers	70
Table 11: Subjects taught, period allotment, pedagogical approach and measurement of students progress	73
Table 12: Community participation in each program.....	74

Acronyms

AABE	Alternative Approaches to Basic Education
ADEA	Association for Development of Education in Africa
ANFBPE	Alternative non-formal Basic Primary Education
BGEB	Benishangul Gumuz Education Bureau
BEST	Better Environmental Science Program
BRAC	Bangladesh Rural Advancement Committee
CSA	Central Statistical Authority
EFA	Education for All
ESDP	Education Sector Development Program
IMF	International Monetary Fund
MOE	Ministry of Education
NFE	Non-Formal Education
NFPE	Non-formal Primary Education
NGO	Non-Governmental Organization
OGB	Oxfam Great Britain
PHRD	Policy and Human Resource Development
PO	Program Organizer
SMC	School management Committee
TGE	Transitional Government of Ethiopia
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural organization
UNICEF	United Nations International Children Education Fund
UPE	Universal Primary Education
WCEFA	World Conference on Education For All
WLE	World Learning Ethiopia

Abstract

The purpose of the study were to analyze the intended efforts made by the involved partner NGOs (OGB and WLE) and policy intentions to universal primary basic education to explore the effectiveness and relevance of the education system to the needs of beneficiaries, to assess the strength, weakness, and efficiency of the on-going alternative non-formal primary basic education (NFPBE) in rural Benishangul Gumuz. To these ends, the study attempted to assess curriculum issues, program organization and management, reasons for program initiation, major social and economic roles of children, major factors affecting children participation in primary education, advantages of the program, requirements for recruiting facilitators and bodies involved, facilitators employment, roles, and mode of payment and community participation for implementation of the program in the region.

The study was conducted in 12 OGB and 5 WLE centers. Centers participators, coordinators and supervisors were included respondents. Data were collected from respondents using questionnaire, interview and focus group discussion guides. Among 68 respondents 42 OBG and 26 WLE who were selected on the basis of availability sampling, 38 (90.5%) OGB and 23 (88.4%) of WLE, a total of 61 (89.6%) respondents filled the questionnaire and turned back to the researcher. Then the data collected were analyzed using percentage, frequency counts and rank orders.

The finding of the study revealed that there were problems in relation to facilitators selection and training, level of awareness about the importance and benefits of education and lack of commitment among educational officials, the community and center facilitators. The study also disclosed the major factors that hindered children's participation in primary schools. Moreover, the research also indicated strategies that foster the participation and retention of children in the program.

Hence, it is concluded that, in most cases the participation of rural Benishangul Gumez children in primary schools was functions of primary socio-cultural and socio-economic; human resource and community based participation development problems. Depending on the results of the findings the study recommended that implementing alternative non-formal approaches to basic primary education for the un-reached require awareness creation among the society, considerable amount of budget to program, assigning program coordination at all levels, mobilizing available human and material resources, establishing and capacitating training institutes in the region, creating conducive environment for NGOs and promoting capacity building training programs for education personnel.

CHAPTER ONE

1. INTRODUCTION

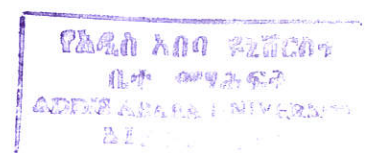
1.1 Background of the problem

In many of Peasant Associations (Pas), villages, towns and cities of Ethiopia, children are not at school. Significant numbers have to work to survive as farm laborers, street beggars, cattle shepherd, and prostitutes and so on. For many of them there are no schools to go to. According to Ministry of Education (1998) estimates, there are 65 per cent of school age children between the ages of seven and fourteen who are not lucky to go to school due to inability to pay school fees, malnutrition, lack of medical care, distance of the school and so on.

However, the 1948 Universal Declaration of Human Rights (Article 26) laid down that every one has the right to education. Education shall be free, at least in elementary and fundamental stages. In addition to this article, the subsequent plans and commitments of the 1960s, 1970s and 1980s and 1990s in which Ethiopia was a signatory member had assured the right of all people to education.

Now a day, in view of fulfilling this fundamental right, governments around the world, including ours, have agreed to a number of basic education targets. These include Universal Primary Education (UPE) for children and adult literacy, regardless of sex and family background.

Nevertheless, educational history that brings aback to the 4th century and despite the substantial government investment in education in Ethiopia the progress has been uneven and large groups of children are still devoid of fundamental right to education and basic skills required for their survival and development. It is; therefore, unlikely to Ethiopia that formal schooling and the government alone can solve basic education need in the near future.



The goal for universalizing primary education in Ethiopia is now pushed to the year 2015. During this period as indicated in the 1994 Education and Training Policy, the effort is to focus on accessible and equitable expansion of basic education, restructure of the education system, the development of relevant curriculum and improvement of quality of educational provisions. The reform outlined change in primary school structure from six year to eight years (four years lower primary and four years upper primary), automatic promotion up to grade 3, use of local language as media of instruction, elimination of school fees and development of new teachers career structure (TGE, 1994).

However, the provision of Primary education through alternative modes of delivery, if at all considered in the policy documents, was neither developed nor seriously taken as an alternative means of addressing the ever-growing demands for basic education. Furthermore, the Education Sector Development Program (ESDP), which translates the new Education and Training into action, indicates very little about the use of alternative approaches to Supplement or Complement the primary education system.

With regard to NGOs, though references to the history of their involvement in education dates back to 1906 (Solomon, 1997) their participation did not show much progress. The 1996 Policy and Human Resource Development (PHRD) education sector review report indicates that till 1995 their contribution did not exceed 10 percent of the total enrolment and participation in order to spend upon UPE in Ethiopia. The study, further suggests that, innovation within the formal education system, the traditional and indigenous institutions and the non-formal approaches need to be seen as alternative strategies to accelerate UPE in the world settings (UNICEF, 1993).

Recently in Ethiopia, NGOs are trying to diversify their attention from relief to developmental programs of which education is one. In order to successfully participate and bring about change and innovation, they need to think and act strategically and should plan their future action based upon research and

tested educational theories and practices. Hence, there exists an approach, to develop them and implement such programs in order to achieve the target set for the universal of primary education in Ethiopia by 2015.

In the National Region State of Benishangul Gumuz where some NGOs like World Learning Ethiopia and Oxfam Great Britain operate currently, out of 125,498 primary school age (7-14) children, more than 20,000 school aged children are devoid of this fundamental right (BGEB, 2004/05) and access to primary education and the literacy rate is low. Thus, failure in universal Primary Education leads to an increase in the adult illiteracy and hence as Ranaweera (1989:iv) pointed out, illiteracy and failure in UPE thrive on each other and constitute the vicious circle.

1.2. Statement of the Problem

The education system in Ethiopia was bounded with many difficulties and suffers from many problems. Its overall participation rate was very low. On top of these, shortage of qualified staff, the huge enrolment increase, the absence of research culture together with acute financial constraints have paralyzed the socio-economic development of the nation.

These days, however, it is clearly understood and well known that, no country has secured sound economic growth without sound human resource development and poverty reduction. Wide spread education and human resource development is believed to play a role in the rapid growth and development of sustainable economic growth as evidenced in the newly emerging East Asian Countries (PHRD, 1996).

Therefore, the need for investigating the on-going alternative primary education provisions and the contribution of NGOs in education is self-evident and calm need.

To sum up, there are ample reasons that may call for assessing this alternative primary education provision in Benishangul-Gumuz context as summarized below.

- a) In Benishangul Gumuz a considerable number of school age children (most of them are rural) are out-of-school (about 16.4%), according to (BGEB 2004/05).
- b) The rapid population growth rate and high fertility rate are also one of the major causes for lack of education in Benishangul Gumuz.
- c) The existing education disparities between boys and girls, between rural and urban, and across zones, woredas and kebeles/ Peasant Association are high. For instance, the participation rate for girls is very low compared to boys with the disparity of 36.3% (BGEB, 2004/05).
- d) The problem of educational wastage and inefficiency are closely related to the rigid, certificate oriented and irrelevant curriculum. Thus unless some innovative alternatives are searched for, the continuing condition called is worse. Innovative non-formal education approaches enjoy the privilege of addressing such problems, provided that they share the same standard of learning applied to formal schools and if they are adequately supported (UNICEF, 1993).

Recently, in rural Benishangul Gumuz, different innovative non-formal primary education arrangements are being piloted by some NGOs. Among the different NGOs Oxfam Great Britain (OGB) and World Learning Ethiopia (WLE) are those which develop and implement development project in the region to achieve the target set for the universalization of primary education in Ethiopia by 2015.

Assosa zone of Benishangul-Gumuz, where these programs operate, made the researcher realize that not all learning take place in only formal schools and that we should be concerned with a total configuration of educational opportunities and institutions, both formal and non-formal, available in our societies.

Therefore, the main purpose of this study was to assess the efforts made to realize the on-going alternative approaches to primary basic education provisions in Benishangul Gumuz Regional State. Furthermore, the study was intended to examine the challenges that the region and the involved NGOs (OGB & WLE) faced while putting the currently introduced alternative non formal approaches to basic primary education into practice. The specific objectives of the study were to:

1. analyze the policy intentions to universal primary education in the underserved peoples of Benishangul Gumuz.
2. analyze the intended efforts made by the involved partner NGOs (OGB & WLE).
3. explore the effectiveness and relevance of the education system to the needs of beneficiaries.
4. assess the strengths and weakness of the on-going alternative non-formal primary education program in rural Benishangul Gumuz.

In order to meet the specific objectives, the study was guided by the following basic research questions.

1. What are the main innovative practices of the existing alternative primary education for out of children in Benishangul Gumuz.
2. Are the programs in agreement with the conventional approach, demands of the parents and needs of rural children?
3. How was the recruitment, and training of teachers; selection of sites, and the preparation of the curriculum?
4. What is the environmental context/social and economic/ that supports or challenges alternative basic education delivery system?
5. How are NGOs (OGB & WLE) cooperating with the regional government in improving education access through joint planning in the region?

1.3 Significance of the Study

It is believed that the results of the study is significant to increase the awareness of the regional state officials and other concerned bodies to raise the

educational status of Benishangul Gumuz children, and facilitate the implementation of policies and programs to provide access to primary education. It also helps to develop new partnerships between funding agencies, NGOs, governments and communities in the efforts to meet the basic learning needs of the communities, improve school quality and enhances decentralized management systems that ensure low cost and better quality human service delivery.

The outcome of the study also believed by the researcher to throw some light on the issue of acceptance, credit and privileges that innovative alternative educational approaches should deserve in Benishangul Gumuz. In addition to this the study serves as a springboard for those who are interested to extend for further investigation in depth.

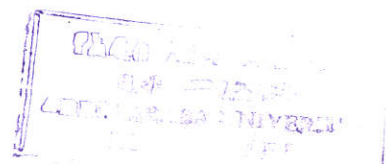
1.4. Delimitation of the Study

Due to facts of limited resources, this study is delimited to only two program areas of the region (Mengie and Mao Komo) in Assosa Zone of Benishangul Gumuz. It is also delimited to strategies and innovations in non-formal alternative primary levels of education and out-of-school age (7-14) children in rural settings of the zone.

1.5. Limitation of the Study

The researcher believes that the selected samples NGOs for this study are obviously very small when they are compared to the total number of NGOs, which are involved in accessing basic primary education to out of school children in the region. Therefore, it is not safe to replicate the results to other NGOs.

The Other limitations of the study the researcher faced while conducting the research were that much time was taken by respondents to fill and turn back the questionnaire, absence of officials in their office and the low level of awareness about the values of the research.



1.6 Operational 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 (Hagis, 1952:2 in UNESCO 1995).

Educational Alternatives: 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 choice among a number of permitted courses of action (Good, 1973:27).

Alternative education program:- programs providing learners with fundamental knowledge base in the areas of literacy, numeracy and other essential skills (CARE international 2003)

Policy: a clear and Cohort direction that indicates strategic objectives couched in concept laden language of short phrases (MOE, 2002)

Practice: putting the new policy on to implementation in order to bring significant positive changes to the country and the society as a whole. (MOE, 2002)

1.7. Organization of the Study

This research paper has five chapters. Chapter one deals with the problem and its approach. Then, the review of related literature comes in chapter two. The third and fourth chapters deal with research design and methodology and presentation and analysis of data respectively. The fifth chapter presents summary, conclusions and recommendations of the study. Finally lists of reference materials used for the study, sample questionnaire, and interview guides are indicated in the appendix part.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 General Notion of Education

The concept of education as life long process comes along with change in developmental thinking. In the history of education it has passed change on its own priority that depends on the needs and interest of the society.

The notion of viewing education as a life long process as clearly stated by Coombs (1985:10) and Ahmed (1975:91) encompasses the three modes of learning i.e. Formal education, non-formal education and informal education. A major difference between non-formal and formal modes of education have been organized while they differ significantly in their sponsorship and institutional arrangement, in their educational objectives and content and in the group they serve (Coombs, 1985:24). He further his explanation and added that formal education generally involves full-time, specific, practical types of knowledge and skills of fairly immediate utility to particularly learners and to have the inherent flexibility to respond quickly to new learning needs as they arise. However, both Ahmed (1975:112) and Coombs (1985:94) stressed that it should not be how intended objectives of a program can be achieved most efficiently through formal, non-formal or through hybrid methods. Ahmed asserts that non-formal education is not fundamentally different from formal education. Since both modes of education increase skills, knowledge, and understanding of successful learners.

2.2. Basic Education: A Conceptual Framework

There are two meanings of basic education as applied to children and adolescents (Phillips, 1975). The first is predominantly educational, that there should be provided at the national level an adequate preparation for life and of further education which is suited to its average citizens of the country. In this

case, its amount and content widely vary among countries according to their state of educational development, their economic, social and cultural background, and the job possibilities. Basic education in this sense means the first level of formal education at the base of the educational pyramid.

The second meaning is predominantly social and arises from the fact that a mass of children has never been to school or have dropped out too soon to become literate. Under this meaning, basic education is regarded as minimum social requirement because basic education in the first sense is not yet feasible in a number of developing countries.

Thus, starting point for all planning should be to provide basic education for all, regardless of age or sex. This should not be taken to mean a specific number of years of schooling but rather a specified level of knowledge, and aptitudes, an awareness of social realities and a specific level of ability in the individual to make use of the manifold sources of knowledge offered by society. This level would not be the same for a child as for an adult. Nor would it be static; it would rise as the country becomes more 'developed' (UNESCO, 1980; Bishop, 1985)

Hawes (1979) cited in Bishop (1985) interprets basic education as follows:

- Basic education is an idea and not a system. It is not conceived as three years, four years, or six years, but rather as a set of basic skills, knowledge, and attitudes, which will enable learners to take charge of their own lives and set them free to learn further.
- Basic education involves the acceptance of different paths to learning towards its goals. Hence different structure, concerns and educational materials can be used. Although to apply this concept to older adults is possible, it is profitable to consider basic education in relation to:
 - a) Children, in formal primary school
 - b) Children, youth and young adults following alternative path towards the same general goals. Such path would include accelerated patterns of

formal schooling for older children as well as many varieties of part-time and non-formal education. Implicit in the concept of alternatives is the idea that there is a certain basic education core curriculum, which may be covered in a number of alternative ways.

- Basic education is very basic-it relates to situation, as they are, to the 'minimum survival needs' of a majority of learners, many of who are studying in difficult conditions.
- Basic education is not to be considered as terminal in contrast to some other form of education, which leads to further study, and not as a rural in contrast to urban education. On the contrary, it must be through of as providing the maximum degree of mobility for the learner to meet changing situations and to continue his education to the best of his abilities and opportunity. Provision of basic education should open doors for learners rather than close them.
- Basic education must be conceived in the context of partnership between various educational agencies e.g. the family, the school, non-formal education, the community.

2.3 The Right to Education

Education is a human right; although this proposition is seldom defined what must be meant is that everyone has a right to at least a minimum basic education (Phillip, 1975).

On the basis of human rights and equity, education was declared as a "birth right" to every citizen fifty and more years ago by the United Nations Universal Declaration of Human Rights (article 26; UDHR, 1948) (Bishop, 1989:12); Cummings and Dales, 1995:69).

Following the Declaration of the international communities, Ethiopia has passed several resolutions and took series of initiatives for the advancement of basic education.

There were important initiatives concerning this issue during 1960s. For instance, in the early 1960s UNESCO held series of conferences in different regions: In Karachi, Pakistan (1960); Addis Ababa, Ethiopia (1960); Santiago, Chile (1962) and Tripoli, Libya (1966). At these conferences, country delegates declared their intention to achieve UPE as soon as possible. The Karachi plan of 1960 called for the provision of universal and free primary education of at-least 7 years by 1980. The Addis Ababa plan of 1961 advocated that primary education be "universal", compulsory and free by 1980 (UNESCO 1961:20).

In addition to the initiatives in the 1960s, there are also some important events which have given more impetus to the development of alternative basic education. The world literacy conference of the 1970s, 1980s; The Udaipur conference on literacy and its subsequent charter in 1983; UNESCO's call for Education For All in the mid-term plan for 1984-98; The international literacy year declared in 1990; The world summit for children and the convention on the rights of the child in 1989; The 1990s Jomtien Conference in Thailand which heralded a new era for equal opportunities designed to meet the basic learning needs of every person, child, youth and adults by adopting the Declaration of Education For All to be achieved in the year 2000.

Although all bear witness to the effort made to date in the realization of education and basic human right, still today the right to learn is the main agenda around the world. However, the rights of children to basic education were not fully realized by all countries. Accordingly, the Dakar Framework for Action (2000) and the Millennium Development Goals (MDGS) have clearly stated the need for the provision of basic education and attaining of gender equity in a more formal way.

According to UNESCO (2003:27) one of the Dakar goals is ensuring that all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to free and compulsory primary education of good quality by the year 2015.

Basic education is the primary objective of any plan of development. Indeed, hunger for education is no less than hunger for food; an illiterate is a person with an undernourished mind (Bishop, 1985:39).

The education and training policy of Ethiopia also indicated the right of people to basic education in its article 2.2.4, stated as providing basic education and integrated knowledge will be realized in Ethiopia (TGE, 1994).

One of the purposes of basic education is to meet basic needs to facilitate and enhance the exercise of basic rights (Thompson, 2001). The provision of basic needs including food, education, health, water, and security of life and property is an obligation of the state; yet, the majority of African people are not able to meet their basic needs because of poverty which has to do with problems of illiteracy, lack of good governance, harmful cultural practices, etc.

The rights-based approach to basic education is predicated on the conviction that, for the sustainable exercise of basic rights, duty bearers are expected to fulfill their duties and obligations not only in providing opportunities for the exercise of the rights but also in taking appropriate measures to ensure that they are exercised. The objectives of basic education, therefore, must be facilitating exercising of basic rights and fulfillment of basic needs (Thompson, 2001).

The UN's convention on the rights of the child adopted by the Ethiopian government in 1991 states that "state parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall in particular (a) make primary education compensatory and available free to all;. . . " (art.28)

The education and training policy of the Ethiopian government (TGE, 1994) also further states that a special financial assistance will be given to those who have been deprived of educational opportunities and steps will be taken to raise the educational participation of deprived regions.



The right to learn, as stated on UDHR, 1948, is one of the basic achievements that people must get to solve their basic problems. This indeed was why countries have labored a lot to do what they can in the development of education.

2.4. The Provision of Education for All (EFA)

As mentioned earlier, the UDHR and the subsequent commitment had ensured the right of all to education. The Provision of Education for all is a global agenda. In developing countries the overriding challenge is, however, to achieve universal access to education within a relatively short time frame transformed.

To understand the urgency of provision of education for all and the emphasis on basic education, we must review the situation of basic education around the world in early 1990, as outlined in the Jomtien Declaration. The overall position in 1990s was that more than 100 million children, including at least 60 million girls, didn't have access to primary schooling; more than 960 million adults, two-thirds of them women, were illiterate, and there was an undetermined number of functional illiterates (i.e. people with precarious reading and writing skills, insufficient to use them effectively on a daily basis); More than one-third of the world's adults did not have access to information and basic knowledge that could improve the quality of their lives.

More than 100 million children and countless adults failed to complete the primary school cycles; million more satisfied the attendance requirements but did not acquire essential knowledge and skills. In other words, despite significant increases in school enrollments in every region of the world and on the majority of countries over the past three decades basic education for all was still a major challenge (UNESCO, 2003).

As to Thompson (2001:14), in order to meet the basic learning needs of all, the following guiding principles should be emphasized.

- i. Clear formulation and statement of the purpose of education

- ii. Specifically designed educational opportunities for children and young pupil with special learning needs.
- iii. Structural, curricular and delivery system diversity and transformation
- iv. Quality and equitable provision of basic education services
- v. Active participation of the learner
- vi. Relevance of the learning content
- vii. Life long learning
- viii. Diversity of learning needs
- x. Integrated approach to learning
- xi. Shared responsibly for basic education provision
- xii. partnership

Several factors contribute to Africa's inability to increase its primary school enrollment and completion rates over the last two decades. According to UNESCO's (2000) country assessment for Ghana the main reasons include direct and indirect costs to parents, poor quality of basic education lack of teachers and infrastructure (Casely- Hayford, 2001).

2.5. Challenges of Attaining EFA Goal

2.5.1 Socio-Economic Challenges

The socio-economic contexts of the underserved areas need to be understood in the context of the pressures that developing countries face. In Africa's education system, the poorest regions often receive the lowest subsidy per school age children. Remote rural areas that are sparsely populated often do not have enough children of school age to justify the establishment of a school so children who live in these hard to reach areas often have to walk long distances to school. Where these schools exist, the building are often in poor conditions, equipped with inadequate learning materials and with teachers who are ill trained or untrained, underpaid, and lack motivation (Care International, 2003).

Further more, Care International, (2003) states that whether or not a child in an underserved area attends school depends also on the costs associated with schooling. These costs are of two kinds: direct and indirect. Direct costs include contributions in kind and in cash that contribute to the construction and repairing of schools whereas recurrent contributions increasing teacher's salaries, costs of schooling accessories such as uniforms, books and writing instruments. The indirect costs of schooling are largely in the form of income lost from a child's potential employment. Opportunity costs are also in the form of the invisible work that children perform in the arena.

For mothers especially, sending their daughters to school means more domestic responsibilities for themselves, which indirectly affect their income earning abilities. Studies in Ghana suggest that the direct costs of education are one of the main reasons why many children are not attending school.

The parents or guardians of children mostly incur direct costs of education. Parents who may have thought themselves capable of financing their children's education may discover with time that they are unable to raise the money required for the variety of costs associated with schooling. Some of which include providing food allowances for children attending school, producing transport funds etc. In a study conducted in Ghana, about 43% of the dropouts mentioned lack of financial support as the main reason for dropping out of school (Boakye et al 1997). In some places, however, such as the coastal areas of Ghana, parents are seasonal migrants who have their children in the care of grandparents who are unable to undertake the financial support for the children schooling. As a result the children finance their own education, often working after schoolhouse as weavers, fishermen, and trades selling food items (Casely-Hayford, 2002).

Finally, children help to increase the labor power of parents both by engaging in domestic chores thus freeing their parents for income generating activities or by working to subsidize family income. In extremely poor families, children

contribute as much as 40% to family income. They may be sent to school only when the labor needs of the family have been met in order to ensure household food security. Newly married men in deprived rural areas are therefore less inclined to send all their children to school because "there will be no extra children to spare for school". As echoed by one rural parent, those on the farm feed those at school (Casely Hayford, 2002).

2.5. 2. Socio-cultural and Contextual Challenges

There are varieties of Socio-cultural challenges to achieving the goals of EFA. Illiteracy, particularly female illiteracy, is one of these challenges, which is higher in most African countries (UNESCO, 2001). Illiterate parents are less able to assess the benefits of schooling for their children, especially their daughters, and are therefore less inclined to send their children through school (Mensah, 1992). Research on women in adult literacy programs reveal that women are more likely to send their children to school, keep them in school and encourage them to read at home (Lloyd, and A. Blanc, 1996:5).

School calendar and schooling hours may be incompatible with realities in the rural areas. Often the official school calendar conflicts with economic activities, so that in the mornings when rural families need their children to assist with chores both at home and on the farm, school is also typically in session. Sometimes during intensive farming periods, parents contact the incompatibility of schooling and their economic needs by sending children below school going age in order for older siblings to support the family on the farms. Another socio-cultural factor that works to the disadvantages of girls is the cultural perception concerning their role in the family and society and the preference to invest in boy's education. Consequently, girls are often the last to go to school and the first to be withdrawn. Several studies suggest that traditional society's preference for boy's education restricts girls' ability to access formal education systems (Kingdom, 1997). Several other socio-cultural

practices also impeded on girls education including; early marriage, and fostering (Wolf and Odonkor, Cited in CARE International (2003).

Parents who are willing to educate their daughters worry about the potential dangers that their daughters may face in walking to schools that are from their communities. Usually, rural parents prefer that female teacher educate their daughters because it gives them confidence that they will be protected from sexual harassment. Despite the cultural perception that schooling is irrelevant for girls and the inherent dangers of walking long distances to school, girls who stay in school, often have to content with insensitive teachers and practices in the classroom which are not gender sensitive Mackinnon, (2000) cited in CARE International (2003). In many parts of Sub-Saharan Africa, teachers continue to harass girls sexually or impede on their learning time by sending them off on errands during and after school hours (Leach et al; 2002).

Mulugeta and Amanuel (2002) cited in Habtamu (2002:51) tried to show the socio economic and socio-cultural variables which tend to affect the demand for schooling in Ethiopia as follows:

- Low budget allocation to education
- Poor economic situation of the country
- Wars and conflicts in the past
- Periodic draught and famine
- Rapid population growth rate (3% per year)
- The need for child labor by parents
- A large number of children dropping out
- Some areas like pastoral and peripheral areas not having schools at all
- School distance being too far (more than an hour walk, one way)
- Poor quality of education (not attractive, unqualified teachers, lack of book; etc)
- Lack of some facilities in school (latrine, water)

- Parents themselves being uneducated and not knowing the advantage of Education.
- Parents not sending their daughters to school (cultural and security reasons)
- Parents not affording the costs of school) clothing, books etc.

2.6. Non-formal Education: an Alternative Approach to Basic Primary Education

2.6.1. The Significance and Popularity of NFE

It is generally recognized that, as indicated earlier, the significance of non-formal education lies in the flexibility and chances it opens up in educational programs. In, light of this, Ahmed (1975:20 indicated that, the significance of non-formal education is that it opens the possibility for altering the "production function", the combination of different educational inputs, such as pupils and instructors' time, physical facilities and learning materials. He further explained the issue to say the production function is stable in formal education. Note, for instance, the preponderance of teaching-pupils ratio, and duration of courses in multiple of a year and uniform for all learners.

The basic principles, methods and purposes of economic analysis in alternative ways to basic education are not different from those in other levels of education. As Hussen (1994:137) clearly stated, the significance of alternative approaches to basic education lies in its flexibility and choices it opens up in educational programs rather than being a desecrate and self-sufficient category of education serving learning objectives and learning groups.

In the context of new development strategies, some writers such as Fordham (1980:6) reported that, non-formal education is being viewed as more relevant to the needs of the population, especially for those in the rural areas working in the traditional sector. He stresses these points because non-formal education focuses on teaching people to improve their basic levels of subsistence. Because

of this, it is likely to make effective contribution than formal education in solving the real problems of the poor, especially the rural poor.

Ahmed and Coombs (1985:118) also added that two important factor the pressure on resources and the inadequacy of present educational structures have combined to spar a growing interest in new routes of education that go beyond the conventional formal system.

Since then, non-formal education gained popular currency and began to be treated as separate and expanding areas of educational development and the critiques of the prevailing pedagogical and managerial paradigm. As cited by Gibbon (1998:104) there are six distinct categories of non-formal education

- i) Early childhood development education;
- ii) Community school and out of school education
- iii) Youth development and adult non-formal education
- iv) Adult literacy
- v) Agricultural extension and formal training and
- vi) Community development and adult non-formal education.

Since the aim of this research is to assess the alternates of non-formal education for out of school children, there is no need of making further description on the above mentioned categories. It is rather better to clarify the nature and purpose of the non-formal education approach.

2.6.2. The Nature and purpose of Non-formal Education

In the context of new development strategies, non-formal education is viewed as more relevant to the needs of the people. Non-formal primary education aimed at out of school children, Youth and adult covering both the non enrolled and the dropouts, mostly in rural. It has prevented its potential to serve the disadvantaged groups specifically grills, working children, street children, nomads, etc. Because the objectives of non-formal education are to provide education:

- 1) For those who have never been to school. It gives them the chance to acquire the skills of learning.
- 2) For those who have acquired some basic skills of reading, writing, counting the chance to improve and go further (Bishop, 1989:58)

Non-formal education presents a wide area of magnitude and scope, mode of delivery, curriculum, pedagogical approaches, management and relationships with the regular system. In relation to this John Hillard (1973) has given description about non-formal education as follows:

- i) Non-formal education can be valid, high quality education imparting life skills and knowledge. It is not a third rate formal education.
- ii) Non-formal education is education designed to reach large numbers of people where they live and work. Its objective is to impart knowledge, skills and recreation without removing the people from their non-formal environment and responsibilities
- iii) Non-formal education can be highly diverse in organization, funding and management. It can emphasize local initiatives, self-help and innovation on the part of larger number of people and their local institution. Every successful learner can become in some degree a teacher
- iv) It is education designed to pay its own way through increased employment, productivity and social participation.
- v) The objective of non-formal education is learning experiences compatible with the interests of the individuals and communities, for all economic levels of the society. From the above description one can see that non-formal primary education draw experience from conventional education system and adult education programs.

2.6.3. Areas of Focus in Program Delivery

Our experience and observation show us the fact that the eradication of illiteracy is not possible without the full coverage of children by basic

education. Expressing this idea Lang (1999:ii) indicated that there are million of children in age group from 6 to 11 who have not been covered by basic education. This means that effort to eradicate illiteracy is indivisible from the attainment of objects of basic education of children and the functions and tasks of elementary schools. He furthers his explanation by saying that the experience of a number of countries proved that there are three models in organizing basic education;

- a) Basic child education
- b) Basic Adolescent Education
- c) Basic Education for persons over 18

The full coverage of children by elementary education constitutes a first step to universal basic elementary education. However, the coverage of children by elementary school does not necessarily mean all that of them will complete their elementary education.

The means to address this basic education is not only through formal schooling. UNICEF (1993) has noted three main standards of organizational and institutional arrangements that can be equally serve the purpose of UPE

These are:

- i) The regular school system
- ii) The traditional indigenous education system
- iii) The non-formal approaches

Almost all of three systems are found in all countries operating under specific context with difference emphasis and strategies. From these we can see that to address basic learning needs of all children we have various alternatives.

Thus, according to World Declaration on Education For All (EFA) as elaborated in articles (1-7), that was held in Jomtien, Thailand, the priority areas of focus in dealing with UPE are;

1. Universalizing access and promoting equity in view of reaching the unreached and undeserved in order to address their fundamental right for survival and growth.
2. Focusing on learning: getting children into school is only part of the battle, helping them to survive and learn is the other. Thus, actual learning acquisition and outcome should be stressed, rather than mere enrolment. Thus conditions must be sought to keep them there not to drop-out, perform better and continue learning. School quality and relevant curriculum have been found a popular response (Prather, 1991; 305).
- 3) Broadening the means and scope of basic education to create a life education system also become necessary to apply all variety of delivery systems and available instruments and channels of information, communication and social action to educate the public (WCEFA, 1990 in Haggis; UNICEF, 1993:53).

2.7 Innovative Approaches for Alternative Ways to Basic Primary Education

With regard to program responses, some positively qualified innovation experience in many parts of the World include:

- i) ***Multi-shift Schooling***; a system where by two groups of pupils (and either one or two teachers) uses the same facilities. In some limited cases, for example, in Capeverd, in Sao Tome and Principe, up to three shifts have been used (Hussen, 1994:132).
- ii) ***Adoption of School Schedules***: When Pupils are obliged to work or to perform some domestic task, school schedule can be adjusted accordingly . . . such a system is applied in the under privileged children's educational project, under take in Dhaka, Bangladesh, combining instruction with productive work in relation to formal occupation of the children and the economic activities of their parents. (Huseen, 1994:133).

iii) ***Multi grade Classes, Or Single Teacher primary School:*** In areas with scattered or isolated population, and thus low enrolment, the most common and longest established formula is this which groups several classes into a single classroom and serves children of different ages, in regions where school enrolment is not sufficient to warrant the creation of a full school.

iv) ***The Double Classes System:*** In which one teacher is responsible for two grades and pupils attending classes together on a normal schedule or separately on an alternative basis, morning or afternoon (UNESCO in Hussen; 1994; Bishop, 1989:73-74).

v) ***Mobile Schools for Children of Migratory population:*** This includes;

- a) Tent schools in India for nomads of Rajas than.
- b) The Mobile tent school organized in the Philippines in the context of program of decentralized education development.
- c) Basic education for nomadic population in Somalia (in conjunction with Koran schools.)
- d) The Zama Zalak project for children of nomads in Niger.
- e) The nomadic Education project conducted by UNESCO and the University of Jobs in Nigeria and financed by the UNDP.
- f) Mobile schools for the children of Gypsies in Europe.
- g) The program of seasonal workers in Spain.
- h) Non-formal Education centers for the children of the communities of fisherman Indonesia.
- i) The education of children of barges in France and Netherlands (UNESCO in Hussen 1994:168-71)

vi) ***The Use of Educational resources throughout the year (including holidays and during vacations).*** Success cases include countries such as Bahai, Brazil, Cuba; Botswana; Lesotho and Swaziland (Bishop, 1989:76).

vii) Adoption of Larger class size in areas of high student

Population density (Cummings, 1986; 69; Bishop, 1989:16).

viii) School Mapping and adoption of Small feeder or Satellite Schools

The Strategic placement of schools nearer to the homes of children have been proved successful particularly for girls where a distance from the school is a deterrent to educational access and attainment successful cases include Egypt, Philippines and Indonesia (Prather 1991; 101).

x) Adoption of lower capital cost: This option encourages countries to construct school buildings with locally available resources and indigenous knowledge. Bishop (1994:76) mentions Mexico as an example, which succeeded to construct, alternatively designed attractive primary school with cheap, affordable and prefabricated local materials drawn on community resources. Mehrotra and Vande Moortele (1997:106) put mail as exemplary action in Sub-Sahara Africa.

xi) Starting School latter or increasing the age of entry of schooling is also recommended as a cost saving alternative. Burkina Faso and Tanzania are the case in point (Bishop, 1994:72). However, this option is strongly rejected by psychologists and proponents of early childhood development.

xii) The traditional indigenous Education System: The institution that exist under different denominations (Africa Bush school in Liberia, Islamic Schools in Asia and African countries, Church schools in Ethiopia, Buddhist Temple schools in Asia) constitute elaborate systems that have been maintained outside the conventional system. (Hussen, 1994:176).

From this one can see that non-formal system of education has a potential to use and address basic education to the society with a minimum cognizant cost and time.

2.8. Alternative Education Program and Contextual Issues.

Alternative approaches to basic education refers to a system of learning which is characterized by flexibility, capacity to recognize and creatively utilize diversity, and transparency on terms of the degree of openness: open access, open learning and limitless opportunities to release the creative potential of learners. Alternative approaches are applicable to both formal and non-formal learning situations and in time could be the means to harmonize the two in an integrated system of education which bring both formal and non-formal together with parity of esteem, and with due regard to diversity in a life long learning framework (Thompson, 2001).

According to Care International (2003), the international survey revealed that the majority of alternative education systems and interventions working around the world are supported through the assistance of non-government organizations (NGOs) with varied inputs from national governments.

Key findings revealed several important themes; these include:

1. Socio-cultural context often determines the approaches best-suited for supporting education.
2. Human resource capacity needs to be developed in a comprehensive and substantial manner within the local government structure and civil society sector for effective delivery.
3. Gender equalities critical to ensure successful project implementation, and
4. Community based participation is essential for sustainability.

2.8.1. Socio-Cultural Issues

Program reflecting local cultural traditions, customs and experiences that respect the positive practices, belief systems, and needs of community and integrating them into curriculum and teaching style have had the most

success. There are three key elements that constitute an effective alternative education curriculum and instructional approach:

1. Learner-driven and learner-focused
2. Flexible and culturally appropriate, and
3. Skills-oriented/competency-based. These factors allow for basic education programs to contain an accelerated learning program component if desired.

Learner-driven and learner-focused: the context typically determines what the learner wants and needs to learn in order to be a functioning member of the community as well as to foster community support and acceptance of the education program. One example of this is the use of both religious and secular subjects (e.g. Maths, social science), in the local school. In Afghanistan, religious and secular subjects are treated equitably and are studied together in community schools thus making the education program acceptable to both religious and local traditional leaders.

Instructional methods allow for peer tutoring and small group work. Learning takes place with teachers introducing new curricular items to the group at large and students who have already mastered the concept/skill assisting other students to learn the skills, allow for a self-paced (learner driven) approach.

Flexible and culturally appropriate component; the curriculum is based on existing (country specific) programs and materials, that are outlined with input from local properties that target population as well as appropriate flexible (seasonal) calendars and timetable. By including various local stakeholders in the process, the program reflects local norms, needs and resources. In India, community-based schools bring teachers from outside the local village to ensure equity i.e. teacher from outside the local village is valuable as associations with caste are not forefront. However, in Afghanistan the teacher comes from within the community because they know and understand their village traditions and build teaching around traditional education system.

Skills-oriented/competency based component: program design and contents target specific competencies in literacy and numeracy, as well as general life skills such as problem solving and decision-making. In Afghanistan, Egypt, India, Mali, and Togo program design and content target specific competencies in literacy and numeracy that are immediately practical and the teaching and learning materials reflect local language and culture, which facilitates learning by laying the foundation for activities that promote participation, exploration and inquiry.

Accelerated learning approaches:- using learners focused and driven curriculum, which is adapted to the skills and competencies students need for the local environs, allows for accelerated learning to take place. For students, the amount of time they spend in school may be reduced because of this flexible curriculum and instructional approach.

2.8.2. Human Resource Development Issues

Another critical component of alternative education programs is the development of the human resource base in a comprehensive and substantial manner, i.e. school and community based groups need to have a strong collective human resource base. Building the broader capacity of community based organizations to transfer them from a one-person organization to collective social development efforts is imperative as lack of sufficient local capacity to make informed choice threatens long-term sustainability and effectiveness.

2.8.3. Gender Equality Issues

In view of specific contributions entailed in alternative education program the issue of addressing educational disparity in promoting greater access and equality should be designed strategically to answer the specific realities and needs of the disadvantaged.

Involvement of women, formally or informally, in the school is essential, as the majority of support attained to ensure implementation and student enrolment and retention comes from female inputs. To promote the involvement of women, informal women groups were started and female receive training in school related activities. Research findings reveals that in India, mother groups allow women, who have little or no education to be involved in the school by keeping the school grounds clean, encouraging children to attend on a regular basis, and to informally monitor the school. In Togo community, female monitors their homes to discuss and advocate with parents to increase the girl-child study time in the home environment.

2.8.4. Community Based participation.

Experiences drawn from many countries like Bangladesh, India, Colombia, Niger, show that in promoting innovative /alternative model, the success mainly depends up on strong grassroots at all phases of the program, from design to implementation and evaluation of results and need identification is crucial not only in terms of ownership but also for its continuity and sustainability. (Rugh and Bosset, 1998).

One of the most important components of alternative education programs is the assumption that the primary responsibility for the provision of basic education facilities (both physical and social processes) rests on the part of communities. The entire alternative education program examined demonstrated that community support (in kind or direct contributions) is indispensable to increasing access and creating a quality-learning environment. Communities mobilize their own resources monetary, labor manpower in the provision, supervision and maintenance of their own facilities as well as taking an active role in the monitoring of the school for effectiveness and efficiency. Community participation revitalizes the pre-existing supervisor mechanism on the part of the community and stressed a productive relationship between the community and the teacher/facilitators in the classroom.

2.8.5. Strategic Approach to Planning and Management

Strategy for an organization describes the way that organization will pursue its goals, given the threats and opportunities in the environment and the resources and capabilities for the organization (Rue, 1986:4) planner and providers of alternative primary education have to look for the three determinants of strategy i.e. External environment; the internal situation and the goals that are being pursued.

A. External Environment: this leads us to recognize that the environment is always changing. Thus, by anticipating the further, organizations need to shape and modify the impact of environmental change by seeking answers to the following questions:

- i. Where are we now?
- ii. Where do we want to be?
- iii. How can we get to where we want to be from where we are ?

B. Internal situation: organization need to see themselves and should struggle to make a good fit within itself including its vision, mission, objectives strategies, structure, and resources and attempt to anticipate what will be required to assure continued fit (Crosby, 1991: 268).

C. The goals being pursued: since strategic planning is a goal oriented and a process, it requires continuous review and controlling mechanism for the achievement of its goals. These strategic approaches for planning and management are closely linked, to what Magneen (1991: 194-196) referred as feasibility criteria for education projects (education, technical, socio-political, administrative and instructional feasibility).

2.8.6. Policy Issues

Government, policy makers, and decision-makers have to assume strong and pivotal role in promoting the diversified educational needs and approaches. They have to establish workable policies and standards, creating enabling environment for local action. In addition, alternative primary education programs need to be considered as a unified comprehensive system for UPE

and should encourage partnership among all concerned stakeholder (UNICEF, 1993).

2.9. Features of Alternative Education System

Alternative education systems provide structured programs of learning in a non- institutional environment; the programs are designed to eliminate both the defects and traditions of formal schooling. Many different forms of alternative education systems are derived principally from the village or community school concept as pioneered by the Bangladesh Rural Action committee (BRAC) schooling initiative (Ethio. MOE, 2000). Many of these education initiatives have been evaluated as being effective in increasing access to under-served groups and improved achievement especially in literacy and in numeracy. A number of factors have been identified as having contributed to the success of these programs (Hyde, 1999). This include:

1. School as an organic part of community.
2. Community involvement in school governance.
3. Supervision and support to schools and teacher.
4. Orientation of instruction (mother tongue instruction).
5. Teachers' qualification.
6. School organization
7. Partnership and collaboration.

School as an organic part of the community: In this context the community school grows out of the felt needs of the community as articulated by the community itself. It is demand triggered and is largely unaffected by the level of deprivation of the community. Schools are established with donor assistance and in accordance with a "social contract" between the donor and the community. Schools are constructed using local materials to very modest standards and are maintained by the community. Local ownership and maintenance promotes, access, equality and effectiveness (Hyde, 2002).

Community Involvement in School Governance. The evidence shows that the effective alternative schools are those that are governed by School Management Committees (SMC) or Parent-Teacher Associations (PTA). These school level organizations manage budgets, sometimes select and pay teachers; oversee operations and monitor students enrolment and attendance. Parents tend to underwrite operating expenses with fees and levies (either in labor, kind or cash).

Supervision and support to schools and teachers: Effective alternative modes have benefited from supervision and support that are provided through regular visits by animators (who play multiple roles as community development specialties and as facilitators in the schools and their partner NGO).

Orientation of instruction: Some alternative education models develop their own condensed curricular reflecting rural life, learning and teaching material and performance mentoring instruments while others have depended on national government curriculum and materials. The Curriculum generally covers only the essential of reading and writing. Calculation and some form of social studies. The reduced curriculum contributes to maintaining the performance of the children at acceptable levels, despite shorter school days and generally less qualified teachers (Hyde, 2002).

An important consideration is the language of instruction. In many cases of successful alternative education, teaching for the first few years is done in a language that the children understand, usually the mother tongue while the foreign language is introduced gradually in later years.

Teachers' qualification: Extensive research works reveal that teaching is generally efficient in the alternative systems: this is made so by recruiting teachers locally and training them to implement the program curricula. Usually such Para-professionals are less well educated than their state "trained teacher" counterparts and in some cases may never have attended formal school themselves. Additionally, alternative systems often operate with locally

engaged facilitators/ teachers who are paid far less than the state school teachers but, often show a high degree of motivation due to their new social status and commitment of community development. Typically they are given some cash income and the training provides them with the basic orientation to teaching and learning methods. Oftentimes they live within the local community and are under careful community security and held accountable for any cases of negligence. Together with other community members, the teachers demonstrate a high level of social responsibility.

School organization: Innovative out of school approaches have regulated enrolment and class sizes. The save the children model in Mali, for instance schedules pupil intake on a triennial basis with a maximum of sixty children per cohort. Other models take children on an annual basis and limiting class sizes to a manageable figure per teacher. The shift system is adopted to contain numbers beyond the stipulated class size, in a large number of cases; the approaches are based on a flexible calendar and schedule, established by parents. Where the school follow the same calendar and house of operation as the government-run schools communities retain the option to change or adjust this to their own farming or seasonal demands.

Partnership and Collaborations: Literature clearly demonstrates the effective alternative models own their levels of success to the building of strong partnerships among different stakeholders. Often the program engages NGOs to deliver support to a number of schools with the intent to extend coverage with the main actors in the implementation process. In many cases the Ministry of Education has helped in providing initial and follow up training as well as supervising instruction in the school. The ministry also provides the policy bridge between the alternative schools and formal school system in case where beneficiaries of alternative education have continued to the formal system, therefore maximizing the value of non- traditional schooling opportunities.

2.10. The Role of Non-Governmental Organizations (NGOs) in Promoting Education for All

The present day world is highly interdependent in many fields like economic, technology, science, education and so on. This can greatly help education. Learning from and with others had become an imperative of our times and it can well be said it constitutes a prerequisite for survival. Over the past two or three decades, the UNESCO international cooperation in the field of education has considerably expanded. This is now a days more clearly observed in developing countries like Ethiopia.

As indicated in UNESCO, (2003), NGOs have been key instruments, in many countries, for boosting state efforts to achieve UPE and gender parity goals. South Asia in particular has a long history of indigenous NGOs that have worked on social mobilization and development, although the role of NGOs and their relationship to the state varies among the different countries. Bangladesh, for example has several large NGOs, most notably the Bangladesh Rural Advancement Committee (BRAC) which is an active and direct provider of education.

In India, NGOs also serve more as laboratories of innovative experimentation, which allows them to try out different models with local communities, to find the best solutions for addressing both short-term constraints and longer-term issues of inequalities.

Further more, improvements in the gender gap seem to be traced to 'positive discriminatory' actions both by the state and by NGOs. A key example is provided by BRAC's non-formal primary education (NFPE) program, which ensures that 70% of its students are both girls and from poor families. The number of NGO's in Bangladesh has increased dramatically over the last twenty years (USAID, 2002 cited in UN ESCO, 2003) to some four hundred working in the education sector alone.

The positive impacts of NGO involvement in education provision for girls-where the strategies are girl-focused have also been demonstrated elsewhere. Programs supported by NGOs in Ethiopia, Ghana, Guinea, Mali, Southern Sudan and Uganda are all reported to have had some success in this respect (Miller- Gradvalux and Yoder, 2003 cited in UNESCO, 2003).

In Ethiopia, current policy proposes the construction of many new government schools in rural area, especially in the most marginal areas where children have no access to education. But the construction in these out of the way areas are often difficult and costly. In many regions, it may cost only 400.000.00 birr to contract a standard grades 1-4 government school of four classrooms with a pedagogical center and staff room, but in peripheral areas construction costs triple. yet in such areas, there may not be enough children to make full use of the standard faculty (MOE, 2000:26) .

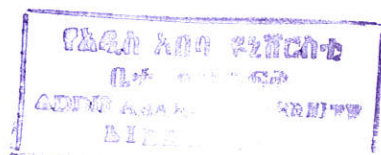
It also further states that, it is increasingly recognized, especially at the local level, the government schools alone may be insufficient both in quantity and style to meet the expanding demand for basic education. In line with this Ahmed (1975:68) stated, the trend focusing only on the formal school system and government alone tries to provide the ever increasing learning needs of the population, there is a little possibility of building a national learning system that can meet the population's essential learning needs. Therefore, governments require working in the partnership with NGOs in order to extend their capacity to meet the challenges of providing primary education for their children for NGOs do have resources to contribute to primary education that are additional to government support (Hussen, 1994:147). He added that because volunteers are more easily recruited by NGOs, and NGOs are more likely to attract other resources as free space, free reading materials... (Cummings 1998:216) and he also added, NGOs have greatly increased over the past decades contributing and spending huge resources on educational innovations in the positive results.

Because of their flexible management system, their commitment towards providing education to the disadvantaged and other factors, NGOs are suitable for educational innovations. Now a day some NGOs have developed an initiative for innovative alternatives in basic education in Asia, Africa and Latin America countries particularly in the non-formal approach after 1980s (Prather, 1991:243).

In order to universalize basic primary education, since recent times, there has been international and indigenous NGOs involvement in the provision of basic primary education in Ethiopia particularly in the peripheral and nomadic areas. As identified by (MOE, 2000), the following are major NGOs, which provide alternative non-formal basic education program to out-of-school children in the country. These include:

1. Action aid Ethiopia
2. Rift Valley children and Women Development Association
3. Prop ride Ethiopia
4. Kangaroo child and Youth Development Society
5. Irish and Ethiopia
6. Red Barna Ethiopia

The other international NGOs, which are worth mentioning, are Oxfam Great Britain and World Learning Ethiopia that are engaged in integrated rural development program by promoting non-formal basic primary education in underprivileged, marginalized, and inaccessible area of Benishanul Gumuz Regional State.



2.11 Review of Selected Experiences of alternative Basic Education

2.11.1 Escuela Nueva: An alternative Learning Program for Children in Colombia

Escuela Nueva' which means "New school" is an educational innovation initially developed and put in to practice in Colombia in 1975 and later transferred to Guatemala and else where in Latin America (MOE, 2000).

The primary goal of the innovation is to seek feasible solutions to the persistent problems of lack of access, inequality and poor quality of education in the rural areas of Colombia. Shaeffer, (1994) cited in MOE, (2000) states that one of the key factors that makes the new school program special is the ability to create a supportive environment that enables pupils in small rural schools that have been established in area of low population density to complete all the four grades of primary education (MOE, 2000).

In order to achieve the goal mentioned above the new school program.

- Revised the curriculum in such a way that it encourages critical and creative thinking on the parts of pupils.
- Developed self-instructional materials and study guides based on the revised curriculum
- Adopted a student-centered teaching methodology
- Established a horizontal and collaborative relationship among students, between students and teachers, among teachers, between the school parents and other community members.
- Created an innovative system of school government that enables pupils to develop democratic values and a sense of responsibility as they actively participate in school management.
- Established a flexible time of leaning and a promotion mechanism in which pupils:

- are allowed to have the school temporarily in order to assist their parents in agricultural activities or for any other good reason and return to school and resume their studies from where they stopped.
- learn at their own pace and so they are promoted when ever their successful completion of a grade is verified by their teachers (MOE 2000).

The government of Colombia adopted the new school program in 1987 as a strategy to universalize primary education 27,000 small rural schools through out the country, and by 1991 nearly 18,000 of these schools were reached by the program (Coombs cited in MOE, 2000).

Wanna Leka (1999) Cited in MOE (2000) attributed the success of the new school program to the following

- Relevance of the curriculum
- Flexibility of the program
- Participation of stakeholders in school management
- Low cost of instructional materials
- Good quality of teachers and
- Close monitoring and evaluation

On the other hand, UNESCO (2002: 46) shows that, a school education is not relevant to a very poor family, if:

- The expenses it entails in fees and /or other charges exceed what the family can afford in cash or offer in kind.
- The family needs the children's labor to sustain the household and the schools timetable deprives the family of that labor.
- The level of malnutrition, sickness or disablement in the family puts legally attendance out of the question.
- The distance from home to the school is so great to put the safety of the family's daughters at risk.

- The probabilities of access to secondary schooling are so small to make even primary school appear not worthwhile.
- The family belongs to an ethnic or nomadic minority, while teachers from a dominant majority, who do not understand the family's language or culture, staff the school.
- The experiences of the children at the school suggest to the family that nothing useful is being taught or learned i.e. the quality of the education is poor and the children are wasting their time, when they could be helping the family.

2.11.2 Non-Formal education (NFE) and Alternative Approaches to Basic Education (AABE) in Rural Kenya.

In response to the felt need for education expressed by the pastoralist community in Samburu district action was initiated by the community members themselves to provide educational opportunities for their children out of school. The Lchekuti Shepherds' program is a non-formal education program, which incorporates aspects of alternative approaches in the form of multi grade and multi shift modes of learning. The program addressed the learning needs of children aged 6 to 16. Learning takes place between 3 P.M. and 9 P.M. When the animals have been brought home from pasture (Thompson, 2001).

He further states that, enrolment and attendance are allowed to fluctuate according to the prevailing weather conditions. Enrolment is reported to be high during the wet season and low in the dry season. In times of drought both enrolment and attendance drop considerably. Facilitation of learning is by volunteers and primary school teachers whose training has been facilitated by development agencies such as the GTZ-assisted Samburu District Development program (SDDP) and Action Aid Kenya.

The curriculum includes mother-tongue literacy (Kisamburu) Kiswahilli, animal husbandry, numeracy, cultural and religious education, business education

and childcare. It is a reflection of the learning needs of the learners in a harsh physical environment (Semi-arid land).

According to Thompson (2001), the success factors of NFE and AABE include the following:

- a) Homegrown solutions to the problem and needs of out of school children and youths. The community saw a need and took action to address it.
- b) Flexibility of timing and short duration of classes leaving adequate time for the learners to attend to domestic chores.
- c) Strong commitment to the principle of voluntarism. Volunteer teachers are members of the community.
- d) Utilization of multi-grade and multi-shift approaches learners of different ages and levels of cognitive ability are catered for.
- e) Involvement of the learners in the process of curriculum development and preparation of curriculum support materials.

The experiences of Kenya show us:

- a) The diversity of the needs of the learners dictate the curriculum
- b) Homegrown solutions to local problems seemed more effective and sustainable.
- c) Gender responsive and culturally appropriate education increases motivation for learning.
- d) The centrality of the role of the community in providing educational opportunities is dictated by the need for social action to address the myriad social issues in Samburu district.

2.11.3 The BRAC (Bangladesh Rural Advancement committee) School Experience

The BRAC's non-formal primary education (NFPE) program of Bangladesh is the largest alternative primary education program run by a non-governmental organization in that country. It is designed to meet the basic educational needs of the poorest and rural children in Bangladesh who could not be reached by

the formal government schools or other non-formal education programs (MOE, 2000).

BRAC schools provide non-formal primary education mainly in rural areas for the poorest children (aged 8-10), who have never been enrolled or who have dropped out of the formal schools (UNESCO, 2003).

BRAC's program offers its educational service in two types of schools. The first types are the NFPE schools where 8-10 years old children who have never attended primary schools are admitted and educated for 3 years. The second types of schools are the Kishor-Kishori (KK) schools are expected to complete the same curriculum offered in FPE schools within 2 years time. Each BRAC School is a one-classroom school consisting of 30 pupils (Ahmed et. al., 1993 cited in MOE, 2001).

BRAC employs a positive discriminatory strategy where by 70% of school enrolments are girls and roughly 96% of teachers are female. Originally started as a three-year program, it has been expanded to a four-year cycle, covering the whole primary curriculum (Grades 1-4) (UNESCO, 2003).

The BRAC model is distinct in four of its aspects relevant to girls' education: the school facilities; the teachers and their training, the curriculum, and the level of community participation in the schools (UNESCO, 2003).

School Facilities- schools comprise 30 to 33 students and their small size encourages student participation and interaction. In addition, the relationship between teacher and students is enhanced. The schools require a minimum of 240 square feet of space, rented at a minimal cost from a community member. The single classroom structures are frequently bamboo or mud-walled and equipped with a blackboard and charts. The proximity of schools to the homes of the target groups is deliberate, in view of its importance for school enrolment and retention, particularly for girls. The school schedule is set in meetings with the parents. On averages, classes meet six days a week for two and a half hours each day for the first and second grades and three hours for others.

Teachers and Teacher Training- BRAC teachers are mainly women and have to be resident of the local village. Teachers are chosen from among the most educated in the village. The teacher undergoes an initial intensive training for twelve days, where by the basic concepts of learning theory are introduced and practical teaching experiences are undertaken. This is followed by annual refresher training of six days duration in preparation for each academic year. Additionally, teachers are required to attend a monthly one-day training session to discuss problems and to focus on experiences in the classroom. Teachers are paid roughly US\$ 91 a month, which is much lower than salaries at formal schools. Nevertheless, there is very little absenteeism among teachers and wastage is less than 2% annually.

In line with this, UNESCO (2002:48), states that "... As teachers should ideally be part of the local culture, policy in teacher training should allow for formally under ducted but intelligent school-leavers in their own villages. such an approach could also open the way to have more female teachers in rural area..."

Curriculum- the BRAC curriculum is especially tailored to address the needs of rural and urban children. It is based on information about the learners, their families, their economic conditions, levels of cognitive development and psychological and physiological growth. The curriculum incorporates the competencies set by the government for formal primary school, but is based on a participatory approach to learning. Emphasis is placed on active-learning methodologies that facilitate discussion of topics, rather than mere memorization. Only a small amount of homework is assigned.

The relevance of the curriculum is the flexibility to ensure that the curriculum of a particular school fits the requirements of particular set of pupils such as :i) those in remote location ii) minority groups iii) child bread winners, iv) children with disabilities vi) children in conflict situations vii) children dealing with the repercussions of HIV/AIDS, and viii) girls where female education is not highly valued. All of them need the basics innumeracy, literacy and opportunities for

creativity and problem solving but this through media that speaks to their own realities', rather than through a rigidly standardized 'national curriculum' (UNESCO, 2002:49).

(UNESCO, 2002:50-51), further asserts that, the greatest success for children-out of school have been achieved through enabling a supporting local initiatives, whether by NGOs or other agencies, increasing interaction with the local community and using a child-centered approach. Local teachers with modest training but supported by their communities have achieved results at least comparable with more highly qualified and better paid mainstream teachers. More extensive successes stories such as BRAC and child to child (CtC) show that the sustained pursuit of relevance requires increased monitoring, co-ordination and sharing of experiences on individual local initiatives.

Community Participation-the participation of the parents and the community at large-play a critical role within the schools and is one of the most important factors in their success. Community members and parents participate in various ways in the school management committee (SMC), which is composed, of three-parents, a community leader, and a teacher, in parents meeting, in the establishment of the schools, and in setting school schedule.

Ahmed, et al cited in MOE (2000:9) also briefly described the distinctive features of the various elements of BRAC's NFPE program in the following manner.

The following table Shows Distinctive Features of the various Elements of BRAC's NFPE program

Students	30 students Ages 8-10 or 11-16 60-70% girls
Teacher selection	Village residents, class 9+ education 60-70% women part time employees
Teacher training	15 days basic training 2 days training before school opens and 1 day monthly refresher

	sessions in year one; 4 days refresher at beginning of year 2
Teacher supervision	1 program organizer (PO) for 15 schools Po visits schools twice a week Po, students and parents follow up of teacher absences.
Parents	Determine school schedule Pledge to send children to school and attend monthly meeting; replace broken stools and worn out mats.
Instructional site	Basic structure $\geq$ 240 square feet rented for 3 hours/day Basic furnishing and equipment (mats for the children stool for the teacher, and a blackboard)
Instructional schedule	2 to 3 hours per day (specified times selected by parents) 6 days/ week, year round 3 years instructional cycle.
Classroom environment	30:1 student/teacher ratio traditional approaches to instruction no corporal punishment
Curriculum	Contents similar to that covered in formal school classes (I-III) Daily co-curricular activities Little homework
Instructional materials	'traditional' textbooks developed by BRAC that resemble reading primary and basic arithmetic books males and females equality represented in materials; teaching manuals and teaching aids guide use of textbooks.

One of the indicators of BRAC's NFBE program is its high internal efficiency, which is characterized by low dropout and repetition rates. Moreover, the academic performance level of pupils at BRAC is even better than that of their counterparts in formal primary schools (MOE, 2000:10). In line with this Ahmed et al (1993) cited in MOE (2000) had the following to say:

More than 90 percent of the children who start BRAC school graduate and the proportion of NFPE program graduates who complete class III and enter IV is much larger than the proportion of students in the formal public system that reach class IV. BRAC students perform as well as government students on example given at the end of class IV and many continue to class V. On a national exam to test mastery of basic education, more than 50 percent of the BRAC graduates passed the exam, compare with 20 percent of the government students

Although the application of BRAC's model in its entirety may be limited to only a few countries that have similar socio- economic, cultural and political context to that of Bangladesh, Ahmed and his associates as cited in MOE (2000)

identify the following individual elements to the model as useful and transferable to other developing countries.

- Clear focus on a social goal-widely perceived as important by parents, students and government.
- A simplified curriculum for primary education that focuses on basic skills and is appropriate to the targeted population.
- Paraprofessional teachers selected from the community with short pre-service training, scheduled in-service training and strong supervision.
- Small instructional units and correspondingly small catchments areas, so that no students or parent is far removed from his/her home.
- Active parent and community involvement as a major goal.
- Comprehensive management support system that emphasis staff training, logistic, follows through and delivery of services.
- Flexible timetable and organization that adjusts services to the students needs and alters its own organization depending up on its ability to serve its clients.
- Reduced capital cost, where funds are expended for current operation and services, and not on "bricks and mortar"; and
- Viable, mutually reinforcing NGO/ community partnership characterized by regular and open communication and cooperative planning.

2.11.4 Alternative Approaches through Community Schools in Zambia.

In Zambia, the policy on basic education and training contained in educating their future makes reference to out-reach learning programs for children who are not able to attend school. Non-formal education in Zambia is described as an alternative provision of basic education by other organization outside the government structures. The government of Zambia, through the ministry of

community development and social service, is also involved in the provision of non-formal education through community training centers which were established by the colonial government to provide literacy, leadership and vocational training and health education for youth. Another aspect of non-formal education is Agriculture, food and fisheries (Thompson, 2001).

Community schools represent the collective efforts by communities to respond to the leaning needs of poor, deprived, and marginalized children many of whom have never been to school of those, who have been to school the majority, have dropped out.

Success factors of alternative approaches in Zambia are indicated as follows.

- a) Vision of alternative approaches provides direction for policy development with regard to educational opportunities for out of school children.
- b) Involvement of the government of Zambia at both the policy and operational level in facilitating access of educational opportunities for disadvantaged children
- c) Linkage between education and life skills training. What is taught and learnt may be applied in practice.
- d) Community involvement in the establishment of community schools. Community schools provide evidence of successful community, mobilization, and solidarity in the provision education for all.
- e) Demand for education. The 1990 census data revealed that more than 650,000 of the children aged 7 to 13 were not attending school due to shortage of school places in public schools and long distance from home to schools for young children.

Generally, from the experience of Zambia one can learn:

- a) A clear vision of AABE and NFE is the basis for policy articulation and formulation and;
- b) Community action is essential for attaining the goals of education for all

2.11.5 Better Environmental Science program (BEST) in Zimbabwe

The BEST program represents a part of the development partnership between the government of Zimbabwe and the Federal Republic of Germany. The genesis of the program was the recommendation of the Lewis- Taylor commission of 1994. The remit of the commission was to find out how primary education could be made more relevant to the lives of the learners. The commission recommended that education should be relevant and must prepare pupils for the world of work, and for real life situation (Thompson, 20001,21-22). As a consequence of the commission's recommendations Environmental and Agricultural Science, as a learning area, was introduced in curriculum. Its focus was expected to be the relationship between human and their physical environment (P.22).

As Thompson (2001:22-23) proposes the following points as success factors in BEST program in Zimbabwe

- a) Clarity of objectives of the role of education
- b) Availability of resources both financial and technical, through bilateral development co- operation.
- c) Large scale involvement of teachers in the preparation of the syllabus
- d) Effectiveness of the Cascade mode of training of teachers and other implementers of BEST.
- e) Extensive use of the participatory methodology which reduced the traditional ' chalk and talk' method and increased the use of active learning such as ' learning by doing', other hands-on approaches, and experiential learning methods such as ' learning about the environment'.
- f) Parental/community involvement in teaching and learning environmental science in primary schools.

- g) Utilization of the environment as a resource for learning and also as a source for learning resources.
- h) Focus on teacher training with regard to development of the alternative learning approaches and assessment of learning achievement.

From the experience of Zimbabwe BEST program we can learn that:

- a) Participation of program implementers contribute to successful learning out comes.
- b) Effective collective partnership facilitates provision of resources for program implementation.
- c) Participatory methodologies contribute to program effectiveness and efficiency
- d) Facilitation of transfer of training: the method of facilitating teaching and learning of environmental science are transferable to other learning areas.
- e) Teacher/facilitators preparation contributes a great deal to effective learning outcomes.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. *Methodology*

The design and methodology of research is based on the purpose of the study. (Quirk 1979:78). The main purpose of this study was to assess the ongoing alternative approaches to basic primary education in Benhshangul Gumuz. It also intends to assess the efforts made by some NGOs to realize the alternative approaches to basic primary education provision in the region. Furthermore the study examines the challenges that the region and the involved NGOs faced while putting the currently introduced alternative non-formal approaches to basic primary education in to practice. Thus a descriptive survey method was employed as an appropriate methodology to reflect the intended purpose of the study.

For the purpose of data collection, questionnaire was distributed to all groups of available respondents. Most of the items in this instrument were close ended. Some open-ended items were also included for the purpose of getting qualitative information. The questionnaire was constructed in English, but for the sake of understanding, it was translated into Amharic.

The questionnaire was distributed to 68 program providers. Among the distributed questionnaires 61 (89.8%) were filled and returned. The respondents' responses to each of the items given were analyzed and interpreted using percentage, frequency counts and rank orders. Most of the data gathered and organized are treated together using tables followed by discussions. Focus group discussion and interview guides were also employed in order to get additional information from parents, students and tribal chiefs.

3.2. Sources of Data

In order to collect the data required for the study, program coordinators, education specialists, training coordinators, supervisors and Woreda education officials were used as sources of data. Pilot project coordinators at the regional and Woreda levels were also used as sources of data. In addition, program managers, program coordinators, education specialists, training coordinators, and program supervisors of OGB & WLE were also used. Center facilitators of OGB & WLE and near by government center facilitators were also included to be used as source of data. Available documents were also consulted and used.

Furthermore, in an effort to answer the research questions, parents, pupils, members of the center board, tribal chiefs, and head teachers of the nearby conventional school were used as key informants to increase the dependability of the response.

3.3. Sampling Techniques

Among the three zones of the region, 1 (33.3%), that is Assosa was selected purposefully on the bases of NGOs involvement. Among NGOs involving in education sector development area, Oxfam Great Britain and World Learning Ethiopia were taken purposeful on the basis of their program maturity in alternative basic primary education in Benishangul Gumuz Region. Accordingly, the program areas of Oxfam Great Britain and World Learning Ethiopia (Mengie Woreda and Mao Komo Woreda) were sample study areas of the zone. In the selected Woredas (Mengie and Mao Komo), 12 OGB centers and 5 WLE centers, the program managers, coordinators & facilitators as well as pilot project coordinators, education specialists, training coordinators, supervisors, education heads and near by government center facilitators were taken on the basis of availability sampling.

3.2. Sources of Data

In order to collect the data required for the study, program coordinators, education specialists, training coordinators, supervisors and Woreda education officials were used as sources of data. Pilot project coordinators at the regional and Woreda levels were also used as sources of data. In addition, program managers, program coordinators, education specialists, training coordinators, and program supervisors of OGB & WLE were also used. Center facilitators of OGB & WLE and near by government center facilitators were also included to be used as source of data. Available documents were also consulted and used.

Furthermore, in an effort to answer the research questions, parents, pupils, members of the center board, tribal chiefs, and head teachers of the nearby conventional school were used as key informants to increase the dependability of the response.

3.3. Sampling Techniques

Among the three zones of the region, 1 (33.3%), that is Assosa was selected purposefully on the bases of NGOs involvement. Among NGOs involving in education sector development area, Oxfam Great Britain and World Learning Ethiopia were taken purposeful on the basis of their program maturity in alternative basic primary education in Benishangul Gumuz Region. Accordingly, the program areas of Oxfam Great Britain and World Learning Ethiopia (Mengie Woreda and Mao Komo Woreda) were sample study areas of the zone. In the selected Woredas (Mengie and Mao Komo), 12 OGB centers and 5 WLE centers, the program managers, coordinators & facilitators as well as pilot project coordinators, education specialists, training coordinators, supervisors, education heads and near by government center facilitators were taken on the basis of availability sampling.

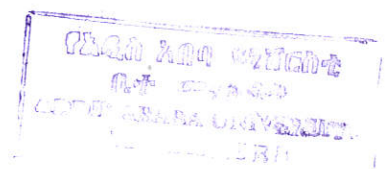
3.2. Sources of Data

In order to collect the data required for the study, program coordinators, education specialists, training coordinators, supervisors and Woreda education officials were used as sources of data. Pilot project coordinators at the regional and Woreda levels were also used as sources of data. In addition, program managers, program coordinators, education specialists, training coordinators, and program supervisors of OGB & WLE were also used. Center facilitators of OGB & WLE and near by government center facilitators were also included to be used as source of data. Available documents were also consulted and used.

Furthermore, in an effort to answer the research questions, parents, pupils, members of the center board, tribal chiefs, and head teachers of the nearby conventional school were used as key informants to increase the dependability of the response.

3.3. Sampling Techniques

Among the three zones of the region, 1 (33.3%), that is Assosa was selected purposefully on the bases of NGOs involvement. Among NGOs involving in education sector development area, Oxfam Great Britain and World Learning Ethiopia were taken purposefully on the basis of their program maturity in alternative basic primary education in Benishangul Gumuz Region. Accordingly, the program areas of Oxfam Great Britain and World Learning Ethiopia (Mengie Woreda and Mao Komo Woreda) were sample study areas of the zone. In the selected Woredas (Mengie and Mao Komo), 12 OGB centers and 5 WLE centers, the program managers, coordinators & facilitators as well as pilot project coordinators, education specialists, training coordinators, supervisors, education heads and near by government center facilitators were taken on the basis of availability sampling.



3.4. Data Collecting Instruments and proceures

In order to obtain adequate information which has quantitative and qualitative value, two types of data gathering tools, questionnaires and interviews, were employed. As it has been stated earlier, the principal aim of the study was to assess the efforts made to access the underserved people of Benishalgul Gumuz Regional State and the challenges encountered while trying to realize the objectives. Hence, structured questionnaire were prepared with the intention of securing pertinent information for the study. The questionnaire was both open and close ended. The questionnaire was developed by the researcher based on the review of related literature and it was translated into Amharic to avoid any problems of encroach to the respondents because of language difficulties. Open ended questionnaires were also forwarded to the respondents demanding them to write variables and possible suggestions which they think should be included. Documentary sources were also consulted which gave the researcher background information on the events and activities of the program providers. On top of this, review of available literature was referred to find out what have been already written and experienced in the research area.

While discussion was made among parents, pupils, facilitators, the surrounding community, members of the center boards, tribal chiefs, assistants were used who can translate Amharic into the local language.

Interview guides were employed as a method of data collection in order to get additional information from parents, students, members of centerboards and OGB & WLE coordinators. Focus group discussions were also held to enrich the information gathered for the study. The distribution and collection of data was undertaken by using assistants and contact persons in both program areas.

3.5 Pilot Study

Pilot test was administered among 12 respondents in Mengie and Mao Komo Woreda officials, facilitators and pilot project coordinators. The purpose of this

test was to check the appropriateness of the items in the instrument and to make necessary correction based on obtained feedbacks from respondents.

However, the pilot test results didn't show significant defect areas on the instrument. Hence only few amendments were made on it. All the results from this test were not included in the main study.

3.6. Data Analysis

In order to analyze the collected data, descriptive survey analysis method was employed. To analyze the quantitative data, percentage, frequency counts, and rank orders were used. Percentages were used to explain personality characteristics of respondents, and frequency counts and rank orders for the degree of influence of different factors on the educational participation of rural Benishangul Gumuz children.

CHAPTER FOUR

4. PRESENTATIONS AND ANALYSIS OF DATA

This part of the study deals with the regional overview, alternative approaches to basic primary education and strategies in government and, OGB and WLE programs, and analysis and interpretation of data.

4.1. Regional Overview

Benishangul Gumuz Regional State is one of the nine regional states established in 1994 by the constitution of Ethiopia that created the federal system. The region is located in the western part of the country bordering with Sudan in the west, Amhara region in the north and Northeast, Oromia in the southwest and Gambella in the south. According to the administrative structure the region is derived in to 20 Woredas under three different zones and two special Woredas.

The region has a total area of approximately 50,380 square kilometers with the altitude ranging from 580 to 2,731 meters above sea level. Based on the census made in October 1994, the total population of the region was estimated to be 460,549 (48.4% female and 451.6% male). The population of the region is growing rapidly and the current population is estimated to be more than 600,000. The population component of the region has diverse ethnic groups, five of which are indigenous. The indigenous ethnic groups in their order of population number are Bertha (26.7%), Gumuz (23.4%) Shinasha (7%), Mao (0.6%) and Komo (0.2%). This shows that the indigenous population accounts for 57.9% of the total population where as the non-indigenous people accounts for 42.1%. Out of the total population of the region 9.3% is urban and 90.7% is rural.

With regard to the economic situation of the region, about 90.7% of the population earns its living from rain-fed subsistence agriculture. The region is one of the poorest and food insecure regions in the country by all standards.

This is particularly due to marginalization and isolation by development endeavors. The development efforts in the region during the past regimes had also greatly marginalized the indigenous population of the region.

Education opportunities were extremely limited before the establishment of the regional government. Especially the indigenous population was not in a position to get schools. According to the 1994 census the illiteracy rate was as high as 82.1% and in the year 2004/5 out of 125,498 primary school age (7-14) children, more than 20,000 are still out of school. (BGEB, 2004/5).

4.2. Alternative Basic Primary Education Program and its Practice in Benishangul Gumuz

4.2.1. The Government Program

Education for all is one of the millennium goals every developing country, including our own, have to attain by 2015. Materializing this goal through the use of formal approach is challenging particularly among pastoral and rural peoples who were underserved in one way or another.

According to MOE (1997E.C) accessing basic primary education to pastoral and semi-agricultural children has been entangled with the following main problems.

- lack of cognizance of the life style of pastoral people.
- absence of skilled personnel.
- low level of involvement in checking and evaluating the plan.
- distance of the school.
- problem of educational quality.
- parental demands of child labor.
- reluctant of parents to send girls to school.
- low level of awareness about the importance and benefits of education .
- lack of sustainable development.
- mobility of the community.

- sparse population settlement.

To access pastoral and the underserved rural children to basic education, an alternative approach was launched and has been put into practice by setting the following strategies (MOE, 1997 E.C).

- constructing low cost village schools from locally available materials.
- developing life oriented instructional materials in accordance with the national curriculum.
- incorporating local values, customs, and beliefs while developing the materials.
- designing instructional materials in modular approach.
- making the instructional methodology participatory and student centered.
- setting flexible time table based on the demand of the society, and children.
- using radio in the process of instruction.
- recruiting skilled personnel among the villagers themselves by giving priority for girls.
- facilitating community participation in center construction and managing the program so that they will develop sense of ownership.
- giving awareness creation and capacity building training activities continuously.
- arranging hostels and boarding schools for those who are far from second cycle of primary education after the completion of ABE program.
- allowing children to transfer from ABE to the formal system and vice versa.
- running the ABE program in collaboration with the formal approach
- enhancing the role of women in managing the program
- providing pre service and in-service training for facilitators
- facilitating involvement of concerned bodies, society leaders, and tribal chiefs in assisting the program.

4.2.2. The Oxfam Great Britain (OGB) and World Learning Ethiopia (WLE)

The Oxfam Great Britain (OGB) is a non-governmental organization that undertakes a well-organized community based basic education activities in remote and marginalized villages of Mengie Woreda in collaboration with the community and government offices. The program is a community based and community owned alternative basic education program integrating water and sanitation activities for school so as to reduce children work load; girls in particular and save family's productive time and feeling of their daughter's insecurity due to long distance to fetch water. The World learning Ethiopia (WLE) on the other hand is the other dedicated non-governmental organization that runs alternative basic education in Mao Komo Woreda. Both the organizations are an innovative non-formal education programs operating in inaccessible rural Benishangul Gumuz Regional State in line with government policy. In the implementation of various development programs that fall under their objectives, both OGB & WLE have been operating in partnership with various donor agencies and international NGOs and Benishangul Gumuz Education Bureau as a major partner in promoting educational programs.

Concerning with the fundamental purpose and values to which providing agencies aspire (vision), the clear idea of this purpose (mission), the broad path to be followed (developmental goal) and the immediate task to be achieved (objectives), OGB has a vision to see healthy productive and self-governing sustainable society that works for the betterment of quality of life of people and their environment, its mission works to ensure sustainable improvement in quality of life of marginalized people through need based, participatory, integrated community development approach and its objectives include increase the educational status of the target population. In the same taken WLE need to see literate society in Ethiopia, and its mission include to promote education for all through innovative community based basic education

program. To this end, both have been adopting the innovation from Bangladesh Rural Advancement Committee (BRAC), Action aid Ethiopia and other countries experiences and adjusted to the needs and interest of project areas population.

4.3. Characteristics of Respondents

The data collected were examined to describe characteristics of respondents in terms of sex, age, education level and years of experience both in government officials and partner NGOs (OBG&WLE) officials and center facilitators. Thus the purpose of this part of the study is to give some basic background information about the targets population of the study.

Table 1: Characteristics of respondents by sex, age, education level, and years of experience by program provider

Characteristics		OGB		WLE	
		No	%	No	%
Sex	Male	37	97.4	22	95.7
	Female	1	2.6	1	4.3
Total		38	100	23	100
Age:	Below 20	-	-	-	-
	20-30	27	71	19	82.6
	31-40	7	18	3	13
	41-50	4	11	1	4.3
	above 50	-	-	-	-
Total		38	100	23	100
Education level	below grade 8	-	-	-	-
	grade 9-12	14	36.8	-	-
	12 complete	12	32	10	43.
	12+TTI	-	-	6	26
	Diploma	9	24	5	22
	Degree& above	3	8	2	9
Total		38	100	23	100
Years of Experience	0-5	23	60	10	43.5
	6-10	11	29	8	35
	11-15	4	11	4	17.4
	16-20	-	-	1	4
	above 20	-	-	-	-
Total		38	100	23	100

As it can be depicted in table 1, a great majority of respondents in both program areas were males; i.e. 97.4% in Oxfam Great Britain and 95.7% in

World Learning Ethiopia respectively. Here one can easily understand that females were not represented under the study area.

With regard to age characteristics of respondents, majority of the respondents, i.e. 27 (71%) in OGB and 19(82.6%) in WLE were in the age brackets that range from 20-30 years of age. There was no respondent whose age falls bellow 20 and ranges above 50.

In the same table, it can bee seen that the education level of the majority of respondents is found to be grades 9-12 and 12 complete in both programs. There are also considerable number of diploma gradates and few degree holders in both OGB and WLE programs.

Regarding the years of experience, majority of respondents in OGB, i.e. 23(60%) and a considerable number of respondents in WLE, i.e. 10(43.5%) fall in the years of experience that range from 0-5 years. There was only one respondent whose experience ranges from 16-20 in the case of WLE and there was no respondent whose years of experience is above 20.

4.4. Reasons for Program Initiation

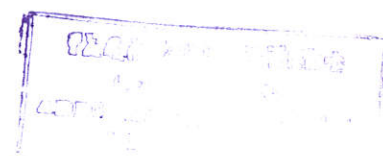
Table 2. Reasons for program initiation in priority order by providers.

No	Item	Response in Rank order			
		OGB		WL	
		Fr	(R)	Fr	(R)
a	to promote access	11	1	8	1
b	to address equity	9	2	5	2
c	to improve school facility	0	7	0	7
d	to enhance teachers effectiveness	4	5	3	4
e	to improve internal efficiency	3	6	2	5
f	to promote relevance of education	6	3	4	3
g	to mobilize resources	5	4	1	6
		N=38		N=23	

NB: Fr= frequency

N= Number of respondents

R= Rank



According to response on the reasons for programme initiation as reported by programme providers is, promoting access, addressing equity and providing relevant education are the major priority areas. This can be depicted from table 2 that item No.1 received the highest frequency followed by item No.2. and item No 6 both by OGB and WLE. It reveals that their priorities coincide with the educational objectives of TGE and Jomtein (Thailand) declaration of education for all.

As the data obtained from respondents, the main reasons for alternative basic education program initiation were found to be all the given important areas required in primary education as it was put in that rank order.

4.5. Socio-economic factors that hinder children to learn.

Table 3. Major social and economic roles of children as viewed by respondents of both program providers.

No	Role	Response in rank order			
		OGB		WLE	
		Fr	R	Fr	R
a	care of siblings	1	6	1	6
b	care of livestock	12	1	6	2
c	farming	6	4	7	1
d	household work	3	5	3	4
e	pity trade	9	2	2	5
f	labour	7	3	4	3
g	no occupation	0	7	0	7
		No=38		N=23	

NB= Fr= frequency

N= Number of respondents

R= Rank

Among the socio-economic roles of children that hindered rural children not to go to school were, care of livestock, pity trade, labor and farming in that rank order in the case of OGB; where as in the case of WLE, the major socio-economic factors that withhold the participation of children in primary education were farming, care of livestock, labor and household work as ranked 1st, 2nd, 3rd and 4th respectively. Here the similarity of roles could be related to their economic and geographical proximity under the same zone-Assosa.

In general the table 3 shows the fact that major social and economic roles of children have significant influence on the participation of primary education.

4.6. Major Factors Affecting the Participation of Rural

Children in Primary Education

Table 4. Social, economic and cultural factors affecting children participation in primary school (by program coordinators)

No		OGB (Rank)	WLE (Rank)
a	Distance from school	2	2
b	Poverty	1	1
c	Poor quality of education	8	12
d	Relevance of curriculum	9	7
e	Culture/social belief	5	8
f	Opportunity costs	13	13
g	Parents child labor demand	2	6
h	Parental awareness	4	4
I	Degree of community involvement	12	5
j	The language used as instructional media	6	9
k	Teachers lack of commitment	10	11
l	Methodology used in teaching	7	10
m	Rigid school schedule	11	14
n	School inaccessibility	3	3

In Table 4 above, social, economic and cultural factors are indicated as major factors that hinder participation of children in primary education in Benishangul Gumuz.

The table shows us poverty stands first in affecting children participation in primary school and the second impeding factor is distance from school in case of both OGB & WLE. Factors that are ranked from 3rd to 5th are social factors that are, school inaccessibilities; parental awareness; and degree of community involvement in the case of both.

With regard to which factors affect the participation of rural children in primary education, all items, which are indicated above in table 4, have influence in one or another way as reported by many interviewees. In order to alleviate their

problems, thus, an alternative basic program was designed in which there is a tendency to take schools to the society rather than letting the children go to school.

In general all the above factors, i.e. poverty of the society, distance of schools, poor quality of education, irrelevance of the curriculum to the life situation of the people, the society's culture, parental demand of the children labor, low level of parental awareness about the importance and values of education, reluctance of the society's involvement in education matters, the language used as instruction medium being Amharic, which is their second language, teachers absenteeism and lack of commitment; the methodology used in teaching being mainly traditional, rigid schedule and school inaccessibility were reported by program coordinators to be hindering factors that prohibit children not to participate in primary education in one way or another.

4.7. Advantages Envisaged from the ABE Program by Program Providers

Table 5. Rank order given by program providers of each program about priority in advantage

No	item	OGB	WLE
a	flexibility of the program	2	2
b	adaptability	5	5
c	cost effectiveness	6	6
d	relevance	3	3
e	access(wide coverage)	1	1
f	community involvement	4	4
g	efficiency	7	7

As it can be seen in table 5, the advantage envisaged from the programme, are creating access, and flexibility of the programme in line with the demands of the society to send their children to school are the most crucial element of the program for both OGB and WLE. It is, also, indicated that all other elements i.e. relevance, community involvement, adaptability, cost effectiveness, and efficiency which are ranked 3rd , 4th 5th , 6th and 7th are responded to be advantages envisaged from the programme.

With regard to the advantage of the program, one of the interviewees confirmed the following.

We never ever thought these possibilities for our children to learn. Now, they are learning near home and the night is too long to go to school for them.

With the same regard, it was also reported that the use of local language as instructional medium was very important in order to understand things easier, and to communicate freely; to which regard Bishop (1985:12-13) asserts, the usual language policy is to teach first in the vernacular at primary first cycle and then to the national language. Teaching children in their mother tongue provides vital link between the home, the community, the local environment and the school.

4.8. Center Facilities for ABE Program

Table 6. Types of classes for the alternative program and its acceptability by different parts of the society.

No	Item	OGB	WLE
1	Classes used for the program		
	i. Private houses	X	X
	ii. Conventional schools	X	X
	iii. specially constructed schools	√	√
	iv. 'Sheds' or 'dases'	√	√
	v. mosques	X	X
	vi. cooperative halls	X	X
2	is the accommodation for classes acceptable by		
	i. parents?	√	√
	ii. concerned government agencies?	√	√
	iii. educators?	√	√
	iv. donors?	√	√
3	how classes are furnished and equipped with the necessary materials		
	i. using local resources and local knowledge	√	√
	ii. in accordance with the national standard	X	√

NB:X=not acceptable

√= acceptable

As illustrated in table 6 above, classes used for the programme were arranged in a different way from officially known standardized classrooms/ conventional schools. For both of the program, schools places in the form of "dases" or

"Sheds" have become available as free community participation. Community demands for better schools than what they have now "dases" or sheds was also an evident but with the same approach in learning. As it was reported by parents, children and center facilitators, children would like to have better schools which are equipped with the necessary materials such as playing ground, playing materials, water, latrine, etc in order to make it different from their houses. They would like to see better environmental facilities in the schools than their home environment. The need to have better schools, with a better duration of time was mentioned by parents; teachers, and supervisors in some places.

In reference to the acceptability of accommodation of classes, parents, concerned bodies, educators and donor agencies in both program providers have accepted the accommodation. In order to make education access to a sparsely settled population of the region, it is not possible to build classrooms like the conventional schools. Instead, it was reported that accessing the underserved rural children by using 'dases' in many places very near to the villages than comprising a conventional school type at a distant so that children would not spend much time on walking to school.

Regarding classes furniture and equipment, it was reported that the classes are furnished and equipped with local resources by using local knowledge in accordance with national standard in some of the centers in OGB and WLE.

4.9. Requirement of Center Facilitators Recruitment

Table 7: Minimum requirement and bodies involved in recruitment of facilitators

1	Minimum requirement	OGB	WLE
	i. education level	flexibly grade 8-10	flexible but all are >10 th grade
	ii. community acceptance	considered highly	considered highly but fail due to lack of skilled manpower
	iii. knowledge of local culture and language	a must, non natives excluded	a must, but non natives were included
	iv. proximity in residence	fail to consider because of lack of skilled personnel among the villagers themselves	fail due to lack of skilled man power near the village
	v. ability test	used as one basis for selection	not given
	vi. priority for married adults and female	little or not considered	not considered at all
	vii. indigenous people	a must	was not a must at the beginning but later it becomes a must
2	bodies involved in facilitators recruitment		
	i. community	involved	involved
	ii. regional bureau	involved	—
	iii. woreda officials	involved	involved
	v. project staff	—	involved

Concerning the criteria for facilitators selection, the data obtained reveals that the minimum requirement of facilitator's recruitment was flexible in both program providers. In the case of OGB, although the minimum requirement was above grade 8, it becomes highly flexible and includes grades below 8 due to lack of skilled man power among the villagers themselves. But in the case of

WLE, although they set the same minimum criteria, as a matter of chance, all recruited facilitators were found to be grade 10 and 12 complete.

The other recruitment criteria for center facilitators in both program providers include that they had to have knowledge of the local culture and language, proximity in residence. But due to lack of facilitators or skilled human resources among or near the villagers, many of them were brought from the nearby town. Concerning the knowledge of local language and culture, the OGB made the selection of majority of the native community mandatory but in the case of WLE, as far as the facilitator knows the language, culture, values and beliefs, non-natives would have been included.

The other criteria both program providers failed to do except OGB in giving priority for one female, was giving priority for married adults and females as center facilitators. They might have a direct impact on their turnovers. Lack of considerable number of female facilitators who would have played a role model particularly for girls enrolment would be affected greatly.

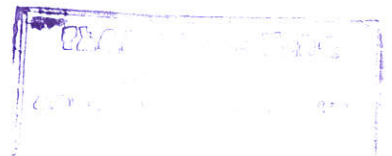
In general, the data obtained from the responses of interviewees, and from focus groups discussion indicate that the facilitators has to know th language, culture, values, and beliefs deeply; the facilitators have to be volunteer to live with the rural people, and should be indigenous who have personalities to know and respect the cultures and norms of the society and they also should be disciplined to good models.

However, in the case of WLE, due to shortage of skilled manpower among the native community members, the assigned facilitators/both natives and non natives/were drawn from the nearest towns which might be a good reason that many of the facilitators couldn't understand the language and culture of the community, not to have personality that conforms with the norm and culture of the native community.

Concerning the bodies involved in facilitator's recruitment, the surrounding community and Woreda officials were involved. In addition to this, regional education bureau, in the case of OGB, and project staff coordinators and members of WLE involved in center facilitator's selection respectively.

As many of the respondents and interviewees confirmed, there were many problems (challenges) while recruiting center facilitators. These include:

- Considering the job only as a means to earn a living so that some irresponsible bodies recruit facilitators on the basis of personal relations and benefits.
- Difficulty of getting people who can read, write and understand the local language well.
- Those who are grade 8 and above usually get a better job than this and due to this, there is problem of getting facilitators who fit the recruiting criteria.
- Getting no access /availability/ for facilitators among the villagers themselves due to either access to better job or no educated ones at all.
- Lack of commitment among sectoral and other stakeholders, as well as among the educated native people of the region. There was insufficient supervision and guidance from the educational administration/
- The payment is not attractive so that there is no applicant for the post voluntarily.
- Lack of getting skilled and trained facilitators who know the culture, norms, values and language of the society well.
- Lack of facilitators with the required number and quality.
- Employing oneself only for the sake of payment without having a bit of interest in the job.
- Lack of volunteer facilitators to go far to the village which is far from a town.
- Recruiting those who were not equipped with the minimum required skills, knowledge and personalities.



- The facilitators always seek and look for a better job and will leave it as soon as they get any alternative.
- After employment, the facilitators try to earn the salary without carrying out their duties and responsibilities.

4.10. Facilitators Terms of Employment, Roles and Modes of Payment

Table 8: Facilitator's terms of Employment, roles, mode of payment and training by program providers

Item	OGB	WLE
i. terms of employment	- full timer	full timer
ii. teachers role	- facilitate learning - awareness creation on importance of education	- facilitate learning - awareness creation in collaboration with the committee.
iii. modes of payment	- in cash	in cash
iv. training	- all were not trained	all were trained but some of the trained ones left and many of them are not untrained
v. initial training	(2 months)	10-15 days
vi. in-service training	5 days on quarterly basis	3 days on quarterly bases

As it can be seen in table 8 above, teacher terms of employment, in both programs was on full time bases. In both programs, teachers'/facilitators' role was found to be facilitating the teaching-learning environment and awareness creation among the pupils in particular and the surrounding community in general.

Concerning to facilitators' training, initial training was given for 60 days and 10-15 days in the case OGB and WLE respectively. The initial training of facilitators focuses on basic knowledge and skills of participatory and learner-centered teaching methodology, child psychology, lesson planning, classroom management, assessment and evaluation, community mobilization techniques and general concept about the programme. As it was reported by interviewees and respondents, the amount of time given particularly in the case of WLE was

too low to cover all the content areas mentioned above within the given time limit i.e. in 10-15 days of training.

According to the documents proposed for alternative education provision, the in-service training for both program providers claimed to be five days as refresher training on quarterly basis, even though it failed in the case of WLE where it becomes practical on annual basis. But in the case OGB, the refresher training has not been practiced due to the fact that the program is relatively at its initial stage. In addition, 5 days experience sharing in the case of OGB and 3 days in the case of WLE has been proposed to be held every three months.

Concerning facilitators' training, respondents of both program providers (OGB and WLE) forwarded many varieties of problems associated with it while they were involved. These problems include:

- Many of the facilitators did not take initial training which equips them with the necessary skills of teaching methodology, lesson planning, classroom management etc.
- The pilot project office did not contribute much effort and attention in assessing the training.
- Lack of teacher training institutes in the region which might have enabled both program providers train their candidates in well structured and organized ways so as to boost facilitators' equipment with basic knowledge, skills and attitudes.
- There were some facilitators who know only the local language so that there is a problem of communicating properly during training.
- Training duration was found to be too short particularly in the case of WLE, to equip the trainees with the necessary skills.
- The training was not supported with learning/teaching aids so that it did not fill the gap the facilitators have.
- During training, facilitators become more concerned to allowance than the sessions held.

- After the training, the facilitators are not willing to continue as center facilitator since they look for better job.
- Lack of qualified trainers, which means those who do not have pedagogical concept becomes a trainer which in turn affect the filling of the gap the facilitators have i.e. trainers are not professionals.
- Salaries of facilities are not attractive and satisfactory and this supposed to be one of the reasons for them to leave it totally.
- Absence of teaching-learning materials such as student textbooks, teacher guides and other supportive materials.
- Absence of continuous evaluation of the performance of facilitators.
- After a short initial training, facilitators want to be employed in the formal school like the certified ones.

4.11. Curriculum and pedagogical issues

Table 9 curriculum and pedagogical issues of ABE in Sample areas

No	Item	Response of Program Provides			
		OGB		WLE	
		Yes	No	Yes	No
1	Is there curriculum material specifically developed for the program?	√		√	
2	Does the program take advantage of the national curriculum?	√		√	
3	Is the newly developed curriculum accepted by				
	i. parents?	√		√	
	ii. Educators?	√		√	
	iii. Partner NGO (your organization?)	√		√	
4	who designed and developed the alternative program curriculum?				
	i. regional education bureau	√			
	ii. project staff	√		√	
	iii. experts	√		√	
5	Is the minimum learning competencies defined in terms of				
	i. literacy	√		√	
	ii. numeracy	√		√	
	iii. basic life skills	√		√	

As it is indicated in Table 9 above, alternative approaches to primary basic education requires a new set of learning materials that would be developed in line based in such a way that it satisfies the needs of pupils and societies at large. The federal government prepared syllabi for core subjects except the vernacular language, and the other materials were prepared in line with the already prepared syllabi. In most cases, the materials were prepared by condensing the conventional school materials in order to make possible to cover the contents selected. The developed curriculum specified what minimum learning competencies children should acquire in terms of literacy, numeracy, and basic life skills during their 3 years stay in the program. In the document proposed by the Federal Affairs Office, emphasis was given to make the curriculum in line with the national curriculum, life oriented, condensed and integrated, the formal school texts in localized context, in line with the demand of the community, and equitable to knowledge and skills prescribed to conventional school learners in view of ensuring smooth transfer to formal schools or vice-versa (MOE, 1995EC).

As out lined in the document of both organizations, the main subject areas focused were English, Mathematics environmental science and Amharic as basic subjects offered in both program providers.

However, even though self-instructional materials for students and guides for facilitators were prepared, the distribution was not put into practice in the case of both OGB&WLE while the research was undertaken. Each provider only used the national/curriculum of formal schools. Although the adoption and development of specific curriculum is a demanding endeavor, the absence of suitable curriculum and its distribution for such program approach seems to contradict with the philosophy they are intended to follow.

Concerning the issue of curriculum development and design for the program, the regional education bureau and both OGB and WLE staff education experts were involved. With the same concern, however, some interview respondents

reported that there is absence of skilled personnel who could develop and design specific curriculum in the local language.

4.12. Program Organization of Both Providers

Table 10: Program Organization by Providers

No	Item	OGB	WLE
1	Targeted population	School age children (7-14)	school age children (7-14)
2	Duration of the program	3 years	3 years
3	Average no of school days in a year	240 days	160 days
4	Average no of days to complete a given level	200 days	120 days
5	No of weekly school days	5	4
6	Average class size	35-45	30-35
7	Daily learning hours	4	4
8	No of shifts	1	1
9	Approach to classroom organization	Self contained	self contained
10	Decision makers on school calendar/ instruction time	- The community - Center board - Kebele leader	- the community - center management committee

As it can be seen from table 10, both programs targeted school children aged from 7-14 who were kept out of school. This is in line with the strategic plan of both providers, and it is a reflection of their commitment on accessing the disadvantaged or marginalized parts of the country in order to enhance children's right to participate in primary education. The age structure of admitted children in both OGB and WLE were almost similar.

With regard to the duration of the program, complete basic education of elementary school of primary cycle, which takes 4 years in the conventional school have been shortened to be completed within 3 years. The program tends to avoid the contents which are repetitive so that it would be possible to cover within 3 years. This reduction of repeatedly treated subject contents and the use of participatory learning enables the students to cover the lower primary cycle program one year before the conventional program.

With regard to the average number of school days in a year, and average number of school days to complete a given level in both programs is reported to be 240 and 200 in OGB and 160 and 120 in the case of WLE respectively. The number of weekly school days in WLE is 4 days a week while it is 5 days in the case of OGB. The reduction in the number of weekly school days in the case of WLE might have to do with the interest of the surrounding community/parents/ to satisfy their own demand. The daily learning hours (i.e 4 hrs)in both programs, which is even longer than the learning hours of conventional schools might have been a good indication of parents' interests in their children's learning.

In both program providers, all centers in OGB and WLE program lesson are provided half-day and this might have a contribution to increased enrolment of children with less effect on their parent's labour demands. With regard to the classroom organization approach, both providers employ the self-contained classroom approach where one teacher holds the responsibility of all the teaching-learning activities of students at a given level. The use of self-contained approach in the teaching-learning process would help to alleviate problems related to costs in teacher's salary, and lack of skilled manpower. The same table also depicts the recognition of parents/ the community full participation in deciding on school calendar/time settings through out the course of time.

With regard to people /stakeholders/ responsible for the center management and control includes the Woreda administrative council, the Kebele chairman, the center board, tribal chiefs, line bureau, Woreda education officials, and parents of children and project staff are involved in the management of both program providers. As of the purposes of the centerboard or center management committee, respondents confirmed that it has a monitoring and controlling on the over all function of the center, i.e. monitoring is an integral part of the program that are carried on continuous basis. To put it specifically,

the committee has the following day-to-day activities in one or another way. These include:

- Agitating the surrounding community in order to send their children to the center;
- Calling a monthly meeting of all parents to discuss about the progress of their children and current issues and problems encountered by the program.
- Controlling, directing and assisting facilitators to carry out their duties and responsibility properly.
- Building houses for center facilitators.
- Encouraging facilitators by providing different materials like house equipment etc.
- Ensuring whether the center facilitators are carrying out their duties and responsibilities properly.
- Initiating the community to contribute different locally available materials for school construction.
- Determining the school calendar and setting the instructional time with the community.
- Participating in center facilitators recruitment and in school planning.
- Promoting the day to day activities of the center with facilitators cooperatively
- Motivating students not to be absent from school.
- Creating awareness among the surrounding community about the importance of education
- Dealing with issues /challenges/ of the community with concerned bodies.
- Checking and controlling school (center) materials distribution.
- Informing all the challenges the center faces to higher officials as soon as possible.
- Running the program with due attention and great consideration.

4.13. Subjects Taught, Period Allotment, Pedagogical Approach and Measurement of Students Progress

Table 11: Subjects taught, period allotment pedagogical approach and measurement of students progress

No	Organization	Subject Taught						Pedagogical Approach	Measurement of progress
		English	Mathematics	Environmental science	Amharic	Periods/week	Shifts		
1	OGB	√	√	√	√		1	Participatory learning	Continuous assessment and ability test
	Period allotment	5	5	5	5	25			
2	WLE	√	√	√	√		1	Participatory learning	Continuous assessment and ability test
	Period allotment	4	5	4	4	20-25			

As shown in Table 11 above, both program providers have incorporated core subjects such as English, mathematics, environmental science and Amharic to be taught with a weakly period allotment of 5 periods. But the WLE weakly period allotment for each three core- subjects is 4except mathematics has 5 periods/week.

The same table also shows the teaching-learning process and the pedagogical approach. Both programs claim "participatory learning" and "learning by doing the basic skills" as their methodology. However, as observed during the field visit and observation, this was not fully materialized, particularly, due to lack of printed materials (text books for pupils) and guides for facilitators. Due to this



fact, the teaching learning process was more of the traditional approach and the self contained instructional methods which were supposed to be child centered were not yet well organized in all of the centers.

However, respondents, in interview and focus group discussion reported that the teaching learning activity at different sites has participatory nature in which learner centered and activity based approach were reflected. Combination of various pedagogical approaches and method like self-learning, group and individual work were used in most of the centers. Learning through games, folk tales, field visit, demonstration, etc are some of the teaching learning approaches institutionalized at many of the centers.

The method of assessment and evaluation was reported to be continuous and ability test and children progress from one level to the other is based up on the ability test given by facilitators. For those who wish to join formal schools admission is allowed after formal assessment and recommendation of the Woreda education office as responded during the interview.

4.14. Community Participation

Table 12. Community participation in each program

No	Areas of Contribution	OGB	WLE
I	land provision and site selection	√	√
ii	labor and raw materials provision	√	√
iii	funds in cash for school construction	-	-
iv	funds for facilitator salary	-	-
v	monitoring the environment i.e students learning, teachers and students attendance	√	√
vi	teachers selection and firing	√	√
vii	scheduling/program setting	√	√
viii	involved in the process of planning	√	√
ix	provide information/feedback	√	√
x	involved in committee selection	√	√

NB. √ = participation

— = No participation

Community participation at different phases and particularly at grass root level is an indispensable factor for the success and sustainability of the program. Besides, the goal of such basic education program is not only increasing access to educational opportunities, it is also aimed to lay down a foundation for a cost effective, flexible and community based program, which could gradually be fully owned, planned and managed by the communities themselves. Accordingly, despite the natural calamities, the level of awareness, perception, tradition, aspirations of the community in different sites, encouraging community participation has been observed since the beginning of the program.

As it is depicted in table 12 above, the community at different sites has been participating in the program in various forms including; land provision and site selection; providing locally available materials for center establishment and labor; monitoring the environment such as students' learning, teachers and students attendance; scheduling or determining the duration and time of instruction; involved in the process of planning and committee selection, managing the centers through its committee and provide information or feedback in the program in order to improve its provision. However, as both program providers reported it, there were challenges such as lack of awareness about the importance and benefits of education among the community, lack of sense of ownership among some individuals of the community and as a result there is poor community participation in the management and over all implementation of basic education program.

CHAPTER FIVE

5. SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. *Summary*

The purpose of this study was to assess the efforts made to realize the on-going alternative approaches to primary basic education provisions in Benishangul Gumuz Regional State. Furthermore the study, was intended to examine the challenges that the region and the involved NGOs (OGB & WLE) faced while putting the currently introduced alternative non formal approaches to basic primary education into practice. The specific objectives of the study were to:

1. analyze the policy intentions to universal primary education in the underserved peoples of Benishangul Gumuz.
2. analyze the intended efforts made by the involved partner NGOs (OGB & WLE).
3. explore the effectiveness and relevance of the education system to the needs of beneficiaries.
4. assess the strengths and weakness of the on-going alternative non-formal primary education program in rural Benishangul Gumuz.

In order to meet the specific objectives, the study was guided by the following basic research questions.

1. What are the main innovative practices of the existing alternative primary education for out of children in Benishangul Gumuz.
2. Are the programs in agreement with the conventional approach, demands of the parents and needs of rural children?
3. How was the recruitment, and training of teachers; selection of sites, and the preparation of the curriculum?
4. What is the environmental context/social and economic/ that supports or challenges alternative basic education delivery system?

5. How are NGOs (OGB & WLE) cooperating with the regional government in improving education access through joint planning in the region?

These basic question were raised which assess program context issues, socio-economic roles of children in program areas, factors affecting the participation of rural children, advantage of the program, school facilities, facilitators recruitment and training, curriculum issues, program organization and management, community participation which improve the opportunity of rural children to basic primary education. In dealing with the basic research questions the related literature was reviewed. The respondents of the study were education bureau heads, program coordinators, education specialists, supervisors, training coordinators, curriculum developers and Woreda Official of Benishangul Gumuz Regional State as well as program managers, program coordinators, training coordinators and program supervisors at project area level of OGB & WLE.

The research was conducted in 2 Woredas of Assosa zone that include 17 alternative approach education centers among which 12 were OGB centers and 5 were centers of WLE. The instruments used to collect data were questionnaire, interview, observation and focus group discussion. The data obtained from the two group respondents were analyzed quantitatively using percentage, frequency counts and rank order and also described qualitatively.

5.2. Conclusions

Even though alternative approach to basic primary education is recent phenomenon it is used to expand education for children who are kept out of school in different parts of the country for quite some time in the case of NGOs. It is just recent on the part of the government to give this approach recognition and to incorporate it in its policy for larger replications. Alternative approach for basic primary education is a system, which provides educational opportunities in rural and remotest parts of the country.

The basic principle of the alternative approach to basic primary education is to reach the un-reached by taking the school to villages where a number of children that are denied of their right to basic education than forcing them to travel a long distance for school. It has been assumed that alternative basic education approaches increase the enrolment of children to first cycle primary education, raise the education opportunities and participation of girls at primary level, reduce drop out rate, enhance the active participation of local communities in managing and controlling educational programs at grass root level and reduces costs. The strength of the approach emanate from its ability to link with the formal schools by localizing the curriculum, allowing flexibility in setting school calendar and mobilizing local resources.

According to a report of Oxfam Great Britain (OGB) and World Learning Ethiopia (WLE), this program is a cost effective approach, community based, adaptable, relevant, more flexible to allow disadvantaged children to have access to basic education. Thus, OGB and WLE are putting the ABE program into practice in order to reach the disadvantaged people of Benishangul Gumuz who were marginalized and underserved.

- OGB runs 12 alternative approach program centers in Mengie Woreda which have been started two years before, and WLE is running 5 centers which have been started three years before in Mao Komo Woreda of the region.
- The target population of both programs are children out of school (7-14) years old with great attention to girls education.
- OGB and WLE use para-professional teachers. Some of facilitators were below grade 8 in case of OGB, but as a matter of opportunity, all center facilitators are grade 10 and 12 complete in the case of WLE. The criteria for selection of facilitators include: knowledge of the local language and culture community acceptance proximity to area, priority for married women and adult. Both programs provide initial and on job training.
- The centers of both OGB and WLE were specially constructed schools in a similar way as that of the formal schools using the existing physical

resources around the community. However, in some of the centers the teaching learning process takes place under "dases" in the form of schools. In addition, all the classes are furnished with local made seating, tables which are easy for maintenance. Moreover, both the programs adopted the idea of school to the Childs home with regard to location of learning centers. However, there are centers which are located in between 1km and 2km away from the formal schools. This might have its own negative impact on accessing the peripheral parts of the region.

- A condensed and integrated curriculum focused on core subjects language, environmental science and Mathematics. However, as the researcher observed in the field, this was not readily achieved and there was lack of self-learning materials for students and self-instructional guides for teachers.
- The school calendar is set by parents and center management committee
- OGB uses 3 years for the first full-cycle (1-4) with the days 240, 4 learning hours per day and 5 school days per week. WLE also uses 3 years for the first full-cycle (1-4) with days having 160, 4 leaning hours per day and 4 school days per week. The transfer of students from the programs to conventional schools had no problem.
- Among the socio-economic factors that hinder children not to attend school are household work, pity trade, labour demand by parents, farming and care of livestock.
- The community participation is supposed to be an indispensable factor for the success and sustainability of the program. Both OGB and WLE use bottom-up approach as a guiding principle for the program promotion. The community contributed in a number of ways in order to enhance the program function and attain its intended goal.
- The community level of awareness about the importance of education and its benefits, and its poverty, are some of the factors that withhold the participation of the community in the program.

- Whatever options our education system may have, these NGOs (OGB & WLE) have made several initiatives. Although both of these NGOs programs are still a recent phenomenon in the region, they have made rapid stride to expand their program of providing primary education to large number of citizens. An obvious reason for this was the selection of sites where the demand for education was strong and the supply limited, and they have good working relation with the community of the project area and government officials.

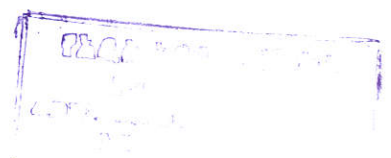
5.3. Recommendation

- In order to increase access to, and quality of basic education for underserved population of the Benishangul Gumuz region, there must be awareness creation among the community, officials and all concerned bodies in order to mobilize all available resources so as to reach-the un-reached children in un-reached rural areas. Awareness creation will help the community to understand and sensitize the importance and benefits of education, which in turn enables the program providers to materialize it.
- Due attention should be given in order to access basic education to un-reached rural children in order to narrow the gap that existed between gender, urban and rural, as well as the underserved regions with the other ones. To realize this, the regional government need to plan, and budget a considerable amount to run the program effectively.
- The alternative approaches to basic education will enable the region access school age children if every concerned body pay much attention and follow up activities at all levels, particularly at grass root levels. To this effect, there has to be a department for the program at regional and all Woreda levels in order to follow up its activities so that following and taking immediate measures would be easily possible. The program must be strengthened and windened with great effort in all areas.

- Formulation of policies and strategies alone is not by itself guarantee to universalize the primary education among all school age children by the year 2015. Instead all concerned bodies including all beneficiaries must be committed to avoid the constraints that prohibit the participation of the un-reached rural children to school. In this regard the educated people (the natives) have to maximize their effort to the betterment of their society. The Federal government has also a responsibility to back up the capacity of the region in this regard.
- Another of others that contributes to realization of the program is preparation and distribution of readily available materials as soon as possible. The distribution of readily materials should not be left for chance; instead all possible means should be put in to practice by the concerned bodies.
- Experience has shown that it is beneficial for the success of a program to have facilitators from the community. Regarding the future of these facilitators (when NGOs phase out their support) needs consideration. Many of these facilitators might be better trained, have reach experience. If they are employed in some other centers or sent to TTI for training they might become advanced professional teachers.
- These days, different NGOs are being involved in different sectors development programs than only in relief cases. Thus, the region has to create conducive environment for NGOs to take part in the provision of quality education.
- Local government and education authorities have enormous potential to be the mediator that moves the system to provide inclusive learning opportunities especially for the vulnerable population including children in underserved areas. Thus, there is a need to increase Woreda capacity for improving the conditions for learning in deprived rural areas.

References

- ADEA (2001). Successful Experiences in non-formal Education and Alternative Approaches to Basic Education in Africa. Arush: United Republic of Tanzania.
- Ahmed, M Azoor (1975). The Economics of Nonformula Education: Resources, Costs and Benefits. New York: Praeger Publisher.
- Ali, Ahmed (1997). Access: A New Approach to Children's Education. How should we Approach Access? Where Should we Start? Task Analysis and Suggested Strategies of Action Aid-Ethiopia.
- Archer, C.P. (1958). Elementary Education in Rural areas: New York: The Ronald Press Company.
- BGEB (2004). Benishangul Gumuz Regional State Education Sector Development Program. Five Years Plan (1999-2004). Assosa: BGEB.
- Bishop, G (1985). Curriculum Development: a Textbook for Students. London: Macmillan Education Ltd.
- Bishop, G (1994). Alternative Strategies for Education. London: Mac Millan Publisher Ltd.
- Bishop, G. (1989). Innovation in Education. London: MacMillan Publisher Ltd.
- Boakye, J.K, et al (1997). Causes of Children Dropout from Basic Education in Ghana MOE; Ghana.
- CARE (2001). Basic Education and Civil Society (BECS) Project: First Annual Report CARF/DFID. Accra, Ghana.
- Casely-Hayford (1980). Common Wealth Conference on Non-formal Education for Development. London: Marlborough House Pall Mall.



- Casely-Hayford, I (2002). Ghana Education Sector Review Consultancy Area Report on General Education, Gender and Disadvantage. MOE. Ghana.
- Casely-Hayford, I. (2000). Education, Culture, and development in Northern Ghana micro Realities and Macro Center Implication for Policy and Practice. Dphil: the University of Sussex.
- Coombs, P.H. Procer, R.C. and Hmed, M. (1973). New Paths to Learning for Rural Children and Youth. New York: ICED.
- CSA (1994). Statistical Abstract of Ethiopia. A.A. CSA.
- Cummings, W.K. (1986). Low-Cost Primary Education. Implementing an Innovation in Six Nations. Ottawa, Canada: International Development Research Centre. (IRDC)
- Cummings, W.K. (1998). "The Role of NGOS in Basic Education Experiences of Developing Countries: Workshop Paper Presented on the Role NGOs in Education. Addis Ababa: CRDA/MOE.
- Derebssa Dufera (1999). "Population Growth as an Impediment to the Realization of Universal Primary Education in Ethiopia." The Ethiopia Journal of Education. Vol. 19 No. 1.
- Firdissa Jebessa (2003). "Innovative Approach to Meet the Basic Learning Needs of Children and the Demands of Parents/ Community" ed. In the Ethiopian Journal of Education. Vol. 23 No. 1.
- Fordham, P. (1980). Common Wealth Conference on Non-formal Education for Development. London: Hobbs the Printers of Southampton.
- Francois, L. (1968). The Right to Education: From Proclamation to Achievement (1948-1968) France: UNESCO.

- Gibbon, M. (1998). "Collaborative Program Learning. A Case Study in International Educational Development" USA: The Fielding Institute.
- ✓Habtamu Wondimu (2002). Progress, Problems and Perplexity of Regional Inequity in Access to Primary Education in Ethiopia with a Focus on the South". The Ethiopian Journal of Educational Researchers' Association. Vol. 1 No. 1
- Havelock, R.G and Huberman, A.M (1977). Solving Educational Problems: The Theory and Reality of Innovation in Developing Countries UN: UNESCO.
- Hoppers, Win (1996). Searching for Relevance: The Development of Work Orientation in Basic Education. UNESCO- International Institute for Educational Planning. Paris: France.
- Hussen, T. and Postlethwaite, T.N. (1994). (editors) The International Encyclopedia of Education (2nd ed.) Vol _____. Killington: Pergamon.
- Hyde (2002). Expanding Educational Opportunities at Primary Level: Are community Schools the Answer? Paper Presented at the Oxford International Conference on Educational and Development, Sept. 9-13, 1999.
- Kingdon, G (1997). Education and Women in Socio-Economic Development, in the Baha Studies Review, vol. 7.
- Lang, C. (1991). Education and Development: Some Research Directions. Paris: UNESCO.
- Leach, et. al (2002). An Investigative Study of the Abuse of Girls in African Schools. Education Department: DFID, London.
- Lloyd, C.B and A., Blanc (1996). Children's Schooling in sub Saharan Africa: The Impact of Fathers, Mothers and Others, Population of Development Review 22.

- Magneen, A. (1991). Education Projects. Elaboration, Financing and Management. Paris: UNESCO/IIEP.
- Meharota, S. and Vandemoortele, J. (1997). Cost and Financing of Primary Education. Options for Reform in Sub-Saharan Africa. Evaluation. Policy and Planning Working Paper. New York: UNICEF.
- Mensah, J. (1992). Attitudes of the Rural Folk Towards Female Education: The Case of Hwindo Village, Western Region. Long Essay Presented to the Faculty of Social Science, University of Cape Coast, Ghana.
- MOE (1999). Education Statistics Annual Abstract. Addis Ababa: EMIS.
- MOE (2002). Education Sector Development Program Action Plan. Addis Ababa: Ministry of Education.
- MOE Ethiopian Ministry of Education (2000). Alternative Routes to Basic Primary Education Part one: the Study Report; Ministry of Education, A.A. Ethiopia.
- Philips, H.M (1975). Basic Education-A world Challenge: Measures and Innovations for Children and Youth in Developing Countries London: John Wiley and Sons.
- PHRD. (1996). "Education Sector Review: Synthesis and Summary." Ethiopian Social Sector Studies. Addis Ababa: Commercial Printing Enterprise.
- Prather, C. (1991). (ed). Educating Girls: Strategies to Increase Access, Persistence, and Achievement. Washington D.C.: Creative Associates International, Inc.
- Quirck T.J. (1979). Psychological Research. How to do It. New York: Association for Supervision and Curriculum Development.
- Ranaweera, A.M. (1989). Non-Conventional approaches to Education at the Primary Level.

- Rue, Lesliw. (1986). Strategic Management: Concepts and Experiences. New York: Mc Graw-Hill.
- Rugh, A. and Bosset, M.A. (1998). Involving Communities: Participation in the Development of Education Programs. Washington D.C. Creative Associates International, Inc.
- Solomon Inquai. (1997). "Adult Education in Ethiopia. A Historical Sketch." Paper Presented for IIZ/DVV Local Publication.
- TGE. (1994). The Transitional Government of Ethiopia. Education and Training Policy. Addis Ababa: EMPDA.
- Thompson, E. (2001). Adult Education for Development. An International non-formal Education consultancy, Kenya.
- UNESCO (1980). Education in a Rural Environmental (2nd ed) UNESCO Belgium.
- UNESCO (2000). Education for All: Ghana Country Assessment, Draft Report. Accra, Ghana.
- UNESCO (2003). Access to Primary Education: Gender and Education for All. The Leap to Equality. France, UNESCO (2003).
- UNESCO, (2002). 'Including the Excluded' and International Development Cooperation, Paris UNESCO Nov. 2002.
- UNESCO. (1998). Education For All -Making it Work Innovation Series. Paris: UNESCO.
- UNICEF. (1980). First Call for Children, World Declaration and Plan of Action From the World Summit for Children: and the Convention of the Rights of the Child. New York: UNICEF.
- UNICEF. (1993). Non formal Approach and Universal Primary Education. New York: UNICEF.
- WCEFA (1990). World Declaration of Education for All. A Framework for Africa to Meet the Basic Learning needs: Jomtien, Thailand.

- WDEA (1990). World Conference of Education for All and Framework for Action to Meet the Basic Learning Needs: Jomtien: Thailand.
- World Bank (2000). Education for all. From Jomtien to Dakar and Beyond. A Paper Presented by the World Bank for the World Education Forum in Dakar, Senegal April 26-28-2000.
- World Bank (2002). The contribution of the Experiences of alternative Basic Education approaches in the Preparation of Poverty Reduction Strategy Paper: A.A.: Ethiopia.
- World Bank /IMF (2001). Education for Dynamic Economies: Action Plan to Accelerate Progress Towards Education for all. Development Committee, Washington.
- ት/ሚ. (1995). ለአርብቶ አደርና ከፊል አርሶ አደር አካባቢዎች የተዘጋጀ አማራጭ የመጀመሪያ ደረጃ (1-4) የመሠረታዊ ትምህርት መመሪያ አ.አ. ት/ሚ. (ያልታተመ)
- ት/ሚ. (1997). አርብቶ አደርና ከፊል አርሶ አደር ክልሎች ትምህርትና ስልጠና ስትራቴጂ አ.አ ት/ሚ. (ያልታተመ)

Addis Ababa University
School of Graduate Studies

Department of Teacher Education of curriculum Studies

The aim of this questionnaire is to collect relevant information from education bureau head, program coordinators, education specialists, training coordinators, supervisors, and Woreda officials of government as well as program managers, program coordinators, project area official and center facilitators of some non-governmental organizations. nearby center facilitators of government are also included.

Dear respondents: this questionnaire is prepared to assess the opportunities and challenges in implementation alternative basic primary education in Benishangul Bumuz and the problem the/ faced while implementing it. The collected data will be used any for research purpose, i.e. does not have any negative effect on you or your organization.

Lastly I would like to thank you in advance for your cooperation and genuine responses.

Annex A

Part I. Background Data

General direction: make a tick (✓) mark to indicate your response or write your answers in the space provided as necessary.

1. Sex: A. male ☐ B. female ☐
2. Age: A. 20-30 ☐ B. 31-40 ☐
C. 41-50 ☐ D. >50 years ☐
3. Educational background
A. TTI ☐ D. MA/MSc ☐
B. Diploma ☐ E. Ph.D ☐
C. BA/B.SC ☐ F. others _____

4. Total years of experience:

A. 1-5 years ☐

C. 11-15 years ☐

B. 6-10 years ☐

D. >20 years ☐

5. name of your organization _____

your current position _____

Regions/s _____ zone/s _____

Woreda/s _____ No of sites _____

Beneficiaries M _____ F _____ Total _____

6. Organizational vision

7. Organizational mission

Part II: Program initiation

Instruction: Please indicate you answer by putting " " mark in the space provided.

1. what proportion of learners are currently attending alternative basic education program in basic education centers?

A. almost all of them ☐

B. many of them ☐

C. few of them ☐

2. More attention for enrolment in alternative basic education program in the center is given to (more than one answer is possible)

a. older age groups ☐

b. younger age groups ☐

c. equally open to all age groups ☐

3. The alternative basic education program in the center is attained in

a. one year ☐

b. two years ☐

c. three years ☐

4. The alternative basic education is provided in (more than one answer is possible)

- a. regular school rooms ☐
 - b. mobile tent ☐
 - c. in rooms constructed for this purpose ☐
 - d. under the shed of tree ☐
 - e. other (please specify) _____
5. The contribution from the surrounding community for the improvement and smooth running of the program is: _____
- _____

Part III. Program context issues

1. What were the major reasons for initiating an alternative primary education programs? (Please indicate in terms of your priority from "1-7" in an ascending order.

1	To promote access	
2	To address equity	
3	To improve school facilities	
4	To enhance teachers' performance	
5	To improve internal efficiency	
6	To promote educational relevance	
7	To mobilize resources	

8) Others (Please specify) _____

2. From where did the initiative come?

- a. from international NGOs/donors ☐
- b. from government ☐
- c. from local NGOs ☐
- d. others _____

3. what is the program type?

- a. formal ☐
- b. non-formal ☐
- c. hybrid ☐
- d. others _____

4. Who are the target population?

- a. out of school children ☐
- b. school drop-outs ☐



c. repeaters ☐

d. others _____

5. What are the major social and economic role of the targeted population? (please rank in order of priority in an ascending order using numbers.

Social and economic roles of children							
	1	2	3	4	5	6	7
Care of siblings							
Care of livestock							
Farming							
Household work							
Pity trade							
Labors							
No occupation							

6. What were/are the major factors affecting the participation of rural children in primary education in the program? Rank in order of difficulty using numbers (to be filled by program coordinator).

a	Distance from school	
b	Poverty	
c	Poor quality of education	
d	Relevance of curriculum	
e	Culture/social belief	
f	Opportunity costs	
g	Parents child labor demand	
h	Parental awareness	
I	Degree of community involvement	
j	The language used as instructional medium	
k	Teachers lack of commitment	
l	The methodology used in teaching	
m	Rigid school schedule	
n	School inaccessibility	
o	School fees	

7. what advantages were envisaged in ABE program? (please rank in order of advantage start no "1 " interims of priority of the advantages) (to be filled by program coordinator)

a	Flexibility	
b	Adaptability	
c	Cost effectiveness	
d	Relevance	
e	Wide coverage (access)	
f	Community involvement	
g	Efficiency	
h) Others or write if any		

IV. School facilitates for the alternative program

1. What types of classes are used for the alternative program (more than one answer is possible)

- a) private houses ☐
- b) primary schools (conventional) ☐
- c) specially constructed small schools ☐
- d) sheds or 'dases' ☐
- e) churches or mosques ☐
- f) cooperative halls ☐
- g) other (please specify) _____

2. Is the accommodation for classes acceptable to:

- i) Parents ☐ a) Yes ☐ b) No ☐ c) I can't decide ☐
- ii) concerned government agencies a) Yes ☐ b) No ☐ c) I can't decide ☐
- iii) educators a) Yes ☐ b) No ☐ c) I can't decide ☐
- iv) donors a) Yes ☐ b) No ☐ c) I can't decide ☐

3. How are classes furnished and equipped with the necessary materials?

- a) using local resources and indigenous knowledge ☐
- b) in accordance with the national standard ☐
- c) others (please specify) _____

V. Teachers/Facilitators

1. Who are the teachers?

- a) conational teachers ☐
- b) paraprofessionals ☐
- c) mixed/ 'a' and 'b' ☐
- d) others ☐

2. How are teachers recruited, trained, and employed?

- a) Who recruited and assigned them _____
- b) What is the minimum requirement for teachers to be recruited? _____

3. What special role do teachers play both as teachers and as a community agent as compared to the conventional schools?

- a) as a teaches, their role is _____
- b) as a community agent, their role is _____
- c) others (please specify) _____

4. Terms of teachers employment

- a) full-time ☐
- b) part-timer ☐
- c) volunteers ☐

5. What is the mode of their payment?

- a) in cash ☐
- b) in kind ☐
- c) both ☐
- d) others (please specify) _____

6. Who pays for teachers per month?

- a) the surrounding community ☐
- b) government ☐
- c) project (NGO) ☐

7. How much do teachers receive per month? (More than one answer is possible)

- a) as much as the conventional school teacher ☐
- b) much less than the conventional teachers ☐
- c) better than the conventional teachers ☐

8. Is the payment satisfactory and motivating

- a) Yes ☐
- b) No ☐
- c) I can't decide ☐

9. How often and how long are they trained? (please also indicate the mode/pattern/ or phases of the training and with the duration/.

10. Who are the trainees involved in the training? _____

11. What are the major training contents?

a) _____

c) _____

b) _____

d) _____

12. Does the designed training package address the gap in need or compensate for teachers' knowledge and pedagogical experiences?

a) Yes ☐ b) No ☐ c) other component/opinion _____

VI. Curriculum issues

1. Is there curriculum material specifically developed for the program

a) Yes ☐

b) No ☐

c) I don't know ☐

2. If your answer for questions No 1, is yes, does the program take advantage of the national curriculum?

a) Yes ☐

b) No ☐

c) I don't know ☐

3. Who designed and developed the curriculum for the alternative program?

a) project staff ☐

b) MOE/REB ☐

c) experts ☐

d) expatriate (outsiders) ☐

e) Others ☐

4. Is the newly developed curriculum accepted by the

i) Parents

a) Yes ☐

b) No ☐

c) I don't know ☐

ii) educators

a) Yes ☐

b) No ☐

c) I don't know ☐

iii) partner NGO

a) Yes ☐

b) No ☐

c) I don't know ☐

5. Is the minimum learning competencies defined in terms of

a) literacy

a) Yes ☐

b) No ☐

c) I don't decide ☐

- b) numeracy a) Yes ☐ b) No ☐ c) I don't decide ☐
 c) basic life skills a) Yes ☐ b) No ☐ c) I don't decide ☐
 6. What are the main subjects offered? And indicate weekly period allotment for each subject

a) _____ c) _____
 b) _____ d) _____

VII. Program Organization

1. Please indicate the program organization in the following box.

Duration of the program in years _____

Average number of days/year _____

Average number of days to complete a given grade _____

No of weekly school days _____

Average class size _____

Daily learning hours _____

No of shifts per day _____

2. What are the approaches used to the classroom organization

a) self-contained ☐ c) others (if any) _____

b) multi grade ☐

3. Who determine the center calendar? _____

VII. The teaching learning process

1. pedagogical approaches in learning

a) traditional/teacher-centered ☐

b) learner-centered ☐

c) others (Please specify) _____

2. Learning methods employed (more than one answer is possible)

a) self learning ☐

b) group work ☐

c) peer tutoring ☐

d) others _____

3. How is progress measured?

a) by achievement test ☐

c) automatic promotion ☐

- b) by continuous assessment ☐ d) other (specify) _____
4. Is there smooth flow to and from or a mechanism that links children of the alternative program to the formal school system?
- a) Yes ☐ b) No ☐ c) I don't know ☐
5. If your answer for question Nº 4 is yes, do----- the children fit into the culture of formal school system after transfer?
- a) Yes ☐ b) No ☐ c) I don't know ☐
6. If your answer for questions No 4 is no, what is the reason?
- _____

VIII. Program management

1. List the categories of people or stakeholders responsible for or involved in the school administration.
- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
2. Do the local communicates involve in program management?
- a) Yes ☐ b) No ☐ c) needs further investigation ☐
3. What contributions do the communities make more than one answer is possible?
- a) land provision and site selection ☐
- b) labor and raw materials provision ☐
- c) funds in cash for school construction ☐
- d) fund for facilitator salary ☐
4. Who the community is/are involved in mentoring and evaluation of the program?
- a. _____
- b. _____
- c. _____

Annex-B

Form B. Interview and focus group discussion guide for decision makers of alternative primary basic education providers and concerned stakeholders/Government, donors or partners, school facilitators, community leaders, students, parents and center board members.

1. Is the program useful to access Benishangul Gumuz children to primary basic education?
2. Is there a clear structure for planning and implementation?
3. Is there a demonstrated societal demand and support for such alternatives?
4. Are the alternative approaches based on the expressed needs of the learners?
5. What are the factors that influence the program implementation?
6. Are NGOs and concerned governmental bodies capable of successfully promoting the program?
7. What weaknesses have you observed?
8. What do you like to mention concerning opportunities, the strengths and weaknesses for program sustainability and replication?
9. Give additional comments opinions or recommendations (if any)?

DECLARATION

I confirm that this thesis is my original work

Name Bishaw Ensermu

Signature 

Date of submission June, 2006

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

Name Dr. Dessu Wirtu

Signature 

Date of submission 20.07.2006

