STUDY OF THE REDD- BARNA ASSISTED BASIC EDUCATION DEVELOPMENT PROJECT IN ALEFA WOREDA NORHT GONDAR ZONE

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SCHOOL OF GRADUATE STUDIES

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ABSTRACT

The main objective of this study was to investigate the role of Redd- Barna and its contribution to the development and expansion of basic education projects in Alefa Worda North Gonadar Zone of the Amhara Regional state

Questionnaire survey, interview, document analysis, personal observation, focus group discussions were the main instruments used to collect the necessary data, Data analysis was made by using statistical tools such as percentage and rank order correlation coefficient to identify whether there are differences and similarities in the judgment of the respondents regarding the various variable on the role of Redd- Barna Ethiopia in Basic Education development projects.

The results obtained suggested that with the overall objective of promoting the provision of quality basic education for out of school children, Redd- Barna has been supporting basic education to Alefa Woreda. As a result of implementing the Basic Education Project, new schools have also been built in Kebeles of Peasant Associations where there were none. In other kebeles where there are no schools, Alternative Basic Education Centers have been established. Poor children have been provided with exercise books, ballpoints, pencils, etc. and this has enabled many children to get education in ABE and literacy programs.

According to the study the inputs of Redd Barna have enabled to provide education for a large number of school age children, youths and adults.

The study further revealed that efforts have been made in setting up coordinating committees for organizing the various activities of Redd- Barna in BEDPs. Administration and education officials at zone and woreda level have been closely working with Redd Barna project coordinators. Redd- Barna has involved all these officials in planning, implementing, monitoring and evaluating the projects. The transparency of the work of all involved in the implementation process has won the commitment and dedication of all groups. All stakeholders have successfully played their roles.

On the other hand attempts have been observed to monitor and evaluate projects based on the sustainability and impact of the projects. In addition, it was observed from the study that stakeholders and beneficiaries are involved in the monitoring and evaluation of BEDPs. This has ensured the success of the implementation of the project. Finally based on the findings and conclusions, recommendations were made to address the problem under study.

ACRONYMS

ABE	Alternative Basic Education
BEDPs	Basic Education Development Projects
DPPC	Disaster Prevention and Preparedness Commission
ETP	Education and Training Policy
ILO	International Labour Union
MOE	Ministry of Education]
NFBE	Non formal Basic Edition
NGOs	Non Governmental Organizations
NPDPM	National Policy on Disaster Prevention and Management
RB-E	Redd Barna- Ethiopia
REB	Regional Education Bureau
TGE	Transitional Government of Ethiopia
TTIS	Teacher Training Institutes
UNDP	United Nations Development Programme
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United nations children's Fund
UPE	Universal Primary Education
WEO	Woreda Education Office
ZED	Zone Education Desk

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CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1 BACK GROUND OF THE PROBLEM

Education is a high priority in overall development. However, illiteracy is still a persisting problem of almost all countries of the world. UNESCO (1965) pointed out that world map of illiteracy coincided very closely with spread of poverty on the world map. The poorer countries of the world tend to have the highest proportion of illiteracy.

Illiteracy is attributed to deny large number of world population access to information and skills necessary to improve their daily life (Olveira : 123) with out basic education skills, countless people are forced to live in poverty. Often they are with out adequate food or health care and unable to participate fully in societal development activities.

Basic education is one means of attacking the root cause of these conditions and providing immediate knowledge and skill for their effects (UNESC, 1996..34). To achieve this goal important national initiative to promote basic education is underway in Ethiopia. The government in collaboration with Non-Government Organizations has taken several preliminary steps to try and determine how best to tackle this problems. There are some NGOs that devotedly involved in such a type of support. Redd Barna-Ethiopia is among the se NGOs working toward effecting the benefits of basic education.

Redd Barna- Ethiopia has been supporting all development sectors in Alefa Woreda North Gondar Zone. There are two projects supported by Redd Barna these are child focused integrated rural development launched since 1994 and basic education since

1997. The two projects are planned and implemented mainly to enhance access to basic education. Redd Barna has been making efforts to build primary schools in the remotest and poorest areas of the Woreda, rehabilitate schools that had been destroyed and dilapidated during the civil war. It encourages and supports the creation of literacy and alternative basic education centers. Study of the Redd Barna supported projects would help to assess the achievements made and the impacts of the projects on the education of children and adults. Hence this study.

1.2 STATEMENT OF THE PROBLEM

Education in general and basic education in particular has been regarded as basic and democratic human right. The 1948 universal declaration of human rights (Article 26) declares that every one has the right to education. On the basis of this principles, almost all developing countries including Ethiopia seems to give priority to basic education in their education development programs.

The contribution of Non Governmental Originations in creating access to basic education is considerable. Among the various NGOs that participate in the promotion of basic education RB-E (Norwegian Save the Children) is one. RB-E aspires to benefit out of school children in basic education service. The major reason is that not only because, basic education is one of the global objectives of the organization for improving children living conditions, but also education is the base for any developmental endeavourers. Despite these efforts, illiteracy is still persistent and the question of quality and equity issues are not yet fully addressed.

The gross population enrollment rate of primary education of North Gondar Zone is below the regional rate of participation. Redd Barna Ethiopia has been supporting two projects identified as child centered integrated community development project and basic education support in Alefa Woreda, North Gondar Administrative Zone. The implementation and progress of these projects seems to deserve investigation. The achievements and impacts of the projects and the experiences gained require study. Attempts will, thus, be made to investigate Redd Baran contribution to basic education and to search answers for the following basic questions.

1. What are the major type of contributions made by Redd Barna in promoting basic education?
2. How are the planning, organizing and implementation of basic education and learning processes done?
3. To what extent are positive changes observed from Redd-Barna's project in the Woreda when compared to other school operating with out project support?
4. What are the major intervention areas of Redd Barna in supporting basic education program in general?
5. What are the alternative strategies proposed to ensure future sustainability of Redd Barnas initiatives in basic education?

1.3 PURPOSE OF THE STUDY

The purpose of the study is to investigate the role of the Redd Barna and its contribution to the development and expansion of basic education projects. This study aimed to address the following objectives:-

- To asses the contribution of Redd Barna in improving access.
- To identify the contributing factor to this effect
- To determine lessons that can be drawn from the findings
- To give relevant feedback to overall education development endeavors
- To propose recommendations to improve policy and practices

1.4 SIGNIFICANCE OF THE STUDY

The finding of this research may have good effect for further practices of basic education in the Zone in particular and in the region in general. The study is expected to give necessary information to others who could be interested in conducting similar studies. It also can help to create awareness to those who are involved in the basic education development program and those who will be joining the program in the future.

The study helps to identify and document results of the Redd Baran basic education projects and to give relevant lessons to be shared. In this regard, it is hoped to add new knowledge that can assist the overall education development endeavors.

1.5 SCOPE OF THE STUDY

Redd Barna Ethiopa design and implement two projects namely, the child centered rural development project and the basic education support project in Alefa Woreda, North Gondar Zone of the Amhara National Regional State. The study is therefore delimited to the basic education project.

Recognizing the fact that Alefa Woreda was one of the war affected, neglected and under developed Woredas in the North Gondar Zone Administration, Redd Barna Ethiopia found it necessary to design and implement the basic education support project with the participation of all stake holders and beneficiaries in the Woreda.

The researcher will tried to study how all activities within the project were carried out and what contribution it provided. The study is delimited to the major contributions made by the project in promoting basic education, the overall observed changes from the project and to identify if there are long-term sustainable effects of the project.

1.6 LIMITATIONS OF THE STUDY

This study is limited to one of the project supported basic education programe by Redd Barna- Ethiopia at Alefa Woreda (P.4103) in North Gondar Zone. Generally speaking the researcher definitely agree that the inclusion of a larger population size in the study could have promoted the elicitation of more credible information. However, because of time. financial constraints and because the remotest centers were not accessible by car data was collected only from sample areas.

1.7 RESEARCH DESIGN AND METHODOLOGY

1.7.1 METHOD OF THE STUDY

For the purpose of this study, a descriptive method of research was employed on the assumption that it could help to reveal the existing situation of the Redd Barna assisted basic education development projects.

1.7.2 SAMPLING PROCEDURE AND SAMPLE POPULATION

The study was conducted in Alefa Woreda North Gondar Zone because it was the only Redd Barna assisted basic education development project area in the Region. The potential key sample population informants were first identified by the researcher consulting the North Gondar Education Desk. These are consisted of Zonal Education Desk (ZED), officials of Alefa Woreda administration, Woreda Education Office (WEO); teachers and head teachers; literacy and alternative basic education facilitators, community members, project officers and the managers of Redd Barna in North Gondar.

Based on this, the necessary information for this study was obtained from three groups of respondents. The first group involved Redd Barna employees at the regional office and field workers. The second group consisted of government employees found at Zone departments, Woreda offices, and the school level. The third group involved community members and learners.

1.7.3 INSTRUMENTS OF DATA COLLECTION

In the process of data collection, questionnaire survey, interview, document analysis, personal observation focused group discussions were used in the study. A set of survey questionnaire was prepared to gather data from the officials working in the Redd Barna and government employees working at all levels. Respondents from the side of RB-E and ZED filled in the questionnaire prepared in English, while other government employees completed the questionnaire translated to Amharic. (See annex 1)

Interview was conducted with Redd Barna officials and the partner ZED in order to get further information on linkage patterns, general trends and problems if any. For this purpose, both structured and unstructured interview methods were used to collect the necessary data from the respective interviews (See annex 2). In addition to this information was also extracted from some document available by Redd Barna Ethiopia RB-E & its partner ZED. To supplement those official statistical data and documents, personal observation was also conducted by the researcher in the target ar a. Different types of discussion guides were developed to generate more data that could enable to have better understanding of the situation. (See annex 3).

The respondents from each group were selected by purposive sampling technique so as to include individuals with related work experience. Accordingly, the respondents involved in the study were:

- Project manager and education expert working for RB-E.
- ZED and WEO Office heads, educational programme unit heads and experts.
- School principals and teachers
- Literacy and ABE level facilitators, community members and learners.

In general, a total of 53 respondents: 50 government employees 7 from ZED, 9 WEO, 4 Woreda council, and 30 at school as well as 3 RB-E employees filled in and retuned the questionnaire prepared for this study. Moreover 2 Redd Baran officials and 3 government employees of ZED were interviewed. In addition, focus group discussion has been carried out with 22 facilitators, 25 community members, 40 literacy participants,50 alternatives basic education learners and 40 primary school pupils. As part of data collection, available documents have been examined. These include relevant documents at Redd Barna head office, at partner office, i.e. North Gondar Zone education Desk, and projects office at Gondar has been referred and pertinent data was extracted.

1.7.4 METHOD OF DATA ANALYSIS

In analyzing the findings of this study, percentage, and rank order coefficient of correlation were used so as to identify significant differences and agreements of respondents, In addition, content analysis technique is also applied in this study. The qualitative data generated from the different discussion groups was first separately summarized to look for commonalties and differences between data generated in the different discussion groups. Whenever, quantitative data was available, it was analyzed using simple descriptive statistical techniques.

1.8 DEFINITION OF TERMS USED

1. Adult education "is the process by which men and women (alone, in groups, or in institutional settings)seek to improve themselves of their society by increasing their skills, knowledge or sensitiveness, or it is any process by which individuals, groups of intuitions try to help men and women improve...." (Houle, 1972:26)
2. Basic education is the very minimum knowledge, skills, attitudes and values that will enable learners to operate with reasonable expectation of success in their community or society (UNESCO, in Haggis, 1995)
3. Redd Barna Ethiopia is also called save the children Norway-operating in Ethiopia.

1.9 ORGANIZATION OF THE STUDY

This study has four chapters. Chapter one deals with the problem and its approach which embodies; background off the problem, statement of the problem, the purpose of the study, significance of the study, scope of the study, limitation of the study, research design and methodology, sampling procedure, instruments of data collection, definition of terms used, and organization of the study. Chapter two focuses on the review of related literature, the third chapter treats findings and interpretation. The last chapter deals with the summary, conclusions and recommendation of the study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 THE CONCEPT OF BASIC EDUCATION

The term basic education lacks a commonly accepted definition and it is country-specific depending on how the term is conceptualized by policy makers and educational planners (World Bank, 1995: 104; Kanu, 1996:173). Philips (1995: 125 - 126) for instance, provides two meaning for the term "basic education" as applied to children and adolescents. According to him, formal education is provided at the national level to enable the children prepare for life and for further education, Non-formal basic education, on the other hand, is regarded as minimum social requirement provided out of the formal school system to a mass of children and adults who have never been to school or dropped from schools due to some reasons.

Similarly, Muller (1981: 34) states that basic education includes both formal education at primary level i.e., the first three to five years of schooling, and out of school educational programs set to satisfy the basic educational needs of particular groups. Delores (1996: 118) also refers to basic education for children as an initial education which could be provided in school or out of school system from around the age of three to about the age of twelve.

Moreover, Hawes in Bishop (1986: 53) shows how the concept of basic education is interpreted differently in different countries. For him, basic education is similar to the first part of the first cycle of schooling: three-five years in the former USSR, Ethiopia and

Sierra Leon; an alternative structure parallel to primary education in Brazil, and the acquisition of basic knowledge, skills and attitudes by all citizens in or out of school in Tanzania.

Although there is a great difference in the interpretations given to basic education in Africa, Kagia et. al. (1986: 6 - 20) identify four main components of basic education in each country. These include

a) Early childhood education

b) The primary school

c) Non-formal, functional literacy and post literacy programs; and

d) Educational component in other sectors other than education to promote specific educational aspects such as extension programs in agriculture, family planning and material and child health education programs.

At present, in Ethiopia, basic education includes education provided at the lower primary schools (grade 1 - 4) and contains instructions in literacy, numeracy, environment, agriculture, crafts, home science, health and civics (TGE, 1994: 16).

The aim of basic education is to transfer the necessary knowledge, skills and attitudes required to improve living conditions, to develop individual's potentialities, creatively and critical mind for effective participation and service to improve the community (Muller, 1981: 34; Kanu, 1996: 174; Kagai et. al. 1986: 6).

Basic education, as Delors (1996: 79) puts it, is "an indispensable passport to life" and includes all the components of knowledge needed for ultimate access to higher educational levels. Attitudes towards learning for the further are developed at this stage. This writer further notes that it is at the stage of basic education that "the spark of creativity may either increase spring in to life or be extinguished, and access to knowledge may or may not become a reality." (Delores, 1996: 115)

2.2 CONTEXT OF BASIC EDUCATION AT INTERNATIONAL LEVEL

During the last 50 years, Universal Primary Education (UPE) has become a world wide gole. The United Nations Universal Declaration of Human Rights, which was adopted in 1948, declared that "everyone has a right to education" and called for compulsory elementary education. The convention on the rights of the child adopted in 1990 by the Untied Nations reaffirms every child's right to education and the states' obligation to enforce this right. At the 1990 World Conference on Education For All (WCEFA), delegates from 155 governments reaffirmed the previously established commitment to education as a human right and acknowledge the responsibility of their governments to provide access to basic education for all citizens. Nonetheless, many governments in the less developed word lack the financial resources, the administrative capacity, and/or the political will to implement the legislation necessary to fulfill their basic education mandates. As a result, a large proportion of children and adults in the low-income countries remain without access to basic education.

In recent years, international donors and local NGOs in several countries have supplemented national educational financing and have-lunched alternative basic education service delivery systems. Redd Barna as NGO that has been providing basic education program in Alefa Woreda of North Gondar is one of such organizations.

2.3 THE CONCEPT AND CHARACTERISTICS OF NGO'S IN THE CONTEXT OF DEVELOPMENT

A. DEFINITIONS

The term "NGO" implies a number of things and it can be used in a narrow and wider sense depending on the situation. It encompasses a broad array of different organizations varying enormously according to their purpose, philosophy and scope of activities. In connection to this, Gray (1996: 151) states that like other development jargons the term "NGO" is so ambiguous, extensively defined- overused and abused- that it could be potentially meaningless, for it does not define the phenomenon empirically.

As a result, there is lack of agreement on what they should be called. Several definitions are given by different authors, and none of the definitions are identical and widely accepted that may be regarded as comprehensive for providing a standardized scientific definitions. Therefore, due to diversity in their nature, origin, objective and performance, NGOs are known by different labeling in different places. Nevertheless, for the common understanding it is advisable to review here some of the following definitions of NGOs given by different authorities.

In the words of Frantz (1987: 128) NGOs are formal organizations that emerge when a group of people organized themselves into a social unit with the explicit objectives of achieving certain ends and formulating resources to govern the relations among the members of the organization and the duties of each member.

As defined by Carroll in Howes (1997: 821), NGOs are defined as professionally staffed, non-governmental agencies, which seek to aid constitutes external to themselves, and are not directly accountable to their intended beneficiaries. Furthermore, Beibbington (1997: 1756) defines NGOs as private, professionally staffed, non-membership and intermediary development organizations that are established on the basis of a commitment to an alternative, more democratized and inclusive development agenda.

Regarding NGOs in Ethiopian context, DPPC in NPDPM (1995: 122) defines NGOs as a 'humanitarian private organizations which, using its own resource, participate in project activities with a view to join in the government's effort to eliminate poverty.'

The above definitions have provided various shedes of meaning to the term NGO. But for this study the researcher understood that NGOs are any of those organizations which are voluntary, private, non-profit organizations; and whose principal aims are to alleviate poverty and suffering, promote the interests of the poor, based on their areas of function, scope, origin and so on.

B. Characteristics

Most analyses of the NGO community, whether in developed or developing countries, begin by noting the diversity of this organization "NGO". And, to be sure, NGOs are a diverse lot-in terms of their origin, activities, structures, source of finance, field of actions, and methodologies- and it is very difficulty to treat them as a homogenous set of organizations (Copley, 1987: 21). Of course, they could have some similarities in their organic structure and functioning but it might be with difference in objectives and purposes. Therefore, it seems rash to venture a general characterization of NGOs. Thus, diversity is one of the basic characteristics of NGOs in general (Copley, 1987: 21).

On the other hand, Landim (1987: 33) stated that ambiguity is indeed one of the characteristics of NGOs; on the one hand, autonomy, independence and indi idualization of NGOs are their trademark or cornerstones of their discourse; on the other hand, they tend to revolve around other institutional context and projects, social movements, and political currents. As a result, he continued, it is difficult to establish criteria for precisely classifying 'what is and is not NGO and just oscillating between being "independent" and being 'para-religious' groups, "para-party" entitles, and so on.

Nevertheless, regardless of the difficulties, Hall (1986: 6-7) and Moser (1993: 193) list the following characteristics of NGOs.

- Flexible and adaptable to environmental conditions,
- Close to grassroots than governmental agencies,
- Stress the participation of beneficiaries in planning, implementation and evaluation of programmes,

- Have simple administrative structures which require their personnel to be responsible for multiple tasks in the organizations,
- Subject to fewer rules and regulations.

Similarly, to Pardon (1987: 71), NGOs .tend to share a number of common characteristics:

- "Out-reach focus" - its activities are intended to benefit non-members,
- Established for common mutual concerns - issues like poverty, underdevelopment, disaster, relief and rehabilitation, human rights, environment, religious charitable or welfare purpose, and the like,
- Whose fund is derived from voluntary donors, governments, beneficiary contributions, churches and other findings agencies.

Finally, Webb and Others (1995: 9) defined NGOs as having the following characteristics.

- They tend to have multidisciplinary personnel who can work in different capacities as project supervisor, advisers, and technicians,
- NGOs are typically value- based and dedicated to the groups and communities with whom they work,
- Because of their presence in communities, they are often better able to strengthen community participation and identify and support community lead as, and
- NGOs operating practices tend to facilitate decentralized decision making- field personnel and community volunteers exercise both responsibility and authority.

To sum up, in every sphere of human endeavor for development there is a need to understand this diversity to identify which NGOs have the appropriate abilities, and skills to fill a particular role. Hence, the following distinctions are important, as proposed by Hallak (1995: 18) the need to develop adequate information and monitoring system for NGOs; the need to involve NGOs in negotiation; and the need to manage properly the comparative advantage of NGOs in mobilization of funds form external sources.

C. THE ROLE OF NGOS IN DEVELOPMENT

Historically, the role of NGOs and their impact in development has been argued in different ways by different authorities. In the beginning of the NGO decade**, there was an attempt to encourage NGOs from different perspective by evaluating how they view their role in the development process and how their agenda differs from the prevailing theoretical framework of NGOs.

In relation to this, Tvedt (1994: 140) confirmed that when the NGO channel was established in most donor counties the NGOs were regarded as marginal actors complementing state aid based on ideas that "the state was too weak or too bureaucratized " to mean anything to the poor. For this reason, documents on NGO stipulated that the major function of NGOs in development was mainly focused on micro-level development and the need for empowerment or marginal groups. In this perspective,

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** It is common in the literature to refer to the 1980s as the 'NGO decade'(Tvedt, 1994: 14). Of course, there will be some variations from country to country based on national traditions. In many countries in Africa the 1989s was the NGO decade; while the growth in Ethiopian took place in the drought and famine of 1974/75 and 1984/85, but the majority followed the later (Tegegne 1994: 60).

NGO intervention particularly in developing countries representing 'elite interests' as Cokcson and Persell in Tvedt further stated.

> ... that people-centered ideology is a sort of rhetorical camouflage.. a form of regressive redistribution, where the rich exchange domination for prestigious charity activities, an exchange which enhance their social status and thus maintains and legitimized existing power structures (1994: 149)

From the above quotation we can understand that the thinking was centered around loose concepts like strengthening of local capacities, grassroots, participation and mobilization. In this case, there was no clear idea to determine on what social level and to what extent this grassroots mobilization would be effective for social development at large. However, nowadays, the role of NGO has got to be seen in terms of a wider picture, a much greater member of influences that cerate or prevent development. The impact of NGOs, must have related to the problems surrounding the economic, social, and cultural order of a country or region. With in the perspective of the 'new paradigim,' spray (1995: 52) and Bibbington F(1997: 1757) stated in their valiant attempt to synthesize the debate, that NGOs were no more simply 'gap fillers' or to supplant the state in service delivery programmes, but perhaps the best role is to inter-act with it precisely to prevent failure-not seen as adversaries in a "zero-sum game".By considering the above factors, NGOs have a variety of functions ranging from development to social services, form education to civil society and environmental protection in general.

2.4 THE CONCEPT OF DEVELOPMENT

To begin with, development is an issue for every society, and every society whether rich or poor has a development problem in his respective area relative to one another. In this case, the term "development" is defined and perceived differently by different people. In the words of Rogers (1986: 1210) for instance, development is defined as . . .

> "A widely participatory process of directed social change..., intended bring about both social and material advancement (including greater equality, freedom and other valued qualities) for the majority for the people through their gaining greater control over their environment."

From the above definition, one can understand that development is a planned change, and that change is a continuous process moving towards already established goals through the participation of the beneficiary enthusiastically and without disrupting negatively their way of life.

Traditional development theory holds that development is primarily a function of capital investment and that the greater the flow of capital from wealthy country to poor countries. The theory conditioned a belief that the best indicator of development is the percentage of GNP that it transfers as development assistance for the poor countries. However, according to UNDFP (1993: 13-18) of this new generation of development indicators, the World Bank's programme of social indicators of development currently has 94 indicators and UNDP's Human Development Index (HDI) has 253 indicators. In view of this, the quality and scope of development are more complex than wealth

creation and distribution. In the words of Pratt and Boyden in Slim (1995: 144) economic growth is not a simple engine for human development and they assert that "development is not just about having more, but also about begin more".

To strengthen this point, Slim (1995; 143-144) enumerate the following posi'ion as basic ingredients to give a picture of what development is and how it comes about

1. Development is essentially about change: not just any change, but a definite improvement- a change for the better.
2. Development is about continuity: if change is to take root, it must have something in common with the community or society in questions.
3. Development must be appropriate: culturally, socially, economically, technologically, and environmentally- must make sense to people and be in line with their values and their capacity.
4. Genuine development has an air of originality in that particular society: it is not simply an imported copy or imitation of somebody else's development. Instead, it safeguards and thrives on difference, and produce diversity.
5. A real development has to consolidate equity and justice: change will not be improvement, if is built on injustice and does not benefit people equally.
6. In the process of development, a sort of resistance, struggle and conflict of some kind are also essential ingredients and will inevitably change human relationships in the process of changing them.

7. Participation is a critical aspect of equity. If development is really to belong to people, it must be shared by them; and achieved only 'by people' and cannot do 'to people'.
8. Development is essentially about empowerment: the fulfillment of a participatory process, the consequences of which is the achievement of other key development ingredients like choice, control and access.
9. Eventually, development is judge as successfully by whether or not it lasts. In this case, sustainability self-reliance, and independence are seen as vital ingredients in effective development: "the eggs that bind the mixture of the cake".

From the above clarification one can infer that development comprises many things more than economic developments. It is as much about human development, especially for human relationship, human rights, and the environment. It seems fair to conclude that for both human development and economic growth, educational programmes in general and basic education development projects in particularly have major facilitation roles, which will be dealt underneath.

2.4.1 THE CONTRIBUTION FOR EDUCATION OF DEVELOPMENT

The debate over education as an agent of social change or of promoting development has been ranging for decades and still continued as controversial issue in the last decades. However, most development planners, at present, consider education as the main instrument to improve the socio-economic life of the society. In most instances, the developed countries were developed because they had, among other attributes, a large

population of educated and trained workers. For that reason, education is assumed as one of the infrastructure of a given society which takes a prime mission to serve as a tool to achieve the ultimate objectives designed to satisfy the needs of a nation. In order to answer whether education is contributing to development or not, let us analyze the trend of education in the light of the technological, political, social and economical phenomena of the world.

According to Lockheed and Others (1994: 1-2), as economies world-wide are transformed by technological advances and the new methods of production demanded a well-trained and intellectually flexible labor force, education becomes even more significant. As a result, increasing people's skills and capabilities is believed to be one of the major inputs for the success of development process.

In this manner, since the world of science and technology is changing form time to time, the major competency one needs to develop is the ability to cope up with further technological change. Education and training in this technological age are thus essential for the proper development in order to keep up with the latest gains of science and technology (Demato and Others, 1996: 273-238).

Education is one of the many dependent variables which, in combination with other inputs, may have a role to play in the development of a country. Even more specifically, basic education is a corner stone of social development and a principal means of improving the welfare of individuals. Accordingly, most practitioners and researchers involved in the field confirmed that education, particularly basic education had a

significant positive effect on the economic growth and powerfully influence on the process of development of a society of any country.

According to the study of Dension in 1962 and 1974, in Nesanet (1977: 3), using a "growth accounting" framework found that the contribution of education to economic growth varied considerably, from 23 percent to 42 percent in the Untied States, 12 percent in the United Kingdom, 14 percent in Belgium, and 25 percent in Canada. There have also been numerous studies undertaken by adopting the "human capital" approach. In relation to this Lau and Others (1991:2) indicated that the estimated rates of return to education are considerably above 10 percent per- annum in real terms. They further stated, the rate of return is higher for lower levels of education: primary education; and it is also higher in countries where educated manpower is more scarce.

From this evidence it seems clear that, increased education of the labour force appears to explain a substantial part of the growth of economy in both developed and developing countries. Given this clarification, we should realize that education is a fundamental process in which people of all sectors of life have the right to acquire the art of creating, accessing, and utilizing knowledge.

Based on this, improvements in the quality of education at lower levels not only are significant for students who proceed no further with their education, but also have beneficial consequences for the efficiency of any later professional or technical training, However, when we examine the present primary education statistics, in almost all developing counties and typically in Ethiopia, it lacks adequacy and badly needs strengthening and systematizing. This calls, in turn, strong need for assistance and

capacity building from national to the grassroots levels. It also needs comprehensive and comparable information regarding challenges and priorities of education, which will help to better planning and coordinating these efforts to maximize impact. Thus, for the economic and social development of a society, the introduction and acquisition of appropriate technology and skills is believed to be an absolute necessity; which, in turn, the government or other developmental agencies should invest towards developing these human resources, particularly towards providing improved and applicable basic education and accelerated overall development of a country.

2.4.2 CHALLENGES IN EDUCATION DEVELOPMENT PROGRAMMES

Since education came to be seen as a basic human need, as a means of meeting other basic needs, and as an activity that sustains and accelerated overall development of a country, the critical human needed can therefore only be obtained through wide speared education. However, in many countries in the developing world, the conventional method of education systems are unable to meet their objectives which is emanated from its inability to cope with educational demand of children and the society in general. To cite as an evidence, Lau and Others (1991: 2-5) estimated different effects of education to development by level (primary Vs secondary) in five regions and found that primary education had an estimated negative effect in Africa; insignificant effects in South East Asia and Latin America; and only positive and significant in East Asia.

Despite of the above study, Benhabib and Spiegal (1994: 144-145) argued that the negative (insignificant) coefficient could be the result of misspecification due to the incorporation of human capital as an ordinary input without considering the capacity of

nations and relevance of schooling that are suited to domestic production. From this clarifications, we can understand that the stage of an education system must correspond closely to the level of national economic development; countries at different levels of economic development face different challenges. As a result, although poor quality of education exists at all levels, improvement must begin at the primary level and strategies for improving the education system depend on the initial condition of each country and its schools. Achieving education change is, however, difficult under any circumstance; it is especially challenging in the unstable environments that often prevail in developing countries.

Regarding this point, Brasic (1995: 50) stated that despite national and international commitments to UPE (Universal Primary Education), 130 million children have no access to any kind of education service. Furthermore, the actual number of children failing to obtain a basic level of education is larger than the figure quoted, as the drop out rates in many developing countries are very high. Consequently, developing countries must not only improve their schools and foster the development of higher-order thinking skills, they must also expand coverage to include the school- age children who are out of school. This in turn emphasizes that, at each level, the utilization of expansive plant and staff produces high capital and recurrent costs (Lock heed and Others, 1994: 1-2) . Moreover, the prices of these resources also rise according to the number of students in the school system and number of times they repeat a grade. Nonetheless, in recent years resource allocation has become increasingly difficult because the quantitative growth in enrolment has called for more supply and effective utilization of different available resources. To elaborate this, Forojalla (1993: 271) indicated that the financial, human and

other resources requirements of the rapid expansion of the formal school system has proved beyond the economic and administrative capacities of most African countries at present.

In terms of teachers in developing countries, the situation is much aggravated in that many teachers, without any adequate training of the profession, were employed and assigned to different schools in the country. Even the initial training may not be comprehensive enough to encompass all the knowledge and skills required for the profession (Mills, 1985: 125). This may hold true in the Ethiopian situation to day in that the teacher training institutes (TTIs) train new teachers only for about ten months. More seriously, with rapid growth of schools in Ethiopia, it has been necessary or inevitable consequence in the past as a matter of expediency, to employ teachers who were professionally untrained and academically less qualified (MoE, 1997: 69-71). On the flip side, there is no opportunity for so many teachers to improve their professional competence in their locality.

On the other hand, our contemporary world is characterized by rapid development of science and technology and this brings, in turn, about changes in all spheres of human activities. In view of this, education as an integral part of human development, is also affected by these changes (UNESCO and ILO, 1983: 119). Thus, in addition to the limitation in scope and time. TTIs may also lag behind new inventions and innovations. For that reason, in service training is needed not only for teachers who centered the profession sometimes ago, but also for teachers who are entering the profession now. This is partly because the TTIs are slow to respond to this changes; and partly due to

curriculum changes/ reforms and/ or introduction of new teaching techniques, tools and even new confined subjects-all these may call for informed teachers (Dean, 1991: 5-7) Hence, institution need to prepare training both for new and serving teachers in order to meet the current needs of the societies.

Nevertheless, when we examine the teacher training programmes of our country Ethiopia it has many problems as cited in many documents and researches. For instance as mentioned by, USAID, 1992/93 and UNDP and TGE, (1993), the most important are

(i) Organizational and staff shortage coupled with their lack of training

(ii) Low participation of female teachers

(iii) Poor quality of the programme;

(iv) Serious shortage of materials and equipment

(v) Limited and sporadic in service training

(vi) Low motivation of teachers and

(vi) deteriorated physical plant and poor living conditions, etc. ways to deal with this shortcoming include expanding training facilities, systematizing in service training improving the quality of training programmes and provide teachers with resources and incentives that will help them to improve both their academic status and their professional competence.

To add, inadequacies of managerial capacity in the education sector are part and parcel of the much wider problem of limited national administrative and managerial capacity; at the same time the limited scope and reliability of data and the inadequacies of public administration generally, from which developing countries typically suffer (Baum and

Tolbert, 1985: 375). Part of this failure can be traced in the policies, planning and management and use of resources needed or educational process. The result has been unnecessary human suffering, wasted different resources and lost opportunities. In these crises, the generic problems are also aggravated by policy-makers who have only a limited knowledge of how teaching and learning process actually take place in the classroom and how schools are actually managed (Lockheed) and others, 1994: 223. It is evident that series of government regulations have been issued at different times to govern public educational programmes including private educational institutions, These regulations and proclamations at times hindered different development agencies and their participatory role in educational services emanated form different ambiguous policy frameworks of the government. For this purpose, as Fisher and other (1962: 2190 proposed, there must be a supportive environment as a prerequisite for any successful organizational development. This encompasses both the external policies that affect the organization and the internal working conditions together with the commitment of the concerned authorities.

Similar to the problems of developing countries mentioned earlier, to date, it is known that Ethiopian educational system is entangled with similar complex problems of relevance quality, accessibility, and equity. When we examine the existing physical school environment, most primary schools are not of an appropriate standard and the compounds are neither conducive for the compounds are neither conducive for the teaching and learning situation nor for an all rounding and healthy development of the students. Moreover, inadequate facilities, insufficient training of teachers, shortage of textbooks, and other teaching materials, all indicate the low quality of education

provided. Besides, the necessary infrastructure to provide a relevant education to the rural population, which is over 85 percent of the population of the country, is at an insignificant level of development (TGE, 1994: 1-2).

To conclude this portion, it seems relevant to quote what Takeste Negash (1996: 69-70) adopting form the USAID team stated in the training sector review studies in 1992/93 regarding the problems of Ethiopian educational system:

> The Ethiopian primary education sub-sector is seriously under financed quality is poor, teachers are under qualified and unsupported, educational inputs are unevenly available and inadequately used an equitable access to schools is denied many rural children and girls.

In general, the central theme of this idea is that these primary education systems in almost all developing countries and typically in Ethiopia, are ineffective and jeopardize national efforts to build a base of human capital for development. Therefore, useless a conscious conventional educational strategy is deployed in the region or in a nation, development can neither be initiated nor sustained, the reasoning goes. In view of this, due to different educational challenges, priorities differ among countries, even among regions and school level. In some instances, providing text books is of the utmost urgency for some region or school level, upgrading the physical plant might be more important for others. As a result, selection must be determined by criteria relating to the community-led, voluntary, and sustainable nature of the groups' activities as well as constraints of time and access. Which, or what combination, of these approaches to adopt should be determined in the

light of a country conditions, the cost-effectiveness of the alternative, and intense priority of the locality or specific school programmes. To attain these long-term objectives, thus, the education system of the developing countries must change significantly on a large scale reform: new knowledge, skills and higher level of education are needed. Nonetheless, developing countries can progress to ward these goals only when available resurrects are allocated to the most cost-effective inputs or by reallocation funds with in the existing primary education budget. In most developing countries, however, the scope for such reallocations in limited, thus a supportive financial environment or additional resources for primary education are essential. According, in addition to the funds provided to the public authorities, it is possible to envisage contributions from bodies directly connected with the work of grassroots communities, NGOs and international organizations.

NGOs will have to recognize therefore these challenges in developing countries and be flexible in defining their own priorities. They must also be more flexible in the ways they allow recipients to use their aid and be adaptable to the local situation and flexible enough to deal with unexpected events and considerable variations in the implementation of school improvement programmes.

2.5 THE PROBLEMS OF ETHIOPIAN EDUCATION SYSTEM WITH PARTICULAR EMPHASIS ON BASIC EDUCATION

i. THE HISTORY OF MODERN ETHIOPIAN EDUCATION

Ethiopia, being one of the underdeveloped countries, its education has been inundated with a number of problems. It is now about 100 years since modern education was introduced to the country (MOE,2002). As the history of Ethiopian education shows, the education had initially focused mainly on giving communication skills and the rudiment that was necessary to run the bureaucracy established since then. This shows that the dedication had not been aimed to serve the people as a means to solve their problems and bring about changes in their lives. But it was just geared to producing educated bureaucrats to serve the ruling class and make contacts with the outside world through this (MOE,2002).

In general, the initiation and the introduction of the so called modern education of the time were to seek a better governance system that had been demanded by the civilized world. However, the first attempt was disrupted by the Second World War and the Italian invasion of the country. After the war, some efforts were made to give priority to education and a number of schools and institutions of higher learning were opened. Here again the main concentration was to produce teachers and administrators for state machinery. Gradually some technical and professional training centers were established to cater for the demand of the modern economy (MOE,2002: 1-3). However the activities had never addressed the education needs of the country.

ii. THE PROBLEMS AND CHALLENGES THAT THE MODERN ETHIOPIAN EDUCATION FACED

The problems of the Ethiopian education system were mainly limited and inequitable access, lack of quality and relevance (MOE,2002:1-3). Generally the impact of the modern education on the day-to-day life of the Ethiopian population has been commented negligible. The vast majority of the population has no access to the system due to the small number of schools and inequitable distribution of school in the country. However, it is an undeniable fact that a very small portion of the community members have benefited from the education system. The participation rate at all levels is very low. Surprisingly Ethiopia's student enrolment ratio at all levels is one of the lowest in sub - Sahara Africa (MOE, 2002: 8). The schools are very low in number, even the few schools available are mainly found in the urban settings or near the main roads. This shows that the rural communities could be said forgotten or neglected in this regard. Education is dynamic and it must change along with development. In this regard, the quality of education which was quite at the beginning accepted never coped up with modernization in later years. It gradually declined and falls drastically in the past years in the country. Several reasons could be given for this. The decline was mainly due to the disproportionate allocation of funds to the education sector which witnessed a decrease both in share and value. The other factors which prominently contributed to the decline of the quality of the education in the county were the scarcity and not up to datedness of the instructional, materials, the overcrowding of schools which necessitated double or triple shifts in some urban areas and the scarcity of schools in rural areas of the country, the

Non-availability of school furniture and the declining quality of teacher's education may be mentioned (MOE,2002:11-13).

As mentioned above the few schools that are functioning, are poorly equipped, overcrowded (specially in urban) and badly managed. The curriculum is found to be irrelevant since it does not address the needs of community and not being geared towards societal problem solving. It does not have clearly defined objective with identified goals (MOE, 2002: 11-13).

The teaching methodology concentrated more on theoretical knowledge and failed to address the day-to-day activities. The system promotes role-learning approach instead of introducing the practical and applicable methods that lead to problems solving (MOE, 2002:11-13). One of the Formal education intuitions, i.e. Technical/Vocational training institutions are very few in number in the country. At present only 17 Technical/Vocational schools have been established including the three Non-governmental ones. The major fact that justifies the inadequacy of the programme is that in the programme there are only 21 fields of specialization among 1506 identified and defined occupations according to international standard classification of occupations (ISCO, 1986).

In the modern scientific and Technology development the need for Technical/vocational Training at all levels is indispensable. To provide quality Technical/Vocational education to the society, the education needs to be up-graded. However, the education functioning in the country is deficient inequality since it misses its targeted goals.

The supply of educational input such as teaching learning materials educational technology and educational facilities etc. are very inadequate. The recruitment professional competency, assignment and working condition of teachers are in a very bad situation. The organization and management of the education system is highly centralized. The Non-formal education system is not properly working because there was no clearly defined objectives and goals. Because of these weaknesses the Non-formal education has very low standard. The school leavers and graduates that come out of this system are increasingly finding it difficult to cope with existing real situations. The overall curriculum does not appear to have the capacity to prepare the learners for a meaningful and productive life in the community (MOE,2002:11-15)

iii. ACTION TAKEN TO ALLEVIATE THE PROBLEMS AND CHALLENGES IN THE EDUCATION SYSTEM

Realizing the seriousness of the decline of education system in all aspects the Transitional Government of Ethiopia has urged the formulation of the New Education and Training policy. The new Education and Training policy of 1994 emphasis's that the role of education should be to enable the individual (s) and the society at large to make all rounded participation in the development process of education by acquiring the basic knowledge ability, skills and attitudes (TGE, 1994: 1-6).

Underlining one of the aims of education the policy indicates that it is to strengthen the individual's and the society's capability in solving societal problems by emphasizing the importance of the relevance and purposefulness of education at all levels starting from basic education. The policy also emphasizes education that should enable human to

identify harmful. Traditional beliefs and replace them by useful ones that promote fast educational development in the society. It also suggests that education should help human to improve change as well as develop and conserve his environment for the purpose of all rounded development in science and technology for the society's day-to day.life activities (TGE, 1994: 1-6).

Realizing education per se never brings all rounded development in isolation, the policy recommends that education should be integrated with accumulated experiences of the society, relevant and related research out comes, and reconcile traditional knowledge with modern thoughts, to bring a real development.

Several reports reveal that the gross participation rate of primary education was below 22% of the primary school age in the country before 1994. Of this percent a large number of learners discontinue educated at lower primary grades and relapse to illiteracy (TGE, 1994: 3).

Attempts have been made to run the literacy programme in the country in the non- formal education programme and claimed that a considerable parent of the people of the country have been freed from illiteracy. However, the reality shows illiteracy is still an overall problem of the society in the country. The necessary infrastructure to provide relevant and quality education to the rural population which is over eighty five percent of the population of the country is at an insignificant level of development.

Being aware of the complex education system problems the country has plagged in the Federal Democratic Republic of Ethiopia (FDRE) has already embarked upon charting the right direction of development through appropriate education processes to break the vicious circle the country has been entangled with. The Government is aware of the fact that policy formulation alone does not solve the existing and chronic education problems but developing a culture of inculcating the problem solving concepts in the content of education should be given priority to make education relevant. It is also an aspiration of the government that an appropriate interrelatedness between education, training research and development through coordinated participation among the relevant organizations are highly required to bring a real positive change in education system.

The new education and training policy has clearly identified the educational structures as eight years of primary and four years of general secondary schooling. Among the eight years of primary education is to deal with basic education. Basic education here means literacy (reading writing and numeracy) environment identification, which comprises environmental education issues addressing both natural and social environmental sciences. Basic education is to cover a maximum of four years categorized as first cycle of primary basic education for the grade levels. 1-4 . The second cycle of primary education, i.e. grade 5-8 is general primary education. This cycle's education is an extension of the basic education at the lower level. Similarly the secondary education has two cycles of two years (at 9 and 10 grade levels) preparatory for higher learning.

The policy also identified the area of skills training which goes side by side with the two identified educational levels. For instance, in the light of the policy considerations, the structure of Technical and Vocational education will be as follows:

1) General basic Technical and Vocational training (at the completion of maximum four years of formal basic education grade 1-4)
2) Medium level Technical and Vocational training (at the completion of the primary education grade 1-8)
3) Higher medium Technical and Vocational training (at completion of the general secondary education at grade 10).
4) Technical and Vocational Education and training (higher level) after completion of school living certificate examinations at the end of grade 10.

Among the training levels identified by the new education and training policy we are interested in the first two training levels that have close relation with basic education. The General basic and the Medium Level Technical and Vocational Training have the following objectives:

- To provides trainees with basic technical and Vocational knowledge and skills
- To foster awareness among the trainees in simple labor force activities.
- To provide trainees with technical problem solving activities.
- To involve trainees in small scale production
- To provide trainees with cooperative work activities
- To prepare citizens for self-employment etc.

These are some of the prominent objectives set for the training at basic level. The intention here is that the drop outs at lower grade levels should get training based on the local needs so as to make them the productive human power in the community in which they live and hence enhance the productivity of that community.

A part from structuring the education system in to different levels and cycles with clearly defined educational goals or learners profiler for each level and cycle, the new education and training policy has formulated the national education objectives. Among the national education objectives formulated those that have a close relationship with basic education are the following (TGE, 1994: 7-11).

- To develop the physical and mental potentials and the problem solving capacity of individual (s) by expanding education and in particular by providing basic education for all.
- To create up citizens who differentiate harmful practices from useful ones, who seek and stand for truth appreciate aesthetics and show positive attitudes towards the development and dissemination of science and technology in society.
- To cultivate the cognitive creative predictive and appreciative potentials of citizen by appropriately relating education to environment and societal needs.

From these objectives one can clearly see the future concern and focus of the education system of the country. Developing the education system in this direction undoubtedly will bring positive changes in the society. Although the need and aspiration of the

government looks like this translating it in to reality is a challenge to the government, to the financial donors interested in the development of education and the society at large.

In this regard REDD BARNA ETHIOPIA is among the few non government organizations which are very much concerned with basic education in the country.

2.6 REDD BARNA ETHIOPIA AND ITS ROLE IN BASIC EDUCATION

REDD BARNA is a Norwegian, Non-profit making humanitarian and Non-governmental organization. This organization supports and implements child centered development projects in not less than Twenty-five countries in Asia Latin America and Africa REDD BARNA ETHIPIA is one of these projects.

REDD BARNA's fundamental principle is related to the UN declaration on the right of the child. It observes neutrality in matters of politics and religion.

REDD BARNA ETHIOPIA was established in 1969 together with RADDA BARNA the Swedish organization for save the children. The organization started a significant expansion in 1981. Since then the organization has gained experiences, improved the capability to work with in local reality, and has learned much by doing.

The REDD BARNA ETHIOPIA objectives are in compliance with the UN convention on the right of the child. The organization attempts to foster conditions in which under privileged children can grow to a healthy maturity. Assistance is given irrespective of any form of discriminations. The organization gives priority to the most marginal sectors of the population. The organization gives priority to the most marginal sectors of the

population. The aim is to assist parents and local communities to become increasingly self reliant and thereby be in a position to provide a better future for their children. The over all goal of REDD BARNA ETHIOPIA is to reach children in special difficult circumstances, to reduce children's vulnerability to diseases by making available assistance to support self reliance and improvement of social and economic living condition at the community and family levels. It also works for the best interest of children through the application and adoption of a community based integrated development approach.

In order to meet the basic needs of every child REDD BARNA ETHIOPIA believes that basic primary school educations skills and knowledge must be given to these children so that they shall became productive and self reliant individuals with in community/ society. Since REDD BARNA main target groups are children and women the organization is interested in giving them the basic educations as a foundation for their development. Providing basic education for children is to support efforts aimed at solving children's problems as they relate to cognitive and knowledge ability factors important for their healthy maturity. In the case of women the aim is to provide basic education support for activities that strengthen the role, influence and function of worm in both urban and rural community/societies. With an aspiration to increase the female participation in schooling, REDD BARNA ETHIOPIA has the interest to promote and support activities at the villa age and community level, to increase the ratio of the primary school attendance and to increase the female primary school attendance and to increase the female population's participation in schools compared with that of males.

The Government and the Non- Government organizations dealing with education affairs including REDD BARNA ETHIOPIA are mainly concerned with the basic education of women.

REDD BARNA ETHIOPIA is committed to constructing educational infrastructure targeted at improving the coverage functioning and utilization of basic education in line with the operating capacity of ministry of education, MOE and local school management committees. It is also aimed at improving and sustaining the quality of teaching to increase the school attendance rate for children (particularly girls) and to increase the literacy rate among adults (particularly women/ mothers). To effect these some of the activities that the project can undertake as specified by REDD BARNA ETHIOPIA are construction of community based day care centers, construction of kindergartens construction of primary schools with MOE, construction of junior high schools with MOE construction of community halls supporting the running cost of schools literacy centers, provision of self help schemes for day care kindergartens and schools. Here what should be understood is that due to the sustainability principle, the REDD BARNA ETHIOPIA shall not normally finance schools directly. But income- generating activities for the purpose of supporting children's education can be designed.

CHAPTER THREE

FINDINGS AND INTERPRETATION

The findings of this study are presented under the major areas of investigation. These include origin of the projects supported by Redd Barna Ethiopia the situation before and after the intervention; participation of different groups in planning. implementing and monitoring of the projects; support given to the projects, resources, organization; and outcome, impact, constraints, prospects, monitoring and evaluation. As a background, a description of a few of the characteristics of the respondents presented as follows.

3.1 Characteristics of Respondents

The desire to involve equal number of males and female subjects in all discussion groups held at all levels was not possible. There were no women informants in RB-E regional office ZED, WEO and woreda council to bring women community members to the discussion groups. However, the proportion of the two sexes could be observed from Table 1.

Table 1: Data Sources by Sex

	Male		Female		Total	
	#	%	#	%	#	%
ZED, WEO, Woreda Council Members	20	100	-	-	20	100
Primary school teachers and directors	20	66	10	33	30	100
Literacy facilitators	8	80	2	20	10	100
Alternative basic education facilitators	4	33	8	66	12	100
Literary participants	25	62	15	37	40	100
Alternative basic education learners	26	52	24	48	50	100
Primary School pupils	24	60	16	40	40	100
Community members	20	80	5	20	25	100
RB-E employees	3	100	-	-	3	100
Total	**150**	**65.22**	**80**	**34.78**	**230**	**100**

The gender disparity between the two sexes is not created as a result of sampling error. Getting the required number of female data sources was not simply possible. Of the total 230 respondents at different levels, the female percentage was 34.78. Nevertheless, the most important potential subjects have been consulted for the study. This makes the study reliable and comprehensive.

Getting the views of a diversified age group of beneficiaries and stakeholders was felt important for this study. The data available on the age of informants depict the picture in Table. 2

Table 2: Age of beneficiaries and stakeholders

Beneficiaries / Stakeholders	#	$\bar{X}$	S^2
• Female ABE program participants	24	11.13	2.11
• Male ABE program participants	26	13.72	2.91
• Female literacy program participants	15	7	3
• Male literacy program	25	8	3.86
• Female primary school pupils	16	12.36	0.93
• Male primary school pupils	24	13.80	1.57
• Community members (M&F)	25	7	2

The average age and the standard deviation of female and male alternative basic education participants show that the group is more or less homogeneous. In other words, out of school children are benefiting from the program. On the other hand, the average age and the standard deviation of female and male literacy participants show that a heterogeneous group is attending literacy classes. This means children youths and adults are participating in the program. This appears to be in line with the objectives of running the literacy program as the community members come from different age groups.

Concerning education status of data sources all North Gondar education officials and RB-E officials consulted were first-degree holders. The Alefa administration and education officials have college diplomas. The educational background and their long year of service was found to be strength for carrying out their duties and responsibilities. Project

planning, implementation, monitoring and evaluation on different development areas require at least the kind of educational background and experience these officials have.

The educational status of teachers, facilitators and community members show a different picture. This could be observed from Table 3 and 4.

Table 3: Educational Status of Primary School Teachers, Literacy and Alternative Basic Education Facilitators

Status	Primary School		Literacy and ABE Facilitators	
	#	%	#	%
Secondary School complete	5	16.7	22	100
TTI graduate	20	66.6	-	-
College Diploma	5	16.7	-	-
Total	**30**	**100**	**22**	**100**

The table shows that 16.7% of the sample primary school teachers are untrained. Besides, those that have teacher-training certificate were not qualified to teach in grades 5 to 8. The educational status of basic alternative education facilitators does not enable them to be competent teachers. Nevertheless, from access point of view, it may be necessary to use high school students as teachers and facilitators.

Table 4: Educational status of community members

Status	#	%
Illiterate	13	52
Literate	12	48
Total	**25**	**100**

About 52% of the community members consulted were found to be illiterate. The rest were literate. One could thus very easily conclude that the general educational level of the community is very low. As enhancing rapid development activities in the rural areas is almost impossible, raising the status of education of the community members to the desired level needs much to the launching of an intensive non- formal and formal education programs.

With regard to origins of projects supported by RB-E, there has been a strong political will for undertaking development activities in the Alefa Woreda. In 1992, the Woreda was categorized as one of the war affected areas in the country. It was during this same period that the then Relief and Rehabilitation Commission (RRC) advertised for the need to introduce development activities by non-government organizations in this locality. Redd Barna Ethiopia responded to the call and signed the agreement to plan and implement an integrated community based development project.

The first step taken was conducting a preliminary survey of development needs in the Woreda. This was carried out in 1994 and the study revealed that only about 4% of the school age children were going to school; most of the previously constructed schools were found severely dilapidated. Responding to these needs was found fulfilling the global mission of RB-E. RB-E got involved in the Woreda development mainly with the interest of meeting the basic needs of children and mothers. Accordingly, it launched a Child Centered integrated Rural development project in 1994.

The second based development project, supported by RB-E and which is the main concern of the study is being implemented side by side with the Child Centered integrated Community Development Project Since 1997. As its name suggests, the project aspires to provide basic education to children, youth and adults. This project is planned and designed based on the needs identified by the second study made in 1996 by Assefa Beyene. This study revealed that:

- Twenty three of the forty seven ' Kebele' peasant association had no primary schools.
- The primary school participation rate was only 8% in the ' Woreda' compared to the national average which was 22%.

To alleviate these problems, the RB-E's basic education project has been planned to:

- Expand literacy classes in all kebeles
- Establish 10 alterative basic education centers
- Support the development, printing and distribution of literacy basic education materials.

Table 5: Sample Results Concerning Type of Intervention by Redd Barna

S. No	item	Respondents									
		Woreda Council		Government organization						Total	
				ZED		WEO		School			
		No	%	No	%	No	%	N0	%	No	%
1	What kind of assistance do you get from Redd Barna intervention programmes?										
	a. Financial assistance	2	50	7	100	5	55	15	50	29	58
	b. Technical assistance	3	75	7	100	4	44	20	66	34	68
	c. instructional materials, furniture and equipment	3	75	7	100	9	100	21	70	40	80
	d. Training	3	75	7	100	7	77	22	73	39	78
	e. Construction and maintenance of buildings	4	100	7	100	9	100	30	100	50	100
	Total	**4**	**100**	**7**	**100**	**9**	**100**	**30**	**100**	**50**	**100**
2	How do Redd Barna Channel its assistance to BEDPs?										
	a. Through the local government	2	50	7	100	8	88	20	66	37	74
	b. Through the NGOs themselves	3	75	6	85	7	77	20	66	36	72
	c. Through handing over operational projects to local community	2	50	4	57	6	66	18	60	30	60
	Total	**4**	**100**	**7**	**100**	**9**	**100**	**30**	**100**	**50**	**100**

The data sources have been found aware of projects supported by Redd Barna Ethiopia. Regarding the type or kind of assistance, informants reported that Redd Barna is participating in different programmes in the Woreda: These are constructing new schools, rehabilitating and upgrading the existing schools; provision of furniture and equipment; capacity building at Zone, Woreda and school level in terms of training. In general, as it is indicated in table 5 item 1, the financial, technical, training assistance and construction works were found to be the major development intervention area that Redd Barna identified and involved in the education sector in general and BEDP's, in particular in the Woreda. Besides from the figures above we can understand that training on the required amount, with educational inputs obtain from Redd Barna was conducted for potential beneficiaries to enable them improve on their jobs.

The respondents were also asked about how Redd Barna channel it assistance to BEDPs in the area. Accordingly, respondents reacted to the question in table 5 item 2 with similar understanding that assistance was channeled through the local government, the NGO itself, and through local community which accounted for 74 percent, 72 percent and 60 percent respectively.

The next question item addressed by RB-E and government employees is was the reason why Redd Barna intervene in BEDP in Alefa Wored. All respondents reacted to this question, and some of the reasons were are as follows.

1. The basic needs programme aims to improve the local problem and to provide primary school plant.

2. The quality and equity of basic education should be improved through community involvement in the woreda
3. The performing of education is not one-man business, it asks participation of the whole community and the NGOs.

From the above information, it may be clear that Redd Barna can translate local needs into the formulation of their objectives. The intervention of Redd Barna on this assumption was mainly to facilitate the activity of education, working together for a common purpose in cooperation with the local community where they belong.

On the other hand, the existing information regarding the type of intervention areas and number of projects for RB-E found in Alefa Wered are presented below.

Table 6: Construction works financed by RB-E in Alefa Woreda

Type of project Component Supported	Status	
	Completed	Ongoing
Schools	8	
Teacher residences	16	
Toilets	13	
Libraries	2	
Reading rooms	15	
number of pupils provided learning materials	1526	

Source: North Gondar Education desk

Table 7: Summary on the Need Assessment and Selection of Beneficiaries (Priorities)

No	Item	Respondents										Total Respondents	
		NGO		Government Organizations									
				ZED		WEO		Worda Council		School			
		No	%	No	%	No	%	No	%	No	%	No	%
	How did you make the need assessment for the development projects of Basic education which are currently run by Redd Barna?												
	a. Local community come up with project proposal	2	66	5	71	6	66	3	75	20	66	36	67
	b. The Redd Balna itself assess the needs of the local community	1	33	2	28	3	33	1	25	10	33	17	32
	c. It is the responsibility of the local government	2	66	6	87	7	77	3	75	22	73	40	75
	Total	**3**	**100**	7	**100**	9	**100**	4	**100**	**30**	**100**	**53**	**100**
2	Do you think that the on going programmes run by Redd Balna could address the major educational problems in the areas?												
	a. Yes	3	100	6	85	8	88	3	75	24	80	41	84
	b. No	-	-	1	15	1	23	1	11	6	20	9	16
	Total	**3**	**100**	7	**100**	9	**100**	4	**100**	**30**	**100**	**53**	**100**
3	How often do Reed Balna attempt to implement to their own priority areas in this assistance that are different from the educational planning and priority areas in your locality?												
	a. Always	-	-	-	-	-	-	-	-	-	-	-	-
	b. Sometimes	-	-	-	-	-	-	-	-	-	-	-	-
	c. Rarely	-	-	-	-	1	12	1	25	4	14	8	12
	d. not at all	3	100	7	100	8	88	3	75	26	86	47	88
	Total	**3**	**100**	7	**100**	9	**100**	4	**100**	**30**	**100**	**53**	**100**

Table 7 item 1 deals with the need assessment activities performed for the developmental projects in basic education which are currently run by Redd Barna, in the woreda. Accordingly, the majority of the respondents shared similar understanding that the local government and the local community were responsible for the conducting of programe need assessment.

In related matters, the respondents were asked to list down the chief organs of government or any other agencies which were responsible in selecting beneficiaries. Among the total respondents, 80 percent listed the following: the regional education system (ranging from REB to school level); the woreda council and the community at the level, particularly the kebele administrations were responsible and involved in the selection of priorities. For the purpose of selecting beneficiaries, since Redd Barna works within the system, it has nothing to decide by itself without their partner the ZED and the intended beneficiaries.

Respondents were also asked to list down the major needs or the major educational problems in Alefa Woreda before Redd Barna intervention programmes started.? All the respondents invariably gave almost similar responses to the questions they were asked. The respondents presented some of the more pervasive problems encountered in the target woreda as follows:

1) Physical and infrastructure need- need for school construction
2) Lack of facilities, furniture, equipment etc.
3) Lack of trained teachers and facilitators
4) Distance problem- proximity of the school to the location of the community

When we look at the status of education in the woreda before 1997 (before RB-E's intervention), both formal and non-formal education programs were limited by the number of schools and literacy centers, teachers, facilitators and resources available. Many of the kebeles were lacking these services. The over all picture of educational status in the woreda could be observed from Tables 8 and 9

Table 8: Status of NFBE Before and After RB-E Intervention

Parameters	Status 1996/97	Status 2001/02
Coverage by No of peasant association	13 out of 47 kebeles 29%	38/47 81%
No of centers	30	110
Total enrolment (No learners)	4210 of which 41.3% are Female	19647 F = 45%

Source: North Gonder Education Desk

Table 9: Status of Primary (formal) Education Before and After RB-E Intervention

Parameters	Status in 1996/97	Status in 2001/02
Coverage of primary education by peasant association	21 out of 47 kebeles 45%	31/47 66%
Total number of schools	26	34
Total number of students	3232 of which 51.5% were females	18;270 of which 55% are Females
Participation rate of school age children enrolled	8%	33.6 %

Source: North Gondar Education Desk

The number of schools and literacy centers available in the woreda before the intervention shows that access to both formal and non formal education programs was limited only to a few locations. The fact that the primary school participation rate was only 8% in 1996/97 shows that the majority of the school age children had no access to education. However, it may be striking that the percentage of female participants in primary schools had been higher than males. It was also find to be higher in 2001/02. The percentage of female participants in the literacy was also considerable.

In Table 5 item 2, the respondents were also asked whether or not the ongoing programmes run by Redd Barna could address the above problems that the community is entangled with. In view of this, respondents' responses were 87 percent for yes, while 16 percent for no. In providing further information, those respondents who reacted to the question that the developmental intervention of Redd- Barna couldn't address the needs of the local community were asked to state their reasons, and reported that the intervention didn't include some kebeles.

The data depicted in Table 8 and 9, generally revels that ht presence of Redd- Barna services contributed significantly to the improvement of educational access in the woreda.

Concerning the involvement of different groups in the development and implementation of the Redd Barna assisted basic education development projects was reported that stakeholders and beneficiaries had been participating in planning, implementing and monitoring the project. The Gondar Zone and Alefa woreda education officials had

provided basic data needed for planning the project. They have reported that they have participated in focus group discussions, identification of needs and facilitated the development and implementation of the projects. Their contribution in community mobilization, site selection and supervision of activities has been useful for the projects. As a whole, the different components of the Redd Barna assisted Basic education development project have been developed and implemented in partnership with the North Gondar Zone Administrative officials, education officials and woreda administrative and education officials. Redd Barna has made sure that the different local parties have roles in implementing the projects. It appears that nothing was carried out without the knowledge and involvement of local administrative and education officials. All the activities of Redd Barna i.e. constructing schools, supporting literacy and the Alternative Basic Education Programs (ABE) had been carried out in partnership with the local community.

According to the data from the interviews committees at woreda and grass roots levels had been formed to facilitate project activities. The committees mobilized the community to support and participate in implementing the developmental projects. Besides, they decided where schools, had to be built and the sites for literacy and for the alternative basic education programs. The local community contributed labor and local materials for constructing shades for literacy and ABE programs and transporting construction materials and build roads that run to construction sites.

Concerning the major development intervention areas of Redd Barna and the type of its assistance, it is reported from the focus discussions conducted and documents that the major development intervention areas are basic education projects (formal and non

formal) and curriculum development while the type of assistances are construction of schools, provision of educational materials, teachers and facilitators training, capacity building for educational officials.

Accordingly, the major contributions made by Redd Barna in promoting basic education in general are as follows.

1. Non-formal Basic Education

The literacy program was run with poor supply of teaching learning materials and untrained secondary school students in few kebeles of the woreda as shown in Table 8. Presently, there are much more literacy classes run with better teaching learning materials and trained facilitators in most of the kebeles as a result of the interventions introduced by Redd Barna Ethiopia (see Table 8).

Redd Barna also financed the non- formal curricular renovation work. The new curricula materials were made responsive to the needs of children, adults and the general development of the woreda.

2. Alternative Basic Education (ABE)

The Alternative Basic education is designed to provide access for out of school children. The program offers a three year education program which is comparable tot he 1st cycle primary education. New teaching learning (curricular) materials for this program have been developed and are now being tried out in 20 centers in the project woreda.

The creation of Alternative Basic Education program widens the opportunity of out of school children to get education. Reports of the Zone education desk confirms that 2304 student (5.5% school age children) learn in ABE programme.

The implementation of the literacy and the Alternative Basic Education programs has been entirely the responsibility of the North Gondar Education Desk and the Alefa Woreda Education Office. The two offices are also responsible for recruiting and training facilitators and for the preparation of teaching learning materials. Redd Barna approved budgets for activities and provided technical advice. It also took part in the monitoring and evaluation of the two projects. The two programs are seen as alternative way of providing access to education for children, youth and adults. And this was said to be the reason for Redd Barna to support literacy and ABE programs. ABE is also found an appropriate program to communities in which children contribute much in the life of a family and to the country where resource is limited.

3. Primary Education

Primary education was the other intervention area. In this regard as shown in Table 6, Redd Barna constructed new schools, renovated dilapidated schools; and these schools are facilitated with the necessary school materials

4. Training

Redd Barna financed workshops organized to improve the professional capacity of teachers. It was reported from the education officials that all teachers and facilitators had participated a 15 day workshop. This was acknowledged by the beneficiaries themselves.

It was also reported that every year orientation had been given to teachers who have given long years of service to improve teaching competency.

Facilitators of literacy and ABE were selected among students who have completed secondary school education in the Woreda. Recruits were given a 15-day training mainly on psychological and pedagogical issues.

Reports from the North Gondar Education Department revealed that Redd Barna together with Gondar college of teachers and Zonal education desk developed a two summer and 10 months training package to provide training for teachers and facilitators with birr 1.2 million budget. Accordingly, 60 ABE facilitators and 140 assistant teachers of the formal school throughout North Gondar trained and certified during 2001-2002.

Concerning the impact of Redd Barna interventions and their outcomes in BEDPs, all respondents confirm that the intervention brought important changes in the capacity building of government officials employees and in empowering the local community and in increasing access.

As has been discussed under Table 6, educational access in Alefa Woreda was limited to few kebeles. The formal and non-formal education programs were not reaching the majority of children, youth and adults.

After the intervention 34 primary school were made to give service and the pupil population had remarkably grown. In the non- formal education sector, presently, there are one hundred ten literacy canters. The total enrolment in these centers has become 19647 as discussed in Table 8. This achievement couldn't have been made without the

substantial support of Redd Barna. However, still, the demand for literacy in not yet fully met.

To temporarily solve the problem of constructing more schools in kebele peasant associations, alterative basic education programs had been opened. The 20 ABE centers so far created access for 18,00 children.

Success in school depends on the interest of learners and the support given to them by their parents or guardians. Concerning this issue learners were asked under whose initiative they have been enrolled in school or to the other non- formal education programs. The information collected on this issue is presented in Table. 10.

Table 10: How Learners Became Enrolled by Program

The initiative for enrolment came from	Literacy Participants		ABE Learners		Formal School pupils	
	No	%	No	%	No	%
Parents	13	32.4	14	28	13	32.5
Participant themselves	22	55.3	29	58	27	67.5
The impact of campaign	5	12.3	7	14	-	-
Total	**40**	**100**	**50**	**100**	**40**	**100**

Table 10 shows that the majority of the learner in the three programs were enrolled with their own initative. Those who have been enrolled with the initiative of their parents are also quite many. Quite obviously the availability of learning centers

within walking distance and the interest of children and parents to learn have contributed to boost the enrollment.

Enrolment has significantly increased in the two formal and non- formal education programs after Redd Barna intervention. The trend in enrolment could be observed from

Table. 11. Trend in Enrolment, Number of Teachers and Primary Schools

Year	No of schools	No of Pupils	% Females	No of Teachers	Teachers pupil ratio	Class size
1997/98	26	7408	56.6	156	47	52
1998/99	26	10,660	59.1	187	53	68
1999/2000	30	14,036	59.3	179	78	74
2000/2001	32	16,198	58.7	184	88	76
2001/2002	34	18,270	59.5	195	93	81

Source: North Gondar Education Desk

A number of factors accounted for the sharp increase in enrolment in the past five years. To mention some, new schools had been constructed; dilapidated schools were renovated; and these schools are facilitated with the necessary school materials. These changes have made schools very attractive and conducive for learning. Secondly, the extensive promotion carried out by education officials the community and Redd Barna has made both parents and children aware of the importance of education. Thirdly, the supply of exercise books, pencils etc has enabled poor children to be enrolled in school.

The primary school participation rate due to the above factors, has also show improvement from 8% to 33.6% as shown in Table 5.

The achievement made in the non- formal education sector is also tremendous. The number of centers and participants had remarkably increased. The details could be observed from. Table 12

Table 12: Trend in Literacy Program Participation

Year	No kebeles covered	No of centers	No of facilitators	No of participants
1996/97	13	30	80	3329
1997/98	18	44	124	6145
1998/99	30	67	205	13,801
199/2000	45	143	230	21,278
2000/2001	38	110	230	19,200
2001/2002	38	110	230	19,647

Source: North Gondar Education Desk

Table 12- shows that there is an increase in the member of literacy centers and participants as a result of the intervention of RE-E

In the third education program supported by Redd Barna i.e. the Alternative Basic Education program, 20 ABE centers are catering education to 2304 out- of- school children of which females constitutes 52.3%. The provision of the ABE program could be seen as option to tackle the problem of access.

Despite all efforts made to provide access to primary school age children, still a large number of them were not going to school. This had been reported from the participants of the various discussion groups i.e. community members, literacy and ABE participants and school children. Reports of the Alefa Woreda Education Office showed that the majority of school age children were still out of school. This reminds education officials and donors such as Redd Barna that a lot remains to be done. The causes for non-attendance were also explored. The reasons given for males are the need for child labor, herding, involvement in farm activities like (ploughing harvesting), poverty etc. In contrast the reason why girls drop out in school include marriage, school distance, poverty, herding of cows in the absence of boys in the family, fetching water, weeding, lack of school beyond grade 4, etc.

Literacy and alternative basic education programs were being offered under shades. These are crudely built. They are prone to be blown away by winds and do not give much protection from rain. Most of these shades have already been reconstructed.

As there are no proper seats in the shades. Participants sit on pieces of logs stones and even on the ground. By no means literacy and alterative basic education centers are neither luxurious nor convenient for learning and teaching. Nevertheless, the crowed classes are enthusiastic and are committed to make use of the opportunities given to them. This reveals the success of the project in terms of access.

Here, it is also important to mention the efforts of Redd Barna in supporting the construction and facilitation of primary schools. Redd Barna had been supporting the construction and rehabilitation of primary schools. First cycle primary schools were

constructed having at least four classrooms furnished with desks, administration offices, a reading room, toilets and water wells. Similarly, primary schools with grade 1-8 were constructed having at least eight classrooms, a pedagogic center, a library, administrative offices, toilets and water wells. Old schools have been demolished and in their place, new ones had been constructed. The input of Redd Barna has been very much appreciated for two reasons. Education officials and community member acknowledge that schools constructed by Redd Barna are better in terms of costs, durability and attractiveness compared to schools constructed under the responsibility of the North Gonder Zone Education Department. The second reason is that these schools are constructed at places where children could very easily walk to facing little or no difficulty at all. It should be noted that most of the new schools are constructed in the rural areas where the government has not yet covered.

On the other hand, teachers and facilitators were asked to report if they have had taken formal training. And it was that none of the facilitators teaching in the literacy and alternative education programs have had formal training before Redd Barna's intervention. Assistant teachers teaching in formal schools do not have formal training.

Educational officials reported that all teachers and facilitators had participated a 15 days workshop that was financed and organized by Redd Barna to improve the professional capacity of teachers and facilitators. This was acknowledged by the beneficiaries themselves. In the workshop orientation were given on the new education and training policy, contents of instruction materials, pedagogy, child psychology, teaching aids preparation and their use, etc. depending on the needs of the target groups.

To increase teachers competency a two- summer and 10 months training package is developed in cooperation with Gondar Teachers Collage

Most primary schools were now giving services under better conditions. Schools that never had libraries or reading rooms, reference materials are now facilitated. This situation together with the training of teachers helped to provide quality education.

Concerning sustainability teachers, facilitators, community members and learners were not sure of what the fate of the projects supported by Redd Barna will be in the future. Some feel that the government will take over and they will do their best to help and participate in any form to keep the educational programs running.

Zonal and Woreda administrative and education officials feel that the projects supported by Redd Barna are government programs and are aware that Redd Barna's support cannot continue indefinitely. In their view, the projects will continue being implemented by the government. However, most of them agree that the quality of implementation would be affected. The justification given for the sustainability of the projects could be read as follows.

With regard to primary schools, there is no dought that the newly constructed and rehabilitated primary schools would give service for decades. Once teachers are assigned and the basic facilitates are provided, there will not be any threat to the continuity of their giving services. Each primary school has been given Birr 3000 by Redd Barna which could be used as seed money. Already, these schools have started different income generating activities. This could help them to cover their running costs.

The literacy and alternative basic education programs could also continue giving services. The community has already provided shades for running classes and lodging for facilitators. In addition budget would be allocated by the government, and was incorporated in the government plan thus the sustainability issue of the two non formal education programs will be assured .

The other point of importance of the sustainability of educational programs, is the training of teachers and facilitators. The knowledge and skills they have acquired through the training workshops cannot be short lived. It will be shared and applied with less experienced teachers and facilitator. In this regard, the cluster schools created for experience sharing and peer group supervision is an asset to count upon for the sustainability of the projects. The problem of training could be minimized by running school based workshops and strengthening the culture of experience exchange.

The general observation of the researcher also supports the views of educational officials. Redd Barna has already ensured the assignment of teachers and facilitators in newly constructed schools, literacy and alternative basic education centers. Besides, the new educational establishments are within the walking distance of learners, and the communities are aware of the importance and need for education. All these are important ground works for the sustainability of the new educational programs.

CHAPTER FOUR

4. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to gain some insights into the role of Redd Barna- Ethiopia and their contribution to the development and expansion of basic education projects. It assessed the effectiveness of the methods and procedures used to determine the need, adequacy and relevance of the projects to meet the Woreda educational objectives. It also looked at the degree of involvement of Zone & Wroeda educational officials, local government and communities in the design, implementation and evaluations of Redd Barna assisted basic education development projects. The findings and conclusions are based on the basic question, stated on page 3 related to the contributions of Redd- Barna, the planning, organizing and implementing of basic education, the overall changes observed, the major intervention areas and strategies proposed to ensure sustainability

4.1 SUMMARY

In this study, the descriptive survey method of research was employed. To collect the necessary data, questionnaire survey, interview, document examination, organizational observation and group discussion were used as instruments for the study. The study was carried out in Alefa Woreda, North Gondar Zone based on the intervention programmes Redd Barna- Ethiopia.

According to the findings of the study

1. In terms of intervention programmes, financial assistance, infrastructure programme and training assistance are the major development intervention area in the education sector.

2. The study found that the greatest needs or the major educational problems encountered in the project area are

- the need for school construction, expansion and renovation
- lack of facilities, furniture, equipment and instructional materials
- low level of literacy participation
- lack of trained manpower

3. The findings indicated that the rational of Redd- Barna's for intervention is BEDPs is to improve the quality and equity of basic education through community and local government involvement.

4. In most cases, assistance was channeled through the local government, the Redd Barna themselves, and thorough handing over an operational project to local community.

5. It was found that most of the respondents in the sample (84 %) believed that the ongoing developmental programmes assisted by Redd Barna addressed the major problems of the community.

6. According to the findings of the study, project beneficiaries are participated always in the planning of educational activities, in implementation and monitoring evaluation of projects.

7. The findings indicated that there is a tripartite partnership among the education office, the community and Redd Barna working in BEDPs.

8. The study revealed to show that the intervention programme run by Redd Barna in BEDPs brought about important changes in the capacity building of government employees and in empowering the local community; and brought sustainable benefits

at the local grassroots level. Moreover, it was reported that there will be continuity of the project activity after the Redd Barne Project folds up.

4.2 CONCLUSION

1. Based on the findings of the study the objectives of this project have been met. As a result, new schools have been constructed and old ones rehabilitated. The primary school (participation rate) has increased. The illiterate adults had also become able to read and write.
2. As a result of implementing the Basic Education Project, schools had been built in Kebele peasant associations where there were none. In other Kebeles alternative basic education centers have been established. Poor children had been provided exercise books, ball points, pencils, erasers, etc. programs. It means that this project had also enabled many children to get education in ABE and literacy programs. It means that this project has also enable many children, youth and adults to get educational opportunities. The implementation of the "Basic Education Project" has proved beneficial to children, women and the community, in this backward and underdeveloped Woreda at large. If it were not for the project, the service of the primary school participation wouldn't have improved from 8% to 33.6%. Similarly, the illiteracy rate wouldn't have significantly improved.
3. The Redd Barna assisted BEDP's was planned, developed and implemented with the initiation of the government and the community. From the very beginning, there has been a strong political will and support for the government. It didn't take long for the community to realize the importance and usefulness of the projects. As a result full

support was soon given by the community. Thus, the tri-partite involvement, Redd Barna, the government and the community had been of much help to the success of the projects.

4. The primary school participation rate has grown to 33.6% with in five years time. This has been achieve by building new schools, rehabilitating dilapidated schools, facilitating schools, carrying out concerted advocacy works on children's right and expounding the importance of education. The effort made to expand the non-formal education sector has also enabled to give service for 19,647 participants at 110 literacy centers. The twenty Alternative Basic Education Centers have also enabled 2034 out of school age children to get an education comparable to the first primary school education.

5. Stakeholders and beneficiaries have involved in planning, implementing, monitoring and evaluation the BEDP. Although different groups have played different parts in the implementation process, everybody was conscious of what was going on. RB-E was responsible for all construction work (the hard components of the projects) where as education officials handled the soft components (facilitation, training, monitoring and evaluation).

   At the grassroots level, the community has also provided labour and materials during school and road construction, the building of shades for literacy and alternative basic education centers and lodgings for teachers and facilitators. The role of the community in awareness raising and brining children to the new learning centers has been crucial.

6. The benefits of education are well known by the community and learners. It is believed that education provides knowledge and skill that improves learners life.
7. Despite all efforts made, the primary school participation rate has not yet exceeded 33.6% in the Alefa Woreda. Still the majority of the school age children are out of school.
8. Adult literacy program is successful in the Alefa Woreda. Participants are committed and benefiting from the program. They are witnessing that they have become able to read and write.
9. ABC centers are seen as alternative lower primary schools by all informants. The objective of their establishment well understood by all groups. Until the government becomes able to construct adequate numbers of primary schools, the opening of more ABE centers is appreciated.
10. Instructional material for literacy and alternative basic education programs were prepared with the support Redd Barna. Nevertheless, the supply and demand of instructional materials has been incompatible. In many literacy centers, participants do not have textbooks.
11. Literacy and alternative basic education materials provide adequate knowledge and skills to participants. Contents are related to the needs and life of the community.
12. Assistant teachers and facilitators of the ABE program have been given orientation on different issues with the support of Redd Barna. However, there are still the needs for a better training.

13. The better conditions created in schools facilitate the provision of quality education. However, the large class- size shortage of teachers and textbooks are found to be major threats to the provision of quality of education.

14. The contribution of Redd- Barna in creating access to out of school children is quite visible. It has constructed rehabilitated and upgraded considerable number of schools. Its inputs in facilitating schools, training teachers, creating awareness on different issues is substantial. The flow and utilization of finance has been efficient.

15. The sustainability of Redd Barna supported projects is not doubted by most officials and beneficiaries. However; all feel that the quality of their implementation could be affected.

16. The importance of education has been known by learners, parents and the community at large. And this has aroused interest for getting more and more educational opportunities. As a result, the demand for full primary school (1-8) education, literacy and alternative basic education programs has increased. More than ever, the community is expressing its willingness to make contributions for educational development. On the other hand, those beneficiaries of the educational programs supported by Redd Barna are making use of their education in their life practices. They now care for their personal and environmental hygiene.

17. The monitoring and evaluation system of the implementation of Redd Barna assisted projects is found strong. They are being carried out with the participation of beneficiaries and stakeholders. As a result, the achievements so far made are impressive.

18. Based on the findings, one can conclude that Redd Barna assisted BEDP's are successful. Enrolment has significantly increased, parents attitude towards the education of their children has become positive, the quality of education offered has improved as a result of the better school facilities created, better provision of textbooks and the training of teachers.

19. Communities and officials would appreciate if Redd Barna continues with the project it has been supporting. The need for more schools, training of teachers, and improving the general level of under development in the Woreda is quite vivid.

4.3 RECOMMENDATIONS

In view of the findings and conclusions, the following recommendations have been forwarded

1. The cooperation and collaboration between the community, the government and Redd Barna Ethiopia be strengthened further and further efforts be made to alleviate the social and economic problems existing in the Woreda.
2. Constructing new schools and rehabilitating dilapidated schools should continue until out of schools children are fully provided access to basic education.
3. More and more, literacy classes and alterative basic education centers should be opened to provide education for the illiterate adult population and out-of-school children wherever opening primary schools is not possible in the foreseeable future.]
4. The partnership between administrative officials, education officials, the community and the staff of Redd Barna should be continued to be strengthened. The close

collaboration and working together between these parties is essential and commendable.

5. Further efforts should be made to raise the awareness of children, parents and the community at large to the importance of education.
6. Ways and means have to be found to lower the teacher pupil ratio and the large class-size. This entails employing and training more teachers and building more classrooms.
7. The creation of literacy environment should be given a top priority. Further efforts should be made to open more literacy centers upon the demand of the people.
8. More ABE centers should be established to provide opportunity for out-of school children.
9. The MOE should give clear policy support for running the ABE program. Policies are needed concerning the structure, the curriculum, facilitators' recruitment and training.
10. Some of the primary schools with grade 1-4 should be upgraded so that poor children could have access to upper primary schools (grade 5-8) education.
11. Redd Barna should assists the creation of permanent literacy and alternative basic education centers.
12. More literacy instructional materials be printed and distributed to learners.
13. The difficulty of some of the literacy and ABE instructional materials be improved; in particular, that of English and Mathematics.
14. Assistant teachers and ABE facilitators should be given the necessary solid training that enable them become competent teachers/ facilitators.

15. More and more efforts have to be made to improve the quality of education. In this regard, recruitments and training of teachers and facilitators provision of text books, lowering of class-sizes to a manageable level have to be considered.

16. Parents should be continuously advised and assisted to lower the workload of children at home.

17. Frequent field visits, discussion of project activities with beneficiaries and the major stakeholders and the quarterly reports continue as the major means of monitoring and evaluation.

18. The present spirit and commitment of the community has to be encouraged and supported.

19. The experiences gained in the study woreda should be transferred to other woredas

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ANNEX 1

A.A.U

SCHOOL OF GRADUATE STUDIES

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Government employees and Redd Barna Regional Office and field workers

Purpose

The main objective of this questionnaire is to collect first hand information for the " study of the Redd Barna Assisted Basic Education Development Project in Alefa Woreda North Gondar Zone your cooperation in providing pertinent and reliable information will be valuable. So, Please fill the questionnaire completely

Thank you for your cooperation

Instruction

1) No need to write your name

2) Please put "X" mark in the space provided for your answer given in a multiple choice form

3) Please give short answer in space provided for question items that require your opinion

General Information

1) Place: Zone _____ Woreda _____ Village/Town

2) Name of the Organization your work _____

3) Career Position _____

4) Age: Below

18-29 ☐ 30-39 ☐

40-49 ☐ 50-55 ☐

Above 55 ☐

5) Sex: Male ☐ Female ☐

6) Educational Level

12 ☐ 1st Degree ☐

TTI ☐ 2nd Degree ☐

12+2 ☐

7) Service 5-10 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐

above 30 ☐

I. Concerning type of intervention areas by Redd Barna

1) What kind of assistance do you get from Redd Barna Intervention Programmes?

a) Financial assistance ☐ b) Technical assistance ☐

c) Instructional materials, furniture and equipment ☐

d) Construction and maintenance of buildings ☐ E) Other Please specify ☐

2) What is the rational for Redd Barna to intervene in Basic Education Development Projects (BEDPs) in Alefa area North Gondar according to your view?

_____

_____

_____

3) How do Redd Barna channels their assistance to BEdps in your area (you may give more than one answer, if any)

a) through the local government ☐

b) through the NGO himself ☐

c) through handing over an operational project to local community ☐

d) other means, please mention the means Redd Barna involved in the process ☐

III. <u>Concerning the Need Assessment and Selection of Beneficiaries (priorities)</u>

1) How do you make the need assessment for the development projects in Basic education which are currently run by Redd Barna? ☐

a) Local Community come up with project proposal ☐

b) The Redd Barna himself assess the needs of the local community ☐

c) It is the responsibility of the local government ☐

d) Other ways, (if any) ☐

2) What are the greatest needs of Basic education in your area before Redd Barna intervention programes started? (Please state the major educational problems according to their critical importance in the area)

a) _____

b) _____

c) _____

d) _____

3) Do you think that ongoing programmes run by Redd Barna could address these needs? a) Yes ☐ b) No ☐

4) If your response to question number 3 is no, please state the reason

a) _____

b) _____

c) _____

d) _____

5) How often do Redd Barna attempt to implement their own priority areas in this assistance that are different from the educational planning and priority areas in your locality?

a) Always ☐ b) Sometimes ☐ c) Rarely ☐ d) not at all ☐

6) If your response to question number 5 is always or sometimes, how is it that the priorities identified by Redd Barna coincided with that of the planning efforts of the area?

_____

_____

7) Are there any organization/ institution, government bodies, or any other agencies which are responsible in selecting beneficiaries other than NGOs?

a) Yes ☐ b) No ☐

8) If your response to question number 7 is yes, please mention them

a) _____

b) _____

c) _____

9) Do local community (project beneficiaries) have any involvement/ roles in coordinating the developmental projects run by Redd- Barna in basic education sub sector in your area?

a) Yes b) No

10) If your response to question number 9 is yes, do project beneficiaries have roles particularly in the

	Always	Sometimes	Rarely	Not at all
Over all planning of education projects				
Selection of project sites/ areas				
Type/ amount of assistance/ service				
Implementation of projects				
Monitoring and evaluation of project				
Operating the project after its foundation				

11) If your organization has a role for selecting beneficiaries what criteria do you use in your selection process? (Please Specify)

a) _____

b) _____

c) _____

d) _____

III Attitude on Redd Barna Interventions and their impact in BEDPs

1. Local community should participate in any interventions in their locality7 to get what they need?

   a) strongly agree ☐ b) agree ☐

   c) disagreed ☐ d) strongly disagree ☐

2. Do you think that Redd Barna development project intervention in Basic education would bring about important changes in the capacity building or empowering of the local community in your area?

   a) Yes ☐ b) No ☐

3. If your response to question No 2 is no, please give your reason why it happened so

   _____

   _____

4. Do you think that the resources assisted/ supplied by Redd Barna in BEDPs bring sustainable benefits at the local grassroots level.?

   a) Yes ☐ b) No ☐

5. If your response to question number 4 is no, please state the main problems _____

   _____

6. What solutions do you propose to bring sustainable development in Basic education sub- sector at the local grass root level?

   _____

   _____

7. What plans do you have for running the projects after the termination of Redd- Barna involvement? (Please mention if any)

   _____

   _____

8. Hoe do your evaluate the overall scheme of the Redd- Barna programmes in its effort to achieve development and expansion of Basic education opportunities in the area?

_____

_____

_____

_____

9. What is the degree of success of Redd Barna intervention scheme in Basic education in general from your point of view? Please forward your opinion in relation to the experience of NGO intervention operation in your area

a) _____

b) _____

c) _____

d) _____

10. What other comments would you like to give concerning the relationship between

a) Redd- Barna and local government (such as local administrative authorities, Zone and Woreda education office)

_____

_____

b) Redd- Barna and local community (project beneficiaries)

_____

_____

11. In your experience, is there any difference between what Redd- Barna supposes the educational inputs in Basic education should be and what the local community or local government supposes it should be?

a) Yes ☐ b) No ☐

12. If your response is yes please mention the problems

Thank you for your cooperation

ANNEX 2

QUESTIONS FOR INTERVIEW

Name of the organization the interview works in _____

Career Position _____

Place (town/ city_____

Questions for Redd- Barna (the NGO)

1) When did your project commence in Ethiopia?

2) How do you define the Basic Education development project in Alefa Woreda (North Gondar)?

3) For how long have you worked in North Gondar (Amhara region)?

4) What are the main objectives of your project?

5) Do you give special priority to your project beneficiaries? If so, which groups of your beneficiaries receive priority in your Basic Education development progrmmes?

Questions For both Redd- Barna and GOS

1) Is there a document or a report that consolidates the total picture of Redd- Barnas's; intervention operations? (For instance, the scope, source, volume, and impact in the resource contribution of Redd- Barna to BEDPs)?

2) How does Redd- Barna channel its assistance to BEDP in the area?

3) If your organization has a role for selecting beneficiaries, what criteria do you use in your selection process? And, please mention the main organs of government or any other agencies which are responsible in selecting beneficiaries other than your organizations.

4) How often the local government create a favorable condition for Redd- Barna to intervene in the Basic Education sub- Sector in the area?

5) How do local authorities get feedback on the project operations of Redd- Barna that are implemented at different localities?

6) How do you evaluate the overall scheme of the Redd- Barna project in its effort to achieve development and expansion of Basic Education Projects in area?

7) What are the major development intervention areas that Redd- Barna identified and involved in the education sector in general and Basic Education Development Projects (BEDPs) in particular in your locality? (Places enumerate the list in the table below)

o	Type of intervention areas/projects/ sub sector programme e.g Basic education, curriculum etc	Type of Assistance services (e.g. Training construction of buildings, text books, etc)	No of projects in the region	Zone	Woreda	School

8) What major contributions are made by Redd- Barna in promoting basic education in general? (e.g quality enhancement, marking more relevant to local needs, equitable distribution, addressing issues of engender)

9) Are there any identifiable long-term sustainable effects of the Redd- Barna Projects?

10) What efforts have been make to find an alternative ways to the formal basic education to benefit the most vulnerable and marginalized children?

11) What over all changes observed from project woreda when compared to others without project support based n available secondary data?

ANNEX 3

DATA COLLECTION INSTRUMENTS

DISCUSSION GUIDE FOR LEARNERS

1) Woreda _____

2) Sex of Participants _____

3) Age of Participants _____

4) How did you come to enroll in this center?

5) What benefits have you got by being enrolled in this center?

6) Do you suggest that other out of school children should join NFBE or ABE centers? Why?

7) What subjects are you learning?

8) Where do pupils learn after completing their education in this center?

9) Do parents in your village willingly send their children to school?

10) What activities do you perform for your families

Activities	Mostly	Sometimes	Rarely
a) _____	☐	☐	☐
b) _____	☐	☐	☐
c) _____	☐	☐	☐
d) _____	☐	☐	☐

11) Has you work load reduced after you became a student? How?

12) What benefits have you got from learning

a) Knowledge ☐ b) Skill ☐ c) altitude ☐

DISCUSSION GUIDE FOR COMMUNITY MEMBERS (PARENTS)

1) Woreda _____

2) Sex _____

3) Age _____

4) Educational status

Illiterate ☐ Primary School ☐

Can read and write ☐ other ☐

5) Do you know the project assisted by RB- Ethiopia?

Yes ☐ No ☐

6) What are you sources of income

Farming ☐ Crafts ☐ Other ☐

Trading ☐ Mixed ☐

7) In what way RB- Ethiopia assisted projects contributed to the improvement of

a) Your culture b) economy

8) How many children are living with you now?

a) Boys b) Girls

9) How many of these children are attending primary school/s/ NFBE or ABE centers?

a) Boys ☐ b) Girls ☐

10) Why aren't some or all of your children going to learn? _____

_____

11) What positive changes do you observe in your children attending primary school / NFBE or ABE centers?

12) What contributions have you made for BEDPs?

a) Material ☐ c) Labor ☐

b) Finance ☐ d) other ☐

DISCUSSION GUIDE FOR TEACHERS /FACILITATORS/

1) Woreda _____

2) Sex a) Male ☐ b) Female ☐

3) Educational Status

a) Secondary school ☐ c) College diploma ☐

b) TTI graduate ☐ d) First degree ☐

e) Other ☐

4) Are you aware that RB- E is supporting basic education projects in your woreda?

a) Yes ☐ b) No ☐

5) What are the supports of RBE

a) Constructing school ☐

b) Preparing instructional materials ☐

c) Training of teachers / facilitators ☐

d) Other ☐

6) Are you a trained teacher /facilitator?

a) Yes ☐ b) No ☐

7) If yes where were you trained?

8) Have you taken orientation about the instructional materials prepared for the NFBE program?

9) Do you think RB- E assisted BEDPs are successful? what are the success stories?

10) Supposing the support of RB- E is discontinued what will happen to NFBE centers? Why?

11) Do you think the pupil population increased in the past five years?

a) Yes ☐ b) No ☐

12) If yes, what are the reasons?

13) What have teachers /facilitators done to attract children in particular girls to school?

14) In what ways do parents and other community members involved in the planning and implementation of BEDPs?

15) What is the attitude of parents towards the education of their children?

DISCUSSION GUIDE FOR ZONE AND WOREDA EDUCATION OFFICIALS

1) Sex of informants

a) Male ☐ b) Female ☐

2) Educational Background

a) 12 complete ☐ c) college Diploma ☐ e) other ☐

b) TTI Graduate ☐ d) First Degree ☐

3) Service year _____

4) Present position _____

5) What were your roles in RB- E assisted BEDPs in

a) Planning

b) implementing

c) Development of instructional materials

d) Training facilitators

e) Others

6) What has been achieved?

a) Providing access to out of school children?

b) Improving the quality of teaching?

c) Improving the relevance of teaching learning materials?

7) What are the shares of different groups in financing BEDPS?

a) the community

b) the government

c) RB- E

8) What would be the fate of the BEDPs if RB-E support is discontinued?

9) What are the specific contributions of your office to the successful implementation of the project?

10) What would be the fate of the BEDPs if RB-E's support is dicontinued?

11) What are specific contributions of your office to the successful implementation of the BEDPs.

12) What are the achievements of the project in realization of the objectives of the project?

13) What are the impacts of the projects

a) on the life of learners?

b) on the community

14) What efforts has your office made to train facilitators of NFBE and ABE

15) What are the major constraints on educational development?

a) culture

b) economic

c) social

d) political

16) How do you monitor and evaluate the implementation of BEDP's?

17) How would the BEDPs be sustainable?

Annex 4

Basic Education

New Primary School Construction Budget Utilized and Distribution Table

No	Activities	Unit	Material cost	Labour Cost	Transport Cost	Furniture Cost	Total Mat+ Lab +Tran. + Fur + cost
	1. Adittaya Primary school						
1.1	Class room	Building	10,6436.17	80,436.00	37,929.56	21,407.60	246,209.33
1.2	Pedagogical center & office	"	53,140.86	25,077.40	18,937.26	9,844.70	107,000.28
1.3	Reading room	"	32,510.85	13,188.99	11,585.56	6,325.00	63,610.40
1.4	Dry pit latrin	"	9,059.67	8,793.45	3,228.50	-	21,081.62
1.5	Teacher residence	House	8,532.52	3,871.00	3,040.65	-	155,444.17
1.6	Hand dug water well	well	9,585.00	4,526.50	3,415.71	-	17,527.21
1.7	Furnishing and equipping	School	-	-	13,391.03	-	13,391.03
	Sum		**219,265.07**	**135,893.34**	**91,528.27**	**37,577.30**	**484,263.98**
	2. Gamaw Bere Primary School						
2.1	Class room	Building	105,596.71	89,173.12	37,630.41	21,407.60	253,807.84
2.2	Pedagogical center & office	"	51,232.50	45,953.30	18,257.20	9,844.70	125,287.70
2.3	Reading room	"	29,524.00	23,255.54	10,521.16	6,325.00	69,625.70
2.4	Dry pit latrin	"	8,232.67	12,047.68	2,933.79		23,214.14
2.5	Teacher residence	House	6,511.17	5,927.40	2,320.32		14,758.89
2.6	Hand dug water well	Well	9,519.49	3,519.01	3,392.36		16,430.86
2.7	Furnishing and equipping	School	-		13,319.03		13,391.03
	Sum		**210,616.54**	**179,876.05**	**88,446.27**	**37,577.30**	**516,516.16**

No	Activities	Unit	Material cost	Labour Cost	Transport Cost	Furniture Cost	Total Mat+ Lab +Tran. + Fur + cost
	3. Begemenkir Primary School						
3.1	Class room	Building	122,581.21	66,075.60	36,558.00	28,368.00	253.583.41
3.2	Pedagogical center & office	"	65,833.20	32,663.63	19,634.05	12,011.00	130,141.88
3.3	Reading room	"	33,669.71	16,80.98	10,041.65	7,701.00	67,683.34
3.4	Dry pit latrin	"	8,062.10	6,526.84	2,404.40	-	16,993.34
3.5	Teacher residence	House	4,596.05	4,688.00	1,370.70	-	10,654.75
3.6	Hand dug water well	Well	13,671.40	1,841.60	4,077.35	-	19,590.35
3.7	Furnishing and equipping	School	-	-	8,020.19	-	8,020.19
	Sum		**248,413.67**	**128,076.05**	**82,106.94**	**48,080.00**	**506,677.26**
	4. Wanga Tegena Pri. School						
4.1	Class room	Building	114,100.28	76,178.65	34,029.25	28,368.00	252,676.18
4.2	Pedagogical center & office	"	49,833.33	33,556.60	14,86.25	12,011.00	110,263.18
4.3	Reading room	"	28,447.81	14,678.96	8,484.25	7,701.00	59.,312.02
4.4	Dry pit latrin	"	8,062.10	8,519.50	2,404.40		18,936.00
4.5	Teacher residence	House	4,657.05	6,762.50	1,388.90		12,808.45
4.6	Hand dug water well	Well	10,885.38	4,435.67	3,246.40		18,567.40
4.7	Furnishing and equipping	School	-		8,020.19		8,020.19
	Sum		**215,985.88**	**144,131.88**	**72,435.64**	**48,080.00**	**480,633.42**

DECLARATION

I, the undersigned, declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of materials used for this thesis have been dulk acknowledged.

Name: Shumye W/Selassie

Signature _____

Date of Submission 26/06/03