ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

AN ASSESSMENT OF ALTERNATIVE PRIMARY EDUCATION PROGRAMS IN TWO NATIONAL REGIONAL STATES OF RURAL ETHIOPIA

BY
BERHANU SEBOKA

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Berhanu Seboka

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ACRONYMS

AAE	=	Action Aid Ethiopia
ACCESS	=	Appropriate, Cost effective, Center for Education within the school system
CRC	=	Convention on the Rights of the Child
CRDA	=	Christian Relief and Development Association
CSA	=	Central Statistics Agency
EFA	=	Education For All
ESDP	=	Education Sector Development Program
GER	=	Gross Enrollment Ratio
ICIED	=	International Commission on the Development of Education
JICA	=	Japan International Cooperation Agency
KCYDS	=	Kangaroo Child and Youth Development Society
LGSP	=	Life-Glow School Project.
MOE	=	Ministry of Education .
NFPE	=	Nonformal Primary Education.
NGOs	=	Nongovernmental Organizations
PHRD	=	Project for Human Resource Development
RCWDA	=	Rift-valley children and youth Development Association
SC/USA	=	Save the Children USA
SDP	=	Sidama Development Program
SNNPs	=	Southern Nations, Nationalities peoples.
SZED	=	Sidama Zone Education Department
TGE	=	Transitional Government of Ethiopia.
TTI	=	Teacher's Training Institute
UNESCO	=	United Nations Educational, Social and Cultural Organization.
UNICEF	=	United Nations Children's Fund
UPE	=	Universal Primary Education.
WCEFA	=	World Conference on Education For All.

ABSTRACT

It is now about a century since modern education began in Ethiopia. However, the desire to universalize primary education and equitable access remained a matter of great concern. Problems of access, equity, relevance, quality and financial constraints are challenges that characterized the Ethiopian education system and the hope for UPE in Ethiopia still seems a distant. In spite of the pledge to ensure the rights of all children to primary education; a great majority of children (about 60 percent) are out of the primary school system.

Against this background and recognizing the limitations of the formal schooling some NGOs have initiated an alternative primary education programs in recent years. The purpose of this study was thus, to explore the main features and feasibility of these programs and see whether they can help to speed up UPE in the Ethiopian context.

The study has made a brief review of the literature and concepts behind alternative paths to UPE. Then methods of investigation was developed, administered and analyzed up on which findings were drawn.

Results of the study showed the potential benefits of the alternative approaches and the untapped areas of partnerships and exploitable resources at the grass-roots. The main features of the alternative, programs and the non-governmental approaches to primary education were found to be acceptable and attractive at the grass–root level if cultivated and maintained properly. Low cost small schools nearer to the home of children, flexible learning schedule, use of local instructors/paraprofessionals and greater community involvement have been found to increase girl's enrollment, minimize drop-out rates and was responsive to the opportunity costs of the student's time. Results of student achievement in grade two on the three core subject areas were found to be positive in relative terms . Though the number of students who satisfied the agreed acceptable level of learning (75% score) were 46 percent almost about 90 percent of them have scored a pass-mark (50%). The obtained estimation results of the upper and lower confidence interval of the mean revealed that out of 100 similar samples taken from a similar population, about 95% will have a mean value of 61 to 70 percent in language, 63 to73 percent in basic arithmetic and 72 to 76 percent in environmental science. The obtained result was significant at the confidence interval of 95% at p-value 0.05. Environmental science was the best subject performed by the majority of the students while language was the least performed subject area.

The existing external environment (political, socio-cultural and the technical soundness of the programs were found to be more of opportunities for NGO operation, while the economic environment was perceived as a threat by the majority of the respondents. The aggregated mean value was rated low (2.3 out of possible scores of 5).

Furthermore, quality issues related to learning materials, teacher's competence and the classroom atmosphere were found to be a matter of concern for parents and educators and was assumed to threaten the sustainability of the programs. Financial constraints and certain aspects (time, material and leadership) of institutional feasibility associated with the providing agencies were also perceived a potential threat, particularly by the decision makers.

Thus, it was suggested that in addition to making school places accessible to the needy child, the actual learning environment also requires certain quality improvements and it is concluded that before this happens, it is not recommendable to expand the programs in a wider scale. Prior to that, providing agencies also need to develop their capacity in all aspects (human, financial and technical).They should link the programs to technical experts and need to sharpen their managerial and leadership skills. To do these, the adoption of a strategic approach in planning and management was suggested as a means to an end.

If the programs are to bear fruits the government has to formulate a specific policy for such programs and need to assume a lead role by integrating the system into the national education plan (ESDP) with out neglecting the necessary conditions and resources (human, material and financial) required for effective alternative approaches in basic primary education.

CHAPTER I

THE PROBLEM AND ITS APPROACH

1.1 Background of the Problem

The 1948 Universal Declaration of Human Rights (article 26) and the subsequent plans and commitments of the 1960s, 1970s, 1980s and 1990s in which Ethiopia was a signatory member had assured the right of all peoples to education.

In view of fulfilling this fundamental right, governments around the world, including our own, have agreed to a number of basic education targets for the year 2000. These include universal primary education (UPE) for children, gender equity in school enrolments and adult literacy.

Most importantly, the 1990 Jomtien, Thailand, World Declaration of Education For All (EFA) and the World Summit for Children and the Convention on the Rights of the Child (CRC) have probably been the most widely accepted human right treaties, that the international communities have undertaken. In the Declaration and Plan of Action of the World Summit for Children and the Convention on the Rights of the Child, all nations have agreed and committed to work for the "best interest of the child". In the document it reads "there is no cause which merits a higher priority than the protection and development of children, on whom the survival, stability, and advancement of all nations --- and indeed, of human civilization depends." Article 28 of the CRC emphasizes the need to work for the progress that reduces illiteracy and provide educational opportunities for all children, youth, and adults irrespective of their background and gender (UNICEF, 1990).

However, in Ethiopia, despite the wish and aspiration for universal primary education since the advent of modern education (1908), the pressing reality is that, the great majority of children (59.2 per cent) in 1998 (MOE, 1999) are without access to basic education. The 1999 UNICEF report ranked Ethiopia as the third last country in primary education enrolment next to Somalia and Niger in Africa. Furthermore, the adult literacy rate is not more than 33 per-cent in 1994 (CSA, 1997) and the chance to secondary education and vocational/technical training is very minimal (9% and less than 1%) respectively (MOE, 1999).

The situation is even more disturbing when one studies the disparity or inequality of educational opportunities along regional, spatial and gender.

Despite its long educational (traditional) history that harks back to 4th century A.D. and despite substantial government investment in education in Ethiopia, over the past nine decades the progress has been uneven. Large groups of children (about 60 per cent MOE, 1999) are still devoid of the fundamental right to education and basic skills required for their survival and development. It is, therefore, unlikely for Ethiopia that the formal schooling and the government alone can solve a dire basic education need in the near future.

The new goal for universalizing primary education in Ethiopia is now pushed further to the year 2015. During this period as indicated in the 1994 Education and Training Policy and the 1998 Education Sector Development Program (ESDP), the effort is to focus on accessible and equitable expansion of basic education, restructuring of the education system, the development of relevant curriculum and the improvement of the quality of educational provisions. The reforms outlined include change in primary school structure from six years to eight years (4 years lower primary and 4 years upper primary), automatic promotion up to grade 3, use of

local language as media of instruction, elimination of school fees, and the development of new teachers career structure (TGE, 1994).

As indicated earlier, the existing formal school system towards which almost all the sectoral budget has been directed has failed to accomplish its mission, and the same trend can in no way address the basic learning needs of all children in the foreseeable future. Tekeste (1996) has suggested for "rethinking education in Ethiopia" and boldly recommended that, "let the formal education sector defend itself, invest in the non-formal education sector". This clearly shows, in Ethiopia, under the monopoly of the conventional education system there is little hope to accomplish the business of universalizing primary education by 2015.

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

As regards to NGOs, though references to the history of their involvement in education dates back to 1906 (Solomon 1997) their participation did not show much progress. The 1996 PHRD Education Sector Review Report indicates that, till 1995 their contribution did not exceed 10 percent of the total enrolment in 1995. The finding of the study clearly called upon their greater involvement and participation in order to speed up universal primary education (UPE)in Ethiopia.

In support of NGOs contribution in the advancement of basic education, studies conducted in Latin American, Asian and African countries by UNICEF, UNESCO, and the World Bank in the 1990s have indicated the inherent and key roles entailed in the Non-formal approaches and NGO innovations in basic education.

The studies further suggested that, innovations within the formal system, the traditional and indigenous institutions and the non-formal approach need to be seen as alternate strategies to accelerate universal primary education in the third world settings (UNICEF,1993).Well known examples such as Columbia's Escuela Nueva, Chile's Programa de Las 900 Escuela, Mexico's Currusos Comunitarios, Egypt's and Zimbabwe's Community Schools, and Bangladesh's BRAC Non-formal Primary Education Programs are the case in point, that can be taken as concrete examples.

In Ethiopia some scattered preliminary studies made by NGOs and the Ministry of Education have also called upon the need to systematically explore innovative non-formal approaches to basic education, organize, document and disseminate best practices and further areas of intervention in order to enable the government and NGOs respond to the felt needs of communities they are representing.

Tekeste (1996) has opted for the non-formal education and saw the approach as a neglected necessity in the Ethiopian situation. Studies conducted by PHRD in 1998 and the Ministry of Education in 1999 have also revealed the fact that much attention was not given to the various kinds of the non-formal programs as envisaged in the policy document.

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

plan their future action based upon research and tested educational theories and practices. Hence, there exists an urgent need to identify workable innovative alternative approaches, develop them and implement such programs in order to achieve the target set for the universalization of primary education in Ethiopia by 2015.

1.2 Statement of the Problem

The education system in Ethiopia is beset with many difficulties and bound to suffer from many problems. Its labour force has a very poor educational background with 32.8 percent literacy rate in 1994 (CSA, 1997), and the overall participation rate in education was less than 20 percent in 1996 (PHRD, 1996). On top of these, shortage of qualified staff, the huge enrolment increase, the absence of science and technology, coupled with acute financial constraints have paralysed the socio-economic development of the nation (Husen and Postlethwaite, 1994).

These days it is clearly understood and well known that, no country has secured sound economic growth without sound human resource development. Education as a means for developing human resources is becoming critical for the socio-economic development and poverty reduction. Wide spread education and human resource development is believed to play a key role in the rapid growth and development of sustainable economics as evidenced in the newly emerging East Asian countries (PHRD, 1996).

As the World conference on Education for all (1990) proposed an "expanded vision" of education should be pursued by Ethiopia in order to meet the basic learning needs of disadvantaged children, youth and adults. Nine years back the world communities have recommended the following:

> To serve the basic learning needs of all requires more than a recommitment to basic education, as it now exists. What is needed is an expanded vision that surpasses present resource levels, institutional structures, curricula and conventional delivery systems while building on the best in current practices (in Fordham, 1992).

Therefore, the need for investigating the on-going alternative primary education provisions and the contribution of NGOs in education is self-evident and a calmant need. To sum up, there are ample reasons that may call for assessing these alternative primary education provisions in the Ethiopian context as summarized under:

i) In Ethiopia a great majority of school age population (most of them rural) is out-of-school. Still about 8 million out of 12.5 million have no access to primary education, less than half the average for sub-Saharan Africa (MOE, 1998). The construction of limited new schools alone cannot solve the problem unless there is a system change that encourages innovations and alternative strategies in education.

ii) The rapid population growth which now stands at 3.2 percent, and the high fertility rate which was reported to be 7.7 percent (CSA, 1996) are one of the major causes for lack of education in Ethiopia. The population pyramid also illustrates that about 48 percent of the total population of the age cohort is under the age of fifteen (CSA: 1997) meaning about twenty seven million of the fifty seven million population is in need of education and this will increase pressure on an already strained supply of primary education, and other social services.

iii) The establishment and maintenance of formal schools is also an expensive program. Ethiopia is one of the world's poorest nations with a per capita income of about US$110 and the majority of the population is living under absolute poverty line (UNICEF, 1998). Even if spending on education has

increased from 2.6 per cent in 1992/93 to 13.8 per cent in 1997/98 of the government budget, still it falls short of the required, because of the low national output and the reliance of education on public financing (MOE,1998). This illustrates that there are many competing forces that will hinder the expansion of schools as required, unless some affordable forms and or alternative paths to education are put in place.

iv) The existing educational disparities between boys and girls (38 percent for girls) between rural and urban and across regions (8 percent in Afar and 83 percent in Addis Ababa(MOE, 1998) cannot be settled without radical socio-economic changes and this requires initiating and managing innovation and change in education.

v) The problems of educational wastage and inefficiency are closely related to the rigid, certificate oriented and irrelevant curriculum. Thus, unless some innovative alternatives are searched for, the condition continues to be worse. Innovative non-formal education approaches enjoy the privilege of addressing such problems, provided that they share the same standard of learning applied to schools and if they are adequately supported (UNICEF, 1993).

Recently, in rural Ethiopia, some innovative non-formal primary education arrangements are being piloted by Action Aid Ethiopia, indigenous NGOs such as Rift-Valley Child and Women Development Association, Kangaroo Child and Youth Development Society, Relief Society of Tigray (REST), and many others; communities at the grass-roots and regional education bureaux of Oromia, SNNP, Tigray and Amhara Regional States in cooperation with SC/USA, CRDA, Irish Aid, JICA,RED BARNA PACT-Ethiopia and UNICE F.

The writer's experience and observation in the three program areas (North Shewa and Borena Zones of Oromia and Dalocha district of SNNP) made him to realize that not all learning takes place in schools and that we should be concerned with a total configuration

of educational opportunities and institutions, both formal and non-formal, available in our societies.

Therefore, the main purpose of this study was to assess the feasibility of the ongoing alternative primary education provisions in rural Ethiopia. Furthermore, the study intended to examine the currently introduced innovations and alternative non-formal approaches, and practices and how they can help to accelerate universal primary education in the Ethiopian situation. Thus, the specific objectives of this study were:

1. To identify the main features of the on-going alternative primary education programs and how they can help to speed up the goal of universal primary education in rural Ethiopia.
2. To assess the strength of the programs and the internal efficiency of the on-going alternative non-formal primary education (grades 1-4) programs being piloted in rural Ethiopia.
3. To scan current realities, examine the existing supportive climate of opinion and structure to adopt and effectively apply innovations and non-formal approaches (creative community-led approaches) in the Ethiopian context.
4. To search mechanisms and procedures of linking formal and non-formal primary education by indicating the missing link and strategies for employing both subsystems as a comprehensive unitary system in universal primary education.

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

1. What are the major innovative features of the existing alternative primary education programs for out-of school children in rural Ethiopia?
2. Are the programs in tune with the curriculum, the demands of parents, and the needs of rural children?
3. Are they of the desired quality and standard?
4. Are the programs feasible and be sustainable in the future?

a) What opportunities and threats exist for NGOs to promote alternative primary education programs in Ethiopia? Is there a supportive structure for planning and implementation?

b) What technical, financial and organizational capacities do the implementing agencies have to effectively participate and promote innovations in basic education?

5. What lessons can be drawn from such programs? Is there room for replication and or expansion in other parts of Ethiopia?

1.3 Significance of the Study

It is the belief of the researcher that, the results of the study will help educational planners, providers, and end users to draw practical policy decisions and operational guides for future planning, organization and management of alternative primary education programs. It also helps to develop new and revitalized partnerships between funding agencies, NGOs, governments, and communities in the efforts to meet the basic learning needs of the un-reached and marginalised groups in the society, improve school quality, and enhance decentralized management systems that ensure low-cost and better quality human service delivery.

The outcome of the study is also believed to throw some light on the issue of acceptance, accreditation, linkage and privileges that innovative alternative educational approaches should deserve in Ethiopia.

On top of that, the study could serve as a spring board for those who are interested to extend it for further investigation in depth.

1.4 Delimitation of the Study

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

i) Strategies and innovations in non-formal alternative primary (1-4 grade) level of education.

ii) The out-of-school age (7-14) children in the rural setting of Southern Nation's Nationalities Peoples (SNNPs)and Oromia Regional States.

iii) Twelve pilot project sites found in the North Showa, East Showa and Bale Zones of Oromia; and to Sidama and North Omo zones of the SNNPs National Regional States. This sample covers about 13 percent of the total project sites operating in the two regions under four programs.

iv) The alternative or non-formal primary education arrangements for out-of school children in rural settings, and excludes those children attending adult literacy classes.

v) Those programs and NGOs who have experienced the project at least for two or three consecutive years.

1.5 Research Design and Methodology

1.5.1 Methodology

As Quirk (1979) noted the design and methodology of a research is based on the purpose of the study. The purpose of this study was to assess the feasibility of the alternative primary education programs being piloted in two national regional states of rural Ethiopia. The study seeks to mirror the main features of the programs, their strengths and weaknesses and the general environment under which program providers are operating. It also tries to picture how the alternative approaches and NGOs can help to speed up universal primary education in Ethiopia. Thus, a descriptive survey method was selected as an appropriate methodology to reflect the intended purpose of the study.

1.5.2 Sampling Techniques and Sources of Data

There were four programs having 92 project centers with a duration of three years and above. The programs are under operation in nine weredas (districts) of seven zonal administrations in SNNPs and Oromia National Regional States of Ethiopia. They are being implemented by four organizations, namely AAE, RCWDA, SDP/SZED and KCYDS. Among these, 12 centers (13 percent) located in six weredas (66.6 percent), were randomly selected as the sample for the study. The two national regional states were selected purposefully on the basis of population density, area coverage, greater NGO involvement and the level of program maturity (summary of the sampled programs is presented in figure 1).

As regards to the respondents, out of the total population (119) a representative sample of 91 (76 percent) was considered in the study. They were the planning team of the implementing agencies (project managers, program coordinators, education specialists, training coordinators and head teachers) and desk officers and program supervisors of partner organizations. They were selected on the basis of purposive sampling because they were the appropriate and knowledgeable bodies to exactly respond to the research questionnaire.

Furthermore, in an effort to answer the research questions executive managers of program implementing agencies, regional education bureau heads, neighbouring primary school head teachers and parents were used as key informants to increase the dependability of the responses.

1.5.3 Data Collecting Instruments and Procedures

A self-developed questionnaire (both close and open ended) was used to gather information from the planning team of the implementing agencies, head teachers, desk officers and supervisors of partner organizations.

Key informant interviews and a focus group discussion was also held to sound out views, opinions, problems and expectations to assess the over all picture of the programs. In addition to these reviewing of the existing documents and information on the programs was done in advance. This gave the researcher background information on the events and activities of program providers. On top of this review of available literature was referred to find out what have been already written and experienced in the research area. The reviews made were helpful to derive and develop the research questionnaire and a guide for the interview.

A simple teacher made achievement test focussing on the three core subject areas (language, basic arithmetic and environmental science) was prepared and administered to sixty randomly selected grade two students (15 from each program). The test items were constructed based upon the official grade two curriculum (The procedures and methods of ranking is attached in annex C).

The data collecting tools were validated by the advisor and experts in the field while the reliability was established through a pilot-test using respondents of similar character out-side the sample of the study, so as to make it sharp and dependable before the actual survey was conducted.

The distribution and collection of data was undertaken by using assistants and contact persons in both regions and the major part of coordination was done by the researcher himself.

1.5.4 Data Analysis

Different methods of data analysis relevant to each variable was employed to analyse both the qualitative and quantitative responses. The respondents were categorized into two groups (implementers and decision makers) and frequencies were tallied

and computed using the following logical and statistical techniques.

i) The first stage involved content analysis of the reviewed program documents and related questions to obtain background information and the main features of the programs. A comparison was also made between project documents describing the program and the actual responses obtained.

ii) Information from the respondents was analysed by developing indicators into a matrix derived from the descriptive characteristics of the program's nature. The researcher worked out a five point Likert type scale and agreed methods of marking test scores to analyse and interpretate the scores rated by the respondents as well as student test results.

iii) Thus, percentage, rank orders, frequency counts and mean scores achieved from the data analysis were interpreted as per the nature of the questionnaire and on the basis of the set acceptable level of performance.

iv) The mean scores were further exposed to higher statistical analysis using chi-square, t-test and regression for the level of significance, acceptable level of performance and probabilities of sureness or prediction.

v) The statistical analysis of the data and the interpretation of the results of the analysis were based on a non-parametric (assumption free) statistical method that uses Kurskal-Wallis Test. This tool was preferred because it does not involve the kind of regour and theoretical sophistication as the parametric statistical method. It is also useful in providing the opportunity to test differences in a friendly manner and could be applied with great ease (Eshetu, 1998).

Figure 1: Sampled Alternative Primary Education Programs

No.	Project Name	Implementing Agencies	Collaborating and Funding Agencies (Partners)	Project Zone	No. of Project Sites Selected for Observation & Test Administration
1	ACCESS (RCWDA)	- Rift Valley child and Women Development Association (RCWDA) (Local NGO)	- Action Aid Ethiopia - Pact-Ethiopia - Red Barna - Oromia Education Bureau	East Shewa (Oromia)	3
2	Life-Glow Schools (KCYDS)	- Kangaroo Child and Youth Development Society (KCYDS) (Local NGO)	- Save the Children U.S.A. (SC/USA) - Japan International Cooperation Agency (JICA) Oromia Education Bureau	North Shewa (Oromia) Bale Zonal (Oromia)	1 2
3	ACCESS (AAE)	- Action Aid Ethiopia (AAE)	- SNNP Education Bureau	North Omo zone (SNNP)	3
4	NFPE(SDP/ SZED)	- Sidama Zone Education Department (SZED and Sidama Development Program (SDP)	- Irish Aid	Sidama Zone (SNNP)	3
Total	**4**	**4**	**10**	**5**	**12**

1.6 Definition of Terms

Assessment: The process by which one attempts to measure the quality and quantity of learning and teaching using various techniques. For example, assignment, projects, continuous assessment, tests and etc. (Thomas, et al., 1978: 26).

Basic Education: The very minimum of knowledge, skills, attitudes and values that will enable individual to operate with a reasonable expectation of success in their community or society (UNESCO, in Haggis, 1995: 2)

Coefficient of Efficiency: An indicator of efficiency that shows the degree to which the educational system meets the social, cultural and economic objectives, and the optimal relationship between inputs and outputs (MOE, 1996: 29).

Educational Accessibility: The proportion of children who have got access to primary education and the total population of the official school admission age (MOE, 1996: 3).

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

Formal Education: Highly institutionalized, chronologically graded, and hierarchically structured "education system" spanning lower primary school and the upper reaches of the university (Coombs and Ahmed, 1974-8).

Informal Education: A life long process by which every person acquires and accumulates knowledge, skills, attitudes and insights from daily experiences and exposure to the environment. It is unorganized and often unsystematic, yet accounting for the great bulk of any persons total life-time learning including that of even highly "schooled" person (Coombs and Ahmed, 1974: 8).

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

1.7 Limitations of the Study

This study has its own limitations. The data on which the study assumed to base itself was not as extensive as it was initially conceived. At the beginning of the study it was assumed that all the information necessary would be readily available at the project sites. However, the information could not be gathered on the scale and depth as anticipated earlier, Comparison of costs and student achievement tests with that of the formal schooling system was not also possible. The major factors contributed to the limitations include:-

i) Lack of accurate, systematic and dependable data as required due to the limited information management capacity of the providing agencies at the grassroots.

iii) Lack of comparable basis for costs, because much of the data sought for the study was not available on the scale and level of accuracy and depth as desired.

iii) Lack of minimum learning competency for the programs and specific learning out-comes on which the researcher intended to construct tests had also limited the researcher to compare student achievement results with the specific learning out comes of the alternative program. Time and financial limitations have also restricted the researcher to compare student achievement results of the alternative programs with that of the formal system.

As a result, the out-come of the study was not as complete as it was intended.

1.8 Organization of the Study

This study consists five chapters. Chapter one deals with the problem and its approach whereby, background of the problem, statement of the problem, significance of the study, research design and methodology, definition of terms, limitations of the study and organization of the study are presented. Chapter two treats the review of the related literature and lays the conceptual framework for the study. Chapter three deals with background information of the alternative primary education programs of the sampled organizations. Chapter four is concerned with the analysis and interpretation of data. Chapter five presents the summary of the findings, conclusions and recommendations of the study. Finally, lists of reference materials used for the study, sample questionnaire interview guide and sample test question items are attached to the appendix of the report.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Changes in Educational Thought

The perception of education as one of the principal engine of human, community and national development (Carnoy, 1991) and as one of the key social institutions defining human, community and the modern state came along with changes in developmental thinking (Gibbon, 1998).

Prior to the 1970s education had been popularly equated with schooling and was measured by years of classroom exposure and by the type and level of credentials earned (Coombs, 1985). The realization of the inherent limitations of formal education and the importance of perceiving education as a lifelong process began to surface by the widely read and respected Faure Report of 1972 at the UNESCO's International Commission on the Development of Education (ICED). By this landmark report, in contrast to the view that equates education with schooling, the ICED defined education as learning regardless of where, when or how it occurs, that very wide latitudes exist in methods, sources, locations, timing and tools of learning. The ICED stressed that education can no longer be viewed as a time and place bound activity since "... the schools importance in relation to other means of education... is not increasing, but diminishing" (in Coombs and Ahmed, 1974; Ahmed 1975; Coombs, 1985).

2.2 Concept and Definitions

Today education is defined from a functional point of view as a continuous process of learning needs, in which three modes of education can be distinguished i) informal education, ii) formal education and iii) non-formal education.

As cited by Jones (1984) and Gibbon (1998), Coombs and Ahmed are credited with the earlier synthesis, conceptualization and consistent use and definition of informal, formal, and non-formal education. This conventional typology of approaches to the view of education as a lifelong process was also adopted by the ICED.

According to Coombs (1985) the notion of viewing education as a lifelong process accommodating the informal, formal and non-formal modes of education has several advantages in conforming education to the real world. Among these broad and flexible concept of lifelong learning the following advantages can be mentioned:

i) It helps not only to undertake a world wide study, but also to assess the overall educational situation and prospects of individual countries;
ii) It helps to accommodate the highly diverse and constantly growing and changing learning needs and interests of all members of the population from infancy to their old age;
iii) It is useful to timely respond to the growing and changing learning needs and human resource requirements of a whole society;
iv) As these wide range and diverse educational modes and forms of educational activities are present in every corner of the world all nations can make use of them in the pursuit of addressing the educational needs of their country without much trouble (Coombs, 1985: 27).

As noted by Amhed (1975) and Coombs (1985) it should be stressed that the distinction between formal, non-formal and informal education is made only for analytical purposes to investigate and analyse organized educational activities that fall out-side the conventional jurisdiction of schools. Both authors pointed out that it should not be taken as an endorsement of the separation of these modes of learning. The prime concern according to Ahmed (1975) Coombs (1985) and Coomings, 1986). Should be how the intended objectives of a program can be achieved most efficiently through formal, non-formal means or through some hybrid method.

According to Coombs (1985) both formal and non-formal modes of education have been evolved, organized and improved upon the informal learning. Both are designed to promote and facilitate certain valuable learning skills that individuals can not readily or quickly acquire through the informal learning process. This view is commonly held by different authorities.

The difference between formal and non-formal education lies in their institutional arrangements, sponsorship, procedures, and most importantly in their objectives, subject matter, and target groups (Coombs et al., 1973; Coombs and Ahmed, 1974; Coombs, 1985). The simple ideal type model developed by Simons (1977) also distinguishes formal and non-formal education in their purpose, timing, content, delivery system and control (in Jones, 1984).

As clearly put by Coombs et al (1973), Coombs and Ahmed (1974), Coombs (1985) and Bishop (1986 and 1989) non of the three modes alone can meet all the important lifetime learning needs of an individual, much less of a whole society. Therefore, it should be noted that, neither of them (informal, formal and non-formal) has a monopoly of merits or flaws on the other. They should not be seen as a competing or rival systems, but as complementary branches supporting and reinforcing each other.

2.3 Primary Education: The Basic Minimum Essential Need to Life

On the basis of human rights and equity, and on the grounds of socio-economic development, education was declared as a "birth right" to every citizen fifty years ago by the United Nations Universal Declaration of Human Rights (article 26) in 1948 (Bishop, 1989; Little et al., 1994; Cummings and Dall, 1995). Following the declaration the international communities including Ethiopia have passed several resolutions for and took series initiatives for the advancement of basic (primary) education.

Bishop (1989), Yates and Bonati (1991) in Little et al. (1994) and Cummings and Dall (1995) have listed some of the initiatives among which the following can be mentioned.

The Regional UNESCO Conferences held at Karachi, Addis Ababa, Santiago and Tripoli in the early 1960s to make universal primary education accessible for all by 1980; the world literacy conference of the 1970s and 1980s; the Udaipur conference on literacy and its subsequent charter in 1983; UNESCO's call for Education For All in the Mid-term Plan for 1984-98; the International literacy year declared in 1990; the World Summit for Children and the Convention on the Rights of the Child in 1989; the 1990 Jomtien Conference in Thailand which heralded a new era for equal educational opportunities designed to meet the basic learning needs of every person-child, youth and adult by adopting a Declaration on Education For All (EFA), and the recent (1999) Sub-Saharan Conference on Education for African Renaissance, are all efforts made to date that bear witnesses in the realization of education as a basic human right and starting point for upward social mobility.

As UNESCO (1985) put it:

> The right to learn is not a cultural luxury to be saved for some future date. It is not the next step to be taken once basic needs have been satisfied. The right to learn is an indispensable tool for the survival of humanity. If people have to enjoy better health, and are to avoid war, they must learn to live in peace, and learn to understand each other (in Hildebrand, 1996: 1).

In sum, the right to leaner is one of the best contributions that peoples must get if we are to solve the crucial problems of humanity. Thus, primary education as a core and principal component in basic education should be given due attention as a starting point for growth and development.

At this juncture it will be important to conceptualize the definition of basic education vis primary education. As Phillips (1975) put it the term basic is defined as having two meanings. i)the bottom part of structure which is adequate to support the parts above it; and ii) something that exists in a form adequate to meet functional needs. Applied to education, according to Phillips (1975: 1) the definition is complicated by the fact that the term "basic education" has little currency in standard classifications in the levels of education. However, as an attribute to other forms of education the term is now coming into ever increasing use by educators and statesmen.

According to Phillips (1975: 1-4) six principal usages can be given to denote basic education: i)the king of elementary/primary/ education in view of fulfilling the minimum right to education; ii) minimum mass education necessary for continuing development strategy, iii) the kind of initial education necessary for continuing education; iv) pre employment education required for the life of work; v) the basic cycles of studies in lifelong education and vi) the minimum essential learning needs of identified groups. The last usage corresponds to the 1972 IECD-Faure Report, the 1974 World Bank working paper in Education section (in Phillips 1975), and signify what Coombs et al. (1973), WCEFA (1990), and UNESCO (1995) tried to commonly define. Thus, for the purpose of this study the UNESCO definition of basic education can be taken that reads as "the very minimum of knowledge, skills, attitudes and values that will enable individuals to operate with a reasonable expectation of success in their community or society' (UNESCO, 1995: 2).

2.4 Universal Primary Education and the Challenge

Though, the Universal Declaration of Human Rights and the subsequent commitments had enshrined the right of all to education, these admirable ideologies have not been realized. The

overall position in 1990 was that about 130 million school age children, (60% girls) and one in four or about a billion (2/3 of them women) youth and adults had no access to basic education, unable to read and write and are living in poverty world wide (Little et al., 1994; Cummings and Dall 1995).

The main reasons mentioned by Coombs et al. (1973) and Bishop (1989) for the failure to achieve universal primary education are:- the fast population growth, the unbalanced allocation of resources between the various types and levels of the education system, and failure of education policies to respond to the educational needs of their own countries, i.e., the main faith of educational planners have been to enlarge the existing educational system with relatively little or no change in structure, content and methods, which remained copies of the western education.

The path developing countries followed to solve their educational problems was simply a linear expansion of formal schooling that proved to be insufficient. They have had to search for other innovative alternatives to make up what the formal system was unable to do (Bishop, 1986: 58).

Fafunwa (1967) has pointed out that "rather than dragging an education system kicking and screaming into the twenty-first century, bold new adventures must be embarked upon" and recommended the following:

> If Africa is to meet the challenge of the late twentieth century and prepare for the twenty-first, it will have to take giant steps and covers in twenty years.... The answer does not lie in increased budgets and numbers of personnel alone, but in adopting a radical or unconventional approach to the question of finding solutions for Africa's problems (in Bishop, 1986: VII).

The remedy for the ill according to Coombs (1985) and Bishop (1989) and many others is also "re-fashioning of education" a new

way that combines the best of the old and the modern, to form new integrated systems of teaching and learning that fits into the twenty first century.

2.5 Innovative Search for Alternative Paths to UPE

The incapacity of the formal school systems to reach, let alone to educate the vast majority of rural children in Sub-Saharan Africa and South Asian countries became apparent in the 1970's and 1980's (Lockheed and Verspoor, 1992 in Gibbon, 1998). Realizing the expanding school age population and the substantial resources required, educational planners have turned their face to a variety of innovative solutions that help to increase the provision of educational opportunities in a shortest possible time and with available resources. Though not fully materalized, in many of the developing countries policy response efforts have been made to make education a right through legislative actions to be free and compulsory at least in the primary level and be equally accessible to all (Prather, 1991). With regard to program responses, some positively qualified innovations experienced in many parts of the world include:

i) Adoption of double or multi-shift arrangements where there is a shortage in school spaces or where children cannot afford to learn full-day as the case in Chile and Venzuela (Schiefelbein and Frell, 1975 in Bishop, 1989).

ii) The use of educational resources through out the year (including holydays and during vacations). Success cases include countries such as Bahia, Brazil, Cuba, Botswana, Lesetho and Swaziland (Bishop, 1989).

iii) Adoption of larger class size in areas of high student population density (Cummings, 1986; Bishop, 1989).

iv) The multigrade approach for sparsely populated areas and where the number of children in a given class is minimal.

This approach has enjoyed considerable success in Colombia 's Escuela Nueva (Prather, 1991; Torres 1991 in UNICEF, 1993).

v) School mapping and adoption of small feeder or satellite schools. The strategic placement of schools nearer to the homes of children have been proved successful particularly for girls where distance from the school is a deterrent to educational access and attainment. Successful cases include Egypt, Philippins and Indonesia (Prather, 1991).

vi) Starting school latter or increasing the age of entry to schooling is also recommended as a cost saving alternative. Burkina Faso and Tanzania are the case in point (Bishop, 1989). However, this option is strongly rejected by psychologists and proponents of early childhood development.

vii) Adoption of lower capital cost. This option encourages countries to construct school buildings with locally available resources and indigenous knowledge. Bishop (1989) mentions Mexico as an example which succeeded to construct alternatively designed attractive primary schools with cheap, affordable and prefabricated local materials drawn on community resources. Mehrotra and Vandemoortele (1997) puts Mali as exemplary action in Sub-Saharan Africa.

viii) Reduction in teacher costs: costs related to teachers pre-service training and salary are said to consume a huge amount of educational budget. Instead of investing in long initial teacher trainings it is worth for developing countries to resort on inservice trainings and the use of paraprofessionals and even peers to expand educational opportunities for the needy (Bishop, 1989, Cummings, 1986; Mehrotra and Vendemoortele, 1997).

ix) The Traditional Indigenous Education System: The traditional indigenous education institutions that exist under different denominations (Budhist Temple Schools in Asia, African bush Schools in Liberia, Islamic Schools in Asian and African countries, Church Schools in Ethiopia) constitute elaborate systems that have been maintained outside the conventional system.

They are often forgotten and overlooked by educational planners, decision makers and researchers (UNICEF, 1993). However, today, it seems that there is an increasing interest among EFA advocates to use these indigenous educational institutions as a viable option in promoting UPE.

x) The Non-formal Approach: The non-formal primary education program which is flourishing with a marked increase throughout the world particularly in South Asian and African countries has became a major trust in universalizing primary education in the third world settings (UNICEF, 1993). Bangladesh's BRAC non-formal primary education is one of the best known and widely imitated prototype in educationally backward countries.

As noted by UNICEF (1993) research has also indicated the greatest potential of the non-formal education approach to trigger change and innovations even within the formal school systems as proved in Colombia 's Escuela Nueva and many other Latin American countries.

2.6 Non-formal and Non-government Approaches to UPE

2.6.1 What Makes Non-formal Education Popular

The upsurge of interest in non-formal approaches to learning seems to be the wedge that promises an opening to a wider view of education that extends beyond the traditional structures and functions of the school system (Ahmed, 1975). According to Ahmed (1975) and Coombs (1985) two important factors - the pressure on resources and the inadequacy of present educational structures have combined to spur a growing interest in new avenues of education that go beyond the conventional formal system.

Since then, non-formal education gained popular currency and began to be treated as separate and expanding area of educational

development and critiques of the prevailing pedagogical and managerial paradiam (Sheffield, 1974, in Gibon, 1998). As cited by Gibbon (1998) today there are six distinct categories of non-formal education of which four of them are identified by Coombs and Ahmed (1974), one by Sinclar and Lillis (1980), and one by Myers (1992) and Wood (1991). Gibbon (1998) has further noted that, these categories readily conform to the "lifelong learning schema" posed first by Yeaxalee in 1929, then by Coombs and others in the 1970s to include (i)Early childhood development; (ii) Community schools and out-of school education; (iii) Youth development and adult non-formal education; (iv)Adult literacy; (v)Agricultural extension and farmer training, and (vi) Community development and adult non-formal education (Gibbon, 1998: 104)

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

2.6.2 The Nature and Purpose of Non-formal Education

The Non-formal Primary Education (NFPE) programs are aimed at out-of school children/youth covering both the non-enrolled and the drop outs, mostly in rural areas. It has proven its potential to serve gender or regional disparities addressing a very specific groups (girls, working children, street children, orphans, refugees, nomads, etc.) In most cases NFPE draw experiences from adult education programs and attempting to establish links with conventional systems and other community development programs (UNICEF, 1993).

John Hillard (1973), has given a very broad and yet succinct description of non-formal education as follows:

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

Thus, non-formal education presents a wide array of magnitude and scope, mode of delivery, curriculum, pedagogic approaches, management and relationships with the regular school system.

Among the success stories of innovative alternative non-formal primary education programs identified and disseminated through out the world as a major thrust for achieving quality universal primary education in the third world countries the following can be mentioned.

i) Colombia's Escuela Nueva (the New Schools);
ii) Chile's Program De Las 900 Escuelas,
iii) Mexico's Curusos Communitorios'
iv) The BRAC Non-formal Primary Education;
v) The village Schools of Mali,
vi) Community Schools of Egypt;
vii) The IMPACT Prototypes of the Philippines,
viii) Zimbabuwe's Educational Reform;
ix) The PROPEL of India and

x) Many other community schools being revived in African and Asian countries UNICEF: 1986: Gibbon, 1998).

2.6.3 Areas of Priority Attention in Program Delivery

The 1990 Jomtien's Education for All (EFA) initiative redefined universal primary education (UPE) as not mere enrolment or number of years in formal schools, but as meeting the basic learning needs of children. The means for meeting these basic learning needs of children cannot also be referred to formal schools alone. UNICEF (1993) has noted three main standards of organizational and institutional arrangements that can equally serve the purpose of UPE. These are:

i) The Regular School Systems
ii) The Traditional Indigenous Education Systems and
iii) The Non-formal Approaches.

All the three systems are found in all countries operating under a specific context with different emphasis and strategies. As underlined by UNICEF (1993) all can be utilized for achieving UPE provided that the latter two alternatives meet three essential conditions (i) quality (same standard of learning as formal schools, (ii) linkage with the regular school system and (iii) adequate support -human, technical and financial (Coombs, 1985; Bishop, 1989; UNICEF, 1993).

Therefore, as emphasized by the WCEFA (1990) serving the basic learning needs of all children requires more than a recommitment. "What is needed is an expanded vision that surpasses the present resource levels, institutional structure, curricula and conventional delivery systems while building on the best in current practices" (in Haggis, 1995: 10). As elaborated in articles 1-7 of the World Declaration on Education for All (EFA, 1990) the

priority areas for attention in dealing with universal primary education are:

i) universalizing access and promoting equity in view of reaching the unreached and underserved in order to address their fundamental right for survival and growth.

ii) Focussing on learning: getting children into school is only part of the battle, helping them to survive and learn is the other. Thus, actual learning acquisition and out-come should be stressed, rather than mere enrolment. Thus, conditions must be sought to keep them there not to drop-out, perform better and continue learning. School quality improvement and relevant curriculum have been found a popular response (Partner, 1991).

iii) Broadening the means and scope of basic education to create a lifelong education system also becomes necessary to apply all variety of delivery systems and available instruments and channels of information, communication and social action to educate the public (WCEFA, 1990 in Haggis, 1995; UNICEF, 1993).

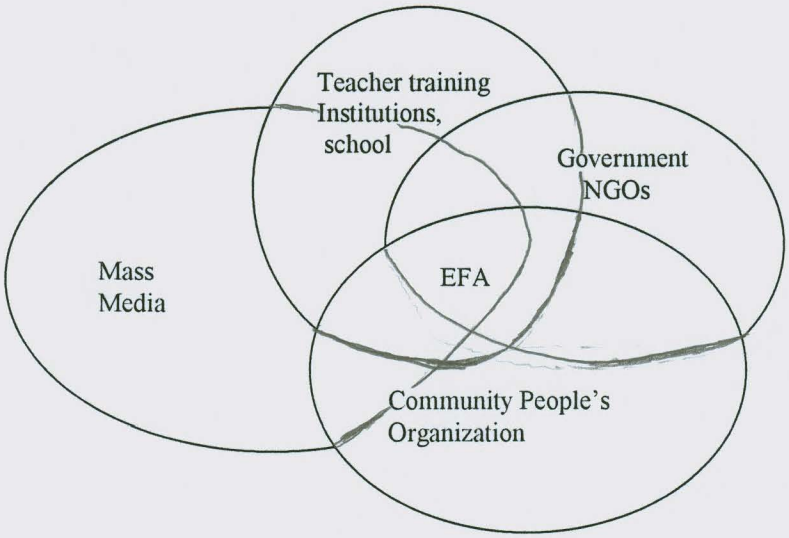
iv) Enhancing the environment for learning; which consists of a variety of complex factors within the school, home and community that may affect children's capacity to learn (Haggis, 1995). Both demand and supply factors need to be considered to create a learning environment of "warmth and viberancy" (WCEFA, 1990 in Haggis 1995).

v) Strengthening Partnerships. The multisectoral nature and scope of education necessitates to consider what new and revitalized partnerships are required to promote the basic learning needs of children and adult learners.

The broad redefinition of basic education has necessitated non-governmental organizations, communities, parents and learners themselves to enter into a genuine partnership, one that contributes to planning, implementing, managing and evaluating

successful and sustainable basic education programs. Below is a diagram how EFA partnership is envisaged.

Figure 2: Partnership Diagram for EFA



Source:- Haggis, (1995: 5) (ed.). The Education for All Teacher-Training Package, Vol.1 UNESCO/UNDP

2.6.4 The Role of NGOs in Promoting EFA

It is clear that there are very large numbers of children in developing countries, particularly in rural areas, that are deprived of opportunities to satisfy their minimum learning needs. It is also clear that so long as the educational efforts and resources of developing nations are restricted mainly to the government led formal education, there is little prospect to open up educational opportunities on a large scale. The efforts of the government alone cannot do all developmental needs of the society such as education. According to Ahmed (1975) if that trend of focussing only on the formal school system and government alone tries to provide the ever increasing learning needs of the population, there is little possibility of building a national learning system that can meet the population's essential learning needs.

Therefore, governments require to work in partnership with others such as NGOs in order to extend their capacity to meet the challenges of providing primary education for their children. The good will, resources, wisdom, knowledge and experiences of communities and NGOs are the fertile grounds on which the tree of empowerment and sustainable development can grow and bear fruits.

As noted by Cummings (1998) NGOs have greatly increased over the past decade contributing and spending a huge resources on educational innovations attracting governments, bilateral and multilateral organizations in their positive results.

NGOs are suitable for educational innovations due to their unique characters such as flexible management system, their commitment towards the causes of the poor and the disadvantaged. They are also said to be less bureaucratic, focused, effective and efficient (they can get more work for less resources) and tend to follow a decentralized pattern of organization grass-roots approach (Commings, 1998).

However, Cummings (1998) have pointed out some weakness that are likely seen in the areas of technical capacity, strategic planning, managerial and organizational competence and resource base to systematically experiment and scale up successful programs.

Despite this fact recently some NGOs have developed impressive managerial and technical capacities including the ability to scale up in promoting educational opportunities in many of the developing countries. Several large scale innovative alternatives in primary education have taken place in Asia, Africa and Latin American countries particularly in the non-formal approach after the 1980s (Lockheed and Verspoor, 1991 in Gibbon, 1998; Prather, 1991).

2.7 Review of Selected Experiences

As noted by Prather (1991) two approaches seem to predominate in the delivery of alternative primary education programs. One using the formal primary school curriculum as its base, tailors the educational program to meet parental and student needs, essentially resulting in the development of an alternative primary education model. The other, perhaps closer to the origins and traditional philosophy of non-formal education combines basic literacy, numeracy and life-skills and does not necessarily aim at replicating the goals of formal school system. Some selected case examples are highlighted below:

2.7.1 Escuela Nueva: An Alternative Learning Program for Rural Children in Colombia

The Escuela Neuva (the New School) Program of Colombia has become one of the standard references of innovative primary education program through out the world in counterbalancing the growing tide of criticism and skepticism about the formal school system (UNICEF, 1993).

The educational publications of international organizations such as UNESCO, the World Bank, UNICEF, non-governmental organizations and known researchers have recommended Escuela Nueva as a model experiment to be tried in other developing countries. For example, UNESCO (1986) has described Escuela Nueva as an "experience of unquestionable value" (in Levin and Lockheed, 1993: 65; Torres, 1991 in UNICEF, 1993: 4). The World Bank has also stated that the lesson to be drawn from Escuela Nueva deserve to be widely disseminated among educational planners (Torres, 1991 in UNICEF, 1993: 4).

As described by Rojas and Castillo (1989), Schiefelbein (1991), Psacharopoulos et al. (1992), Levin and Lockheed (1993) Torres (1991 in UNICEF, 1993) and UNICEF (1992) Escuela Nueva is a proof

that flexible, non conventional education can get rural children into school and keep them there. More than just Escuela Nueva has been identified as an integrated and comprehensive system of curriculum development, teacher training, administration, and community mobilization.

Escuela Nueva appeared as a response to the challenge of rural primary education in Colombia which was characterized by low access, poor quality and irrelevant curriculum (Rojas and Castilla, 1989; Psacharopoulos et al., 1992).

In its two decades of existence, Escuela Nueva has gone from local experiment to national policy, successfully introducing innovations within the formal school network to serve rural children and expanding to other Latin American countries (Rojas and Castillo, 1989; Schiefelbein, 1991; Torres, 1991 in UNICEF 1993; Psacharopoulos et al. 1992; Levin and Lockheed, 1993). The endeavor to depart from the conventional teaching learning practice (top-down management, authoritarian leadership, rote and passive learning and the attainment of higher levels of achievement than in the traditional schools have been crucial and constant elements that credits Escuela Nueva in its development.

Escuela Nueva's success is the result of a number of innovations including multi-grade teaching, detailed teachers' guides and lesson plans, continuing teacher training and supervision and involvement of the community. Through its innovative approach, Escuela Nueva has turned the traditional disadvantages of rural areas into advantage and has proved to be a model system for improving the lives of rural children (Rojas and Castillo, 1989; Schiefelbein 1991; Torres 1991 in UNICEF, 1993; Psacharopoulos et al., 1992; Levin and Lockheed, 1993; UNICEF, 1997).

Schiefelbein (1991: 37) has presented two lessons from research evidences that educators can draw:

i) Escuela Nueva was found to be both economically and educationally feasible to rise quality in public schools working in deprived areas, and

ii) The strategy and activities required for succeeding in a future similar experience must be carefully planned and experimented.

2.7.2 PROPEL, A Non-formal Education Project for Rural Children in India

Recognizing that the conventional education system could not attract children from the disadvantaged groups and understanding the importance of flexibility and relevance in the educational system, and of community involvement for spreading and organizing primary education the government of India developed a workable model of non-formal education project called PROPEL (Promoting Primary and Elementary Education Project in 1985 (Chamberlian, 1994).

The project was evaluated by the University of Bombay in which the project was credited for its relevant curriculum, developed towards village life supplemented by subject games, creativity, aesthetics and songs (Prather, 1991) focusing on numeracy general knowledge and life skills (UNICEF, 1993) attractive and flexible teaching-learning materials, (such as show and tell materials and note books called "our village") good training given for locally-selected para-professional teachers (ten days initial followed by five days every month)and community based management and supervision. According to the survey the project demonstrated a higher benefit at lower costs than those incurred in formal schools (Chamberlian, 1994) and is found to acceptable to educational planners.

The project does not see formal and non-formal primary education as parallel or competing systems, but as complementary ones. The

collaborative effort made with formal school teachers has solved the resistance from formal school proponents which at the initial phase was posed a big problem from educational bureaucracy.

2.7.3 Learning from BRAC's Experience

Bangladesh's BRAC Non-formal Primary Education is one of the best known program (UNICEF, 1993) that has received considerable attention from the Education for All (EFA) community in recent years (Prather, 1993). In response to the request from the rural poor an NGO called Bangladesh Rural Advancement committee (BRAC) initiated the non-formal primary education program for eight to ten year olds in 22 villages of rural Bangladesh in 1985 (Prather, 1991, 1993).

According to Prather (1993) the original objective of the program was to develop a primary education model that could provide basic literacy and numeracy to children (emphasis on girls) who remain unreached by the formal school system within a three years period (Prather, 1991).

Tracing the case studies made by Manzoor Ahmed, Colette Chabbott, Arun Joshi and Rohini Pande (1993) and the publications of BRAC by Mafuz Ullah (1992), Prather (1993) and UNICEF (1993) have summerized lessons from BRAC's experience as presented under.

BRAC's non-formal primary education program (NFPE) is the largest alternative primary education program in Bangladesh and is one of the most promising program in the world. It has demonstrated its effectiveness in its approaches to teachers selection, training, supervision and parent and community participation, student achievement, completion rates and transfer to formal government school system.

Though, the program has the same elements as the conventional educational program such as students, teachers, parents, schedules, instructional sites, instructional approach, and a specified curriculum, its innovativeness lies in its target population, manageable and easy walking distance, teachers selection criteria, shorter initial training (15 days) and monthly refresher training, student-teacher and student classroom ratio (1:30), the mode and reasoned expectation of parents involvement, suitable arrangement of the school schedule to local needs, locally constructed or rented classrooms, use of slate boards for every child, a stool and a metal trunk (desk) and a supply of cabinet for a teacher, a pedagogical approach intended to be student centered and activity based curriculum and classroom based approach (Prather, 1993).

BRAC's sectoral integrated approach has allowed the NFPE program to operate relatively independently. Plans to rapidly expand the program are based on their experience, a combination of perceived need and proven competence, and the approach to management is oriented towards field and learning experiences, strategic management and adequate support from the head office.

Cost efficiency and cost effectiveness has been measured in BRAC schools by comparing costs and student performance. As noted aby Prather (1993) Studies have confirmed BRAC's costs for schooling at roughly equal to that of the government's formal schooling, and student achievement was found to be as much or more than formal school students on basic education and literacy tests.

2.7.4 The Village Schools of Mali

Impressed by BRAC's innovation in basic education and considering the various limitation in formal schooling Save the Children USA decided to adopt the approach whilst adopting to the Malian context. As a result in 1992 the new model primary school called

"Ecole du Village" (Village Schools) was conceived and launched as alternate to formal primary education in the kolndieba District of Mali where access to primary education was only 14 per cent (UNICEF, 1993) with the following general objectives:

a) To reduce the capital and recurrent costs associated with primary education, to enable villagers to fund their own schools.
b) To train villagers as teachers.
c) To increase community involvement in primary education.
d) To develop a curriculum adopted to rural life and integrated with rural development activities.
e) To develop materials in national languages and
f) To assure gender parity at the primary school level. (UNICEF, 1993, UNESCO, 1994)

As noted by UNESCO (1994), the experiment was conclusive. Virtually no absenteeism or dropping out was recorded and equity between the sexes had been respected. The results achieved by the learners also proved very satisfactory - 87 percent of them obtained the pass mark enabling them to go on to the second year and they had acquired a generally satisfactory knowledge of the alphabet and of operation in addition and subtraction. As exemplified by the community the village schools have showed their continued existence by steps taken to establish sustainable funds for teachers salary, maintenance and smooth operation. The EDU has also demonstrated greater demand by neighbouring village for replication with a question to be answered whether the three years cycle guarantee teaching of the desired quality or what lies ahead after a three years in a village school is uncertain. UNESCO's program Education for All, making it work has selected the village school model of Mali as a show case project to promote community based education firmly entrenched in rural areas particularly in Africa.

2.7.5 The Impact Model of the Philippines

Conceived in 1973 by a small group of pioneering educators, in the context of rapid population growth and shortage of teachers the Philippines IMPACT has enabled to increase the student-teacher ratio to over 80-1 by changing the teacher, classroom organization and curricular materials. The IMPACT model designed an approach that used fewer teachers, and new instructional technology of modular learning materials. In the teachers support the IMPACT model introduced an innovation of family ideal and older students where they serve as tutors to help the teacher in instruction of grades 1-3. For advanced grades students learn with self instructional materials and radio program. This innovation was adopted in Indonesia (under the name PAMONG), Liberia, Malesia, Jamica and Cuba (Commings, 1998). The term IMPACT refers to Instruction Managed by Parents, Community and Teachers.

2.7.6 The Community Schools of Egypt

From 1976 to 1984, the non-governmental organization Christian Association of Upper Egypt (ACHE) redefined the schools in their net-work as catalystic centers for community development. Community workers helped teachers act as village change agents, schools served as community centers and ACHE supported a wide range of community development and education activities (Rozen, 1984 in Gibbon, 1998). Links with community development made the school more relevant to community life, and for the first time the school was directly involved in addressing the community's immediate needs (Rozen, 1984 in Gibbon, 1998).

In sum, BRAC and Escuela Nueva models have been widely evaluated, initiated and critiqued since their advent, "a sure sign of their suggestiveness as a model" (UNICEF, 1993) proofing of how to adapt primary education to the realities of rural life (Fiske, 1996, in Gibbon, 1998).

2.8 Key conditions for Success

Success factors in the provision of alternative primary education rests on the following key conditions as evidenced by several research works.

i) A Strategic Approach to Planning and Management

Providers of alternative primary education should be concerned not only with the quantitative analysis, but also with broader settings in which the program would be expected to work and with the process to put the plan into effect. Project planners must be sensitive to the contexts, both general and more narrowly educational in which the plan will be tried. If overlooked the program goes wrong and may become disastrous McKinnon (1973). Thus, organizations need to develop a strategic mentality or out-look (Crosby, 1991) to cope up with the changing world.

As noted by many authors the strategic approach to planning consists of four main elements. The first is looking into the future, recognizing that the environment will change. Thus, by anticipating the future, organizations need to shape and modify the impact of environmental change by seeking answers to the following questions. Where are we now? Where do we want to be at a specified future data? and How to get there? (Crosby, 1991; Bryson, 1995).

The second is to emphasize and account the external environment by critically analysing the political, economic, social and technological dimentions since each of these can either facilitate or constrain the organization as it seeks to accomplish its mission (Crosby, 1991; Bryson, 1995).

Thirdly, organizations need to see themselves and should strive to make a good fit between the environment and the organization including its vision, mission, objectives, strategies, structures,

and resources and attempt to anticipate what will be required to assure continued fit (Crosby, 1991; Bryson, 1995).

Fourthly, since strategic planning is a process, it requires continuous review and monitoring mechanisms for survival and growth (Crosby, 1991; Bryson, 1995).

These strategic approaches for planning and management are closely, linked to what Magnen (1991) referred as feasibility criteria of education projects (educational, technical, socio-political administrative and institutional feasibility).

ii) An Enabling Policy Environment

As noted by UNICEF (1993) governments, policy makers and decision makers have to assume a strong and pivotal role in promoting the diversified educational needs and approaches. They have to establish a clear and workable policies and standards, creating enabling environment for local actions. Furthermore, alternative primary education programs need to be considered as a unified comprehensive system for UPE and should encourage partnerships among all concerned stakeholders.

iii) A supportive Opinion of Climate

Alternative primary education programs such as NFPE are often misunderstood, confused, neglected or overlooked by policy makers, researchers and even by the Ministry itself. Therefore, there should be a clear understanding and appreciation of such programs during initiation, adoption and implementation. Obstacles and difficulties need to be removed through advocacy and social marketing in order to mobilize and sustain a favourable climate of opinion for smooth operation of programs (UNICEF, 1993).

iv) Fostering for Strong Partnerships

Governments need to foster, nurture and harness the involvement of civic societies such as community based organizations, NGOs,

Parents etc. in order to benefit from their comparative advantages. As underlined by WCEFA (1990) the preconditions, elements or "the rules of the game" for effective joint interventions need to be defined and agreed upon.

v) Strong Community and Parental Involvement

Evidences drawn from seven countries (Philippins, Kenya, Bangladesh, Pakstan, Colombia, Venzuala and Bolivia) by Rugh and Bossert (1998); UNICEF, (1993) promoting innovative/alternative models suggest that: The success of alternative primary education mainly depends on strong grass-roots participation at all phases of the program, from design to implementation and evaluation of results. Community participation in need identification, planning, organizing, monitoring and evaluation and decision making is crucial not only in terms of ownership but also for its continuity and sustainability. Thus, creating and coding authority to local people with a productive link to technical experts with clearly identified strategies becomes necessity in such endeavors.

vi) Supportive Structure for Planning and Implementation

UNICEF (1993) has noted that, a supportive structure for planning and implementation i.e. issues related to organization and management, curricula, pedagogy and learning materials both in design and development of objectives, contents, methodologies, learning experiences and evaluation procedures must be taken as a specialized area of intervention, adaptation and improvement. Capacity building and training of personnel becomes crucial when adopting alternative educational programs to compensate for teachers lack of knowledge and experience. The successful pattern as noted by UNICEF (1993) is a short term initial training followed by frequent on the job training and closer supervision and follow-up.

vii) Adequate Resources/Costs

As Ahmed (1975) and UNICEF (1993) underlined NFE should not be viewed as a cheap alternative to the conventional education system. Often, the concept of "cost effectiveness" in NFE is misunderstood (Ahmed, 1975) and many people expect the program to accomplish the mission impossible with few resources and input(UNICEF, 1993). Though the NFE approaches by their nature de-emphasise capital costs, they require grater inputs such as relevant curricula, basic school facilities for quality instruction adequate financial, manpower and material support, critical to the teaching learning process and results (training, instructional materials, monitoring and evaluation) (UNICEF, 1993) that are culturally appropriate and affordable.

viii) Assessment of Learning Achievement

Non-formal Primary Education programs should primarily define the basic minimum learning needs in terms of literacy numeracy and basic life knowledge, skills and attitudes together with the development of appropriate assessment methodologies and tools, that can demonstrate learning results (UNICEF, 1993), BRAC's Assessment of Basic Competencies (ABC), which is simple and rapid is a pioneering attempt to assess reading, writing, arthemetic and essential life knowledge and skills which would be applicable to both formal and non-formal components of primary education.

ix) Taking Advantage of Modern and Traditional Media Potential

All forms of instructional media should be used as a fundamental allies in UPE approach at least in complementing instructional tools; up-grading the knowledge and skills of educational personel and keeping and motivating moral and professionalism; and for advocating, informing and shaping public opinion (UNICEF, 1993).

x) Expansion and Replication of Innovations

Educational innovations are susptable to change, are full of uncertainty and often resisted in many cases during initiation and

implementation especially the ones managed by NGOs. Furthermore, Pilot projects are confused with projects and become a mater of controversy on one hand and massive programs that are implemented without adequate experimentation or hurried scaling-up of emerging new small scale programs creates unprecedented difficulty on the other. Therefore, a balanced approach that can draw lessons from tested experiences, tailoring it to the specific context in view of large-scale expansion and replication is a wise move and decision (UNICEF, 1993).

xi Addressing Disparity

In view of the specific contributions entailed in NFE to address educational disparity in promoting greater access and equity it should be designed strategically to answer the specific realities and needs of the disadvantaged (UNICEF, 1993).

xii) Linkage to and Thinking Beyond Primary Education

If an alternative primary education approaches have to play an effective role in the EFA effort they need to be tailored and linked to the formal school system. Since basic education is meant to build the foundation for life-long learning lower primary schooling need not be viewed as a terminal and the sole educational opportunity. As noted by UNICEF (1993) continuing post-primary educational alternatives should not be lost site to accommodate future demands (UNICEF, 1993, Prather, 1991).

2.9 The Situation of Primary Education in Ethiopia

Modern education in Ethiopia began to surface by the advent of Christian missionaries in 1906 (Solomon, 1997) in Ethiopian and the first government school was opened in 1908 by Menelik II in Addis Ababa (Seyoum, 1996). Seen from historic perspective, it is therefore, ninety two years since formal schooling began in Ethiopia.

Starting from the time of Menelik II, it seems that the comparative advantages of education and the role that the educated society plays in the political, social, economic and cultural development of a nation was recognized by the ruling elits, as a result of which the desire for universal primary education has been frequently expressed throughout the 20th century. However, todate there are about 60% of school age children without access to primary education. Most of them are girls and rural children.

On top of that, decline in quality, wastage in the form of drop-outs, repeaters and failures, educated unemployment, inequalities between different social groups, disparities between boys and girls, between rural and urban and among regions are features that characterize the Ethiopian education system (TGE, 1994; Tekeste, 1990, 1996).

Though it was not given due attention, the warning signals of the limitations and inherent problems of the Ethiopian education system were pointed out as early as the 1950s.

2.9.1 Policy and Program Responses

In view of achieving UPE successive governments from the time of Menelik II have laboured a lot to expand basic education and several Policy initiatives have also been issued. Zeleke (1999) has identified thirteen policies that were made known to the public.

Alternative program responses specifically designed for primary education may include the 1972 Education Sector Review and the community education centers of Majete and Debre Birhan established in 1957 with the aim of expanding "Community Schools for Basic Education (NLCCC, 1984 in Zeleqe, 1999). Nevertheless, except in the Education Sector Review of the 1972, the concept of non-formal approach for primary education was not cultivated for the

education of children except that it was instrumental in recording good adult literacy achievement.

Though it was not specifically designed for children, adult education programs such as the "Fidel Serawit Campaign (National Literacy Campaign (1957-1962), the 1968-1973 UNDP/UNESCO Pilot Program, the "Edget Behibret Zemecha(The National Work Campaign Through Cooperation) in the mid 1970s,"Biherawi Yetimihirt Zemecha"(National Basic Education Campaign from 1979-1990 have benefited some children to read and write (Solomon,1997;Abebe, 1998).

2.9.2 Current Trends

After the Over throw of the Military government, the Transitional government of Ethiopia has issued a New Education and Training Policy in 1994. As entailed in the policy document the Ethiopian Education system is now divided into the formal and non-formal sub-sectors. The formal sub-sector comprises academic and technical training beginning from kindergarten upto the territory level, while the non-formal sub-sector covers a range of basic education and skills training targeted at the adults and out of school children and drop-outs (TGE, 1994).

In the policy document and the education sector strategy, the crisis of Ethiopian education has been thoroughly analyzed and digested. With regard to the contribution of non-formal education the strategy states that:

> In a country such as ours non-formal education has to play a prominent role in satisfying the demand for education by the community and the requirements of the country. The non-formal education in Ethiopia at present is run on ad hoc basis and misdirected in its goals and this must change (TGE, 1994: 2).

In the policy it is stated that, the non-formal education system, which was in existence since the start of modern education is lacking proper direction and appropriate organization. Furthermore, it is noted that non-formal education is not well coordinated with the formal system, that resulted in inefficient utilization of facilities and inputs (TGE, 1994: 7).

This implies the New Education and Training Policy has recognized the fact that, formal schooling alone can not do the lifelong education process. The policy has reflected the need to search for alternative strategy of non-formal education to fill the gap that the formal education system has failed to accomplish.

However, there are many problems that seek solution through research findings. At present it seems that the meaning and understanding of non-formal education in Ethiopia is surrounded by confusion and misunderstanding at various level of implementation. Among which the following can be mentioned. The absence of a clear definition of non-formal education, the what it is for? and what it is not? the linkage and structural issue, the target group, the curriculum, purpose, mode of delivery, approaches and the supportive climate etc. are not yet worked out and properly conceived (Tekeste, 1996).

Some of the issues are reflected by Tekeste (1996) and can also be seen in relation to authorities. As stated on the policy document (TGE, 1994: 15-16) "Non-formal education will be provided beginning and parallel to basic education and at all levels". But, Coombs (1985: 23) has clearly indicated that, non-formal education does not constitute a distinct and separate educational system parallel to the formal education, rather, non-formal education is simply a generic term covering any organized and systematic educational approach outside the formal arrangements and as such should be seen as a complement or a supplement integrated with the formal system.

However, whatever the reason may be the translation of this declaration into the development of action plans has favoured the formal and disregarded the non-formal approach. This can be clearly inferred from the Education Sector Development Program of Ethiopia. Apart from the expansion of the formal primary education the alternative option of non-formal primary education is not emphasized in the document. What was written in the policy is not reflected and applied in the action plan.

Though the Five-year ESDP plans prepared by the regions included non-formal education as a strategy to complement a range of basic education and skill training programs for out-of school children youth and adults, the targets, personnel, organizational arrangements and the source of budget are not clear.

A review of the regional plans bring into focus some of the shortcomings with regard to the planning and implementation of the non-formal education programs. These include:

i) Lack of appropriate support structure, for planning, community mobilization and implementation,
ii) Inadequate attention to organizational, administrative, and management issues,
iii) Insufficient provision for capacity building and training of personnel, in planning administration, pedagogy, curriculum, supervision, and evaluation at different levels.
iv) Inadequate resources for equality improvement interventions.

From this we can infer that, the provision of primary education through non-formal mode of delivery, if at all existed in the policy documents, was neither developed nor was seriously taken as an alternative means of addressing the ever-growing demands for basic education. Therefore, it can be concluded that, the road towards primary education in Ethiopia is still highly tied to the traditional way of schooling in the face of scare resources and fast population growth that can not be met in the near feature.

Three years back Takeste has remarked that, the overall move and line of thinking at present is not even any better than what it was in the past and, concluded that:

> The state of non-formal education (in Ethiopia) is in a far worse state now than what it was in the earlier system. The newly promulgated education and training policy says very little on non-formal education. Literacy campaigns which had been the flagship of the earlier regime have now virtually stopped. The various non-formal education programs such as the Community Skill training Centres (CSTC's), and Basic Development Education (BED's) have nearly disintegrated and are not even reported in the Annual Education Abstracts. There is a clear trend with in the MOE that non-formal education is of less strategic importance for the development of the country, the MOE puts all of its emphasis on formal education.

The argument of Tekeste (1996: 11) is based on three major premises. The first is that, "it is morally wrong and economically unjustifiable to invest scare resources on the formal education system whose contribution to the development of the society is at best tenuous and at worst irrelevant." The second is that "there is a little respect for formal education by the rural population", and the third premise is that the perceived development efforts may succeed only when they are responsive to the needs of the actors, capitalizing on the timely adjustment of the education system to the need of the rural population.

CHAPTER III

BACKGROUND INFORMATION OF THE PROGRAMS

Attempt has been made to review all the programs under the study by provider inorder to develop better understanding about the main innovative features of the programs. Accordingly a brief description of background information and the main features of program elements of each organization is provided below followed by a summary figure (figure 2).

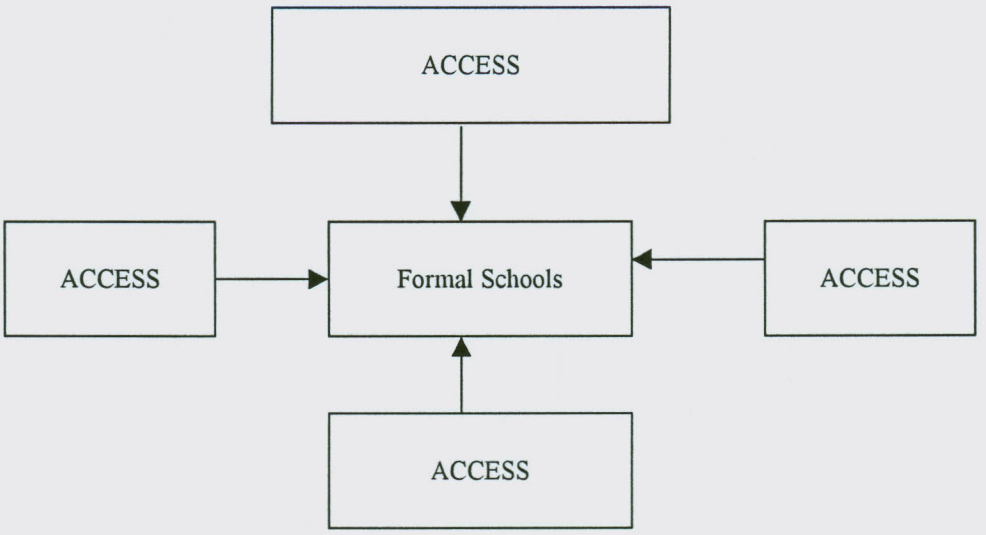
3.1 ACCESSS-Action Aid Ethiopia

ACCESS is an innovative non-formal primary education program initiated by Action Aid Ethiopia in 1989. Action Aid Ethiopia (AAE) is a UK based international NGO with a vision "a world with out poverty". Its mission is to "eradicate poverty by working with the poor and marginalized people" to enable them exercise greater control over their lives (AAE, N.D.)

An alternative primary education program called ACCESS is designed to address the basic learning needs of disadvantaged children in Ethiopia. The over all aim of ACCESS is to provide better opportunities in basic education for out of school children by establishing ACCESS centers that would serve as a "feeder" or "satellite" to formal school education (AAE, N.D.)

The program became functional in Dalocha (Gurage Zone) and Mareqa Gena (North Omo Zone) of AAE's operational areas since 1991 and 1994 respectively. The term ACCESS stands for Appropriate, Cost-effective, Center for Education within the School System and is symbolized by the following model as a feeder school program to formal schools.

Figure 3: Access Model of the AAE



Source:- Ahmed Ali (1997). ACCESS A New Approach to Children's Education: Task Analysis and Suggested Strategies. Addis Ababa: AAE.

As a program ACCESS is guided by a set of twelve general principles: community participation, flexibility, accessibility, adaptability and relevance, linkage with formal schooling, cost effectiveness, local resource focus, program integration with other development works, sustainability, curriculum integration, learning centered approach and gender equity (AAE: ND).

The Objectives of ACCESS-AAE

As a "feeder" school program ACCESS-AAE has the following three main objectives.

i) To provide primary school education (equivalent to grade 4 level) to children (7-14 year olds) who lack the opportunity of schooling in the formal primary schools as a basis for further learning or improved life.

ii) To promote access of girl's to basic education.

iii) To reinforce and strengthen formal primary schools through the feeder school programs in order to boost up enrollment,

decrease drop-outs and share innovative experiences and practices (AAE, ND).

3.2 ACCESS-RCWDA

ACCESS-RCWDA is a replication of ACCESS-AAE adopted by Rift Valley Child and Women Development Association (RCWDA) in three of its operational weredas of East Shewa Zone (Adami Tulu-Gido Combolcha and Arusi Negele Weredas) and Arsi Zone (Ziway Dugda Wereda) in twenty three learning centers catering service to about 3,318 children (RCWDA, N.D)

RCWDA is an indigenous, non-governmental and non-for profit secular organization that works for the promotion of the welfare of the poor in fulfilling their basic human need focussing on children and women. It was legally recognized in 1994.

The vision of RCWDA is to "contribute towards the development of productive, sustainable and self-governing society", having a mission "to ensure sustainable development and improved quality of life of the marginalized people" through a need based grass-roots development approaches.

As its basic philosophy RCWDA is guided by: genuine and mutual partnership, humanity, neutrality, equity, equality and empowerment principles.

The objective of ACCESS-RCWDA

The objectives of ACCESS-RCWDA include:

To improve the educational status of the target community through the establishment of rural community owned and managed education institutions that will provide basic education to children and adults (RCWDA, N.D.)

3.3 Non-formal Primary Education of SDP/SZED

The Non-formal Primary Education Program of the SDP/SZED is a program initiated to ensure access to basic primary education in the Sidama Zone of SNNP in 1998 in view of accelerating universal primary education.

As stated in the 1998 strategic document of the Non-formal Primary Education Program (NFPE) "assuring of a life free of illiteracy where all have equal access to education" is an articulated vision of the program. The Mission statement also reads as "provision of education to all people in the Sidama Zone inorder to produce quantitative and qualitative skilled human resources". The major aim is to provide access to education through appropriate community based management systems.

The guiding core values and principles followed include: democratization of education, gender equity, equal access, relevance of education and community participation (SZED, 1998).

The Objectives of the NFPE of the SDP/SZED

The objectives of the NFPE of the SDP/SZED include:

i) To promote culture, language and positive attitudinal change in Sidama Society.

ii) To provide basic primary education for those who did not get the chance of formal schooling aged (8-10years) and/or dropped out from formal schooling aged (11-14) for various reasons (SZED, 1998).

3.4 The Life-Glow School Project of KCYDS

Life-Glow School Project (LGSP) is an alternative learning program for out-of school children in rural Ethiopia initiated by Kangaroo Child and Youth Development Society (KCYDS) in 1998.

KCYDS is a local non-for profit society founded in 1998 by educators and civil servants who responded to the felt need for

alternative access and better quality education that meets the basic learning need of undeserved children in Ethiopia.

With a vision to see a literate society in Ethiopia the society aims at striving to promote access to quality basic education. The Mission of KCYDS is to promote Education for All through innovative community based basic education programs as well as through development of village economic development projects.

Since its formal recognition in 1997 KCYDS undertook a three years project that promotes an alternative learning program for out-of school children, youth and adults. "Life-Glow School Project" is the program name denoting the alternative basic education program. Currently three pilot projects are being implemented by the organization in North Shewa Zone (Suluta wereda) and Bale Zone (Dodola wereda) in the National Regional State of Oromia (Fiaux, 1999).

The major guiding principles to be followed as mentioned in the strategy document are active community participation intergenerational learning, schools within the reach of the community; low cost and attractive learning environment; flexibility; adaptability; and use of local resources and role models.

Objectives of the Life-Glow School Project (LGSP)

The objectives of Life-Glow School Project of KCYDS include :

i) To develop an alternative learning program for out-of school children youth and adults in the Ethiopian context.

ii) To conduct innovative experiments/pilot programs in basic education that fits into the needs of rural children and expectation of parents.

iii) To strive to promote girls participation with at least 50 percent enrolment in the pilot programs.

iv) To adopt and advance intergenerational and active learning as a viable strategic approach to quality basic education.

Figure 4: Summary of Background Information of the Sampled Organizations

	Function	Organization			
		AAE	RCWDA	SDP/SZED	KCYDS
1	Year of establishment	1987	1994	1998	1997
2	Type of the organization	International NGO	Indigenous (local) NGO	Indigenous (local) NGO and Government	Indigenous (local) NGO
3	Sectors of activity in education	. Primary Edu. . Functional Adult Literacy	. Primary education Adult-functional literacy	. Primary education	. Pre-education . Primary education . Parent education
4	Legal status	Registered	Registered	Registered	Registered
5	Status of the education program (maturity level)	9 years	3 years	3 years	3 years
6	Operational area/Country Region Zone Wereda	. SNNP . Gurage, N. Omo . Dalocha, Mareqa Gena	. Oromia . E.Shewa, Arusi . Adami Tulu, Arusi Negele & Ziway Dugda	. SNNP . Sidama . All weredas (9) in Sidama	. Oromia . N. Shewa, Bale . Sululta, Dodola
7	Vision	A world with out poverty	. Productive, sustainable and self-governing society.	. Life-free of illiteracy	A world of literate society
8	Mission	Poverty eradication	. Ensuring sustainable development	. Provision of education for all	Promotion of education for All
9	Major sources of income in cash or kind	. Project grant . Community	. Project grant . Community	. Project grant . Community . Government	. Project grant . Members contribution . Community . Government
10	Major partners in promoting educational programs		. Action Aid Ethiopia . Pact-Ethiopia . CRDA	. Irish Aid	. SC/USA . JICA . Regional Educ. Bureau
11	Program initiators	Action Aid Eth.	Action Aid Ethiopia	Irish Aid	Local group
12	program type	Non-formal	Non-formal	Non-formal	Hybrid

Table 1 The Major Social and Economic Role of Children by Program and Area of Operation

Function	Responses in Rank Order							
	ACCESS-AAE N.OMMO (SNNP)		ACCESS-RCWDA E. SHEWA (OROMIA)		NFPE-SDP-SZED SIDAMA (SNNP)		LGSP-KCYDS N.SHEWA &BALE (OROMIA)	
Major social and economic roles of children	No. (fr)	Rank	No. (fr)	Rank	No. (fr)	Rank	No. (fr)	Rank
a) care of siblings	14	3	15	3	15	3	12	4
b) care of live-stocks	13	4	19	1	13	4	17	1
c) farming	17	1	14	4	17	1	14	3
d) house hold works	15	2	16	2	16	2	16	2
e) marketing/pity trade	12	5	12	5	10	5	8	5
f) bonded labour	-		-		-		-	-
g) no occupation	-		-		-		-	
h) others	-		-		-		-	

* No = Number; *fr = Frequency

* The rank order was based up on the number of frequency counts, of the respondents

As responded and depicted in table 1 above the major social and economic role of children in the operation areas of ACCESS-AAE and NFPE-SDP was similar. Farming, household works, care of siblings, care of live stocks and marketing were the major social and economic role of children in that order. The similarity could be related to their economic and geographic proximity, as both programs are operating in the SNNP Regional State. In the other two program areas ACCESS-RCWDA and LGSP-KCYDS that are operating in the National Regional State of Oromia there seems a slight difference. This might be due to differences in the primary occupation of the population that require children to perform specific tasks in the process of earning a livelihood. Care of livestocks was indicated as the major child role in the sampled weredas of Oromia. Bonded labour was also mentioned in this region that might be related to hiring of children for cattle rearing. In sum, the table reveals the fact that the major social and economic role of children is highly tied to farming (in SNNP) and care of

live stocks (in Oromia). The second major role of children was found to be household works followed by care of siblings.

Table 2: Major Factors Affecting Primary Education Participation by Program Area in Rank Order

Function (Factors)	Responses in Rank Order							
	ACCESS-AAE (SNNP)		ACCESS-RCWDA (Oromia)		NFPE-SDP-SZED (SNNP)		LGSP-KCYDS (Oromia)	
	No. (fr)	Rank	No. (fr)	Rank	No. (fr)	Rank	No. (fr)	Rank
a) distance	17	1	18	1	15	1	16	2
b) poverty	15	3	15	3	3	3	15	3
c) poor quality	10	7	10	6	10	6	9	7
d) curriculum relevance	12	6	9	7	9	7	10	6
e) culture/social belief	14	4	14	4	12	4	12	5
f) awareness	13	5	12	5	11	5	13	4
g) opportunity cost	16	2	17	2	14	2	17	1
h) direct education cost	9	8	7	8	3	8	6	8

* No = Number; *fr = Frequency

* The rank order was done based up on the number of frequency counts.

Table 2 seems to conform what has been indicated in table one. It reveals the fact that the major economic and social roles of children has a negative influence on the participation of primary education.

Table 2 shows the major factors affecting the participation of primary education in the sampled areas. Distance and opportunity costs were found to be the two major factors affecting primary education participation in Sidama Zone and Mareqa Gena weredas of the SNNP Regional State and Rift-valley areas in Oromia respectively, while opportunity costs (the need for child labour)

and distance was reported to be the first and second major factors affecting student participation in Sululta and Dodola weredas areas of Oromia National Regional State. Direct educational costs were not mentioned as a problem in all the sampled project areas. Since parents have been made free from paying school fees, text-book rent and some other compulsory contributions, direct education costs might have been considered insignificant to affect the participation of primary education.

Table 3: Reasons for Program Initiation by Providers in Priority Order

Function	Responses in Rank Order			
	ACCESS-AAE	ACCESS-RCWDA	NFPE-SDP-SZED	LGSP-KCYDS
a) to promote access and address equity	1	1	1	1
b) to improve school facilities	-	-	-	-
c) to enhance teacher performance	5	5	5	5
d) improve school management	4	4	4	4
e) to improve internal efficiency	3	3	2	3
f) to promote educ. relevance	6	6	6	6
g) to mobilize community and resources	2	2	3	2
h) others	-	-	-	-

* The priority order was set by the project managers of each program.

Responses on the reasons for program initiation as responded by program providers touches all important areas required in primary education. Though the focus slightly vary in the second and third choices all providers have assumed similar reasons for program initiation.

Promoting access and addressing equity are the major priority area of attention for program providers as illustrated in table 3 followed by community mobilization except in the NFPE program of SDP/SZED. This priority might have stemmed out from the moral and ethical rationale to promote basic education for all in the

endeavor to guarantee the right of all children to education and can be considered as a main reason for the existence of the organizations as reflected in their mission statement. As access and equity to basic education are the most urgent priority areas for the EFA community, the reasons and prioritization of these issues looks reasonable. However, it should not be at the expense of other elements.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

4.1 Characteristics of the Study Population

Two categories of respondents were involved in responding to the questionnaire. These were policy and decision makers (the planning team of alternative primary education providing agencies and desk officers of partner organizations) on one hand, and implementers (supervisors and head teachers) on the other. All the respondents included in the study were active participants in the program as planners, decision makers, supervisors and head teachers.

Out of 91 questionnaires prepared and distributed 73 (80.2 percent) were filled out and returned. Of these 16 (22%) were planners, 21(29%) were decision makers, 12 (16%) were supervisors and 24 (32%) were head teachers.

As regards to their education 10 (14%) had grade twelve education level, 14 (19%) were TTI graduates, 15(21%) were college diploma holders, 30 (41%) had their first degree and 4(5%) were second degree holders.

Their age ranges from 26 to 55 with educational service ranging from 5 to 28 years. Therefore, respondents seem to have better knowledge and experiences on matters related to the research question. Sex wise 6 (8%) were female while 67 (92%) were male.

The other two groups involved in the interview and focus-group discussion were regional education officials; NGO board members and executive directors; parents, school committee members and primary school head teachers of the nearby formal schools. In general, two bureau heads, three NGO board members and regional bureau department heads and four NGO executive directors were

participated in the interview while the focus-group discussion was held with twenty key informant groups comprizing parents, school committee members and head teachers from the nearby primary schools.

Since, all the available stakeholders who have been involved and had a direct concern and attention were included, it is the belief of the researcher that their responses have increased the dependability of the out-come of the study.

4.2 Analysis of The Main Features of the Programs

4.2.1 Program Organization

Table 4: Program Organization by Provider

In	Item	Programs by Provider			
		ACCESS-AAE	ACCESS-RCWDA	NFPE-SDP/SZED	LGSP-KCYDS
1.	Targeted population by age	out of school children (7-14)	out of school children (7-14)	out of school children (8-10),(11-14)	out of school children (7-14)
2.	full cycle of the program	3 years	3 years	3-4 years	3-4 years
3.	Average no. of school days in a year	200	200-220	200	200
4.	Average no. of days to complete a given grade	150	150-165	150-200	150-200
5.	No. of weekly school days	5	5	5	5
6.	Daily learning hours	4	3-4	3	3-4
7.	Average class size	40-50	82	47	35-40
8.	No. of shifts	2	2	2	1(3)
9.	Approach to classroom organizaiton	self contained	self contained	self contained	Departmen-talized
10.	Decision makers on school calendar/timing	parents	Parents	Parents	Parents

Table 4 above shows the organization of the alternative learning programs for primary school age children in the sampled organizations. As can be seen from the table all programs are targeted towards out-of school children aged 7-14. This is in line with the objective set by the providing agencies as described earlier, and is a reflection of their commitment (focusing on the disadvantaged). The age structure of children admitted is similar with slight variation in all programs and also fall within the range of the official primary school age limits.

Two of the programs namely ACCESS-AAE and ACCESS-RCWDA have adopted a three year cycle to complete the basic education cycle equivalent to a four year official primary education level. The program tends to assume "active learning" approach and reduced subject contents, where students will be able to finalize the lower primary cycle in a shorter time than the conventional approach. However, this seems inconvenient for teachers since the self learning and teacher's guide materials are not readily available. The other two programs NFPE-SZED and LGSP-KCYDS takes them 3-4 years to complete the primary cycle. The four years cycle is meant for younger children and the three years cycle is applicable for older children assuming that they learn at a rate faster than the younger children.

With the exception of ACCESS-RCWDA the average number of school days in a year and the average number of school days to complete a given grade in all the sampled programs is 200 and 160 days respectively. In ACCESS-RCWDA it may extend to 220 and 165 days respectively. The number of weekly school days is similar in all the programs (five days), while the daily learning hours is 3 hours in the NFPE-SDP, and 3-4 hours in ACCESS-AAE, ACCESS-RCWDA and the LGSP-KCYDS and at the time agreed by parents. The reduction in the length of learning hours than the conventional approach might have to do with the interest of parents to satisfy the need of child labour as it affects the participation of

children in education. In this context allowing children to work and learn might have been considered to contribute to increased enrolment and decreased drop-outs as can be seen in table 8.

The number of shifts in three of the programs is two while it is one in the case of LGSP-KCYDS. This arrangement has been made mainly due to parental demand that they were not willing to send all of the children to school at once, because they require some of their children for work at home and in the field. In the case of LGSP their approach tends to be intergenerational learning, where pre-school children and parents learn with in the same school facilities and resources. In general the use of double or multiple shift system might have been seen as a mechanism for greater enrolment, less drop-outs and greater use of resources. This concept have been mentioned in the general guiding principles and strategic plan documents of the providing agencies.

With regard to approach to classroom organization except the LGSP-KCYDS, the rest employ the self-contained classroom approach where one teacher holds the responsibility of all the teaching-learning activities for a given group of students. The assumption behind this approach can be attributed to the reduction of costs in teacher's salary or might be related to the existing practice in the conventional approach. The departmentalized approach adopted by the LGSP as referred in their strategic plan document is to address the skill gaps of teachers in certain subjects and as a method to compensate teacher's absence in the teaching learning process.

The same table also indicate the recognition of parents in deciding on school calendar. This practice also satisfies the basic guiding principle of community involvement incorporated in each of the programs.

4.2.2 School Physical Facilities

Table 5: Accommodation for Classes

No.	Item	Accommodation for Classes by Program			
		ACCESS-AAE	ACCESS-RCWDA	NFPE-SDP	LGSP-KCYDS
1.	Private houses	-	-	-	-
2.	Primary schools	-	-	-	-
3.	Specially constructed small schools	✗	-	-	✓
4.	Shed or "Dases"	✓	✓	✓	-
5.	Churches or mosques	-	✗	-	-
6.	Cooperative halls	-	✗	-	✗
7.	Others	-	-	-	-
8.	Total Class	-	-	-	-

N.B.: . More than one answer was possible.
. ✗ depending on the situation

As illustrated in table 5, accommodation for classes are arranged in a different way from the officially known standardized classrooms. For most of the programs school places in the form of "Dases" or "sheds" have become available as a free community contribution. One program LGSP uses a specially constructed small schools. The size quality and number of the classrooms may vary from place to place depending on the number of available school age children and the level of resources at hand. Community demand for better schools than what they have now ("dases") was also evident but, with the same approach to learning. The need to have better schools with a better duration was mentioned by parents teachers and supervisors in some of the places.

The reasons they raised include problems related to maintenance and the impossibility of enhancing a good learning environment at the current situation. The concern seems to get attention by ACCESS-AAE and ACCESS-RCWDA. With regard to the LGSP-KCYDS these problems were not mentioned, probably due to the presence of a well designed and organized low cost small schools.

4.2.3 Curriculum and Pedagogy

Table 6: Curriculum Issues

	Item	Responses															
		ACCESS-AAE				ACCESS-RCWDA				NFPE-SDP				LGSP-KCYDS			
		Yes		No		Yes		No		Yes		No		Yes		No	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	NO.	%	No.	%
i.	Are curriculum materials specifically developed for the program?	10	56	7	39	12	63	-	-	-	-	-	-	-	-	-	-
ii.	Is it endorsed by the concerned government agency?	10	56	7	39	12	63	-	-	-	-	-	-	-	-	-	-
iii.	Is it accepted by																
	a) parents?	10	56	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	b) educators?	10	56	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	c) opinion leaders?	10	56	-	-	-	-	-	-	-	-	-	-	-	-	-	-
iv.	Are the Minimum learning competencies defined in terms of																
	a) literacy?	10	56	-	-	12	63	-	-	-	-	-	-	-	-	-	-
	b) numeracy?	10	56	-	-	12	63	-	-	-	-	-	-	-	-	-	-
	c) basic life skills?	10	56	-	-	12	63	-	-	-	-	-	-	-	-	-	-
	d) appropriate learning methods and tools of measurement	10	56	-	-	4	23	-	-	-	-	-	-	-	-	-	-
v.	Does the program takes advantages of the national/ regional curriculum?	17	94	-	-	10	53	-	-	11	65	-	-	16	87	-	-
vi.	Is there smooth flow of students to and from the alternative program to the formal system?	17	94	1	6	18	90	-	-	-	-	-	-	2	11	-	-
vii.	Do children fit into the culture of formal school systems after transfer?	17	84	1	6	18	90	-	-	-	-	-	-	1	16	-	-

*. __. No response.

Table 6 above tries to present core curriculum issues. It is clear that the alternative approaches to primary education require a new set of learning materials that would satisfy the basic philosophy of "student" centered-active learning methodology.

A glance at items i,ii,iii and iv of table 6 clearly depict that, except the ACCESS program of AAE and RCWDA, the two other programs did not have curriculum materials of their own and did not define the minimum learning competencies for an alternative learning program they are delivering. They simply try to make use of the national/regional curriculum of the formal schools. Though the adoption and development of specific curriculum is a demanding endeavor, the absence of suitable curricula for such program approach seems to contradict with the philosophy they are intending to follow.

56 percent and 63 percent of the respondents have indicated the presence of curriculum materials specifically developed for ACCESS-AAE and ACCESS-RCWDA respectively. To be sure of the response the researcher has attempted to review a document referred as "Minimum Learning Continuum (MLC) developed by Action Aid Ethiopia (AAE). The curriculum of ACCESS has been defined in terms of this document (MLC) which has been developed through a participatory workshop in 1994 by all the concerned stakeholders. The developed MLC has specified what minimum learning competencies children should acquire interms of literacy, numeracy and basic life-skills during their three years stay in the program. In the document (MLC) emphasis was given to make the curriculum: i)condensed and integrated, ii) relevant to the needs and circumstances, and iii)equivalent to the knowledge and skills prescribed to formal school learners in view of ensuring smooth transfer to formal schools.

As out lined in the MLC the main subject areas focused were language (vernacular and English), Mathematics and Environmental

science (social study and natural science and other basic life skills combined). The MLC was also broken down into more specific learning outcomes to be achieved by children in each quarter known as "Minimum Learning Outcomes" (MLO). The MLO was further broken down into syllabus of each subject with specific learning objectives and suggest specific contents to be covered within ten days of each quarter in a year (Ahmed, 1997).

However, self instructional materials for students and guides for teachers/facilitators were not yet prepared, but seems to be included in future plans. The initiative and the steps accomplished by AAE is really some thing interesting, but the researcher would like to bring the concern of parents, supervisors and teachers that the self-instructional materials and teachers' guides are becoming more demanding as children are progressing into higher level of learning.

Table 6 also shows whether the adopted curriculum has got acceptance or not. 56 and 63 percent of the respondents of ACCESS-AAE and ACCESS-RCWDA replied positively. On this issues, however, responses were not adequate. A significant number of the respondents preferred not to respond probably due to their limited knowledge and information about the newly adopted curriculum materials or it might be too early to raise some of the questions since some of the programs had only 2-3 years duration. The smooth flow of students within the formal and alternative approach was positive in two of the programs as responded by 94 percent and 90 percent of the sample population of ACCESS-AAE and ACCESS-RCWDA respectively. All the programs also claimed to take the advantage of the national/regional curriculum of formal education.

Table 7 below illustrates curriculum developers, subjects taught, periods allotted, and the teaching learning process.

Table 7: Curriculum Developers, Subjects, Taught Period Allotment and the Learning Process

No.	Program	Curriculum Designers/ Developers	Subjects Taught and Period Allotment							Learning Process
			Vernacular	English	Arithmetic	Environmental Science	co-curricular	Periods/week	Pedagogical Approach	Measurement of Progress
1.	ACCESS-AAE	. Project staff . Line bureau	✓ (5)	✓ (5)	✓ (5)	✓ (7)	✓ (2)	*25	Programmed Learning	Ability Test
2.	ACCESS-RCWDA	. Project Staff . Line Bureau	✓ (5)	✓ (5)	✓ (5)	✓ (6)	-	21	Programmed Learning	Ability Test
3.	NFPE-SDP	—	✓ (5)	✓ (5)	✓ (5)	✓ (6)	-	21		
4.	LGSP-KCYDS	—	✓ (5)	✓ (5)	✓ (5)	✓ (6)	✓ (2)	25**	Programmed learning	Ability Test

*4 additional period are allotted for Amharic and co-curricula activities in ACCESS-AAE/week.

**4 additional periods are allotted for Aesthetic and co-curricular activities/week in the LGSP.

All the programs have incorporated core subjects to be taught with a weekly period allotment ranging from 21-25. ACCESS-AAE and the LGSP of KCYDS have four additional periods per week. Two periods for co-curricular activities and three period for Amharic language have been added in the ACCESS program of the AAE, while four periods have been assigned for aesthetics and co-curricular activities in the LGSP of KCYDS.

The same table shows the teaching learning process and the pedagogical approach. All programs claim "programmed learning" as their favorite. However, as observed during the field visit this was not materialized. The teaching learning process was more of the traditional approach and the self-instructional materials which were supposed to facilitate active learning were not yet implemented in all of the centers.

The method of assessment was reported to be continuous and children progress from one level to the other based upon the ability test given by teachers/facilitators. For those who wish to join formal schools admission is allowed after formal assessment and recommendation of the wereda education office as responded during the interviews. This was also spelt out on the regional non-formal education strategy document as a criteria for admitting students of the alternative programs into the formal education system adopted by both regions in 1998/99. (Oromia and SNNP). The need for administering achievement test might have resulted from the widely perceived views that such programs are inferior to the formal system.

4.2.4 Teachers

Table 8: Teachers Profile by Age, Sex and Education

S. No.	Provider	Teachers Composition	Sex			Age		Education		
			M	F	T	18-30	31-50	≤12	12+	12+TTI
I	*Access-AAE	PP	75	17	92	92	-	88	-	4**
Ii	ACCESS-RCWDA	PP	47	-	47	44	3	35	12	-
Iii	NPPE-SDP	PP	360	152	512	512	-	512	-	-
Iv	LGSP-KCYDS	MT	7	5	12	12	-	7	-	5

PP - Para Professionals;

MT - Mixed Teachers(para-professionals + trained elementary teachers.

* - The data for ACCESS-AAE is only for Koyisha project.

** - Trained teachers serving as a guide person to pp.

Table 9: Parties Involved in and Criteria for Teachers Recruitment

S. No.	Criteria	ACCESS-AAE	ACCESS RCWDA	NFPE-SDP/ SZED	LGSP-KCYDS
1.	Parties involved				
	a) Community	✓	✓	✓	✓
	b) Project-staff	✓	✓	✓	✓
	c) Line bureau	-	-	✓	✓
2.	Minimum Requirement				
	a) Education level ≥9th grade	✓	✓	✓	✓
	b) Community acceptance	✓	✓	✓	✓
	c) Knowledge in culture and local language	✓	✓	✓	✓
	d) Proximity in residence	✓	✓	✓	✓
	e) Ability test	✓	✓	-	-
	f) Priority for married adults and females	✓	✓	✓	✓

* Responses werefilled out by program manage rof each organizaiton.

A glance at table 8 and 9 provides information on teachers profile, recruitment and parties involved in the alternative primary education programs. Community and the project staff are responsible for selection of teachers in all of the programs. Line bureaux are also taking part in the case of the NFPE-SDP and the LGSP-KCYDS.

The minimum selection criteria is almost similar in all of the organizations, except that ACCESS-AAE and ACCESS-RCWDA employ ability test. The ability test might have been adopted to select better performing teachers among the available ones and to be fair and impartial. The recruitment criteria requires the candidates to have at least nine years of schooling, knowledge of the local culture and language, proximity in residence and priority is given to married adults and females. This criteria might have been adopted to fit local culture, retain teachers and use females as role models to attract more girls to education. The involvement of the community could be related to developing a sense of ownership That of the line bureaux could be related to fostering continued partnership.

The use of para-professionals was made functional in order to reduce costs related to teachers salary, and the use of mixed teachers was associated with addressing skill gaps in pedagogical experience as reported by executive directors of each organization. The data also reveals sex and age composition of the teachers. The desire to employ, female role models seemed less practical. Probably they might have not found in a sufficient number and was also indicated by the project holders. The age structure of teachers in all of the programs fall between 18-30 years.

Table 10 below shows terms of employment, teachers role and payment as responded by project managers. Terms of employment was found to be on a part-time basis in three of the programs. The assumption is to let teachers perform their own job and at the same time teach children for lower costs. The LGSP employ teachers on a full-time basis, because they have been assigned to perform additional developmental works in the village. The mode of payment was in cash in all of the programs, but varies in amount. The initial salary in ACCESS-AAE (Koyisha project) was birr 100.00, while it was 180.00 birr in the LGSP. Results on the level of

salary satisfaction and job motivation of paraprofessionals were found to be unsatisfactory as responded by 63 (86 percent) of the study population. They also feel unsecured as informally discussed during field visits in 12 project sites.

Table 10: Teacher's Terms of Employment, Role and Payment

S. No.	Item	ACCESS-AAE	ACCESS-RCWDA	NFPE-SDP	LGSP-KCYDS
1.	Terms of employment	Part-time	Part-time	Part-time	Full-time
2.	Teachers role	Facilitation/ Teaching	Facilita-tion/ teaching	Facilita-tion/ teaching	.Facilitation/ teaching . Community Agent
3.	Modes of payment	In cash	In cash	In cash	In cash
4.	*Initial salary in Birr	100	120	150	180

* Only for the para-professionals.

Teachers Training

As responded by the project managers two major type of teacher's training were provided in all of the programs with slight difference in the duration of the training. The first is a short initial training having a duration of at least fifteen days followed by continuous inservice referesher courses. The inservice training was conducted and is still going on for five days every quarter and is strengthened by a fort-night meeting in ACCESS-AAE, ACCESS-RCWDA and NFPE-SDP. In the LGSP-KCYDS the duration of inservice training is 9 days per quarter but lacks fort-night meetings which could have contributed to a better lesson planning exercise in way of sharing experiences. It seems something worth to be shared from others.

Trainers involved in the program were the project staff and wereda education bureau experts in all of the programs. In addition to that the LGSP-KCYDS involved commissioned or volunteer professionals to enhance the quality of training offered. To date no one organization have its own teachers training package

specifically prepared for use by para-professionals. This is something that needs timely attention, because almost all of the respondents 67 (92 percent) have clearly indicated the inadequacy of the training program to address the training gap in need. Teachers and supervisors have also indicated their concern with regard to the pedagogical skills required of para-professionals particularly in the upper grades (grades 3 and 4).

Inspite of these limitations, however, the providing agencies had tried to organize teacher training programs around general teaching methodology, child psychology, active learning, unit and lesson planning, assessment of student performance, school-community relations and record keeping and reporting.

4.2.5 Community Participation

Table 11: Community Contribution

I. No.	Areas of Contributions	ACCESS-AAE	ACCESS-RCWDA	NFPE-SDP	LGSP-KCYDS
I	Land provision and site selection	✓	✓	✓	✓
Ii	Labour and raw materials	✓	✓	✓	✓
Iii	Insuring/monitoring learning, enrolment, attendance	✓̸	✓̸	✓̸	✓̸
Iv	Teachers selection and firing	✓	✓	✓	✓
v	School construction/learning center provision	✓	✓	✓	✓
vi	Advocacy, lobbying and program promotion	✓̸	✓̸	✓̸	✓̸
vii	Scheduling/time table making	✓	✓	✓	✓
viii	Teach skills/tutoring	X	x	X	X
ix	Provide information/feedback	✓	✓	✓	✓
x	Fund in cash	x	x	X	X
xi	Committee selection	✓	✓	✓	✓

N.B. More than one answer was possible.

✓ = full involvement; ✓̸ = partial involvement;

X = no involvement

Table 11 tries to mirror the contributions communities are doing for the primary education program initiated in their locality. As can be observed from the table except funding in kash and teaching skills/tutoring, communities have made remarkable contributions. Most of the contributions revolved around land provision, site, committee and teachers selection, time tabling and the provision of school spaces. Insuring learning, advocacy and providing feedback were partially imphasized.

These days it had become a basic criteria for funding agencies to require community involvement in projects such as the alternative primary education programs. Though it is difficult to exactly tell what community involvement means or how it is translated into actual practice it is an element that cannot be avoided.

Communities are the basis for the promotion of sustainable educational chances where governments are not able to do so. The right of the people to decide on its own issue is also a central point with regard to community involvement.

In our case the table displays a fair position of community participation in the delivery of educational programs. During the field visit various community members have however disclosed that more often than not most decisions were made by program providers and some times they were demanded to contribute what they cannot afford. This is in contradictions with the main philosophy of the nonformal approach. Every thing should not be burdened on the community and their will, capacity and availability of resources need to be carefully investigated to obtain genuine community involvement.

3. Table 12: Impact of Community Participation by Program and Provider

Total Respondents = 73	Rating Scale	
i) ACCESS-AAE = 18	i) Very poor = 1	$\bar{X}$ = Average weighted value
ii) ACCESS-RCWDA = 19	ii) Poor = 2	
iii) NFPE-SDP = 17	iii) Fair = 3	
iv) LGSP-KCYDS = 19	iv) Good = 4	
	v) Very good = 5	

I. No.	Items	ACCESS-AAE			ACCESS-RCWDA			NFPE-SDP			LGSP-KCYDS		
		No	%	X	No.	%	$\bar{X}$	No.	%	$\bar{X}$	No.	%	$\bar{X}$
I	Student participation/enrollemnt	18	25	3.7	19	26	3.75	17	23	3.75	19	26	3.75
ii	Learning achievement	18	25	2.6	19	26	3.25	17	23	3.37	19	26	3.13
iii	Program quality	18	25	2.8	19	26	2.87	17	23	2.5	19	26	3.25
iv	Resource mobilization	18	25	2.66	19	26	2.63	17	23	2.5	19	26	3.75
v	Cost effectiveness	18	25	4.1	19	26	4.2	17	23	4.12	19	26	4.13
vi	Accountability	18	25	3	19	26	3.2	17	23	2.87	19	26	3
vii	Sense of ownership	18	25	3.25	19	26	3.13	17	23	2.87	19	26	3.13
viii	Sustainability	18	25	2.75	19	26	3	17	23	3	19	26	3.5

* Percentage was calculated for each program out of the total respondents.

* $\bar{X}$ = Mean score.

Table 12 shows the impact of community participation on the program performance. The impact of the community was found to be good with regard to student participation/enrollment and cost effectiveness in all of the programs. This is an indication of demand for education, while their participation in program quality and resource mobilization was found to be poor in three of the programs. The question of learning achievement was rated between poor and fair and the issue related to accountability, sense of ownership and sustainability were rated fair indicating unclear position to be judged at the time of the study. The impact of community participation on the alternative programs were generally rated good both by implementers and decision makers. The rating of decision makers on sustainability and accountability was not in line with implementers. Implementers rating was good while decision makers rating was poor.

4.2.6 Costs

Table 13: Cost Comparisons within the Alternative Primary Education Programs 1999/2000 in Birr

I. No.	Costs	ACCESS-AAE	ACCESS-RCWDA	NFPE-SDP	LGSP-KCYDS
1.	Teacher salary/student/ year	24.00	30.26	45	54
2.	Initial training/teacher	390.00	750	267	950
3.	Building (construction/ center)	3008.00	1250	N.D	54900
4.	Building (construction/ classroom)	1504	625	N.D	9150
5.	Furniture and facilities/ classroom	*N.D	N.D	N.D	2890
6.	Textbooks/student/year	*N.D	N.D	3.34	*
7.	Support learning materials/ student/year	*N.D	N.D	N.D	18.50
8.	Services and utilities/ student	17.99	24.79	2.51	20
9.	Administration cost/student	N.D	15.82	6.67	17.66
10.	*Total unit cost/student (excluding building, furniture facilities, text books, support learning materials & administration	431.99	805.05	314.51	1024.00

*Provided by the government free of charge.

* N.D -No data available.

This view is commonly held by many authorities. Ahmed (1975) underscores the cost saving potential of non-formal education mainly to reside in reduced expenditures for human time (the use of volunteers, part-time workers, flexible schedule etc.) that brings costs of forgone income down to tolerable levels. But Ahmed (1975) also stress the possibility of higher costs in alternative educational programs interms of learning materials and equipment per enrollee than in formal programs of comparable general quality.

An insight into table 13 above makes it difficult for the researcher to analyse cost effectiveness on a comparable basis either with formal schooling nor within the programs. Because the obtained data was not dependable and adequate to perform such tasks. However, there seems to exist the possibility of reduced costs in teachers salary and initial training, as well as construction costs due to the use of available learning spaces and construction of low cost small schools. The data also depict the very low attention paid to the actual learning process as costs for learning materials were not available.

4.3 Program Performance

4.3.1 Trends in Student Participation

The trend of educational participation might be indicated interms of school places, enrolment increase, decreased drop outs, gender and socio-economic equity, survival and flow rates within the system and to the formal schools.

As illustrated in table 14 the number of learning centers of ACCESS-AAE in Mareqa-Gena wereda (SNNP) grew from 34 to 47 (by 32 percent), ACCESS-RCWDA centers in Adami Tulu-Gido Combolcha and Arusi Negele weredas (Oromia) boosted from 16 to 24 (67 percent increase)and the LGSP-KCYDS in Sululta and Dodola weredas (Oromia) increased from 1 to 3 (by 300 percent) between 1998 and 2000. The

NFPE centers of SDP/SZED in Sidama Zone (SNNP) scaled up from 3 to 257 expanding to nine weredas probably within one and half year. In the year 2000 these centers/schools enrolled 2,201, 3,868, 23,913 and 312 out-of school children respectively.

The programs have also demonstrated their potential in addressing gender equity. As can be seen from the table the enrolment of girls was slightly lower than that of boys in the two ACCESS programs of the AAE and RCWDA (48 and 45 percent respectively) in 1998/99 while in the other two programs, the enrolment of girl's have exceeded that of boys. That was 63 percent in NFPE of the SDP-SZED and 52 percent in the LGSP of KCYDS during the same year. This is an indicative potential of the programs in addressing gender equity, compared to that of the formal primary school system which was only 35.3 percent in the same year (national level).

Table 14: Trends in Student Participation (1998-2000)

Program Providers	Year	Enrollment T	% F	Dropouts Enrollment	%F	Passes Enrollment Sum	%F	Total	No. of Learning Centers
AAE	1997/98	2832	50	0.08	5	0.92	46	1.00	34
	1998/99	2939	48	014	7	0.86	40	1.00	46
	1999/200	2201	48	ND	ND	ND	ND	ND	47
RCWDA	1997/98	2703	44	0.23	12	0.77	31	1.00	16
	1998/99	3051	45	0.27	11	0.73	29	1.00	21
	1999/200	3968	42	ND	ND	ND	ND	ND	24
SDP/SZED	1998/99	318	82	0.00	00	1.00	31	0.00	3
	1998/99	20160	63	0.10	5	0.89	29	0.99	252
	1999/200 0	23913	63	ND	ND	ND	ND	ND	257
KCYDS	19997/98	30	40	0.00	00	1.00	82	0.00	1
	1998/99	55	52	0.13	6	0.87	54	1.00	1
	1999/200	312	55	ND	ND	ND	ND	ND	3

* ND = data not available

The other essential factor worth to be considered is wastage that may occur in the form of drop-outs and repetition. Drop-outs in primary education are still a matter of concern in Ethiopia. For example, the 1998 the ESDP has estimated the rates of drop outs in grade one to be 29 percent.

Seen from this perspective the sampled alternative primary education programs had lost fewer children than that of the formal primary schools as can be observed from table 14 above. As illustrated in the table, the 1998/99 drop-out rates of the sampled alternative education programs were found to be 14 percent, 27 percent, 10 percent and 13 percent in ACCESS-AAE, ACCESS-RCWDA, NFPE-SDP and LGSP-KCYDS respectively. This is a reduction of about 51, 6, 64 and 55 percent in each of the programs in that order compared to the formal system. The drop-out for girls was slightly higher than that of boys but with a decreasing trend in most of the programs. The figure for ACCESS-RCWDA was higher than the other three programs and requires further investigation. On the other hand, continuous attendance was reported to be a problem particularly on market days and during peak agricultural seasons in almost all of the programs.

With regard to students' promotion almost all children who have attended classes have been promoted to the next grade in the academic year 1998/99 after a series of weekly continuous assessment tests (as responded by head teachers). About 86 percent in ACCESS-AAE, 73 percent in ACCESS-RCWDA, and 89 percent in NFPE-SDP/SZED, and 87 percent in the LGSP-KCYDS have managed to survive or continued to learn in 1998/99 in the next grade in the same program.

Certain factors might have contributed to the positive effects observed in the trends of student participation. These may include schools nearer to the homes of children, higher involvement of parents, convenient school schedule, dedicated efforts made by

para-professionals and a continuous support and supervision rendered by parent committees, project-staff and experts in the wereda education bureaux. This was asserted during focused group discussion with parents and teachers in the field. However, pedagogical innovations were not mentioned as an impact on student participation by any of the respondents.

Table 15: Rating on the Availability of Learning Materials

Item	Respondents											
	Rating scores											
	Implementers N=36						Decision Makers N=37					
	1	2	3	4	5	$\bar{x}$	1	2	3	4	5	$\bar{X}$
i. Availability of student text book		27	9	-	-	2.25	-	27	10	-	-	2.3
ii. Availability of supportive learning materials	-	30	6	-	-	2.2	-	30	7	-	-	2.2
Average means value						2.23						2.25
Standard deviation						0.04						0.07

* $\bar{x}$- mean

Table 15b : Student-teacher and Student-textbook Ratios

Item	Programs			
	ACCESS-(AAE)	ACCESS-(RCWDA)	NFPE (SDP/s2ED	LGSP (KCYDS)
i. Student teacher ratio	1:35	1:82	1:40	1:37
ii. Student-textbook ratio	-	-	-	1:5

As per the nature of the responses the following data was obtained using a five point likert type scale of very poor (1), poor (2), Fair (3), Good (4), and very Good (5). The mean scores achieved from the data were interpreted as follows. 0.5-1.49 very poor, 1.5-2.49 poor, 2.5-3.49 fair, 3.5-4.49 good, 4.49-5.0 very good. The 2.5 and above mean score was set as the acceptable level of learning material availability.

The availability of learning materials, be it students text books or teacher's guides are very important inputs for real learning. The alternative learning programs in particular highly favour the presence of self-instructional materials in sufficient number.

However, table 15 reveals the non-availability of text-books as well as supportive learning materials in the alternative primary education programs. Both respondents, the implementers as well as the decision makers rated the availability of learning materials poor. The aggregated means value was below 2.5 for both respondents. This condition if not timely resolved will have an adverse effect on the quality of education and is also against the general consensus of educators. The LGSP uses the formal primary school text books and is freely supplied by the werda education offices as reported by the respected head teachers. This could be a possible option when specific materials are not readily available. The issue of instructional materials will be a matte of great challenge for the providers if timely action is not taken.

Table 16 : Rating Scores on Program Strength.

Function	Respondents											
	Rating Score											
	Implementers N=36						Decision makers N= 37					
	1	2	3	4	5	$\bar{x}$	1	2	3	4	5	$\bar{x}$
i. Accessibility												
Physical	-	-	-	20	16	4.4	-	-	-	26	11	4.3.
Socio- Cultural	-	-	10	26	-	3.7	-	-	12	25	-	3.7
Economic	-	-	10	26	-	3.7	-	-	12	25	-	3.7
ii. Equity												
Gender	-	-	-	20	16	4.4.	-	-	-	26	11	4.3
Socio-Cultural				26	10	4.3	-	-	-	26	11	4.3
iii. I/Efficiency												
Participation-	-	-	-	26	10	4.3	-	-	-	26	11	4.3
Drop-outs	-	15	21	-	-	2.7 (3.3)	-	12	25	-	-	2.8 (3.3)
Attendance	-	15	21	-	-	2.3	-	17	20	-	-	2.5
Learning achievement	-	6	30	-	-	2.8	-	8	29	-	-	2.9
Survival	-	11	25	-	-	2.7	-	12	25	-	-	2.8
Flow to formal	-	-	18	-	-	1.5	-	-	20	-	-	1.6
Management system		17	19	-	-	2.5	-	18	19	-	-	2.5
iv. Quality												
Teachers		10	26	-	-	2.7	-	20	17	-	-	2.5
School		20	7	9	-	2.7	-	20	17	-	-	2.5
Curriculum	-	30	6	-		2.2	10	20	7	-	-	1.9
Classroom atmosphere		15	21	-	-	2.3	10	20	7	-	-	1.9
Acceptance			30	6		3.2	-	-	27	10	-	3.3
Average mean value						3.12						3.08
Standard deviation						0.89						0.91

* $\bar{x}$= Mean

* (3.3) Reversed score.

Access, equity, internal efficiency and quality issues are the major known indicators in measuring the strength of primary education programs. These indicators are also the characteristics developed by the sampled program providers of the alternative primary education programs, and were selected to be used by the researcher as a framework for analysis.

As can be seen from table 16 responses were rated by implementers and decision makers of the concerned agencies and the weighted mean scores were calculated. Each indicator was sub-divided into distinct elements to make responses easy and answerable. Accordingly, the aggregated mean was calculated by putting the scores into a matrix. Each indicator was classified either as being very low, low, medium, high and very high. very low scored 1, low scored 2, medium 3, high 4 and very high 5, Informal discussion was also held with parents to cross check the responses.

In this regard access and equity in general were rated high (3.9 and 4.3 respectively), while the scores for internal efficiency were rated medium (2.8) and quality were rated medium low(2.3) for all the programs under the study Physical accessibility was the pronounced achievement that falls between high and very high (4.4-4.3). It seems to contribute for the success in gender equity, and decreased drop-out rates as the schools were found within the easy reach of children. Socio cultural accessibility was also rated high (3.7) indicating the willingness of parents to send their children to school particularly girls, who in many cases were discriminated and less valued in educational opportunity, due to reasons such as gender bias and fear of misconduct. In the case of ACCESS-AAE children of the minority groups of Mana and Manga who socially were alienated have also been benefited from the program. However, there seems to exist a sign of poor performance in the areas of quality education and internal efficiencies of education. The average mean scores were 2.8 and 2.5. As

illustrated in the table attendance (which may be related to the economic and social role of children); curriculum (supply and use of learning resources) and the classroom atmosphere were rated low. Teachers, line bureaux and parents have also indicated their concern on quality issues in nine of the learning centers (out of 12) during field visits.

The researcher himself has also observed that some of the innovative elements emphasized in the project documents were not materialized in the majority of the schools visited. 75 percent of the visited centers were lacking the minimum basic learning materials such as text-books, teacher's guide or as promised in the project document, the self-instructional or equivalent learning materials. The active learning approach emphasized by the program i.e. the "learner-centered pedagogy" was very minimum, and the teaching-learning process tend to be more of the traditional. This might be due to the lack of appropriate sectorial experts in the field. Teachers and line bureau experts as well as parents have also expressed their fear that if the necessary learning materials and basic minimum inputs required for quality education are not met the performance of children after grade two may become below the standard.

The aggregated mean score for program strength generally show a fair position 3.12, and 3.18 as rated by implementers and decision makers respectively. This position can turn into a threat if timely remedial measures are not taken particularly on quality issues. The following part will describe the quantitative aspects of the same issue:- student achievement.

4.3.2 Student Achievement

A simple teacher made achievement test for grade two students was prepared and administered to randomly selected 60 pupils (15 from each program) in three subject areas namely Language (vernacular),

basic arithmetic and environmental science based upon the official grade two curriculum. The test was constructed jointly by the researcher, teachers in the sampled schools and experienced teachers from the nearby formal primary schools, and was administered under the supervision of the researcher himself. Prior to the construction, curriculum experts were also consulted to increase the validity of the test. Teachers who administered the test also marked them and finally scores were scrutinized jointly. The marking criteria and methods were also agreed before hand (see annex C).

Test areas in language were letter writing and reading. The intention was to check whether children in the alternative programs could communicate message through writing and reading and how fluently they were able to read in front of their classmates confidently. Test on mathematics focused on simple addition, subtraction, multiplication and division and two mental arithmetic questions. The test on environmental science incorporated two social science and three natural science questions (see annex C). Table 17 presents test score results of the 60 pupils attending the alternative primary education program in the sampled programs.

Table 17: Grade Two Student Achievement Test Results of Four Alternative Primary Education Programs in Three Subject Areas

Program by Provider	Test Area	Test Scores															A	AL	F	$\bar{X}$	SD
ACCESS (AAE)	1. Language (vernacular)	73	47	80	46	50	83	53	60	67	67	53	80	67	67	60	-	3	2	63.5	12.16
	2. Basic Arithmetic	60	75	62	75	45	90	75	65	50	91	25	62	55	75	60	2	6	2	64.3	17.1
	3. Environmental Science	90	86	73	81	73	81	81	68	68	87	63	81	63	87	47	1	8	1	75.3	11.8
ACCESS(RCWDA)	1. Language (vernacular)	78	65	80	60	30	70	55	75	55	50	20	70	63	60	70	-	3	2	60.1	16.8
	2. Basic Arithmetic	60	67	63	85	90	80	75	95	80	33	65	30	50	65	67	2	6	2	67	18.6
	3. Environmental Science	81	70	40	60	85	87	75	80	60	58	60	75	25	55	62	-	6	2	64.7	17
NFPE(SDP-SZED)	1. Language (vernacular)	27	87	13	80	73	67	80	50	60	70	72	80	75	85	80	-	7	2	66.6	21.4
	2. Basic Arithmetic	30	85	25	85	75	70	80	50	75	80	87	93	87	90	83	2	11	2	73	21.2
	3. Environmental Science	40	75	35	85	68	70	85	50	70	75	73	90	87	88	89	1	8	2	72	17.7
LGSP(KCYDS)	1. Language (vernacular)	60	70	80	80	70	90	85	88	88	70	45	55	85	55	75	1	8	1	73.1	14
	2. Basic Arithmetic	60	80	80	70	65	90	75	80	86	80	10	60	80	30	78	1	9	2	68.3	21.8
	3. Environmental Science	74	75	70	78	75	95	80	90	90	87	50	76	85	50	83	3	11	-	77	13.1
																	13	83	18		

Agreed Methods of Marking

Excellent (A) = 90-100;

Very Good (B) = 80-89;

Good (C) = 60-79 → = 75% → Agreed Acceptable Level of Learning (AL);

Fair (d) 50-59; Failure (F) = Below 50. $\bar{X}$ = Mean Score; SD = Standard Deviation

Test results on the three core subjects by program gave the following picture.

i) In ACCESS-AAE, three students (2 in basic arithmetic, 1 in environmental science) scored above 90%, while five students (2 in language, 2 in basic arithmetic and 1 in environmental science) scored below the pass mark (50%). That means 6.6% of the students were high achievers and 11% were failures. The number of students who satisfied the agreed acceptable level of learning (75% score) were 37 percent, (3 (20%) in language, 6(40%) in basic arithmetic and 8 (58%) in environmental sciences). However, the eligible number who scored above the pass mark roughly constitute about 88 percent.

ii) In ACCESS-RCWDA, two students from each subject areas scored below the pass mark and only 2 students in basic arithmetic scored above 90%. This shows that 13% of the learners were failures while 4.4% were high achievers. The number of students satisfying the agreed acceptable level of learning were 33 percent, (3 (20%), 6 (40%) and 6 (40%) in language, basic arithmetic and environmental science respectively). However, the number of passes (scores above 50%) on the average constitute 87% of the sample population.

iii) In NFPE-SDD/SZED, two students in each of the subject areas scored below 50 percent while only 2 students in basic arithmetic scored above 90 percent. This also shows that 13% of the students were failures and 4.4% were high scorers. When we look into the number of passes it constituted 87 percent. The number of students satisfying the agreed acceptable level of learning were 57 percent (7(46%) in language, 11(73%) in basic arithmetic and 8(53%) in environmental science).

iv) In the LGSP-KCYDS 7 learners (2 in language, 2 in basic arithmetic and 3 in environmental science) scored above 90%, while three students (1 in language, 2 in arithmetic) got

below 50%. That is 15% were high achievers while and 6.6% were failures. The number of students who satisfied the agreed acceptable level of learning constituted 62 percent-8(53%) in language, 9(60%) in basic arithmetic and 11 (73%) in environmental science). The number of passes (scores above 50%) constituted 90 percent of the students.

v) The overall picture of the average test results showed that:

a) about 46 percent of the students in all the four programs achieved the agreed acceptable level of learning (scored above 75 percent). In fact this is not a bad result in the face of acute shortage of learning materials.

b) The number of students who satisfied the pass mark (50 percent score) were found to be 90 percent, implying the possibility of joining the next grade.

The number of students who failed to satisfy the pass mark constituted 10 percent while the number of high achievers was found to be 7.2 percent. Further statistical analysis also gave the following results.

Table 17a: Descriptive Statistics (general)on the over all student performance

Item	Number	Mean	Standard deviation	Minimum	Maximum
Language	60	64.81	16.73	13	90
Basic arithmetic	60	68.15	19.52	10	95
Environmental Science	60	72.28	15.49	25	95

Table 17a above indicates the over all performance of grade two pupils in the three subject areas. As can be seen from the table the list performed subject was language followed by arithmetic, and the best performed subject was environmental science. The mean score for environmental science was found to be 72. 28 with

relatively lower standard deviation of 15.49. The minimum score was 10 and the maximum was 95 among the sampled students. The means for language, arithmetic and environmental science were 64.81, 68.15 and 72.28, while the minimum scores and maximum scores were 13 and 90, 10 and 95, 25 and 95 respectively. In general, higher deviations in achievement were observed in basic arithmetic, standard deviation being 19.52. This implies a perceived individual difference in learning achievement. Language might have been less performed due to the new alphabets introduced which the paraprofessionals might have not prepared for, and environmental education was performed well probably due to availability of teaching aids in a real life. A further investigation into the problem by using a non-parametric method, Kruskal-Wallis Test, showed the following result.

Table 17 b. Kuruskal Walis Test of comparison among programs

Test Area	Organization	Number (N)	Mean Rank
Language	AAE	15	25.30
	RCWDA	15	24.07
	SDP	15	34.20
	KCYDS	15	38.43
	Total	60	
Basic Arithmetic	AAE	15	24.37
	RCWDA	15	28.93
	SDP	15	37.23
	KCYDS	15	31.47
	Total	50	
Environmental Science	AAE	15	32.47
	RCWDA	15	21.97
	SDP	15	31.30
	KCYDS	15	36.27
	Total	60	

As can be seen from this table performance difference seems to exist among programs. The mean rank in language and environmental science was highest in the LGSP-KCYDS (38 and 36 respectively) and the mean rank in basic arithmetic was highest (37) in the NEPE-SDP/SZED. These programs might have performed better due to the efforts being made to provide text-book and library services (e.g. LGSP) and writing slate for each child as in the NFPE of SDP. The lowest mean ranks for language was observed in ACCESS-RCWDA (24); for arithmetic in ACCESS-AAE (24), and for environmental science in ACCESS-RCWDA (22).

A similar non parametric analysis of the data to compare the three subjects using chi-square test showed a significant difference in language achievement at a P-value 0.066 as shown in table 17c below. In basic arithmetic and environmental science there is no observed significant difference observed.

Table 17c: Test statistics

	Variable	Chi-square	Df	P-value
1	Language	2.185	3	0.066
2	Arithmetic	4.277	3	0.233
3	Environmental Science	5.458	3	0.141

Table 17d: Descriptive Statistics - Test on the Level of Significance

		N	Mean	Std. Deviation	95% Confidence Interval for Mean		
					St. Error	Lower Bound (LB)	Upper Bound (LB)
Language	AAE	15	63.5333	12,1589	3,1394	56.000.00	70.2667
	RCWDA	15	60.0667	16,7608	4.3276	50.7849	69.3485
	SDP	15	66.6000	21.3568	5.5143	54.7730	78.4270
	KCYDS	15	73.0667	14.0330	3.6233	65.2955	80.8379
	Total	60	65.8167	16.7317	2.1600	61.4944	70.1389
Basic Arithmetic	AAE	15	64.3333	17.0866	4.4117	54.8711	73.7956
	RCWDA	15	67.0000	18.7579	4.8433	56.6122	77.3878
	SDP	15	73.0000	21.1559	5.4624	61.2843	84.7157
	KCYDS	15	68.2667	21.7534	5.6167	56.2200	80.3133
	Total	60	68.1500	19.5264	2.5209	63.1058	73.1942
Environmental Science	AAE	15	75.0667	11.8832	3.0682	68.4860	81.6473
	RCWDA	15	64.8667	17.0036	4.3903	55.4504	74.2830
	SDP	15	72.0000	17.6311	4.5523	62.2362	81.7638
	KCYDS	15	77.0000	13.0832	3.3781	69.9547	84.4453
	Total	60	72.2833	15.4471	1.9942	68.2929	76.2737

Assumption

$$L = \bar{X} - 1.96\, s/\sqrt{n}$$

$$U = \bar{X} + 1.96\, s/\sqrt{n}$$

As can be seen from table 17d above the estimation results show the upper and lower confidence interval of the mean. The obtained result reveal that out of 100 similar samples taken from a similar population, about 95 percent of them will have mean value bounded between the upper limits and lower limits of the obtained results.

Table 17e: Sample t-test of Student Achievement

Program	Variable	N	$\bar{X}$ diff.	95% CI		T	T-value		2 tail sig.
				L	U				
ACCESS AAE	Language	15	-11.47	-18.2		-4.733	-.365	14	.003
	Basic Arithmetic	15	-10.67	-20.129		-1.204	-2.42	14	.030
	Environmental science	15	0.27	-6.277		6.811	0.09	14	.932
	Language	15	-14.93	-24.215		-5.652	-3.45	14	.004
ACCESS RCWDA	Basic Arithmetic	15	-8.00	-18.388		2.388	-1.65	14	.121
	Environmental science	15	-10.13	-19.550		-.717	-2.31	14	0.037
	Language	15	-8.40	-20.227		3.427	-1.52	14	.150
NFPE-SDP/SZED	Basic Arithmetic	15	-2.00	-13.716		9.716	-.37	14	.720
	Environmental science	15	-3.00	-12.764		6.764	-.66	14	.521
	Language	15	-1.93	-9.705		5.838	-.53	14	.602
LGSP KCYDS	Basic Arithmetic	15	-6.723	-18.780		5.313	-1.20	14	.251
	Environmental science	15	2.20	-5.045		9.445	.65	14	.525

N = number of students
$\bar{X}$ = mean difference
L = lower boundary
U = Upper boundary
CI = confidence interval
t-value = calculated value
Sig. = tabulated value
df = degree of freedom

Table 17E above displays test values for each subject by program. As can be seen from the table, except in environmental science the achievement of students were found to be below the agreed acceptable level of learning (75%) out of the possible scores of 100. The t-value was only positive for environmental science. In other words, the calculated t-value was only acceptable for environmental sciences with 95 percent probability of sureness at a significance level of 0.05 for a number of similar cases, while it was not statistically acceptable for language and basic arithmetic.

Table 17g: Regression Analysis of Community Impact

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-69.311	145.703		-.476	.636
	Achievement	-7.568	7.466	-.183	-1.014	.315
	Cost Effectiveness	23.105	35.322	.096	.654	.516
	Sustainability	20.567	9.369	.360	2.195	.032

Language achievement was also taken as dependent variable to be seen in relation to community impact on program performance. As a result, the direction of relationship between language achievement and sustainable community participation was found to be positive at statistical significance level of less than 5 percent (P-value= 0.032). However, the impact of the community on student achievement and cost effectiveness was not found significant as can be seen from table 17g above.

4.4 Assessment of the External and Internal Environments

Most often educational innovations face serious difficulties and are said to be full of uncertainty. Their success depends on both the internal and external environments. The internal environment is related to the strengths and weaknesses of an organization (in our case the providers of alternative primary education programs). the strengths and weaknesses of any organization can be described in terms of its vision, mission, management systems, resource mobilization and utilization capability.

The external environment has to do with the political, economic, social and technological matters usually referred to as "PEST". It has a very powerful impact on the success or failure of such educational innovations. The theory that puts "schools at the mercy of the external environment" proofs this fact.

Therefore, the prevailing opportunities and threats in the external environment as well as the strengths and weaknesses of the agencies involved in the provision of alternative primary education programs needs to be looked at in order to answer questions related to replication and sustainability. This issues are presented and discussed under.

4.4.1 External Environment

The following responses were gathered using the five point likert type scale of very low (1) low (2), medium (3), high (4) and very high (5). The mean scores achieved from the data analysis were interpreted as follows. 0.05-1.49 very low, 1.5-2.49 low, 2.5-3.49 medium 3.5-4.49 high and above 4.5 very high. The 2.5 and above mean scores were set as opportunities or strengths and below 2.5 was taken as a threat or weaknesses. The weighted mean scores were further exposed to higher statistical analysis using the t-test for significant difference between two independent means, at 0.05 significance level.

Table 18: Ratings on the External Environment

Function	Respondent Rating Scores											
	Implementers N=36						Decision makers N=37					
	1	2	3	4	5	$\bar{x}$	1	2	3	4	5	$\bar{x}$
i. Political environment	-	-	29	7	-	3.2	-	-	30	7	-	3.2
ii. Economic environment	-	20	16	-	-	2.44	-	31	6	-	-	2.2
iii. Socio-cultural environment	-	-	30	6	3.2	-	-	7	30	-	-	3.8
iv. Technical Soundness	-	-	20	16	-	3.44	-	-	31	6	-	3.2
Average means value						3.07						3.1
Standard deviation						0.43						0.66

* $\bar{x}$= mean

The general politico-legal environment for the provision of alternative primary education programs seems fair as rated by both group of the respondents. The scores were very similar (about 3.2) Individual responses indicated the presence of high political will and commitment. The responses might be related to the current recognition and interest shown by the regional governments to join and promote the programs in their localities. It is a reverse situation seen from the previous outlook. This implies the need to exploit the prevailing opportunities through hard work, advocacy and successful policy influence measures, inorder to maximize the existing favorable ground both at regions and the national levels. Respondents have also revealed the existence of high bureaucratic resistance and long levels and channels to work through which may become a frustrating issue for program implementers. Taking such realities as a common phenomena, the innovators or would be innovators need to face the problem and make a break through by way of neutralizing the resistance through open and frank dialogue.

Though not dependable, the over all observation at table 18 shows the poor existence of financial resources for alternative primary education programs. (mean scores were 2.44 for implementers and 2.2 for decision makers). Informal interviews held with funding agencies however, have indicated that resources for basic education are available if a well planned and feasible projects are proposed. But almost all respondents agreed on the very low status of funding available, even in the environment where the strength and number of competing forces do not seem a threat, and the cost saving potential of such programs have been found high. This implies that, may be funding agencies as well as governments are not yet well convinced or did not consider the approach as a dependable area of intervention.

Looked at different angle, the very low local funding could be associated with the absence of government policy for NGOs to raise

fund locally. This might have limited providing agencies to generate income with in the country. The low status of external funding could be a function of limited lobbying and negotiation skills as well as the capacity to prepare feasible projects.

Thus, providing agencies need to strive for building their capacity to minimize these difficulties before trying to scale up the programs. It is clear that alternative primary education programs cannot achieve their objectives and become sustainable if they are not socially and politically acceptable. Parents should be willing to send their children to the program and maintain its existence. Thus, such programs need to fit the socio-cultural environment.

Table 18 verifies the acceptance of the programs by both opinion leaders (decision makers, village leaders etc.) and end users (students, parents and teachers/facilitators). The over all position of the socio-cultural acceptance of the existing alternative primary education seems favorable as shown in table 18 item iii. Though the acceptance level varies from medium to high the direction is positive. About half of the respondents 36 (49 percent) the majority of them being the decision makers, indicated the acceptance level to be high (mean score was 3.8), and for implementers it was seen as medium.

This trend remind both the providers and partners to keep-up and maintain the support for further improvement in view of recording better achievement and credit.

As shown in the table item iv, the technical soundness of the innovative approaches of the existing alternative primary education programs were perceived to be good. The item describes the relative advantage of the programs or the degree to which the innovation was seen by the majority, its compatibility with the existing values, experiences and present needs of the user system,

the complexity or degree of difficulty in implementation, observability or visibility and the triability of the innovation. The mean scores for this item were 3.44 and 3.2 as rated by implementers and providers respectively. This is an indication of the positive attitude regions have shown and could also be attributed to the characteristics of innovations. Again the triabilility or the degree to which the programs can be tested on a small scale basis might be related to the current heightened interest and initiatives observed through out Ethiopia. This verifies the existence of untapped potentialities and innovative features contained in the non-formal approaches. Thus, the adoption of an alternative primary education with regard to technical aspects reflect more of opportunities rather than a threat. The general weighted mean score was found to be 3.32.

4.4.2 The Internal Environment

Table 19: Ratings on the Internal Environment.

Function	Respondents Rating Scores											
	Implementers N=36						Decision Makers N=37					
	1	2	3	4	5	$\bar{x}$	1	2	3	4	5	$\bar{x}$
i. Vision, mission, goal	-	3	13	16	4	3.5	-	1	12	17	7	3.8
ii. Governance & constituency	-	20	11	2	3	2.8	-	12	20	5	-	2.8
iii.Management structure	-	15	15	6	-	2.75	-	16	18	3	-	2.65
iv. Leadership	-	12	20	4	-	2.77	-	15	15	7	-	2.78
v. Working environment	-	10	24	2	-	2.9	-	12	20	5	-	2.8
vi. Manpower resources	-	15	15	6	-	2.75	-	20	12	5	-	2.6
vii. Financial resources	-	11	25	-	-	2.7	-	25	12	-	-	2.32
viii. Time resources	-	2	25	9	-	3.3	-	25	12	-	-	2.35
ix. Material resources	-	15	15	6	-	2.75	-	20	17	-	-	2.35
x. Planning	-	12	20	4	-	2.77	-	18	17	2	-	2.57
xi. External relations	-	20	13	3	-	2.52	-	20	12	5	-	2.6
Average means value						2.8						2.69
Standard deviation						0.28						0.41

* $\bar{x}$= mean

The fundamental purpose and values to which providing agencies aspire (vision), the clear idea of this purpose (mission), the broad paths to be followed (developmental goal) and the immediate tasks to be achieved (objectives) have been treated in the background section. Table 19 item i above tries to trace how well they are integrated, clearly articulated and shared.

Responses in table 19 item i reflect these issues as perceived by the respondents. It was perceived to be very good by 44(60 percent) and 25(34 percent) said fair. The weighted mean score was found to be 3.65. However, the data sheds light on the need for periodical review and clarification of mission, goals and objectives since they are the core and fundamental strategic issues in program planning and implementation.

A look at table 19 item ii above shows a fair governance and constituency base for alternative primary education providers. 2.8 was the weighted mean score for the item. The observation calls upon providers to pay due attention on time, and work more on their constituency, since stake-holders provide the primary basis of political support for the organizations and in a significant way are its "raison detre"

According to Bryson (1995) the expectations and demands of constituencies are key ingredients for decisions about what an organization will do and how it goes about carrying out its tasks. Constituents or stake-holders are those who have a direct interest in and are capable of influencing in some measure the out comes or action of the organization.

Management and leadership refers to the elements of planning, organizing, staffing, controlling, directing and order. Since innovations in an alternative primary education need to be a well thought and purposefully carried out activities, effective managerial and leadership skills and competence are the basis for

its success. Effective and efficient management and skilful leadership in educational innovations are very important elements for program performance. Nichollas (1983) has presented evidences from various case studies that educational innovations lacking effective and efficient management structure and leadership were not able to grow and sustain.

Table 19 item iii and iv above presents responses on the management and leadership practices of organizations involved in the provision of alternative primary education programs. As can be seen from the table responses fluctuate between poor and fair. The data obtained, indicate perceived weaknesses in some of the major elements contained in the process of management and leadership indicating a potential threat though the aggregated mean was found to be 2.74.

This clearly aware organizations to capitalize on managerial tasks, in order to bear fruit in their future efforts. The need to look for clear, specific and carefully designed and strategically taught application was also found a matter of concern, as shown in item x. The mean scores were 2.77 and 2.57 as rated by implementers and decision makers respectively.
Table 19 also shows the position of alternative primary education providers in terms of resources (human, financial, material, and time) as well as the level of external relation as a basis for effective partnership.

The state of human and material resources as well as the external relations of alternative primary education providers were found to be relatively fair while material resources, time resources and financial conditions were rated poor particularly by decision makers.

In general terms the current status of organizations involved in the provision of alternative primary education programs is relatively limited. The presence of professionalism and technical skills; clear structure for planning and implementation, line of authority and power, recording and reporting, transparency, wise planning, the capacity to generate and efficiently utilize financial resources; the concept of time as a valuable and inreversible resource and its systematic use; the facilities, equipment and materials required for project implementation; the level of partnership, coalition, networking and exchange of information, experiences and new practices among NGOs, between government and providers as well as with the general EFA community seems not yet well developed as revealed during interviews. This implies there exists un urgent and demanding work to create a sustainable resource basis and effective networking on part of the NGOs to transform themselves into active and alert organizations in order to sustain and grow further.

CHAPTER V

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was, to assess the feasibility of the on-going alternative primary education provisions in two national regional states of Ethiopia with the following specific objectives.

i. To identify the main features of the on going alternative primary education programs and how they can help to speed up the goal of universal primary education in rural Ethiopia.
ii. To assess the strength of the programs and their internal efficiency with regard to enrollment, drop-outs and student achievement.
iii. To scan current realities in view of the existing supportive climate of opinion and structure to adopt and effectively apply educational innovations in the Ethiopian context.
iv. To search mechanisms and procedures of linking the formal and the non-formal approaches by indicating the missing link and strategies for employing both subsystems as a comprehensive unitary systems in the provision of primary education.

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

i) What are the main innovative features of the alternative primary education programs being piloted in rural Ethiopia?
ii) Are the programs in tune with the curriculum, the demand of parents and needs of rural children?
iii) Are the programs of the desired quality and standard?
iv) Are the programs feasible and be sustainable in the future?

a) What opportunities and threats exist for program promotion by NGOs? Are there supportive climate of opinion and structure for planning and implementation?
b) What technical, financial and organizational capacities do the implementing agencies have to effectively participate and promote innovations in basic education?

V. What lessons can be drawn from such programs? Is there a room for replication and or expansion at this stage?

The study stemmed out from the stand point of the child's right to education and the limitations of the formal schooling to guarantee primary education to all children in Ethiopia. Thus, it is the belief of the researcher that the findings will be of help to educational planners, implementing agencies, decision makers and end users to draw sound policy decisions and operational guide for future planning, organization, and implementation of alternative primary education programs and the non-government approaches to basic education. It will also help as a start point for future investigation.

In dealing with the basic research questions the related literature was reviewed. Two categories of respondents:- the planning team of the providing agencies and desk officers of partner organizations on one had, and supervisors and head teachers at the grass-roots on the other, were involved in responding to the questionnaire. Out of 91 questionnaire distributed 73 (82 percent) were filled out and returned. Furthermore, document analysis, personal interview, and focus group discussions were conducted with concerned authorities and community members in the field situation. Observation of the actual classroom atmosphere and proximity of the schools were also done in 12 project sites. A simple teacher made test for grade two students was also prepared and administered to check program performance.

From the study conducted the following major points are summarized.

5.1 Summary of the Findings

i) Program context

a) The existing alternative paths to primary education in Ethiopia had a duration of three to nine years and were initiated by non- government actors (NGOs)

b) The first program currently known as "ACCESS" got started by Action Aid Ethiopia in 1991 in Dalocha wereda followed by the Koyisha project (Marqa Gena wereda) in 1994 in the SNNPs National Regional State.

c) In 1998 the program ACCESS was adopted by a local NGO called Rift-valley Children and Youth Development Association (RCWDA) in the Rift-valley areas of the Oromia National Regional State. Todate RCWDA has attracted several partners in its effort to expand ACCESS.

d) A civil association called Kangaroo Child and Youth Development Society (KCYDS) started a pilot program entitled "Life-Glow School project (LGSP) in the National Regional State of Oromia in 1998 in partnership with Save the Children USA and JICA after two years.

e) Towards the end of 1998 the Sidama Development Program (SDP) and the Sidama Zone Education Department (SZED) in Collaboration with the Irish Aid began the NFPE Program in the Sidama Zone of the SNNPs.

f) All the programs operate in areas where the major social and economic roles of children are tied to agricultural activities and where distance, opportunity costs and poverty determine the participation of children in primary education.

g) The alternative primary education programs were initiated to provide alternative chances/opportunities for out-of school children as they may fit into the local culture and realities in the subject areas.

Three programs- ACCESS-AAE, ACCESS-RCWDA and NFPE-SDP/SZED use a simple shed like structure known as "das" to substitute physical facilities. The two ACCESS programs also use community halls and in addition to that ACCESS-RCWDA uses mosques. The LGSP-KCYDS has adopted a specifically designed small community schools, that may vary in size and number of classrooms depending upon the number of beneficiaries served, and the level of actual community involvement.

d) School Calendar

Most of the programs have attempted to make use of flexible schedule and shorter duration in program delivery. They have tried to make use of a three years cycle of 600 learning days to complete the lower primary education level (grades 1-4). Each academic year was divided into 200 learning days with 3-4 hours daily class contact time on the average, five days per week at the time agreed by parents. It takes the programs about 150-165 days to complete a given grade level.

e) Curriculum

A condensed, simplified and integrated curriculum focusing on core subject areas (language, basic arithmetic and environmental science) was claimed to be the salient feature of curriculum innovation in all the programs. However, this was not realized. Action Aid Ethiopia had attempted to develop a "minimum Learning Continuum, Minimum Learning out come" and a syllabi on the three core subjects. Nevertheless, during the time of the study the researcher discovered that no program had a specifically designed self-learning student materials and/or self instructional guides for teachers as claimed in project documents.

However, all the programs have claimed to take advantages of the national or regional curriculum to experiment the pilot programs.

f) The Teaching-Learning Process

The approaches to classroom organization were found to be self-contained in ACCESS-AAE, ACCESS-RCWDA and NFPE-SDP/AZED, while it was departmentalized in the LGSP-KCYDS. Though the class size varies form center to center, the average student class size was between 35 to 40, except in ACCESS-RCWDA where a large number (82) of students are accommodated in a single room.

The teaching learning methods and approaches were assumed to be active or participatory method with a learner centered approaches. However, with few exceptions the teaching learning process and approaches tend to be more of the traditional and less interactive.

Flow of students to and from the alternative program to the formal system was not found as a problem as responded by 90 percent of the population.

g) Teachers

Except the LGSP-KCYDS who use mixed teachers (graduates of teachers training institute and paraprofessionals) the rest make use of para-professionals in the actual learning process. These teachers were selected by and from the community. The minimum criteria for selection included at least: 9^{th} grade education level, knowledge of the local language and culture, proximity in residence with priority given to married adults and females. The two ACCESS programs also require pass mark on ability test. However, the use of females as a role model was not practical in most of the cases. The reason was the absence of female candidates who could fulfil the minimum recruitment criteria in program areas.

With slight variations, all the programs have employed a short (15-20 days) initial training followed by 5 to 9 days refresher

courses every quarter and a fortnight meeting for experience exchange as in ACCESS-AAE and ACCESS RCWDA.

Terms of employment were on part-time basis in most of the cases particularly for paraprofessionals and the mode of payment was in cash. However, the level of salary satisfaction and job motivation of these facilitators were found to be unsatisfactory as responded by 63(86 percent)of the study population.

iii) Program Performance

a) Responses on program accessibility and equity were found to be high. The average mean scores were3.9 and 4.3 respectively.

b) The over all mean score rating for the internal efficiencies (related to enrollemnt and retention) of the alternative programs were found to be 3.8 which indicates a relatively high score. For example the 1998/99 enrolment data shows a better participation rate of girls 47.1% in ACCESS-AAE, 44.9% in ACCESS-RCWDA, 63.2% in NFPE-SDP/SZED and 51.9% in LGSP-KCYDS compared to the national average of 35.3%.

c) The drop-out rate was also less than the conventional system. It was rated as low. The data obtained for the year 1998/99 reveals the drop-out rates (for both sexes) to be 14%, 27% 10% and 13% for ACCESS-AAE, ACCESS-RCWDA, NFPE-SDP/SZED and the LGSP-KCYDS with a survival rate of 86%, 73 %, 89% and 87% respectively. However, attendance rate was scored poor for the programs. The over all drop-out rates for grade one of the formal system was estimated to be 29% for Ethiopia during the same year.

d) Learning acquisition of children attending the alternative programs was perceived to be high at grades one and two. Nevertheless, teachers and supervisors have underscored their fear for declining student achievement after grade two. The fear emanates from lack of appropriate learning materials as well as teacher support materials.

e) The general rating on quality education was found to be medium (2.8 out of 5, but with low rating for classroom atmosphere and learning materials (curriculum), which were also perceived as a core issues by parents, teachers and supervisors.

f) Results of a simple teacher made test for grade two on the three core subjects (vernacular, basic arithmetic and environmental science) for a randomly selected 60 students of the alternative program showed the following results.

- The overall average test scores (means) were found to be 64.8, 68.2 and 72.3 in language, arithmetic and environmental science respectively.
- The number of students who satisfied the agreed acceptable level of learning (75% score) were found to be 46 percent. Statistical results for a test value of 75% showed negative results for language and basic arithmetic, while it was positive for environmental science.
- Students scored best in environmental science and least in language achievement. The mean score for environmental science was 72.28 with relatively lower standard deviation (15.49) than the other two subjects.
- 7.2% of the students were high achievers (above 90%) and 10% of the students scored below 50%.
- There were perceived individual differences in achievement among students in all the three subject areas, (the minimum test score was 10 and the maximum score was 95 out of a possible score of 100.) Higher deviations in achievement was observed in basic arithmetic SD being 19.52.
- A non parametric analysis of the data to compare student achievement using chi-square in the three subject areas showed a significant difference in language achievement at a p-value 0.066, while there was no observed significance difference in basic arithmetic and environmental science among students of the alternative primary education programs.

- The over all test results of the upper and lower confidence interval of the means revealed that out of 100 similar samples taken from a similar group, about 95% of them will have mean value bounded between 61 to 70% in language, 63 to 73% in basic arithmetic and 68 to 76% in environmental science at p-value 0.05.
- Interventions taken to promote quality education were only significant for language achievement at p-value 0.15 level, while the quality interventions in basic arithmetic were not statistically significant.
- The measures taken by the programs to promote equity had no significant contribution to students achievement in all the three subjects.

vi. Results on the Internal and External Environments

a) The assessed organizations were found to be strong in their vision, mission statement and the desired goal of achievement. The average mean score rating was high (3.65) as rated by both implementers and decision makers.

b) Responses on governance and constituency showed an intermediatary position between strengths and weaknesses. All the four major elements were rated a little bit above average. The weighted mean score was 2.8.

c) The management and leadership aspects of the organizations were generally found to be fair. The average mean scores rated were 2.74. However, interview results have shown weaknesses in areas related to organizational structure, lines of authority and responsibility, transparency, accountability, record keeping, reporting and strategic approach to planning and management. The concept and use of time resources was also perceived as organizational weakness. Weighted mean score was (2.32).

d) The capacity of the organizations to generate and systematically use resources and their communication skills

were rated medium. The weighted mean score was 2.62 implying relative strength. The financial and material resources were rated poor by decision makes (the mean scores were 2.32 and 2.35), and medium by implementers (2.7 and 2.75) respectively.

e) Results on the external environment showed more of opportunities than threats, except for the economic environment. The weighted mean scores for the political environment was found to be 3.2 indicating favourable opportunity if maintained and cultivated. The average mean scores for the economic environment as rated by both categories was found to be 2.32 showing a potential threat for the organizations.

f) Responses on the socio-cultural environment were highly positive. The mean scores were found to be 3.2 and 3.8 as rated by implementers and decision-makers respectively. This implies the acceptance of the programs by opinion leaders and end users and an exploitable socio-cultural opportunity.

g) Results on the technical soundness of the alternative programs have also showed positive results. The aggregate mean score was 3.32 implying a supportive opinion of climate by those concerned.

5.2 Conclusions and Implications

The over all pattern of the findings of the study implied the existence of untapped educational alternatives and partnerships that can be of great help in speeding up universal primary education in Ethiopia if properly nurtured and cultivated. Two important conclusions and a number of similar issues can be drawn from the results of the study. The inherent values and potentialities contained in the alternative and nongovernment approaches to primary education were found to be an attractive areas of interventions in addressing the strategic issues of universal primary education.

First, the alternative approaches to primary education have shown their potential in addressing gender and socio-economic disparities. This was evidenced by increased number of girl's enrollment and the extent to which the poor rural child was given the opportunity to learn at the time preferred by parents.

Second, the alternative approaches were also found attractive and seem to be profitable areas of intervention as perceived by both decision makers and implementers at the regional and grassroots levels. The positive responses on the political, socio-cultural and technical soundness of the programs do indicate the fact that regional education bureaux are increasingly becoming aware of and concerned with the values of the alternative programs to significantly promote primary education for the unreached rural children.

Third, the potentialities are mainly attributed to the innovative features of the nonformal approaches, which may include: schools nearer to the homes of children, greater level of community involvement, the flexible school calander suitable to parental demands that was made to respond to the opportunity costs of the learner's time, use of available structures for classroom and/or construction of small schools using local materials and indigenous knowledge, use of para-professional teachers, shorter duration of initial training and continuous on the job training and the intended methodologies in the teaching learning process.

Forth, because of their mission and closeness to communities at the grassroots NGOs might have been found good at promoting educational innovations. As a result, there seems to exist a heightened interest for greater NGO involvement in the promotion of alternative primary education programs at the regional levels. This generalizations are reached from the distinct features of NGOs that places them in a relatively advantageous position for addressing the challenges of basic education. The assumption is

that, NGOs are less constrained by formal procedures, they tend to be flexible in responding to specific situation and work with freedom to adopt and experiment educational innovations to the needs and requirements of the local reality. However, it should also be noted that NGOs become successful at educational innovations if they adopt and guided by a well thought strategic approaches in planning and management.

Fifth, though the contributions and potential benefits of the alternative and nongovernmental approaches are undeniable, the findings of the study have thrown some light on certain issues that require immediate attention. The quality issues, the institutional feasibility and the issue of sustainable economic basis were not with out a problem. Though, the programs were claimed to be cost effective, the physical conditions of the classrooms, the availability and competence of existing personnel, the absence of self-instructional materials for students and lack of a guide for facilitators remain a matter of concern for the major stakeholders. Thus, it could be inferred from the situation that providing agencies or partner organizations might have wrong generalizations about costs and relevant sectoral experts required for the promotion of the alternative approaches. Because, quality was constrained by costs and capacity rather than other factors.

Therefore, even if the potential benefits, feasibility and effectiveness of the alternative programs are without doubt, it might be quite inappropriate and too early to view the pilot programs as a model for immediate replication on a wide scale. Additional time is required to cultivate, strengthen and develop the programs for better performance. Furthermore, there is a need to establish a sustainable economic and institutional basis in order to ensure
quality and maintain continuity. Thus, further experimentation calls up on the active involvement of the government and the drawing of professionals into the field.

Despite these limitations, the following lessons can be drawn from the on-going alternative primary education programs.

i) There is a possibility of increased enrollment, decreased drop-outs rates, and a better retention in primary education particularly for girls if alternative approaches are adopted in rural Ethiopia where distance is a deterrent to education.

ii) The strategic placement of schools nearer to the homes of children and the flexible schedule could be a suitable intervention strategy in responding to the opportunity costs of the learner's time.

iii) There is a fertile ground to increase educational resources and partnerships for the promotion of primary education in Ethiopia.

iv) Future interventions require a strategic approach to planning and management particularly for NGOs.

5.3 Recommendations for Future Action

The parties involved or concerned with alternative primary education must take into account the key conditions required of educational innovations.

i) It is commonly agreed that educational innovations are full of uncertainty particularly at the initial period. Thus, providers must strive to sell their innovations in terms of potential as well as perceived results and need to get the required human, financial and material support from decision makers. For this, providing agencies should be creative, need to learn by doing and should understand what will be required of them and act accordingly.

ii) Before trying to expand there should be adequate preparation and readiness, because, replication of educational innovations must have enough time to get matured. It also needs to get politico-social consensus in a written form and expressed in a public agreement, a law and a binding contract

from the concerned stakeholders. These conditions need to proceed program interventions.

iii) The agencies concerned with such programs should think and act strategically and need to know the environment in which they are operating. For this, the need to adapt and make use of a strategic planning and management approach becomes vital if they want to survive and grow. This approach enables organizations to cope up with the changing world and, it will be easier to "keep moving when success breeds success but failure in one critical step may defeat the best previous efforts". Hence, creative management and hard work are extremely important for success under the leadership of educator or advising experts.

iv) Innovators should also make sure of quality standards, the availability of human, material and financial support measures. Thus, continuous follow-up and monitoring, wise use of time and action oriented research are extremely important for timely correction and modifications of plans. It is also useful to share ideas, record and disseminate good practices. More specifically:

a) It is very important to look more closely at curriculum issues and all the necessary measures need to be taken to insure that the quality of the alternative programs are comparable with the conventional approach in order to effectively integrate them into the formal system. Thus, the development of modules or self-instructional materials are issues that should deserve immediate attention.

b) Periodic monitoring, follow-up and remedial corrections with enhanced community participation are the necessary steps for program improvement. Therefore, program providers and local authorities should insure and facilitate the actual and true involvement of communities in the planning, implementation and evaluation of the alternative primary education programs.

v) The availability and increased enrolment could only be made meaningful through sound and supportive educational policies,

enabling socio-cultural and economic opportunities. Thus, the following policy and investment considerations are suggested.

a) The positive socio-political environment observed at the regional states level should be enhanced and maintained. Furthermore, political policy decisions specific to alternative primary education programs should be taken at the federal state level to ensure program sustainability. Thus, the Ministry of Education need to clearly specify the role, purpose, required minimum standard, supportive structure with finance, human and material resources, criteria for NGO involvement and conditions for local actions. These conditions require a unified but diversified policy decisions that equally treats both the formal and the non-formal approaches. Thus, clear and sound policy guidelines and regulations must be set, announced officially and need to be maintained for program success in a way that it attracts more partners and additional budgetary resources.

b) The fast population growth rate and the prevailing economic limitations calls for effective partnerships between donors, NGOs, governments and community at large. Thus, before going into program operation all partners require to have basic information, knowledge and skills on the alternative approaches to effectively carry out successful programs.

c) The alternative programs being piloted in Ethiopia seems to suffer from under-estimation of the financial resources required for their implementation, particularly in the areas of quality education. Thus, providers as well as funding agencies should not overlook quality improvement measures. They should not also neglect the necessary recurrent costs required for the project and expenses related to capacity development. It is therefore, recommendable that before funding, partners should be willing to fully assist and train recipient NGOS in line with adequate technical and financial support. There is also a need to generate funds locally. Above all it requires proper recognition and appreciation of

the programs by all concerned. It should also be remembered that the presence of strong constituency base, together with skillfull, visionary and energetic leader capable of winning public support through care and hard work are the primary conditions for success in educational innovations.

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ANNEX A

Addis Ababa University

School of Graduate Studies

Faculty of Education

Department of Educational Administration

Form - A: Questionnaire to be filled by program co-ordinators, training officers, project managers, head teachers and education specialists of alternative primary education providing agencies, supervisors and concerned desk officers of partner organizations.

Dear Sir/Madam

Universalizing access and equity to quality basic primary education is both a challenge and a matter of great concern in Ethiopia. A great majority of school age children are still without access to primary education. In response to the challenge few alternative primary education programs are being tried in different parts of the country. Thus, this questionnaire is designed to assess partnerships and the main features of alternative primary education delivery programs for out-of school children and how they can help to speed up universal primary education in rural Ethiopia.

The purpose of this study is purely academic and in no way affect you personally or organizationally, and yet, the success of the study highly depends on your genuine, frank and timely response. The out come of the study will help governments and all EFA (Education for All) partners to draw practical policy guidelines and operational guidance for effective UPE (Universal Primary Education) implementation. Therefore, to show your direct contribution, please fill in the questionnaire honestly and responsibly.

I sincerely express my thanks for your co-operation!

N.B. 1. Don't write your name.

2. Marks your response in the space provided by putting " " mark.

3. For additional explanation or comment, write in short and to the point in the space provided.

4. Questions items marked with "*" are to be filled by project managers only.

Date of the response

I. Personal Information

	Sex		Age	Educational Level	Field of Specialization	Relevant Special Training Attended	Total Years of Service	
1	M	F					Direct (Edu.related)	Indirect

	Name of Your Organization	Your Current Position
2		

II. Organizational Background

	Year of Establishment	Type of the Organization				
*1		Government (National or Regional)	Indigenous (Local) NGO	Umbrella (Net working) NGO	International NGO	Other

	Sectors of Activity			Status of the Program (Level of Maturity)			Legal Status	
*2	Pre-Education	Primary Education	Adult Func. Litracy	Infant (Below 3 years)	Emerging (3-5 years)	Matured (Above 5 years)	Registered	Not Registered

	Operational Area					Beneficiaries		
*3	Country/s	Region/s	Zone/s	Wereda	No.of Sites	M	F	Total

*4. Organizational vision/fundamental purpose and values(if any).

_____

_____

*5. Organizational Mission/clear idea of the purpose (if any).

_____

_____

*6. Organizational Aims (developmental goal/broad paths to be followed)

_____

_____

*7

Year	Major sources of Income		(Revenue) in Percentage During the Last Three Years			
	Government %	Voluntary Contribution %	Community %	Private Enterprises %	Project Donations %	Other
1997						
1998						
1999						

*8

	Current Staff Profile							
	Head Office				Field Office (Project Level)			
	Educational Level				Educational Level			
	<12 grade	Cert.	Dip.	B.A/B.Sc.& above	<12	Cert.	Dip.	Degree & above
M								
F								
T								

III. Context of the project Area (Kebele Level)

*1

Estimated Population of the Program (Area)															
Children Below Six Years			Children 7-15 Years Old			Youth and Adults (16-60 Years Old)			Old Age (60 and Above)			Total			
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	

*2

Climate Conditions		
Highland (dega)	Semi-highland (weyna-dega)	Lowland (Qolla)

*3

Primary Activity of the People (Occupation)					Dominant Religion		
Agriculture	Pastoral	Trade	Mixed Farming	Other (specify)	Christian	Moslem	Other

*4

Population Growth Rate	Fertility Rate	Literacy Rate			Poverty Level			
		M	F	T	V.Poor	Poor	Medium	Rich

IV. Programm Context Issues

*1. What were the major reasons for initiating an alternative primary education programs? (Please indicate in terms of your priority starting from no."1" and in an ascending order using numbers).

a)	To promote access		f)	To improve internal efficiency	
b)	To address equity		g)	To promote educational relevance	
c)	To improve school facilities		j)	To mobilize resources	
d)	To enhance teachers performance		i)	Others	
e)	To improve management system		j)		

*2. From where did the initiative came?

a) from donors (outsiders) ☐

b) from government ☐

c) local groups ☐

d) Others _____

*3. What is the program type?

Innovations within the formal	Non-formal Approach	Hybrid Type	Other

*4. Who are the targeted population?

a) out-of school children ☐ c) repeaters ☐

b) drop-outs ☐ d) others ☐

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

Social and Economic roles of Children					
a)	Care of siblings		f)	Bonded labour	
b)	Care of live stocks		g)	No occupation	
c)	Farming		j)		
d)	House hold works		i)		
e)	Pity trade				

*6. Indicate estimated gross enrolment ratio of primary education in the project area (Kebele) at the time of initiation.

Boys	Girls	Total	% of School Age Population			% of Out of School Population		
			M	F	T	M	F	T

7. What were/are the major factors affecting the participation of primary education in the project area? (rank in order of difficulty using numbers)

Major Factors Affecting Primary Education Participation					
a)	Distance		f)	Opportunity costs/child labour demand	
b)	Poverty		g)	Direct education costs	
c)	Poor quality of education		j)	Parental awareness	
d)	Relevance of curriculum		i)	Other	
e)	Culture/Social beliefs		j)		

*8. What was/is the guiding principles for program promotion? (Please write in short.)

a) _____

b) _____

c) _____

d) _____

e) _____

9. What advantages or feasible options were envisaged in the program? (Please rank in order of advantages starting from no. "1" in terms of priority of the advantages)

a) Flexibility and adaptability ☐

b) Cost effectiveness ☐

c) Relevance ☐

d) Wide coverage (access) ☐

e) Community involvement ☐

f) Efficiency ☐

g) Others ☐ or write if any

_____

V. School Facilities for the Alternative Program

1. What are the accommodations for classes? (more than one answer is possible)

a) private houses ☐ d) sheds or "Dases" ☐

b) primary schools ☐ e) churches or mosques ☐

c) specially constructed small schools ☐ f) cooperative halls ☐ g) others ☐

2. Is the accommodation for classes acceptable to:

a) Parents? a) Yes ☐ b) No ☐

b) Concerned government agency? a) Yes ☐ b) No ☐

c) Educators? a) Yes ☐ b) No ☐

d) Donors? a) Yes ☐ b) No ☐

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

a) Using local resources and indigenous knowledge ☐

b) In accordance to the national standard ☐

c) Other (specify if any)

_____

VI. Teachers/Facilitators

1. Who are the teachers?

   a) conventional teachers ☐

   b) para-professionals ☐

   c) Mixed ("a" and "b") ☐

   d) others ☐

*2. Indicate the number of teachers by age and sex in the year 1999/2000.

Number			Age		Sex			Education		
M	F	T	18-30	30-50	M	F	T	<12	12+	12+TTI

*3. How are teachers recruited, trained and deployed?

   a) Who recruit and assign them? _____

   b) what is the minimum requirement? or the basis for recruitment? _____

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

   a) As a teacher their role is _____

   b) As a community agent their role is _____

   c) Others (specify) _____

*5. Terms of teacher's employment

   a) full-time ☐ b) part-time workers? ☐ c) volunteers ☐

*6. What is the mode of payment?

   a) In cash ☐ b) In kind ☐

   c) Both ☐ d) Other _____

*7. Who pays and how much do teachers receive per month?

Total Pay/ teacher/ month	community contribution	Amount	%	Project Contribution	Amount	%	Others	%	Average Cost Per student

8. Is the payment satisfactory and motivating?

   a) Yes ☐ b) No ☐

*9. How often and how long are they trained? (Please also indicate the mode/pattern/or phases of the training and write the duration)

a) Initial training ☐, duration(in days) _____

b) Inservice training ☐, duration (in days)_____

*10. Who are the trainees/is involved in the training of teachers?

_____

*11. What are the major training contents/components?

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

12. Does the designed training package address the gap in need or compensate for teacher's knowledge and pedagogical experience?

a) Yes ☐ b) No ☐

c) Other comment/opinion _____

VII. Program Organization and curriculum Issues

1. Is there curriculum material specifically developed for the program?

a) Yes ☐ b) No ☐

2. Does the program take advantage of the national curriculum?

a) Yes ☐ b) No ☐

3. If yes, has the newly developed curriculum endorsed by the concerned government agency?

a) Yes ☐ b) No ☐

4. Is the newly developed curriculum accepted by the

a) Parents a) Yes ☐ b) No ☐

b) Educators a) Yes ☐ b) No ☐

c) Opinion leaders a) Yes ☐ b) No ☐

5. Who designs and develops the curriculum for the alternative program?

a) project staff ☐ d) expatriate (outsiders) ☐

b) MOE/REB ☐ e) joint venture ☐

c) local experts ☐ f) others ☐

6. Is the minimum learning competencies defined in terms of

a) literacy- a)Yes ☐ b) No ☐

b) numeracy- a)Yes ☐ b) No ☐

c) basic life knowledge- a)Yes ☐ b) No ☐

d) appropriate assessment methodologies and tools

a)Yes ☐ b) No ☐

*7. What are the main subjects taught? And indicate weekly period allotment for each of the subjects.

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

*8. Please indicate or write how the program is organized in the following box.

full cycle of the program in years	Average No. of school days in a year	Average no. of days to complete a given grade	No. of weekly school days	Daily learning hours	Average class size	No. of shifts per day

*9. Approaches to classroom organization:

a) departmentalized ☐ b) Multi-grade ☐

c) self-contained ☐

d) Others (if any) _____

10. How and by whom is the school calander, timing /schedule/ determined? _____

_____

VIII. The Teaching-Learning Process

1. Pedagogical approaches to learning

a) traditional/Teacher centered ☐

b) Learner centered/programmed learning ☐

c) others _____

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

   a) self learning ☐ c) individual work ☐

   b) group work ☐ d) peer-tutoring ☐

   e) others (specify) _____, _____, _____

3. How is progress measured?

   a) by achievement/ability test ☐

   b) by years of schooling (automatic promotion) ☐

   c) others (specify) _____

4. Is there smooth flow to and from or a mechanism that links children of the alternative program to the formal school system? Yes ☐ No ☐

5. If yes, do the children fit into the culture of formal school system after transfer? a) Yes ☐ b) No ☐

6. If not, what is the reason?

   _____

IX. Costs (Cost Effectiveness Issues)

*1. How much was spent on the alternative program in the last three years for a single center (1999/2000)?

Item	Amount	Remark
a) teachers salary/student/year		
b) training/initial) teacher		
c) text books/Student/ year		
d) building or construction /center		
e) furniture and facilities/ classroom		
f) services and utilities/student		
g) administration cost/student		
h) unit cost per-student per year		
i) No. of students served (beneficiaries)		

*2. Can you justify how the alternative program is cost effective as compared to the formal system?

   _____

   _____

X. The learner and the Alternative Program

*1. Enrolment trends (please fill in the space provided).

	Enrolment					Dropouts					Attendance				No.of Passes				Comple-tion Rate		Number of Sites
Year	Boys	%	Girls	%	Total	Boys	%	Girls	%	Total	Boys	%	Girls	%	Boys	%	Girls	%	Boys	Girls	
Before the project																					
1996																					
1997																					
1998																					
1999																					
2000																					

2. Which grade is more affected by dropouts?

a) Grade 1 ☐ b) Grade 2 ☐ c) Grade 3 ☐

3. Teacher and Material Provision

Student-teacher * 1:		Student-text book ratio * 1:					Availability of supportive learning materials				
Reasonable	Not reasonable	1	2	3	4	5	1	2	3	4	5
		V.Poor	Poor	Fair	Good	V.Good	V.Poor	Poor	Fair	Good	V.Good

4. Who makes provisions of learning material (pen, pencil, exercise books etc.)?(more than one answer is possible)

a) government ☐ b) the project ☐

c) parents ☐ d) others _____

XI. Program Management

1. List the categories of people or stake holders responsible for or involved in the school administration or management.

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

2. Do the local community involved? a) Yes, ☐ b) No ☐

3. What contributions do communities make? (more than one answer is possible)

Contributions or Forms of Involvement			
a) Land provision & site selection		h) Scheduling/time tabling	
b) Labour and raw material provision		i) Involve in the process of planning and management	
c) funds in cash		j) Teach skills/tutoring	
d) School construction, space provision		k) Provide information/feedback	
e) Insuring /monitoring environment, learning, attendance		l) Committee selection	
f) Teachers selection & firing		m) others	
g) Advocacy _____& program promotion			

4. Please list major responsibilities of the school committee.(If any)

   a) _____

   b) _____

   c) _____

   d) _____

   e) _____

   f) _____

5. How do you rate the impact of community participation in terms of the following parameters?

Measures	Ranking Scale					Remark
	Poor	Fair	Good	Very good	Excel lent	
	1	2	3	4	5	
Student participation/enrolment						
Learning achievement						
Program quality						
Resource mobilization						
Accountability						
Cost effectiveness						
Sense of ownership						
Sustainability						

6. Monitoring and evaluation

   Who is involved in program monitoring and evaluation?

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

7. What are the parameters/indicators of monitoring and evaluation?

   a) _____ b) _____

   c) _____ d) _____

   e) _____ f) _____

   g) _____ h) _____

XII The Learner and the Alternative Program

The following questions are designed to assess the strength of the program. Please rate your response on the basis of the following parameter. (1 = very low, 2 = low, 3 = medium, 4 = high, 5 = very high)

	Function	Item	Rating Scale					Remark
			1	2	3	4	5	
1	Accessi- a) bility	- Physical accessibility - Home school distance and time taken to travel - Suitability of school location - Physical arrangement and appearance (neatness and cleanliness of the school compound, play grounds classrooms)						
	b)	Socio-cultural accessibility - Parental acceptance and willingness (attitude, values, religion) to send their children to attend classes						
	c)	Economic accessibility - Direct education costs for parents - Indirect/opportunity costs						
2	Equity a)	- The level of addressing gender disparity (the need of the girl child)						
	b)	- The extent to which the program addresses the needs of the poor child (socio-economic)						
3	Internal Efficiency(a)	- Participation/enrollment rate - Wastage (drop-out and repetition rate) - Attendance rate - Smooth flow/completion rate & survival						

	Function	Item	Rating Scale					Remark
			1	2	3	4	5	
		- Student achievement/learning acquisition - Acceptance/chances o join formal school system - Management of he learning environment (keeping and reporting of accurate records, daily instruction, classroom participation, test results, homeworks, student history etc.						
4	Quality a)	Teachers' attributes - Teacher's physical appearance expression, body language, acceptance of student needs - Ability to teach, diagnose student needs and continuously monitor progress - Student teacher interaction in a friendly and humble manner - Variety of instructional techniques, approaches and methods used						
	b)	School attributes - Supply and use of resources (text books, teaching aids, outdoor and indoor games) - Safety and comfort, scheduling…						
	c)	- Degree of classroom atmosphere to encourage and invite students to express themselves freely and participate in school affairs						
	d)	Curriculum - Responsiveness to societal needs - Activities based and real life oriented - Related to student experiences and past knowledge - Simplified, adopted and condensed - Follow and is in line with the national curriculum						

	Function	Item	Rating Scale					Remark
			1	2	3	4	5	
		- Acceptable to parents, government, educators etc.						
		- Validity, visibility, Practicality, technical soundness, quality and innovativeness						

XIII. ENVIRONMENTAL SCANNING

1. Organizational strengths and/or weaknesses of alternative primary education providing agencies (internal environment)
   (Please indicate the position of the organization using the following ranking scale:- 1 = very low, 2 = low, 3 = medium/fair, 4 = high, 5 = very high)

S. N.	Function		Items	Rating Score					Remark
				1	2	3	4	5	
1.	Vision, mission, goal	-	Identification of matches and mismatches, and ability to see the future integrating visions, beliefs, needs and current missions, articulation clarity etc.						
2.	Governance and constituency	-	The presence of a well defined constituency base., and level of involvement						
		-	Level of reflection of constituency needs.						
3.	Management structure and procedures (administrative context)	-	The presence of clearly defined organizational structure or organogram, lines of authority and responsibilities from top to the grassroots.						
		-	Effectiveness, efficiency and flexibility of the administrative system.						
		-	The existence of clear administrative and accounting rules, regulations, and procedures.						

		- Adherence to or the operationalization of the structure, rules, regulations, and procedures. - Execution of roles and responsibilities. - The level of transparency, accountability and delegation practice. Recording, reporting, communication & information exchange system.						
4.	Leadership/ gamnishiip	- Capability, skilfulness, devoted taught and extra attention in dealing with competing forces, community moodes, destructive rumours etc. - Flexibility, reform mindedness, courage, will power, judgement, decisiveness and integrity. Degree of openness, creativity, envisioning sharing, caring and Coordination.						
5.	Working environ-ment	- Attractiveness, rewarding systems and motivational factors (job satisfaction). Level of team sprit, unity and integrity.						
6.	Manpower resources	- The presence of sufficient, competent and qualified technical staff (relevant sectoral expertise) - Knowledge, skills and attitude of the staff to effectively carry out the program. Efficiency and commitment in accomplishing tasks.						
7.	Financial resources	- Existence of adequate financial resources for effective program excusion. - Capacity of the organization to generate and excute local and external funds.						
8.	Time Resources	- The concept of time as a valuable and irreversible resource.						
9.	Material resources	- The existence and proper use of necessary work materials (equipment, furniture, vehicle, services and utilities).						

	Function	Item	Rating Scale					Remark
			1	2	3	4	5	
10.	The planning process	- Plans are strategically designed. - Plans are realistic and need based. - Plans are based upon organizational direction (mission) and follow broad policies. - The external and internal environments (political, economic, cultural etc.) are well analysed and documented. - Attention is paid to key stakeholders.						
11	External relations	- Constituency, inter-NGO, government, donor, public relations, engagement, value, respect, credibility, partnership etc.						

XIV. ENVIRONMENTAL SCANNING

1. Opportunities and/or threats (external environment) for providers of alternative primary education programs in rural Ethiopia. To answer the questions please use the following rating scale 1 = very low, 2 = low, 3 = medium/fair, 4 = good, 5 = very good.

S. N.	Function	Items	Rating Score					Remark
			1	2	3	4	5	
1.	Politi-cal environ-ment	- Political will and commitment - Existence of supportive policy guide line, rules, regulation etc. - Policy soundness in terms of clarity, flexibility, comprehensive-ness, harmony, coordination, ethics) - Bureaucratic resistance and Number of bureaucratic levels and channels to work through.						

S. N.	Function	Items	Rating Score 1	2	3	4	5	Remark
2.	Economic environment	- Existence of sustainable economic basis for alternative primary education programs. - Availability of local funding (government, community, individuals, etc.) - Availability of external (outside) funding (donation)						
3.	Socio-cultural	- The level of acceptance by a) opinion leaders (decision makers, senior bureaucrats, village leaders, etc. b) end users (parents, teachers students). c) level of community support.						
4	Technology	- Relative advantage						
		- Compatibility						
		- Complexity						
		- Triability						
		- Observability						

XV. Issues, Concerns and Problems

1. What are the major issues, concerns, and problems do alternative primary education providers (NGO are facing to smoothly carry out the program?

   a) _____

   b) _____

   c) _____

   d) _____

2. Additional comments, opinion or ideas with regard to NGO involvement in alternative primary educaiton programs in Ethiopia (if any).

   a) _____

   b) _____

c) _____

d) _____

3. What conclusion, recommendations would you like to suggest?

_____

_____

_____

ANNEX B

Form-B: Interview and Focus Group Discussion: guide for decision makers of alternative primary education providers and concerned stakeholders' (government, donors/partners, formal school head teachers and community representatives).

1. What are the major innovative features of the existing alternative primary education programs and how can they help to speed up UPE?
2. Are partnership and the involvement of NGOs strongly fostered in the provision of primary education?
3. What political/policy support measures exist to promote innovations in basic education particularly for NGOs?
4. What economic opportunities exist for NGOs to effectively undertake alternative primary education programs?
5. Is partnership evident at the grass-roots level?
6. Is there a clear structure for planning and implementation?
7. Is there a demonstrated societal demand and support for such alternatives?
8. What advantages are envisaged in the alternative program?
9. What is the extent of motivation and involvement by concerned stakeholders? (acceptance and involvement)
10. Are NGOs capable of successfully promoting the program?
11. What weaknesses have you observed?
12. Do you fill or can you tell potential promises or demonstrated feasibility of the intervention?
13. What issues, concerns or problems do you like to mention in terms of opportunities, threats, strengths and weaknesses for program replication and sustainability?
14. Additional comments, opinion or recommendations if any.

Thank you.

ANNEX C

Frame work for Assessment of Student Performance in Alternative Primary Education Programs in Rural Ethiopia

1. Targeted population = grade two students
2. Test Areas
   - 2.1 Language - writing and reading skills
   - 2.2 Basic Arithmetic - skills in the four simple operations
   - 2.3 Environmental science - simple life skill questions.

Questions

3.1 Write a letter to a friend, family or any person you like and read the letter to your classmates (100%).

Marking Criteria

a) Design/format (date, address, spacing etc.) - 20 marks
b) Word and sentence construction - 20 marks
c) Readability - 20 marks
d) Message/content - 20 marks
e) Fluency and reading speed - 20 marks

3.2 Basic Arithmetic: Solve the following questions (100%)

a) Addition (20 marks)

a) 15+5 = ☐ b) 201 + 303 ☐ c) 159 +132 ☐ d) 254 + 132 ☐

b) Subtraction (20 marks)

a) 10-10 = ☐ b) 15-15 = ☐ c) 50 - 40 ☐ d) 412 - 112 ☐

c) Multiplication (20 marks)

a) 4x4 = ☐ b) 10 x 5 ☐ c) 22 x3 ☐ d) 20 x 4 ☐

c) Division (20 marks)

a) 8÷2 = ☐ b) 50÷5 = ☐ c) 100÷2 = ☐ d) 444÷4 = ☐

e) . There are 35 students in your classroom. 20 of them are boys. How many are girls? (10 marks)

. Feyisa has 10 goats, 2 cows and one donkey. How many animals does he has in general? (10 marks)

3.3 Environmental Science (100%, 20 marks each)

a) Write down the five sense organs of a human being?

b) The Kebele you live in is called _____.

c) People living in one house are commonly known as _____.

d) Write at least three uses of a cow?

e) Draw a tree and describe its main parts.

4. Agreed Method of Marking

a)	Best Achievers/Excellent (A)	=	90-100%
b)	Very Good (B)	=	80-89%
c)	Good (C)	=	60-79%
d)	Fair (D)	=	50-59%
e)	Failing (F)	= below 50% (should not exceed 10%)	

* Pass mark ⇒ 50%

* Acceptable level of achievement 75%

Declaration

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

Name Berhanu Seboka

Signature _____

Place and Date of Submission: Addis Ababa University

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

Name Ayalew Shibeshi

Title Asso. Prof.

Signature _____

Date of Submission 28/05/2000