

**Addis Ababa University
School of Graduate Studies**

**Analysis of Alternative Basic Education (ABE) Intervention
by the Organization for Prevention, Rehabilitation
and Integration of Female Street Children (OPRIFS) in
Addis Ababa**

By

Endale Kebede Meshesha

College of Education

**Department of Curriculum and Teacher Professional
Development Studies**

Advisor

Abdulaziz Hussien (Ph.D.)

Addis Ababa

July, 2007

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**Analysis of Alternative Basic Education (ABE)
Intervention by the Organization for Prevention,
Rehabilitation and Integration of Female Street Children
(OPRIFS)**

Addis Ababa

**A Thesis Submitted To the Schools of Graduates Studies
of**

**Addis Ababa University in Partial Fulfillment of
Requirements of the Degree of Masters of Arts in
Curriculum and Instruction**

By

Endale Kebede Meshesha

July 2007

Addis Ababa University School of Graduate Studies

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Organization for Prevention, Rehabilitation and Integration of Female
Street Children (OPRIFS) in A.A.

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Endale Kebede Meshesha

Approved by Board of Examiners

1. Abdulaziz Hussien

Chairman of department of
Graduate Committee

2. Abdulaziz Hussien

Advisor

3. Zenebe Baraki

External Examiner

4. Lemma Setegn

Internal Examiner



Signature

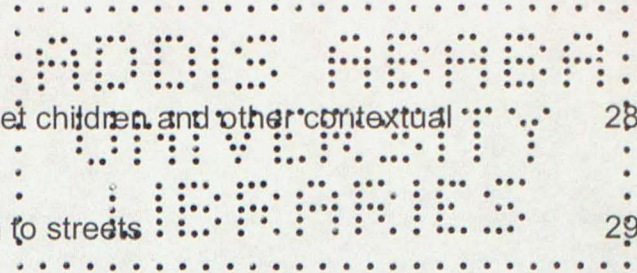
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	Page
Table of Contents	iv
List of Tables	vi
Acknowledgements	vii
Dedication	viii
Abstract	ix
CHAPTER ONE: INTRODUCTION	1
1.1. Background to the Problem	1
1.2. Statement of the Problem	3
1.3. Objective of the Study	3
1.4. Research Questions	4
1.5. Significance of the Study	5
1.6. Delimitation of the Study	6
1.7. Limitation of the Study	6
1.8. Definition of Key Terms	6
CHAPTER TWO: REVIEW OF RELATED LITERATURE	9
2.1. Right Perspective of Education	9
2.2. Formal Education and the Question of Access	11
2.3. Non-Formal Education as a Replacement Type of Mode of Education	13
2.4. Alternative Basic Education (ABE)	15
2.4.1. Characteristics of Alternative Basic Education	16
2.4.2. The Role of Non Governmental Organizations and OPRIFS Intervention in Promoting the Goals of Universal Primary Education (UPE).	21
2.5. Selected Experiences of Other Countries in Alternative Basic Education Programs	23
2.5.1. The Bangladesh Rural Advancement Committee (BRAC) and the Kishor-Kishor Schools (KKS).	23
2.5.2. Alternative Basic Education for Karamaja (ABEK) in Uganda	24
2.5.3. An Alternative Approach to Basic Education in Rural Kenya.	25
2.6. Street Children and Their Need to Have Access to Education.	27
2.6.1. Who are street children?	27



2.6.2. The nature of female street children and other contextual issues	28
2.6.3. Factors that lead children to streets	29
2.6.4. Problem of street children and the question of survival	29
2.7. Theoretical framework for the research	32
CHAPTER THREE: RESEARCH METHODOLOGY	34
3.1. Research Design	34
3.2. Source of Data	34
3.3. Pilot Study	35
3.4. Selection of Samples	35
3.5. Instruments of Data Gathering	36
3.6. Method of data Analysis and Interpretation	36
CHAPTER FOUR: PRESENTATION AND ANALYSIS OF THE DATA	38
4.1. Demographic Data of the Study Population	38
4.2. Data Pertaining to the Major Research Questions	41
4.2.1. OPRIFS's Intervention and the problem of access to female street children	41
4.2.2. OPRIFS's intervention in addressing efficiency	44
4.2.3. Quality of education delivered in the ABE centers	46
4.2.4. Community participation in the ABE program monitoring and evaluation	53
4.2.5. Government-NGO partnership(OPRIFS)	55
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	56
5.1. Summary of Findings.	56
5.1.1. Demographic Data of the Study Population	56
5.1.2. Data Pertaining to Major Research Questions	57
5.2. Conclusion	64
5.3. Recommendation	65
Reference	68
Appendices	70

LIST OF TABLES

Table -1. Sample Study Population in ABE centers	35
Table -2: Demographic data of the study population (N=60)	38
Table 2.1. Demographic data of informants (N=14)	39
Table -3. Description of reasons for being on the street caused by family problems	40
Table -4. Number of female street children enrolled in the center at present (2006/07)	41 42
Table - 5. The Level of Students Satisfaction with Created access (N= 60)	43
Table - 6: Students Enrollments in ABE centers	44
Table - 7 Dropout Rate in the two ABE centers	45
Table - 8 Survival Rate of students in the two ABE centers	
Table - 9. Level of the beneficiaries' satisfaction with curriculum matters they use in their ABE Centers	47 48
Table -10. Level of Satisfaction of the beneficiaries on methods of teaching	49
Table - 11: Level of Satisfaction of Beneficiaries on Facilitators	50
Table -12 Pupils- Teacher Ratio in the two ABE Centers	51
Table -13: Pupil- Class Ratio	52
Table -14: Achievement of Students who had joined the two formal schools	53
Table -15. Community Participates in OPRIFS ABE program	54
Table -16. Level of the beneficiary's satisfaction on community participation in ABE program management.	



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Friends who had been at my side were also many but Ato Membratu Gebeyehu, Ato Oljira Tujuba and Ato Minale Adugna were special in boosting my moral and even creating par time job opportunities. Thus, they were valuable friends during my course of studies. This time also I don't won't to pass without mentioning Endris Nuri, Abey Yemaneh, Getachew Jember, Feyera, and Feyisa Asfaw (the twins) who had been real friends contributing to my success. Lastly my kids Mickeal, Abinezzer and Meron were very dear to me and even encouraging me to push being eager to see my success at this age.

Dedicated to:
my dearest brother,
the late Lemma Kebede Meshesha
(victim of the Dergue rule)

ABSTRACT

The purpose of the study is to analyze the extent of ABE program access to female street children under the intervention of indigenous local NGO named OPRIFS. Therefore, the analysis was made in the light of the government policy intention to provide Universal Basic Education (UBE) by the year 2015. The main research questions addressed the extent of educational access created, quality of education delivered- mainly its relevance to the needs of the beneficiaries, efficiency of the program and level of community participation for the impact analysis.

The case study was conducted in two ABE centers in Arada Sub City of Addis Ababa where OPRIFS is conducting its program. Thus, center facilitators, program coordinators, beneficiary students, Kebele Education Desk Officers, Education Supervisors, children's parents and parent committee members were included as respondents. Data were collected from these respondents using questionnaire, interview, focus group discussion guides and observation checklists. From among 74 respondents 60 of them were female street children found in the ABE centers who were selected on the basis of random sampling. The remaining were program coordinators, facilitators, and education desk officials, in Kebele and Sub-city office of Arada. All the respondents had filled and returned the questionnaire to the researcher. Then the quantitative data that involve frequency counting were coded and processed using SPSS. The qualitative data is analyzed with an in depth examination of related documents, interview, FGD and observation check list summarized along key concepts corresponding to the main research questions.

The findings of the study revealed that there is problem of confidence about the ABE nature within OPRIFS that helps students to finish the first level primary in three years program, lack of coordinated intervention in ABE project by establishing GO-NGO partnership, problem of insufficient community participation in school management and utilize community resources that insures program sustainability.

Therefore, it is concluded that OPRIFS intervention in the ABE program had created an opportunity to this local NGO to contribute its share in opening a limited access to the marginalized female street children in the capital Addis Ababa. Thus, depending on the results of the findings the researcher recommends that due attention need to be given to mobilize the community, design strategies that could enable to utilize community resources, strengthening partnership with all stakeholders, exploring possible means that provides more access to female street children, share experiences from other NGOs and reevaluate the three years ABE's program that helps to complete the first cycle primary in light of ABE nature of flexibility and cost effectiveness.

CHAPTER ONE

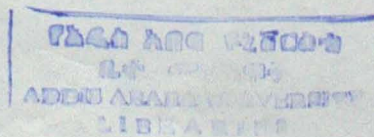
INTRODUCTION

1.1 Background of the Problem

History has shown that the advancement of human civilization and its continuity always depend on education (Svein Ostrveit: 2000). Much more this time than ever, the advancement of education in general and the universalization of Basic Primary Education in a country in particular are considered as means to break the vicious circle of poverty (Jeilu et al: 2006). Having this in mind one has to realize that Basic Primary Education is a fundamental right to all children. (UNESCO: 1990). Though these are undeniable facts, a number of countries are facing a challenging problem to provide Basic Primary education to all school aged children in government schools. Thus, to dress the wound of this problem, different communities and non-governmental organizations are called to share the burdens (MOE :2002).

At present many developed countries, including donor agencies and NGOs have realized the problem of providing Basic Primary Education as not a sole responsibility of government. This is particularly true when one considers their allotted budgets given the prevalence of economic problems, population growth, and day-to-day increase of street children in big cities and urban areas. Thus, all had agreed on the growing needs for alternative Basic Education (ABE) initiative working as partners to help them to come to the viable result of universalization of primary education in all countries facing the challenge.

Among all school aged children who had no access to basic primary education, Female Street children rank first to be vulnerable to all kinds of problems including hardship of street life and being victims of the spread of HIV/Aids pandemic. Moreover, it is clear that female participation in educational opportunities is seen to be very low compared to that of males in all less



developed countries (UNESCO: 1979 and World Bank: 1995). Therefore, a number of NGOs and donor organizations had shown their interest in this line so that they could participate and contribute their shares in providing basic primary education under Alternative Basic Education projects.

Alternative Basic Education project is a new initiative in Ethiopia and there are also differences among regional states in implementing the ABE program in their educational systems in conformity with the global slogan "No Child Left Behind" (NCLB). From among regional offices the capital, Addis Ababa, is one to follow this alternative policy to meet the Universal Primary Education (UPE) time set. However, empirical studies have questions on how this project is handled to control educational wastages, poor quality, and low access of educational provisions to the marginalized section of urban society in general and female street children in the capital in particular.

This in turn calls for an assessment of the initiative taken in the implementation of the alternative education project. And when we are in need to assess an educational program, we will definitely go to broad areas of evaluation. These are formative and summative evaluations. The formative evaluation helps to get feedback about and the summative evaluation is aimed at getting information about the overall efficacy and observable impacts of the student's perception of a specific instruction educational program under study. Both evaluations help us to see the worth of the program (Najibil: 1999). Thus, it is with this understanding that this research paper is designed to investigate the impact of the ABE program in the study area in relieving female street children's problem from hardship of street life by giving access to education.

In order to address and redress these problems facing female street children, Educational Office of Addis Ababa city Government has already started to work together with donor agencies and local and international NGOs, like OPRIFS,

Prop-Ride, Projinist, UNFAIR, FOCUS, New Life Community, Propried Markato and others. Thus, this paper will only consider OPRIFS intervention in providing Basic Primary Education for female street children in the two sub-cities of Addis Ababa, namely Cherkos and Arada.

1.2. Statement of the Problem

There is no doubt that matters concerning education are not only the responsibility of the government. Instead there is a high need to mobilize all the necessary resources which are at the hands of NGOs, private investors and the community at large towards the goal of universalization of primary basic education for school aged children. In the study area of this research, the Organization for Prevention Rehabilitation and Integration of Female Street Children (OPRIFS) has already initiated an alternative basic education program for street children and the program is working for the last four years. Despite this, several problems could be counted about this educational initiative which could be seen in light of.

- The organization's attempt to give access to basic-primary education for a significant number of female street children
- An attempt to mobilize community participation in the implementation of ABE program.
- The establishment of Government- NGO partnership to get the necessary support that education offices are supposed to provide.
- Provision of the necessary training to facilitator.

1.3. Objectives of the Study

The general objectives of the study are to investigate the major impacts that the ABE intervention run by OPRIFS brought on street children and to assess the achievements and problems encountered in by OPRIFS the implementation of the ABE project.

Specific objectives

Specifically the study will examine the following issues to attain its objectives:

- To determine the scope of involvement of the said NGO (OPRIFS) in ABE project.
- To describe the major problems encountered in the implementation of the intended curriculum.
- To determine and describe the level of community participation in the program.
- To determine the level of coordinated initiative taken between OPRIFS and Educational Office and a number of supervision activities conducted by to check ABE project implementation.
- To describe the major problems the female street children under study had that hinder them from participating in Basic Primary Education.
- To determine and describe the benefits that female street children obtained as a result of their enrollment in the ABE program under OPRIFS intervention.

1.4. Research Questions

In view of the problems stated above, the objective of this study is to assess the impact of ABE project in OPRIFS alternative basic education centers. Thus, the study attempts to give solutions to the following research problems or questions.

1. How efficiently OPRIFS intervention had addressed the problem of female street children in its ABE projects in giving access to basic education?
2. To what extent that these street children are successful to complete the three levels ABE program without quitting their studies?
3. How far is the quality of education delivered in the ABE centers relevant to show an impact on their future life?
4. To what level do the communities participate in the ABE program?

1.5. Significance of the Study

According to the national population census, Ethiopia is a developing country with a fast growing population that is expected to double itself by the year 2020 (Housing and Population Census, 1994). This boils down to the fact that the demand for the delivery of primary education will be at its height. At present the government had no potential to provide adequate and sufficient basic primary education for all school- aged children in the country and the same is true to big urban centers like Addis Ababa leave alone to the rural Ethiopian population.

In light of this problem, the government of Ethiopia had accepted the UNICEF strategy or vision to attain universal primary education by the year 2015 (Educational Sector Strategy: 1994). This could be possible, according to the document, by mobilizing the contribution of donor agencies, NGOs, private sectors, and the community at large. Thus, it is with this understanding of the program that OPRIFS, as one of the Non- Governmental Organizations working in the country, came to participate in ABE initiative as part of its strategy to provide basic primary education for children with low chance of enrollment in formal schools. Moreover, OPRIFS's plan of activities cover skill development, health services and provision of transit shelter to street children. Since 2003, OPRIFS claims to have launched basic education program under ABE project for children of the destitute parents in Arada and Cherkos sub- cities of Addis Ababa.

The rationales of this local NGO to make an intervention on these sub-cities of the capital is that 70% of its inhabitants (157,918) do live in monthly income of lower than Birr 200, and 44.5% of the population are under the age of 19 years old (Housing and Population Census: 1994). Thus, OPRIFS believed that the intensity of poverty in these areas could be a cause for increased street life, and that is why it had decided to make an intervention on these areas.

From this point of view, the researcher believes that the problem should be investigated. Thus, the study is expected to clarify the major problems encountered in the implementation of the curriculum and examine impacts of OPRIFS intervention in ABE project to identify positive development in the life of these female street children in the impact area.

1.6. Delimitation of the Study

Although the problem of street children and the impact of ABE intervention need to be analyzed in the capital Addis Ababa, so long there are a number of NGOs, who are working in the city. But number of problems such as economic constraints, time and other unforeseen problems including the objective of the study had delimited me to examine OPRIFS intervention to see ABE's impact on its beneficiaries (female street children) of the two sub- cities of Addis Ababa, Arada and Cherkos, where its school centers are found in Meskerm Hulet and Menlik II Primary Schools (Arada. Sub City) chosen for the delivery of the program.

1.7. Limitation of the Study

During the course of this research, the researcher had faced a number of problems which most of the time were time costing. Some of them were like respondents taking much time to fill and return back the questionnaire; the absence of education officers in their offices; and locating parents of female street children to procure the necessary information for the study.

1.8. Definition of Key-terms

Achievement—A manifested performance determined by some type of assessment or testing.

Alternative Basic Education- A three years flexible, cost-efficient alternative routes to basic education that is closely linked to the formal education system.

Attrition— Loss of subjects from the defined sample during the course of a longitudinal study.

Case study—An intensive, detailed description and analysis of a single project, program, or instructional material in the context of its environment.

Community participation- Encouraging communities to shoulder the responsibility of teaching their own children by building and eventually managing their own education centers so that they will involve in defining academic calendar, recruiting and supporting teachers facilitators, contributing to training materials development and promoting active child enrollment.

Formative (or Process or Implementation) Evaluation—An evaluation that examines the extent to which a program is operating as intended by assessing ongoing program operations and whether the targeted population is being served.

Facilitators- Teachers trained to teach in ABE initiatives.

Government-NGOs Partnership- Coordinated initiatives taken in the implementation of alternative basic education to school aged children who had no access to formal primary schools.

Street Children- may mean literally on the streets abandoned by their families or they may have no family members left alive, separated from their families and move from friend to friend or live in shelters, such as abandoned buildings, hostels and refuges, in contact with their families but spend most day and some nights on the street because

of poverty, overcrowding, or sexual or physical abuse at home, institutionalized care, having some forms of homelessness and at risk of returning to a homeless existence.

Impact- Influence exerted /pressurized by an initiative to bring a desirable behavioral and attitudinal change on participants/ beneficiaries.

Intervention —the specific services, activities, or products developed and implemented to change or improve program participants' knowledge, attitudes, behaviors, or awareness.

Psychosocial problems- Psychological and social problems that individuals face, like emotional behavior, stress because of past experiences having a lasting impact on future life.

Summative (or outcome or impact) evaluation— A type of evaluation that assesses the results or outcomes of a program.

Beneficiaries- On the context of this study are those female street children who are made to learn primary basic Education through Alternative Basic education (ABE) program of OPRIFS intervention in the city of Addis Ababa.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Right Perspective of Education

In December 1948 the nations of the world had made a declaration on the nature and extent of human right which was published as "Universal Declaration of Human Rights." In this document, the organization had made it clear that elementary education would be free and compulsory and higher education would be accessible to all on the basis of merit (UDHR: 1948). Subsequently, this objective of the United Nations had been restated on many occasions in which a number of international conferences were conducted to provide Universal Basic Education for all children in all nations of the world (UNESCO: 2004).

Apart from Article 26 of the 1948 Human Right Declaration, which stated that an International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social and Cultural Rights endorsed in 1966 had also addressed the ideal of equity in education giving emphasis on government's responsibility to ensure all children of a nation in getting access to education of an acceptable quality (*Ibid*).

It is of a general consensus among scholars in the field that all children can develop basic cognitive skills, given the right learning environment, which otherwise must be the deficiency of educational quality (UNESCO: 2003). Thus, the Dakar Framework of Action on Education calls for a commitment of all nations of the world to improve all educational quality to acquire better learning outcomes basically in literacy, numeracy and essential life skill (UNESCO: 2000). Regarding the mode of delivery, the 1959 Convention on the Right of The Child in its Article 29(1) had also emphasized that education must give due consideration during instruction to follow a child centered approach which

responds to the needs and priority of the learners, their families and the community in general (UNESCO. 2001).

Though there are encouraging progresses in all the nations of the world to provide basic education in response to these international calls, the world is far behind to reach the intended goals in universalizing primary basic education for all school age children so as the slogan "No Child Left Behind" be realized.

According to the 1990 "Education For All" Conference report (Paris), two third of illiterate adults and out of school children are female (UNESCO: 1990). Moreover, 125 million school aged children in the world are still out of the reach of schools and 150 million children are known to be dropouts without completing primary education (EENET, org. UK). Thus, having understood the problem, the World Education Forum which was held in Dakar, Senegal, from April 26 - 28, 2000 had called for all nations of the world to adopt strong action oriented approach to realize the goal of Universal Basic Education (UBE) (UNESCO: 2000)

Since the Jomtien Framework of 1990 had urged countries to set time-bound target to meet the basic needs of all children, the Dakar International Conference had proposed a time set to ensure meeting that need by the year 2015. (Svein Osttveit, 2000). Thus, the Dakar International Conference had designed a framework of action having the following principles:

- An uncompromising commitment by governments, civil societies and the international community to include all who are discriminately excluded as full participants in high quality comprehensive basic learning process.
- Recognizing the need for a beneficial learning climate for all school aged children.
- Stimulating more effective link between new technologies and basic learning.

- concrete goal-setting and explicit target for achievement at national and local levels that reflects internationally established criteria
- a more prominent role for and engagement with civil society.
- better collaboration, information sharing, transparency and accountability with regard to all actors.

Based on these international commitments, the Ethiopian Transitional Government had included and clearly indicated, in its Education Sector strategy Article 2.2.1., children's right to relevant and appropriate education and training through formal and non formal education programs (T.G.E: 1994).

2.2. Formal Education and the Question of Access

Education is perceived by the nations of the world not only as a right to a child but also a means to break the problems of poverty. As the late president of Tanzania Julius Nyerere said, "Education is not a way of escaping the country's poverty. It is a way to fight it." ("EENET, WWW org, UK'). But the long cycle and time requiring formal education program had been found inadequate to give access to all school aged children while all nations of the world had a dream to universalize basic education at a time set (Amare Asgedom: 2002).

All developing countries of the world had been investing huge amount of money for formal education having perceived education as a means for their development. But on the contrary, what they came to experience is shortage of all kinds in their education system it self (pia obanga, 1999). The problem is even more serious in developing countries like those in Africa. This time it is worth quoting Pia Obanga's critic on African education that says:

African governments are known to spend a large chunk of their budgets on education, yet education remained under-funded. The bulk of educational expenditure is on teacher's salary, yet teachers in Africa are underpaid and ill motivated (p. 39)

Even if these countries had set aside huge share of their national budget for formal education sector in building schools, training of teachers, preparation of teaching materials and other expenditures, the old evils of illiteracy, poverty, hunger and poor health and unemployment had continued to take root in the day to day life of their society (Mamo Kebede : 1999).

Formal education sector had not only suffered from shortages of school buildings, trained teachers and textbooks but also found weak to give access to unschooled populations of the developing world in which these countries are characterized by fast growing population rate. (Bishop: 1985). Even if the government of Ethiopia had made a significant development intervention since 1991, the issue of giving education access to out of school children including adults remained a major challenge to the country (Samuel: 2002). Thus, there comes a need to look for an alternative means to overcome the problems of formal education. To this end educational planners through national and regional educational conferences, had started to advise to follow an alternative route to reach the goal of Universal Primary Education (UPE) at a possible time length (CBPE: 2006). It is with this in mind that many developing countries of the world had geared their effort through ABE programs to provide basic education for marginalized sections of their society.

When the formal educational sector is found out to be inadequate to realize the objective of universalizing basic education, serving only few privileged segments of a society, many countries of the world had started to look for an alternative means to address the problem of educational accessibility in using their meager resources so as to provide basic education for all school aged children in their country without any discrimination (Befekadu Zeleke: 2006).

Like a number of international conferences on education, the Conference of African States which was held in 1961 at Addis Ababa had discussed on the development of Education in Africa. The conference gave emphasis to the need

for providing basic education to African children who had been under colonial yoke deprived of their basic right to education for years. Thus, the conference, for the first time, had advised all nations of Africa to consider alternative means that could create access to their population so that it is possible to provide basic education at a minimum (CBPE: 2006).

The problem of educational access is not only the problem of African states, rather it is a problem of the nations of the world at large. According to the "Dakar Framework of Action" report, more than 113 million children have no access to primary education and 880 million adults are illiterate in the world out of which the gender discrimination is even more frustrating (UNESCO :2000).

From among millions of world children who are deprived of educational access, the case of children from the minority groups of nomadic societies, street children and children with disabilities takes the lions share (EENET, WWW, Org. UK). That is why the International Educational Conference on Education held in 1990 Jomtien in its article III calls for improved access to education (Svein Osttvielt :2000).

An Active Commitment must be made to removing educational disparities, underserved groups, the poor, street, and working children, rural and remote populations, nomads and migrant workers... should not suffer discrimination in access to learning opportunities. (UNESCO: 1990, p.32).

Having all these rationales, non-formal education of a replacement type was designed to the disadvantaged and underserved groups like those living in isolated areas and inaccessible and underdeveloped regions be given equal access to basic education through non formal education system.

2.3. Non Formal Education as a Replacement Type of Mode of Education

Non Formal Education is a system of educational delivery which is designed to be conducted outside the framework of the formal system of education. It has

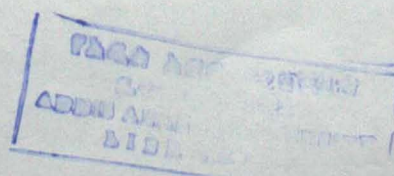
the objective of addressing basic learning needs of specific target in a society. This educational approach was perceived by developing nations as an alternative means to provide basic education for the disfavored sections of their population being out of the menu of educational services in the formal system.

According to Mamo (1999), Non Formal Education (NFE) has been found apt to address educational challenges of the developing countries of the world because of their potential in providing basic education in a short term duration which would be valued on the context of the life situation of the community it is designed to serve.

Non Formal Education always focuses on specific learning objectives having due consideration of the learning needs of the Community. Moreover, its curriculum is designed in such a way that it must be flexible and have relevance to the learner's future life. This mode of delivery of education is also believed to be cost effective having a specific future in giving space to empower the community by participating them in administration of the schools and utilize community resources that forms its landmark for its sustainability.

According to Paulston, (1972) Non Formal Education has the following features.

- It is self governing.
- Control of the program is left to the community and the participants.
- It utilizes community resources and facilities.
- It utilizes facilitators rather than trained teachers.
- It is highly flexible in its structure and content in order to be able to respond to changing needs.
- It is community centered one conducted near by where the learners live or work.
- It requires short duration and is run on a par-time base.
- It is delivered having due consideration to cultural environment of the community it is serving.



So long Alternative Basic Education is part of the non formal education, the whole program of the ABE intervention is designed on the basis of the above features indicated by Paulston (1972).

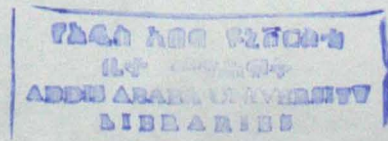
2.4. Alternative Basic Education(ABE)

Alternative Basic Education (ABE) as a mode of educational delivery is a learning system having its own specific characters which makes it different from others. These are its flexibility, affordability, ability to give access to all and its potential to suit the diversity of the learner's need (ESDP, 2006). Moreover, alternative educational approach is applicable to both formal and non formal learning situations and found to be suitable in harmonizing the two systems in an integrated manner with party of esteem giving due respect to diversity in life long learning framework (Thompson, 2001).

It is true that this time a significant increase had already been made in school enrollment in many countries of the world. But to provide basic education for all is still a major challenge to all nations of the world (UNESCO: 2003). Thus, many underdeveloped countries have adopted alternative Basic Education (ABE) program to give access to all children and adults in quality and quantity (Amare: 2002).

So long as these under developed countries of the world had committed themselves adopting the ABE programs in their education system, the work of intervention on the ground will not be an easy job to be handled by governmental institutions alone. Thus, local and international Non-Governmental Organizations (NGOs) as well as the general community are called to join hands on this endeavor (MOE: 2002).

According to the Care International report of 2003, almost all Alternative Basic Education programs functioning at this time are highly supported by the NGOs. These had formed Government-Non Government (Go-NGO) partnership in ABE



intervention that will help them to mobilize available resources to increase access and quality to provide basic education to out of school children.

In 1999/2000 academic year, the Federal Government of Ethiopia's Ministry of education had carried out a policy study entitled "Alternative Routes to Basic Education" in Collaboration with BESO/USAID. The study group had then made in-depth study and assessment on six non-formal education programs run under NGOs intervention with new innovative approach of flexibility and cost effectiveness designed for out of school children. The study has found out that the intervention program to be very innovative, cost effective and had a comparable quality to that of the formal government primary schools (MOE: 2002).

It was after this policy study that the Government of Ethiopia and donor agencies including NGOs had perceived the ABE programs as a major modality to provide basic education for the most disfavored rural communities, pastoralists and semi-pastoralists, street children and children with special needs. As these groups are made to be targets of the intervention to bring in reality the age-old dreams of the population to get rid of illiteracy and ignorance.

2.4.1. Characteristics of Alternative Basic Education

Successful Alternative Basic education (ABE) program has its own basic features in which it is delivered in non-antagonistic cultural environment, being highly flexible in structure and content and can go par in par with formal education with its cost benefit to increase access to the underserved sections of the population. A number of factors that contributed for the success of the ABE programs include the following (Hyde: 2002).

- schools are an organic part of the community.
- the community is empowered in school governance.

- the mode of delivery utilizes the mother tongue.
- facilitators are recruited from the community and given short duration "induction" training.
- school organization is functional with the consent of the local community felt needs.
- operative with the formation of partnership and collaboration with all concerned parties in intervention.

This clearly indicates that societal involvement in ABE programs is essential in each and every steps of the educational process

A. Schools as an Organic Part of the Community

Since schools are organic parts of the community, the communities in ABE programs have a right to decide on matters of education that their children are supposed to learn. As many scholars believe, the general community should be considered for effective intervention that addresses their felt needs based on the contextual realities and cultural acceptability's (*Ibid*). This implies that the general community and the parents of the learners in particular under the ABE programs have a right to decide why, what and how their children learn. This is essential to consider because all development philosophy roots it self on the principle that all the cases and solutions of any problem emanates from the community itself (WHO: 2000).

In order to ensure maximum utilization of all the opportunities that are at the disposal of the community, families Government and Non Governmental organizations including voluntary associations and the media need be geared towards the ABE programs to score a success (UNESCO: 1990).

Regarding the contributions of the comments, Hyde (2002) noted that, even if schools are most of the time established with Go-NGOs partnership, the construction of classrooms for the ABE program are always left in many cases at

the shoulder of the community to use local materials of a modest standard including the responsibility of its maintenance. It is this feature of the ABE programs that helps promote access, equity and efficiency in educational delivery of a special type and make it sustainable rooting itself in the community. Therefore, empowering the community in educational management of ABE type contributes a lot of give more access to the marginalized section of a society.

B. Community Empowerment in school Governance

The informal setting of the school environment in ABE program helps the community in general, parents in particular to make closer surveillance on what is going on in the school centers and what their children are learning about. Thus, the community involvement in the school administration has been proved essential not only in non formal but also in formal education systems. Schools are governed by School Management Committees (SMC) or Parent Teachers Associations (PTA) to empower the school community to have a say in school budgets, have a part in requirement of teachers and even in student's enrollment (Firdissa: 2003).

C. Use of Mother Tongue in Educational Instruction

Instruction in mother tongue had been found effective to elevate problems encountered in educational problems related to access, equity and even in enrollment at a primary level. A number of educational researches had resulted in their findings proving mother's tongue educational instruction to elevate student's achievement and enrolment (Getachew & Asmare: 2002). Thus, Alternative Basic Educations (ABE) Programs are designed on this contextual realities and cultural acceptability of the general community. So, contents and structures of the program are made to be flexible and curriculum materials are designed in such a way that they reflect rural life, if not to use government curriculum materials on their free will. In many ways, the ABE curriculum needs to cover the three Rs.- reading, writing and arithmetic including some social studies.

The most essential element of the curriculum of ABE project is its consideration of the mother tongue that asserts right of the children to learn by their mother tongue (Ibid). Moreover the ABE programs are made to utilize flexible time table which is determined by the consent of the community. The program is also designed to last at the completion of three levels that certifies the student completing the four years formal curriculum with in three years. The certificate enables them to be enrolled in grad five in the nearest regular school.

D. Facilitators training for ABE programs

In Ethiopia recruitment of facilitators for ABE programs is done by the participation of the community. The requirement is generally based on the ability of a candidate to speak the local language, his/her interest and enthusiasm to teach in ABE centers which may be located in remote areas.

Facilitators in ABE centers are supposed to be given Induction training for a minimum of 5 to20 days. This induction training would be given by educational supervisors from the local education offices. In which induction course includes basic principles of ABE programs and methods of their implementation (MOE, 1997).

The induction training to facilitator teachers is not considered to be the end but additional in-service trainings are believed to be essential for their efficiency especially training on matters of practical problems encountered in implementation. For instance, the Amhara Regional State, Educational Bureau Guide line says in-service training will be given to facilitator teachers in a continual basis that helps them to be transferred to a professional level. (Ibid)

E. School Organization in ABE Centers:

Since the very basic rational for ABE program intervention is to give access to out of school children, the establishment of ABE centers primarily considers absence of formal school in near by locality. That means the proximity of formal school to the home of the learner's matters for the establishment of the centers.

An innovative ABE initiative also acknowledges socio-economic problems of the local community. This program had a skill to utilize human and material resources that suits the socio-economic reality in the environment. Thus, ABE classes could be organized even under the shade of a tree or rented houses. The intake of children could also be flexible and use shift system as a case in Tigray using the mechanisms of three shifts in the ABE programs designed for children, women and adults respectively. Others also use to take children on an annual basis and limit the class size to a manageable number. Generally matters concerning instruction, time, and school management are decided on the will and consent of the local and school community with high degree of flexibility especially in postural areas (ESDP: 2006).

F. Stakeholders Collaboration and Partnership in ABE Intervention

The Jomtien International Conference on Education for All (EFA), in its Article VII had clearly indicated the importance of Partnership with local and international Civic Societies to make an intervention against the evils of illiteracy so that Government and Non Governmental Organizations, the private sectors, local communities, religious groups and families join hands to attain the sacred goals of EFA. (UNESCO, 1990). With this international call, all stakeholders in the community had joined hands to increase educational access through ABE intervention. Thus, a number of donor agencies are now supporting governments to institutionalize strategies that respond efficiently in providing access to the marginalized sections of a society.

To overcome the challenges of giving access to school aged children in acceptable quality, the job will always be a collective endeavor of civil societies. Thus, Government bodies and non-governmental organizations follow this key strategy for attaining the goal of EFA. Thus, many developing countries like Bangladesh had over 418 NGOs working in Non Formal Basic Education Programs establishing 121,135 centers to provide educational access to 3.6 million out of school children in their country. (MoE: 2002). In Ethiopia too a

number of NGOs are also working in close collaboration with UNICF and UNESCO to promote girls' education by supporting the Federal and Regional Governments in Alternative Basic Education Programs. For instance Save the Children organizations led by the Save the children Norway which includes Canada, Denmark, Sweden, UK and US are working with UNICEF and UNIESCO to promote especially girls education for the success of Universal Basic Education (UBE) narrowing the gap in gender disparity (EENET, WWW. Org. UK)

G. Supervision and Support to ABE Centers

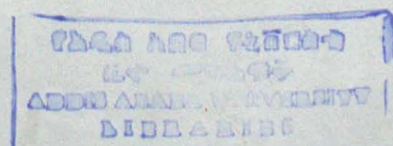
Alternative Basic Education centers are believed to benefit out of the cooperation and support they get from educational bureaus and other administrative councils at Woreda level or Kebele, sector line bureaus and the local community. These cooperation and support usually involve problem identification, planning and implementation of the ABE programs to help the initiative for its success and sustainability of the project (Jeilu et. al.: 2006).

According to the report based on the findings of the field study of the Italian Contribution to Education Sectors Development Program in Ethiopia (PMU) conducted in four selected regions namely Oromia, Afar, Somali and Tigray; Woreda education Offices are made to be responsibility for the management and supervision of the centers in its locality (ESDP: 2006).

2.4.2. The Role of Non Governmental Organizations and OPRIFS

Intervention in Promoting the Goals of Universal Primary Education (UPE)

Non Governmental organizations had been found to be key instruments in supporting countries to overcome the challenges in providing basic education to their fast growing population; and as a result, many of them had shown a dramatic change. For instance, Bangladesh, Brazil, Chile, Egypt, Senegal, South Africa and Sirilanka had shown great leap in providing Education for All (EFA) to



their population (UNESCO: 2003). They have also succeeded to narrow the gap in gender disparity. This achievement can be partly attributed to valuable support the NGOs are providing for attainment of basic education to their school aged children in their country (MoE: 2002).

Like many other developing countries, the Government of Ethiopia had also perceived the role of NGOs to overcome the challenges of providing basic education for out-of-school children in the country. It has continued to provide licenses, accreditations and acknowledgements to NGOs who need to involve themselves in educational activities. This has paved the way for a number of NGOs functioning in the country.

Currently there are a number of local and international NGOs which are working in areas of education. For instance, PACT Ethiopia report on the Enabling Environment for the Ethiopian NGO sectors claimed to support 13 local NGOs to implement 165 ABE centers in Amhara, Oromia and SNNPR regions to give access for over 25,000 out of school children in its eight years of operation (August 1995-Sept. 2003). Save the Children Norway and Save the Children Denmark have also been supporting the Amhara Regional Education Bureau to scale up of the ABE programs that had opened access to 271,000 children to be enrolled in 1883 centers (EENET, org, UK).

The Contribution of local NGOs is also found to be very significant in this national endeavor of providing UPE goals in every part of the country including the capital Addis Ababa. One from among many local NGOs working in ABE programs is the local indigenous NGO known as the "Organization For Prevention, Rehabilitation and Integration of Female Street Children" (OPRIFS). This local NGO has been working for the welfare and protection of female street children in the capital Addis Ababa. The organization claims to have its root in the mobile unit which was established by Rada Barna in 1989 out of which OPRIFS was set up in 1994 as a drop in center to the mobile unit that provides transit shelters to abounded street children.

This organization also claims to work on protection of children living in extreme poverty, illiteracy, and health problems including those who are out on the street and vulnerable to various physical and social abuses including those that are victims of HIV/Aids pandemic. The organization had committed itself to involve in ABE initiative to provide basic education for female street children to narrow the gender gap by giving access to these disadvantageous groups of the urban society in its two centers of Meskerem Hulet and Kedamawi Menelik primary schools found in Arada sub-city of Addis Ababa.

2.5. Selected Experiences of other Countries in Alternative Basic Education (ABE) Programs.

2.5.1. The Bangladesh Rural Advancement Committee (BRAC) and the Kishor-Kishor Schools (KK)

Bangladesh is one of the poorest countries of the developing world having the highest population density and growth rates in the world with a population of 146,736 million. (World Almanac: 2004). This country had succeeded to score a remarkable progress to provide educational access to its citizens between 1990 to the year 2000 in which the net enrollment ratio went up from 71.1 to 88.9 percent, respectively and the gender disparity minimized (UNESCO: 2004)

The most positive outcome which was observed in Bangladesh was the result of the coordinated support and excellent partnership established between the government of that country and functioning NGOs in the attainment of Universalization of Basic Education for Bangladesh citizens in line with the commitment of the Jomtien declaration of EFA goals (MoE: 2002).

Bangladesh Rural Advancement Committee known by BRAC used to provide non formal primary education in rural areas of the country which is especially designed for the poorest children having the age range of 8-10 with no access in formal schooling (UNESCO: 2003) Moreover the Bangladesh had another form of

non formal schooling known as Kishor-Kishor (KK) schools which is also especially designed for children with the age range of 11-16 and who had dropped out from formal schooling because of diverse problems they face. These students are made to complete formal primary school Curriculum within two years in KK alternative schools (Ahmed et.al :1993 cited in MoE: 2002).

In the endeavor of providing basic education to out of school children in Bangladesh, the government had paved the way for good partnership with local and international NGOs providing a special fund to subsidize NGOs effort working in basic education initiatives. The government provides training and access to the national media for those who need to use it for advocacy work and educational purposes (MoE: 2002). Thus, all these efforts had succeeded to give access to 3.6 million out-of-school Bangladesh children by the turn of the century.

2.5.2. Alternative Basic Education For Karamojong (ABEK) in Uganda

Uganda is an African country located on the tropic with a population of 25,827,000 having literacy rate of 69.9% (The world Almanac: 2004). It is in this very country that we get an arid and remote region called Karamojong.

The Karamojong Society depends for their survival on their cattle and little also on crops they harvest in that arid climates of their region. Thus, children use to move from place to place in look of pasture land for their animals especially in dry seasons.

Like many African countries, Ugandan children do learn in overcrowded classrooms. But the case of the Karamoja classrooms is different where most of the time classrooms are found almost empty. This is because the Karamoja society believed that formal schooling is irrelevant to their life style. They perceived this because; children's labor is very essential for their survival than the formal schools. (ENNT, org, UK)

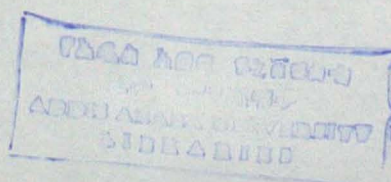
To overcome these problems, the government of Uganda and Non-Governmental Organization working in area of education started to follow an alternative route to basic education that is especially designed for the children's of Karamoja. This new initiative of Alternative Basic Education (ABE) in the Arid district of Karamoja started to show encouraging progress by attracting the local population to participate in educational projects with the following innovative strategies.

- facilitators to be selected from within the community and be trained and teach in pairs.
- learning areas that include livestock education, crop production, peace and security, health and other relevant subjects were selected and considered to be meaningful to the society.
- lessons were conducted under the shade of trees early in the morning and evening to make it before and after working time.
- instruction is made to be conducted with the mother language and use the method of active teaching that involves traditional songs and dances.
- administration of ABEK to be left to the district education offices that insures a strong link between formal and the non formal ABEK programs

Since it's beginning (1998) the ABEK intervention had shown a remarkable progress in giving access to the Karamoja children and even became a model for those societies having the same style of life in the continent. For instance Save the Children Norway had arranged two educational visits for Hamar community leaders and education officials to visit ABEK schools with a belief that the Hamar and the Karamojas have the same style of life and African origin (EENET, org. UK).

2.5.3. An Alternative Approach to Basic Education in Rural Kenya

Kenya is a country with a population of 31, 587,000 (World Almanac: 2004) with educational enrollment rate of 104% out of which female enrollment rate is 45%



in primary level in 1982. Moreover, this African country had shown a remarkable progress in 1980's in which primary school enrollment has increased by over 60%. That is from 1.5 million in 1963 to 2.8 million in 1975. (Daniel Seibu, 1986)

Kenyan independence from British Colonial rule had instigated the morals of their population to provide basic education for school aged children. In 1970's self help schools had started to flourish in all parts of the country even without government control. The community had adopted the Kiswahili phrase "Harambee" which means "Let's all pull together" from the known Kenyan African National union (KANU) slogan. As a result the national feeling of the Pastoralist community of Samburu district took its own initiative to help their children have basic education which their ancestors had been deprived for years. The Lchekuti shepherds are then made to learn basic education when their animals are brought home from pasture (Thompson: 2001). The non formal education provided to these children had efficiently considered their social context to address the learning needs of the students being flexible in its structure. The Samburu district alternative education, according to Thompson, is highly flexible in enrollment and attendance based on weather conditions of the locality.

Students in alternative education centers in the area were made to learn by volunteers especially teachers in their spare time with a support of the development agencies like GTZ and Action Aid Kenya (Ibid).

The curriculum of ABE initiative in Kenya includes mother tongue Kisamburu, & Kiswahili, animal husbandry, innumeracy, literacy culture, religious education, business education and child care. Thus, the program had been found successful in rural Kenya which would be attributed to the following innovative strategies (Thompson: 2001).

- community based problem solution to address their own problems.
- flexibility of instructional time which gave space to students to attend to domestic chores.
- strong commitment of volunteers to serve the rural community.

- involvement of the beneficiaries in curriculum development including support materials.
- utilization of multi grade and multi shift approaches to deliver education for different age groups and level of cognitive ability.

2.6. Street Children and their Need to have Access to Education

2.6.1. Who are the street children?

Street children, according to World Health Organization (WHO), are those living on the streets abandoned by their families or they may have no family members left alive, separated from their families and move from friend to friend, or live in shelters and may have contact with their families but spend most of the days and nights on the street because of poverty, sexual and physical abuses including many other problems faced at early age.

Street children are the result of many social, economic and political problems of their society. They start to lead the hardship of street life because of war, poverty, loss of traditional values, domestic violence, and physical and mental abuses which they fail to shoulder at early age. This kind of children does come to a street life in desperation thinking life could be better on streets. Thus, street children are those children who are poverty stricken groups of a society and pushed out to lead life on the streets to meet their basic needs like food for survival, shelter and clothing.

Street children could be female or male in their gender. They could polish shoe, be a street vendor selling cooked foods or be daily laborer and even lead life by begging passers by.

Street children could be found in every corner of the world. It seems even they are the product of growth of urbanization for one can find them mostly in big cities of the world. According to the WHO estimate, there are around 100 million street children in the world and the share of Ethiopia from that estimate is

expected to be 150,000 out of which 66.7% of it is found in the capital Addis Ababa (Solomon et.al: 1999).

Street children are one among many marginalized groups of a given society. They are the most deprived one lacking the essential social organization "family" in their childhood periods. For the very fact of being homeless they will automatically be deprived of the essential social services of health and education. Hence, they will be exposed to a harsh social environment by leading the hardship of street life.

2.6.2. The Nature of female street children and other contextual Issues

An overview of the nature of female street children is essential for a desired intervention to meet their basic need. Thus, we have to know how they could be identified from among their fellow street children.

According to WHO study female street children do face different kinds of problems for the very fact of being female in their gender. Their problem starts from societal outlook that considers them inferior and exposes them to exploitation. Moreover, they are denied of education and have less access to economic opportunities (WHO: 2000).

Even if the proportion of female street children compared to that of male street children is considerably less in many developing nations of the world which according to WHO studies to be less by 30% from that of boys. Their visibility is also much more difficult for researchers (*Ibid*). This is because of their fear of harassment be it from police, welfare workers, employers or friends (street children). Thus, they have the style of life to appear at night rather than day times.

These marginalized section of the urban society are believed to be vulnerable to a hardship of life which also lead them to use substances that endangers their mental, physical, social and spiritual well being. Thus, all these problems call for

an effective intervention that boosts their low esteem, minimize their possibilities of health risks, ensure equal opportunity and help to add an asset to human capital investment by making them productive citizens (Solomon Soresa et.al: 1999).

2.6.3. Factors that lead children to streets

There are a number of factors that leads children to a hardship of street life. For the very fair reason, they are the product of poverty stricken section of the society, they strive to survive and come out to street to earn money and if possible support their families. Other than these some could come out to lead street life because of the following problems.

- some could have no access to school and therefore could go out to streets for they had nothing to do otherwise.
- some could go out to street in look of better shelter if they are living in an overcrowded household or being victims of family separation that includes natural or human factors.
- to escape from family problems including rejection, in which they may think that street life could be better than harsh treatment at home which can be expressed by physical or sexual abuses. (World Bank outreach 2000).
- some could also come out to streets because of behavioral or pregnancy problems which the family fails to bear it.
- few also could be seen in streets escaping hard work at home or hard and fast rules of child institutions.

2.6.4. Problem of street children and the question of survival

Though there are street children found in every corners of the world most of them are found in large urban areas of the developing world. The problem of street children had gone from bad to worse in recent years because of economic and political problems which leads to civil unrest and family separation and uncontrollable conflict (WHO: 2000). Moreover, the fast spreading epidemic



diseases like HIV/Aids and natural disasters are adding fuel to the fire to make the problem harsh and push children to lead a life in the streets (Solomon et.al: 1999).

Once children are out in the streets they face many kinds of problems some of which are very hard to shoulder at their ages. According to WHO report of 2000, the followings are some of the problems that street children face in their day to day life.

- Poverty and illiteracy: Street children are the product of socio economic problems of the society and are the one to lead life in poverty and had no means therefore to be come literate.
- Live under violent environment: Since they had no protection they are vulnerable to exploitation, physical punishment or even some times death that could come from gangs, drag syndicates, commercial sex work, death squads, sexual harassment of the partners or even of the police threat.
- Suffers from discrimination and lack of accessible resources: Since street children are the forgotten children of big cities, they are excluded from essential access to education, health and are the discriminated section of the society.
- Suffer from stigmatization: the society holds a belief that street children are the problem children of the urban society who are hard to be controlled and lack moral values.
- Once street children are out on the street they had no means to secure their daily meals and most of the time had nothing to eat for which they suffer from inadequate nutrition.
- Street children also are always in a mid of sexual and reproductive health problems and are vulnerable to sexually transmitted diseases (STD) including HIV/Aids.
- Since street children had many harsh experiences that stress them before they come out to street life, they suffer much from a stressful past. The

agony of their problem had already imprinted a lasting impact on their mind. So they are always in a stress. This stress makes them in turn emotional and even some time with mental disorders if not with problem of learning difficulties.

- Their stressful life also leads them to use psychoactive substances which are most of the time very hard and harmful ones. For being substance users, they are always exposed to accidents and be part in violence, suffer from unwanted pregnancy and other health problems.
- All these problems mentioned above forces them to have a transitory life style moving frequently from place to place in big cities which of course to a large extent in fear of gangs, police, drug traffickers, welfare authorities or even sexual mate in time of conflicts.

So how do street children survive? Most of the time the question of survival depends on the probability of obtaining basic necessities and protection from violence and physical and other abuses. In relation to this, the World Health Organization document entitled *Working With Street Children* indicates the following as factors that help street children to survive (WHO: 2000):-

- Personal strength: It is the ability of a child who came out to a hardship of street life to solve any problem quickly and efficiently with available resource that helps to survive.
- The peer group: The chance of getting the right peer group helps a child to survive. This is a common interest and need in the struggle for survival since the first day they are away from home determines the fate of the child because he/she could join car washers, street vendors or drug traffickers.

Street children with their personal strength and other chance factors struggle to survive engaging in porter work, shoe shining, vending or even scavenging so that they could support themselves and even some time their peer group and families.

2.7. Theoretical Framework for the Research

For the analysis of alternative Basic Education program under OPRIFS intervention the researcher has believed Thomas R. Guskey's Model of Professional Development to be a good model to follow for the evaluation of ABE program. Thomas R. Guskey is professor of Educational policy studies and evaluation at the University of Kentucky. He has been a teacher at all levels, served as an administrator in Chicago Public Schools and had worked in the area of professional development for more than 20 years (Guskey: 2000).

Thomas R. Guskey's Model of Professional Development has five levels in evaluating educational program which is non formal education by its nature. These are:

- A/ Level 1:** Participants' Reaction: It involves on their reaction to a formal presentations of a Curriculum development activity or their perception of a curriculum development activity.
- B/ Level 2:** participants' Learning. To validate the relationship between what was intended and what was achieved to lead to improvements in student learning.
- C/ Level 3:** Organizational Support and Change. To get the necessary information that helps us document the organizational conditions that brings success or explains lack of significant improvement. This could be through analysis of school records, minutes from committee meetings etc.
- D/ Level 4:** Participants' use of New Knowledge and Skill. To measure the newly acquired knowledge and skills after participants have had sufficient time to reflect on what they learned and adapt the new idea to their particular setting. This could be analyzed through actions or behaviors evident at the classroom or school level.
- E/ Level 5.** Students Learning Outcomes. To evaluate the impact of the program on participant students so that it helps to reevaluate the program that lead to the improvement of student learning.

Therefore, the researcher believes this model of Evaluating Professional Development to be apt in the analysis of the Alternative Basic Education Program designed for the marginalized female street children under OPRIFS intervention in the capital.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design

The main purpose of the study was to assess and examine Alternative Basic Education for marginalized female street children in the metropolitan city of Addis Ababa and to evaluate existing challenges that OPRIFS faced in the process of its intervention to provide access for female street children in the impact area. Moreover, the study would also try to show how the alternative approach under the operation of the NGO in Collaboration with the government and the general public at large could help to speed up the objective of Education For All (EFA) goals. Thus, descriptive survey method was employed as an appropriate methodology to reflect the intended program of OPRIFS intervention in the capital.

This research was done on the context of its worth in the improvement of the ABE program. The evaluation of the Alternative Basic Education program followed Thomas Guskey model (2000) in which designed improvement change could result from a given instruction making the learners a focal point. Therefore, the four levels of Thomas Guskey's model of professional development were explored. These are participant/beneficiaries satisfaction, organizational support to the program, level of acquisition of knowledge and skill and the fourth, level of participants' utilization of their learning in their future educational career.

The study population for this research is 60 female street children found in OPRIFS ABE centers named Kedamawi Menelik and Meskerem Hulet hosting government primary schools in Arada Sub city of Addis Ababa (Kebele 15 and 17)

3.2. Source of Data

In order to collect the data required for the study, the sources used were program coordinators in OPRIFS, facilitator teachers in ABE center, Kebele education

desk officials, female street children being beneficiaries of the program, Arada Sub city education bureau officials and former parent school committee members.

3.3. Pilot Study

The pilot study test of the analysis on Alternative Basic Education program under the said NGO's intervention was administered among 15 respondents in Arada sub City of Addis Ababa where the ABE centers are located. The pilot test has included facilitators and project coordinators as well. The purpose of the pilot test was to check the appropriateness of the items in the instruments so that it is possible to make the necessary corrections based on the feed back obtained from the respondents of the pilot test. However, the pilot test's result did not show significant defect on the designed tools. As a result, only few amendments were only made in time. It is also worth mentioning that the results from pilot test were considered to be included in the study.

3.4. Selection of Samples

From the two ABE centers found in Kadamawi Menelik and Meskerem Hulet hosting government primary schools, 60 students out of 192 were randomly selected. The selection was made to be 15 students from every class in the ABE centers. Since there was no level two in both the centers the study sample did not include level two students. Table 1 shows sample study population in the ABE Centers.

Table-1. Sample Study Population in ABE centers

No	Name of the centers	Level	No. Students	Questioner Distributed	Question Returned	Return Rate
1	Kadamawi Menelik	One	47	15	15	100%
2	Meskerem Hulet	One	111	30	30	100%
	Meskerem Hulet	Three	34	15	15	100%

3.5. Instruments of Data Gathering

In order to obtain adequate information (both quantitative and qualitative data). Four types of data gathering tools were employed. These were tool one designed on the model of likert scale with five options for ABE students and tool two for facilitators, program coordinators and supervisors, tool three to be used for FGO and interview guide and the last tool four was a check list serving in classroom observation.

The main aim of the study was to analyze the major impacts observed as a result of ABE intervention on female street children and what achievement and problems encountered in the implementation of the project. Hence, structured questionnaire were prepared having five point Likert scale with the intention of acquiring pertinent information for the study supported by open and closed ended questionnaire based on the review of related literatures.

The questionnaires were translated into Amharic to avoid any encroachment of problems in the better understanding of the designed information. Tool one was administered by the researcher supported by five assistant data collectors. Tool two was distributed to program coordinators and facilitators including education bureau supervisors demanding them to write their variables and possible suggestions that they feel need be included. Moreover, documentary sources were also conducted which gave the researcher valuable background information on the events and activities of OPRIFS in its ABE intervention. On top of all these, related literature was thoroughly consulted to find out basic principles.

3.6. Method of Data Analysis and Interpretation

In order to analyze data collected from the impact area, a descriptive survey analysis of quantitative and qualitative information was made. To analyze the quantitative data, questions that involve frequency counting were coded and processed using SPSS. The quantitative analysis is based on simple descriptive statistics like mean and standard deviation. Qualitative analysis was used for in-

depth examination of relevant documents, interviews, FGD and classroom observations. Data collected from interview and FGD were summarized along key concepts corresponding to the main research questions and cross checked with each other as well as with quantitative data for factual verification. Finally data analyzed and interpreted in line with the reviewed related literature.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF THE DATA

4.1. Demographic Data of Study Population

The study population of this research is female street children, which OPRIFS had targeted to implement diversified interventions with the emphasis of prevention, integration and rehabilitation of abandoned and female street children in the Capital. The project has the objective of reducing the growing number of illiterate girls in the targeted area (Arada and Cherkos Sub cities) so that it is possible to protect them from the negative effects of street life.

The purpose of this research is therefore to examine and explore the major problems encountered in the implementation of the ABE program and identify positive development in the life of these female street children. Thus, the study populations of the present research were ABE students in OPRIFS centers. From among 192 students 60 of them were made to be sample population of the study thinking they can represent the targeted population. Below is the description of the study population shown in Table 2.

Table 2: Demographic data of the study population (N-60)

Age Range	Frequency	Percent	Cum. Percent
8-11	8	13.3	13.3
12-15	38	63.3	76.7
16-20	14	23.3	100.00

The age of the children attending the program ranged from 8 to 20 years and the vast majority of them belonged to the age group of 12 to 15 (63.3%) followed by the age range of 16 to 20, which constitutes 23.3%. This shows that students of the ABE centers are enrolled at their later ages compared with different formal school enrollment age, which is 7-10 years of ages.

Document analysis in OPRIFS ABE centers had shown that, out of the total student population enrolled in the centers, 97% of them had began their education there whereas the rest had some kind of exposure in government and Quranic schools.

Almost all the children are on the street with their families who earn their living from sales of firewood, charcoal and *injera*. Moreover, their families are most of the time are distant families or aunts and uncles. Table 2.1. Also shows the demographic data of the informants.

Table 2.1. Demographic data of Four Group of informants (N=14)

Items	M	F	Frequency	Percent	
Age	25-35	1	6	7	50%
	36-45	2	1	3	21.43%
	46-55	4	-	4	28.57%
Qualification	12 grade	2		2	14.29%
	12+1 Certificate	-	6	6	42.86%
	Diploma	1		1	7.14%
	B.A Degree	4	1	5	35.71%
Occupation	Program Coordinator	1	1	2	14.29%
	Facilitators	-	6	6	42.86%
	Education supervisors	4	-	4	28.57%
	Parent committee	2	-	2	14.29%
Experience	4-10	1	6	7	50%
	11-17	1	1	2	14.29%
	18-24	3	-	3	14.29%
	25-31	2	-	2	14.29%

The above table shows that the total populations of informants for the study were 14 in number. From among the informants 50% of them are female one as

program coordinator and the other six as facilitators teachers which serves the purpose of the project to make them role model to female street children.

As of the beneficiary female street children in the two ABE centers Table 3 below shows reasons that had forced female children in the street.

Table 3. Description of reasons for being on the street caused by family problems

	Frequency	Percent	Cumulative Percent
divorce	2	3.3	6.1
death	6	10.0	24.2
Poverty	24	40.0	97.0
others	1	1.7	100
Total	33	55.0	
Missing system	27	46.0	
Total	60	100	

From the sample population 53.3% were on the street because of family problems (see appendix II) from which poverty ranks first (40%), Orphanage to be the second 10% and divorce 3.3%.

The registered beneficiaries of the Alternative Basic Education Program (ABE) were 253 when it had started in 2003 and at present there are 192 children in the two centers and 40 students in the newly opened ABE center of Yeka Terara hosting government primary school which this study does not include. Table 4 shows the number of female street children enrolled in the two centers at present.

Table 4. Number of female street children enrolled in the center at present (2006/07)

ABE centers	Level	No, of female street children enrolled	No. Class
- Meskerem Hulet	One	111	2
- Meskerem Hulet	Three	34	1
- Kadamawi Menelik	One	47	1
Total		192	4

During the course of the study, the researcher had found out that level two does not exist this year in both the ABE centers. This had also been confirmed during the FGD with facilitators and project program coordinator. According to them there are no students in level two this year because of budget scarcity faced last year that compelled them cancel enrolling new incoming students to the center. Thus, since there was no level one last year so also level two this year.

4.2. Data Pertaining to the Major Research Questions

4.2.1. OPRIFS's intervention and the problem of access to female street children

The first research question is concerned with the satisfaction of female street children with OPRIFS's intervention. This was viewed against improving educational access to the marginalized street children. As part of the intervention, basic primary school education that ranges from grade one to four was designed as three years program in ABE approach. The assumption behind this is that, disadvantaged children could get access to basic education which otherwise could be impossible for them. Thus, about eleven items were asked to know students' reaction towards access to basic education mainly their satisfaction regarding proximity, flexibility and in meeting their basic learning needs. Table 5 shows below the level of students' satisfaction with created access.

Table 5. The Level of Students Satisfaction with Created access (N= 60)

Items	Mean	SD
OPRIFS's intervention has created easy educational access to me.	4.98	.129
The instructional schedule is in accordance to my interest.	4.86	.677
OPRIFS'S ABE center is close to my residence.	4.82	.596
I follow the ABE program because it allows me ample time for labor.	4.75	.541
Center facilitators' treatment for children of my kind are motivating me to follow the program.	4.98	.129
To my understanding such an intervention increases the opportunity of access to other marginalized sections of a society.	4.93	.312
The ABE centers under OPRIFS are ready to give a chance of enrollment any time to needy street children of our kind.	4.45	.649
Increasing the role of NGO in ABE programs will provide more access.	4.97	.181
Setting up mobile schools does provide more access to street children than the one I have it.	4.83	.457
Exercising shorter school days will attract more street children to enroll in the program.	4.63	.622
Life oriented instruction do attract more street children to the ABE program.	4.88	.372
The medium of instruction is in my mother tongue and had no problem.	4.34	1.305

As it can be seen from the table all the items are rated above and the average mean score in which a maximum a 4.98 is for easy educational access and facilitators treatment of students at the center. The minimum is for "medium of

instruction is in my mother tongue" is rated 4.34 mean with std. deviation of 1.305 indicating some reservation. The implication is that OPRIFS intervention had given good educational access with its proximity and flexible programming.

The qualitative data obtained from beneficiaries response to open-ended questions also supports the above response. The extent of their satisfaction with the opportunity of access that OPRIFS had rendered could be understood from what was forwarded by some responses like: -

- *"OPRIFS centers had opened my chance to get educational access which otherwise could have been very difficult."*
- *"I am here because of OPRIFS intervention."*
- *"OPRIFS support encourages us to participate in the ABE program"*

These quotes indicate that beneficiary children's satisfaction with OPRIFS intervention in ABE program is very high. This goes with Thomas R Guskey's Level One participant satisfaction score.

In order to see the enrollment trends, a base line survey data was collected from the two ABE centers. Table 6 below shows students enrollments in ABE centers in the last four years 2003-2007.

Table 6: Students Enrollments in ABE centers

ABE Centers	Year	Levels			Total
		One	Two	Three	
Kedamawi	2003/04	70	-	-	70
Menelik	2004/05	-	46	-	46
	2005/06	-	-	41	41
Meskerem Hulet	2003/04	183	-	-	183
	2004/05	69	89	-	158
	2005/06	-	54	76	130
	2006/07	124	-	39	163
Total					791

According to the collected data registered beneficiaries of the Alternative Basic Education program were 253 when it began late in 2003, but the enrollment of students shows decreasing and even non at times of budget problem as the program coordinator of the organization had informed (2005/06). Moreover, the enrollment of students depends on the availability of classroom in the centers. For instance, ABE center of Kedamawi Menilik had only one classroom for the program given by the host school thus; it only took new enrollment after the first group completes the three years program.

4.2.2. OPRIFS's intervention in addressing internal efficiency

The Internal efficiency of an educational system is also measured by the number of years it takes for a child to complete a particular level of education. This indicates the extent to which a child is promoted from grade to grade without being a dropout or be a repeater in a given grade. These basic indicators are believed to measure the internal efficiency of an educational system which is calculated on the basis of flow rates of promotion, repetition and dropout rates which shows the proper utilization of available resources. Thus, during school centers visit and FGD with facilitators and program coordinators of OPRIFS, it is found out that dropout is a common problem of their ABE centers. Table 7 shows dropout rates in the two centers since its beginning. The dropout rate is calculated on the basis of the enrollment rate shown in table six.

Table -7 Dropout Rate in the two ABE centers

ABE centers	Year	Levels			Dropout Rate	Average dropout
		One	Two	Three		
Kedamawi Menelik	2003/04	24	-	-	34.28%	21.78%
	2004/05	-	5	-	10.86%	
	2005/06	-	-	10	24.39%	
	2006/07	10	-	-	17.54%	
Meskerem Hulet	2003/04	47	-	-	34.55%	22.8%
	2004/05	15	13	-	17.72	
	2005/06	-	15	20	26.9%	
	2006/07	13	-	5	10.04%	

From the above table it can be seen that the average dropout rate in both the centers is 21.94%. According to the FGD with program coordinators and center facilitators the high dropout rate is because of students social and economic problems which forces them to look for survival first in which they used to engage themselves in some kinds of work including as domestic workers in private houses. As it was indicated earlier, there is only one classroom available for ABE program in Kedamawi Menelik, it is in that very class that, students are made to learn until they finish the three years program; so they only take new enrollment every three years. As of the case of Meskerem Hulte there was no new enrollment by 2005/06 because of budget problem so it is indicated in the above table by none and so also level two in 2006/07 in both the center.

The other indicator of educational efficiency is also students survival rate in completing the given three level to acquire basic education under the ABE program. The following table 8-show students' survival rate in the two ABE centers between 2003 to 2006. The survival rate is also calculated on the basis of the initial enrollment rate in every year, which also shows completion rate.

Table 8 Survival Rate of students in the two ABE centers

ABE centers	Year	Levels			Survival Rate
		One	Two	Three	
Kedamawi Menelik	2003/04	46			65.71%
	2004/05		41		58.57%
	2005/06			31	44.28%
	2006/07	47			82.45%
Average Survival Rate					62.75%
Meskerem Hulete	2003/04	136			74.31%
	2004/05	61	89		62.69%
	2005/06	None	39	56	37.69%
	2006/07	111	none	34	75.12%
Average Survival Rate					62.45%

We can see from the above table that students survival rate in both the ABE centers. The average survival rate in Kedamawi Menelik is 62.75% which means from the initial enrollment of 70 students only 31 of them had reached level three. Thus, 44.28% had survived to the final level. As of Meskerem Hulete the average survival rate in 62.45%. The implication is that a considerable number of students do fail to survive the three years ABE program

4.2.3. Quality of education delivered in the ABE centers

A/ Curriculum matters

As repetition and dropout rates indicate the efficiency of a given educational system, proper utilization of available resources and designing appropriate mechanisms that address basic learning needs of the targeted groups also indicate internal efficiency of educational system. Therefore OPRIFS intervention was analyzed taking into consideration, the beneficiaries' level of satisfaction with medium of instruction and curriculum materials designed to meet their interest. Table 9 shows level of street children satisfaction on matters related to medium of instruction and curriculum materials. For this purpose seven items were prepared to ask them the level of their satisfaction with curriculum matters mainly in meeting their basic needs.

Table 9. Level of the beneficiaries' satisfaction with curriculum matters they use in their ABE Centers.

Items	Mean	Std. Deviation
The medium of instruction is in my mother tongue the I had no problem	4.34	1.305
The curriculum materials for ABE program are designed specially to our interest to the best of my understanding.	4.34	.870
The ABE curriculum materials address our basic learning needs	4.27	.607
The ABE curriculum materials we use in the center are appropriate to our level and had integrated our voice	4.48	.725
The ABE curriculum materials we use in OPRIFS center have no relevance to our basic learning needs	2.07	1.039
The Curriculum materials we use in the center had enabled us to achieve minimum learning competencies /literacy and numeracy/	4.92	.424
Period allotted to each subjects are sufficient and enables us to finish learning assignments in time to complete a given level	4.73	.710

All of the items were rated above average of the five point likert scale except one showing 2.07 mean with standard deviation of 1.039 for question that says " the ABE curriculum materials we use in OPRIFS centers have no relevance to our basic learning needs." This level of the beneficiaries' satisfaction clearly shows that they are satisfied with the relevance of the curriculum materials they use in the centers in the best of their understanding. This data fits very well with Guskey"s Level one participants positive satisfaction

The qualitative data obtained from the beneficiaries' response to the open ended items also supports the above high satisfaction score. When asked what

advantages they gained from being enrolled to these ABE centers; their response reads as follows:

- "It had enabled us to read, write and calculate with basic mathematical skill."
- "It had initiated us to continue our learning with all our hardships."
- "we came to know many things about life."

B. Teaching methods, In order to see issues related to teaching methods two questions were produced to the respondents in addition to the classroom observation conducted. Table 10 shows the level of students' satisfaction with teaching methods.

Table 10. Level of Satisfaction of the beneficiaries on methods of teaching

Items	Mean	SD
The method of teaching in our center always encourages us to participate in learning process	4.82	.504
Teachers use continuous assessment methods to evaluate our progress	4.50	.701

As stated in the table both the questions received a high mean score in which the teaching method in the center encourages for participation and teacher use of continuous assessment received 4.82 and 4.50 mean respectively. This implies that students in the center are motivated in the method of teaching.

The qualitative data obtained during classroom observation and FGD with facilitators and program coordinators also confirms the beneficiaries' positive attitude towards teaching method. The researcher had witnessed high students' participation during the school visit, and teachers/facilitators use of daily records about student progress and classroom participation.

C. Facilitators of the program

Factors like educational materials, class size, facilitators' qualification and students achievement could be indicators to measure educational equality. Thus, in order to analyze teachers' qualification and their motivation during instruction about five items were given in five level likert scale to measure the level of the beneficiaries' satisfaction. As indicated in table 11 below for the item that says "facilitators in our center are not enthusiastic and feel that we don't succeed in the ABE program" 42 respondents (70%) had strongly disagreed and 15 respondents disagree (25%) and the rest with 1.7% neutral and strongly agree. That is, it had received 1.40 mean and .764 std. deviations. This shows that student high satisfaction with their teachers enthusiasm and motivation to teach. Student's response also shows that teachers are highly cooperative and there is no problem of their absenteeism.

Table 11: Level of Satisfaction of Beneficiaries on Facilitators

Items	Mean	SD
OPRIFS ABE center has enough facilitator teachers and we don't miss any learning time.	4.78	.761
Sometimes we feel to get teachers when we come to learn after our work so that we feel idle that time	1.73	1.362
Facilitator teachers in our center are always ready to help us and are cooperative	4.68	1.017
Facilitator teachers in our center are not enthusiastic and feel that we don't succeed in the ABE program	1.40	.764
To the best of my understandings facilitator teachers in our center are good in their methods of teaching	4.92	.424

The qualitative data gathered from FGD and interviews with facilitators, program coordinators and hosting school directors had also supported the quantitative data. The facilitators are six in number Four of these facilitators are assigned to the center Meskerem Hulet primary, one to the center Kedamawi Menelik and the

remaining one in the newly opened center of Yeka Terara. Currently all had also reported to pursue their higher education in various colleges. Moreover all of them had been given induction training for a week supported with on-job training. In focus group discussion with program coordinator of OPRIFS, the office had revealed that there was no problem observed regarding facilitators day-to-day activities for they perform their regular duties as per the set rules of the organization.

D. Pupils-Teacher ratio

The other quality indicator is Pupils- Facilitator Ratio (PFR). This is so because the lower pupil teacher ratio, the higher the chance for interaction between the teacher and the students during the instructional time.

Table- 12 Pupils- Teacher Ratio in the two ABE Centers

ABE center	Number of Pupil	Number of teachers	Pupil teacher Ratio
Kedamawi Menelik	47	1	1:47
Meskerem Hulet	145	4	1:32

As stated in the table the maximum Pupils Facilitator Ratio is 1:47 and the minimum 1:32. The implication of this ratio means that teachers/facilitators have a good chance to make teaching interaction with every student in their classroom.

E. Pupil- Class ratio

The ABE program is conducted under hosting government primary schools of Kedamawi Menelik and Meskerem Hulete. These schools had provided regular classrooms, which are free for this purpose. Table 13 shows pupil classroom ratio in the two ABE centers.

Table 13: Pupil- Class Ratio

ABE center	Number of Pupils	Number of Classes	Pupil class- Ratio
Kedamawi Menelik	47	1	47.1
Meskerem Hulet	145	3	48.1

From the above table (Table 13) we can learn that pupil classroom ratio is also at an average 47:1 which show a manageable class size that facilitate a good teaching learning environment compared to the overcrowded classrooms in most government schools of the capital.

F. School facilities and textbooks

Like that of teacher's qualification, school facilities and availability of textbooks have an impact on quality of education. In this regard the study had tried to see whether or not the essential school facilities and textbooks are sufficiently available in these ABE centers. As for as the school facilities are concerned OPRIFS ABE centers are hosted under government primary schools which allows to use such facilities like classrooms, latrines, playgrounds and even the mini media. Thus, during classroom observation the researcher came to learn that all the classes used for ABE program were normal classes that are sufficient for the number of students under the program.

Concerning textbooks OPRIFS supply the necessary textbooks for subjects of English, Mathematics, Amharic, Environmental science and Civic and Ethical Education. This means the students textbook ratio is 1:1. However students in level one had no textbook this time. This was also confirmed during focus group discussion. According to the focus group discussion results the organization did not so far purchase for level one student on the belief of getting a revised textbook in short time.

G. Achievement of students who have gone to formal schools.

The extent of knowledge acquired from the ABE program is believed to indicate the quality of education that these female street children had retained from the intervention. The assessment made on the model of Thomas R Guskey's Level 2 participant learning helps to provide preliminary information. In view of this, the study had tried to make an assessment based on the achievement of pupils who had joined formal schools after they have finished their program from the two ABE centers. Those who have achieved an average point of 65% and above in the first semester of 2006/07 (i.e. the first batch) were taken for analysis on the belief that those with good academic background could only achieve that point at that level.

According to document analysis and focus group discussion, the total number of students who had completed the ABE program were 87, but OPRIFS management had decided that the completing students should not join grade five but four with a rationale of making them more successful in their future academic career. Since 74% of the students are found in Meskerem Hulete and Menelik I primary school the data was collected from these two schools based on the school semester average points from their rosters. Table 14 show: achievements of students who have joined the two formal schools

Table 14: Achievement of Students who had joined the two formal schools

ABE center	No of student at Grade 4	Formal school joined	No of students whose average Point are greater than 65%	Year
Kedamawi Menelik	23	Menelik I	14	2006/07
Meskerem Hulete	40	Meskerem	27	2006/07
Total	63		41	

From the above table that shows achievement of student in formal school indicate that 65% (i.e. 41 out of 63) of them had achieved an average point of

65% in formal schooling. Though it seems to be a good score at the first cycle of primary education. The ABE students completing the three level program are supposed to join grade five but not four. Therefore it would be very difficult to give a judgment at this level.

4.2.4. Community participation in the ABE program monitoring and evaluation

According to the FGD and document analysis the responsibilities of program monitoring and evaluation is conducted by educational program coordinators of OPRIFS with some consultation and experience sharing with other NGOs involved in the same intervention. This fact is confirmed by quantitative data obtained from the beneficiary students in the two centers. The students are asked to show their satisfaction on the belief that they can sense the physical presence of their community members in and around ABE program involvement Table 15 shows community participation in educational program management.

Table -15. Community participation in OPRIFS ABE program

Items	Frequency	Percent	Cumulative Percent
Strongly disagree	5	8.3	8.3
disagree	39	65.0	73.3
Neutral	10	16.7	90.0
Agree	3	5.0	95
Strongly agree	3	5.0	100.0
Total	60	100.0	

Beneficiary students had shown their level of satisfaction with 65% disagreement about community participation in educational program management.

During the interview and focus group discussion with all the stakeholders and educational program coordinator of OPRIFS all had revealed that the

involvement of the community in problem identification and implementation of the ABE program is unsatisfactory. The data obtained in this regard is a good indicator for a program success and sustainability. Thus, it is from this point of view, that the study tried to analyze obtained information. Table 16 shows the level of the beneficiaries' satisfaction in involving the local community participation in the management of the educational program.

Table-16. Level of the beneficiary's satisfaction on community participation in ABE program management.

Items	Mean	SD
To the best of my understanding all stakeholders do involve in the school administration	2.17	.493
OPRIFS participate the community in the sub-cities in school program management	2.33	.896
The community participate in site selection	2.65	1.055
labor and raw material provision	1.33	.574
funds in cash for school construction	1.27	.446
Fund for Facilitators salary	2.03	.843
Monitoring the flexibility of school attendance	1.97	.787
Teacher's selection	2.97	1.484
Advocacy and program promotion	3.90	.838
Involved in the process of planning	1.93	.733
In the overall ABE program maintenance and sustainability	2.10	.969

About eleven items in five point likert scale were supplied to see the level of the beneficiary's satisfaction in which only two points indicating community participation in advocacy and program promotion and teachers selection received above the average point scale of 3.90 and 2.97 mean respectively. The rest are

under average, showing low participation of the community in the ABE program management.

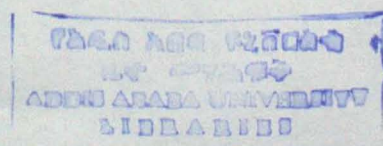
The qualitative data obtained from my informants also supports beneficiaries' low level of satisfaction which were stated as follows showing the problem of community participation as related to:

- the meeting and consultation with parent committee are not held as regularly and frequently as they are scheduled.
- frequent absence of some members from the meeting made it difficult to use community potentials to the maximum.
- community members had wrong perception about NGOs potential as there is a belief that NGOs are always service providers and financially strong

Thus, from the above quotes it was clear that OPRIFS was in problem to utilize community resources that insures its program sustainability.

4.2.5. Government – NGO partnership (OPRIFS)

All stakeholders had no problems of understanding about the importance of partnership to make an intervention against illiteracy. Nevertheless, in the interviews conducted with Arada education bureau non formal education expert and Arada Kebele 15 and 17 education desk Officers, including program coordinator in OPRIFS, all had revealed that the education bureau is far from providing technical and professional support. Their reason is only that the program is on a pilot stage.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of Findings

The summary of the finding of this study starts by describing the main implications of the demographic data about the beneficiary female street children under OPRIFS intervention in ABE program and proceed to address to the four major research questions of the thesis.

5.1.1. Demographic data of the study population

The registered beneficiaries of the Alternative Basic Education program are 193 at present distributed across level one and three. There are 158 students in level one and 34 students in level three in both the centers namely Kedamawi Menelik and Meskerem Hulete.

The age of the children attending the ABE program ranged 8-19 years. The vast majority of the children belonged to the age bracket of 12-15 followed by 16-20.

The parents of these children earned their living from sales of firewood, charcoal, Injera and a kind of Tella mostly on the street sides which means a good number of them are engaged in "Gullit" i.e. small neighborhood daily market. The children themselves are some times employed as domestic workers and even lead life as street vendors.

The children have distant families and claim to have lived a hardship of street life because of family problems caused by poverty. Most of the children (about 90%) began their education at the ABE centers and the rest had some kind of exposure to education in government, church or Quranic schools

5.1.2. Data pertaining to major research questions

A/ To what extent does OPRIFS intervention address the problem of access to female street children

The first research question tried to measure the level of satisfaction of the beneficiary female street children with OPRIFS intervention to give educational access. The overall picture of these students towards the NGO intervention is very much satisfactory. Their responses to questionnaire and interviews indicate that their satisfaction is related to the fact that OPRIFS intervention had opened educational access to them. The selection of the children for the program was conducted through close consultation with Kebele administration of Arada sub city (Kebele 15/16 and 17) to ensure the recruitment of appropriate children who should benefit from the project. According to OPRIFS non-formal education coordinator, this was done because we need to be sure that the beneficiaries were fairly distributed among the destitute parents in the targeted area.

The study had found out in its analysis of quantitative and qualitative data that OPRIFS intervention in the ABE program had opened the door for those female street children who have been denied of educational access in their proximity.

B) To what extent were these street children successful to complete the three level ABE program

Data collected to analyze the extent of these street female children to be successful in completing the ABE program; the study had tried to examine the efficiency of this educational system on the basis of flow rates of promotion, reputation and dropout rates. It has been found out that dropout rate is high showing a high average dropout rates of 22.3%. During the focus group discussion with facilitators and non-formal education coordinator of OPRIFS it is reported that some students dropout from their learning in the middle or at the end of the academic year. Their reason is mainly related to their economic problems in which most of them do decide to be fully employed as domestic workers in the other part of the city. Moreover, as it was noted from the student

attendance sheets the rate of absenteeism were less than six pupils per day at an average in each center.

In order to analyze the efficiency of the education program under the said NGO, the study had also tried to examine student's survival rate in completing the given three level of ABE program. Since the registered beneficiaries of the Alternative Basic Education program were 253 when it began late in 2003 at present there are 192 students across the existing two levels (level one and three) 87 students had successfully completed the three level program and had joined formal school. From the analysis made on survival rate and completion rate, the study had found out that there are some problems in proper utilization of resources in which a considerable number of students are not successful to complete the three level ABE program being drop outs. Farther more, those who are said to complete the three level program had also been made to register in grade four, though they should have joined grade five according to the ABE curriculum.

C. How far is the quality of education delivered in the ABE centers relevant to show an impact on beneficiaries' future life?

Facilitator's profile and recruitment process.

The key players in the program are the facilitators. Their qualification and performance matters the quality of education delivered to the beneficiary students. They are six in number possessing educational qualification of grade 12 from which three of them are pursuing their education in various colleges and one is pursuing teaching courses. They are young ladies with the age of 23-30 years. Before they had started teaching in these ABE centers, they were recruited through rigorous recruiting process to make sure of their fitness for the task of teaching which is an essential component of the quality of education when it is complemented with appropriate training packages. Thus, the finding was that these facilitators were provided with one week intensive induction training prior to being assigned to their teaching post. They have also been

given some forms of on-the-job training that lasted two days to one week as document analysis revealed.

Review of the training packages indicates that contents and the resource persons selected were quite adequate for the purpose. The training components were also found to be useful for the self contained approach widely applied in ABE programs. The training package covered several key areas such as:-

- Principles of teaching in ABE programs.
- Preparation of lesson plan.
- Measurement and evaluation on continuous evaluation method.
- Test construction and classroom management.

All this implies that the recruitment and training programs given to facilitator had provided an input to the betterment of quality of education in the ABE centers.

Curricular matters

The curriculum taught in the ABE centers covered Amharic English, Mathematics, Environmental Science and Civic and Ethical Education. These are the conventional curriculum components for the ABE programs in the country with the exception of language which students are made to learn in their mothers' tongue. The student text books and the teacher guides used in the centers are those procured from another NGO well experienced in the provision of alternative basic education to out of school children (save the children). The finding of the research shows that these curricular materials were fit for the beneficiaries at the OPRIFS ABE centers.

The teaching learning process

During the course of the study it was noted that the facilitators use to make an intensive use of student's text book and the teachers guide supported by well organized weekly plans that were regularly checked and approved by the non formal education coordinator of the organization (OPRIFS). Moreover, the observation of live teaching-learning process also revealed that the facilitators

did every possible effort to involve the children in the teaching learning process. Their attempts to use student centered and interactive teaching methods were encouraging. There were also adequate evidences that the classroom teaching learning process was usually supported by routine class work and homework that were regularly checked.

It was also found out that the assigned facilitators are committed in helping the children and use to understand their problems building friendly relationship. The score sheet kept by facilitators showed the practice of continuous assessment of the children's academic progress.

It was further noted that there is clear guideline for the facilitators delineating their rights and obligations during the course of their relationship with the organization (OPRIFS). The guideline covers working days, working hours and levels of competency expected including a number of responsibilities that they are expected to discharge. They had a number of documentary forms that helps the facilitators track the beneficiary children and performance check list which are useful tools for monitoring the quality and efficiency of the program

School facilities and textbooks

OPRIFS ABE centers are found inside hosting government primary schools namely Meskerm Hulete and Kedamawi Menelik primary located in Arada Sub City of Addis Ababa. These schools reserved three classrooms in Mekerem Hulete and one class in Kedamawi Menelik to be used for ABE programs.

The selection of the centers was based on their proximity to the beneficiaries as well as the willingness of the school managers to host the program. In this context, it was found out that, in terms of both conditions, the two centers are believed to be the most appropriate for the delivery of the program. This is because according to informant facilitators, the centers are located within 15-20 minutes of walking distance for the children to come from their residence.

The program is conducted every day from 3:30 P.M. to 6:30 P.M. on weekdays and from 9:00 AM. to 12:30 P.M. on Saturdays covering a total of 19 period per week each with 40 minutes duration. During the school days students of ABE program are allowed to use all the school facilities like play ground, classroom and latrines.

OPRIFS had also committed itself to provide the necessary educational supplies like books, pencils, erasers and pens. Moreover the organization supplies sanitary materials like soap and hair oil, which are procured quarterly. It has also been found out that all the children under the program are supplied with textbook for every subject in one to one ratios, but this year level one students are not supplied with any. The program coordinator admitted that purchase of books for grade one was not yet made. The organization refrained from purchase for these levels this year on the belief that books are continuously on renewal so that they had planed to buy next year. This fact had also been observed during the course of the school visit and even facilitators complaining.

Though pupil's: textbook ratio was found to be 1:1 in OPRIFS ABE centers, Level one students are not supplied with any. Thus, from pedagogical point of view, in the presence of students without any textbook in a classroom could be very difficult to conduct instruction activities and that is why facilitator are complaining.

Program monitoring and evaluation

The overall program monitoring and evaluation is done by OPRIFS, who assigned a full time education program officer. The officer supervised the facilitators and monitored the overall progress of the program. All issues pertaining to the program are directly forwarded to the executive director for decision. Annual budget for the program is prepared by the officer in consultation with facilitators and brought to the attention of the executive director for approval.

The education officer made regularly meeting with the facilitators to see the progress of the program. According to the document analysis a number of

issues were discussed to realize the objective of the program; some of these issues were about registration procedure, identification and procurement of educational materials and revitalization of parent committee. Though, OPRIFS claim to have established parent Education committee that was very strategic to provide managerial support and long term sustainability of the program. The study had found out that there is no Parent Education Committee at present because of the termination of their service in any way the program officer revealed that they are on the process of revitalization.

According estimated budget breakdown of OPRFS the overall budget of the project from November 2006 to November 2007 is birr 99, 901.31. The direct program costs (purchases of teaching learning material) is 23,000, which is 23.18%. The remaining is for an overhead cost. This means the direct program cost per one student in the center is birr 199 and 17 cent which is fairly cost effective compared to the conventional formal schooling budget which is 200-453 per a student in formal education system.

Achievement of students who have joined formal school completing the ABE program

The quality of any teaching learning inputs is reflected in the output which is measured in terms of the scores obtained by the students in the program. Attempts were made to assess the achievement of students who have joined formal schools from these two ABE centers of OPRIFS intervention.

Among those students who have joined formal schools not in grade five but four with the decision of OPRIFS's officers monitoring the program were taken for analysis to see the level of their achievement in their assigned grade. Thus, those who had achieved an average point of 65% and above in the first semester of this year 2006/07, were taken because it is believed that only those students with a good academic background can achieve it. Among the total students who have joined the formal school, those who are in Kedamawi Menelik 50.5% and those in Meskerem Hulete 70.3% had achieved an average point of 65% and

above. This implies at list that OPRIFS ABE center had helped the pupil to acquire 'adequate education, though they were not considered to complete basic primary education and start the second cycle primary. This fact had to be given due consideration and evaluation of policy measures that acts against the principle of ABE character of cost effectiveness and flexibility.

D) What are hindering factors for sound community participation?

OPRIFS claim to have active participation with the community and had established Parent Education Committee until last year. According to the program officer the former committee involves all the beneficiaries in the management of the centers to provide managerial support. The committee was consisting 11 members from children's parents, Kebele Youth and women Association and Idirs (traditional self help association) in which the student's parent representative to serve as the chairperson while the education program officer representing OPRIFS to serve as a secretary of the committee. But according to my informants during the interview with former parent's committee member their relationship this time is distant though they had served for the last two years with some problems of failure in keeping regular meetings caused by frequent absences of some committee members. In any way it was learned from the discussion that the community is well satisfied with the program objective.

The Kebele education desk is the lowest level of government structure in the decentralization scheme, being responsible for all educational activities in the Kebele. The study found out that OPRIFS has found this structure to be a key partner in the implementation of the ABE project, especially in the selection of children for the program. Nevertheless, according to the information obtained through interviews with officials of the desk their involvement was quite marginal. Several reasons were forwarded by the officers like fear of interference in the affairs of the NGO, lack of guidelines for inspecting NGO managed educational programs and lack of formal request by OPRIFS Itself. The implication of these

facts shows that there is a gap of coordinated intervention between government-NGO partnerships.

Even if there are some problems in community participation, the contribution of partner schools to the realization of the ABE program was found satisfactory during the course of this study. These schools designated the Deputy Heads as a focal person to share experience with OPRIFS in all matters of ABE program. Both the schools and OPRIFS have declared during the individual interviews and focal group discussions that they had found their partnership to be an effective means for the implementation of the ABE program. Nevertheless, the followings were found to be fallers in the implementation of the program. These are

- lack of community mobilization to utilize community resources to ensure sustainability of the program.
- problem of initiative to explore other possibilities that supplements existing resources to diversify funding resources.
- lack of experience sharing with other NGOs involved in the same initiative.

5.2. Conclusion

Though an alternative approach to basic primary education is a recent phenomenon, it is expanding very fast all over the country these days. This is because both the government and donor agencies had perceived this ABE program as an appropriate mechanism in providing educational opportunities to the marginalized sections of a society.

The basic principle of the alternative approach to basic primary education is to provide educational access to those children who are denied of their right to basic education get educational access in their proximity, so that to increase the enrollment of children especially girls to the first cycle primary education. In the mean time the educational opportunities must reduce dropout rates, enhance community participation in educational program management to ensure its sustainability and make it cost effective. Furthermore, the strength of this alternative approach emanate from its ability to link with formal school system by

localizing its curriculum that need to be flexible in its nature by setting school calendar and mobilize community resources.

It was because of these facts that OPRIFS has launched the Alternative Basic Education (ABE) program as a suitable means of creating opportunity for female street children who are making their living on or off the street. To this end we can conclude that OPRIFS has identified fairly its stakeholders in the implementation of the project in a cost-effective way though it needs to address some of the constraints observed like dropout problems and completion of the ABE programs. Nevertheless the project was found successful as measured in opening the window to the marginalized female street children in the sub-city of Addis Ababa namely Arada, Chirkos and Yeka this time

OPRIFS ABE centers are also fairly good in their instructional delivery. The qualification of facilitators and their on-job-training is also encouraging, which adds a substance on the quality of educational inputs.

As of the success of street children in completing the three years program, the study had a doubt for the students were not allowed to join grade five but four which shows loss of confidence among the program coordinators.

The participation of the community in the implementation of the ABE program is so marginal in OPRIFS intervention. The problem identified in this regard is believed to have hampered the utilization of community resource and pose a question of the sustainability of the program.

5.3. Recommendation

In order to increase educational access to all school aged children especially to those who are unprivileged to share educational opportunities, the ABE program is a good initiative. From among the marginalized section of a society who are under-served in the existing educational system are children's of the pastoralists in arid area, children of special need and street children in urban areas are the

most to be considered. Therefore, the ABE program is mainly designed to serve the needs of these groups of the society.

Addis Ababa is a capital city of Ethiopia and a set of many international organizations containing over 3.5 million populations. This metropolitan city had a number of problems like any other big cities of the developing countries. One of its problems is the rapidly increasing number of street children from among these street children the number of female street children is very considerable.

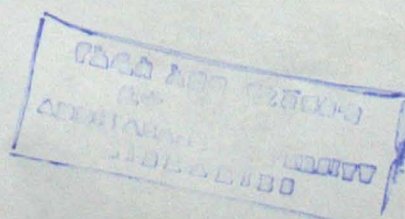
Though all street children are the marginalized ones in getting educational opportunities, the case of female street children is much more to be considered for they are at a very high risk of being vulnerable to psycho-social problems and, sexual harassment that exposes them to the HIV/Aids pandemic. Therefore, OPRIFS intervention in the ABE program designed to serve these female street children is a noble one. But to realize its objective in providing educational access to female street children in the selected impact area, the researcher would like to recommend the following on the basis of these research findings and the conclusions drawn.

- Give high emphasis to mobilize the community in the impact area so that the community is involved in ABE centers management.
- Design strategies that helps them to utilize community resources be it from private sectors, well of individuals, Edirs, etc. to insure the programs long term sustainability.
- Strengthen the partnership with host schools through different program arrangements so that they could be motivated to serve the ABE centers to attain quality of teaching learning process.
- Improve the working relationship with sub-cities education officers, in particular Kebele education desk, by organizing mechanisms that raise the awareness of the project objective. This relationship will be a good opportunity for the organization to build the necessary bridge in reaching the community.

- Explore all the possible means to provide more access to female street children that suit their transitional style of life.
- Design and execute mechanisms to learn from other NGOs not only in the capital Addis Ababa all but in regions that have a long time experience in ABE initiatives.
- Design a mechanism to reevaluate the three years ABE program with its objective to finish the first cycle primary education in three levels.

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APPENDICES

Appendix I

Too One: Questionnaire to students of ABE Center

Addis Ababa University

College of Education

Department of Teacher Education & Curriculum Studies

This questionnaire is aimed at gathering necessary information from Alternative Basic Education students under OPRIFS intervention for impact analysis of the ABE program. The output of the research is a thesis for Master of Science in Curriculum and Instruction. Hence as students who are directly involved in the program under study you are kindly requested to provide information that is highly valued for this academic study. Hereby the researcher would like to assure you that your response will remain confidential and will not affect you in anyway.

- *Please answer each item to the best of your knowledge*

Part One: *Indicate your answer by putting (✓) mark in the space provided*

1. *Personal information*

- *Sub -City* _____
- *Age* _____
- *Grade* _____
- *Centers of ABE* _____
- *Semester/Annual Academic achievement (Percentile)* _____

2. *Reason for being on the streets*

- a. *Family problems*
- b. *doing business*
- c. *Civil disturbance*
- d. *Other* _____

If your answer is "A" What kind of a family problem here you forced

- a. divorce
 - b. death
 - c. poverty
 - d. others _____
-

3. How long have you been on the streets?

- a. Less than 6 months
- b. Two years
- c. More than three years
- d. Three years

4. Have you any one to visit you from your family?

Yes

No

5. If yes how frequent

- a. Once a week
- b. Once a month
- c. Frequently
- d. Sometimes

6. What are your usual activities?

- a. Porter
- b. Scavenging
- c. Vending (selling items)
- d. Domestic work in private houses
- e. Others _____

Part Two: Participants reaction to-wards access to basic education

i. What is your overall impression of the ABE program in creating access to basic education run under OPRIFS intervention?

- Show to what degree you agree/disagree with the following points by encircling the number

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly agree</i>
1. OPRIFS's intervention has created easy educational access to me.	1	2	3	4	5
2. The instructional schedule is in accordance to my interest	1	2	3	4	5
3. OPRIFS's ABE center is close to my residence	1	2	3	4	5
4. I follow the ABE program because it gives me ample time for labor	1	2	3	4	5
5. Center facilitators treatment for children of my kind is motivating me to follow the program	1	2	3	4	5
6. To my understanding such an intervention increases the opportunity of access to other marginalized sections of a society	1	2	3	4	5
7. The ABE Centers under OPRIFS are ready to give a chance of enrollment any time to needy street children of our kind	1	2	3	4	5
8. Increasing the role of NGO in ABE programs will provide more access to marginalized street children to get basic education	1	2	3	4	5
9. Setting up mobile schools do provide more access to street children than the one we have it	1	2	3	4	5
10. Exercising shorter school days will attracts more street children to enroll in the program	1	2	3	4	5
11. Life oriented instruction do attract more street children to the ABE program	1	2	3	4	5

Part three: -Participants reaction to Curriculum, textbook and teaching process

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The medium of instruction is in my mother tongue had no problem	1	2	3	4	5
2. The Curriculum materials for ABE program is designed specially to our interest to the best of my understandings	1	2	3	4	5
3. The ABE curriculum materials address our basic learning needs	1	2	3	4	5
4. The ABE Curriculum materials we use in the center are acceptable to us and had integrated our voice					
5. The ABE Curriculum materials we use in OPRIFS centers are organized and designed by experts and project staffs having no relevance to our basic learning needs	1	2	3	4	5
6. The Curriculum materials we use in the center had enabled us to achieve minimum learning competencies/literacy and numeracy.	1	2	3	4	5
7. Period allotted to each subjects are sufficient and enables as to finish learning assignments in time to complete a given level	1	2	3	4	5
8. We are all supplied with the necessary textbooks for every subject we learn	1	2	3	4	5
9. We are some times forced to borrow books from others because the center has no sufficient supply of it	1	2	3	4	5
10. OPRIFS ABE center has enough facilitator teachers and we don't miss any learning time.	1	2	3	4	5
11. Sometimes we fail to get teachers when we come to learn after our work so that we fill idle that time	1	2	3	4	5
12. Facilitator teachers in our center are always ready to help us and are cooperative	1	2	3	4	5
13. Facilitator teachers in our center are not enthusiastic and fill that we don't succeed in the ABE program	1	2	3	4	5
14. To the best of my understandings facilitator teachers in our center are good in their methods of teaching	1	2	3	4	5
15. The method of teaching in our center always encourages us to participate in learning process	1	2	3	4	5
16. Teachers uses continuous assessment methods to evaluate our progress	1	2	3	4	5
17. Teachers evaluate our progress only with final examiner	1	2	3	4	5

Part four; - Participants reaction to Program Management

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. To the best of my understanding all stakeholders do involve in the school administration	1	2	3	4	5
2. OPRIFS participate the community in the sub-cities in school program management	1	2	3	4	5
3.1. The community Participate in Site selection	1	2	3	4	5
3.2. labor and raw material provision	1	2	3	4	5
3.3. Funds in cash for school construction	1	2	3	4	5
3.4 Fund for Facilitators salary	1	2	3	4	5
3.5. Monitoring the flexibility of school attendance	1	2	3	4	5
3.6. Teachers selection	1	2	3	4	5
3.7. Advocacy and program promotion	1	2	3	4	5
3.8. Involved in the process of planning	1	2	3	4	5
3.9. In the overall ABE program maintenance and sustainability	1	2	3	4	5

Part five: - Give brief answers to the following questions

1. What advantages do you think you have gained for being enrolled to this? ABE Center?

2. Have you ever quitted your learning after you have enrolled in the center?

A/ Yes b/ No

3. If your answer for question. No 2 is yes for how long?

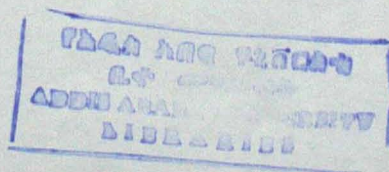
A/ one semester

B/ one year

C/ two years

D/ more than two years

4. What is your vision in the future concerning your education?



5. *What general do you suggest an alternative means that can better address female street children's problem of educational access?*

6. *What do you think better be done in your ABE center to address female street children's problem of educational access?*

The End

Thank You

Appendix II

Tool Two: Questionnaire for program Coordinators, Supervisors and Center Facilitators

Addis Ababa University

College of Education

Department of Teacher Education & Curriculum Studies

This questionnaire is aimed at gathering necessary information from program Coordinators, Supervisors and Center Facilitators engaged in

Alternative Basic Education Program of OPRIFS to analysis the ABE program. The output of the research is a thesis for Master of Science in Curriculum and Instruction. Hence personnel who are directly involved in the program under study you are kindly requested to provide information that is highly valued for this academic study. Hereby the researcher would like to assure you that your response will remain confidential and will not affect you in anyway.

- *Please answer each item to the best of your knowledge*

Part I. Personal information

A. Sex _____ Age _____

B. Educational background _____

C. Name of Your organization- _____

D. Your current position _____

E. Region _____ City _____ Sub City _____

F. Vision of your organization towards ABE program

Part II. Issues related to access

1. What do you think is the reason for street children to attend Alternative Basic Education program under OPRIFS intervention? Reason out your opinion

2. What do you think had encouraged these female street children to attend ABE program under OPRIFS intervention? (you can mention more than one answer)

a) _____

b) _____

c) _____

d) _____

3. What were the major factors that hinder female street children from participating in formal education programs in the capital?

4. How do OPRIFS enroll female. Street children to its ABE program? (Mechanisms used)

Part III. Issues related to program management

1. What were the major reasons for OPRIFS to initiate an alternative primary education program?

2. _____

3. List stockholders responsible or involved in the school administration.

a. _____

b. _____



c. _____

d. _____

e. _____

4. *What contribution to ABE program do the communities make?*

a. _____

b. _____

c. _____

d. _____

e. _____

5. *What are the responsibilities of school committee (more than one answer is possible)*

a. _____

b. _____

c. _____

d. _____

6. *Who is involved in monitoring and evaluation of the overall ABE program run under OPRIFS*

a. _____

b. _____

c. _____

7. *What advantages do you think is gained in ABE program compared to that of the formal one?*

a. _____

b. _____

c. _____

d. _____

Part IV. Issues related to School facilities and facilitator teachers

1. What types of classes are used for the ABE program under OPRIFS interventions?

2. Is the accommodation for classes acceptable to all the beneficiaries?

a/ Yes b/ No

3. What are the advantages your organization gained having the two hosting schools at your side in the initiative?

a. _____

b. _____

c. _____

4. Who teacher's in ABE centers of OPRIFS? (Facilitator teachers or paraprofessionals)

a. _____

b. _____

5. How are teachers recruited and employed?

6. Who recruit and assign facilitator teachers?

7. What is the minimum requirement for teachers to be recruited for the ABE program?

8. What special role do facilitators have (as community agent) compared to the conventional schools?

9. What is the term of employment of facilitators

10. Who is responsible for their payment and how much do one facilitator is paid per month.

11. If you are a facilitator teacher, how much was your beginning salary and the present

a. _____

b. _____

12. Is the payment satisfactory and motivating?

13. How often and for how long do facilitators trained?

a/ initial training _____ duration in days

b/ In-service training duration _____

14. Who are involved in the training of facilitators?

15. What are the major themes of the training?

16. Does the designed facilitator's training package address the gap of the problem in classroom instruction?

X

Part V. Issues related to Curriculum Issues

1. Do you think the ABE curriculum material is especially designed to the targeted groups?
Yes _____
No _____
2. If your answer in No one yes., then does the program adopted the national curriculum
3. Is the newly developed curriculum acceptable to the
 - a. Parents yes-----no-----have no idea-----
 - b/ Educators yes-----no-----have no idea-----
 - c/ NGO (OPRIFS) yes-----no-----have no idea-----
4. Is the minimum learning competencies defined in terms of
 - a. literacy yes no have no idea
 - b/ numeracy yes no have no idea
 - c/ Basic life skill yes no have no idea
5. What are the main subjects offered? Indicate weekly period allotment for each subject.

A. Subject	allotted period per week
a. _____	_____
b. _____	_____
c. _____	_____
d. _____	_____
e. _____	_____
f. _____	_____
g. _____	_____
6. Please indicate the time duration of the following
 - a/ Duration of the ABE program in years _____
 - b/ Nnumber of school days in a week

 - c/ Daily learning hours _____
7. Who determines the center calendar?-----

Part VI. Issues related to Teaching-Learning process

1. What is the pedagogical learning approach in OPRIFS ABE centers?
A/ Traditional
B/ Student centered
C/ If other indicate _____
2. How is students progress evaluated?
A/ by achievement test
B/ by automatic promotion
C/ by continuous assessment
D/ others (specify) _____
3. Is there a smooth flow to and from alternative program to that of the formal school system?
Yes -----No-----
4. If your answer for question no 3 is yes, do ABE students of your center fit into the culture of formal school system after transfer?
A/ Yes b/ No c/ I don't know
5. If your answer for question no 4 is no, what do you think are the reasons?

Part VII. Matters concerning program management

1. Do community members of the two sub-cities when the centers are located involve in ABE program management?
A/ yes b/ No C/ I don't know
2. What contributions do the communities make (more than one answer is possible)
A/ labor and raw material provision
B/ hosting a program under formal school facilities
C/ raising fund in cash for classroom constriction
D/ fund for facilitators salary
E/ monitoring learning

- F/ teachers selection
 - G/ scheduling school programs
 - H/ project planning
 - I/ as a resource to get feedback
 - J/ as school committee
 - K/ If others
- indicate _____

3. What are the major responsibilities of the school committee?

Part VIII. Challenges in program implementation

1. What were the major challenges OPRIFS had faced while implementing ABE initiative to address the problem of female street children?

a/ On recruiting center facilitators

b/ in giving facilitator's training

c/ on center selection

d/ On curriculum development

e/ On enrollment of street children

f/ facility provision

g/ community participation

h/ On cooperation and relationship with government bodies

i/ Others

2. What are the main sources of budget for the ABE initiative under OPRIFS project?

3. How much is the minimum cost for one student at the center?

4. Do OPRIFS believe that the initiative will be sustainable?

5. Have you evaluated your over all project plan?

6. Have you any plan to extend your ABE project?

The End

Thank You

Appendix III Descriptive Statistics of Students Response

	N	Minimum	Maximum	Mean	Std. Deviation
Personal live	60	1	3	1.10	.399
Age	60	1	3	2.10	.602
Grade	60	1	3	1.57	.909
school type	60	1	2	1.25	.437
Reason for being on the streets	51	1	4	2.08	1.440
If your answer is "A"	33	1	4	2.73	.626
How long have you been on the streets	48	1	5	2.92	1.334
Have you any one to visit you from your family	50	1	2	1.30	.463
If yes how frequent	32	1	4	2.72	1.114
What is your usual activities	55	1	5	3.71	1.436
OPRIPS's intervention has created easy educational access to me	60	4	5	4.98	.129
The instructional schedule is in accordance to my interest	60	2	5	4.85	.577
OPRIFS's ABE center is close to my residence	60	2	5	4.82	.596
I follow the ABE program because it allows me ample time for labor	60	3	5	4.75	.541
Center facilitators treatment for children of my kind is motivating me to follow the program	60	4	5	4.98	.129
To my understanding such an intervention increases the opportunity of access to other marginalized sections of a society	60	3	5	4.93	.312
The ABE Centers under OPRIFS are ready to give a chance of enrollment any time to needy street children of our kind	60	3	5	4.45	.649
Increasing the role of NGO in ABE programs will provide more access to marginalized street children to get basic ed.	60	4	5	4.97	.181
Setting up mobile schools do provide more access to street children than the one we have it	60	3	5	4.83	.457

	N	Minimum	Maximum	Mean	Std. Deviation
Exercising shorter school days will attract more street children to enroll in the program	59	3	5	4.63	.522
Life oriented instruction do attract more street children to the ABE program	60	3	5	4.88	.372
The medium of instruction is in my mother tongue had no problem	58	1	5	4.34	1.305
the curriculum materials for ABE program is designed specially to our interest to the best of my	58	2	5	4.34	.870
the ABE curriculum materials address our basic learning needs	60	3	5	4.27	.607
the ABE curriculum materials we use in the center are acceptable to us and had integrated our voice	60	3	5	4.48	.725
the ABE curriculum materials we use in OPRIFS centers are organized and designed by experts and project staffs having no relevance to our basic learning needs	60	1	5	2.07	1.039
The Curriculum materials we use in the center had enabled us to achieve minimum learning competencies/literacy and numeracy	60	2	5	4.92	.424
Period allotted to each subjects are sufficient and enables as to finish learning assignments in time to complete a given level	60	2	5	4.73	.710
We are all supplied with the necessary textbooks for every subject we learn	60	1	5	2.95	1.443
We are some times forced to borrow books from others because the center has no sufficient supply of it	60	1	5	2.65	1.560
OPRIFS ABE center has enough facilitator teachers and we don't miis any learning time.	60	1	5	4.78	.761
Sometimes we fail to get teachers when we come to learn after our work so that we fill idle that time	59	1	5	1.73	1.362

	N	Minimum	Maximum	Mean	Std. Deviation
Facilitator teachers in our center are always ready to help us and are cooperative	60	1	5	4.68	1.017
Facilitator teachers in our center are not enthusiastic and fill that we don't succeed in the ABE program	60	1	5	1.40	.764
To the best of my understandings facilitator teachers in our center are good in their methods of teaching	60	2	5	4.92	.424
The method of teaching in our center always encourages us to participate in learning process	60	3	5	4.82	.504
Teachers uses continuous assessment methods to evaluate our progress	60	2	5	4.50	.701
Teachers evaluate our progress only with final examiner	60	1	5	1.98	1.017
To the best of my understanding all stakeholders do involve in the school administration	60	1	4	2.17	.493
OPRIFS participate the community in the sub-cities in school program management	60	1	5	2.33	.896
The community participate in site selection	60	1	5	2.65	1.055
labour and raw material provision	58	1	4	1.33	.574
funds in cash for school construction	60	1	2	1.27	.446
Fund for Facilitators salary	60	1	3	2.03	.843
Monitoring the flexibility of school attendance	59	1	4	1.97	.787
Teachers selection	60	1	5	2.97	1.484
Advocacy and program promotion	60	2	5	3.90	.838
Involved in the process of planning	60	1	3	1.93	.733
In the overall ABE program maintenance and sustainability	60	1	5	2.10	.969
Valid N (listwise)	19				

