

Final Report

Reaching Underserved Populations with Basic Education in Deprived Areas of Ghana: Emerging Best Practices

Section 2: Alternative Education Program Profiles



**CARE International in Ghana
January 2003**

Funded by USAID/Ghana under Grant # 641-G-00-03-00010

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Ghana

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Foreword

As part of the international literature review and national field research, alternative education programs were researched, analyzed, and their critical component identified. On the following pages, the international and national alternative education profiles are grouped (nationally or global) and their environmental context identified (to provide a setting for the programmatic initiatives), program description with key elements translated, and programming impact and effectiveness analyzed.

In the preliminary research design, it was anticipated that an alternative education profile of SAVE USA Community Schools in Mali would be included; after extensive research it was determined that the Community Schools key elements are comparable to the BRAC Non-Formal Primary Education Model and a profile on this programmatic initiative would be duplicative in nature.

Alternative Education Project Profile

Project title: Community Organized Primary Education

Organization implementing: CARE International (Afghanistan)

Funded by: CIDA, European Commission, and private donors. Managed by: CARE Canada

Scope/geographical coverage: 310 Community Schools in Khost, Gardez, Logar, Kabul, Maidan, Ghazni and Paktika provinces of southeast and central Afghanistan.

Type of programming: Community schools with links to formal school system

Target group/beneficiaries: Teachers, students, community members (Village Education Committees)

Environmental context matrix for Afghanistan

Environmental context of program	
Social	A 2002 UNICEF survey indicates there are 4,593 ‘learning spaces’ available with 1.7 million children in attendance and being taught by a teaching force of 53,885 teachers. Approximately 60% of the schools are considered “shelterless”, with classes conducted in borrowed or destroyed facilities. Approx. 1/3 of the schools has no identifiable water source, and less than 15% have toilets for children’s use. Education statistics are dated and unreliable. Official literacy rates are currently at 46 percent for men and 16 percent for women, although it is estimated that in remote villages illiteracy rates reach almost 100 percent.
Cultural/Religion	Approximately 23 million people live in the country—more than 1.3 million are internally displaced. The population is 99% Muslim (Sunni Muslim: 84 percent and Shi'a Muslim: 15 percent) with 1% other religions. Dominant languages include Pushtu (national language), Persian (Dari), and Turkic are also spoken
Economic	Afghanistan is an extremely poor, landlocked country, highly dependent on farming and livestock raising (sheep and goats). An already poor economy has been further diminished by political and military upheavals during two decades of war, including the nearly 10-year Soviet military occupation and recent campaign against terrorism. The area is slightly smaller than Texas (647,500 sq km) with an arid to semi-arid climate (cold winters and hot summers). The terrain is mostly rugged mountains; plains in north and southwest. Natural resources include natural gas, petroleum, coal, copper, chromite, talc, barites, sulfur, lead, zinc, iron ore, salt, precious and semiprecious stones.
Political Relationships	A Grand Council, or Loya Jirga overwhelmingly elected Hamid Karzai, a unifying figure during his interim tenure at the head Afghan administration, head of state Thursday June 13 2002. Karzai had served six months as interim prime minister of the U.N.-organized government that took power after the fundamentalist Taliban regime was driven from power in December. The Emergency Loya Jirga Representatives (total of 2,000 delegates) included: 1,051 elected members; guaranteed seats for 160 women; 53 seats for current government; 100 seats for Afghan refugees and six for internally displaced Afghans; 25 seats for nomads

Program description: Community Organized Primary Education Schools

Target Group	Children between the ages of 6-14 years, with a special focus on girls,. Then VECs ¹ and parents, with the help of project Teacher Trainers and Community Mobilizers, registered school-age students with a quota of at least 38% girls.
Material/Physical Resources	The VECs and parents provide the school facility and hired teachers. Classes usually met in a ‘Hujra’ (living room), in a parent’s house, Mosque, tent, or in the open air under a tree. Books include student textbooks, student workbooks and teachers’ guides. Stationary included pens, pencils, notebooks, sharpeners, erasers, slates, sleety, geometry boxes, etc. School equipment includes plastic mats, blackboards, chalk, duster, maps, desks and chairs for teachers and tents where needed. Students in upper grades receive supplementary reading materials, which include BBC publications, such as pamphlets on peace concepts and health education.
Financial Resources	Parents, VEC members and schoolteachers negotiate the school fee per child to pay teachers’ salary. Village Education Committees together with teachers, select students from poorer families to be exempted from payment to ensure equity of access for students from poorer families
Human Resources	A key component for the development of institutional capacity to maintain and support the schools is the extensive training VEC members receive in community-based participatory methodologies (Participatory Rural Appraisals), resource mobilization, school administration, and supervision of school personnel, decision-making, and conflict resolution. COPE Community mobilizers provide ongoing support to ensure skills are build in a consistent and comprehensive manner.
Community Mobilization	<p>Introductory State (months 1-2)</p> <ul style="list-style-type: none"> ○ Community meetings held ○ Each school to have signed agreements between CARE and community; teacher and community ○ Teachers attend initial teacher training course ○ Compensation for teacher is agreed upon ○ Minimum of 30 children enrolled per class with 38% being girls ○ Inputs such as textbooks, tents provided <p>School Support Stage (throughout years 1-2)</p> <ul style="list-style-type: none"> ○ Regular monitoring of teacher’s and students’ attendance by VECs ○ Teachers regularly paid by community ○ Parents awareness session on girls’ education ○ VEC training session in school management and dispute resolution ○ VEC meetings ○ Bi-monthly visits from Community Mobilizers <p>Phase-out of NGO (CARE) to the State (last six months of year 2)</p> <ul style="list-style-type: none"> ○ Teacher Trainers visit school once a month ○ Community Mobilizers visit each VEC once a month
Curriculum	To improve the teaching and learning environment, the program has developed a series (5) of pre-service and in-service teacher training modules, which focus on child-centered instructional approaches, effective classroom management, relevant teaching and learning material development, and multi-grade teaching techniques.
Evaluation	Links with the formal education system need to be established in order to avoid the development of a parallel system. COPE is envisaged as an interim solution to the lack of access to education in the target areas. Currently, the Education Department validates completion of grade certificates and the appointment of community selected teachers.

¹ VECs are Village Education Committees (similar to PTAs)

Programming interventions (impact and effectiveness) matrix

Category	Effectiveness of programming interventions
Access	<p>To increase access to basic education the project focuses on building the institutional capacity of communities to self-manage their schools. A community analysis process is undertaken during the initial stages of project implementation to assist communities in identifying key issues and finding solutions on how to address them. Community mobilizers help create Village Education Committees (VECs) to take on the management and financial responsibilities of the schools to ensure full community-ownership. The responsibilities of the VECs include: selection and supervision of teachers, monitoring the quality of teaching and learning taking place in the classroom, maintaining school infrastructure, and enhancing community-school relationships.</p>
Management	<p>COPE has put a strong emphasis on building the capacity of the VEC members to develop locally appropriate solutions to address barriers that impede girls' education, and to take responsibility for the management and financing of the schools. As a result, communities control the mechanisms that determine who teaches girls and boys and where, thus ensuring that girls can be educated without compromising local traditions and also making it possible for women to teach.</p>
Quality	<p>When communities are empowered to take control of the education of their children they exercise their right to self-reliance and can find solutions to their problems. In Afghanistan, despite restrictions placed on girl's education by Taliban Authorities, the COPE project approach allowed communities to take control of who teaches their girls and boys and where they are taught. Communities resisted Taliban efforts to close schools when they were still in power. COPE's approach supports the communities' strong sense of ownership of these schools and their awareness of the rights of their children to education.</p> <p>At its base is community empowerment and capacity that enables communities to manage their school affairs effectively during CARE partnership and fosters cultural acceptance and ongoing school development after CARE staff withdrawal. Any intervention that improves access to quality education must be drafted in the light of the current operating environment, local attitudes, knowledge and beliefs. The Taliban had accepted or tolerated programs like CARE's COPE partly because the project approach builds on the traditional education system where instruction takes place in Mosques or private houses, and teachers are hired from local communities. Curriculum includes secular subjects such as languages, math, social science and sciences in addition to religious subjects making this approach acceptable to local religious and community leaders.</p> <p>Only a small number of teachers who were selected by the communities were already trained as teachers; most of them were hired locally within their communities. Their educational qualifications might be minimal, i.e. completion of primary school. Considerable investment in teacher training was required both to improve teachers' grasp of subject content and to introduce them to instructional methodology used in the project schools. Five different training modules e.g. pre-service, in-service, grade up, material development, and refresher were given to schoolteachers. Training on multi-grade teaching as planned was not conducted separately, however its related topics were integrated in the other training modules conducted by the project. Training on science topics was designed and delivered by the project Senior Teacher Trainers for the project Teacher Trainers.</p>

Alternative Education Project Profile

Project title: BRAC Education Program: Non-Formal Primary Education Program and Basic Education for Older Children

Organization implementing: Bangladesh Rural Advancement Committee (BRAC)

Scope/geographical coverage: Program has more than 8,000 schools; concept has been emulated by NGO's in other countries (e.g., SAVE (USA) Community Schools in Mali are comparable) with similar circumstances of low literacy rates amongst rural inhabitants.

Type of programming: Complementary education intervention with provision of basic literacy classes for children and their mothers.

Target group/beneficiaries: children and women in deprived rural communities

Environmental context matrix for Bangladesh

Environmental context of program	
Social	The current literacy rate of Bangladesh is about 35 percent. This is astonishingly low compared to other low-income countries where the literacy rate is about 60 percent. Bangladesh spends only 2 percent of its GNP on education where as an average income country spends about 3.2 percent on education and high-income countries spend 6 percent on education. Children's school performance in rural Bangladesh is extremely poor. About 40 percent of children never show up at school. Among those who enter primary school, only 40 percent complete it. A meager seven percent complete secondary school.
Cultural/Religion	The fact that women are less educated than men is largely due to ancient tradition and common mentality. The reasons why women are seldom as well educated than men lie outside the education system. Ideas about the appropriate roles for women in the labor market or in society, about the biological unsuitability of women for science, and about the gender-based division of work in the household and on the farm influence decisions about schooling. There are about 4,500 ethnic students studying in 500 BRAC schools along with mainstream Bangladeshi students in different districts of Bangladesh including Joypurhat, Sreemongol, Dinajpur, Rajshahi, and Mymensingh. Out of 32 regions where BEP operate schools, 14 regions have learners from different ethnic groups like Garo, Manipuri, Shantal, Orao, Pahan, Dalu, Khasia etc.
Economic	Most Bangladeshis earn their livings directly or indirectly from agriculture. Rice and jute are the primary crops; wheat is assuming greater importance; and tea is grown in hilly regions of the northeast. Bangladesh's fertile soil and normally ample water supply yield three rice crops in many areas. There is a growing rural urban migration pattern, which has expanded the informal sector in the cities. High levels of child labour particularly in the industry have characterized the Bangladesh economy.
Political	Bangladesh has been opening up to more civil society activity over the years. BRAC has proven to be a viable agency for large-scale educational interventions.

Program description: BRAC: Non-formal Primary Education and Basic Education for Older Children

There are two primary school models in the BRAC Education Program. In 1985, the Non Formal Primary Education (NFPE) model was initiated as a three-year program for children between the ages of 8 and 10 years. These were children who had never enrolled in any school or who had dropped out from the formal schools. In 1998, this model was expanded to a four-year program that covers the primary curriculum for grades 1 to 5. This was in response to the large number of BRAC graduates interested in continuing their education to secondary level. The BEOC (Basic Education for Older Children) schools known as Kishor-Kishori schools were opened in 1987. These schools run for three-years catering to the basic educational needs of 11 to 14 year old children.

Target Group	Children of the poor and the landless. The BRAC Education Programme felt it was necessary to specifically target girls for enrolment, as opposed to leaving that option to parents who might continue to favor boys. The program’s special focus is on the enrolment of girls; as a result, about 70% children in Non-formal Primary Education (NFPE) and Basic Education For Older Children (BEOC) schools are female.
Financial Resources	BRAC receives funding from foreign donors and local NGO’s in running its NFPE (Non- Formal Primary Education) program.
Human Resources	The teachers are drawn from the local communities, where they are resident and have received the full 9 years of basic education. Approx. 97% of the teachers in the BRAC schools are female and married. The work is on a part time basis.
Training Capacity-Building	Around 97% of the teachers in BRAC schools are women and they are married, local residents of the village. The teacher must have at least nine years of schooling. Teachers receive a 15-day basic training, alongside a 2-day training course before school opens. Teachers are also provided with 1-day monthly refresher sessions every year and a 4-day refresher at the beginning of year 2. Teachers responsible for grades 4 and 5 receive a 16 day and 18 day refresher course in English and Mathematics.
Community Mobilization	The BRAC program works with the communities to structure the program, parents determine the school schedule and ensure that their children attend the school. A pledge is signed between BRAC and the community in which the parent agrees to send children to school and attend monthly meetings to improve the conditions of education in the community. The Community contributes to the program by providing teaching facilities, furniture and commitment to the program.
Curriculum	The BRAC curriculum has been tailored to suit the needs of rural children. Most recently, it has been adjusted to cater to the needs of urban children too. The curriculum covers the five-year primary curriculum. As more than 90% of the BRAC graduates continue in the formal system, the curriculum incorporates competencies set out by the government for formal primary schools. The curriculum design encourages a learner-centered participatory approach. The teacher encourages group learning and participation. The schools maintain an environment, which makes the lesson interesting and helps the children gain a greater understanding of their subjects. The NFPE curriculum consists of lessons in Bangla, Mathematics and Social Studies. In grades IV and V the program follows the Government textbooks in all subjects. English is taught from class II. The BEOC model includes Health Education and Science during the fourth and fifth phases of the school. All the educational materials are provided by BRAC and for material support children contribute a sum of Tk. 5 a month

Programming interventions (impact and effectiveness) matrix

Category	Effectiveness of programming interventions
Access	<p>School structures are located within the villages reducing the time it takes for children to walk to school. The number of schools opened numbered over 8,000 and has been increasing over the last ten years.</p> <p>BRAC's program has been flexible and adaptive and has been found to reach out to large numbers of children in 'hard to reach areas' including urban slum areas or children who perform hazardous occupations.(e.g., garment workers) as well as children living in ethnic (e.g., Chittagong Hills Tract) minority areas that are under-served.</p>
Management	<p>There is a large degree of community ownership and participation in the programme. Community members make up the Teachers/ facilitators.1 Program organizer (PO) is provided for 15 schools. The organizer visits the schools twice a week.</p> <p>Basic structures are rented for 3 hours a day. The structures must contain basic furnishings and equipment (mats for the children, a stool for the teacher and a blackboard). Females play a strong role in the BRAC Program; they are the teachers/ facilitators of the program.</p>
Quality	<p>A flexible schedule, intensive instruction using innovative student-centered methods, and high quality guidance and support from knowledgeable supervisors enable this approach to provide the equivalent of four years of the official curriculum in three years. Classes 2 to 3 hours per day, 6 days a week, year round on a 3-year cycle.</p> <p>On a national exam to test mastery of basic education, more than 50 percent of the BRAC graduates passed the exam, compared with 20 percent of the Government students. BRAC's NFPE program is viewed as successful because of its high internal efficiency that is characterized by low dropout and repetition rates. Combined with the fact that BRAC pupils academic performance is better than that of their counterparts in the formal school system</p> <p>The 11 BRAC Formal Schools were opened in 1999 to illustrate how the good practice of the non-formal schools can work in a formal school setting and to pursue innovative ideas for supplementary materials and teaching methods. The schools use some BRAC textbooks and some Government textbooks to achieve the government competencies. Teachers also use supplementary materials such as posters and cards. The curriculum has been developed to improve children's creativity in both writing and practical activities. The teaching program consists of a 6-year schooling cycle ranging from pre-primary to Grade V.</p> <p>As a result of BRAC's commitment to 'Education for All' and the belief that children with special needs should be included in mainstream education a pilot scheme has been developed in partnership with Helen Keller International. Initially BRAC is piloting the inclusion of children with disabilities in two formal schools in Pabna and Comilla. As the trial develops it is anticipated that a larger number of schools will become involved. Helen Keller International is providing training and materials for teachers who will be involved in this pilot project.</p>

Alternative Education Project Profile

Project title: Community Action in Support of Education (CASE)

Organization implementing: CARE International (Egypt)

Scope/geographical coverage: 20 Community Development Associations (CDAs) in Fayoum and Sohag governorates of Egypt

Type of programming: Civil Society capacity building of Community Development Associations to be education service providers. Types of education programs include: 1) EdNet (education network); 2) Early Childhood Development programs (ages 4-6) and 3) Small Schools (basic education equivalent of formal schools—minimum age of 8 years, not to exceed 12 years, for enrollment).

Target group/beneficiaries: Direct beneficiaries include Community Development Association members; Community Education Development Teams members; informal women’s group members, facilitators (teachers), and school supervisors. Indirect beneficiaries include students and communities (parents).

Environmental Context Matrix for Fayom and Sohag Governorates in Egypt

Environmental Context of Program	
Social	Population growth rates (2.5%) in governates 20% higher than national average Life expectancy at birth: 67 years Adult literacy (15+): 38% which is 30% lower than national average Girls’ primary enrollment rates (64%) as a % of boy’s primary enrolment rates 20% below Egypt’s average (81.7%) Girls’ primary completion rate (58%) as a % of boy’s primary completion rate more than 25% Egypt’s average (82%)
Cultural/Religion	Communities in rural Egypt place special emphasis on role of leadership and (male) religious figures such as “Omda’ and ‘Sheikh’ and organizations and community groups are traditionally chaired by such individuals who also have control over board and membership composition. <i>As a result there is minimal representation by women.</i> Limited female role in society: Low family income and lack of commitment to girls’ education primary factors (including using family income to support boy’s participation in schools) reasons for limited female participation. Egyptian ministerial decree states that mothers cannot be considered ‘guardians’ of their children; attendance at PTA meetings cannot be considered official.
Economic	Real GDP approximately 30% below national average Poor (40%) and ultra poor (14%) populations in the Sohag and Fayom governorates double the national level Average household size: 6-7 persons with 90% illiteracy rate among mothers Most adult males are farmers, fishermen, traders, or day laborers
Political Relationships	Development context however, Sohag and Fayom governorates are deprived of education services (formal or non-formal) <i>and these communities are also characterized by low levels of civil society participation and weak vertical and horizontal social links.</i>

Program description: Civil Society development for EdNET and Community Development Associations

Target Group	Community Development Associations ² who have sound financial records; provided alternative services to their communities; willing to commit in-kind and in-cash contributions to project; community willingness to support education activities through female participation and voluntary committees.
Financial Resources	To achieve satisfactory level of respect and commitment to achievement of project goals, CDA's much commit in terms of financial contributions no less than 50% for community initiated education projects. MOU signed between CARE and Ministry of Insurance and Social Affairs provided a framework for programmatic and financial mechanisms.
Human Resources	CEDTs— (3-5 community volunteers, 3 CDA members, 2 WG members, and 3 PTA members) contribute initially to planning, implementation, and monitoring of education activities. WGs—(minimum of 5 women from community, women demonstrate a degree of influence in community, have positive relationship with people of community, involved and dedicated to promoting quality education).
Roles and Responsibilities	CEDTs: assist in baseline data gathering, develop proposals for community-based education activities, and provide initial assistance in project implementation. As community education needs are addressed, their role diminished until the education network (EDNET) was established and they became advocates for quality education. Women's Groups: worked closely with CEDTs to assess education needs and plan and monitor activities implemented through CDAs. Tasked with promoting awareness of importance of girls and women's education. Eventually WG leaders/representatives became 'leaders' and in turn became teachers and trainers in their communities. WGs provide holistic approach to community development (e.g., they paid home visits and conduct awareness raising among women, started up women income generating activities to pay for education activities, promoted role of women in development).
Education Network (EdNet)	EdNet designed to facilitate community members to identify needs and pool resources to address needs efficiently and effectively. CDA, WG, and CEDT decided selection criteria. Each CDA is requested to select three members to represent on EdNet (1 representative from CDA, WG, and CEDT). Capacity Building of EdNet: <ul style="list-style-type: none"> • Teamwork: volunteerism, administration, leadership, negotiation • Training of Trainers: identification of needs, planning, managing training events • Strategy formulation: strategic planning, communication, teamwork • Proposal writing: community mobilization and fund management EdNet and CDAs: Network provides links between activities being implemented by various CDAs; provides channel of communication between government and CDAs, promotes information sharing and emerging best practices. EdNet monitors Small Schools, drafts job descriptions for Small School personnel, coordinates training events, and promotes cross visits.

² Community Development Associations fall under the legal authority of the Ministry of Insurance and Social Affairs; it was necessary to have a legal MOU signed to consolidate partnership between CARE and CDAs.

Program description: Early Childhood Development Project

<p>Target Group</p>	<p>Children ages 4-6 years with a particular focus on girls. If there are more children than spaces, ECD center accepts based on descending age; meaning the older age to give them an opportunity to enroll in the primary school after spending two years in the Center.</p> <p>Selection criteria: priority given to poorest families in community, especially girls; hearing and vision sense must be well developed; physically challenged students welcomed</p> <p>20-30 students per classroom with a 2:1 ratio (girls to boys) encouraged.</p>
<p>Material/Physical Resources</p>	<p>Close to homes of children; should have playground equivalent to 1.5 times the size of classroom. Classrooms divided into (mandatory) corners: library, arts, music, science, cognitive skills and (optional) corners: puppets, forming and assembling.</p>
<p>Financial Resources</p>	<p>Monthly tuition set by CDA and CEDT in accordance with community, circumstances and economic condition. No child should not be enrolled or expelled if family's economic circumstances do not allow him/her to pay tuition fees.</p>
<p>Human Resources</p>	<p>Two teachers are in charge of classroom instruction (teacher criteria: inhabitant of village; socially accepted and families should not have problems in community; free to work; willing to attend training workshops that will take place in any location). Supervisor is assistant to teacher in technical role and link between field (small school), education unit and CARE.</p> <p>Community Education Development Team consists of three CDA members, two women's groups' members, and three PTA members. Their primary purpose was to mobilize other members to secure community contributions, sensitize community members to importance of children going to school.</p>
<p>Management</p>	<p>Teacher responsible for school management from technical side and for establishing contact with students. The supervisor and CEDT representatives assist facilitator in managing school and strengthening relationship with Community Development Association, community and CARE.</p> <p>Parent-Facilitator Committees (PTAs) created to discuss problems. Small School Board (composition includes CEDT members, facilitator, supervisor, 2 student representatives) in communities with more than one small school to ensure information sharing, skills exchange, discuss feasibility of PTA suggestions, and allow students to participate to discuss means to develop schools</p>
<p>Curriculum</p>	<p>Skill Framework: Growth in mental and linguistic skills; motor skills; social and environmental development; sensory growth (including activities to develop spatial relationships). Also focused on nutrition, well being, and hygiene.</p> <p>Timetable: 5 hours /5 days per week during cooler months; 3 hours/3 days per week. Hours decided by PTA and based on weather conditions.</p> <p>Class structure: Two different classes set-up (4-5 years and 5-6 years) to accommodate different skills/development stages.</p>
<p>Evaluation</p>	<p>Final exams set with MOE and education unites; MOE responsible for correcting examinations and announcing results</p>

Program description: Small School Model (alternative community-based) formal school model

Target Group	<p>For children, particularly girls (75% of enrolled) within compulsory age of education, who are not already registered in schools or who have dropped out during their primary education. School's aim is to enhance girls' opportunities for education. Admission age: 8.5 – 12 years of age.</p> <p>Priorities given to applicants: 1) who have never been admitted to school; 2) have economic problems that affect decision to enroll in school; 3) who have no place in any school; 4) small schools welcome physically handicapped children</p>
Material/Physical Resources	<p>Land/structure is rented or donated to Community Development Association (CDA) and Community Education Development Team (CEDT) running school. School location should be close to students in a safe area (e.g., not in middle of agricultural land); it is preferable that the CDA and CEDTs strive to privatize land to ensure building becomes permanent location, which will be owned by community. Minimum of one toilet</p>
Financial Resources	<p>Community pays for school rent/location; MOE pays teachers salaries (\$19-\$24 monthly) ; CARE covers facilitator/supervisor training and provides furniture. Community pays for teaching materials after first year. Students pay 3 Egyptian pounds (75 cents) upon entry and 1 Egyptian pound (25 cents) each month.</p>
Human Resources	<p>Two teachers are in charge of classroom instruction (teacher criteria: inhabitant of village; socially accepted and families should not have problems in community; free to work; willing to attend training workshops that will take place in any location). Supervisor is assistant to teacher in technical role and link between field (small school), education unit and CARE.</p> <p>Community Education Development Team consists of three CDA members, two women's groups members, and three PTA members. Their primary purpose was to mobilize other members to secure community contributions, sensitize community members to importance of children going to school. Their roles became redundant once schools got underway and thus they shifted to becoming members of EDNET (education coalition/advocacy network) to advocate for better quality education at governorate level.</p>
Management	<p>Teacher responsible for school management from technical side and for establishing contact with students. The supervisor and CEDT representatives assist facilitator in managing school and strengthening relationship with Community Development Association, community and CARE.</p> <p>Parent-Facilitator Committees (PTAs) created to discuss problems. Small School Board (composition includes CEDT members, facilitator, supervisor, 2 student representatives) in communities with more than one small school to ensure information sharing, skills exchange, discuss feasibility of PTA suggestions, and allow students to participate to discuss means to develop schools</p>
Curriculum	<p>MOE curriculum followed; activities and teaching methods used to simplify curriculum; use of "New Horizons" curriculum to raise students and families awareness of certain issues (e.g., sanitation, gender, reproductive health)</p> <p>Timetable: 5 days per week; weekly holiday Friday and market day 5 hours per day; curriculum divided on 12 month calendar</p>

Programming interventions (Impact and Effectiveness) Matrix

Category	Effectiveness of programming interventions
Access for ECD	Focus on poorest socio-economic groups and in particular girls. Project found strong disparities between children who had attended ECD programs and been prepared at an early stage and those who had not. Disparities noted in areas of comprehension, degrees of innovation and in inter-personal (behavior) skills.
Access for Small Schools	Age requirements allowed children who had surpassed the maximum age of formal school enrollment, but who are still younger than the minimum age required for adult literacy classes, to enroll in an education program. Smaller groups 30 students per class (75% girls/25% boys) made instruction manageable. Main challenge was finding space that met the requirements and the cost of rent. Lack of permanency also meant owners could reclaim space at will. Space was identified primarily in mosques, homes, and Community Development Associations premises.
Management for ECD and Small Schools	<p>Job descriptions for facilitators (teachers) as well as by-laws governing their work are critical as they help to clarify teacher's rights responsibilities and actions to be taken in case they do not fulfill their roles and responsibilities in the classroom .</p> <p>Regular visits by CEDTs fostered a positive spirit in the classrooms and motivated facilitators. They also contributed to a more solid relationship between the sponsoring NGO (CARE), facilitators, and the children.</p>
Quality for ECD and Small Schools	<p>Small Schools: Formal curriculum used in schools and taught with child-centered methodology and complemented with activities that reflect cultural and social realities of communities e.g., library activities, theater, songs, trips, artistic work.</p> <p>Small Schools: Accelerated Learning Approach adopted; students were able to advance to various grade levels in a non-consecutive manner. During summer months curriculum for a school year was taught and followed by an exam. If students passed they were moved forward a grade level reducing the time in Small School from five years to three years.</p>
Key lessons learned from Civil Society (CDA) and EdNet capacity building	<p>International development organizations <i>need a legal entry point into communities to establish relationship of trust and reciprocity</i>. Building the capacity of CDAs transformed many from a 'one man show' to a collective social development effort. Imperative to build capacity of a diverse cadre as <i>majority of support attained throughout implementation of project came from females</i>.</p> <p>Informal Women's Groups started in every community that has a Small School. Women received training in school related activities (e.g., how to conduct home visits; small project management). Also attended trainings related to women's legal issues, women's rights, sex education, and gender discrimination. Key lesson: <i>pre-planning of women's group activities needs to integrated into design of project</i>; their role is critical and needs to be complemented with training and skills development. Project strategies need to be planned whereby women are active, not passive, recipients.</p> <p>Set a clear strategy (planned and funded) to support PTAs for ECD programs or Small Schools.</p> <p>Cross visits to other networks, education organizations, etc. are important as they provide an exchange of lessons learned/challenges encountered, provide opportunities for joint activity planning and addressing of issues.</p>

Alternative Education Project Profile

Project title: Girls Primary Education Project (Community Schools—Formal Equivalency Centers and UDDAN (girls’ residential camp)

Organization implementing: CARE International (India)

Scope/Geographical Coverage: Hardoi district in Uttar Pradesh State and Alwar District in Rajasthan State.

Type of programming: Community school (with links to formal school system) and alternative education schemes using local languages to promote literacy

Target group/beneficiaries: Primary focus on children who have had limited or no access to formal school, with an emphasis on girls, between the ages of 10-14 years, who have never been to school or have dropped out of formal school.

Environmental context matrix for India (Rajasthan and Uttar Pradesh States)

Environmental Context of Program	
Social	Lowest levels of female literacy in India: 12% (Rajasthan) with 19% (Uttar Pradesh); the national average is 41%. At this rate it will take more than 9 decades for females to reach universal literacy. The two states are among the lowest literacy rates in India. Life expectancy for women: 54.6 years Urbanization: 20% People per square mile: 518
Cultural/Religion	Mixture of Hindus (85%), Muslim (13%) Sikhs, Christian, and other populations. Rising Muslim population (125 million) has created extremist political parties Population (1997 estimates): 50 million Spread About 70 percent of the population lives in the eastern and south-eastern regions. Religion(s): Hindus, Muslims, Jains and Sikhs Language: Spoken Hindi and associated dialects
Economic	Uttar Pradesh is most populous state in India: 166.05 million people (16% of India’s population and fourth largest state in terms of land Small manufacturing industries (cotton yarn, jute, carpets, brassware) and agriculture (fertile valley with four rivers); however in Hardoi district land is <i>not fertile</i> creating high levels of poverty. Rajasthan State has population of 50 million and is the second largest state in terms of size. It is a mineral rich state and production includes agricultural products, minerals, and small manufacturing. Incidents of abusive child labor practices, especially for small industries and agriculture, are prevalent in both states.
Political Relationships	Democracy. Voting rights for those 18 years and above. In parts of rural India landed class sometimes do not allow landless castes to vote.

Program description: Formal Equivalency Centers

Target Group	<p>Children who do not have access to a formal school between the ages of 6-14 year with a focus on the girl student; pre-primary section of Community School or Early Childhood Centers (3-6 years)</p> <p>Community Schools are in habitations (200-500 people) where barriers to accessing the formal school system exists: physical, social (e.g., caste system) or socio-economic (e.g., intensive child labor situations).</p>
Material/Physical Resources	<p>Communities allocate/donate/spare space. Each Community School has a set of teaching and learning material (curriculum guides and TLMs) and 250 library books. 30-40 students per class.</p>
Financial Resources	<p>Communities provide up to 45% in-kind or financial contributions to infrastructure.</p>
Human Resources	<p>Teachers (2 per school) for Community Schools. Teachers do not come from the community but are assigned to a village.</p> <p>Mother Teachers (i.e., mothers of students in school) facilitate the pre-primary classes. The Center Management Committees along with the mothers group provide support to schools in the following areas.</p> <ul style="list-style-type: none"> - Monitor Attendance of Children and Teachers - Decide School Calendar - Decide how the school should be functional in the absence of the teacher - Organize land for the school - Organize support from the village towards infrastructure development - Help resolve any community related issues/ conflicts etc - Organize community contribution towards teacher salary
Management	<p>Parent Teacher Associations are formed for each community and provide a forum to enhance parent-school relationships and make parents more aware of Community School work/achievements.</p> <p>Village Level Workers and Training Coordinators work with NGO implementing Community School interventions</p> <p>MoE personnel—Block and Cluster Coordinators—visit and support Community School teachers</p>
Curriculum	<p>Curriculum is equivalent to formal school basic curriculum; emphasis is on free pace of learning and children construction knowledge by active participation, exploration, and inquiry. Elements of social learning (taken from UDAAN’s social curriculum) are also incorporated. Learning is self-paced and when student completes one level (module) advances to the next module. Learning often takes place through peer tutoring and small groups with teachers introducing new curricular item to the group at large.</p> <p>Medium of instruction is Hindi in Uttar Pradash and Rajasthan. English is introduced at class 3; equivalent to formal school system. When formal schools are started in Community Schools, Community School is closed down, students are mainstreamed into formal system and Community School teachers work in the formal school for 6 months to help raise the quality of teaching and learning taking place in the classroom.</p>
Instructional Approach Teacher Training	<p>Teacher Training: basic orientation, practice teaching and field exposure (60 days) Follow-up training: 2-day teachers’ workshops held every 2 weeks to provide a forum for exchange of information and lessons learned</p> <p>In-service training: 6 months after start of job another 30 day residential training</p>
Evaluation	<p>Students take national class V examination to determine admittance to formal school system.</p>

Program description: UDAAN (girls residential camp)

Target Group	Girls between the ages of 10-14 years who have never been to school or have dropped out of formal school.
Material/Physical Resources	Residential boarding facility—part of Ashram (commune). Two large halls which houses 50 wooden cots; double as classroom during the day.
Financial Resources	Costs are \$750 per student for 10-month residential course. This includes elements of in-service training for teachers, community seminars, preparatory activities (e.g., 3 day camp to orient girls to living away from home and value of education) and recurrent (e.g., teachers salaries, provision of learning materials) and non-recurrent costs (e.g., furniture). Parents contribution in-kind (e.g., cereals/food) or cash.
Human Resources	Coordinator: 1 Teacher in charge: 1 (senior teacher who inducts new teachers into program) Teachers: 4—1 teacher per 25 students
Management	Coordinator: oversees residential camp management, plans teacher training, and takes charge of administrative/financial duties
Curriculum	Intensive 10-month residential course to provide girls with education equivalent to grade V in formal schools with Hindi as medium of instruction. Two strands of curriculum: 1) main strand— competencies equivalent to formal primary classes and 2) social strand—focus on development of intra and interpersonal skills including gender, social, and cultural issues. Unit Cards guide teachers in planning class lessons. Cards indicated activities and linkages between activities (learning items) and learning experiences to be created. Unit Card includes curricular item, time allotted to activity, remarks, and preparation. Main Curriculum (Timetable is broken down into blocks of weeks for each class (grade) level: Class I: 4 weeks (120 hours) Math (56 hours); Language (64 hours) Class II: 5 weeks (150 hours) Math (60 hours); Language (70 hours) Class III: 6 weeks (180 hours) Math (60 hours); Language (60 hours); Environmental Science ³ (60 hours) Additional hours for Class III (math—30 hours and language 24 hours) Class IV: 7 weeks (210 hours) (more emphasis on projects and self-learning ⁴ and critical thinking skills--TS) Math (66 hours); Language (66 hours); EVS/TS (78 hours) Class V: 8 weeks (240 hours) Math (84 hours); Language (70 hours); EVS/TS (84 hours)
Instructional Approach Teacher Training	Teacher Orientation (1 1.2 months). Orientation on UDAAN concept (1 day); visits to communities (5 days); cross-visit to another girls' residential camp (5 days); training on basic activity-based learning process (5 days) training on methods, curriculum, use of unit cards for classes I and II (10 days) and organization of pre-UDAAN camp (3 days). In-service Teacher Training (3-4 days on main strand/2 days on social learning organized before starting every new class).
Evaluation	Students take national class V examination to determine admittance to formal school system. Textbooks of formal Class IV and V introduced to students as reading materials and to help prepare for national examination.

³ Environmental Science includes science, history, and geography, aspects of hygiene (body functions).

⁴ Learning Guides started on limited scale in class IV with dual purpose of encouraging self-learning among girls. Students were given written instructions for reading and specific questions to answer. In class V girls were divided into groups of 5 and teachers explained curricular points in detail. Girls looked for relevant materials and explored possible questions/answers.

Programming interventions (impact and effectiveness) matrix

Category	Effectiveness of programming interventions
Access	<p>The UDDAN program targets girls from the poorest socio-economic levels. Girls were reluctant to enroll in Formal Equivalency Centers (alternative schools) because this meant studying with younger children. All castes and religious groups welcomed.</p> <p>The FEC targets children from habitations (small communities) that had no access to other forms of education.</p>
Quality	<p>Teachers from outside the small communities are accepted and able to promote equality (e.g., no discrimination to caste, socio-economic level) in a way an 'inside' community member cannot.</p> <p>Teaching and learning taking place because it is activity-based learning and self-paced curriculum is more advanced than in formal (MoE) schools; MoE has asked FEC Community School teachers to support formal school teachers.</p> <p>Community involvement very high because of quality of learning taking place in the Community Schools. In Rajasthan, despite an extended drought and very low socio-economic conditions, the community has ensured space is given to the schools and the community has contributed to 45% of the resources needed to complete a permanent infrastructure. Mother Groups are actively involved in keeping the school grounds clean and tidy, encouraging girls and boys to attend school on a regular basis, and to provide additional support through informal monitoring of teaching and learning. Their capacity is built in areas of 1) how to conduct a meeting; 2) writing minutes of meetings; 3) consensus building; and 4) community mobilization/sensitization.</p> <p>Seminars held to demonstrate to parents' level of learning being achieved and to sensitize the community to a variety of other issues, e.g., discussions of changes in personality and its implication, marriage of girls, etc. This generated greater awareness of what the camp was doing as well as started a process of thinking on related issues.</p>

Project title: Basic Education Fellows Project

Organization implementing: CARE International (Kenya)

Scope/geographical coverage: 10 Community-Based Organizations or (indigenous) Non-Government Organizations throughout Kenya.

Type of programming: Civil Society capacity building for improving quality in basic education

Target group/beneficiaries: Civil Society Organizations (through organizational and institutional capacity building) and teachers, students (children, youth and adults) and other education personnel (indirectly—as recipients of CSO education activities).

Environmental context matrix for Kenya

Environmental Context of Program	
Social	Most of the Kenyans dwell in the Highlands, where the climate is mild. Urban population is nearly 25% of the total and is concentrated in a few large cities, mainly in Nairobi, Mombasa, Nakuru and Kisumu. The rural population is confined to the fertile areas and lives on agriculture. Only 4 million people work, including small farmers and nomad shepherds. Women account for 30% of the total active population.
Cultural/Religion	Kenya's population is mostly black. The different tribes are grouped according to their linguistic origin. Around 65% of the total belong to Bantu tribes, dwelling in the Central Highlands, the southeast and the coastal regions. The Nilotic settled in the southwest and the central Rift Valley region, whereas the Cushites inhabit the northern areas. The population spectrum also comprises some minorities, such as Hindus, Arabs and Europeans. This diversity is the cause for most Kenyans speaking more than one language. The native tongues persist, but Swahili is the common language for all East Africa. English is official and Kenyans learn it at school. The main religions practiced are Christianity (70%), traditional religions (24%) and Islam (6%).
Economic	The economic growth cooled down in 1997-98, mainly due to crisis in agriculture and tourism. Today, main problems of the Kenyan economy include the negative commercial balance (external debt in 1997 was \$6,450 million), power shortage, the prolonged and inefficient government's control on the key sectors, endemic corruption, and high population growth rate. Approximately 40% of the population lives below the poverty level.
Political Relationships	Kenya is a republic with 7 provinces and 1 area. <i>elections:</i> president elected by popular vote from among the members of the National Assembly for a five-year term; in addition to receiving the largest number of votes in absolute terms, the presidential candidate must also win 25% or more of the vote in at least five of Kenya's seven provinces and one area to avoid a runoff. After more than 23 years of one-party (presidential) rule, Kenya elected a new President—Kdwai Kibaki—in December 2002.

Program description: Basic Education Fellows

Target Group	<p>Indigenous CBOS and NGOs whose capacities need to be strengthened to develop and effectively implement basic education programs for children, youth, and adults</p> <p>BEF works with 10 local partners who are engaged in a variety of basic education activities—Early Childhood Development, primary education, alternative non-formal education, and adult education.</p>
Financial Resources	<p>Small grants are disbursed to indigenous CSO to strengthen their resource base and to provide them with experience in proposal writing, grant administration, and project implementation.</p>
Human Resources	<p>The Technical Advisory Team provides input into CSO selection criteria, puts together application package, selects CSOs, and provides technical support to the project. In terms of oversight and training in organizational development and institutional development. CARE staff, while enhancing their own capacity, assist CSOs to strengthen organizational capacity in administrative, financial, and human resource management</p>
Training Capacity-Building	<p>The development of organizational capacity addresses the ability of grassroots organizations to manage their day-to-day operations. This entails the development of systems that ensure that an organization can effectively plan and implement projects, manage its personnel and finances, and be accountable to donors through reporting and evaluation mechanisms.</p> <p>CSOs are provided organizational development training in the following areas:</p> <ul style="list-style-type: none"> ○ Capacity enhancement planning ○ Finance, administration, and management training ○ Design, monitoring, and evaluation ○ Strategic planning ○ Fundraising training ○ Policy analysis, networking, lobbying, and advocacy <p>Institutional development training focuses on providing educational technical training in areas that the CSOs need to be strengthened, for example if an organization is working the field of primary education teacher training may be needed. They also focus on assisting organizations to clarify the roles they want to play in society and strengthening their legitimacy and accountability.</p>
Implementation Stages	<p>Stage 1: Project Design</p> <ul style="list-style-type: none"> ○ Collect pre-project baseline data ○ Select Technical Advisory Team ○ Develop application package; select criteria and process, and solicit applications <p>Stage 2: Project Planning</p> <ul style="list-style-type: none"> ○ Select CSOs ○ Conduct Participatory Capacity Needs assessment (i.e., what capacities need to be strengthened in CSO) ○ Develop curriculum and training approach <p>Stage 3: Project Implementation</p> <ul style="list-style-type: none"> ○ Develop sub-grant system (proposal format; criteria for sub-grant review; process for submission to donor; grant disbursement and reporting system; financial management manual) ○ Develop M&E plan (design, test tools; conduct assessments, analyze and write-up data) ○ Implement, reflect, record and revise

Programming interventions (Impact and Effectiveness) Matrix

Category	Effectiveness of programming interventions
Access	CSOs work in various parts of Kenya and with a variety of groups who have been marginalized, e.g., parents of the deaf/blind self-help groups; nomadic research project, pastoral families, street children, domestic workers, etc. By working with a variety of CSOs and building their capacity—organizationally and technically—a larger and more diverse group of beneficiaries are reached.
Training	Organizations need intensive mentoring and follow-up especially in managing financial resources. Challenge is to ensure that at least 1 staff person in each CSO is trained in accounting procedures including a thorough understanding of sub-granting management and expectations on reporting.
Quality	Bringing CSOs together in a network increases self-confidence, a sense of joint purpose and fellowship and a common mission. Builds Civil Society capacity to provide quality education programming; offers an alternative route to building education base in the country. Capacity development plans must include both a short-term and long-term focus to develop adequate and relevant expertise.
Other Factors	CSOs, which work closely with the local government authorities usually, have a higher sense of accountability to communities and higher probability of mobilizing funds. Important to seek ways for CSOs to retain staff including payment of competitive salaries and creating promotion and training opportunities. Other staff turnovers are costly in terms of time and resources it takes to orient new staff and delays project implementation.

Alternative Education Project Profile

Project title: Promotion of Girls Education and Employment

Organization Implementing: CARE International Ghana/Togo/Benin
Funded by

Scope/Geographical Coverage: Vo District (rural) and Lome Districts (urban)

Type of programming: Capacity building of civil society organizations as education service providers. Education programs include: Literacy program for girls (ages 8-14) in mother tongue and official language; Functional literacy skills for girls (ages 15-24) in mother tongue and official language; Vocational training.

Target Group/Beneficiaries: group: Out-of-school girls and young women in rural-urban settings between ages 8-24. Local NGOs engaged in the provision of alternate education services

Environmental context matrix for Togo

Environmental Context of Program	
Social	Population: 4.5m approx. (one third of total population live in the Maritime region where project is located) Adult literacy rate (15+): 42.9 (rate for developing countries = 24.6) Adult literacy rate: Male 72 %; Female 43% Infant mortality: 80 (per 1,000 live births) Under 5 mortality rate: 142 (per 1,000 live births)
Cultural/Religion	Communities in Togo are traditional, male-dominated and hierarchical. Christians form the majority of the population in Vo and Lome. Majority of women involved in farming and trading activities. Girls offer considerable help in on/off farm activities. As a result, parents are reluctant to release females for schooling as they are perceived as incapable of academic excellence. Other traditional practices such as Trokosi, gender biases (e.g., under Togo’s patri-local system, families are reluctant to invest in the future of their daughters knowing that they will marry and leave home), and historical traditions of migration.
Economic	The Togolese economy has declined significantly since the early 1990’s when the political situation began to deteriorate. Households, both in rural and peri-urban areas, have experienced unprecedented impoverishment levels. Limited economic opportunities have resulted in high unemployment rates, coupled with the devaluation of the FCFA mean that purchasing power has declined more than 40%. Young women are among the most poor and vulnerable in Togo. The World Bank identified adolescent girls who support themselves as one of two acutely vulnerable groups in the country. It is estimated that there are at least 50,000 girls in Lomé who came from poor rural families to the city to find work. These girls work long hours for little pay, sweeping and carrying heavy merchandise and earn between 300 (30cents) and 1000 cfa (\$1.50) per day.
Political Relationships	Togo is a country in the process of political transition. Since the early 1990s, the population has been struggling to replace the current leadership with a democratically elected government. The incumbent president has been in power for over thirty years. Although elections have taken place twice in the 1990s, and in November 2002, the processes and results have been strongly contested. The political struggle in Togo has led to economic, social and political instability and hardship. At the same time, bilateral donors have severely cut development funding, leaving communities with very little in the way of services.

Program description: Promotion of Girls Education and Employment

Target Group	Out-of-school girls and young women in rural-urban settings between ages 8-24. Local NGOs engaged in the provision of alternate education services.
Material/Physical Resources	Communities as well as religious organizations donate space for classes. Project has also constructed training centers in some rural areas. In others, the project uses facilities of the Ministry of Education and/or Ministry of Social Affairs. Project has created teaching and learning materials and curriculum guides in the local language.
Financial Resources	Small grants are provided to the implementing NGOs. Communities/parents leverage funds for participating children. In Lome, (urban area) the implementing NGO allocate credit (from its project grant) for a revolving fund for participating young women to start up income generating activities. In Vo (rural area), the implementing NGO has an institutional arrangement with a micro finance institution to provide credit to participating young women.
Human Resources	Teachers and Life Skills trainers are recruited from the local communities (speak the predominant local language) and are provided with basic teacher training. Trained. School inspectors from the Ministry of Education monitor, supervise, and provide technical support to the project teachers. Women mentors, i.e., female role models from the local communities, have been recruited to provide motivation and guidance to the girl students. The mentors were chosen based on their socio-economic status and their positive influence within the local setting. They are seen as role models by the beneficiaries and are engaged in economic activities that guarantee them financial autonomy.
Management	Three committees are charged with the management of the project. These are: A coordination committee made up of two representatives from the Boards of the local implementing partners and two representatives from CARE International. Technical committee charged with oversight of technical components to ensure quality consists of the technical advisor for the project, vocational training center managers, implementing partners representatives, and the partners' project managers. A project committee made up of the entire project team (field agents, training Center managers, technical advisors and project manager).
Curriculum	Curriculum is equivalent to formal school basic curriculum. Learning is self-paced and takes place through peer tutoring and small groups. Medium of instruction is in local language for the first three months with French, the national language, introduced in the following six months. After the initial training period of 9 months, beneficiaries have several options; the younger ones may enroll in a three-year accelerated primary education program. Participants in the accelerated program take the national end of primary education examinations for integration into the formal school system. Unsuccessful candidates opt for vocational/apprenticeship training. Post-literacy program has been created to reinforce knowledge acquired during the functional literacy training phase.
Instructional Approach	Pre-service Training: basic orientation, practice teaching and field exposure. Supervision and technical support provided by school inspectors from Ministry of Education. In-service: School Inspectors provided refresher courses every six months. Annual reflective practice sessions are held with teachers and trainers.

Programming interventions (impact and effectiveness) matrix

Category	Effectiveness of programming interventions
Access	Program targets girls and young women between ages 8-24, who have no formal education or have dropped out of school at an early age.
Quality	<p>Initial teaching and learning occurs in mother tongue/local language and predisposes the learner to the acquisition of further knowledge.</p> <p>Teaching and learning is relevant as curriculum responds to participants' expressed needs within a given timeframe.</p> <p>Flexible program promotes sustained attendance and learner commitment.</p> <p>Community involvement is very high because of quality of learning and the perceived immediate, visible learning outcomes.</p> <p>Mentoring by community women role models contribute to learner motivation and commitment.</p> <p>Monitoring, supervision and support by school inspectors contributes to teacher development and increases teacher effectiveness and motivation.</p>
Other Factors	As the project evolved, the need to create a further monitoring system to capture feedback from beneficiaries and communities became apparent. Consequently, committees were set up (made-up of community development stakeholders) in the two districts (Lome and Vo). These committees provide beneficiaries (direct and indirect) the forum to express their opinions and ideas vis-à-vis project results, relevance, challenges, unmet needs, etc.).

Alternative Education Project Profile

Project title: Basic Education and Civil Society Project

Organization implementing: CARE International Ghana/Togo/Benin. Funded by Department for International Development (DFID)

Scope/geographical coverage: 70 communities in Wassa West District (rural) in the Western Region of Ghana

Type of programming: Capacity building of civil society organizations (including youth and women's groups) as education service providers. Literacy program for out-of-school youth in mother tongue and official language;

Target group/beneficiaries: Direct beneficiaries (84,000) include Community members (e.g., PTAs), Civil Society Organizations (community-based organizations, indigenous NGOs), youth, and indirect beneficiaries (15,000) —children (learners).

Environmental context matrix for Ghana

Environmental context of program	
Social	<p>Adult literacy rate: Male 18.9 %; Female 35.7%</p> <p>Pupil-teacher ration, primary: 29.6</p> <p>School enrollment, primary (% gross) 78.2</p> <p>School enrollment, primary, female (% gross) 73.8</p> <p>School enrollment, primary, male (% gross) 82.5</p> <p>School enrollment, secondary (% gross) 37.3</p>
Cultural/Religion	<p>Communities in Ghana are traditional, male-dominated and hierarchical. Christians form the majority of the population in Ghana (about 62%). Majority of women in the project area are involved in farming and trading activities. Girls offer considerable help in on/off farm activities. Female occupy low status in society.</p>
Economic	<p>The Wassa West district is said to be the single largest agglomeration of mines and mining companies in the entire African continent, containing over eight major and international mining companies operating surface mines. Cocoa farming is another main source of revenue. Poverty levels are close to 80% in the region</p>
Political Relationships	<p>Ghana is now into its second year following elections in December 2000, which marked the first time one democratically-elected President was succeeded by another. The elections were seen as having gone a long way toward consolidating Ghana's transition from a military regime to a full-fledged multi-party democracy. The 2000 Presidential and Parliamentary Elections were a milestone in Ghana's effort to establish democracy. Popular vote changed the presidency and the control of the parliament from one democratically elected government to the opposition.</p> <p>On the local level, civil society is still fairly weak in Ghana. Poor infrastructure, lack of economic opportunity, and the weakness of local government entities do not nurture the growth of organized civic activism in rural areas.</p> <p>Independent media, both broadcasting and print continue to flourish, civil society is growing in strength, and efforts are being made to reduce corruption and improve transparency in government.</p>

Program description: Basic Education and Civil Society

Target Group	210 civil society organisations in 70 rural communities
Material/Physical Resources	Communities donate land and space for project activities. Project has also established community resource centers in some areas.
Financial Resources	Funded by DFID. Small grants are disbursed to the CBOs on submission and approval of a community Action Plan. Communities/parents leverage funds for community development initiatives. The purpose is to strengthen their resource base and to provide them with experience and knowledge in planning, proposal writing, grant administration and accountability, project implementation, monitoring and evaluation.
Human Resources	The project has put together a technical team to assess proposals and action plans submitted by CBOs. CARE works with the decentralized bodies (Ghana Education Service, Ministry of Health, National Youth Council, National Commission on Civic Education) to strengthen the capacities of local civil society organization.
Training	<p>Using basic education as “entry point”, CARE staff work with District Executive staff, District GES, National Youth Council, National Commission on Civic Education, and Health staff, among others, to a first cohort of communities with which to work, after having first established objective selection criteria, to avoid this choice being politicized.</p> <p>A participatory institutional appraisal of the CSOs identified by the community themselves as vehicles for their interests, in line with the social development nature of the project. This is followed by the development of an institutional strengthening plan. While these plans will have many elements in common, each is tailored for the individual organization concerned given the different levels of development often found among CSOs even in the same community. The capacity-building plans for each organization are implemented through a mixture of formal training events, cross visits and informal coaching. Training in the following areas is provided:</p> <ul style="list-style-type: none"> ○ Education of members about the decentralized system: how it works, roles and responsibilities, civic rights and obligations; the actual and potential role of their organization within it. ○ Internal governance and management: appropriate management systems and skills, regular internal elections, roles and responsibilities; the benefits of representation, including gender and marginalized groups. ○ Basic strategic planning; problem-identification and -solving using participatory tools. ○ Local and external fund raising ○ Advocacy and civic action skills. ○ Assistance for organizations wanting to create networks, or strengthening of existing networks. ○ Other training/sensitization/ mentoring initiatives include: ○ Facilitate CSO groups to identify a particular initiative that they wish to address. (In the pilot examples have been improved classrooms, installation of water pumps, access roads; advocacy with GES. ○ Support the groups’ efforts to plan their initiative, with objective resource requirements etc. seek technical input and manage implementation. ○ An “innovation fund” capable of granting an average of about £500 per CSO for micro-projects on a strictly matching basis. This is disbursed by a locally constituted committee chaired by CARE, including DA and civil society representatives.

Programming interventions (impact and effectiveness) matrix

Category	Effectiveness of programming interventions
Access	CARE staff work with hard-to-reach, under-served communities and CSOs in these communities. By working with a variety of CSOs and building their capacity -- institutionally, programmatically and organizationally --, a larger group of beneficiaries are reached.
Quality	Bringing local CSOs in a network develops spirit of leadership amongst members, provides opportunities for coordination, collaboration, synergy; reinforces or creates trust, increases self-confidence, a sense of joint purpose and fellowship and a common mission.
Other Factors Capacity- Building	CARE staff training comprises of four phases: Experiential, Reflection/Analysis, Generalization, and Application. By June 2004, 210 local CSOs will have sustainably improved capacity to plan, implement and monitor community development initiatives. Government officials will adopt positive attitudes to CSOs role in community development through sustainably strengthened relationships. Improved coordination between District Assemblies, Decentralized departments and other service providers CARE staff has been providing training and other capacity building initiatives to local civil society organizations over the last two years. Training is provided in the following areas: PRA/PLA, Management, Advocacy, Monitoring and Evaluation.

Alternative Education Project Profile

Project Title: Enlightening the Hearts Literacy Campaign

Organization implementing: The Olinga Foundation for Human Development

Scope/geographical coverage: Program based in Wassa Amenfi District, Western Region of Ghana. The program includes 55 schools in 6 educational circuits in the district.

Type of programming: Complementary education intervention providing training to language teachers to improve literacy in deprived rural areas.

Target Group/Beneficiaries: Pupils and teachers in rural deprived areas

Environmental Context of Program	
Social	The Western region has the lowest literacy rates particularly for girls next to the northern region of the country. National statistics indicate that literacy rates among adults range from 30 to 50%. The vast majority of children in the Western region do not complete the compulsory nine years of primary schooling nor do they attain a basic level of literacy within the formal system.
Cultural/Religion	Wassa Amenfi has a number of religions including Christianity, Islam and the Baha'i Faith. The Christian churches are responsible for the schools but the majority of the schools belong to the District Assembly. The ethnic groups living in the area are the Ewes, Northerners, Krobos and Wassas. The Ewes and the Northerners are mainly farmers and the workers in the area are mainly the Wassas. The Ewe and Northern children attend school.
Economic	Farming, surface mining and logging are the main means of employment in the district. Due to weather conditions the farms are fertile and yield well. However the land is mainly used to farm cocoa rather than food, so food is expensive since it is often brought from Kumasi. The Western Region is said to be the single largest agglomeration of mines and mining companies in the entire African continent, containing over eight major and international mining companies operating surface mines. The women earn the vast majority of income for the family through trading and farming. The Wassas ethnic groups practices are different from others around them; often the men do not work and therefore it is the women's responsibility to maintain the house, bring in an income and look after the children. Since men do not often work there is a high rate of broken homes and lack of parental guidance and care for the children.
Political	The Western Region of Ghana is characterized by relative stability. It is considered one of the regions with the highest levels of poverty (80%) despite its large number of resources. There have been some disputes over forest and land resources in the area and between traditional leaders.
Relationships	Relationship with government agencies (i.e. Ghana Education Service, District Assembly) is very strong. The circuit supervisors assist in planning and monitoring the program; they conduct joint meetings and generally support the work of the Olinga Foundation. The GTZ has provided the campaign with supplementary books in the Ghanaian Language—Ewe.

Program description: Enlightening the hearts literacy campaign

Target Group	The Olinga Foundations' Rural Literacy program is targeted at 55 of the most deprived schools in the district. Its focus is on children between 8 and 14 years of age. The program places particular attention on girls and encourages many to move to higher levels of education through an incentive program (i.e. scholarships). It is estimated that approximately 1,500 children are enrolled in the schools that implement the literacy campaign.
Financial Resources	Since 1996, the Office of Social and Economic Development, Bahá'í World Center, has supported the program. The Canadian International Development Agency and independent donors have also contributed grants.
Human Resources	<p>The organizational set up for implementation of the program operates at 3 levels; the Head Office located in Accra, one field office is located in the Western region which lies within the programs operational area and the Wassa Amenfi District Education office has also appointed one desk officer to assist the implementation of the program along with the District Circuit Supervisors.</p> <p>The District Education Office is responsible for joint planning and implementation of the program as well as supervision and monitoring of the schools. The Olinga Foundations Western Regional Field Office is responsible for assisting the district with supervision and monitoring of the program as well as providing assistance to the districts in selection of schools and implementation of the program. The Olinga Foundation staff provide yearly in service training for the teachers in the catchments area.</p>
Training Capacity-Building	The Ghana Education Service (GES) and the Olinga Foundation conduct a joint training program of the teachers on a yearly basis and provide in service training for teachers in the operational areas. This helps to build up the skills of teachers in teaching language and numeracy training for children.
Community Mobilisation	The Parent Teacher Committees and School Management Committees are involved in some parts of the program. Some communities raise funds for supplementary readers for the children and create awareness of the need to educate children in the district. A drama group made up of children from one of the program schools has performed in several communities using thematic plays to stimulate discussion (i.e. early marriage and teenage pregnancy).
Curriculum	<p>The program has similar characteristics as the formal system namely it targets children within the basic education age group (8-14 years) and operates during the Ghanaian language lessons. Instruction focuses on three core areas: literacy, numeracy and writing in mother tongue. The phonetic approach to literacy training is used.</p> <p>Three language primers have been developed by the Foundation staff in Twi, Dagbani and Ewe languages for program expansion to the Northern and Volta Regions. The curriculum content aims at creating awareness of girl-child education, moral education, and community development. A facilitator's manual has also been developed. Supplementary readers are provided from the Ghana Bureau of Languages. Each School receives 40 language books each year. The texts are written in a simple language using a phonetic approach to language learning. The texts are also using moral themes for the children to improve their moral competencies. Each school is provided with between 30-50 books per class depending on the number of students.</p>

Programming interventions (impact and effectiveness) matrix

Category	Effectiveness of programming interventions
Access	<p>The classes are taking place in very remote deprived public primary, and mission schools in the district. Evaluations indicate that the children are achieving a rapid rate of language acquisition in the mother tongue, which improves their ability to read in the second language. This rapid progress encourages parents to send their children to school.</p> <p>Some teachers have also increased their attendance at the school due to the moral leadership training and intensity of monitoring involved in the program. The age of participants ranges from 8 – 14 years of age.</p>
Management	<p>A task force has been put in place to monitor the program made up of community members, educationalists and the Olinga Foundation staff. The Olinga Foundation in collaboration with the District Education Office carries out monitoring.</p> <p>The program receives strong support from the District Education office, circuit supervisors and the head teachers. Field reports are conducted on a quarterly basis and distributed to the District Director of Education. The District Education Office and Olinga Foundation Staff jointly conduct a yearly evaluation and baseline test.</p>
Quality	<p>The literacy program is taught in local language and uses child-centered methodology based on the phonetic approach to language acquisition. <i>Evaluation results reveal that over 60% of learners in P4 to P6 classes were able to acquire basic reading and writing skills within 8 months of the program cycle.</i></p> <p>Teaching learning materials are provided for all the schools in the program and include: learners books in Ghanaian Language, Teacher’s guide/manual, and teaching aids developed by the teachers in all the schools. The evaluation does reveal that there has been a marked improvement of some teacher performance and commitment towards teaching in most of the program schools.</p>

Project title: Feeder School (FS) Program

Organization implementing: Action Aid Ghana

Scope/geographical coverage: Northern and Upper West Regions of Ghana

Type of programming: Complimentary educational intervention: assisting the formal system cater to lower level primary students in rural areas.

Target group/beneficiaries: Ghana Education System, communities and children

Environmental Context of Program	
Social	<p>The North is currently suffering from a shortage of teachers – both trained and untrained; there is a very low morale among teachers particularly those serving in rural deprived areas of the country. Many teachers refuse postings to remote rural areas and prefer working in urban centers. There is also a very low literacy rate amongst people in the northern sector, inadequate state funding to education, girls education is valued less than boys, large numbers of out of school children, and a high degree of poverty forces households to depend on child labour for survival.</p> <p>Unequal access to quality education in the north continues to characterize the education system having serious impact on the patterns of social change and development in Ghana. A Ghana National Education Coalition Report on “The State of Education in Northern Ghana” showed that 70% of admissions to the University of Ghana in 1998/9 were from the top forty-five schools in Ghana; only two are Northern Schools (Tamale and Navrongo). There are serious injustices within the education system particularly for children attempted to enter higher educational institutions from the rural areas.</p>
Cultural/Religion	<p>The North is made up of Muslim, Christian and Traditionalist religions. Religion has a distinct influence on the attainment, participation and retention of pupils in schools in the North. Daughters belong solely to their mothers (financially, socially and culturally) therefore the decision to education a girl is in the hands of the mother. Women are also heavily burdened with a vast amount of farming and household work which often requires the assistance of their daughters; Many mothers choose to keep their daughters at home to help with the care of younger siblings and household chores.</p>
Economic	<p>The economic situation of the inhabitants depends on adequate farming activities during the harvest and the ability to sell enough produce. During the dry season (or lean season) when crops are unable to grow many farmers families go hungry. Any extra funds or resources are used to feed the family. There is often very little extra money to pay for books, and uniforms of children. Combined with the fact that the women are responsible for payment of any school related fees or expenses for their daughters education-- lack of financial support prevents many from sending them to school.</p>
Political	<p>The Government of Ghana has responded to the problems in education with a series of comprehensive reforms, and has increased its average budget allocation to the education sector. In the nineties education took 3.8% of GDP and 40% of recurrent budget (UNICEF 1993), with 90% spent on basic education. However additional funding from donor agencies has proved uncoordinated and difficult to utilize.</p>

Program Description: Providing schools in remote rural areas to educate small children who are unable to walk the distance to the nearest Primary school. The Feeder School provides schooling from P1 to P3 (6 year olds to 9 year olds) when it is felt the child is old enough to walk the distance to the nearest Primary school to complete Primary schooling.

Target Group	Deprived Rural Schools in five districts in the Upper West Region and one in the Northern Region. The feeder schools are an alternative approach to the formal basic school system in communities where populations are too small to support a full primary school due to their settlement pattern and therefore they do not qualify by Ghana Education Service policy for a school. The Feeder School provides education for small children in remote areas from P1 to P3, after completing this period it is thought the children are old enough to walk to the nearest primary school.
Financial Resources	Four Partners: Action Aid Ghana, SDA (Social Development Agencies), GES and the communities came together to construct the feeder school structures. AAG and the District Assembly provided the financial support and the communities erect the structures. The GES provides teachers for the schools.
Human Resources	The Feeder School program is implemented through the GES, i.e., the entire program is administrated, monitored and supervised by the GES. Action Aid provides the funds for GES to implement the program, which provides GES staff to fuel their motorbikes and monitor the program.
Community Mobilization	<p>Community involvement in the Feeder School Program is paramount to the success of the program. The community requests the school in the first place, expressing the need for the school to the District Assembly and then providing the labor for constructing the school.</p> <p>The community assists in the monitoring of the school and in helping locate suitable SSS leavers to be REV teachers to help supplement the lack of teachers in the schools.</p> <p>In almost all the communities, people have developed a sense of ownership of local development resources because they have been made part of the decision making process. The Feeder School Program has increased community interest, understanding and participation and there is better appreciation of the benefits of education by community members. Using Government agencies as partners has provided Action Aid with a strong exit strategy and has strengthened community CBO relationships fostering social cohesion.</p>
Curriculum	The program is a complementary intervention since it provides extra structures to the formal education system. The curriculum followed is the same as that provided by the formal system as the teachers are from the formal system.

Programming interventions (impact and effectiveness) matrix

Category	Effectiveness of programming interventions
Access	<p>FS is situated in a community in adequate walking distance for some surrounding communities to send their young children there.</p> <p>In theory there are to be no uniform and flexible schooling hours. However, this was not the case in the schools the research team saw. There was evidence of a more formalized system i.e. uniforms and formal hours.</p> <p>Community help manage the school alongside the GES (Ghana Education Service) and AAG (Action Aid Ghana)</p> <p>Number of students vary seasonally (migration, rainy season etc); seasonal Migration affects numbers who complete, some pupils return and leave and return again others do not return; retention is not good due to seasonal migration</p>
Management	<p>The program is managed by Action Aid, the District Assembly and Ghana Education Service (GES). Monitoring is carried out at all levels – The GES have assigned officers to monitor the Feeder Schools; the communities also monitor the Feeder Schools.</p> <p>There is a close relationship established between Action Aid and the Ghana Education Service and the District Assembly in order to ensure success in the program.</p>
Quality	<p>Teacher centered based on formal system and instructional materials are inadequate for the schools.</p> <p>Teacher attendance is not good. There is a problem with accommodation and so teachers live a distance from the schools and this can affect their attendance.</p>

Alternative Education Project Profile

Project title: Local Language Initial Literacy (LLIL) Project

Organization implementing: University of Cambridge, Research in Social Cognition (United Kingdom)

Scope/geographical Coverage: 9 schools in 3 districts (Bole, Nadwoli, and Wa) in Northern Region of Ghana

Type of programming: Provides local language training in four Ghanaian languages and supplements the Ghana Education Service primary teaching in lower primary levels.

Target group/beneficiaries: Children in Primary 1 to Primary 3 classes. Objective is to build reading skills in L1 to transfer to reading L2 (English) with comprehension.

Environmental context matrix for Ghana (Northern Region)

Environmental Context of Program	
Social	<p>The Northern region has the lowest literacy rate in Ghana. National statistics indicate that the literacy rate among adults is fewer than 5% and less than 40% of the children (up to 14 years) attend school. This means that the vast majority of children, the majority being female, in do not complete the compulsory nine years of primary schooling nor do they attain a basic level of literacy.</p> <p>Unequal access to quality education in the north continues to characterize the education system having serious impact on the patterns of social change and development in Ghana. A Ghana National Education Coalition Report on “The State of Education in Northern Ghana” showed that 70% of admissions to the University of Ghana in 1998/9 were from the top forty-five schools in Ghana; only two are Northern Schools (Tamale and Navrongo).</p>
Cultural/Religion	<p>The religion varies for each ethnic group. The following are the breakdown:</p> <ul style="list-style-type: none">○ Dagaba: largely Catholic○ Birifor: some Methodist, few catholic and the rest of the population is traditionalist○ Wa: predominantly Moslem in towns but not in villages○ Gonja: strongly Muslim influence, recent evidence of strong fundamentalism. The rest tend to be traditionalist. Very recent move to Christianity.
Economic	<p>The Northern Region of Ghana is characterized by open woodland and classified as semi-arid savannah, with only one rainy season extending from March/April to October. Rainfall patterns are unstable and droughts, with serious impacts on the agricultural production occurring at regular intervals. Women from the Dagaba and Birifor ethnic groups help the men with farming. There is strong male/ female division of labor; they have an egalitarian relationship between husband and wife; brother and sister.</p>
Political	<p>Project works through GES (beginning – Ministries, Accra), then to Regional and District level. Two schools are selected from each of the four-ethnic/ language groups. Consultation often involves both the Head teachers and elders. All nine (9) of these schools have been a part of the LLIL project from the beginning in September 1993.</p>

Program description: Local Language Initial Literacy (LLIL) Project

Target Group	<p>Children in the formal GES school in classes P1 to P3. The program aims at teaching literacy in local language in order to enable children to grasp the learning of English with ease.</p> <p>The program operates in the Northern Region within four ethnic groups, each with their own language. The program is also operational in "town areas" but the vast majority of communities are located in villages containing mainly farmers/ hunters (villagers).</p>
Financial Resources	<p>The University of Cambridge "Research in Social Cognition" provides funding currently. The program requires funding for language teachers for half a day of teaching each day. LLIL Teachers/ facilitators receive half the Government of Ghana's salary for pupil teachers per month.</p>
Human Resources	<p>The teachers are recruited from the communities in which the school is located; they are trained and placed in the primary class as supplementary language teachers. Among the LLIL teachers there is a head teacher who interacts between the project managers and the other LLIL teachers.</p> <p>LLIL teachers provide services to the schools during the early morning hours when the language and cultural lessons are being taught.</p>
Training Capacity-Building	<p>LLIL language teachers are trained for approximately 2-3 weeks each year and are provided with several in-service training programs throughout the year.</p>
Community Mobilization	<p>Community participation is not a requirement in this program since most of the work is directly with the teachers at the school. Parents are encouraged about their children's ability to read after and during the LLIL program. They often opt for sending their children to schools where the LLIL program is operational.</p>
Curriculum	<p>The curriculum has been developed by the LLIL Program based on the phonetic approach to language development. It utilizes child-centered methodology to capture and maintain the child's interest. It is also based on key words, which are familiar to the learner in the local context. LLIL now has its own set of Primers and teaching materials which are reproduced and used in all LLIL schools</p>

Programming interventions (impact and effectiveness) matrix

Category	Effectiveness of programming interventions
Access	<p>Numbers of students in class vary as the schools are in rural areas with varying numbers and ages of pupils. Enrolment data does reveal a remarkable increase in both enrolment and retention of pupils due to the program impact.</p> <p>Evidence from the Evaluation project documents also suggest that there is a higher retention of children involved in the LLIL program between P1 to P6 compared to children who have not participated in the program. This is based on the fact that LLIL children enjoy learning since they can understand what is happening in the classroom and can understand their regular teachers.</p>
Management	<p>Project manager visits the project twice a term</p> <p>The Head teacher monitors the teachers as they are under his supervision while working in his school although the project requires minimal supervision of LLIL teaching.</p> <p>The project is closely tied to GES and there is a project head selected from the LLIL teachers to act as a monitor and liaison between project manager and the other teachers</p>
Quality	<p>Approximately 3 teachers are recruited in each school of the 9 schools.</p> <p>Teaching material and aids are provided – Books/Primers are based on those produced by German Development Agency (GTZ). Instructional programs are child-centered and use a lot of participation.</p> <p>Teacher/ Facilitator attendance is good since they are monitored on a regular basis. In some cases, LLIL teachers attend school more regularly than the trained teachers or Head teachers.</p> <p>The LLIL children achieve very quickly using the local language. The schools with the LLIL project are performing better than other public primary schools based on the District level national testing (Performance Monitoring Testing). LLIL schools often rank highest in the district according to the PMT results.</p> <p>This is the case in all LLIL schools where there is a supportive Head teacher. Some school are still experiencing difficulties since the head teachers do not understand the importance of training children using the local language methodology.</p> <p>Test results also reveal that children who first read in L1 can read in the second language with comprehension and speed. Those who fail to read with comprehension cannot read in the second language.</p>

Alternative Education Project Profile

Project title: Rural Education Volunteers (REV) Program

Organization implementing: Action Aid Ghana

Scope/geographical coverage: Northern and Upper West Regions of Ghana

Type of programming: Complimentary educational intervention: the training and deployment of volunteer teachers to Rural Areas of the north.

Target group/beneficiaries: Ghana Education System personnel (e.g., district education officials, circuit supervisors), rural communities and children

Environmental context matrix for Ghana (Northern and Upper West Regions)

Environmental Context of Program	
Social	<p>The North is currently suffering from a shortage of teachers – both trained and untrained; there is a very low morale among teachers particularly those serving in rural deprived areas of the country. Many teachers refuse postings to remote rural areas and prefer working in urban centers.</p> <p>Unequal access to quality education in the north continues to characterize the education system having serious impact on the patterns of social change and development in Ghana. A Ghana National Education Coalition Report on “The State of Education in Northern Ghana” showed that 70% of admissions to the University of Ghana in 1998/9 were from the top forty-five schools in Ghana; only two are Northern Schools (Tamale and Navrongo).</p>
Cultural/Religion	<p>The North is made up of Muslim, Christian and Traditionalist religions. Religion has a distinct influence on the attainment, participation and retention of pupils in schools in the North. Daughters belong solely to their mothers (financially, socially and culturally) therefore the decision to education a girl is in the hands of the mother. Women are also heavily burdened with a vast amount of farming and household work which often requires the assistance of their daughters; Many mothers choose to keep their daughters at home to help with the care of younger siblings and household chores.</p> <p>Cultural influences and low educational attainment of females are key factors causing the low number of female teachers in the region. Studies by Action Aid indicate that young unmarried women are vulnerable to local men with money and authority in the community.</p>
Economic	<p>The Northern and Upper West Regions of Ghana is characterized by open woodland and classified as semi-arid savannah, with only one rainy season extending from March/April to October. Rainfall patterns are unstable and droughts, with serious impacts on the agricultural production occurring at regular intervals. The economic situation of the inhabitants depends on adequate farming activities during the harvest and the ability to sell enough produce. During the dry season (or lean season) when crops are unable to grow many farmers families go hungry. Any extra funds or resources are used to feed the family.</p>
Political	<p>The Government of Ghana has responded to the problems in education with a series of comprehensive reforms, and has increased its average budget allocation to the education sector. In the nineties education took 3.8% of GDP and 40% of recurrent budget (UNICEF 1993), with 90% spent on basic education. However additional funding from donor agencies has proved uncoordinated and difficult to utilize.</p>

Program description: Rural education volunteers

Target Group	<p>Deprived rural schools in five districts in the Upper West Region and one in the Northern Region. Target School/communities are identified by GES that are often understaffed and unable to sustain trained teachers. The program wishes to maximize the investment of the Government of Ghana in the rural primary school, for example, infrastructure, district support, books etc.-all of which are wasted because of lack of teachers</p> <p>The second target group is youth who have completed SSS but are unable to find support to continue their education at tertiary level. The program targets youth who are interested in teaching and moving on to the training college and equip young people who attain higher levels of education but do not have the resources and requisite qualification with practical skills to earn their own living and support them to re-sit their SSS examinations.</p>
Financial Resources	<p>Action Aid provides funding in conjunction with the District Assembly towards the REV program; the District Assemblies are expected to pay a percentage of the costs between 30-50% of the program. Some districts have decided to fund the entire cost of the program</p> <p>The cost of the program ranges between 175 million cedis or approx. \$21,000 US per district per year for each district with about 60 Rural Education Volunteers. This financing supports the REV salaries, textbooks for REV's, teaching learning materials for the classroom, Supervision, Training and Operational Costs. Each REV is provided with bicycles, solar lamp and SSSCE registration fee payment. Volunteer allowances are fixed at a slightly lower rate than that of pupil teachers, and reviewed according to prevailing economic conditions in the country. Circuit supervisors pay REV's at their stations to avoid frequent traveling to the district capitals for allowances, which may make them miss classes.</p>
Human Resources	<p>The REV program is implemented through the GES and the entire program is administrated, monitored and supervised by the GES. Action Aid provides the funds for GES to implement the program that provides GES staff to fuel they motorbikes and monitor the program.</p> <p>The conditions of service for the REV's differ according to each district. Individual District Assemblies prescribe conditions of service with support from GES and Action Aid Ghana.</p> <p>The structure of the REV Program is such that Action Aid and the Ghana Government work very closely together in implementing the Program. All monitoring, supervision and payment of REV's is carried out by the Ghana Education Service (GES). The District Assembly contributes a percentage towards the running costs of the Program. In some areas the District have taken the initiative and started up the REV Program in their own districts with limited Action Aid support.</p>
Training Capacity-Building	<p>REV's gain a second or even a third chance to acquire further education through re-sitting exams that qualify them to enter tertiary institutions such as teacher training colleges. All costs related to re-sitting the exams are borne by Action Aid and REV's are provided with remedial classes during the vacation periods. This capacity building component motivates many youth to accept a volunteer wages and teaching appointments to remote rural locations.</p>
Community Mobilization	<p>Community involvement in the REV program is paramount to the success of the program. The community provides accommodation for the REV's who come from different communities, foodstuffs and land to farm.</p> <p>In almost all the communities, people have developed a sense of ownership of local development resources because they have been made part of the decision making process. The REV program has increased community interest, understanding and participation and there is better appreciation of the benefits of</p>

	education by community members. Using Government agencies as partners has provided Action Aid with a strong exit strategy and has strengthened community CBO relationships fostering social cohesion.
Curriculum	The program is a complimentary intervention since it provides extra teaching staff to the formal education system. REV volunteers are provided with a one-week orientation training program by the training colleges. The teacher trainers are developing curriculum for this training program. There are very few supplementary readers provided by the program and more work is needed to improve the training of teachers in basic literacy and numeracy methods to prepare them for the classrooms.

Programming interventions (impact and effectiveness) matrix

Category	Effectiveness of programming interventions
Access	<p>The REV volunteers are placed in the communities they serve. They are seen as committed teachers since they live with the people in the community. The research team found that this has had a significant impact on increasing access and participation rates in the school communities where REV's are serving.</p> <p>In some communities REV's are also able to provide children with extra help and support after school. The presence of REV's encourages parents to send their children to school but outside factors continue to persist often forcing some children to drop out or discontinue their education (ie lack of financial resources and cultural attitudes)</p>
Management	Action Aid, the District Assembly and the Ghana Education Service (GES) manage the program. Monitoring is carried out at all levels – The GES have assigned officers to monitor the REV's; the communities also monitor the REV's. There is a close relationship established between Action Aid and the Ghana Education Service and the District Assembly in order to ensure success in the program.
Quality	<p>GES trainers and the Teacher Training College tutors train the REV teachers.</p> <p>The REV's live with the communities in close proximity to the schools, which reduces and minimizes their absenteeism from the school. REV teachers are paid by the GES at post and required to ask for permission before leaving their post to attend to any personal duties. The only time REV's travel to towns is during market days once a month for food provisions. Because teachers in the rural areas are often reported as absent from school in order to collect salaries. (e. g., in some cases teachers absent themselves for a full week to collect wages since banks are unreliable, and transportation is difficult to find back to their posts) the REV's steady consistent presence is a major contributor to improving the quality of teaching on a regular basis.</p> <p>The achievement level as measured by the PMT (Performance Monitoring Tests) shows little change since the program is only in its second year. However, the enrolment rates show a marked improvement. It could be gleaned from this that the parents having seen greater teacher presence in the schools and are more willing to let their children attend school. However, if achievement rates are not improving the problem may be attributed to the lack of textbooks, teaching materials and in the teaching methodology itself.</p>

Alternative Education Project Profile

Project title: School for Life (SfL), Functional Literacy Program for Children

Organization implementing: School for Life (Ghana) and Danish NGO—Ghana Venskabsgrupperne i Danmark

Scope/geographical coverage: 8 (eight) districts in the Northern Region of Ghana Tamale Municipality, Yendi, Gusheigu-Karaga, Savalugu-Nanton, Saboba-Chereponi, Zabzugu-Tatale, Nanun and Tolon-Kumbungu)

Type of programming: Alternative basic education program that focuses on numeracy and literacy in the local language.

Target group/beneficiaries: Families and children (aged 8-12) in rural communities, facilitators (600 locally recruited) and front line staff of District and Ghana Education Service.

Environmental context matrix for Ghana (Northern Region)

Environmental Context of Program	
Social	The Northern Region of Ghana is characterized by open woodland and classified as semi-arid savannah, with only one rainy season extending from March/April to October. Rainfall patterns are unstable and droughts, with serious impacts on the agricultural production occurring at regular intervals. The Northern region has the lowest literacy rate in Ghana. National statistics indicate that the literacy rate among adults is fewer than 5% and less than 40% of the children (up to 14 years) attend school. This means that the vast majority of children, the majority being female, in do not complete the compulsory nine years of primary schooling nor do they attain a basic level of literacy.
Cultural/Religion	The project is operational in the "Dagbon and Nanun traditional areas" of the 8 district areas. Dagbon consists of one major ethnic group, the Dagombas, and three minority ethnic groups—Konkombas (form largest group), Chekosis and Bassaris, who live in the four eastern districts: Yendi, Gusheigu/Karaga, Saboba/Chereponi, Zabzugu/Tatale and Nanumba. The three Western Dagomba districts are ethnically more homogeneous. In addition to national structural imbalances on educational policies relating to the problem of illiteracy, the dilemma of lack of educational facilities is further complicated by existing traditional, religious, and economic practices of the area. The inhabitants of the area have been marginalized in their educational development because of their strict adherence to beliefs that formal education alienates their children from their culture. The Konkombas are mainly Animists or Christian while the other ethnic groups are mainly Animists or Muslim. The areas are also recognised for their negative cultural practices/beliefs, which impede on girls education such as child fostering, early marriage and preference for boys education
Economic	To enhance income children of school-going age form part of the family's labour force. Females are involved in trading or harvesting groundnuts and shea butter for production while engage in agricultural and pastoral practices. Parents believe that education should not interfere with the child's daily duties and ability to contribute to everyday activities in the communities.
Political	In February 1994 ethnic conflict broke out between the Konkombas and the

	Dagombas/Nanumbas in the eastern part of the region. Over 330 villages were destroyed, an estimated 160,000 people were displaced, and an estimated 5,000 killed. The impact on the sustainability and development situation has been severe. Some of the underlying reasons were the expressed dissatisfaction of the Konkombas about their inaccessibility or inability to own land and claims of exploitation by local chiefs and the general marginalisation of Konkombas by other ethnic majorities in the region.
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Program description: School for Life (SfL)

Target Group	The service delivery component of SFL is primarily targeted at the rural out of school children between 8 and 14 years of age who are normally not enrolled in formal school due to the pressures on the farm and various socio-economic reasons. The program requires that at least 50% of the students are female. Classes are a maximum size of 25 students per village. It is expected that around 40,000 children will be enrolled in SfL classes in phase 3 meaning that approximately 8,000 children are enrolled in the program every year on average. Experience from Phase 2 shows that approximately 62% will continue into the formal system, which means that about 25,000 children will enter the formal system throughout phase 3.
Financial Resources	Since 1994, Danida had funded the School for Life program in the Northern Region of Ghana. The program has also supported the establishment of over 90 schools. Facilitators are given a very small allowance every month equal to the price of one bicycle (per year). The communities make an agreement with the facilitator to ensure they are also remunerated with foodstuffs, provided free labour or cash. SFL allowance is at a level similar to the GOG non-formal education program facilitators so as not to compete with various allowance levels.
Human Resources	The organisational set up for implementation of the program operates at 3 levels: the Head Office located in Tamale, the capital of Ghana's Northern Region. The Head office is responsible for overall planning and implementation as well as supervision and monitoring of Area Offices. The Area Offices are in the main towns in the eastern part of the program area, Yendi, and in the western part of the program expanded to cover 8 districts. The Area Offices are responsible for supervision and monitoring of the District Offices and for acting as intermediaries between the Head Office and the districts, as well as providing assistance to the districts in detailed planning and implementation of daily operations. Each Area Office handles 4 districts. There is a School for Life District Office in each operational district, District Education Offices are responsible for overall supervision with the communities, facilitators and District Assemblies and GES at the local level.
Training Capacity-Building	School for Life has five components: service delivery, capacity building of GES, advocacy, gender and development education and friendship cooperation. SFL aims at strengthening the educational management capacity of GES and DAs and build up the teacher capacity in the formal schools by offering training to teachers and sponsoring teachers to attend training college through the District Assemblies
Community Mobilisation	The model of training and community support for SFL facilitators offers a good example of how communities might be involved in promoting quality and access to education. The Department of Community Development (DCD) is the primary focus staff for the SfL program. They identify the communities and do the animation in co-operation with SfL staff. The animators visit a community 1-3 times for shorter meetings, and at times 4 communities are covered in just 1 day. As part of the animation process, local SfL committees are established that are comprised of elected community members along with tradition leaders and their assistants who provide legitimacy to the Committees. The women's leaders are also involved in the local Committees. However, since the presence of these traditional authorities (the chief and the magazia) is likely to influence the opinion-making process in the committees so their role is often limited.

<p>Curriculum</p>	<p><i>The program operates a 5-day week for a 3-hour period (typically from 2-5 p.m.). Instruction focuses on three core instructional areas: literacy, numeracy and writing in mother tongue or the child's first language (L1). Two primers have been written in Dagbani and translated into Likpakpaaln and a few other minority language. A Facilitators Manual has also been developed as well as several supplementary readers for children. In addition, a radio program has been developed to supplement the teachers' instructional materials and broadcast lessons for the classes.</i></p> <p><i>The teaching method used in the classes is based on issues familiar to the child's context (i.e. the cattle, the body, hygiene, environment) with texts, which are written in a simplified manner, and use a phonetic approach to language learning. They are child centered and participatory moving from the known to the unknown. Each class is provided with teaching materials, exercise books and readers for each student.</i></p>
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Programming interventions (impact and effectiveness) matrix

Category	Effectiveness of programming interventions
Access	<p>The School for Life program has been effective in increasing access of children to basic education (i.e. literacy and numeracy programming) especially with regard to the flexible time allocation as this enables children to attend school despite their duties in the family. SfL provides all teaching and learning materials and does not require a formal uniform to be worn by pupils.</p> <p>The school term runs from October to June (9 month cycle) which is the dry season thus avoiding the major farming season when children will be required to offer labour assistance in the farms. SfL stresses during its animation process with communities that classes will be organised at times when communities find convenient so that pupils are able to help their parents in the farm and participate in household chores.</p> <p>1991/92 female enrolment rates in the formal schools were 29.96% in Yendi District and 20.31% in Gusheigu Karaga District while in the School for Life Program Areas enrolment rates were 40.11% in Yendi and 42.18% in Gusheigu Karaga districts respectively.</p>
Management	<p>At field level the SFL field staff supervises the local communities; supervision is working well and facilitating the growing involvement of local people in the decision-making.</p> <p>SfL also works closely with the District Assemblies and the decentralised departments: DCD, National Council of Women and Development (NCWD), GES, NFED and the Bureau of Ghana Languages. This collaboration has eased implementation of program activities because of full support and use of personnel and expertise from these departments. This also promotes a decentralized/localized approach with community ownership.</p> <p>The local radio station "Radio Simla" contributes by allocating slots to air educational programs and to reinforce lessons learned in the SFL classes; the radio also provides a vehicle for organising public fora to discuss educational messages.</p>
Quality	<p>Phase 2 of the SfL program started in July 1998 and has only one and a half more years to go. An evaluation carried out at the mid way point indicate remarkable results in assisting a large amount of children out of school attain basic literacy and numeracy skills primarily within the functional literacy component. The innovative approach to mother tongue teaching combined with the development of local language primers and textbooks has proven the effectiveness of the SfL concept. Thousands of children have become functional literates in nine months. There is a facilitator pupil teacher ratio of 1:25 and a textbook to pupil ratio of 1:1. In certain rural communities it is difficult to identify potential facilitators since often the entire community is illiterate.</p> <p>The recruitment of female facilitators is extremely difficult: only 12 women in 1999 and 8 in 2000 were identified as facilitators. This is due to a relatively low number of literate women and socio-cultural traditions restricting women from basic education. Women area also restricted from education due to their heavy workload restricting their absence from home during courses and the lessons in the afternoons.</p>