THE CHALLENGES FACED BY NGOS IN THEIR CONTRIBUTION TOWARDS EDUCATION: A CASE STUDY OF COMPASSION INTERNATIONAL.

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DECLARATION

I, Tiondi Francis Madara, declare that the work presented herein is my original work and has never been presented any where for the award of a Diploma/degree in any institution or University whatsoever.

Signed............................   Date...19/29/2211.

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STUDENT

APPROVAL

This is to certify that I have supervised, read and approved this report to the best of my knowledge and ability. It can therefore be submitted for consideration for the Award of a Diploma in Public Administration of Kampala International University.

Signed..   Date...19/9/11............................

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DEDICATION

This report is dedicated to my dear parents Mr. Madrara Falamenio and Mrs. Juan Yunia and relatives in particular Mr. Simon Gwolo Alfred, Mr. Zema Zachariah Kebi Mr. Tino Mohammed for providing their resources for educating me right from primary up to university, my wife Mrs. Andrua Joyce for bearing with me during my study at the University, my previous employer Norwegian Refugee Council for their financial, support for my tuition fee, Mr. Taban A Christopher for his encouragement to me to join Kampala International University and my Dear supervisor Mr. Ndawula James for the guidance and support given to me during the compilation of this report.

God bless you so much!

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LIST OF ACRONYMS

NGOs   Non Government Organizations

PEA   The Progressive Education Association

CHAPTER ONE

1.0 GENERAL INTRODUCTION

In this chapter we shall majorly look at the introduction, state the problem statement as challenges faced by NGOs in the provision of social services, the guiding questions that will be used in the collection of information that shall be used in the report compilation, the areas to visit by the researcher and the reasons for carrying out this study.

Compassion International is a Christian child development organization dedicated to releasing children from poverty. Their ministry is two-fold: they work through local churches to provide child development programs to deliver children from economic, physical, social and spiritual poverty, enabling them to become responsible, fulfilled Christian adults. And they speak out for children in poverty – informing, motivating and equipping others to become advocates for children.

Their mission statement is: In response to the Great Commission, Compassion International exists as an advocate for children, to release them from their spiritual, economic, social and physical poverty and enable them to become responsible and fulfilled Christian adults.

The hallmark of Compassion's work is one-to-one child sponsorship. A sponsor is someone who has made the decision to personally invest in the life of a child in need. Through sponsorship, children are able to participate in church-based programs that offer life-changing benefits that range from educational opportunities to health care.

Compassion began in the heart of one man moved by Korean War orphans in 1952. Reverend Everett Swanson was on a successful preaching tour in South Korea when he encountered the bitter poverty of Korea's unwanted children. He knew he had to do something. Upon his return to the United States, Everett established a program that allowed caring people to provide food, shelter, education, medical care and Christian training for Korean orphans. That program was, and remains, the foundation and core of Compassion International.

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Today Compassion works in 26 countries. In Africa, They work in Burkina Faso, Ethiopia, Ghana, Kenya, Rwanda, Tanzania, Togo and Uganda. In Middle America, they work in the Dominican Republic, El Salvador, Guatemala, Haiti, Honduras, Nicaragua and Mexico. In South America, they work in Bolivia, Brazil, Colombia, Ecuador and Peru. In Asia, they work in Bangladesh, India, Indonesia, the Philippines, Sri Lanka and Thailand.

Compassion follows an in-depth process of investigation, analysis and research for God's direction to expand into new countries and communities. Compassion's criteria for opening a new country to work in include:

God's leading. Each decision about a new country is wrapped in prayer. No country is selected unless the responsible staff is convinced of God's leading and blessing.

Need. Compassion works in some of the world's poorest communities. Local church partners then select the children in their communities who have the deepest need to participate in their programs.

Strong local church partners, Christian leaders and churches must be willing to invite their ministry (work) into their country and competent Christians to staff country offices and lead projects.

Risk management and legal issues, a country must not have legal barriers to their ministry (work). There must be a provision for international banking. Their work with the local church to encourage long-term Christian child development also must be understood and accepted.

Compassion International has four very core values:

Christ-Centered, without coercion, they teach the life-changing gospel to every child in a culturally relevant way.

Child-Focused, their ministry directly engages each child as a complete person.

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Church-Based, they choose to partner with the church as a local group of believers who can teach, train and mentor children. This is done in partnership with parents and the community.

Committed to Integrity, they commit to excellence and integrity to best benefit the children they serve. They commit to help children, families and churches create relevant child development activities. They commit to the highest professional and biblical principles.

1.1 Background to the study

The NGO-sector has often been described as extremely diverse, heterogeneous and populated by organizations with hugely varied goals, structure and motivations. It is therefore not an easy task to find a common definition of the term "non-governmental organization". It cannot be based on a legal definition given the wide variations in laws relating to NGO activities, according to which an NGO may have, for instance, the legal status of a charity, non-profit association or a foundation.

A non-governmental organization (NGO) is any non-profit, voluntary citizens' group which is organized on a local, national or international level. Task-oriented and driven by people with a common interest, NGOs perform a variety of service and humanitarian functions, bring citizen concerns to Government, advocate and monitor policies and encourage political participation through provision of information. Some are organized around specific issues, such as human rights, environment or health. They provide analysis and expertise, serve as early warning mechanisms and help monitor and implement international agreements. Their relationship with offices and agencies of the United Nations system differs depending on their goals, their venue and the mandate of a particular institution. (http://www.ngo.org)

A non-governmental organization (NGO) is an organization that is not part of a government and was not founded by states. (http://ec.europa.eu/civil_society) Although the definition can technically include for-profit corporations, the term is generally restricted to social, cultural, legal, and environmental advocacy groups having goals that are noncommercial, primarily. NGOs are usually non-profit organizations that gain at least a portion of their

funding from private sources. Current usage of the term is generally associated with the United Nations and authentic NGOs are those that are so designated by the UN. Non-Government Organizations have many different missions and visions but the majority of their goals have one common theme of "Working together in partner with the United Nations for a more peaceful and sustainable world.

1.2 Statement of the Problem

Over the past decade there has been a significant increase in the number of NGOs around the world with the aim of providing different services such as poverty reduction through capacity building, Education, infrastructure development to especially the poor people that can not access them to supplement government efforts in doing so, one of them is Compassion International and although they have increased in number and influence over the course of history, they have also endured many setbacks for example insufficient funds, political interference, corruption, poor policies by the Donors in their journey to reach their goal. There is therefore a need to study the challenges faced by these NGOs with a particular focus on Compassion International in the provision of services to the people they serve especially in the area of their contribution towards education.

There is also a very big need of finding solutions to these challenges especially those faced by Compassion International as a way forward such that the dreams and visions of these NGOs in their contribution to the education service provision is realized.

1.3.0 Objectives of the Study

1.3.1 General objective

To establish the challenges faced by non governmental organizations in their contribution towards Education.

1.3.2 Specific objectives

- To assess the Educational needs of the Compassion International beneficiaries.
- To establish the role played by Compassion International towards Education service provision.

- To find out the challenges faced by Compassion International towards its contribution to Education and remedies to these challenges.

1.4 Research Questions

- What are the educational needs of Compassion International beneficiaries?

- What is the role played by Compassion International in its contribution towards Education?

- What are challenges Compassion International face in its contribution towards Education?

1.5 Scope of the Study

In terms of scope, the study was carried out in Masaka Cluster in Masaka District. Masaka District is one of the Districts where Compassion International operates. Compassion International operates in both rural and urban places and since Masaka is composed of both rural and urban communities, this helped in making good generalizations of the findings to the rest of the country as data was collected from both rural and urban areas. The study took a period of *four* months. This was sufficient time to collect data in all the regions where Compassion International operates in Masaka namely; Kijjabwemi, Katwe, Kizungu, Lwetamu, Kaboyo, Kigasa, Kirinda, Nakatete and Bulimbale.

1.6 Justification of the Study

The study will help find out the Education needs of the Compassion International beneficiaries, role played by Compassion International and the solutions to the challenges it faces in the contribution towards Education. The study will add information about the challenges NGOs (Non Governmental Organizations) face in their contribution towards Education the already existing information. The study will also suggest recommendations which will reduce the challenges NGOs face towards contribution to Education.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

Literature on the challenges faced by NGOs in their contribution towards Education was traced right from Nations after the Second World War, in 1945 to date. This section therefore looked at the available literature about NGOs and was used to highlight the gaps in this literature. The term NGO is primarily used in Europe and developing countries to refer to organizations operating in developing countries. NGO refer to formal organizations which have corporate objectives concerned with humanitarian aims concerning groups outsides the organization, which are non-profit-making and which are outside the direct control of government.

2.2.1 THEORETICAL FRAME WORK

2.2.2 Introduction

A theoretical framework is a collection of interrelated concepts. A theoretical framework will guide our research, determining what things we shall measure, and what statistical relationships we shall look for. Here a number of theories shall be reviewed and thereafter related to our study. A theoretical frame work will be used because it will enable us visit different theories about the phenomenon under investigation since they give us views or assumption about education in this particular case. This will therefore help us find out whether this is the case for Compassion or not.

2.2.3 Theories of Education
2.2.4 Learning theory

In psychology and education, learning is commonly defined as a process that brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values, and world views (Illeris, 2000; Ormorod, 1995). Learning as a process focuses on what happens when the learning takes place. Explanations of what happens constitute learning theories. A learning theory is an attempt to

describe how people and animals learn thereby helping us understand the inherently complex process of learning. Learning theories have two chief values according to (Hill, 2002). One is in providing us with vocabulary and a conceptual framework for interpreting the examples of learning that we observe. The other is in suggesting where to look for solutions to practical problems. The theories do not give us solutions, but they do direct our attention to those variables that are crucial in finding solutions.

There are three main categories or philosophical frameworks under which learning theories fall: behaviorism, cognitivism, and constructivism. Behaviorism focuses only on the objectively observable aspects of learning. Cognitive theories look beyond behavior to explain brain-based learning. And constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts. This seems to be the case with Compassion International because when the researcher visited them, it was discovered that they also carry out their learning education programs under the cognitive, emotional, and environmental aspects that they think is the best way of educating their beneficiaries as well as believing that cognitive aspect activities can go an extra mile of changing one's behavior as will be explained later in our findings by this study.

2.2.5 Behaviorism

Behaviorism, also called the learning perspective (where any physical action is a behavior), is a philosophy of psychology based on the proposition that all things that organisms do - including acting, thinking and feeling - can and should be regarded as behaviors. The school of psychology maintains that behaviors as such can be described scientifically without recourse either to internal physiological events or to hypothetical constructs such as the mind. Behaviorism comprises the position that all theories should have observational correlates but that there are no philosophical differences between publicly observable processes (such as actions) and privately observable processes (such as thinking and feeling).

From early psychology in the 19th century, the behaviorist school of thought ran concurrently and shared commonalities with the psychoanalytic and Gestalt movements in psychology into the 20th century; but also differed from the mental philosophy of the Gestalt psychologists in critical ways. Its main influences were Ivan Pavlov, who investigated classical conditioning,

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Edward Lee Thorndike, John B. Watson who rejected introspective methods and sought to restrict psychology to experimental methods, and B.F. Skinner who conducted research on operant conditioning.

In the second half of the twentieth century, behaviorism was largely eclipsed as a result of the cognitive revolution. Though these two schools of psychological thought may not agree theoretically, they have complemented each other in practical therapeutic applications. One notable legacy of behaviorist investigations is Cognitive-Behavioral Therapy, a popular treatment that uses cognitive models alongside behaviorist techniques such as 'systematic desensitization and contingency management' that have demonstrable utility in helping people with certain pathologies, such as simple phobias, and addiction. This also seems also be true with the nature of work Compassion International does in the education service provision in that as they develop children, they help them think and become creative as well as monitoring their changed behaviors through the different educational activities they have for their children hence putting the researcher at the verge of agreeing with the this theory.

2.2.6 Cognitivism (psychology)

The earliest challenge to the behaviorists came in a publication in 1929 by Bode, a gestalt psychologist. He criticized behaviorists for being too dependent on obvious behavior to explain learning. Gestalt psychologists proposed looking at examples rather than isolated events. Gestalt views of learning have been incorporated into what have come to be labeled cognitive theories. Two key assumptions underlie this cognitive approach: (1) that the memory system is an active organized processor of information and (2) that prior knowledge plays an important role in learning. Cognitive theories look beyond behavior to explain brain-based learning. Cognitivists consider how human memory works to promote learning. For example, the physiological processes of sorting and encoding information and events into short term memory and long term memory are important to educators working under the cognitive theory. The major difference between gestaltists and behaviorists is the locus of control over the learning activity: the individual learner is more key to gestaltists than the environment that behaviorists emphasize.

Once memory theories like the Atkinson-Shiffrin memory model and Baddeley's working memory model were established as a theoretical framework in cognitive psychology, new

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cognitive frameworks of learning began to emerge during the 1970s, 80s, and 90s. Today, researchers are concentrating on topics like cognitive load and information processing theory. These theories of learning play a role in influencing instructional design. Aspects of cognitivism can be found in learning how to learn, social role acquisition, intelligence, learning, and memory as related to age.

This also is very true in the Compassion International work in that they help children especially those who are below the school going age acquire some educational knowledge that prepares them for school. In addition to this, they also conduct their educational aspects in age graded classes because they believe that children learn better in their respective age groups and help them learn how to socialize and the importance of socializing with their friends. The researcher agrees with this assumption because the element of individual learning is very impactful to the learner.

2.2.7 Constructivism (learning theory)

Constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts based upon current and past knowledge or experience. In other words, "learning involves constructing one's own knowledge from one's own experiences." Constructivist learning, therefore, is a very personal endeavor, whereby internalized concepts, rules, and general principles may consequently be applied in a practical real-world context. This is also known as social constructivism.

Social constructivists posit that knowledge is constructed when individuals engage socially in talk and activity about shared problems or tasks. Learning is seen as the process by which individuals are introduced to a culture by more skilled members"(Driver et al., 1994) Constructivism itself has many variations, such as Active learning, discovery learning, and knowledge building. Regardless of the variety, constructivism promotes a student's free exploration within a given framework or structure. The teacher acts as a facilitator who encourages students to discover principles for themselves and to construct knowledge by working to solve realistic problems. Aspects of constructivism can be found in self-directed learning, transformational learning, experiential learning, situated cognition, and reflective practice and religious practice. When the researcher visited Compassion International, it was

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found out that this was true and was in agreement with the theory because it is imperative to have skilled people as a way of fighting poverty.

2.2.8 Informal and post-modern theories

Informal theories of education may attempt to break down the learning process in pursuit of practicality One of these deals with whether learning should take place as a building of concepts toward an overall idea, or the understanding of the overall idea with the details filled in later. Critics believe that trying to teach an overall idea without details (facts) is like trying to build a masonry structure without bricks.

Other concerns are the origins of the drive for learning. Some argue that learning is primarily self-regulated and that the ideal learning situation is one dissimilar to the modern classroom. Critics argue that students learning in isolation fail·

2.2.9 John Dewey's Theories of Education

October 20, 1959 marked the one-hundredth anniversary of John Dewey's birthday. This eminent thinker of the Progressive movement was the dominant figure in American education. His most valuable and enduring contribution to our culture came from the ideas and methods he fathered in this field. ·

Dewey won a ·greater international following for his educational reforms than for his instrumentalist philosophy. Between the two World Wars, where previously backward countries were obliged to catch up quickly with the most modern methods, as in Turkey, Japan, China, the Soviet Union and Latin America, the reshapers of the educational system turned toward Dewey's innovations for guidance.

Most broadly considered, Dewey's work consummated the trends in education below the university level initiated by pioneer pedagogues animated by the impulses of the bourgeois-democratic revolution. This was especially clear in his views on child education which built on ideas first brought forward by Rousseau, Pestalozzi and Froebel in Western Europe and by kindred reformers in the United States.

In its course of development on a world scale the democratic movement forced consideration of the needs and claims of one section of the oppressed after another. Out of the general cause of "rights of the people" there sprouted specific demands voicing the grievances of peasants, wage workers, the religiously persecuted, slaves, women, paupers, the aged, the disabled, prisoners, the insane, the racially oppressed.

The movement to reform child education must be viewed in this historical context. Children as such are not usually included among the oppressed. Yet they necessarily compose one of the weakest, most dependent and defenseless sections of the population. Each generation of children is not only helped but hindered and hurt by the elders who exercise direct control over them.

Just as society may deny satisfaction to the physical, educational and cultural needs of the young, so their parents and guardians may slight or ignore their rights. Most adults cannot be held individually culpable for such misdeeds; they, too, have been shaped by the society around them and are goaded by its necessities. Through them and others around them the rising generation suffers from the inadequacies of their social inheritance and the evils of their surroundings. Growing children are normally unaware of the remoter social causes of their misfortunes and miseries; even their elders may not know about them. So they direct their resentments, as well as focus their affections, upon the members of their immediate circle. The novels of the past 150 years provide plenty of pathetic tales and tragic descriptions of family conflicts at all age levels.

Children cannot formulate their grievances collectively, or conduct organized struggle for improvements in their conditions of life and mode of education. Apart from individual explosions of protest, they must be helped by spokesmen among adults who are sensitive to the troubles of the young and are resolved to do something about remedying them.

However, the impulsion for educational reform does not come in the first place from any abstract recognition of the deprivations suffered by the young. It arises from reactions to widespread changes in the conditions of life which affect all age groups. Their new situation forces both parents and children to seek new ways of satisfying the new demands thrust upon

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them. The child brought up in a tenement or an apartment in crowded city streets has different needs and faces more complex and perplexing problems than the child on a family farm. The families who have migrated from Puerto Rico to Manhattan since the end of the Second World War can testify to this.

The problems of readjustment differ somewhat according to the child's social status. The class structure quickly impresses its stamp upon the plastic personality, conditioning and regulating the relations between the sexes, the rich and the poor, the upper, middle and lower classes. This determines both the characteristics of the educational system and of the children tutored and trained under it.

Each broad struggle against antiquated social and political conditions since the French Revolution has evoked demands for the reconstruction of the educational system. The kindergarten and child-play movement now incorporated in our public schools was part and parcel of the ferment created by the French Revolution. Thomas Jefferson first called for national free public schools to defend and extend the newly won American democracy. The utopian socialists, in accord with their understanding that people were the products of their social environment, gave much thought to the upbringing of children and introduced many now accepted educational innovations.

The communist colony in New Harmony, Indiana, founded by Robert Owen in 1826, pioneered a pattern in free, equal, comprehensive and secular education that had yet to be realized throughout this country over a century later. From the age of two the children were cared for and instructed by the community. The youngest spent the day in play school until they progressed to higher classes. There the Greek and Latin classics were discarded; practice in various crafts constituted an essential part of the program. The teachers aimed to impart what the children could most readily understand, making use of concrete objects and avoiding premature abstractions. They banished fear and all artificial rewards and punishments and appealed instead to the spontaneous interest and inclinations of the children as incentives for learning. Girls were on an equal footing with boys.

The educational reformers of the late eighteenth and nineteenth centuries dealt with the two distinct aspects of children's problems. One concerned the claims of childhood as a specific and independent stage in human growth. This perennial problem arises from the efforts of adults to subject growing children to ends foreign to their own needs and to press them into molds shaped, not by the requirements of the maturing personality, but by the external interests of the ruling order. Rousseau had protested against this when he wrote:

"Nature wants children to be children before they are men . . . Childhood has ways of seeing, thinking, and feeling, peculiar to itself, nothing can be more foolish than to substitute our ways for them."

The other involved efforts to reshape the obsolete system of schooling to make it fit the revolutionary changes in social life. These two problems were closely connected. The play school, for example, was devised not only to care for the specific needs of very young children but also to meet new needs which had grown out of the transformations in the family affected by industrial and urban conditions; it was no longer a unit of production as in feudal and colonial times but became more and more simply a center of consumption.

Dewey's theories blended attention to the child as an individual with rights and claims of his own with a recognition of the gulf between an outdated and class-distorted educational setup inherited from the past and the urgent requirements of the new era.

The educational system had to be thoroughly overhauled, he said, because of the deep-going changes in American civilization. Under colonial, agrarian, small-town life, the child took part in household, community and productive activities which spontaneously fostered capacities for self-direction, discipline, leadership and independent judgment. Such worthwhile qualities were discouraged and stunted by the new industrialized, urbanized, atomized conditions which had disintegrated the family and weakened the influence of religion.

In the city the training of children became one-sided and distorted because intellectual activities were dissociated from practical everyday occupations. Dewey wrote: "While the child of bygone days was getting an intellectual discipline whose significance he appreciated in the school, in his home life he was securing acquaintance in a direct fashion with the chief lines of

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social and industrial activity. Life was in the main rural. The child came into contact with the scenes of nature, and was familiarized with the care of domestic animals, the cultivation of the soil, and the raising of crops. The factory system being undeveloped, the house was the center of industry. Spinning, weaving, the making of clothes, etc., were all carried on there.

"As there was little accumulation of wealth," Dewey continued, "the child had to take part in these, as well as to participate in the usual round of household occupations. Only those who have passed through such training, (as Dewey himself did in Vermont), and, later on, have seen children raised in city environments, can adequately realize the amount of training, mental and moral, involved in this extra-school life ... It was not only an adequate substitute for what we now term manual training, in the development of hand and eye, in the acquisition of skill and deftness; but it was initiation into self-reliance, independence of judgment and action, and was the best stimulus to habits of regular and continuous work."

"In the urban and suburban life of the child of today this is simply memory," he went on to point out. "The invention of machinery, the institution of the factory system, the division of labor, has changed the home from a workshop into a simple dwelling place. The crowding into cities and the increase of servants has deprived the child of an opportunity to take part in those occupations which still remain. Just at the time when a child is subjected to a great increase in stimulus and pressure from his environment, he loses the practical and motor training necessary to balance his intellectual development. Facility in acquiring information is gained; the power of using it is lost.

While need of the more formal intellectual training in school has decreased, there arises an urgent demand for the introduction of methods of manual and industrial discipline which shall give the child what he formerly obtained in his home and social life. The old schooling had to be renovated for still another reason. The curriculum and mode of colonial education had been largely shaped by medieval concepts and aims. The schools were controlled by the clergy and access to them was restricted to the favored few, the wealthy and well born. The teacher tyrannized over the classroom, imposing a schematic routine upon a passive, obedient, well-drilled student body.

In The School and Society Dewey pointed out how haphazardly the existing school organization had grown up. It was composed of oddly assorted and poorly fitting parts, fashioned in different centuries and designed to serve different needs and even conflicting social interests.

The crown of the system, the university, had come down from medieval times and was originally intended to cater to the aristocracy and train elite for such professions as law, theology and medicine. The high school dated from the nineteenth century when it was instituted to care for the demands from commerce and industry for better-trained personnel. The grammar school was inherited from the eighteenth century when it was felt that boys ought to have the minimum ability to read, write and calculate before being turned out to shift for them. The kindergarten was a later addition arising from the breakup of the family and the home by the industrial revolution.

A variety of specialized institutions had sprung up alongside this official hierarchy of education. The normal or teachers' training school produced the teachers demanded by the expansion of public education in the nineteenth century. The trade and technical school turned out skilled craftsmen needed for industry and construction.

Thus the various parts of our educational system ranged from institutions of feudal formation like the university to such offshoots of industrial capitalism as the trade school. But no single consistent principle or purpose of organization unified the whole.

Dewey sought to supply that unifying pattern by applying the principles and practices of democracy, as he interpreted them, consistently throughout the educational system. First, the schools would be freely available to all from kindergarten to college. Second, the children would themselves carry on the educational process, aided and guided by the teacher. Third, they would be trained to behave cooperatively, sharing with and caring for one another. Then these creative, well-adjusted equalitarians would make over American society in their own image.

In this way the opposition between the old education and the new conditions of life would be overcome. The progressive influences radiating from the schools would stimulate and fortify the building of a democratic order of free and equal citizens.

The new school system envisaged by Dewey was to take over the functions and compensate for the losses sustained by the crumbling of the old institutions clustered around the farm economy, the family, the church and the small town. "The school," he wrote, "must be made into a social center capable of participating in the daily life of the community . . . and make up in part to the child for the decay of dogmatic and fixed methods of social discipline and for the loss of reverence and the influence of authority." Children were to get from the public school whatever was missing in their lives elsewhere that was essential for their balanced development as members of a democratic country.

He therefore urged that manual training, science, nature-study, art and similar subjects be given precedence over reading, writing and arithmetic (the traditional three R's) in the primary curriculum. The problems raised by the exercise of the child's motor powers in constructive work would lead naturally, he said, into learning the more abstract, intellectual branches of knowledge.

Although Dewey asserted that activities involving the energetic side of the child's nature should take first place in primary education, he objected to early specialized training or technical segregation in the public schools which was dictated, not by the individual needs or personal preferences of the growing youth, but by external interests.

The question of how soon vocational training should begin had been under debate in educational circles since the days of Benjamin Franklin. The immigrants, working and middle classes regarded education, not as an adornment or a passport to aristocratic culture, but as indispensable equipment to earn a better living and rise in the social scale. They especially valued those subjects which were conducive to success in business. During the nineteenth century private business colleges were set up in the cities to teach the mathematics, bookkeeping, stenography and knowledge of English required for business offices. Mechanics institutes were established to provide skilled manpower for industry.

These demands of capitalist enterprise invaded the school system and posed the question of how soon children were to be segregated to become suitable recruits for the merchant princes and captains of industry. One of the early nineteenth century promoters of free public education,

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Horace Mann, appealed both to the self-interest of the people and to the cupidity of the industrialists for support of his cause on the ground that elementary education alone could properly prepare the youth for work in the field, shop or office and would increase the value of labor. "Education has a market value; that it is so far an article of merchandise, that it can be turned to pecuniary account; it may be minted, and will yield a larger amount of statutable coin than common bullion," he said.

Dewey, following his co-educator, Francis Parker, rejected so commercial-minded an approach to elementary education. They opposed slotting children prematurely into grooves of capitalist manufacture. The business of education is more than education for the sake of business, they declared. They saw in too-early specialization the menace of uniformity and the source of a new division into a master and a subject class.

Education should give every child the chance to grow up spontaneously, harmoniously and all-sidedly. "Instead of trying to split schools into two kinds, one of a trade type for children whom it is assumed are to be employees and one of a liberal type for the children of the well-to-do, it will aim at such a reorganization of existing schools as will give all pupils a genuine respect for useful work, an ability to render service, and a contempt for social parasites whether they are called tramps or leaders of 'society.' "Such a definition did not please those who looked upon themselves as preordained to the command posts of the social system.

Each stage of child development, as Gesell's experiments and conclusions have proved, has its own dominant needs, problems, modes of behavior and reasoning. These special traits required their own methods of teaching and learning which had to provide the basis for the educational curriculum.

The kindergarten was the first consciously to adopt the methods of instruction adapted to a particular age group. Dewey extended this approach from pre-school age to primary and secondary schooling. Each grade ought to be child-centered, not externally oriented, he taught. "The actual interests of the child must be discovered if the significance and worth of his life is to be taken into account and full development achieved. Each subject must fulfill present needs of growing children . . . The business of education is not, for the presumable usefulness of his

future, to rob the child of the intrinsic joy of childhood involved in living each single day," he insisted. When the researcher was collecting data, she agreed with the theory because the compassion sponsored children were taught the extra curricular activities that enabled them to learn doing some work out side the classroom. This helps them to acquire such skills instead of acquiring the class skills only and grow up as responsible adults.

Children must not be treated as miniature adults or merely as means for ministering to adult needs, now or later. They had their own rights. Childhood was as much a period of consummation and of enjoyment of life on its own terms as it was a prelude to later life. The first should not be sacrificed to the second on penalty of wronging the child, robbing him of his just due and twisting his personality development.

Socially desirable qualities could not be brought forth in the child by pouring a ready made curriculum into a passive vessel. They could be most easily and fully developed by guiding the normal motor activities, irrepressible inquisitiveness and outgoing energies of the child along the lines of their greatest interest.

Interest, not outside pressure, mobilizes the maximum effort in acquiring knowledge as well as in performing work. The authoritarian teacher, the cut-and-dried curriculum, the uniform procession from one grade to the next and the traditional fixed seats and desks laid out in rows within the isolated and self-contained classroom were all impediments to enlightened education. Whenever the occasion warranted, children should be permitted to go outdoors and enter the everyday life of their community instead of being shut up in a classroom "where each pupil sits at a screwed down desk and studies the same part of some lesson from the same textbook at the same time." The child could freely realize his capacities only in an unobstructed environment.

The child learns best through direct personal experience. In the primary stage of education these experiences should revolve around games and occupations analogous to the activities through which mankind satisfies its basic material needs for food, clothing, shelter and protection. The city child is far removed from the processes of production: food comes from the store in cans and packages, clothing is made in distant factories, water comes from the faucet.

The school has to give children, not only an insight into the social importance of such activities, but above all the opportunities to practice them in play form. This leads naturally into the problem or "project method" which has come to be identified with the essence of the progressive procedure.

Children soak up knowledge and retain it for use when they are spontaneously induced to look into matters of compelling interest to themselves. They progress fastest in learning, not through being mechanically drilled in prefabricated material, but by doing work, experimenting with things, changing them in purposive ways.

Occasionally children need to be alone and on their own. But in the main they will learn more by doing things together. By choosing what their group would like to do, planning their work, helping one another do it, trying out various ways and means of performing the tasks, involved and discovering what will forward the project, comparing and appraising the results, the youngsters would best develop their latent powers, their skill, understanding, self-reliance and cooperative habits.

The questions and answers arising from such joint enterprises would expand the child's horizon by linking his immediate activities with the larger life of the community. Small children of six or seven who take up weaving, for example, can be stimulated to inquire into the cultivation of cotton, its processes of manufacture, the history of spinning devices. Such lines of inquiry emerging from their own interests and occupations would open windows upon the past, introduce them naturally to history, geography, science and invention, and establish vivid connections between what they are doing in school and the basic activities of human existence.

Participation in meaningful projects, learning by doing, encouraging problems and solving them, not only facilitates the acquisition and retention of knowledge but fosters the right character traits: unselfishness, helpfulness, critical intelligence, individual initiative, etc. Learning is more than assimilating; it is the development of habits which enable the growing person to deal effectively and most intelligently with his environment. And where that environment is in rapid flux, as in modern society, the elasticity which promotes readjustment to what is new is the most necessary of habits.

Dewey aimed to integrate the school with society, and the processes of learning with the actual problems of life, by a thoroughgoing application of the principles and practices of democracy. The school system would be open to all on a completely free and equal basis without any restrictions or segregation on account of color, race, creed, national origin, sex or social status. Group activity under self-direction and self-government would make the classroom a miniature republic where equality and consideration for all would prevail.

This type of education would have the most beneficial social consequences. It would tend to erase unjust distinctions and prejudices. It would equip children with the qualities and capacities required to cope with the problems of a fast-changing world. It would produce alert, balanced, critical-minded individuals who would continue to grow in intellectual and moral stature after graduation.

The Progressive Education Association (PEA), inspired by Dewey's ideas, later codified his doctrines as follows:

The conduct of the pupils shall be governed by themselves, according to the social needs of the community.

Interest shall be the motive for all work.

Teachers will inspire a desire for knowledge, and will serve as guides in the investigations undertaken, rather than as task-masters.

Scientific study of each pupil's development, physical, mental, social and spiritual, is absolutely essential to the intelligent direction of his development.

Greater attention is paid to the child's physical needs, with greater use of the out-of-doors.

Cooperation between school and home will fill all needs of the child's development such as music, dancing, play and other extra-curricular activities.

All progressive schools will look upon their work as of the laboratory type, giving freely to the sum of educational knowledge the results of their experiments in child culture. These rules for

education sum up the theoretical conclusions of the reform movement begun by Colonel Francis Parker and carried forward by Dewey at the laboratory school he set up in 1896 with his first wife in connection with the University of Chicago. With his instrumentalist theory of knowledge as a guide, Dewey tried out and confirmed his new educational procedures there with children between the ages of four and fourteen.

This work was subsequently popularized by the leading faculty members of Teachers College in New York after Dewey transferred from Chicago to Columbia University. From this fountainhead Dewey's ideas filtered throughout most of the teachers training schools and all the grades of public instruction below the university level. His disciples organized a John Dewey Society and the Progressive Education Association and have published numerous books and periodicals to propagate and defend his theories.

Dewey's progressive ideas in education have had a curious career. Despite the criticisms they have received from the right and from the left, and even within Progressive circles, they have no serious rival. Today, on the century of his birth, they are the accepted and entrenched creed on education from Maine to California.

Yet this supremacy in the domain of educational theory has not been matched by an equivalent reconstruction of the educational system. Dewey's ideas have inspired many modifications in the traditional curriculum, in the techniques of instruction, in the pattern of school construction. But they have not changed the basis or the essential characteristics of the school system, and certainly not the class stratification of American society.

Such restricted results are not a very good testimonial for the principal product of a philosophy which demands that the merits of a theory be tested and judged by its ability to transform a defective situation,

2.2.10 The functionalist theory

The functionalist theory focuses on the ways that universal education serves the needs of society. Functionalists first see education in its manifest role: conveying basic knowledge and skills to the next generation. Durkheim (the founder of functionalist theory) identified the latent

role of education as one of socializing people into society's mainstream. This "moral education," as he called it, helped form a more-cohesive social structure by bringing together people from diverse backgrounds, which echoes the historical concern of "Americanizing" immigrants.

Functionalists point to other latent roles of education such as transmission of core values and social control. The core values in American education reflect those characteristics that support the political and economic systems that originally fueled education. Therefore, children in America receive rewards for following schedules, following directions, meeting deadlines, and obeying authority.

The most important value permeating the American classroom is individualism—the ideology that advocates the liberty rights, or independent action, of the individual. American students learn early, unlike their Japanese or Chinese counterparts, that society seeks out and reveres the best individual, whether that person achieves the best score on a test or the most points on the basketball court. Even collaborative activities focus on the leader, and team sports single out the one most valuable player of the year. The carefully constructed curriculum helps students develop their identities and self-esteem. Conversely, Japanese students, in a culture that values community in place of individuality, learn to be ashamed if someone singles them out, and learn social esteem—how to bring honor to the group, rather than to themselves.

Going to school in a capitalist nation, American students also quickly learn the importance of competition, through both competitive learning games in the classroom, and through activities and athletics outside the classroom. Some kind of prize or reward usually motivates them to play, so students learn early to associate winning with possessing. Likewise, schools overtly teach patriotism, a preserver of political structure. Students must learn the Pledge of Allegiance and the stories of the nation's heroes and exploits. The need to instill patriotic values is so great that mythology often takes over, and teachers repeat stories of George Washington's honesty or Abraham Lincoln's virtue even though the stories themselves (such as Washington confessing to chopping down the cherry tree) may be untrue.

Another benefit that functionalists see in education is sorting—separating students on the basis of merit. Society's needs demand that the most capable people get channeled into the most important occupations. Schools identify the most capable students early. Those who score highest on classroom and standardized tests enter accelerated programs and college-preparation courses. Sociologists Talcott Parsons, Kingsley Davis, and Wilbert Moore referred to this as social placement. They saw this process as a beneficial function in society.

After sorting has taken place, the next function of education, networking (making interpersonal connections), is inevitable. People in high school and college network with those in similar classes and majors. This networking may become professional or remain personal. The most significant role of education in this regard is matchmaking. Sociologists primarily interest themselves in how sorting and networking lead couples together of similar backgrounds, interests, education, and income potential. People place so much importance on this function of education that some parents limit their children's options for college to insure that they attend schools where they can meet the "right" person to marry.

Functionalists point to the ironic dual role of education in both preserving and changing culture. Studies show that, as students' progress through college and beyond, they usually become increasingly liberal as they encounter a variety of perspectives. Thus, more educated individuals are generally more liberal, while less educated people tend toward conservatism. Moreover, the heavy emphasis on research at most institutions of higher education puts them on the cutting edge of changes in knowledge, and, in many cases, changes in values as well. Therefore, while the primary role of education is to preserve and pass on knowledge and skills, education is also in the business of transforming them.

A final and controversial function assumed by education in the latter half of the twentieth century is replacement of the family. Many issues of career development, discipline, and human sexuality - once the domain of the family - now play a routine part in school curriculum. Parents who reject this function of education often choose to home-school their children or place them in private schools that support their values.

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All the above assumptions of the theory are in the realm of Compassion International work frame of what they desire to see happening in the lives of their sponsored children.

2.2.11 The conflict theory

Conflict theory sees the purpose of education as maintaining social inequality and preserving the power of those who dominate society. Conflict theorists examine the same functions of education as functionalists. Functionalists see education as a beneficial contribution to an ordered society; however, conflict theorists see the educational system as perpetuating the status quo by dulling the lower classes into being obedient workers.

Both functionalists and conflict theorists agree that the educational system practices sorting, but they disagree about how it enacts that sorting. Functionalists claim that schools sort based upon merit; conflict theorists argue that schools sort along distinct class and ethnic lines. According to conflict theorists, schools train those in the working classes to accept their position as a lower-class member of society. Conflict theorists call this role of education the "hidden curriculum."

Conflict theorists point to several key factors in defending their position. First, property taxes fund most schools; therefore, schools in affluent districts have more money. Such areas are predominantly white. They can afford to pay higher salaries, attract better teachers, and purchase newer texts and more technology. Students who attend these schools gain substantial advantages in getting into the best colleges and being tracked into higher-paying professions. Students in less affluent neighborhoods that do not enjoy these advantages are less likely to go to college and are more likely to be tracked into vocational or technical training. They also represent far higher numbers of minority students.

Conflict theorists contend that not only do the economics favor the white affluent, but so does school testing—particularly IQ testing, which schools can use to sort students. They argue that the tests, which claim to test intelligence, actually test cultural knowledge and therefore exhibit a cultural bias. For example, a question may ask: "Which one of these items belongs in an orchestra? A. accordion B. guitar C. violin D. banjo." This question assumes considerable cultural knowledge, including what an orchestra is, how it differs from a band, and what

instruments comprise an orchestra. The question itself assumes exposure to a particular kind of music favored by white upper classes. Testing experts claim they have rid modern exams of such culturally biased questioning, but conflict theorists respond that cultural neutrality is impossible. All tests contain a knowledge base, and that knowledge base is always culturally sensitive.

Conflict theorists see education not as a social benefit or opportunity, but as a powerful means of maintaining power structures and creating a docile work force for capitalism.

The researcher agrees with this theory because when she went to collect data in to field, she found out that this was the same case with Compassion International as they also aim at bridging the gap between the poor and the rich through provision of Education to those who can not afford.

2.2.12 The symbolic interactionist theory

Symbolic interactionists limit their analysis of education to what they directly observe happening in the classroom. They focus on how teacher expectations influence student performance, perceptions, and attitudes.

Robert Rosenthal and Lenore Jacobson conducted the landmark study for this approach in 1968. First, they examined a group of students with standard IQ tests. The researchers then identified a number of students who they said would likely show a sharp increase in abilities over the coming year. They informed the teachers of the results, and asked them to watch and see if this increase did occur. When the researchers repeated the IQ tests at the end of the year, the students identified by the researchers did indeed show higher IQ scores. The significance of this study lies in the fact that the researchers had randomly selected a number of average students. The researchers found that when the teachers expected a particular performance or growth, it occurred. This phenomenon, where a false assumption actually occurs because someone predicted it, is called a self-fulfilling prophesy. For example, the stock market may be stable with rising values. If investors become afraid that the market will crash, however, they may suddenly sell their stocks, which causes the market to crash. The crash occurred simply because investors feared it would do so.

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Ray Rist conducted research similar to the Rosenthal-Jacobson study in 1970. In a kindergarten classroom where both students and teacher were African American, the teacher assigned students to tables based on ability; the "better" students sat at a table closer to her, the "average" students sat at the next table, and the "weakest" students sat at the farthest table. Rist discovered that the teacher assigned the students to a table based on the teacher's perception of the students' skill levels on the eighth day of class, without any form of testing to verify the placement. Rist also found that the students the teacher perceived as "better" learners came from higher social classes, while the "weak" students were from lower social classes.

Monitoring the students through the year, Rist found that the students closer to the teacher received the most attention and performed better. The farther from the teacher a student sat, the weaker that student performed. Rist continued the study through the next several years and found that the labels assigned to the students on the eighth day of kindergarten followed them throughout their schooling.

While symbolic-interactionist sociologists can document this process, they have yet to define the exact process of how teachers form their expectations or how students may communicate subtle messages to teachers about intelligence, skill, and so forth. With regard to the above theory, it seems believable with Compassion International as are in the same line with what they are aiming at in their sponsored children and it is true that Education brings order within the societies or communities. This also seems to be the case with Compassion International as they also in the catch up classes help the weak children to catch up with the rest especially those that don't perform well in their schools.

2.2.13 Non-Governmental Organizations

The significant characteristics of NGOs are their 'non-governmental' position and their deliberate non-profit-making and welfare-promoting nature. Scholars defined the term NGO as being outside direct state control and non-profit-making. Some describe NGOs as 'organizations not mainly financed by governments and not under the control of governments' thus stressing the sense of distance from the state. Some scholars define the main characteristics of an NGOs

as: 'non-profit, non-governments, private groups, at least partially formalized into an organization, that an individual joins by choice'.

2.3.0 Primary Characteristics of NGOS

There are three main characteristics that seem to be widely viewed as constituting the critical elements of an NGO. These are: Formal Organization, Objectives and Decision-making Processes.

2.3.1 Formal Organization

The first primary characteristic is that the body should be a formal organization. Indicators for being formal are as follows. First, it is likely to require a constitution which sets out the objectives and decision-making structures of the organization. The latter would include a statement of how the holders of final responsibility for the actions of the organization are appointed. Such a governing body of the organization may its management Board or Board of Trustees.

In some countries the registration of the organization with a government or quasi-government agency may also be required. Such registration may be linked to tax or foreign exchange benefits or may act as a regulatory control set up to ensure that organizations have minimum quality standards and follow national policy.

Other indicators of the formal existence of an organization may include the drawing up of a budget, the maintenance of formal accounts and the existence of a related external independent audit process. It may also require the existence of a location for the organization, such as an office address or post office box. It might also include explicit and public availability of an annual report, plan statements and organizational structure, though some NGOs may deliberately minimize the formality of such documents on the grounds that they reduce the organic dynamism of the organization. This study will establish the amount of money allocated in the Compassion budget for each sponsored beneficially as a contribution towards their Educational needs.

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2.3.2 Objectives

The second criteria relates to the purpose or objectives of the organization, or what in business terms is known as mission. The criterion can be sub-divided into two aspects, one reductionist and the other more positive. The reductionist elements relate to the non-profit making nature of organization. The term 'profit' is here being used in its strict formal sense to signify any surplus of an organization's income over its costs which are distributed to individuals, such as share-holders, for their personal benefit. It should not be confused with income generation through, for example, trading activities or sales.

The second aspect relates to the nature of the objectives of the organization and their social, humanitarian or philanthropic nature. It may be considered that the non-profit-making criterion rules out activities other than those with broader community aims. The study will find out Compassion International's mission for its beneficiaries as far as their Educational needs are concerned.

2.3.3 Decision-making Process

The third criteria relates to the process of decision-making and where ultimate authority lies. Again, using reductionist criteria, the term 'non-governmental' suggests that such organizations are independent of the control of government. The critical issue is not whether an organization is independent of influence of government or indeed of any other body. What is critical is whether it has the constitutional freedom to make decisions which may or may not take account of the government views. This is closely related to issues such as the appointment process for the Board Members of the organization. It is effectively this decision-making freedom which distinguishes a statutory body with government appointed decision-makers from an NGO.

Whilst there is no single easy criterion that can be applied, it may be helpful to distinguish between types of decisions that an NGO may need to make and then analyze its freedom to make each of these decisions. Examples of these types of decisions may include; Strategic decisions, (What should be the long- and short-term aims of the organization? How does the organization view its role in relation to the State and other providers?), Accountability (to

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whom is the organization accountable?), Funding decisions (how will the organization fund its activities?), Operational and technical decisions (What services will the organization provide? And what approach to the delivery of services will it adopt?) and the Managerial decisions(What type of organizational arrangements will be used?). Therefore, in this study, we shall find out the roles played by Compassion International in the contribution to Education to its beneficiaries as well as identifying the challenges they face in doing so.

2.4.0 Secondary characteristics of NGOS

In addition to the three criteria of an NGO there are a number of secondary features which are occasionally identified with, but are not of, the defining nature of an NGO. For many, a traditional characterization of an NGO is as a small, community-based volunteer-led organization with funding raised from the public through donations. Yet none of these features is essential, nor indeed is widespread among NGOs. Each of these is discussed in turn.

2.4.1 Volunteers: There are three main areas in which volunteers may operate within an NGO. The first is as unskilled labor, carrying out routine tasks such as street collections as part of public fund-raising. The second is through the provision of skilled support (such as, for example, first-aid trained volunteers in a national Red Cross). The last level is as part of the decision making process through serving on committees or Boards of Trustees.

2.4.2 Size: The second characteristic often identified with NGOs is small organizational size. However, there is a great diversity in the NGO sector in terms of size. At one end of the spectrum are small 'living-room' organizations with few if any employees, and heavily reliant on volunteers. At the other extreme are large international NGOs such as the SCF (Save the Children Fund) or national level organizations such as the Bangladesh Rural Advancement Committee (BRAC). Though the size has important implications for the management structure and style, and possibly efficiency and organizational effectiveness, there is no size imperative within the definition.

2.4.3 Funding Base: The last characteristic relates to the funding base for the organization. NGOs have a variety of sources of funding and that the mechanism with the highest profile, public donations, though may not always be the most significant. The sources of funding for NGOs range from public donations, through charging for services provided to support from other organizations either in-country or internationally. The study will help establish the source

of funding for Compassion international and also find out whether it is one of the challenges faced by the Organization in its contribution towards Education.

2.5 .0 Typologies of NGOs

A wide range of organizations can be regarded as developmental NGOs. These groups vary significantly according to philosophy, purpose, expertise, program approach, and scope of activities. Important distinctions can be drawn with regard to the functional roles of different types of NGOs; the differing roles of NGOs on the continuum of NGOs from the local level, to the national level, and to the regional and international levels; and the operational orientations and approaches of different kinds of NGOs.

Recognition of the distinctly different roles and functions of different kinds of NGOs, and recognition that a single NGO can assume several roles and functions are important for establishing a context for the Bank's overall program of cooperation with NGOs and focusing cooperation with NGOs in specific areas.

2.5.1 Operational/Advocacy NGOs

A significant functional distinction exists between operational and advocacy NGOs. This distinction is important with regard to the kind of interaction the Bank has with individual NGOs, such as operational cooperation and collaboration versus policy dialogue. The distinction is a reflection of the developmental roles that individual NGOs fulfill.

Operational NGOs can be regarded as NGOs whose primary areas of activity are directed toward the contribution or delivery of development or welfare services, including emergency relief, and environmental protection and management. Reflecting the range of issues and interests that have emerged in development and welfare and in relation to the environment, operational NGOs display a range of programs, organizational structures, operational orientations, and areas of operation, both program-related and geographical. Operational NGOs exist at the local or community level, district and national levels, and regional and international levels.

Advocacy NGOs can be regarded as NGOs whose primary orientation is toward the advocacy of policies or actions that address specific concerns, points of view, or interests. In the context

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of development, advocacy NGOs work to influence the policies and practices of governments, development institutions such as the Bank, other actors in the development arena, and the public. Advocacy NGOs more often exist at national and international levels. While often working individually, advocacy NGOs increasingly are forming national and international networks and consortia that link groups with parallel or convergent interests. Most often, advocacy NGOs exist to serve as a voice that they consider otherwise would not be heard in social, economic, and political processes.

Despite differentiations between operational and advocacy NGOs, in many cases it may not be possible to characterize an NGO entirely as operational or advocacy. Some operational NGOs do focus entirely on service delivery and do not possess an analytical or advocacy base; some advocacy NGOs are oriented entirely toward activities such as policy analysis and advocacy of development processes. However, most NGOs are involved in a mix of activities. The Bank increasingly is encountering operationally oriented NGOs engaging in advocacy work related to their respective areas of operation.

2.5.2 Level of Operations

Among operational NGOs, it is possible to distinguish between international-level NGOs, often headquartered in developed countries; national-level NGOs, whose orientations are toward issues and interests in the countries in which they are based; and local-level or community-based NGOs that generally exist to address concerns in relatively localized geographical areas.

Operational level has relevance to the kind of cooperation or collaboration that can be established between the Bank and NGOs. NGOs operating at the community level often reflect memberships comprising individuals who have come together to address immediate community-based interests. While often possessing limited technical or implementation capacity, community-level NGOs can be especially significant in projects that require identification of local needs or direct beneficiary participation. NGOs with greater operational capacity can play larger roles, for example, in the identification, design, and implementation of projects or components of projects, or in consultations leading toward policy and program development.

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NGOs operating at the national and international levels often have important technical and organizational capacities. In some cases, larger and more capable NGOs can serve as intermediaries between governments, development agencies, and other NGOs, channeling information, resources, and technical support. Some international NGOs, and some national NGOs, have become capable in a number of roles, including provision of donor support to smaller NGOs. NGOs at every level increasingly are cooperating and collaborating in networks and consortia, sectorally and at the national and international levels.

2.5.3 Orientation of Activity

Individual NGOs reflect differences in philosophy, purpose, specialization, and operational approach. For operational purposes, NGOs can be classified by characteristics such as purpose, for example, religious versus secular; operational orientation, for example, a relief and welfare orientation versus a development orientation; approach, for example, service delivery versus participatory activities; and degree of openness, for example, a large degree of openness and public exposure versus a more closed, private character, or willingness to cooperate with institutions such as the Bank. Factors such as these have great bearing on and relevance to any operational cooperation or collaboration the Bank might establish with NGOs.

2.5.4 Characteristics of NGOs

Strength of NGOs, particularly those operating at the field level, is their ability to form close linkages to local communities, and to engender community ownership and participation in development efforts. NGOs often can respond quickly to new circumstances and can experiment with innovative approaches. NGOs can identify emerging issues, and through their consultative and participatory approaches can identify and express beneficiary views that otherwise might not be heard. NGOs often are successful intermediaries between actors in the development arena, building bridges between people and communities on one side, and governments, development institutions, and donors and development agencies on the other. In an advocacy role, NGOs frequently represent issues and views important in the dynamics of the development process.

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At the same time, limited technical capacities and relatively small resource bases may characterize some NGOs. NGOs sometimes may have limited strategic perspectives and weak linkages with other actors in development. NGOs may have limited managerial and organizational capacities. In some countries, the relationship between NGOs and government may involve political, legal, ideological, and administrative constraints. Because of their voluntary nature, there may be questions regarding the legitimacy, accountability, and credibility of NGOs and their claims as to mandate and constituencies represented. Questions sometimes arise concerning the motivations and objectives of NGOs, and the degree of accountability NGOs accept for the ultimate impact of policies and positions they advocate.

2.5.5 Diversity within the NGO Sector

An important characteristic of the NGO sector overall is its diversity. This point is particularly important in the context of the Bank's approaches to cooperation with NGOs. As noted, the term NGO is broad and describes many kinds of organizations. NGOs display diversity in aspects such as purpose, mandate, philosophy, orientation, and clientele, role in development, and size and scope of operations. In the Bank's region, NGO communities display significant differences country by country, reflecting country-specific factors that affect the structure and composition of NGO communities and the role NGOs play in national development.

Because of the diversity the NGO sector displays, operationally and in the context of individual countries, it would not be appropriate, and perhaps counterproductive, for the Bank to approach cooperation with NGOs through generalizations or with a single view or strategy. While within the framework of an overall approach to cooperation with NGOs, given the various levels on which the Bank and NGOs work together and the individual sets of country-specific circumstances that are encountered, it would be desirable that the Bank approach cooperation with NGOs flexibly and with a view to relationships with NGOs as a series of relationships rather than one single relationship.

2.6 Roles of NGOs

In Uganda, as with many developing countries, information regarding the numbers and functions of NGOs is incomplete and not current. Fortunately, in the case of Uganda, a well-designed and rigorous study was carried out by consultants from Oxford University under the

auspices of the Office of the Prime Minister and funded by the World Bank to survey the scope and activities of NGOs in Uganda, as well as assess service recipient satisfaction. The other major source of information is a large-scale survey of member organizations conducted by the Uganda National NGO Forum, a networking body for NGOs in Uganda which claims to have approximately 67% representation from organizations in the NGO sector across the country. (Uganda NGO Forum, 2003). This study will therefore add some information that is missing in this study which was done.

While developmental NGOs vary greatly in size and orientation, most share the common goal of helping people and benefiting society. International and national NGOs support larger scale activities ranging from social welfare to environmental and political advocacy. NGOs at the local level provide services that include community organization, health, education, welfare support, small-scale financial intermediation and environmental protection.

NGOs also help improve people's lives through skills training and other livelihood programs. NGOs prepare and implement development projects and work to strengthen local institutional capabilities and promote community self-reliance. NGO funding comes through donations, Government assistance and a variety of other sources.

NGOs make significant contributions to socioeconomic development. Often they enjoy advantages over Government and private sector institutions and can deliver services to hard-to-reach communities in a more efficient, cost-effective manner. Much of the success of NGOs comes from dynamic leadership and committed staff. NGOs usually are more flexible and innovative and are affected less by bureaucratic constraints.

NGOs also have limitations. Many NGOs are small in both size and scope of operations and their impact sometimes is limited. NGOs can suffer from financial and technical constraints. Often focused on a specific concern or a specific location, NGOs may lack a broader economic and social perspective. Many smaller NGOs are loosely structured and may have limited accountability. Management and planning may be weak or too flexible. This study will find out the actual challenges faced by Compassion in its contribution to Education.

2.7 Overview of Educational NGOs

NGOs are civil society actors. They have a specific agenda for the improvement of society, and act on the desire to advance and improve the human condition (Gallin 2000). In 1990, the decade of "Education for All" (EFA) was launched in Jomtien, Thailand. There were six goals set in Jomtien and in 2000 in Dakar, Senegal, these goals were reaffirmed for another 15 years until 2015 (Torres). They are: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children, Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality. Ensuring that, the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.

Achieving a 50 percent improvement in the levels of adult literacy by 2015 especially for women and equitable access to basic and continuing education for all adults, eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (UNESCO 2000).

Since the Dakar conference, the coordination group has been set up to ensure, in collaboration with UNESCO, that there are follow-up of activities as well as programs and mechanisms for NGOs under the area of "Education for All". The Coordination Group is composed of eight representatives of civil society organizations, comprised of five regional organizations, two international organizations, and one representative of the UNESCO/NGO Liaison Committee (CCNGO 2001). This study will find out whether this is the case for Compassion International.

2.8 Role of NGOs in Education Sector Development Program in Developing Countries

Non-Governmental Organizations (NGOs) have been playing a central role in education of marginalized groups in developing countries since 1980s. They emerged as alternative providers of education against the backdrop of the State's failure to provide relevant and quality education for economically and culturally disadvantaged groups. They are assumed to have pro-poor

orientation, flexibility, innovation, cost-effectiveness, and participatory approaches in their educational projects. Democratization in 1990s has been working as a further boost for role of NGOs in education sector in developing countries. Though NGOs vary in their ideologies, strategies and geographical coverage, donor-driven ness make them as part of the global "associational revolution".

NGOs are seen as symbols of social responsibility and global morality. They have long been working with project-based approach to reach the non-enrolled and dropouts from public schools with the active support of international donor agencies.

However, introduction of Sector-Wide Approaches (SWAps) and Poverty Reduction Strategic Plans (PRSPs) by multilateral and bilateral development cooperation agencies since mid-1990s has strong bearings on the future role of NGOs in development in general and education sector in particular. Under the new framework of sector programs, donors have been emphasizing national ownership of sector programs by highlighting on coordination, complementarily and coherence among different stakeholders. Within the new modality of development cooperation, the role of NGOs in education sector has been facing serious dilemmas. On the one hand, they provide educational opportunities for hard-to-reach groups who are left out by public schools. On the other hand, they are blamed for creating parallel education system which run outside national educational administration and monitoring system.

Under SWAps, there is a distinct risk that the mandate of NGOs in education sector may be squeezed and they may turn into sub-contractors of government in the field of education losing their civil society characteristics. Despite the important role of NGOs in reaching marginalized groups, there is very little understanding on the impact of SWAps on the role of NGOs in education sector. Therefore the aim of this study will be to analyze the challenges Compassion International faces in contribution to Education.

2.9 Conclusion
Some of the gaps identified in this literature that the study would like to address include, finding out the authenticity of some of the already identified challenges faced by NGOs and whether it

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is the case for Compassion International, the amount of money it pays for its beneficiaries and

the roles it plays towards Education

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction
This section gives the methodology which was used in the study. It outlines the research design, study area, population, sample size, sampling procedure, and methods of data collection, data analysis, presentation, ethical consideration and time frame.

3.2 Research Design
The study used a case study design. A case study can be defined as an intensive investigation of a particular unit under investigation. It is used by choosing one specific area and studying it intensively and exhaustively and thereafter generalizes the findings. W. Lawrence Neuman in his book social research methods, contend on page 33 that in the case study research, the researcher examines, in-depth, many features of a few cases over a duration of time. And that, they can be individuals, groups, organizations, movements, events or geographic units. The study used this method because it enabled her generalize findings to other places and can use more than one method to collect data. This method also helps researchers connect the micro level or the actions of individual people to the macro level or large –scale social structures and processes.

3.3 Area of study
The study was carried out in Compassion International in Masaka Cluster Masaka District. Masaka District is situated in the central part of Uganda. It was carried out in Masaka Cluster because Masaka is peri-urban which will provide sufficient information for generalization in other urban and rural Compassion International Clusters of Uganda since all Clusters have similar problems. Therefore Masaka Cluster in Masaka District was studied because it fits between urban and rural.

3.4 Study Population
The study focused on twelve Project Directors, twelve Child Development Officers, twelve Child Development committee members, twenty four children and twelve caregivers.

3.5 Sample size
Because this was a qualitative research, a sample size of 72 respondents was considered.

3.6 Sampling Procedure

Since the study used qualitative research, the researcher used probability or random samples where the researcher selected cases gradually. Here the quota sampling system where relevant categories of people to provide information were selected

3.7 Data Collection Methods

In terms of data collection, the study used both qualitative and quantitative data collection methods. Three different methods were used namely:

3.8 Documentary review, the researcher looked at the documents concerning the Education aspect (primary and secondary) as the first source and tool of information. Such tools included and not limited to, policy statements, financial reports, activity reports, school progress reports, school visitation reports, Annual Budgets, Children's personal folders as well as other documents that were useful for the study and thereafter wrote down the findings. These documents provided information about the problem under study and helped identify the gaps that the study wanted to address.

Interviews, the study carried out face to face interviews to respondents who were in their offices on a daily basis for example the Project Directors, Child Development Officers.

Questionnaires, questionnaires were distributed to respondents who were not easily accessed due to their busy schedules and yet having a lot of relevant information about our study also administered. This was done by the researcher visiting their office premises where by she was either told to leave the questionnaires behind and pick them later or filled in immediately depending on the choice of the respondent and after returning the filled in forms to her. Such respondents included the Child Development committee members that were not always in their offices since they are not permanently employed by the Organization.

3.9 Data Analysis and Presentation

After data collection a content analysis was done for the qualitative data. For the quantitative data, descriptive statistics was presented in a table form. A content analysis was done for the qualitative data. A content analysis refers to a technique for gathering and analyzing of a text and the content refers to words, meanings, ideas, themes or any message that can be

communicated. In the qualitative data analysis, the researcher interpreted the collected data and removed all the vague ones and then considered the ones that were relevant for the study.

3.10 Ethical Consideration

The Researcher made sure that she gets the consent of respondents first while carrying out research as well as making sure that she doesn't force them to give answers as well as maintaining the confidentiality of the answers given in the process of data collection. The researcher also made sure that data was collected at the respondents' convenient time.

3.11 Time Frame

The study took a period of four months.

3.12 Problems encountered in the study

Some respondents were too busy. This made the researcher travel several times to their offices hence costing a lot of time and money, at times the researcher was even made to sit and wait for longer hours. The frequent postponement of meeting busy respondents made the researcher incur more costs that were not budgeted for.

The researcher had to look for more money to cater for other days she traveled which had not been budgeted for and in addition to this, he had to follow the schedule given to him by the respondents and he was patient to wait until was attended to.

Some respondents were not willing to release certain information especially in the finance departments this affected the researcher in that she had to spend more time than anticipated explaining to the respondents the significance of the study and there fore this was resolved by the assuring the respondents that information obtained from them will be for academic purposes only.

The researcher did not have enough money by the time data was collected and the increment in the days to meet respondents as a result of some respondents telling her to come some other days even made it worse. This was solved by the researcher getting a loan from friends whom she had to pay back after a certain period of time.

It some data was collected from the district since it was already submitted there while handing in their budgets for approval and funding. All in all, the above problems encountered did not affect the quality of this study.

3.13 Conclusion

Despite the challenges met, the researcher found out that much effort is put in the education sector by Compassion International as a way of delivering children, parents/caregivers and the community from poverty. It is through education that people shall be sensitized about any rising phenomenon around the world for example Disease control and prevention especially HIV/AIDS Scourge. Once community members are knowledgeable then they shall live healthy lives and be able to actively participate in different economic activities like agriculture which is the source of income for most Ugandans

More to that through Education, there shall be reduced infant mortality rate as well as general morbidity rate thus development being realized in the community and in Uganda at large.

CHAPTER FOUR

4.0 PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This section presents and discusses the findings from the study. The Discussion is based on three issues. First is the activity of Compassion International in its contribution towards Education, assessment of the Educational needs of the Compassion International beneficiaries and the challenges faced by Compassion International towards its contribution to Education and remedies to these challenges.

4.2 Concept of Education

Education is defined as "to develop the knowledge, skill, or character of..." (Lloyd Yero Judith 2001-2002). Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students. In ancient Greece, Socrates argued that education was about drawing out what was already within the student. (As many of you know, the word education comes from the Latin e-ducere meaning "to lead out.") At the same time, the Sophists, a group of itinerant teachers, promised to give students the necessary knowledge and skills to gain positions with the city-state.

Education can also be defined as an act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life. It could be a certain degree, level or kind of schooling. (http://www.ngo.org). TeachersMind.com It is training imply a discipline and development by means of the special and general abilities of the mind or a training by which people learn to develop and use their mental, moral, and physical power or skill. It is a gaining experience, either improving or regressing. Education means to learn in every means in order to reach into a certain goals.

Education is very essential in everyday to be able to cope and survive whatever the difficulties and complication may experience. Without education, life can be so hard and frustrating in every aspect. Education will help to attain a certain ambition or dreams in life and to be successful.

The instances of education can be from school, society or home, Internet, or anywhere. It is necessary that everyone needs to go to school, to learn academically and socially. It helps build up the confidence in every person; it gives a high self-esteem as well. Also, we need to educate our self in the society, so that we are aware in catastrophic situation. To know what's going on around us, it is an advantage to be prepared. Other than that, we need to educate our self in the Internet; it is one of the biggest technology that revolve around the world, from researching or communicating. It is a big help to explore and educate our self to the world of technology. Education requires discipline, patient, time, hard-work and effort. With these important behavioral qualities, it will be easier to deal with life. Education doesn't require a perfect physical appearance but it requires attention and focus.

Having the knowledge in everything, it refers to a high intellect power, a power that ready for anything. The skill to educate ourself is something that we couldn't share to anyone but we could extend it in some ways. Technically, education is really important and it is a necessity for us, to have a better life and a better future. We need to get the best of education that we want to, it is worth it to have the knowledge, intellect, the capacity to participate in the world and it can change our life tremendously.

4.3 The History of education in Uganda

Mission schools were established in Uganda in the 1890s, and in 1924 the government established the first secondary school for Africans. By 1950, however, the government operated only three of the fifty-three secondary schools for Africans. Three others were privately funded, and forty-seven were operated by religious organizations. Education was eagerly sought by rural farmers as well as urban elites, and after independence many villages, especially in the south, built schools, hired teachers, and appealed for and received government assistance to operate their own village schools (http:en.wikipedia.org).

Most subjects were taught according to the British syllabus until 1974, and British examinations measured a student's progress through primary and secondary school. In 1975 the government implemented a local curriculum, and for a short time most school materials were published in Uganda. School enrollments continued to climb throughout most of the 1970s and 1980s, but as

the economy deteriorated and violence increased, local publishing almost ceased, and examination results deteriorated.

The education system suffered the effects of economic decline and political instability during the 1970s and 1980s. The system continued to function, however, with an administrative structure based on regional offices, a national school inspectorate, and centralized, nationwide school examinations. Enrollments and expenditures increased steadily during this time, reflecting the high priority Ugandans attach to education, but at all levels, the physical infrastructure necessary for education was lacking, and the quality of education declined. School maintenance standards suffered, teachers fled the country, morale and productivity deteriorated along with real incomes, and many facilities were damaged by warfare and vandalism.

In 1990 adult literacy nationwide was estimated at 50 percent. Improving this ratio was important to the Museveni government. In order to reestablish the national priority on education, the Museveni government adopted a two-phase policy-to rehabilitate buildings and establish minimal conditions for instruction, and to improve efficiency and quality of education through teacher training and curriculum upgrading. Important long-term goals included establishing universal primary education, extending the seven-year primary cycle to eight or nine years, and shifting the emphasis in postsecondary education from purely academic to more technical and vocational training.

4.4 The Activities of Compassion International in its contribution towards Education

During Compassion's 50-plus years of development work; they have seen various approaches to breaking the cycle of poverty in children's lives. They have discovered that changed circumstances rarely change people's lives, while changed people inevitably change their circumstances.

Community development is important work that addresses the external circumstances of poverty and is an important complement to their work. However, their primary focus is individual child development-an inside-out, bottom-up approach that recognizes the God-given value and potential of each individual child. Many of these children grow up to become positive influences in their own communities.

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Children are welcome to participate in a Compassion project regardless of their faith. Compassion's program, however, is unapologetically Christian and every Compassion project is connected to a Christian church or ministry. They want children to have the opportunity to see living faith in action, hear the gospel and be discipled in the ways of Christ. But neither they nor their families are under any compulsion to become Christians.

Sponsoring a child costs $38 a month to the children's individual sponsors. It's a significant commitment, but the incredible difference it makes in the life of a child is invaluable.
The children Compassion serves receive, among other things: the opportunity to hear the gospel and learn about Jesus; regular Christian training; educational opportunities and help; health care, hygiene training and supplementary food if necessary; a caring and safe Christian environment to grow in self-confidence and social skills; personal attention, guidance and love.

Each child has only one sponsor, which is why the sponsor's prayers, letters and support mean so much to a child. They believe that the relationship that develops between sponsors and children is instrumental in a child's growth and development. In addition, this one-to-one relationship provides children with the message that they matter, that they are valuable and that someone outside of their family cares about them and their future.

4.5 Compassion in Uganda

Compassion International's ministry (work) in Uganda began in 1980. The organization has grown to more than 240 child development centers in the districts of Kisoro, Kabale, Rukungiri, Bushenyi, Ntungamo, Kasese, Mbarara, Masaka, Mpigi, Kampala, Entebbe, Luwero, Mukono, Kayunga, Lugazi, Jinja, Pallisa, Mbale, Iganga, Busia and Bugiri.

Currently, Compassion Uganda has registered more than 58,000 children. With the ongoing registrations, this number is steadily increasing. Compassion partners with churches to help them provide Ugandan children with the opportunity to rise above their circumstances and become all God has created them to be.

As healthy children grow their needs change and grow with them. Each child needs the opportunity to explore and develop his or her own talents and learn how to dream. Child Sponsorship is a comprehensive program that connects one child with one sponsor, maximizing the child's potential for development and giving the sponsor a unique ministry (work) the holistic development of a specific child in need: spiritually, physically, economically and socially.

Compassion's Child Sponsorship Program is comprehensive, holistic and unique. It's dedicated to helping children find a path out of poverty through the love of Jesus Christ. By working with local churches, the Child Sponsorship Program offers educational opportunities, health care and health-related instruction, nutrition, life-skills training, and opportunities to hear about and respond to the gospel.

Essential to this program is the relationship between the child and his or her sponsor. The program connects one child with one sponsor to help the child achieve his or her God-given potential. Through exchanged letters and prayer, children and their sponsors can develop a lasting relationship.

As with any relationship the depth and extent of this connection is unique to the two individuals participating. Children around the world treasure the prayers and letters they receive from their sponsors. Some children choose specific careers because of this relationship and many are motivated to surpass their wildest dreams because someone across the globe cares, encourages and prays for them.

In many cases the relationship between a child and his or her sponsor extends throughout the child's development. Of course, the relationship is mutually beneficial, because many times God uses children to teach adults in His own strategic way (according to Compassion).

4.6 Compassion International Education Programs

Compassion International exists as an advocate for children, releasing them from poverty and equipping them to fulfill their God-given potential. They achieve this goal through their three core programs: Child Survival, Child Sponsorship and Leadership Development. Originally founded in 1952 in response to the needs of South Korean orphans following the war, today their ministry reaches nearly 800,000 children in 24 countries around the world. Compassion's project sites are church-based, implemented by locally recruited individuals and volunteer church members. With the goal of reaching the community's poorest children, regardless of religion, Compassion's work equips the local church with an effective method to serve their community by caring for impoverished children.

Through their Child Sponsorship Program, children age three through early adulthood receive assistance with school fees, basic healthcare education and spiritual discipleship. Many of the children entering this program experience needs that extend beyond the capacity of the sponsorship model to address. In response to these needs, Compassion implements a series of complementary interventions, such as the AIDS Initiative and clean water projects, to provide for critical needs not otherwise covered through sponsorship. Compassion's Child Survival Program equips staff at their local church-based projects to work directly with expectant mothers and mothers of young, at-risk children, assisting them with prenatal care, equipping them with basic health knowledge and teaching them how to provide a nurturing environment for their children. When the researcher visited Masaka Cluster, it was found out that this was the case in the Compassion Programs.

The Leadership Development Program in Masaka Cluster exists to cultivate promising students graduating from Compassion's Child Sponsorship Program into strong Christian leaders within their communities and nations. Together these programs allow Compassion to reach into the lives of the children they serve from the time they are in their mother's womb until they reach adulthood, providing them hope for the future and equipping them to break the cycle of poverty.

4.7 The Leadership Development Program

This program was first implemented in 1996; Compassion's Leadership Development Program (LDP) provides the opportunity for outstanding young men and women graduating from the Child Sponsorship Program to develop their potential as leaders and contributors within their spheres of influence. Coming from some of the poorest communities in their countries, these students face a variety of challenges, including the financial needs of their families, insufficient financial resources to provide for basic needs in addition to their academic needs, lack of pre-university preparatory classes and emotional isolation as entering university is the first time that many of them will be away from their families and local communities. The LDP seeks to meet these needs by providing students the financial and physical resources that will enable them to succeed academically as well as the emotional and social support to thrive in their personal lives.

Founded on the belief that higher education is one key to helping developing nations combat poverty, the LDP provides participating students assistance with school tuition, room and board, transportation (if needed), textbooks and other school-related supplies. These students are active participants in their universities, pursing degrees in things such as accounting, law and medicine.

In addition to a full college curriculum, students in the LDP participate in an intensive extracurricular leadership development course. Topics covered in this course include: Leadership Character Development, World Missions Studies, Interpersonal and Group Dynamics Skills, Job Placement Skills and Personal Life Skills (Time Management, Effective Study Skills, Developing a Christian World View, etc.)

Students also benefit from Compassion-taught seminars, workshops, mentoring relationships and retreats that enable them to develop their character and personal leadership potential. With the goal of cultivating servant leaders, the LDP encourages students to serve as leaders in their churches and communities. Additionally, students participate annually in community work trips within their own countries, providing them the opportunity to make a tangible impact.

To qualify for the program, students must demonstrate academic and extracurricular excellence and successfully meet the selection criteria established by the LDP selection committee in their country. Unfortunately, budget constraints prevent the Organization from accepting all qualified students, often requiring the LDP selection committee to invite only the very top students to participate in the program. Once selected for the program, students re-apply for grants on an annual basis. Continued participation in the program depends on the student's satisfactory academic performance, program participation and exemplary behavior.

To date, 454 LDP students have successfully completed the program, earning college degrees and positioning themselves as leaders within their communities. It has a total budget of $4,301,275; the LDP currently supports 1,238 students in 15 countries: Bolivia, Brazil, Columbia, Dominican Republic, Ecuador, Ethiopia, Guatemala, Haiti, India, Indonesia, Kenya, Peru, Philippines, Thailand and Uganda. However, in Masaka Cluster 30 students have benefited from this program and 20 others are still active beneficiaries.

4.8 The LDP in Africa

Compassion currently implements this Program in the following African countries:

Ethiopia Compassion Ethiopia first offered the LDP in June 2004. Today the LDP in Ethiopia serves 89 students attending nine different universities. These students are studying for degrees in Education, engineering, agriculture, law, medicine and computer science to name a few.

Uganda – First implemented in January 1999, this program has successfully graduated 108 students. Compassion Uganda currently oversees the development of 236 active LDP students studying a wide variety of subjects. In Masaka Cluster, the program also started in 1999 with 35 students and out of these 30 students successfully graduated which forms part of the 108 in the country.

Kenya – Compassion first implemented the Kenya LDP in 2001 with an initial enrollment of twenty students. The Kenya LDP has grown tremendously, resulting in a current enrollment of 168 young men and women and 35 graduates. These students represent eight different universities and are pursing careers in science, education, the arts, law and engineering.

4.9 The LDP budget

The total cost to implement the LDP in a financial year is $4,301,275. Below is the tabulation for the breakdown of these costs:

Table 1 showing the breakdown of Compassion LDP Education costs

Description	Amount in US dollars	Percentage
Student Cost of Attendance	1,892,561.00	44
Program Service and Delivery Operations	946,280.50	22
Administration and Fundraising	860,255.00	10
Leadership Training and Development	430,127.50	1
Mentoring and Training	43,012.75	3
Other	129,038.25	20
TOTAL	**$4,301,275.00**	**100**

Source: Compassion International field offices.

The table above illustrates the different costs catered for by Compassion International towards its contribution to its LDP beneficiaries. This information is based on the average program costs

over the last 12 months across all 15 countries in which Compassion implements the LDP. Please note that this table serves only as an example of a typical student budget and does not represent actual expenses for any specific student.

Individual student needs typically vary depending on the student's selected course of study, tuition rates for their university, local costs for accommodation and commuting and any additional training or accreditation required for student's profession. To regulate support among students, the LDP leadership team established a rate $3,600 per year ($300 per month) for each student enrolled in the LDP program regardless of their country of origin or field of study. This rate covers all field and corporate program expenses for each student.

Assisted by Compassion's LDP specialists, each student develops a personal budget for the upcoming school year based on the needs of their university requirements and specific career path. Once approved, students receive quarterly disbursements into their bank accounts based on their approved budgets. Students must submit any additional expenses to their assigned LDP specialist for approval. Compassion's staff accountant conducts quarterly reviews of the student's expenses and any cash received, evaluating the student's exercise of fiscal responsibility as one criteria of his ongoing program participation.

4.10 Program Evaluation

Compassion's Global Ministry Center (GMC), located in Colorado Springs, Colorado, maintains responsibility for the ongoing evaluation of each of Compassion's core program. To achieve this goal, the GMC provides each country implementing the LDP with specific reporting guidelines and quarterly submission deadlines. The GMC monitors compliance with these guidelines through regular review of submitted reports and through a monthly accountability process focused on new student materials, annual updates, and student correspondences. The GMC also requires each country implementing LDP to submit a Quarterly Ministry Update of the country's fulfillment of stated program objectives, goals and outcomes. When the researcher visited the field to collect information, she discovered that this is the case for Masaka cluster where by once a year a representative from head office Compassion International Uganda sends one auditor and a partnership facilitator in every

compassion assisted project to find out how finances are managed and program implemented. This gives them a base to advise accordingly and the researcher discovered that it enhances their working relationships as well as keeping integrity and excellence records.

In addition to monitoring the overall program, program staff also evaluates annually the success of each student based on individual student performance indicators which include all areas of personal development as well as academic achievements. Requiring this level of individual reporting enables program leadership to remain more fully informed as to the progress of each student, allowing them to identify students struggling in any specific area of development more quickly and then to provide additional support and training as needed.

A student successfully completes the LDP program when the following requirements are met:

- Completion of graduation requirements as determined by the student's university.
- Student receives academic degree or technical certification.
- He/she meets all program requirements, including regularly attending program meetings, complying with financial accountability requirements, participating in regular community service projects.

To determine the overall effectiveness of the LDP, They recently conducted an extensive survey of program graduates. This survey provided key information on the program's overall impact to date, as well as direction for its refinement in the future. Below is a brief summary of the survey results.

4.11 Survey background

At the time of the survey, the LDP had 355 graduates from the Philippines, Uganda, Haiti, Bolivia, Guatemala and Kenya. Of these graduates, 278 completed the survey.

4.12 Employment status/further Education

Of the respondents interviewed, 55 (19 percent) went on to pursue graduate degrees, including eight who pursued a Ph.D. Furthermore, 80 percent of graduates are currently employed. Among those, 72 percent are working in their field of study, 6 males and 3 females are currently

working in masaka cluster (Compassion assisted projects), 83 percent found employment within one year after they had graduated, 37 percent stated they were not satisfied with current job placement due to the low wages. This is because serving in Compassion assisted projects is more or less like carrying out ministry with little pay yet individuals also have pressing needs to attend to with the help of money.

Of the 20 percent of graduates who are not employed; 40 percent indicated one time employment in their field of study, 30 percent are searching for employment, 8 percent are pursuing additional Education, 2 are from Masaka offering Bachelors Degree Distance learning in different universities, 8 percent are staying at home caring for their parents or younger siblings, 10 have started their own business or ministry (work) out of which 3 became pastors still in Masaka churches while others engaged themselves in retail business and are therefore self employed.

This shows a tremendous job done by Compassion International to its beneficiaries; in fact one respondent said that "Iam very excited because I was registered in the Program while a total orphan and could not believe that at one time I would become what Iam today". This shows how significant Compassion International is in relation to other organizations in regard to the role they play in the provision of Education to those that had lost hope.

4.13 LDP Experience

A question about the overall impact of the LDP experience elicited many enthusiastic responses. The overwhelming majority of the graduates expressed their deep gratitude for the opportunity to participate in the program, as well as their desire to give back to others. As one graduate wrote: "The LDP didn't support me in finances only, but also in my physical, social, mental and, most of all, spiritual aspects. I was encouraged to help and to give something in return. I was blessed so much."

When asked to rank in order the top five benefits of the LDP other than university/college tuition, the graduates responded as follows:

- Christian leadership, this equips students or the beneficiaries with leadership skills that is intended to enable them out compete the rest in the job market as they will be fully equipped.
- Spiritual development here the sponsored children are taught how to read the bible as well s teaching them the Christian values.
- Correspondence with sponsors, here compassion international trains the sponsored children learn how to professionally communicate with others and this is mainly done through letter writing which is taught to the children in their respective age groups.
- Work camp/community service opportunities, this one is meant to teach children on how to help others through doing voluntary work for example cleaning the communities where children stay and hospitals among others.
- Meetings with and support from the LDP counselor/specialist, this is aimed at teaching the children that there can be hope irrespective of the challenges they may be going through which brings a hope and a bright future in them.

4.14 Life preparation

Respondents were also asked how well the LDP prepared them for post-college life. Almost 95 percent said that the program prepared them either "to a great extent" or "to some extent." Specific comments about some of the post-college challenges that the program training has helped them face include;

"The integrity emphasized in LDP helps me to deal with corrupt people, especially on money issues." And "Being a voice of the voiceless, advocating for justice in the community is not easy. The empowerment which I got (in the LDP) has helped me."

4.15 Making a difference

Today, as the survey indicates, the graduates/respondents are active in their churches, participating in many ways from serving on the board to leading the children's ministry to writing the church newsletter. In addition, they are helping their communities by volunteering in Compassion projects, serving in local government positions and mentoring young people. Some

are active on a national level, from influencing policy to promoting positive social change to serving in the armed forces.

4.16 Released from poverty through Education

Among the respondents, 89 percent consider themselves to be "released from poverty," and 95 percent said they are on their way to being a "responsible, fulfilled Christian adult," which is Compassion's mission and goal for each child whose life is touched by their program.

One student, who did not feel completely released from poverty stated, "I learned that poverty is a state of mind and of attitude. It is true that currently I am economically in a critical situation but once I get beyond what I lack, I will have a lot to give to my country. I have various projects to direct. Today I have no money, but this won't keep me back."

Other graduates commented;

"Because I am now fully equipped to succeed in all spheres of my life, the sky is the limit."

"I graduated from a chosen course and I have worked to financially provide my daily needs and to help my family financially."

"Here in my country, academic status is a very influential thing; if you're a professional, you have a future. Thanks be to God that I am a professional who can grab hold of what is learned."

Education is central to development. It empowers people and strengthens nations. Is a powerful 'equalizer,' opening doors to all to lift them out of poverty...Moreover, education – especially girl's education – has a direct and proven impact on the goals related to child and reproductive health and environmental sustainability. Education promotes economic growth, national productivity and innovation, and values of democracy and social cohesion."

Compassion believes strongly that higher education is a critical component to development in poor nations around the globe. Many programs address the symptoms of poverty without tending to the root causes. A thorough assessment of the developing world yields the conclusion that higher education will benefit a country's overall development.

Compassion's mission is to release children from their spiritual, economic, social, and physical poverty, enabling them to become responsible and fulfilled adults. The LDP completes this mission by equipping students to become professional, successful leaders within their homes, churches, communities and nations. We hope you will join us in this life-transforming program by contributing $25,000 to Compassion's LDP Fund.

4.17 Child Development sponsorship Program (CDSP)

Child sponsorship leads to a lifetime of learning. It is a powerful approach to Christian child development, providing children with a broader view of the world and educating sponsors about the political and economic realities sponsored children face. This relationship provides both children and sponsors with a concrete example of how God works around the world.

Learning for Life focuses on a child's life from school age until program completion, aiming to prepare each sponsored child with the skills and knowledge required to assume adulthood, including those activities that will make the community a better place to live. They focus on preparing children to:

Follow Jesus Christ in faith and deed as part of their spiritual training, Support them and share with others in need as part of their economic training, Be responsible members of their family, church, community and nation as part of their social training and Maintain their own physical well-being. The knowledge and skills gained through these various activities contribute to the quality of life children experience throughout their whole lives. It all starts with one person taking the time to sponsor one child.

The foundation of Compassion's approach to child development is the Child Development Sponsorship Program (CDSP). Through this program, children are connected with Christian sponsors committed to helping them develop their God-given talents and abilities and break free from the generational chains of poverty. Compassion trains and equips local church partners to administer a broad range of child development opportunities. Sponsors' monthly support assists the local church in its outreach and sponsors' letters to children counter poverty's darkest message to a child: You don't matter.

Children can be enrolled in the CDSP as early as age three and through age nine and complete the program sometime between the ages of 13 and before their 22nd birthday. The CDSP provides educational opportunities, health care and supplemental nutrition as needed, health education; life-skills training, a safe, loving environment in which to learn and play, and the opportunity to hear the gospel of Jesus Christ and be discipled.

In these programs Compassion International ensures that when they provide children with Education opportunities, it is the first step in fighting poverty. Here the registered children are paid for school fees in the different schools within their communities. Those in primary section receive at least school fees worth not more than thirty thousand shillings and those in the secondary receive seventy thousand shillings pert term. This program is termed as the education Aspect or the cognitive aspect. Compassion International also provides registration and examination dues especially to S.4 and S.6 candidates though some times it is given out and when it is not availed to the students, and then the students have to find out their own means of looking for it.

More to this, the children who are weak in their academics at school are helped to revise with help of the project workers when they go to the project centers on centre days for program activities. A centre day is a day when children go the project to learn the different activities as per the Compassion's curriculum. The rational for the rational for the Education of the children is to enable them to compete for jobs with those that have resources in the competitive job market.

Under the life skills trainings, children are taught or equipped with the simple economic skills like broom making, carpentry, piggery farming, baking, earrings making. This is intended to help children acquire with skills while still in the program such that even if they drop off the compassion programs, they will be having these simple skills acquired to earn a simple living hence their release from poverty.

4.18 Sponsor gifts

Compassion encourages gifts to individual children/students, families or child development centers. These serve to strengthen the relationship between a sponsor and child, address real

needs and encourage. This gives sponsors the opportunity to increase their identification with children through gifts that encourage, address felt needs and support children, families and church partners.

With such gifts, children have the liberty of spending these gifts (at times monetary) on school fees or some times the gifts come with guidelines from the sponsors that the money should be paid on school fees hence compassion contributing to education through such gifts. In addition to this, Compassion has programs in educating children like Top ups where they go an extra mile of topping up on the highly vulnerable children who can not meet or afford the extra school fees they need to add on what compassion has contributed. The highly (HVC) include the total orphans, those neglected and those prone to dangers poverty that could endanger their lives as a result of finding solutions to their problems.

Compassion International also contributes to education support of economic and vocation skills. Here the organization hires experienced and skilled personnel like carpenters to teach the skills to the supported children in its programs on centre days. They even highly support and sponsor children for vocational training.

4.19 Complementary interventions (CIVs)

In addition to the benefits Compassion-assisted children receive through the core programs, Compassion International provides Complementary Interventions (CIVs). These benefits complete their core programs and do not stand alone. These include Supplemental Development activities, such as the adult education programs where the children's caregivers and parents that do not know how to read and write are helped to access adult learning. They are taught how to read and write, speak English with the aim of contributing to education.

4.20 The importance of Education

The first thing that strikes me about education is knowledge gain. Education gives us the knowledge of the world around us. It develops in us a perspective of looking at life. It helps us build opinions and have points of view on everything in life. People debate over the subject of whether education is the only thing that gives knowledge. Some say, education is the process of gaining information about the surrounding world while knowledge is something very different. They are partly right. But the conversion of information to knowledge is possible because of

education. Education makes us capable of interpreting rightly the things perceived. Education is not about lessons and poems in textbooks. It is about the lessons of life.

Education is important as it teaches us the right behavior, the good manners thus making us civilized. It teaches us how to lead our lives. Education is the basis of culture and civilization. It is instrumental in the development of our values and virtues. Education cultivates us into mature individuals, individuals capable of planning for our futures and taking the right decisions. Education arms us with an insight to look at our lives and learn from every experience. The future of a nation is safe in the hands of educated individuals. Education is important for the economic growth of a nation. It fosters principles of equality and socialism.

Education forms a support system for talents to excel in life. It is the backbone of society. Education is important because it equips us with all that is needed to make our dreams come true. Education opens doors of brilliant career opportunities. It fetches better prospects in career and growth. Every employer of today requires his prospective employees to be well educated. He requires expertise. So, education becomes an eligibility criterion for employment into any sector of the industry. We are rewarded for exercising the expertise required for the field we venture. We are weighed in the market on the basis of our educational skills and how well we can apply them.

Education is essential as it paves the path leading to disillusionment. It wipes out all the wrong beliefs in our minds. It helps create a clear picture of everything around us and we no more remain in confusion about the things we learn. Education brings up questions and also devises ways to find satisfactory answers to them. Education is about knowing that everything has a science to it, it is about learning to reason everything till every question meets its answer. Education can lead us to enlightenment. It is education that builds in every individual, a confidence to take decisions, to face life and to accept successes and failures. It instills a sense of pride about the knowledge one has and prepares him/her for life.

Schools and colleges define the basic framework of education. Schooling gives us the fundamentals whereas we specialize in fields of our interest, during the degree courses. But

education does not end here. It is a lifelong process. Self-learning begins at the point that marks the end of institutional education. It is necessary to learn new things, such as the latest trends or some of the things from way back thousands of years ago. One of the best parts of education is that you will learn the basic things on how to handle situations such as family problems, how to answer your assignments and how to face some of your fears. This is real life and it is not like an anime movie or a cartoon. We must face all the challenges just to get the best education we want. Let's face all our fears.

It has been established that education is to provide training and informative education especially to young children... In general, elementary education consists of six to seven years of schooling. It is necessary to undergo an elementary education, because this is the right time to improve learning and we all know that most children are not so open minded when it comes to this. It is also necessary to provide a good school and a great location for studies. It is not necessary to choose whether it is a private or public school. The most important factors for education are great location, great teachers and a nice school. Maybe children, at their age, they think that it is time for them to play, and not a time for learning. There is a right time for education, we just have to let the children know how important education will be in there lives.

Another primary reason education is important, is that it's become a basic requirement for so many employers, to even get your foot in the door. Many employers require college level education, even for roles which previously did not require it, such as administrative assistant positions. The fewer years of education you've completed, the fewer doors are open to you. It's that simple.

Educational requirements are a quick and easy way to narrow down the field of applicants, especially in situations where there are more applicants than jobs. When hiring from a field of candidates, employers prefer those who have completed the higher level of education.

Why has education become so important to employers? In working with hiring managers to conduct candidate searches, it seems that the education requirement has become a barrier for entry into many careers, because education allows you to:

Depending on the level of success you're seeking to achieve, the level of education may be relative, but the bottom line is, an education of some sort is often paramount to future success. Completing increasingly advanced levels of education shows that you have a drive and commitment to learn and apply information, ideas, theories, and formulas to achieve a variety of tasks and goals.

4.21 International commitments and goals of Education

Attention in international literature to the meaning and role of 'alternative' approaches to reaching those excluded from the state system has re-emerged over the last decade, having become a focus in the 1970s and early 1980s as it was becoming apparent that the 1980 UPE targets would not be met. Coombs and Ahmed's study (1974) gave rise to more emphasis on non-formal education in the World Bank and amongst the international agencies more generally. Their study was motivated by the 'lopsided pattern' of development efforts which they argued had prioritized modernization of urban areas, giving rise to a widening social and economic gap between urban and rural areas with education seen as partly responsible for this.

Moreover, their study came at a time when standardized formal approaches to schooling were becoming heavily criticized from a variety of perspectives (including Illich's 'deschooling'; Friere's 'critical consciousness'; Dore's 'diploma disease'; Bowles and Gintis' reproduction of social relations in schools analogous to 'mini factories'). Furthermore, it was written in the light of the anticipation that the 1980 UNESCO UPE targets would not be reached; implying alternative approaches would be needed. Despite the importance of the study, spending patterns of the World Bank were not re-directed towards non-formal approaches (Jones, 1988).

Attention to the non-formal education 'fashion' appeared to become 'more sober' in the late 1980s, as 'Attention in international agencies has partly swung back to the formal system and ways to reform and spread it as widely as possible' (Bray, nd: 99). More recently, renewed attention on alternative approaches is an attempt to address concerns that the 2015 MDG targets will not be met through the formal state system alone, and so the search for cost-effective, non-state approaches has reignited. As Hoppers (2006) notes, attention to non-formal, alternative approaches was still not apparent post-Jomtien, but is now gaining greater recognition post-Dakar as momentum from this, combined with the MDGs, has heightened concern to speed up

progress towards EFA goals. As he notes, for the first time debates within international agencies around non-formal education are as strong, or stronger, than they were in the 1970s – and there now appears to be recognition of ways in which non-formal education can potentially contribute to these goals.

Since Coombs and Ahmed's (1974) study, there have also been important changes in the political and economic environment for many countries that are in danger of not meeting targets – some of which are still trying to overcome the effects of economic crises and associated structural adjustment programmes during the 1980s, and some having moved towards democratic processes in the light of the 1990s governance agenda, with education often playing an important role in election campaigns (Fine and Rose, 2001; Rose, 2003).

International agencies have had an important role to play in changing priorities towards education over this period, both directly through conditions placed on countries receiving aid, as well as indirectly through the setting of international targets etc. (King and Rose, 2005). In the light of changes in the 1980s, non-formal education declined in popularity. It is argued that it became seen as a 'band aid' to maintain social structures and avoid reform, by having alternative schemes for unemployed youth in urban slums to try and quell conflict, for example, rather than addressing the root causes of conflict (Carnoy, 1982, cited in Bray, nd).

This perspective is arising once more in the context of the focus on education for youth for security reasons in fragile states (Rose and Greeley, 2006). Interest in non-formal education approaches has revived in international agency discourse since the 1990s. As will be seen, NGO provision has also become increasingly recognised in government education plans in recent years. Reasons for this relate to the Post-Washington Consensus agenda of democratic governance and economic liberalisation, providing space for non-state providers to play a role in social service delivery. Support for the involvement of non-state providers, including NGOs, is reinforced by concern that, once again, internationally-set targets will not be met unless different approaches are considered.

The Declaration at Jomtien continued to view non-formal education for children and youth as gap-filling for malfunctioning formal primary schools, thus reinforcing the established hierarchy of seeing non-formal as second-best (Hoppers, 2006): Supplementary alternative programmes can help meet the basic learning needs of children with limited or no access to formal schooling, provided that they share the same standards of learning applied to schools, and are adequately supported. (UNESCO, 1990).

Otherwise, the Declaration noted the diverse learning needs of youth and adults that could be met through a variety of delivery systems, relating non-formal education with literacy programmes. By contrast, Dakar was more forthcoming in recognising the contributions that alternative programmes could make to achieve Goal 2 associated with 'ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality': All children must have the opportunity to fulfil their right to quality education in schools or alternative programmes at whatever level of education is considered 'basic' (UNESCO,2000).

However, as the following sentence in the Declaration indicates, commitment to alternative programmes is ambiguous, as emphasis continues to be placed on state-provided primary schooling: All states must fulfil their obligation to offer free and compulsory primary education in accordance with the United Nations Convention on the Rights of the Child and other international commitments. (UNESCO, 2000.).

Moreover, non-formal education is only mentioned in the Declaration as a strategy with respect to adult education, although it does note the need for improved regulatory mechanisms for non-formal primary education. In practice, this aspect has received very little attention by donor agencies and national governments, with neither appearing to show commitment through the allocation of resources on any scale.

The main focus on formal, state-provided schooling is reinforced in UNESCO Global Monitoring Reports which discuss progress towards Goal 2 in terms of formal schooling. In

looking at educational quality, the UNESCO Global Monitoring Report (UNESCO, 2005) is primarily concerned with quality in formal schools – while acknowledging that non-formal schools with teachers recruited from the community might be a response for areas where there is no school, rather than seeing this as perhaps desirable more generally. Moreover, the 2006 Report on literacy where alternatives are discussed focuses mainly on adult literacy, rather than alternatives for children (and youth).

The MDGs have a narrower focus on formal primary schooling, with calculations of the cost for achieving this based only on those enrolled in these institutions (Bruns et al, 2003). In this vein, the EFA Fast Track Initiative (FTI), developed with the aim of ensuring that international agency support is forthcoming for the achievement of MDGs, focuses attention on formal schooling (recognising that this will mainly be government-provided, with some allowance for private provision). While it does not refer to NGOs specifically, non-formal education is mentioned with respect to vocational programmes, and the need to take account of the costs of these to ensure resources are available for universal primary completion to be achieved.

In reviewing progress towards achieving the MDGs, the Millennium Task Force Report (Birdsall et al, 2005) focuses mainly on strategies aimed at getting children into formal, government schools (including demand-side strategies such as fee abolition, conditional cash transfers, school feeding, health programmes in schools, addressing girls' constraints, and supporting post-primary opportunities). There is passing reference to non-formal education for girls and women. The report does mention particular examples of non-formal education programmes aimed at minority language groups in Mexico, and child labourers in India, and alternative approaches for scheduled castes in India – thus reinforcing the exclusionary approach of non-formal education where it is considered good enough for the most vulnerable or marginalized – but not needed for those who can access the formal system.

Coombs and Ahmed's (1974) study marked a change in focus for the World Bank towards non-formal education, although probably only in rhetorical terms. In practice it never resulted in much focus being given in World Bank financial support towards non-formal education, with very limited attention to attempts calculate rates of return to non-formal education which would be a pre-requisite for their funding – not least because of the difficulties in doing so (Rose and

Dyer, 2006). Most recently, the World Bank's Education Strategy mentions non-formal education only once, with respect to 'non-formal education for young adults to provide them with a second-chance to acquire skills' in South Asia (World Bank, 1999: 36).

With respect to UN agencies, drawing on the quagmire of terminology, UNICEF (United Nations Children's Fund) has brought together the array into its definition of non-formal education: A set of complementary programmes for the unreached or poorly served an approach to education leading to greater flexibility in organization and management of educational programmes with a decentralized structure and less authoritarian management style. It also promotes adaptation of programmes to needs and circumstances of learners, creative ways of mobilizing and using educational resources, community participation in planning and management of programmes, and learning content and methods related to the life and environment of learner (UNICEF, 1993, cited in Mfum-Mensah, 2003: 663).

Furthermore, the International Institute for Educational Planning (IIEP) at UNESCO includes a strand of work on 'Alternative strategies of education and training for disadvantaged groups'. With respect to bi-lateral agencies, as noted, USAID's agenda is particularly concerned with complementary approaches with support being channelled directly to programmes run by NGOs and communities (Miller-Grandvaux et al, 2002). For the Japan International Cooperation Agency (JICA), non-formal education is referred to in terms of education for youth and adults related to enhancing 'necessary life skills', but recognises that it has little experience in this area (JICA, 2002: 40). For Sida (Swedish International Development Cooperation Agency), 'short-duration, non-formal education cannot be a substitute for formal education, and it cannot be a sustainable solution to the problem of poverty' (Melin, 2001: 19). The report goes as far as to conclude that recent emphasis on non-formal education (as well as neglect of secondary and higher education) may cause harm to the development of education in developing countries, and accentuate education poverty, and human development poverty.

DFID's Education Target Strategy Paper recognises that 'inclusion requires flexibility' and so governments may need 'cost-effective and imaginative alternatives to the formal system' to reach the marginalised (DFID, 2001: 18). In this respect, it mentions low-cost suitcase radios in

Uganda, and non-formal, condensed programmes in India (which adopt the formal school Curriculum). The document incorporates a range of the terminology as discussed in Section 2, noting 'Complementary or non-formal primary or pre-primary education programmes acting as alternative delivery structures or bridges into school provide important routes into education and valuable lessons for the formal system' (DFID, 2001: 22).

As such, the concern remains with formal education, and with 'para-formal' approaches intended to support this. Such approaches are also mentioned explicitly with reference to HIV/AIDS education. It also recognizes the role that the non-state sector can play, although this is often neglected in national plans or seen as 'mopping up' those failed by government schools. The report suggests that the private sector, religious organisations and NGOs need to be seen more as a 'vibrant addition to the education sector, including a source of replicable innovation' (p25), while recognizing the importance of these non-state providers working closely with governments if initiatives are to be effectively scaled-up. This raises questions of whether and how NGO innovation (where it occurs) can be maintained as they become more widespread, an issue which is of relevance to the more general debate surrounding NGO provision.

By contrast, the more recent 2005 DFID report on its commitment to girls' education is more narrowly focused, with attention almost entirely on formal schooling. It recognizes the challenges of channeling funds in fragile states – suggesting alternative ways of doing so, including through the World Bank, United Nations, European Commission or Regional Banks, as well as providing direct support to civil society and faith-based groups to help them to deliver basic services. Unlike the Education Target Strategy Paper there is no mention of non-formal education, alternative approaches, accelerated learning etc. Similarly, in the 2005 girls' Education Strategy, the focus is on formal schooling, with recognition of the role that NGOs (for example, Save the Children-UK) play in fragile states. This changing emphasis in DFID papers reflects the more general shift in their focus of support from EFA to MDGs, with an associated shift towards formal primary schooling (Rose and Subrahmanian, 2005).

4.23 The challenges faced by Compassion International in the provision of Education

Insufficient funding

The Organization is faced with the challenge of inadequate funding compared with the overwhelming needs they receive from their beneficiaries. Therefore this weakens their efforts of contributing to education. At times the very needy children can not afford to top up on the school fees provided by the organization which is 70,000/= and instead end up missing out the opportunity of accessing education and when a child does no attend school, he/she is supposed to be departed from the Compassion programs hence moving out half baked. Out of the 72 respondents 70 noted that all schools have increased the amount of school fees as compared to the previous years .This came as a result of food price increase and general welfare so the seventy thousand shillings given to students is no longer enough .They went ahead and said that there is a need to add on the amount of school fees offered so that children go to good schools and become successful in future if Compassion is to realise its dreams of releasing children from poverty. The insufficient funding is at times brought about as a result of some sponsors cancelling theirs support they send at times also as a result of loosing their jobs or when a sponsor dies.

De-motivated staffs

The Organization is faced with a challenge of staff that are not motivated because of poor payments in terms of salaries yet standards of living increase more often and this makes the implementation of programs affected because once the implementers are not happy to do the work, then it is very hard for them to own up the Vision of the Organization which makes the whole process of education provision by the Organization hard. In this case the research found out that in each project there should be 4 workers but out of 12 projects in masaka cluster, only 2 projects had four staff while 10 projects had three workers simply because others left for greener pastures. Ten out of 12 project directors interviewed said that what demorises them is that they remain carrying out duties for the fourth staff yet no increment on their salaries. Many workers keep on looking for better jobs and the organization spends more money advertising the new vacant posts and retraining the new staff as there is a high rate of job

turnover. This money that is used to recruit new staff would have been used to increase funding education programs in compassion International efforts towards education provision.

Remote controlled policies

In most cases the Organization is run under policies set by the donors in the United States of America (USA) who may not know what the real problem or education needs on ground is. This makes work for the implementers in the process of fighting poverty hard because most of the education policies passed or the programs designed for the beneficiaries may not be the actual educational needs of these people and yet the staffs implementing the programs are not supposed to deviate from what the policies are saying or else one can loose his or her Job.

Therefore out fear for loosing a job, workers just do what they have been asked to do. When it comes to the audit, children's folders that lack reports that were retained at their schools for non completion of their school fees and therefore at times some project workers think that it is safer departing such a child that will affect the grade of their project than holding the child on the program.

Half baked beneficiaries

This is a big problem to the organization in that some of the beneficiaries keep on shifting from their communities and relocate to other communities where the Organization does not operate and this means that the beneficiaries are going to be deleted from the program with out the Organization having achieved its intended objectives of providing education to these people/children. This is because since the organization operates in especially in slum areas in the urban centres, at times the rich buy off the land and the poor can not afford buying land in the town and hence end up relocating to other areas where the organization's policy in such cases calls for their deletion from the program and there for move out half baked. As for rural areas like Bulimbale it was found out that most of the project children have relatives in Rwanda so during holidays they go visiting and miss out on holiday programs. Some come back others remain so workers find it hard maintaining them on the list yet are not accessible thus end up being departed

Work overload

The workers are over loaded with much work as the donors' requirements are too many and this means that the workers are over worked compared to the way they are paid and in the end some of them end up leaving or joining other Organizations and yet it is costly for the organization to keep on recruiting and training new workers who keep on running away after grasping the Vision of the of the Organization. Some of the work they are required to do include following up all the children in their respective scattered schools which is very costly and tiresome.

Ignorance of some beneficiaries

At times some beneficiaries are ignorant about the importance of educating their children for example, in one community the researcher was told that when such people's school fees is paid, they don't value this help and end up giving their children work to do like selling in markets so that they can earn a daily income. In this case girls are the most affected because parents still have a belief that they are educating them for some one else since they will get married and belong to other families. Some times when the parents are given school fees in cash form, some don't want pay and bring the receipts back to the projects and yet the project officers do not have the money to take the school fees to the schools their children go to hence making the whole process very hard and complicated.

Job insecurity

Many of the workers especially those working in the field are faced with the problem of job insecurity. For example, some of the respondents interviewed said that at times when a staff makes a mistake like delays in making children correspond to their sponsors, that staff can be fired without prior warnings and that at one time, there was a proposal of laying off all the staff that had worked for more than five years though it was later not effected, this made the staff insecure and many of them now do not own up the work and just work for the sake of surviving which contradicts with the organization's mission of owning the work in order to achieve its vision.

4.24 Remedies of challenges Compassion faces in the provision of Education

Compassion International needs to in addition to the funding from the outside sponsors generate its own income locally. This can be done using different means for example through cost sharing from the beneficiaries where they can ask them to contribute a small amount of money

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to especially cater for the needs that can not are currently not met by the organization. In addition to this, it could also be very good for the organization to invest in different venture like construction of different schools where they can educate their sponsored children from instead of taking them to expensive schools. Another source income can be from the sale of the children's produce. In this study, the researcher found out that on centre days, children make different items ranging from crafts, several demonstration farms to consumables that can be sold off as a way of generating income to boost their role of education provision.

With the challenge of poor motivation of workers, it was revealed by some respondents interviewed that the workers are not valued very much as the organization is much interested in the child for example, they are paid very little salaries compared to their qualifications, experience and their input hence making it hard for some workers to own their work and instead some of them especially the fresh graduated miserably join the organization with different motives that are contrary to the organization's goals and mission. Therefore this can be resolved by motivating the workers using different motivators that can range from monetary to non monetary so as to make them be more committed to their work.

With the challenge of unfriendly policies that always determined by the donors, Compassion needs to lobby and may be discuss some of the policies that can not work on ground through giving the workers an opportunity to also forward in their views especially the program implementers that work in the field since they are majorly the ones affected by such policies. But when they are consulted to give in their views they will have fair policies that will favor them effectively carry out their duties and in the end, the organization will achieve more

He remedy for the on and off beneficiaries, there must be a very clear system that should be followed to register them such that those who are to shift to places where Compassion does not operate from should be departed from the programs and new ones staying within the communities of their coverage allowed to come on board. This will make life for the staff to follow up such people with out much inconvenience as they will be easily accessible since they are always near the projects which may not even need financial resources whenever needed to participate in the program activities.

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The organization should ensure that there is enough staffing in all the projects, for example during the time the researcher visited the projects to collect data, it was found out that there was a policy that was passed from the donors that as a way forward to the credit crunch, when a staff resigns, a new should not be replaced hence meaning that some staff even handle two departments with out any extra payment or salary increment as a way of motivating such a person.

With the ignorance of some beneficiaries, they should be sensitized such that they know the role of educating their children. Some respondents said that some parent don't even follow up their children in the respective schools they go to and instead want to leave all the responsibility to the project officers who in most cases very busy with their daily work and meeting deadlines of other activities. It was also discovered that some parents even encourage some of their children especially girls to get married as a way of not inconveniencing themselves with meeting their obligations of contributing to their children's educational affairs.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of study findings and recommendations based on the findings and study objectives as well as the conclusions. It also makes policy recommendations and suggests areas for further research.

5.2 Summary of findings

The study found out that Compassion International has done a lot of work to contribute to education. This has been achieved through educating children right from Nursery to University where their sponsored children's school fees is paid for since they believe that education is the first and most effective tool for fighting poverty, generation of income generating activities to the children's caregivers through giving them loans without interest rates. This has helped those that have accessed this service to earn some from these small businesses that they have used to meet some of their children's school requirements and other educational financial needs.

Compassion International also plays a major role of directly paying for the sponsored children school fees right from nursery to University level, from nursery to primary are entitled to not more than thirty thousand while in the primary level, not more than seventy thousand is given to each per school term and they also receive full sponsor and other basic requirements at University level (those under the LDP program). Other educational programs in Compassion is verified in their cognitive aspect where they help the young children in their different age groups acquire some knowledge through their mental classes on centre days.

Some of the challenges the organization faces in the provision of education include, limited funding, de-motivated workers that keep on looking for other juicy jobs, ignorance of the people who do not support them in the race of fighting poverty, un friendly policies that are determined or passed on by the donors that can work at the grass root and some of their

beneficiaries that keep on relocating to other areas where they can not reach them easily and hence end up living the program without benefiting fully.

Some of the remedies to the challenges faced by Compassion International in the role they play in the provision of education may include but not limited to the continued education of the poor that can not afford acquire both formal and informal education, giving loans to the poor without interest rates, creation of income generating activities to the communities where the organization works and generally sensitization of the community people about the importance of working to educate their children where they can top up their school fees instead of leaving to the organization alone.

5.3 The main Activities undertaken by Compassion International

- Organization of literacy, post literacy and out of school education programs; Here the organization sponsors children right from nursery through University with the aim of enabling them acquire formal Education so as to compete with others that have gone through the school Education system.

- Organization of saving and credit groups; Here the organization offers some capital in form of simple and affordable loans that can enable the children's parents to start up some small businesses that can help them look after their families as well as toping up on their children's school fees.

- Organization of income generating Programme to poor people through skills training; here the organization trains its beneficiaries with simple livelihood skills welding, bakery, earrings making so that they can be able to use them and earn a living after leaving the program.

- Learning materials development and publication; here the organization has contributed to knowledge like developing curriculums which are Holistic and age graded that they use to teach their beneficiaries.

- Capacity building of local organizations; the organization has also performed the role empowering its beneficiaries such that they are they are able to use the skills they have acquired through the various trainings they hold for them to earn a living.

- Organization of seminars for awareness building among the community people. Here the organization holds seminars where they train trainers of trainers (TOT) that train others what they have trained them.

- Research and evaluation of education programs. The organization has also done a lot of research on the Education aspect that has been used by scholars to read on various subjects of interest

5.4 Main challenges

Much as Compassion international has done a lot of activities to improve the lives of program beneficiaries but still there are many obstacles which need to be given attention such that the objectives of the Organization may be achieved. Such challenges include insuffient funding, as funds allocated for school fees are not enough especially for the secondary students.

The study found out that most of the parents/caregivers are not able to top up the other money required by most schools in Masaka and this results into poor performance at the end because students are in most cases sent back home for school fees. When one student was asked how she pays, she said that "I pay 200,000/= and yet Iam only given 70,000/=". This implies that though the organization has tried its level best, there is still a major challenge in effectively meeting the Educational needs of the beneficiaries.

Compassion International (CI) has tried to contribute to education where their primary focus is on the releasing of children from poverty by enabling them or contributing to their education, out of the 24 respondent workers that included project Directors (PDs)and Child Development Officers(CDOs) interviewed by the researcher, at least 20 (83%) said that they were de-motivated and that there was a need to motivate them such that the high staff turnover is reduced if the organization's vision is to be owned up by the staff for effective ministry to the children.

Other challenges faced by the organization include: poor remote controlled policies where by the Donors just formulate policies without involving the implementers, such policies like recommending that much of the funds should be spent on instilling Christian values in its beneficiaries than spending on Education programs, beneficiaries who leave compassion

program without successfully completing their education in other wards one respondent that was once a beneficiary when interviewed said that "they are departed from the program half baked" meaning that it is like the resources spent on them were just wasted because they did not get what the organization had intended to do for them.

Much work overload to the staff, When the staffs were interviewed by the researcher, it was very clear that many them were over worked compared to what they were being paid for example 20 workers especially the Project Directors said that "Iam in charge of two departments and yet my salary is for only one department" meaning that she was overworked compared to the amount of money being paid.

Ignorance of some beneficiaries and job insecurity, some the respondents said that "there are some beneficiaries who are ignorant and don't know what they want and end up not benefiting from the program and yet the space they occupy would have been taken by another person that was left out in the process of registration. However, the Organization has done a very tremendous job in its contribution towards Education.

5.5 Recommendations

The study recommends that the following should be considered if the organization is to continue contributing to the education needs of their sponsored children effectively.

Sensitizing the communities about the importance of educating their children, here the Organization should ensure that the caregivers/parents are taught that its their obligation to pay school fees for their children instead of leaving the whole burden on Compassion as they are under funded such that parents also contribute where Compassion has failed. In addition to this, parents should be taught the consequences of pulling out their children from the program before completing school.

Motivation of workers, the organization should ensure that it considers or values the input of its workers through using the different motivators both monetary like salary increment and other financial allowances and none monetary that may include housing, full medical insurance so as to make them like the work they do and uphold the vision of the Organization.

Increment in the school fees that is given to students they sponsor such that they can attend good schools. The researcher was told by some of the beneficiaries interviewed (45 out of 48 respondents) that the seventy thousand and twenty thousand school fees for both secondary and

primary scholars was not enough to enable them attend school and that once they were sent home by school authorities to look for top up, they could not afford and instead some parents decided to send their children do small jobs to look for money and in the long run those affected miss out classes which makes them perform badly at the end of the term while others opt to pull out. Therefore, it would be good for the Organization to increase on the amount offered for school fees by reducing on expense on other programs like trainings and HIV that is allocated a lot of funds.

Partnering/networking with other sister organizations doing the same work, Compassion should ensure that it networks with other organizations that can give hand through funding their education programs which they can perhaps access through writing proposals. However, some of the respondents said that they know how to write proposal either through their further study knowledge or through the workshops attended but there was a challenge of not motivating them in case they went an extra mile of writing and submitting such proposals to relevant funding agencies hence the Organization needs to may be come up with different systems that will attract the workers take up initiatives of the same.

Seeking sponsorship from other sources instead of relying on one source only, the researcher was told that a beneficiary is not allowed to benefit from more than one Organization and that if one is found, then is supposed to be departed from the Compassion programs. It should however be good for the organization to let these beneficiaries benefit from other places where at least they can get top up fees since they are not paid for all the fees they need.

Asking the donors to first study their policies critically before passing them such that they can be user friendly by the implementers, The researcher also discovered that the policies formulated from outside with out their in put could not work for example the policy that says that a child should be departed when reaches age 22 and yet some of them by that time have not completed their Education and once departed, leave before even having a certificate. It should however be good for the policy makers to involve the workers especially those working in the field while formulating decisions because are the ones that know the beneficiaries well and are therefore in the know of those that will work and those that will not.

5.6 Conclusions

The study concluded that Compassion International need to always include people from the grass root and these are project workers, students, parents/caregivers who are the program beneficiaries while policies are being drawn such that their views are heard since they are the program implementers they have all the information necessary to guide the Organization as they deliver the services especially Education provision.

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APPENDICES
INTERVIEW GUIDE

Dear Respondent,

The Researcher is a student of a Diploma in Public Administration. He is undertaking a study entitled ''**Challenges Faced by NGOs in their Contribution towards Education: A case study of Compassion International''**. You have been chosen because we feel that you are most suited to provide data to the above-mentioned topic. The answers to the questions are for academic purposes and will be treated with confidentiality.

Thanks for your co-operation!

GIUDING QUESTIONS FOR THE PROJECT DIRECTORS, CHILD DEVELOPMENT OFFICERS AND CHURCH PARTNER COMMITEE MEMBERS

Do you do the Educational Needs assessment by yourselves? Yes/No

Do you meet all the Educational needs of your beneficiaries? Yes/No

If yes how do you manage to do it?

If No who meets the rest of the needs for your beneficiaries?

Is your organization contributing to the Educational needs of your beneficiaries? Yes   No

Is compassion International meeting only the financial needs of the beneficiaries? Yes   No

If No, what other needs are provided by Compassion International?

How the above are met/delivered?

Are your sources of funding from your own investments as an organization? Yes   no

Do you feel that you are meeting all the needs of your beneficiaries?   Yes   no

Do you feel that you have impacted you beneficiaries? Yes   no

Are there challenges faced in delivering Education services to your beneficiaries? Yes no

If yes, what are the challenges faced?

....

If yes, what do you think could be the solutions to these challenges?

....

GUIDING QUESTINS FOR THE BENEFICIARIES ONLY

Are you receiving any help from Compassion? Yes   No

If yes what kind of help are you receiving?

Do you feel that Compassion has been of help to you?   Yes No

If yes how?

....

If no why?

....

Is Compassion meeting all your needs? Yes   No

Do you think Compassion should improve on the services given to you? Yes   No

Give reasons for the answers given above

Do you have any suggestions that you feel compassion can work on to improve services offered to you?