

PROCESS EVALUATION OF AN ALTERNATIVE EDUCATION PROGRAMME FOR REFUGEE, UNDOCUMENTED AND STATELESS CHILDREN IN SABAH

Crispina Gregory K Han¹
Vincent Pang²
Rose Patsy Tibok³
Yoon Sook Jhee²

¹Unit For Rural Education Research, Faculty of Psychology and Education, UMS, Sabah, Malaysia.

²Faculty of Psychology and Education, UMS, Sabah, Malaysia.

³Centre for the Promotion of Knowledge and Language Learning, UMS, Sabah, Malaysia.

Email: crispina@ums.edu.my

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Abstract: *This process evaluation project was conducted on an Alternative Learning Centre (ALC) located in a community of refugee, undocumented and stateless people in the West Coast of Sabah which offered an Alternative Education Programme (AEP). The evaluation exercise applied Stufflebeam's Context, Input, Process and Product (CIPP) Model (1985). This paper reports on the process phase of this qualitative evaluation exercise whereby in-depth data was generated through a series of focus group interviews. The findings of the process evaluation indicated that the agency in-charge of the community contributed significantly to the management of the AEP. Literacy, numeracy and basic vocational education were also found to have been successfully implemented. The ALC demonstrated its efficient function as an agent of change in shaping the behaviour, attitude and values of students, parents and villagers and promoting religious awareness and diligent practice among the community at large. The final section of this report discusses the strengths and weaknesses of the process and provides recommendations for further improvement.*

Keywords: *Process Evaluation, CIPP Model, Alternative Education Programme, Alternative Learning Centre.*

Introduction

For many refugee, stateless or undocumented children globally, gaining access to mainstream education is an arduous and often futile process. The non-possession of legal documentation renders these children as 'invisible' and as such cannot be privy to available privileges and