



**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**GRADUATE STUDIES, DEPARTMENT OF CURRICULUM AND**  
**INSTRUCTION**

**THE CONTRIBUTION OF INTEGRATED FUNCTIONAL ADULT**  
**LITERACY TO SOCIAL CAPITAL DEVELOPMENT IN ADULT**  
**LEARNERS: KIRKOS SUBCITY OF ADDIS ABABA CITY**  
**ADMINISTRATION**

**BY**  
**DANIEL CHAMEBO**

**JUNE, 2016**  
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COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES GRADUATE  
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This is to certify that the thesis prepared is by Daniel Chamebo entitled: The Contribution of Integrated Functional Adult Literacy to Social Capital Development in Adult Learners: Kirkos Sub-city of Addis Ababa City Administration and submitted in partial fulfillment of the requirements for the Degree of Masters of Art (Adult and Lifelong Learning). It complies with the regulations of the University and Meets the Accepted Standards with Respect to Originality and Quality.

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Chair of Department or Graduate Program Coordinator

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## **LIST OF ABBREVIATIONS & ACRONOMYS**

ABS	Australian Bureau of Statistics
ANFE	Adult and Non-formal Education
EFA	Education For All
ESDP	Education Sector Development Program
GTP II	Growth and Transformational Plan
IFALP	Integrated Functional Adult Literacy Program
NAES	National Adult Education Strategy
MOE	Ministry of Education
MOFED	Ministry of Finance and Economic Development
OECD	Organization for Economic cooperation and Development
SDGs	Sustainable Development Goals
SC	Social Capital
NAES	National Adult Education Strategy
UNESCO	United Nations Educational Scientific and Cultural Organization

## **ABSTRACT**

### **The Contribution of Integrated Functional Adult Literacy to Social Capital Development in Adult Learners: Kirkos Sub-city of Addis Ababa City Administration**

The purpose of this study was to assess the contribution of Integrated Functional Adult Literacy to Social Capital Development in Adult Learners at Kirkos Sub-city of Addis Ababa City Administration. The study used descriptive survey design. For the survey, two Woredas were selected by using simple random sampling technique. Data gathering tools were questionnaire, semi-structured interview guide and focus group discussion. The questionnaire was employed to generate quantitative information from adult learners. Qualitative data were collected by using interview and focus group discussion with adult learners to triangulate the quantitative data. In addition, Woreda education office officers, experts, coordinators, and facilitators were interviewed using availability sampling through questionnaire. A total of 68 adult learners from Woreda five and 48 adult learners from Woreda six were selected by using simple random sampling technique and, 2 officers, 2 coordinators, 2 experts, and 4 facilitators were included by using availability sampling technique. The data were analyzed with the use of one-way survey analysis. The major finding was that adult literacy and numeracy program significantly helped adult learners develop strong trust, build relationship and create social networks. However, data from respondents disclosed that there were gaps in collaboration of stakeholders in creating opportunities to adult learners so that they continue to access resources after completion of the program. It was also observed that there were challenges of having sustainable life after completion due to lack of resource and opportunity in the Woredas that needs to be tackled to make social capital development outcome more successful.



# **CHAPTER ONE**

## **INTRODCUTION**

This chapter has nine major sections. It presents the background of the study, the problem statement, research questions, objectives of the study, conceptual framework, significance of the study, and delimitation of the study, limitation of the study, and terms and definitions.

### **1.1. Background of the Study**

Education has long been identified as key to translate the ideals of sustainable development into practice through enhancing people's skills and capacities to respond to change. Adult education is one of the three forms of education intended to enable adults who have no access to formal education like primary education. Particularly, functional literacy is intended to provide reading, writing, and numeracy skills that enable them apply to their daily life.

Functional literacy was defined as a learned ability which allows individuals to function in a variety of roles such as citizens, parents, workers, members of a community thereby improving productivity (Bujanda & Zuniga, 2008). Its notion also took on a new meaning: it is now defined as a broad, varied range of activities for which literacy is required to ensure that a group or community can function effectively and continue to employ reading, writing and numeracy as a means of realizing individual and collective development (UNESCO, 2006).

In the same account, Paulo Freire (1991) contributed to the development of an analytical approach which clearly differentiates literacy technical skill as a group of practices situated within and recognized as social relationships and wider cultural practices. This perspective in

turn, highlights the several uses of literacy in daily life such as civic and political rights, work, trade, child care, self-learning, spiritual development, and recreation.

Ethiopia has implemented a series of poverty reduction plans and emphasized the need to overcome the problem of illiteracy to bring a real socio-economic transformation. Functional Adult Literacy in Ethiopia is an approach designed to impart reading, writing and numeracy skills among adults side by side with other functional knowledge and skills in agriculture, health and other livelihood activities (MOE, 2010). This approach is focused on providing human capital outcomes. It is evident that human capital development can influence the educational policy so that different countries show it in their strategic documents such as the missions and goals of their educational agencies and authorities (OECD, 2001).

Human capital theory entails that the well-being of a society is a function of the traditional stocks of financial capital, labor and natural resources. It is also a function of the knowledge and skills of individuals. It can be used like any other asset to generate outcomes of value to individuals and society (OECD, 2001). The effectiveness of these outcomes is by and large realized by the social capital outcomes.

Social capital is described as the networks, together with shared norms, values and understandings which facilitate cooperation within or amongst groups Organization for Economic Cooperation and Development (OECD, 2001). The concept of acquiring social capital by people usually refer to the number and the type of networks they relate with, and the qualities of those relations, including levels of trust, and how people support each other.

Bourdieu (1986) sees social capital as another form of capital along with economic and cultural which interacts within the processes of social reproduction to essentially maintain society's social

class structure. Thus he emphasizes an aggregate social view of social class capital. But Coleman focuses on the micro social views such as neighborhoods and disadvantaged schools. Therefore, the concept of social capital is not new but what is new is the extent to which it is being recognized as important. Major international organizations like the OECD (2001) and the World Bank (1999) also are embracing the concept because it is seen in the light of human capital, socio-economic development, and well-being.

Adults construct their personal communities and the social capital available to them in interaction with the opportunity structures in which they are engaged. Adults, then, may adopt multiple and different strategies to address their needs for lifelong learning in the context of the demands of daily life. Learning, in turn reconstitutes the life world of the learner. Thus, learning, specially, adult literacy can be taken as a social capital.

Fingeret and Drennon (1997) in their recent work account what many adult educators have found in their practice that social and personal transformations resulting from taking classes are often more evident than better technical literacy skills. Following the theoretical premise that literacy practices are contextual, they found that the impact of learning is also situational. Participating in the practice of attending literacy classes is a new situation for most adults. The decision to step into the new practice and continue it carries the weight of the person's history, psychology, and current life situation. It is sound to analyze the concept of social capital in the light of adult literacy in general and IFAL in particular to understand the prevailing reality. This in turn, will give a good theoretical basis and framework to investigate the effect of IFAL on social capital development in adult learners. Therefore, this research is intends to study the contribution of IFAL to social capital development in adult learners.

## 1.2. Problem Statement

A number of studies are looking specifically at the social capital outcomes of adult learning and literacy programs. For example, Edwards and Garside (2006) provide a wide-ranging study of the actual benefits of reading, writing, and numeracy learning through a lens of social capital. The study compares learner and teacher perceptions of adult learning in nine geographical areas of Scotland. It was aimed to assess the role of adult participation in reading, writing, and numeracy on the lives of the individuals. Over 600 learners and 75 tutors were interviewed for their perceived benefits of literacy programs. Of particular interest was the focus on the impact of the program on adult learners' personal, family, work, education and public lives. The discussion in the area of learning, teaching and the curriculum suggested that more than 90% of adult students felt that the literacy experience was positive. In particular, students noted that the social nature of the course was a way to socialize and create networks.

However, as a recent OECD report (2013) concludes, while there is a growing evidence on the relationship between early childhood education, formal education and social outcomes, there is still very limited knowledge about the role of adult education in fostering these same outcomes. If a policy goal is to empower adults to better confront with health, civic, social engagement, community development issues, it is essential to better understand how they acquire develop skills, attitudes, and habits that generate better social outcomes.

As a matter of fact, few researches have been undertaken in the areas of assessment of implementation of IFAL (Hildana, 2014) and (Haimanot, 2014) such as the role of adult literacy in economic development and challenges and practices of IFALP. The DVV international (2013) has also conducted the implementation of IFAL at Siliti Woreda which gives the best practice for

rural IFALP implementation. These researches identified major problems in the area of the implementation of IFALP in both rural and urban settings. It also highlighted the significance of IFAL to economic capital development focusing on women although there is no term mentioned as economic capital development. Thus, so far, there is an observed gap in research in the area of social capital development of adult literacy program.

In fact, the Ethiopian Government has been making remarkable effort to combat illiteracy to achieve its sustainable development goals. The indicators for this effort are the development of adult literacy in particular and the education sector development in general. For instance, In ESDP II, the program was considered as an alternative to basic education and Community Skill Training Centers were established to implement the program. In ESPD III it has given due emphasis and taken as “functional” approach and the program linked to different range of skills such as agricultural, health extension, and livelihoods.

In ESDP IV adult literacy was taken as one of the requirement to meet the country’s Growth and Transformational Plan and the approach was Integrated Functional Adult Literacy (IFAL). During this period, the Ministry of Education planned to effectively develop and deliver the program and called up on various stakeholders to rally with it. It was intended to make collaboration with multifaceted stakeholders such as six ministries and make partnership with bilateral and multilateral NGOs and donors (ESDP IV, 2011). The National Adult Education Strategy (NAES) was developed to cascade the IFALP. A strategic document called a Master Plan was also designed to implement the goals of adult Education in ESDP IV.

However, none of these strategies or documents developed and implemented since then clearly described the social capital outcomes of adult learners as an essential component of the outcomes

of the IFAL. In these periods, the attention of IFALP was to equip adults with human capital outcomes such as knowledge, skills, attitude, and competencies so as to integrate them with economic capital development outcomes life skills such as livelihood, income generating and microfinances. If social capital outcomes had been included in IFALP and recognized in the same way as human and economic capital development outcomes the program would have a great impact on the overall development of the nation.

Unlike the previous ESDPs, in ESDP V the government has recognized illiteracy, evidently, as one of the bottle necks to achieve the other goals set at national level. If adult education is managed efficiently and effectively, it would be a good means to release citizens from illiteracy. In ESDP V, a strategy and documents which incorporate life skills to adult literacy address the educational needs of adults are well crafted (GTP II, 2015: 16).

In general, it is emphasized that the adult literacy program is pivotal to attain the other Country goals stated in the Growth and Transformation plan. Thus, it has planned to intensify its implementation in GTP II. In ESDP V Adult education is described as one of the six priority programs and plans of the national Education Sector Development Programs (ESDP V, 2015). The goal of adult and non-formal education is described as: “to create a learning society by providing adult and non-formal education linked to lifelong learning opportunities that meets the diverse learning needs of all and which contributes to personal, societal and economic development” (ESDP V, 2015 p. 34) .

Social capital plays a crucial role in realizing sustainable development of a country like Ethiopia with high illiteracy rate but striving to combat abject poverty. This study will not take upon itself to fill this gap. But it is designed to increase the awareness of the need for further research and

overall visibility of the potential contribution of IFAL program in developing social capital in adult learners. Vividly, it plays a key role in achieving the second Growth and Transformational Plan (GTP II) and Sustainable Development Goals (SDGs).

Therefore, the researcher believes that the inclusion of social capital development outcomes as integral part of the IFALP's human and social capital outcomes is a vital approach to poverty reduction, one of the sustainable development goals. This can be realized through active participation of adults to IFALP to develop critical thinking and problem solving capabilities. Thus, if IFAL programs can result in an important social capital development outcome that leads, to a large extent, to the socio-economic and human capital development of a developing nation like Ethiopia, then, what role might the IFAL programs have?

### **1.3. Research Questions**

The study attempted to address the following basic questions:

- (1) How does enrollment in IFALP and the resulting acquired literacy and numeracy skills contribute to adults' networking and collaborative activities?
- (2) Does IFALP contribute to the development of trust towards community members, neighbors, strangers, and among adults?
- (3) To what extent are adult learners connected to diverse group of people in their community as a result of the program?
- (4) Does IFALP stimulate the availability of social support systems where people go for social, emotional, financial, instrumental, and informational support?

## **1.4 Objectives of the Study**

The overall objective of the study was to assess the contribution of IFAL to social capital development in adult learners at Kirkos Sub City of Addis Ababa City Administration.

The study will have the following specific objectives:

- (1) To assess the contribution of the enrollment in IFAL and the resulting acquired literacy and numeracy skills to adults' networking and collaborative activities.
- (2) To examine the contribution of IFALP to the development of trust towards community members, neighbors and strangers, and among adults.
- (3) To measure the extent to which adult learners are connected to diverse group of people in their community as a result of IFAL programs.
- (4) To investigate whether IFALP stimulates the availability of social support systems where people go for social, emotional, financial, instrumental, and informational support the in their community.

## **1.5. Conceptual Framework**

The terms 'social capital' and 'human capital' refer to different concepts. Human capital refers to the knowledge and abilities that individuals possess, while social capital refers broadly to the social connections and understandings between people that enable them to work and live together, and learn from each other. Taken together, these resources held by individuals, communities and society are essential to individual and collective wellbeing and progress.

Human Capital, the older of the two concepts, dates back to the work of Adam Smith in the late eighteenth century. As currently used, it was first developed in the mid-twentieth century by

American economists in the context of a post-industrial economy focused on services, advanced technology, and value-added processes (Balatti and Falk 2002: 282). Common definitions of human capital today refer to the abilities, skills and knowledge possessed by individuals that allow them to be productive, function effectively, economically, socially, to contribute to the economic progress (Falk, 2002:34).

In the past decades, the OECD has defined human capital more broadly as: “the knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic wellbeing” (Healy and Cote 2001: 18). Echoing the OECD, Feinstein and Sabates (2007: 4) of the Centre for Research on the Wider Benefits of Learning (UK) specifies that human capital is an immediate outcome of learning that includes a wide range of cognitive, technical, vocational, social, communication, resilience, and self-concept skills.

On the other hand, social capital was originally theorized in classic texts of political economy and sociology by Alexis de Tocqueville, Emile Durkheim and Max Weber (Healy and Cote 2001: 40-41). Its current form dates to the later decades of the twentieth century (Balatti and Falk 2002). The growing interest in social capital and its application to understanding and promoting wellbeing is reflected in a flourishing academic literature across disciplines and policy research and documents (Schuller, 2004: 17).

Human capital includes knowledge, attitudes, skills, competencies which are gathered from formal, non-formal, and informal learning. Social capital, built through meaningful interactions between people, facilitates the learning and use of these skills, attitudes, competencies, and knowledge. Social capital, therefore, promotes active and sustainable learning. A learning

environment that is poor in social capital will concentrate on skill and knowledge acquisition in a top-down fashion, underemphasize the importance of trust and interpersonal issues such as self-confidence, and assume learners know the purpose of learning and are self-motivated. Signals of a strong social capital learning environment includes that it is connected both to its community and outside sources; it develops interpersonal trust and self-confidence that provide a platform for further action; it encourages informed decision-making working from commonly identified values; and that it has a clear purpose for each stage. (<http://www.ala.asn.au/commentaries>)

The model developed by Falk and Kilpatrick (2000) helps emphasize the different components that make up the paradigm for the study. The model identifies the components as the interaction between participants, the available resources, and the desired outcome of the interaction. There are two available resources: knowledge resources which consist of knowledge of community networks, skills, procedures, rules, communication media, and value or attitudinal attributes of the community; and identity resources of cognitive and affective attributes which include self-confidence, norms, values, attitudes, vision, trust, and commitment to community.

These resources represent individual good will and collective goods which when brought together in interaction to generate social capital for the benefit of members and the community. This understanding of social capital best serves the purpose and intent of the study and forms the basis for the discussion of the contribution of IFALP to the development of social capital in adult learners. Thus, the researcher has designed the following conceptual frame in the light of the above discussion.

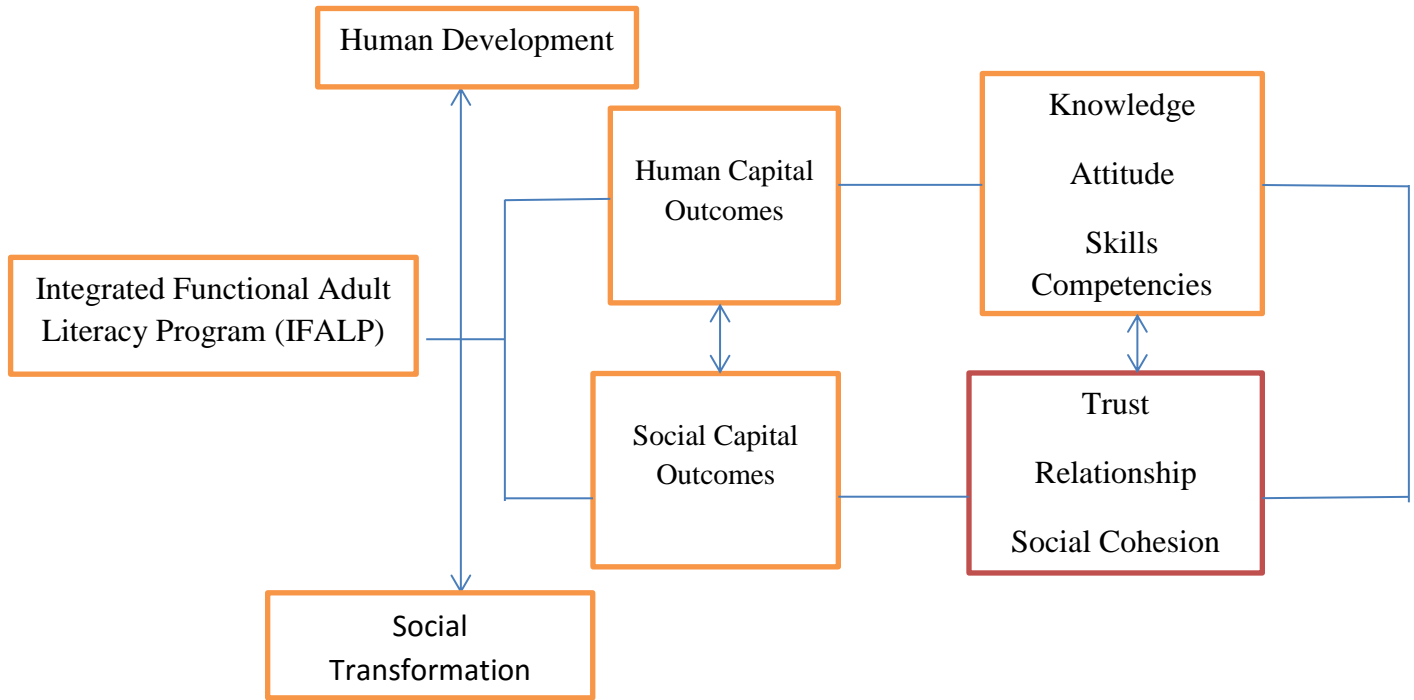


Figure 1: A Conceptual Framework: Human Capital and Social Capital

As shown on Figure 1.e, the conceptual framework shows the interconnectivity and the importance of the two forms of capital. The knowledge, attitudinal, skills, and competencies gained through IFALP largely depend on the successfulness of the social capital outcomes of trust, relationship, and social cohesion. After individuals acquired these human capital outcomes they need to have strong networks that provide opportunity to apply in their daily lives. I.e. they have to create productive relationship, develop effective communication through trust, and create linkage to organizations and systems at their respective community.

## 1.6. Significance of the Study

The researcher believes that the study will have the following significances.

1. The paper will help development actors and policy planners use as reference while developing and reviewing poverty eradication strategies at micro and macro levels.

2. It will also provide insights on how educational programs can be used to develop integrated implementation framework for various sectorial ministries and agencies such as MOE, and MOFED, small scale microfinance enterprise agencies to achieve their common agenda, poverty eradication.
3. The study will have impacts on the development actors such as multi-lateral development and humanitarian agencies organizations and donors as a point of reference to conduct further studies and to design community development projects.
4. It will contribute its part to the implementation of the country's Growth and Transformation Plan (PTP II), which is in line with the UN's Sustainable Development Goals (SDGs).
5. Finally, the will help other researchers to further study the impacts of IFALP on the other two capital development which are important pillars of sustainable development since it helps incorporate social capital outcomes into the curricula of IFALP.

## **1.7. Delimitation**

This research was delimited to the contribution of IFAL program to Social Capital Development in Adult Learners at Kirkos Sub City of Addis Ababa City Administration. Social capital can be used in different perspectives like as tool to develop work place human performances by building cohesive team and collaboration. However, in this research, the networks perspective of the social capital development that encompasses trust relationship, and social cohesion is used to social capital development in adult learners. The study was also delimited to only the adults who completed the IFALP. Moreover, in the due course, comparison was not done with those adults who didn't participate in the program.

To make the study geographically manageable, the scope of the study was delimited to only two Woredas of Kirkos Sub City. However, relevant data were collected from different data sources such as education office officers, experts, coordinators, and facilitators of IFAL.

## **1.8. Limitations**

There were some problems that limited the findings of the study to talk in absolute terms. Some of these problems were the availability and willingness of the respondents. Specifically, it was so difficult to find adult learners to conduct FGD and interview due to the nature of their post literacy work. Some of the respondents live in different areas other than the sub-city and its locality. This worsens the availability of relevant data of adult learners who attended literacy classes due to poor documentation in the education office as well as CSTCs to track the whereabouts of the learners.

## **1.9. Operational Definition of Terms**

The following operational definitions are used in the context of the study:

- A. **Adult**:-the term adult is described as an individual whose literacy skills is at rudimentary level and enrolled in IFALP
- B. **Literacy**: - refers to the ability to read and write with comprehension, as well as to make simple arithmetical calculations (numeracy).
- C. **Integrated Functional Adult Literacy**: It is a two or three year program with elements of literacy and numeracy designed for adults to improve their personal, economic, and social aspects of their life.
- D. **Functional Adult Literacy**: - is the newly introduced programme of adult learning system including the practical life experience or real life style of the learner. (NAES, 2008).
- E. **Social Capital**: it is a social outcome of trust, relationship and social cohesion of adult who completed the IFALP.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE**

In this chapter of the paper, review of related literature similar to the research title “the Contribution of Integrated Functional Adult Literacy to Social Capital Development in Adult Learners” is presented. It has two main sections: the global context of functional adult literacy and the national context of the integrated functional adult literacy; and the social capital and its connection with functional adult literacy.

#### **2.1. Functional Adult Literacy: Global Context**

##### **2.1.1. Literacy**

Literacy has been considered as one of the important elements of education as a human right at international level. It is also considered as a critical tool for achieving other rights and various human, cultural, political, social, and economic benefits (Persepolis Declaration 1975, Vienna Declaration 1993, Hamburg Declaration 1997, and GMR, 2006): Literacy Working Group, 2007). Its relevance has been taken as part of the policy documents of the 2000 Dakar Framework for Action which gave particular emphasis to formal and basic education for young people particularly adults using non-formal and informal approaches.

In 1950s UNESCO defined literacy simply as an ability to read and write with the understanding a short simple statement about everyday life. But in 1990 literacy was essentially considered as a set of skills that promotes individual well-being. UNESCO in 2005 considered literacy as the ability to identify, understand, interpret, create, communicate and compute using printed and written materials’ related to multifaceted perspective (UNESCO, 2005). Currently, literacy is perceived as a range of skills that empowers individuals to accomplish their work and life related

objectives. It is also recognized as a means to participate fully in society according to the agreement of the international community at Belem Framework for Action in 2009 (EFA, 2015).

Adults' participation in basic reading, writing, and numeracy skills development programs has direct impact on social outcomes of health, social tolerance and crime rate. It is evident that their enrolment in reading, writing, and numeracy skills programs has positive impacts on confidence, self-esteem, attitudes towards learning, parenting capacity, and civic engagement (Windisch, 2015). However, simply focusing on the contrast between literacy and illiteracy may lead to the undervaluation of the concept of literacy. On the other hand, simply taking literacy to reading, writing, and numeracy without understanding the way in which these skills acquired or without taking their social context doesn't give the full spectrum under which literacy is seen (UN, 2010).

To grasp the full meaning of literacy, it is crucial to understand its concept far beyond the "3Rs". The context in which the idea of literacy dwells in also matters the perception of its meaning. On top of being a human right it is a means to the nation's development as it gives opportunity for those young and adults who are at rudimentary level. It is a source of wealth and a reason for social and economic development. It enables adults solve their own problems by widening their reasoning capacity and increasing their critical thinking. It also empowers marginalized people such as women. Hence, it is a vehicle for the individual and nation's overall development. The next section discusses the concept and development of functional adult literacy.

### **2.1.2. Functional Literacy**

Adult literacy has a direct impact on a national economic development. This relationship was first recognized in 1965 at Teheran World Congress of Ministers of Education. Functional

literacy as reviewed by Rodrigo Martinez and Andres Fernandez (UN, 2006) was defined as a learned ability which allows individuals to function in various roles such as citizens, parents, workers, members of a community and thereby improving productivity.

So, its significance was by and large, based on adults' immediate needs, specially, economic needs. But it is important to recognize that adult literacy's contribution to social capital development in addition to the development of economic and cultural capital in which the development of human capital is the major concern. The fact that adult literacy first focuses on increasing human capital that enables to achieve the goal of economic capital does not need to undermine the relevance of the social capital outcomes. On the other word, the development of human capital which is sought as a means for enhancing adults' economic status alone could not be realized by ignoring the social capital development aspects of adult learners' outcomes.

The idea of functional literacy was the most critical agenda, Experimental World Literacy Program (EWLP,) of UNESCOs general conference in 1966. The purpose of EWLP was offering literacy skills through experimentation and work-related learning (GMR, 2006). At the beginning the concept was concentrated on improving efficiency and effectiveness. But later on it was reframed in line with the aim of EWLP practices to incorporate multifaceted aspects of human issues and ambitions. It refers to the overall dimensions of people's functions in the area of citizenship, productions, households, family life, neighborhoods, or individuals looking for their own inquiries to themselves about the physical, social, moral and intellectual world, in which they live, that the role of literacy training is to be perceived and establishes itself. So according to this point of view, functional literacy can be taken as similar to lifelong learning as lifelong learning covers all aspects which interacts with life (GMR, 2006, cited by Yousif, 2003).

UNESCO's General Conference in 1978 defined functional literacy, which is still in operation today, as: 'A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development' (GMR, 2006:153).

Paulo Freire in the 1970s developed the theory of Conscientization that identified the social awareness and critical enquiry as key factors in bringing social change. It also strongly impacted emerging ideas of literacy in UNESCO and various international organizations. The Persepolis Declaration replicated these impacts and suggested that literacy must appear outside the process of learning reading, writing and arithmetic. But it must contribute to the human freedom and to its full development (GMR, 2006, p. 154):

*Thus conceived, literacy creates the conditions for the acquisition of a critical consciousness of the contradictions of society in which man lives and of its aims; it also stimulates initiative and his participation in the creation of projects capable of acting upon the world, of transforming it, and of defining the aims of an authentic human development. It should open the way to a mastery of techniques and human relations. Literacy is not an end in itself. It is a fundamental human right.*

There were so many great efforts that has undertaken to combat illiteracy worldwide in which the EFA goal is the major one. Reversely, since 2000 the progress of EFA's fourth goal, halving illiteracy rate by 50%, was so slow. Let's see these critical questions to grasp the challenge as raised in EFA report (EFA, 2015:135): "How pervasive is the phenomenon of low literacy skills among adults today?" "Why does it persist?" And "what are countries and international agencies

doing to monitor and improve literacy?” These are very crucial questions that need answer by the scholars and leaders of developing countries which are known by low literacy rates. It seems that most of the countries do not take illiteracy as such a pervasive problem. It is important in first place to know and identify the reasons why illiteracy remains a constant challenge for the nations’ development before a design of literacy program is undertaken vis-à-vis their literacy campaigns.

Since then, only few countries have achieved the EFA goal of decreasing illiteracy rate by 50%. The failure of meeting the goal of decreasing literacy by 50% becomes a critical point of discussion since the benefits of reading, writing, and numeracy is far more than individuals (EFA, 2015). I.e. it has a paramount effect on the overall developmental aspects of a given country. This implies that most of the countries do not emphasize literacy as a critical tool to achieve their overall development agenda. They just confined the concept only to enhancing adults’ reading, writing, and numeracy skills. This in turn, signifies that the practical implementation of functional literacy has been remained a constant challenge for sustainable development as the strategy is only a “paper tiger”. It is the hope the researcher that having the overall global context in mind will help understand the contribution of IFAL to the development of social capital in the Ethiopian context as reviewed in the next section of the paper.

### **2.1.3. Functional Adult Literacy: National Context**

#### **2.1.3.1. Historical Development of Adult Literacy in Ethiopia since 1994**

In this section of the review of the literature, the researcher has reviewed the brief development of the concepts of Literacy and Functional Literacy in general, and Integrated Functional Adult Literacy (IFAL) in particular starting from the 1994 Education and Training Policy of Ethiopia.

Education is a basis for a country's survival and growth. Managed well, it is a good foundation for sustainable development of any country. Literacy provides citizens with opportunity to better livelihoods, better healthcare, and create expanded access to social networks, for those specially, young people and adults who do not have access to formal education. To survive and thrive in a globally competitive economy a literate population is a prerequisite. So, without decreasing adult illiteracy rate it is very difficult to attain a nation's development goals. Furthermore, adult literacy has a direct impact on the success of various development goals including education itself since it is a key for the success of other goals. For instance, we take child education, children with literate families stay long at school and achieves better. Literacy has a direct influence on both economic output and Gross Domestic Product (GDP) advancement of any country (MOE, 2011).

Cognizant of the fact, the Federal Democratic Republic of Ethiopian Government had designed the first Education and Training Policy (ETP) in 1994. This policy document lays an important foundation for the education sector development in general and adult literacy in particular. For example, the objective of literacy education is stated as "to provide basic education and integrated knowledge at various levels of vocational training" although the term literacy is not written directly (ETP, 1994: 9).

In addition, it was emphasized in the strategy section of the same document as "Basic education will focus on literacy, numeracy, environment, agriculture, crafts, home science, health services and civics" (MOE, ETP, 1994: 16) which clearly assures the incorporation of adult education as one of the important strategies of the country's education and training policy. The document also used as a basis for designing the Country's Education Sector Development Programs (ESDP), for the first time which are in line with the Millennium Development Goals (MDGs),

later played a significant role in the development the Country in general and the education sector in particular.

The Ethiopian Government has designed a successive Education Sector Development Program called ESDP I, II, III, IV, and V to implement the objectives designed in the ETP 1994. In these programs, the issues of adult literacy have shown progressive steps from time to time. In addition, major problems and challenges are identified and action items are included based on the lessons learnt the government has gained from successive implementation each ESDPs beginning from ESDP I.

The first Education Sector Development Program - ESDP I (1997/98- (2001/02) was developed in 1997 within the framework of the Education and Training Policy. However, the government as per its term of leadership designed a five year comprehensive development program from 2000/01-2004/05, which also incorporates the ESDP I. Hence, ESDP II had to be connected to the national program and ended for three years, from 2002/03 to 2004/05. After then, the ESDP III, which covers from 2005/06-2010/11, was prepared and harmonized with the Government's five year planning cycle (MOE, ESDP, 2008).

As part of adult literacy, in ESDP I, non-formal education is provided as an alternative to basic primary education for out-of-school children aged 7-14 and adults as a means to meet the aim of universalization of basic primary school. Enrollment since ETP has been shown remarkable progress. The program mainly focused on reading, writing, numeracy, and environment to help learners develop the capacity of problem solving and to transform their life style (MOE ESDP, 2008).

In ESDP II adult education along with non-formal education was an essential components of the strategies devised to achieve EFA goals. The non-formal education component is designed to reach remote communities and detached population who do not have access to join formal education so that to prepare them for formal schooling after graduation. In addition, adult and non-formal education is viewed as one of the strategies of the poverty reduction directing on increasing the occupational and life skills of the general adult population (MOE, ESDP III, 2004).

In ESDP III, the adult and non-formal education program was organized into three sub-components. These are out-of-school children under 7-14 years of age, literacy program for those youth and adults whose age are above 15 years; and offering basic skills training to youth and adults in the Community Skill Training Centers(CSTC) (MOE, 2008:5). The CSTCs are established to train adults in various need-oriented skills. Some of these needs based skills offered in the CSTC include but not limited to health, nutrition, family planning, agriculture, etc.

The strategic approach designed during this period was using adult education as “an alternative” approach that complements the education development program aimed at meeting basic primary education making adults productive and self-reliant to realize the Country’s rural agricultural led industrialization to combat poverty (MOE,2008). It is also expected to minimize gender disparity in access to basic education hence, to give priority for female participation in primary education. Even the non-formal education program was considered as a short cut and efficient alternative means to offer basic education. As a result, Regional Educational Bureaus (REBs) were entrusted to implement this program by mobilizing the community in partnership with Non-governmental Organizations (MOE, 2008).

In conclusion, Ethiopia has shown remarkable achievement in adult literacy since 1994. Particularly, the development in terms of designing strategic document which leads the implementation is enormous. The fact that AE became one of the important national agenda has prescribed hope for the education's sectorial development. Furthermore, the strategies were clearly aligned with the international educational development goals. However, still there are challenges in the area of implementation which in turn resulted in becoming one of the countries with high illiteracy rate found below Sahara. To get the full picture of the evolution of IFAL and social capital in general, it is so meaningful to review the development of functional adult literacy in Ethiopia as separately discussed in the following section.

### **2.1.3.2. Functional Adult Literacy**

The idea of functional or purposeful literacy has passed through various stages of evolution in the last thirty years. Previously, it was simply considered as working or related to work. But as time goes by there is little change in the concept so that the role of a new literate people is only understood as a means that increases skills to change their life standard. However, current developments and findings show that the role of functional literacy goes far beyond enhancing skills. Purposeful literacy also plays key role in empowering people specially who are marginalized and left behind due to poverty and gender disparity (Olaleye & Adeyemo, 2012).

In Ethiopia, the government has made Adult and Non-Formal Education (ANFE), in its Education Sector Development Program (ESDP III), as one of the top priorities to fight against the prevalence of high illiteracy rate. As a result, functional adult literacy is recognized as one of the important component of the three components of ANFE. Functional literacy is also taken as a strategy to meet the goals of education in particular and other country's development agendas in general (MOE, 2006).

Functional literacy in the Adult Education and Alternative Basic Education strategies is defined as “the practice of reading and writing put to some use. People have attained functional literacy when they have adequate knowledge and skills to use reading and writing for any purpose for which they need those skills” (MOE, 2006 cited by MOE, 2008:6). It is also discussed in the policy documents as “the acquisition and use of reading and writing to learn practical knowledge and skills useful for other aspects of life, such as agriculture, health, civic education, cultural education, and so on (MOE, 2006, cited by MOE: 2008: 6).

It is here that the concept of functional adult literacy program was given due attention specifically for the third component of the ANFE program. To make effective this component the government decided to establish CSTCs. The premise was to leverage literacy by involving all relevant stakeholders including sectorial ministerial offices and the community at large. It was also aimed that relevant NGOs which are working in the education to involve them in functional adult literacy program. Moreover, achievement of this goal, functional adult literacy, was given due attention since it plays a significant role in promoting participation of the local people in the national development and poverty reduction strategies. It also empowers adults to be self-reliant; equip their capacity to solve their own and others’ problem; and effective in their daily lives.

In 2008 Ethiopia devised a new adult education strategy known as “Functional Adult Literacy”. The development of the document was so participatory that included all relevant stakeholders who were involved in adult education. It is a pioneering document that was endorsed by six Government ministries who were involved in adult education for the first time in the history of the country. Accordingly, the ministry of Education has designed Functional Adult Education guidelines and a three years’ national action plan to promote the expansion of adult literacy

across the country with the active engagement of respective stakeholders including bilateral and multilateral development agencies, partners, donors (MOE, 2008).

Thus, we can realize that adult literacy in Ethiopia has been steadily progressing from time to time. But its growth is very steady that the Country couldn't meet the education sector development program goals nor meets its international commitments regarding adult literacy goals. However, based on the result of the review of the ESDP III, the government has designed a new approach called "Integrated" Functional Adult Literacy, which was part of the ESDP IV. The next section will briefly discuss the development of the IFAL which appears as an independent variable of the study used in this research.

### **2.1.3.3. Integrated Functional Adult Literacy**

In Ethiopia, inclusive adult education system is crucial to improve the life of every citizen through continuous learning. Realizing this truth, the Ministry of Education in 2008 designed the National Adult Education Strategy (NAES) in which the new adult education approach called "integrated" functional adult literacy is the main area of attention (MOE, ESDP IV, 2010). MOE in collaboration with DVV international and discussion with relevant stakeholders has developed a master plan that clarifies the concept of IFAL. Generally, IFAL tries to connect writing, reading, and numeracy skills to livelihoods and skills training in areas such as agriculture, health, civics, cultural education, etc. As an approach, it is also emphasized that its implementation requires the collaboration and cooperation of various governmental, non-governmental organizations, and other stakeholders (MOE, ESDP IV, 2011:37).

Ethiopia has been undertaking various structural changes to better achieve the Millennium Development Goals (MDGs) of which the education system is the major concern. As part of this

endeavor, the government has emphasized the integrated functional adult literacy in ESDP IV which was developed in line with the Country's the first growth and transformational plan (GTP I). To implement the plan the ministry of education has prepared the National Adult Education Strategy (NAES) in 2008 and a Master plan for Adult Education, which is the integral part of ESDP IV in 2010 (Association for the Development of Education in Africa (ADEA), 2012).

The NAES is an important document that reviews the overall development of the IFAL since its establishment. The goal of NAES is (NAES, 2008:10): “to establish a well-planned, organized, and coordinated adult education system that will provide opportunities to youth and adults to access quality and relevant learning programs to enable them to participate competently in social, economic, and political development of Ethiopia”.

It has also the following strategic objectives: “to build democratic and good governance culture through expansion of adult education; to bring about a change on the life of the society through expansion of adult education; and to ensure sustainable economic development through quality and relevant adult education” (NAES, 2008:11). The document highlights the importance of social capital development in adult learners even though it did not put the terms vividly. With all its limitations, it gives some clue to investigate the development of social capital in adult learners, specially, in the context of IFAL.

The integrated functional approach was directed to the felt needs of the beneficiaries, the adult learners. IFAL combines the provisions of writing, reading, numeracy skills; life skills, awareness on issues related to health, family planning, environmental protection; elements of civic education for the development of the constituencies of the learners; vocational skills geared

towards improved livelihoods and adding value to local resources; and business skills to handle gainful occupations, micro credits and participate in economic life (ADEA , 2012: 3).

Furthermore, the Master plan, which was drafted during the preparation of the ESDP IV aimed at guiding the national effort to guide the implementation of the integrated functional adult literacy program. It was designed with the theme of “Learning for Life”, for 10 years as an all-inclusive program that reviews the major setbacks and prospects in the provision of AE in Ethiopia (MOE, ESDP IV, 2010). It also provides a common strategic direction for the implementation of AE program over 10 years. According to this framework, the MOE and REBs are expected to exert their maximum effort to deliver better quality and relevant AE in partnership with other stakeholders, donors, and private sectors. The rationale behind this expectation is that the REBs along with the Ministry of Education, as implementer will maximize the resources available, mobilizing new ones, developing the capacity of planning, governance and financial management practice (ADEA, 2012).

According to the Master Plan the major outcomes of AE, in ESDP IV, were “democratic and good governance culture improved through expansion of adult education; economic development made more sustainable through quality and relevant adult and non-formal education with a special focus on integrated functional adult literacy; an efficient institutional system created for adult and non-formal education; and significant improvement in adult literacy attained” (MOE,ESDP IV, 2011: 38).

The purpose of IFALP is to introduce all components of learning contents through learner centered and problem solving approach with special emphasis on bottle necks to increase the productivity and solve common problems of the community (DVV, 2007: cited by Tewodros,

2014:14). The main goals of functional adult literacy program are: to help socio-economic and socio- cultural development of youth and adult; to prepare the individual and communities to participate in development activities and in the life of local environment; and to promote knowledge and attitudinal change which may enable illiterates to perform efficiently all those functions which are necessarily for them (Tewodros, 2014: 14).

The specific objective of the IFALP is “to include illiterate men and women basic literacy and numeracy as related to agriculture, health and environment to solve their basic economic, social and cultural problems, to prepare them for more efficient participation in the development of their family village and country (Mellese, 1997, cited by Tewodros, 2014: 14).

The major challenges and bottle necks were identified as reason for this low rate of literacy achievement during review of ESDP IV implementation. There was inadequate and non-versatile institutional systems resulted in continuous fragmentation in the provision and implementation of adult education, coordination, lack of integration between programs, and monitoring, and evaluating the program. During the period all regional adult education boards were not functional and operationally ineffective as the program lacked committed experts who lead the program effectively. As a result, most of the learning centers were not provided with appropriate technical support (MOE, ESDP V, 2015:87).

Most of the learning centers did not have sufficient and relevant learning materials such as facilitators’ guide and handbooks due to shortage of budget, capacity limitation among facilitators and facilitators’ trainers. This is mainly because of inequity in budget allocation across regions or absence of budgets due to constraints. The absence of a post-literacy strategy and curriculum framework may also have resulted in worsening of illiteracy. The relevance of

IFAE program to the daily lives of the beneficiaries was not effectively assessed due to the limited monitoring and evaluation skills at all levels. There was high rate of dropouts after completion of the first year of the IFAE program (MOE, ESDP V, 2015:88).

Concomitant to this fact, the government has identified challenges and drawbacks from the performance of the implementation of IFAL during ESDP IV and makes integrated functional adult literacy program one of the priorities of the six program areas in ESDP V. In this document, the concept of social capital development is clearly put as integral part of the program as: the goal of this priority program is “to create a learning society by providing adult and non-formal education linked to lifelong learning opportunities that meets the diverse learning needs of all and which contributes to personal, societal and economic development” (MOE, ESDP V, 2015: 87). Therefore, understanding the overall development of IFAL in Ethiopia will give a full picture to study its contribution to social capital development outcomes in adult learners. In the following sections the concept of social capital development and its relation to IFAL is briefly discussed.

## **2.2. Social Capital and Functional Adult Literacy**

### **2.2.1. Social Capital**

In this section, the definition and the evolution of the basic concepts of social capital is discussed in detail.

As a foundation of the literature, when social capital is discussed, the works of Bourdieu (1986) and Coleman (1988) take important place (Taylor, 2011). These sociologists headed a theoretical definition of social capital as a means of understanding the effects of the social environment, the social connections and social relationships through their own applied research.

Bourdieu gave attention toward developing a theory of social reproduction. He linked social capital with resources and powers that are useful to reproduce and form a relationship with others to live in their respective society.

According to Bourdieu (1984) there are three major appearances of capital (resources and power). These are economic, cultural and social capital. For him, social capital is not reducible to economic or cultural capital, nor is it independent of them. Later on he defines social capital as (Bourdieu, 1986, p. 251, cited by Taylor, 2011) as: “the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition which provides each of its members with backing of collectively owned capital.”

On the other hand, Coleman (1990, cited by Taylor, 2011) gives emphasis on social relations that embeds the social structure within which individuals' deeds are resources for them. After conducting continuous empirical researches using empirical methods Coleman defines social capital as “social capital is the set of resources that adhere in family relations and in community social organizations and that useful for cognitive or social development of a child or young person” (Coleman, 1995, p. 300, cited by Taylor, 2011).

Putman gave attention to the civic engagement aspect of social capital in the United States of America where there is a significant sinking down in social capital. He discusses social capital in the lens of networks, norms and trust that help participants work together to achieve their common goals (Putman, 1995, cited by Taylor, 2011). But recent days, he defined social capital emphasizing the availability of networks of social connection that yield norms of reciprocity and trustworthiness among individuals (2000). As a result, Putman proves that people's motivations

and choices on top of their individual circumstances, by their social inclusion, and their involvement in community life. Both Coleman and Putman see social capital from a public good perspective as a community resource that is likely to be unrecognized as essential element of public good.

Defining social capital is not an easy task and it has been exposed for many debates and dialogues. This is mainly because of the varying interests and methods of the field of study which the concept is embedded like anthropology, sociology, economics and political science (Healy and Cote, 2001, cited by the Centre for Quebec Literacy, 2010).

However, the definition developed by the OECD in 2001 is now widely implemented as a “common basis for international comparability” (Edwards 2004: 5, cited by QCL, 2010: 3):

*The networks together with shared norms, values and understandings facilitate cooperation within or among groups. Networks relate to the objective behavior of actors who enter into associative activity. Shared norms, values and understandings relate to the subjective dispositions and attitudes of individuals and groups, as well as sanctions and rules governing behavior, which are widely shared.*

Despite the variety of definitions discussed in this literature, the basic idea of social capital is commonly implicated in all definitions. All definitions intrinsically signify its importance to the contribution of social capital to sustainable development through adult literacy programs.

Furthermore, understanding the concept of human capital is essential to understand the concept of social capital in a clear way since their learning outcomes are intertwined. Although the two forms of capital - social and human capitals are linked but they are somehow different. “Human capital refers to the knowledge and abilities that individuals possess, while social capital refers

broadly to the social connections and understandings between people that enable them to work together, live together and learn from each other, i.e. resources of the collectivity” (CQL, 2010:1).

The concept of human capital dates back to the work of Adam Smith in the late eighteenth century. As currently used, it was first developed in the mid-twentieth century by American economists in the context of a post-industrial economy focused on services, advanced technology, and value-added processes (Balatti and Falk 2002: 282; Lo Bianco 2005: 6; Schuller 2004: 14, cited by CQL, 2010: 1). Also common definitions of human capital today refer to the abilities, skills and knowledge possessed by individuals that allow them to be productive, function effectively economically and socially, and contribute to economic progress (Balatti and Falk 2002: 282; Schuller 2004: 14; Hartley and Horne 2006: 7, cited CQL, 2010 : 1).

Based on the above discussion, it is impossible to separate the effectiveness of social capital from human capital. As indicated in the theoretical framework the human capital outcomes generated by adult learners require the social capital outcomes of trust, relationship and societal institutions /networks to be successful. Hence, social capital development in the context of this paper: trust, relationship, and social cohesion are important ingredient for the development of the other two: human and economic forms of capital. In the same view, the social capital development outcome of adult literacy is briefly discussed in the following section.

### **2.2.2. Social Capital Development Outcomes of Adult Literacy**

Social capital as one of the important capitals has been considerably recognized for decades. Particularly, the connection between human and social capital and their respective contribution to societal transformation through educational and learning are the concern for major

development organizations like Organization for Economic Cooperation and Development (OECD, 2001, cited by Balatti, 2006).

Recently, there have been some researches that have undertaken to unpack the relationship between social and human capital particularly in the benefits of adult learning in formal or informal platforms. For example in Australia, for more than a decade, the major focus for adult literacy and numeracy policy and programs has been promotion of human capital (Castleton & McDonald 2002, cited by Balatti, 2006).

The major findings of recent research in social capital outcomes of adult literacy were summarized by Balatti, Black & Falk who are commissioned by the National Centre for Vocational Education and Research (Balatti, Black & Falk, 2006). Even though the research was not comprehensive, the social capital outcomes produced socioeconomic impacts like social capital outcomes unaccompanied by any improvements in literacy and/or numeracy skills can lead to positive socioeconomic impacts for some students; more commonly, social capital outcomes together with improvements in literacy/numeracy skills and increased self-confidence and self-esteem result in socio-economic impacts for students; the relationship between social capital outcomes and human capital outcomes is complex. For some, the first appears to be a prerequisite for the second; for others it is vice versa (Balatti, 2006: 7).

Learning by itself can be taken as a social capital. Researchers found that social and personal transformation achieved through adult learning is much better than technical literacy skills (Fingeret and Drennon, 1997, cited by Strawn, 2003). Provided the principle that entails literacy practices is contextual, they discover that the influence of learning is also situational. When an adult who has not used literacy in a situation does so for the first time, the situation-and the

social relationships within the situation-changes (Strawn, 2003:19). Attending literacy classes for most adults is a new situation. Adult's history, psychology, and current life situation can by and large determine the extent to which adults to move forward and adapt to the new situation. Learning can be a great means of personal transformation if there is a favorable learning environment that fosters trust, harmony, and caring relationship.

Adult learners mostly seek peers' support since persons out of the relationship may take long to interact easily with them. For instance, if program orientation is given to adults by the adult learners themselves, it will help create a "zone of proximal development" (Vygotsky, 1996, cited by Strawn, 2003). This in turn, will give a great opportunity for adults as it enhances their thoughtfulness through interaction with their peers who have already developed better capabilities. Greater self-confidence in designing and meeting challenging but reachable goals, developing problem solving skills and creating attractive literate society are the major outcomes of adult literacy development. Fingeret and Drennon's research demonstrates the way in which learning can be a direct form of social capital and how it then builds another reiteration of networking and intensifying the social capital resources of adult learners (Strawn, 2003). Hence, adult literacy has strong impact on social transformation through social capital development outcomes of adult learners. Some of the major benefits of adult literacy social capital outcomes to adult learners are discussed in the next section.

### **2.2.3. Benefits of Social Capital and Adult Literacy**

#### **2.2.3.1. General Social Benefits**

Literacy has different social benefits. Some of these social capital benefits are health, low rate of crime, welfare, and child care.

Literate people illustrate better health behavior that enhances successful and better life style. i.e. a literate person acquires better access to preventive health measures such as vaccination, medical check-ups, make decision to visit health centers rather than going to witch doctors when he/she becomes sick. Literate persons also practice healthy/low risk sexual behavior, proper family planning practices, apply good work place safety and security measures, minimizes absenteeism, increases productivity, and gain better knowledge of nutrition to properly feed his/her family (World Literacy Foundation, 2015).

Literacy and crime has a direct relation. Researches in different part of the world show that the majority of prisoners are illiterate. Among the young criminals (WLF, 2015) 85% are illiterate, who cannot read and write. In different Countries, estimates show that 60-80% of prisoners have reading and writing skills below basic levels. “Those who are still illiterate upon release have a high probability of re-offending (WLF, 2015: 7)”. This in turn, bears high cost to the economy in terms of managing prisons and administrating the courts and justice system.

Adult literacy is a means to acquire education to adults and their children. Parents with low literacy rate usually have lower motivation to educate and send their children to school. Family with low income often time give priority to work rather than education. Concomitantly, children from families who didn't complete primarily education apt to repeat what eventually their family did. School age children, particularly girls, in poor Countries are required to engage themselves in income generating activities or raring their siblings so that they couldn't able to attend school. Furthermore, due to lack of supervision and follow up parents to their children the quality of child education is put into question. As a result, the young children incline to show unwanted behavior, acquire low school results, high absenteeism, and repeat schools or drop out school (WLF, 2015, cited by Fernandez, 2010). Illiterate parents have multifaceted problems concerning

educating their children. They couldn't read to their children nor motivate learning. But when they start to read and write, it has double effect on their children's education.

With the new skills they have acquired, they can help their children in many ways: follow through their children's correspondence and notes sent from school, help them study after school, encourage them to love their learning, facilitate them to manage their time - effectively plan and study, guide them to do their homework, and enable to understand better the overall school and learning system (WLF, 2015: cited by National Literacy Trust, 2011).

### **2.2.3.2. Community and Society**

The benefit of social capital goes beyond individuals. It has so many benefits to the community and society since people who are enrolled are the body of the community. If literacy brings individual transformation, it is through those individuals that the community transformation becomes realistic. In this sub-section various benefits are discussed related social capital and adult literacy.

Social capital has been taken as the oil that sustains smooth operations between the economic and social balance of the society (Falk 2001: 316, cited by The Centre for Quebec Literacy (CQL), 2010: 4). It has also been defined as the glue that embraces society together by fostering collaborations among themselves and with other groups of people out of their circle (Grootaert, 1998: iii, cited by CQL, 2010: 4). Different researchers connected many social, economic and political benefits to social capital. As awareness of people on the benefit of social capital progressively increases it is seen as the fundamental element of healthy and effective societies (Westell, 2005: 17, cited by the CQL, 2010). Robert Putnam, a political scientist, in his work of *Bowling Alone: The Collapse and Revival of American Community* (Simon and Schuster, 2000,

cited by CQL, 2010) suggests that there is strong relationship between social capital and social inclusion, civic engagement, and overall mutual health and democracy.

Research also indicates the vitality of social capital in terms of economic development emphasizing that “the way in which the economic actors interact and organize themselves to generate growth and development” is the added value to the national economy from natural, produced, and human capital (Grootaert, 1998: 1; Healy and Cote, 2001: 39, cited by CQL, 2010: 4). This impact of economic capital could not be resulted without the effective implementation of the social capital. This is because the social capital development outcomes enable the human capital produces the economic capital which later on, significantly contribute to the aggregate economic development of any nation.

Enrollment in adult literacy and numeracy programs develop social capital outcomes which positively influence social returns such as self-confidence, self-esteem, attitudes towards learning, parenting capacity and civic engagement (Benseman, 2012, cited by OECD, 2015). According to the findings on family literacy programs, Brooks et al. (2008b) found that both parents and children benefitted from participation. But comparing the benefits of parents against children, children benefitted more than their parents. Parents were benefitted in way that their ability to support their children in school duties, in effectively rearing their children, in enhancing their employment opportunity, and increasing self-confidence (OECD, 2015). Therefore, the social capital outcomes of adults who are enrolled in the adult literacy program that recognizes the importance of social capital can effectively help promote community and societal transformations. On the other hand, a community with literate population can be characterized by citizens with self-confidence, high engagements with civic activities, with parents who send their children to education. It also fosters collaboration and partnership

between members of the community and out of their circle so that they can create networks that create access to resources to realize their potential.

### **2.2.3.3. Individuals**

It is obvious that social capital provides paramount benefits to individuals. As adults commence acquiring literacy skills of reading, writing, and numeracy they start to be advantaged. This is mainly because with the social capital outcomes gained from literacy enrollment, they can easily integrate skills, knowledge, attitude, and competencies (human capital outcomes) with their daily life interaction.

Researches in the area of the benefits of social capital conducted by Bourdieu (Outline of a Theory of Practice, 1972) and Coleman (Social Capital in the Creation of Human Capital, 1988) are the ones with interest in this literature (CQL, 2010). They mainly focused on relationship aspect of social capital that is used as resource to accumulate and maximize their benefits. On the other hand, the absence of social capital can simply lead people to darkness and backwardness, and hindering from pursuing their life goals and negatively affect their quality of life. For Bourdieu, social capital was a basis for material or symbolic profits stimulating social agility, a decisive resource for individuals, families, groups and social classes (Preston, 2004: 121,), whereas for Coleman, it was productive, procreative ,actionable, and achievable (Coleman 1998: 98-100, cited by CQL, 2010).

Findings of skills for Life project study in the United Kingdom depict that participation in literacy and numeracy programs has “the most marked benefits for individuals and organizations are in personal and/or work satisfaction. Workplace learning has a potential of positively changing individuals’ learning trajectories, encourage them to rethink their ambitions and

capabilities, and continue with formal learning in later years” (Wolf, 2008, p. 1: cited by OECD, 2015:36).

Likewise, the result of eleven workplace literacy and essential skills programs researches in Canada and the United Kingdom indicated that there were substantial gains to individual workers, mostly in attitudes. Moreover, “work place basic skills courses reach people who are not normally involved in continuing education or training, and learners who participate in these courses voluntarily and who actively use their literacy skills at work and in everyday life continue to improve their skills and are more likely to engage in further learning” (Vorhaus et al., 2011, p. 13, OECD, 2015:36).

To sum up this discussion, literacy, learning in a broad sense benefits as enlightened him or her in the first stance. With knowledge, skills, attitudinal and behavioral changes come the individual can benefit in different dimensions. He/she can maximize the application for economic gains, look opportunities for further education, to create social network and develop relationship that will help to live and work together. It also benefits individuals to accelerate their learning trajectories, this in turn, has positive impact on their overall life style that affects their entire life practice.

#### **2.2.3.4. Learning and Proficiency**

Coleman’s approach to social capital has significant implication for education. According to him, social capital provides opportunity for adult to acquire the process of knowledge and skill, attitude, and competencies - human capital. Inherently, the outcomes of human capital cannot be effective without applying the adult learning outcomes of the social capital. In other words, human capital requires social capital to entirely advance and transfer to others (Coleman, 1988,

cited by CQL, 2010). Other researchers also seem to agree that social capital is vital for learning as it promotes adult learning. A study conducted by Canadians to investigate the factors affecting and outcomes related to the development of social capital outcomes concluded that it seems obvious that the density and quality of social networks have crucial impacts on both attainment and application of human capital (CQL, 2010). So, social capital plays significant role in effectively applying the outcomes of human capital and developing the overall learning process.

The outcomes of social capital development in adult learners have various benefits. For example, a study conducted in America by Beder, 1999, cited by Hartley & Horne, 2005) to study the changes in adult learners and the wider social changes despite challenges in measuring social capital outcomes the studies show positive effects. As a result of social capital, both human capital objectives and learners' personal goals are achieved. Mostly, it seems that participation in adult literacy program provides employment opportunity. It is believed that the program enabled their jobs improve progressively even though there is no concrete evidence that proves their literacy enrolment enhances job improvisation. In general, it is possible that participation in adult literacy and numeracy program contributes gains to their earning and has a positive effect on and motivate them to continue their post literacy education. The social capital outcomes of adult literacy and numeracy program play a key role in building positive self-image of adult learners and engagement on their children's education. Finally, adult learners noticed that their personal goals are achieved as a result of their enrollment in adult literacy and numeracy education (Hartley & Horne, 2005).

Participation in Literacy and numeracy programs lead to improvement in proficiency rate over time. The longitudinal study on adult literacy skill conducted at Oregon state of the United States of America, indicates that enrollment in adult reading, writing, and numeracy courses first

changes literacy and numeracy practices, then improves proficiency. The data exhibits a strong positive relationship between program participation and changes in literacy and numeracy practices, such as reading books and using math at home (OECD, 2015).

It is relevant to discuss the factors that motivate adult learning. The motivation of learning generated as a result of adult literacy and numeracy programs have different forms. Based on the literature reviewed by the British Department for Business Innovation and Skills (BIS, 2011, cited by OECD, 2015), there are five dimensions of learner's motivations while engage in adult literacy and numeracy education. These are motivation by requirement that is required to get a qualification to fulfill work criteria or to retain benefits; work-related motivations that is used as an aid to gaining better employment; educational motivations that are used to make educational progress, ranging from wanting to correct an educational trajectory to wanting to help children with homework; motivation related to personal goals i.e. learning to improve literacy and numeracy skills and to gain self-confidence; and motivation for wider personal development such as becoming more independent, successful, healthier, and becoming a better parent and a more active member of society (OECD, 2015:38).

However, regarding reading, writing, and numeracy proficiencies it is apparent that individuals with high level of formal educational qualification and low levels of skills proficiency achieve higher labour market return. With same token, individuals with higher skills proficiencies and low formal educational qualification have lower market return. On the other hand, reading, writing, and numeracy skills narrow the labour market outcome gap between individuals with different levels of education but do not utterly close the gap (OECD, 2016).

### **2.2.3.5. Increased Productivity**

The social capital development outcomes of adult learners increase productivity. Adult learning can enhance productivity by increasing outputs. It is crucial to discuss the underlying theoretical assumptions before enlist how social capital outcomes positively influence economic performance. There are some underlying theoretical justifications which give a good basis to study the contribution of social capital outcomes to productivity in adult learners at organizational level. These are “lower transaction costs; lower turnover rates; sharing of knowledge and innovation; risk-taking and; improved quality of output; and low transaction cost” (Aspin, 2004: 8).

Social capital enables adult learners to share and spread knowledge and innovation. With this regard, the main issues need to consider are the degree and quality of workplace collaboration and the extent to which organizational learning taken place by adults between co-workers and managers so that they aware their right to invent. Robust and strong relationship in organization and between other organizations promotes the practice of taking calculated risk and entrepreneurial behaviors. In relation to social capital, the risk taking aspects of adults depends on how much they are valued by their co-workers and organization, and to the degree they perceive their organization is concerned about their wellbeing (Aspin, 2004). The practices of knowledge sharing, effective coordination, team building, and commitment to the organization such as risk taking may lead to higher and consistent increase of output to be produced by the organization.

From this discussion, one can comprehends that the trust, relationship, and social cohesion aspects of social capital development outcomes of adult learners are essential for improving the quality of production or services in organizations. Despite the shortcomings of measuring the

outcomes of social capital development in adult learners, the adult literacy programs have potential benefits to organizations in multiple ways resulting in reduced turnover; reduced absenteeism; reduced tardiness; lower stress/illness; better job satisfaction; reduced accidents; improved in-role and extra-role performance; faster and efficient flows of information and innovation; higher quality/quantity of output; and improved promotion prospects (Aspin, 2004:17).

In conclusion, theoretically, it is proved that the social capital outcomes of adult literacy have multifaceted social, cultural, and economic benefits. The development of social capital in adult learners have huge positive effect on strengthening trust, relationships, and social cohesion which in turn help them maximize to the best their human and economic capital development outcomes they obtained from the IFALP. Properly, managed beginning from the design of adult literacy program such as curriculum development, implementation, monitoring, and evaluation of the programs, the social capital development outcomes of adult literacy program can significantly contribute to the success of social transformation. If adult literacy program resulted in social capital development outcomes such as trust, relationship, and social capital it will enormously bring added-value to the sustainable development of the Country. Based on this review of related literatures and the theoretical framework indicated in chapter one, the researcher suggests the following model that links IFAL to Social capital development outcomes.

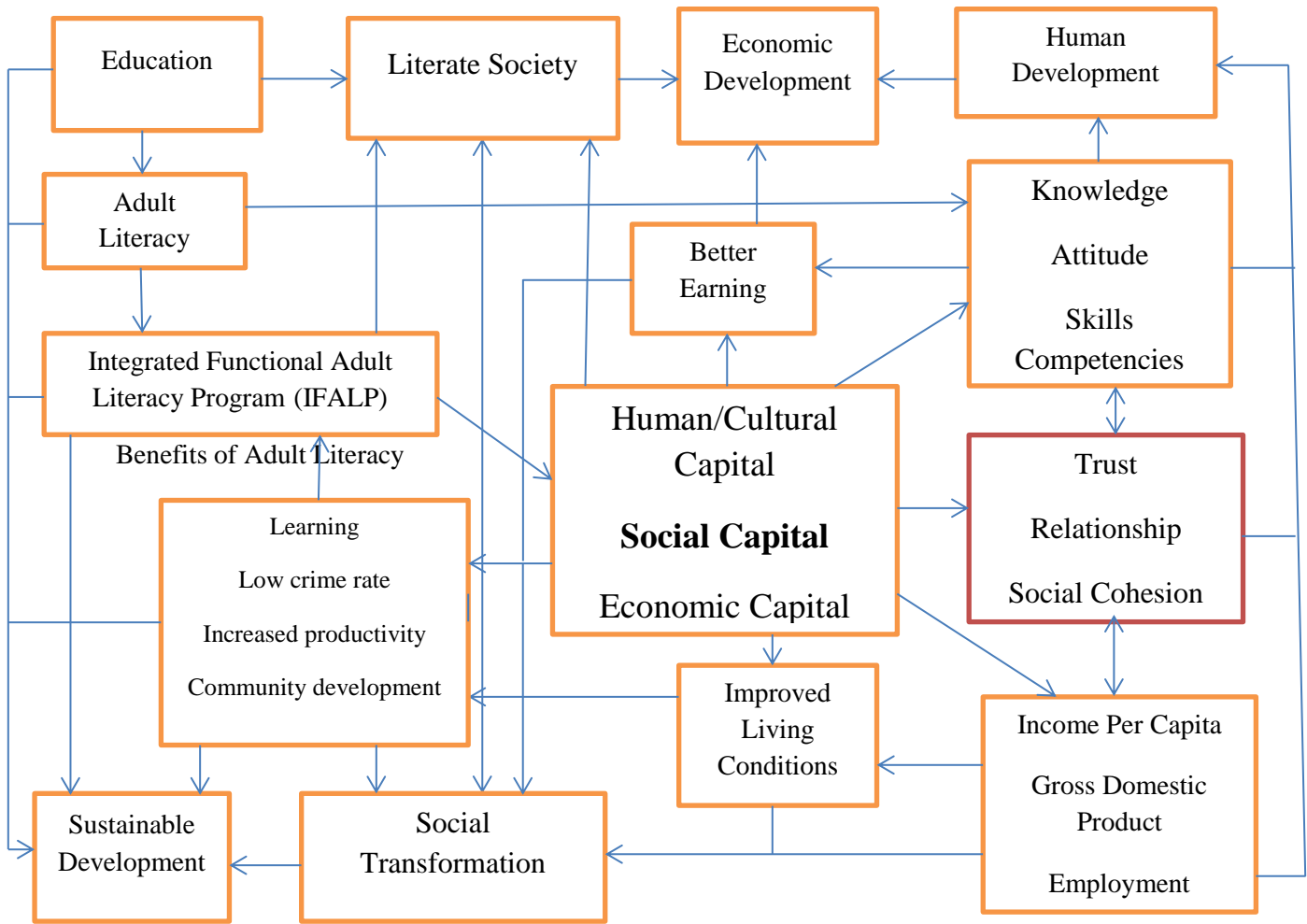


Figure 2: Suggested Conceptual Framework based on the review of related literatures.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

In this chapter of the study research method and design, source of data, samples and sampling technique, data collection instruments, procedures of data collection and methods of data analysis are discussed briefly.

#### **3.1. Research Method**

The purpose of the study was to investigate the contribution of IFAL to social capital development in adult learners: Kirkos sub City of Addis Ababa City Administration. Mixed method of research was employed. Mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms. Combining qualitative and quantitative method seems better to reduce the limitation of a single method. Combining qualitative and quantitative method also sounds like good ideas using multiple approaches can capitalize on the strengths of each approach and offset their different weakness.

It could also provide more comprehensive answers to research question approach (Spratt, Walker & Robinson, 2004). In addition, regarding the advantage of mixed method, Creswell (2009) stated that, researchers may first survey and large number of individuals & there follow up with a few participants to obtain their specific language and voices about the topic. Hence, collecting both closed-ended quantitative data and open-ended qualitative data proves advantageous.

#### **3.2. Data Source**

To get valid and reliable information, the uses of appropriate data sources are vital. Therefore, primary and secondary sources of data were employed for this study. Primary data sources were

used to get first-hand information concerning the contribution of IFAL to social capital development in adult learners in the sub-city under study. In addition, facilitators, coordinators, officer, experts, and focal persons were interviewed and focus group discussions were conducted.

### **3.3. Data Collection Instruments**

Instruments used for data collection in this study were questionnaire, interviews, and focus group discussion .Using these instruments both quantitative and qualitative data were collected and the analysis and interpretation was done based on the information collected. The detailed activities performed in administering the instruments of data collection are presented as follows.

#### **3.3.1. Questionnaire**

Questionnaire: -questionnaire is widely used in education research to obtain information about certain conditions and practices, and inquire in to opinions and attitudes of individuals or groups (Best, 2004). In this study questionnaires were used to collect information about the contribution of IFAL to social capital development in adult learners from the respective adult learners. The questionnaires were containing mainly close ended and some open ended items. These items were designed from the research questions. For example, one of the items that developed to check whether the IFALP helped enrolled adults to develop trust is asked as“after completion, how often do you meet with your colleagues?” Depending up on the type of question items, choices and rating scales were used in the questionnaire. In general, 3 copies of questionnaires were distributed to be filled by IFAL learners. 89% of them were returned. The data researcher along with collectors read the items for respondents to enable them easily complete the questionnaire.

### **3.3.2. Interview**

Interview: - Semi-structured interview was employed to collect detailed information on the contribution of IFALP to social capital development in adult learners from Kirkos Sub City Adult education focal persons, supervisors, experts and facilitators. Since the main purpose of interview was to get additional information from the Sub City's focal person, and Woreda's responsible bodies, semi-structured interview questions guides were prepared and administered to supplement questionnaires responses.

### **3.3.3. Focus Group Discussions**

This method of data collection was arranged with the purpose of supporting the data obtained through questionnaire and interview. As indicated by McNeill and Chapman (2002), focus group discussion produces a good deal of qualitative data and expressed in the word of participants. A FGD is an interview in which several respondents are interviewed at one time to generate information (Shindu, 1999).

This technique was employed to acquire the necessary data from IFAL learners' through dialogue to substantiate the data collected through interview. The FGD was conducted in two IFAL centers with 56 participants by dividing them into 7 groups of 8 members of each. The discussion sessions took in average 35 minutes since the items were engaging participants. Then the researcher took his own note while discussion held by the participants and at the end of the session summarized and compiled to properly report during data presentation.

### **3.4. Populations, Samples and Sampling Techniques**

The populations of this study are IFAL Program beneficiaries and IFAL implementing participants such as officers, coordinators, experts, and facilitators, coordinators,

Accordingly, Kirkos Sub-city was selected purposively from 10 Sub cities of Addis Ababa City Administration. This is mainly because of the better implementation of the IFAL program and due, relatively, to better availability of adults who have completed the program. From 15 Woredas of the Sub City two weredas, Wereda 5 and 6 were selected using purposive sampling methods due to relatively the better availability of adults who have completed the program and they are relatively carried out the implementation of IFAL program in a better way.

Woreda five has two Schools or IFAL centers namely Meserete Ethiopia center one and center two, and Woreda five namely Shemeles Habte center one and center two. The total population of adults who completed the program was 350: adult learners who completed the IFAL program: 195 beneficiaries from Wereda Five and 155 beneficiaries from Wereda Six. The researcher selected the sample of adults who have been completed the IFALP are taken because the social capital development outcomes they acquired could be better depicted after completion. There were three facilitators, two education experts, and two coordinators selected from the two Woredas.

Concerning the selection of IFAL learners, the researcher's plan was to collect 95 % of the total population which is 122 respondents from the two IFAL centers of the two Woredas. But 108 respondents (89 %) of the total sample beneficiaries returned the questionnaire. That is from Woreda Five total 60 learners; 30 learners from each center were included in the sample and in Woreda Six 48 learners; 24 adult learners from each center using simple random sampling

technique. Additionally all IFAL facilitators, coordinators, experts, and officers were selected by available sampling methods.

**Table 3.1: Summary of Target Population and Sample size**

No	Item	Population	Sample	Data Collecting Instrument	Sampling Technique
1	IFAL Learners	350	108	Questionnaire and FGD	Simple Random Sampling
2	Facilitators	4	4	Interviews	Available Sampling
3	Coordinators	2	2	“	“
4	Experts	2	2	“	“
5	Officers	2	2	“	“
Total Population		360	118		

### 3.5. Procedures of Data Collection

Review of related literature was made in advance to get information on what has been done in relation to the problem. Documentary sources were referred in order to have background information for the researcher. Then basic questions were formulated and data gathering instruments were prepared. Questionnaire was prepared in English and translated into Amharic for the purpose of clarity and to make easily understandable by the respondents. Then, the researcher collected letter of cooperation from AAU, Department of curriculum and Instruction. Then after, official contact was made with Woreda Five and Six IFAL centers management office to get permission and support for the research work so that a pilot test was conducted in IFAL centers to check the appropriateness of the item of the instruments.

Based on the information obtained from the pilot test necessary correction was taken by excluding some vague words and phrases and modifying and/ or including others. Concerning Questionnaires based on the feedback of the pilot test some vague words and phrases in five questionnaires items were excluded and modification was made. On the remaining, the interview

and focus group discussion questions were taken as they were without excluding and modifying the questioner's items. Because there were no vague words and phrases to the respondents as the pilot test results showed.

Then finally, the researcher hired two assistant data collectors. Hence, the two assistant data collectors were oriented on how to administer and collect data through questionnaire. Then, the respondents were identified and next the questionnaires were distributed in face- to- face to the respondents to be filled and also the result of focus group discussion 7 groups of 8 members each, were gathered. Finally, the filled questionnaires were collected by the assistant data collectors and the researcher. However, FGD and interviews were carried out by the researcher.

### **3.6. Pilot Study**

Pilot study was done for all data collection. An instrument was conducted before the real field work is undertaken. The purpose of the pilot study was to find out ambiguities, omissions or misunderstandings in the instruments and also to check reliability of the instruments. The pilot study was conducted at on IFAL center, as a result of pilot study some questions were improved and rejected from the questionnaires.

### **3.7. Methods of Data Organization and Analysis**

In this study the response obtained from questionnaire, interview, and focus group discussion were organized, summarized and analyzed qualitatively and quantitatively. To analyze the quantitative data for example, the data gathered through close ended questions were first presented in the tables using table and percentage. On the other hand, the data gathered using interview and open-ended questions were analyzed in narrative description way. This was made because of the belief that the information collected could be more clearly analyzed.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS**

This chapter deals with data presentation, analysis and interpretation. The first part presents the characteristics and background of the sample population involved in the study. The second part deals with the analysis and interpretation of data obtained from the respondents on the contribution of IFAL to social capital development in adult learners in Woreda one and five integrated functional adult literacy centers.

#### **4.1. Background Information of the Respondents**

There were 15 items of Questionnaires distributed to IFAL learners / program beneficiaries. Besides these, they was focus group discussion for 56 learners by dividing in to 7 groups, each group contains 8 members of learners.

Number of the respondents participated and supply response to the questionnaire, FGD and interview questions are shown in table 1 below.

##### **4.1.1. Background Information of the Respondents of the Questionnaire**

The back ground of the questionnaire respondents were from four groups of sample populations, namely, integrated functional adult literacy learners, facilitators, coordinators, and experts. Their characteristics frequency and percentage details are presented in the Table 1.

**Table 4:1. Respondents' Background Characteristics**

No.	Characteristics		IFAL Learners		IFAL Coordinators		IFAL Experts		IFAL Facilitators	
			No.	%	No.	%	No.	%	No.	%
1	Sex	Female	68	63	2	50	-	-	3	75
		Male	40	37	2	50	2	100	1	25
		Total	108	100	4	100	2	100	4	100
2	Age	15-20	26	24	-	-	-	-	-	-
		21-30	28	26	1	25	2	100	1	25
		31-40	34	31	1	25	-	-	2	50
		Above 40	20	19	2	50	-	-	1	25
		Total	108	100	4	100	2	100	4	100
3	Occupation/ Employment Status	Private employee	52	48						
		Public employee	-	-						
		Self-employed	40	37						
		Daily laborer	16	15						
		Total	108	100						
4	Qualification	Grade 12			-	-	-	-	1	25
		Certificate			-	-	-	-	1	25
		Diploma			-	-	-	-	2	50
		1 <sup>st</sup> Degree			4	100	2	100	-	-
		Total			4	100	2	100	4	100
5	Work Experience	1-5 years			-	-	-	-	1	25
		6-10 Years			3	75	1	50	3	75
		11 Years and above			1	25	1	50	-	-
		Total			4	100	2	100	4	100

As we can notice from the above table, 68 (67%) of the IFAL learner respondents are female and 40 (33%) of the IFAL learner respondents are male. As to the age of the IFAL learners, 26 (24%) of IFAL learners are between the male age of 15-20, 28 (26%) IFAL learners are between the age of 21-30, 34 (31%) of the IFAL learners are under the age of 31-40, and 20 (19%) of the IFAL respondents are above 40 years.

Moreover, 52 (48%) of the adult learners are working for private organizations, 40 (37%) of the adults are self-employed, and 20 (15%) are earning a means of learning as a daily laborer. This implies that women are fairly participating in IFALP. Most of the adults (31%) are under the age of 31-40, which indicates IFALP enrolled the most productive age of the population. In addition, most of the adults (52%) are employed for private organization and significant share of the respondents (40%) were able to create their own business.

From the IFAL coordinator respondents, 2 (50%) of the respondents are female and the other 2 (50%) of the respondents are male. With regards to the age of the IFAL coordinator respondents, 2 (50%) of the respondents are above 40 years, and 1(25%) of the respondents is between 21-30 years and, 1 (25%) of the respondents is between 31-40 years. 4 ( 100%) of the IFAL coordinator respondents have 1<sup>st</sup> degree. 3(75%) of the IFAL coordinator respondents have gained 6-10 years' experience and 1(25%) of the respondents have gained over 11 years' experience. From these data one can summarize that all IFAL coordinators, 4(100%) are adequately qualified for their role and have gained valuable work experiences for their current role.

From table 4.1, one can infer that 3(75%) of the facilitator respondents are female, and 1(25%) of the respondents is male. As to the age of the IFAL facilitator respondents, 1 (25%) of the respondent is 21-30, 2 (50%) of the respondents are between the age of 31-40 years, and 1 (50%) of the respondents is above 40 years. Regarding to educational qualification, all of them have at least completed grade 12 or have a diploma level qualification.

From 4 IFAL facilitator respondents 1 (25%) have gained 1-5 years' experiences, and 3 (75%) of the respondents have gained 6-10 years' work experience. This implies that, since most of the IFALP beneficiaries are women, there is fair gender parity in the distribution of the facilitators.

As to the qualification and training of the facilitators, most of the facilitators 2 (50%) do not have diploma level. qualification. However, significant number of the facilitators, 3(75%) have gained over 6 years' experience. This implies that facilitators are not well equipped to the level they are expected to discharge their responsibilities.

**Table 4:2. Trust, Relationship, and Social Cohesion**

No.	Results	V. low	Low	Medium	High	V. High
2.1	My feelings of trust toward neighbors, co-workers, strangers and most people are improved	-	-	35 (32%)	56 (52%)	17(16%)
2.2	Stimulated to access social support systems where I get social, emotional, financial, instrumental, and informational support.	-	-	32(29%)	36(34%)	40(37%)
2.3	Developed strong and productive relationships with a diverse people	-	-	6(5%)	84(78%)	18(17%)
2.4	Engaged in organized groups such as sports teams, hobby groups, and credit associations, religious commitments, and leadership roles within the services	-	-	15(14%)	71(66%)	22(20%)
2.5	Have friends over to my home, socializing with co-workers outside of work, and playing cards or games with others.	-	-	-	67(62%)	41(38%)
2.6	Participated in Edir, coordinated and mobilized the community members such as to construct road and clean the ditches as part of groups' decision-making.	63(58%)	27(25%)	18(17%)	-	-

As shown on table 4: 2, the majority of the respondents (52%) and significant proportion (16 %) of the respondents have confirmed that IFALP has highly influenced them to improve their feelings of trust toward their neighbors, co-workers, strangers and other people. Moreover, 40 % and 36 % of the respondents believed the IFALP has highly and very highly stimulated them to access social support systems where they could get social, emotional, financial, instrumental, and

informational support respectively. From this data, one can easily deduce that IFALP has contributed to adult learners to develop strong trust towards their neighbors, co-workers, strangers, and the people. It also inspired adult learners to search access to financial, emotional, instrumental, and informational support in their respective community.

During the interview session, an IFAL beneficiary of 28 years old responded:

*When I came to Addis Ababa, I couldn't even read, write and identify numbers. It was a challenge for me to have conversations with others since I can only speak Oromifa. She said even it was very difficult to use bus transportation since "I couldn't know what numbers are." However, after I started participating in IFALP things are changed dramatically. Let me tell you the truth, now I am grade in 6 and I am working for a private company as a waiter. If it hadn't been for this program where could I bring all these changes in my life?*

The largest share of the respondents (84%) believed that IFALP helped adult learners develop strong and productive relationships with a diverse people. Moreover, 93 % of the respondents asserted that IFALP helped them involve in organized groups like sports teams, hobby groups, credit associations, religious commitments, and leadership roles within the services. 67(62%) and 41(38%) have rated the extent to which the IFAL program's impact on having friends over to their home, socializing with co-workers outside of work, and playing cards or games with others, and providing voluntary services to community members high and very high respectively. This implies that as a result of the IFALP program, trust has been developed and they could able to work and live together with people from different backgrounds. Concomitantly, the program has helped adults create strong relationship with their friends and with other people out of their circle.

In one of the FGDs conducted at Woreda six during the data collection, all the members unanimously agreed after long time argument and discussion that if appropriately maximized the program is very helpful to people like us to win poverty. They all agreed that as a result of the program they could be able to live together with people from different cultural backgrounds and strongly believed that their perception has been completely changed about working and living together with other people.

Also during the interview session a lady of 30 years old, grade 8 student, responded that:

*Before I joined the IFALP I didn't have any idea about church services. But after I started to read Bible I tried to go to church every Sunday since I got a chance to be employed in a plastic factory from the housemaid. I got confidence to share my view with my friends and even to look for better job opportunity; it is through this communication that I could get my current job. Currently I am serving with my church in small group as charity team member on top of being one of the active participants of the church.*

On the other hand, respondents were asked to rate the level at which IFALP contributed them to participate in Edir, coordinated and mobilized the community members such as to construct road and clean the dishes as part of groups' decision-making and responded that it is very low (63%), low (27%), and medium (10%). During the interview session with the Woreda education Office experts, an expert from Woreda 5 of Kirkos Sub-City responded that: "For me, let alone to know whether they are participating in community development endeavors like cleaning ditches, we do not know even their address after completion. In addition, due to their nature of living condition they are mobile and change their address as from time to time. Hence, currently the office doesn't have any means to follow up them after graduation".

**Table 4:3. Building Trust (Bonding)**

No.	Results	V. Low	Low	Medium	High	V. High
3.1	Change in beliefs about my personal influence on your own life and that of others	-	-		91(84%)	17 (16%)
3.2	Action to solve problems in my own life or that of others	-	-	30 (28%)	50(46%)	28 (26%)
3.3	Change in beliefs and interaction with people who are different from my classmates	-	-	-	64(59%)	44 (41%)

From table 4:3 As one can infer from the table 4:3 the level of impact of IFALP program on adult learners' ability to solve problem by themselves is high (91%) and very high 17% respectively. Most adult learners (78%) were able to take actions to solve problems that are encountered in their own life or that of others since they trust others. The majority of the respondents (59%) and (41%) believed that there are high level of changes in beliefs and interaction with people who are different from their classmates. This implies that IFALP has evidently influenced the beliefs of adult learners and the way they interact each with others and with other people. It also depicts that adult learners are able to take initiatives to solve their own and others' problems as they completed from the program.

From the interviews conducted during the data collection, a young adult of 31 years old responded that” Before I joined the program, I used to suspect my friends when they comment on my action and became easily emotional. But currently, while working as a supervisor in building construction I trust my co-workers and even accept comments from daily laborers under my supervision. I delegate my friends to control time when I go for tea break or for some other business since I trust them and have confidence on them. ”

**Table 4:4. Relationship / Connection (Bridge)**

No.	Results	V. low	Low	Medium	High	V. High
4.1	Working along with peoples other than my groups	-	-	-	69(64%)	39(36%)
4.2	Living and working together with people come from different ethnic backgrounds, culture, gender, races etc.	-	-	17 (14%)	58(54%)	35(32%)
4.3	Support of other people to do my best, connect to CBOs, share knowledge, get advice and counseling, and use various opportunities to connect with others	52(48%)	39(36%)	17 (16%)	-	-
4.4	Participate in community activities like having friends over to my home, socializing with co-workers outside of work, and playing cards or games with others	42(39%)	39(36%)	27 (25%)	-	-
4.5	Relationship that develops opportunities for employment and volunteerism in my community	-	-	60(56%)	48(44%)	-

As per the data presented on table 4:4 above, the majority of the respondents believed that IFALP has highly contributed to adult learners to work together with people other than their groups. In addition it helped most of the adult learners ( 93%) to live and work together with people come from different ethnic backgrounds, culture, languages, gender, races etc. The majority of the respondents (56%) believed that IFALP has moderately contributed to develop relationship that harbors the opportunities for employment and volunteerism in their community, and significant number of the respondents (40%) believed that the program has highly contributed to the same.

During the interview session, one of the young adults of 28 years old, grade 6 replied that “after I came to Addis Ababa from the northern part of the country, I used to work as a laborer with

different young people who require strong physical and emotional capability. In the beginning, I believed the language I speak is very super and unique than the languages my friends speak; hence I mostly ignored them and belittle their language all the time. However, as I started the IFALP, my attitude towards other in general and others' languages in a particular has been dramatically changed. Previously, even I didn't realize the diversity of language and their equality. Currently, in my daily business as charcoal retailer, I am able to respect and communicate with all my customers without any discrimination as a result of the program. The largest proportion of the respondents (48%) and (36%) believed that adult learners get "low" and "very low" support from other people and institutions to do their best, to connect to CBOs, to share knowledge, to get advice and counseling, and to use various opportunities to connect with others and to tap resources.

The majority of the respondents (75%) said that the impact of IFALP on participation in community activities like having friends over to their home, socialization with co-workers outside of work, and playing cards or games with others is minimal. This indicates that adult learners do not maximize from social cohesion aspects since it requires bilateral efforts. Other public institution and community based organizations are not supporting adult learners although they invest a lot to alleviate poverty.

Regarding this questionnaire item, the researcher has asked one of the Woreda 5 CSTC facilitator and she replied: "I always try my best to share my lived experience concerning engagement in community activities. However, there is no effort to connect them to people from community organizations and non-governmental organizations. In the training events I participated in, they told us that there are other sectors like small scale business enterprise, health, agriculture, and so on which will collaborate with education office to make the adult

learning more practical and “integrated”, but none of them came to my center. In addition, since they do not have consistent income source they give priority to their daily bread after they complete and only few ones who will continue formal education hence it is difficult to connect them with community as facilitator. But if all stakeholders collaborate and work in partnership they can easily translate what they learnt in classroom into action.”

**Table 4:5. Social Cohesion (Networking)**

No.	Results	V. Low	Low	Medium	High	V. High
5.1	Getting access to resources (sharing support, knowledge, information and introductions)	76 (70%)	32(30)	-	-	-
5.2	Participation in formal groups, relationships formed, and in groups’ decision-making	87 (81%)	11(1%)	10 (9%)	-	-
5.3	Involvement in organized groups such as sports teams, hobby groups, and associations, and religious activities and any leadership roles assumed within the services	42(39%)	59(55%)	7 (6%)	-	-

As depicted on Table 4:5 respondents were asked whether they are getting support such as accessing to resources, sharing support, knowledge, information and introductions. Accordingly they responded that 70 % of the respondents as “low” and 30 % as “very low.” On the same table of the same item, respondents were also asked to rate their level of participation in formal groups, relationships formed, and in groups’ decision-making system. They responded 81% as “very low”, 10% as “low”, and 9% as “medium”. On the same table, respondents rated their involvement in organized groups such as sports teams, hobby groups, and associations, and religious activities and any leadership roles assumed within the services and replied as 39% “very low”, as 55% “low”, and 6% “medium”. This implies that adult learners are not accessing resources from their community based organizations or institutions since they need opportunity to get linkage with them.

During the facilitation of the FGD in Woreda 6 of Kirkos Sub City all group members agreed and believed that if they get resources such as funds, information, knowledge they can easily defeat poverty. Even they commended that is there would some opportunity be organized as a group and started some small business they can work as a team to transform themselves and their community.

Regarding these items, one of the interviewees from Woreda 6 respondents, an old woman of 48 years replied as follows: “Thanks to this program now I am able to read, write and identifying numbers. This also opened my mind to do best to change my current situation. Now I am leading my family of four members, three children and myself by baking Injera. If I get someone or organization that facilitate me to access some seed money I can change my life within short time.” Mutual visiting and socializing between friends and neighbors; Putnam (2000) argues that this is a fertile activity for creating trust and a sense of community. It fosters, and is fostered by, activity in formal associations. Development of trust and collaboration within work teams, a process which varies in nature with the type of workplace, its scale and the occupational groups involved.

**Table 4:6. Networking and Communications with Resources Providers**

N.o	CBOs and stakeholders	V. Low	Low	Medium	High	Very High
6.1	Non-government organizations	56 (52%)	39(36%)	13(12%)	-	-
6.2	Youths and women’s associations	91(84%)	17(16%)	-	-	-
6.3	Community development workers and Facilitators	72(67%)	36(33%)	-	-	-
6.4	Health extension workers	69 (64%)	32 (30%)	7(6%)	-	-
6.5	Livelihood and IGA organization	92 (85%)	16(15%)	-	-	-
6.6	Small Business enterprises holders and entrepreneurs	75(70%)	27(25%)	6(5%)	-	-
6.7	Microfinance Institutions and Credit Associations	67(62%)	41(38%)	-	-	-

As we can infer from the above table, respondents were asked their level of access as a result of IFALP to various community based organizations and institutions. They responded as follows: 52 % of the respondents disclosed that their involvement is very low, 36% of them are “low” and 12 % is “medium”. As to their involvement in youth and women associations, 84% said their involvement is “very low” and 16% proved their involvement is “low”. On the same table, with items that requested them to respond to whether they get support from livelihood and IGA organizations and Microfinance institutions and Credit Associations after completion. Accordingly, they confirmed that 15% as “low” and 85% as “very low”, 62% as very low and 38% as low respectively. Respondents also were asked to rate their involvement in Small Business enterprises holders and entrepreneurs and responded that 70% as “very low”, 25%, and 5% as “medium.” This shows that adult do not get any support form community based organizations and institutions like micro enterprises and small scale business, Saving and credit associations, IGA and Livelihood supporting NGOs and the like after they complete from IFALP due to lack of responsible body that will create linkage to adult learners.

Regarding the same item, one of the coordinators from Woreda 6 of the Kirkos Sub City responded that: “In paper such as NAES there are very ideal policies and strategies in place. But when we come to the grassroots none of the organizations are not working together to implement the IFALP as the documents states”. From the same Woreda, one of the facilitators replied: “I just share the theoretical aspects which are presented in the curriculum through facilitating discussion. But there is no hands-on experience sharing opportunities from NGOs or other like governmental stakeholders. It would be great “if I get such a kind of support.”

**Table 4:7. Strengthening Trust, Relationship, and Social Cohesion**

No.	Item	Response Rate
7.1	Partnership with friends and other organization	6 (5%)
7.2	The Relationship and connection I have with other people out of my circle	22 (20%)
7.3	I am able to describe my questions, feelings, and thoughts etc. with other	33 (31%)
7.4	My colleagues advise me voluntarily when I face problems	17 (16%)
7.5	The support I get from community based organizations	-
7.6	I share with institutional and public leaders when I get challenges in doing my business	30 (28%)

On table 4:7 above, respondents were given opportunities to choose items as to why they became successful in current business as a result of IFALP. Accordingly, (5%) associated it to the partnership they have with friends and other organization; 20% to the relationship and connection they have with other people out of their circle; 31% due to their ability to describe their own questions, feelings, and thoughts etc. with other; 16% to the voluntary advice of their colleagues when they face problems; and 28% to sharing of their concerns with institutional and public leaders when they face challenges in doing their business. From this report, one can conclude that IFALP significantly contributed to the learners to create networks through friendship, trusting their friends, and developing friendship.

**Table 4:8. Participating on Civic and Public Activities/Services**

No.	Item	Rarely	Sometimes	Often	Very Often	Always
8.1	Participation in voting	18(17%)	22(20%)	36(33%)	20(19%)	12(11%)
8.2	Participation in cleaning ditches	49(45%)	41(39%)	13(12%)	-	5(4%)
8.3	Participation in Edir / social gatherings	23(21%)	38(35%)	20(19%)	18(17%)	9(8%)
8.4	Volunteering and visiting to hospital	70(65%)	18(17%)	20(19%)	-	-
8.5	Giving voluntary services to humanitarian organizations working in environmental protection	25(23%)	38(35%)	31(29%)	10(9%)	4(4%)

As we can infer from the table 4:8, respondents were asked to disclose how often they participate on civic and public activities. They responded to the first item of the table as participation in voting 17% “rarely”; 20% “sometimes”; 33% “often”; 19% “very often”; and 11% “always”.

Regarding this item, one of the adults from Woreda 5 respondents added: “I understand well the importance of voting after I got new insights during IFALP but in practice for some reasons: I do not consider that my vote matters as such and so I give more priority to my education and business.” This response highlights that adult learners are not actively participating in voting. For the second item, participation in cleaning ditches, 45% responded as “rarely”; 39% “sometimes”; 12% “often”; and 4% “always”. On the same table, respondents were asked the frequency of their engagement in Edir/social gatherings and responded as 21% “rarely”; 35% “sometimes”; 19% “often”; 17% “very often”; and 8% “always”.

To the item that asked respondents how often do they participate on volunteering services such as visiting to hospital and supporting the poor, they replied 65% as “rarely”; 17% as “sometimes”; and 19% “often times.” Respondents responded to the final item on the same table

that asked how often do they involve on giving voluntary services to environmental protection as 23% “rarely”; 35% “sometimes”; 29% “often”; 9% “very often; and 4% “always”. Based on this analysis we can summarize that adult learners are not consistently participated in community based endeavors.

In one of the FGD sessions facilitated by the researcher in Woreda 6 of Kirkos Sub-City, almost all members discussed and agreed that they wish to actively and consistently participate on civic, public activities and community development issues but in reality they are doing what they think they could do.

In the interview session with the adult learners, one of the interviewees commented as follows: “To be honest with you, “I do not throw trashes everywhere as I did before; but I am not participating in cleaning campaigns.”

**Table 4:9 Problem Solving and Decision Making**

No.	Item	Response Rates
9.1	I just try my best to get rid of the problem	7 (6%)
9.2	I share the problems with my friends out of the network as well as my colleagues	36 (33%)
9.3	I quickly decide to shift my group membership	8 (7 %)
9.4	I try to questions, argue, discuss, and fix the problem with others as much as possible.	57(54%)

On table 4:9 respondents were asked to as to what they do when they face problems in their daily life. Accordingly, 54 % of the respondents try to question, argue, discus, and fix the problems with other peoples as much as possible, 33% responded that they share the problems with their colleagues as well as with other people out of their circle. Few respondents responded that they quickly decide to withdraw from their group membership. This implies that IFALP has highly

impacted adult learners to solve problems by themselves and brought critical thinking and rational reasoning.

In relation to this item, among the interviewees, one of the young adult of 27 years old woman concluded: “I used to change houses when I face opposition or when there is disagreement with the owners. But after I joined the IFALP, as result of sharing experience with others in the adult classes and seeking advice from friends I have stayed for 5 years in current house.”

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the major summary of findings, conclusions and recommendations.

#### 5.1. Summary of the Findings

The purpose of this study was to analyze the contribution of integrated functional adult literacy to social capital development in adult learners in Kirkos Sub-city of Addis Ababa City Administration. To this end, a descriptive mixed method design was used and both quantitative and qualitative research approaches were employed. Sources of primary data were adult beneficiaries, facilitators, coordinators, and expert of IFAL. A total of 118 respondents were sources of primary data. Simple random sampling and availability sampling techniques were used to select the respondents. Questionnaires, interviews, and FGDs were used to collect data.

The basic research questions were:

- (1) How does enrollment in IFALP and the resulting acquired literacy and numeracy skills contribute to adults' networking and collaborative activities?
- (2) Does IFALP contribute to the development of trust towards community members, neighbors and strangers, and among adults?
- (3) To what extent are adult learners connected to diverse group of people in their community as a result of the program?
- (4) Does IFALP stimulate the availability of social support systems where people go for social, emotional, financial, instrumental, and informational support?

The data analysis was resulted in the following major findings:

1. This study found out that the majority of the respondents (68%) have confirmed as IFALP has contributed to adult learners to develop strong trust towards their neighbors, co-workers, strangers, and the most people.
2. From the study, adult learners (84%) have developed strong and productive relationships with their friends, with other people out of the circle.
3. The study also shows that adult learners (84%) are getting minimal support from other people and institutions to do their best from CBOs, share knowledge, get advice and counseling, and use various opportunities to connect with others and tap resources. In addition, they did not get access to resources through microfinance and livelihood supporting institutions.
4. One of the most important outcomes of IFAL program is developing their capability to solve problems. Likewise, adult learners (54 %) try to question, argue, discuss, and fix the problems with other peoples as much as possible, and others (33%) share the problems with their colleagues as well as with other people out of their circle.
5. The study indicated that only few adult learners (4%) are actively involved in voting and other civic and public activities in their respective community.

## **5.2. Conclusions**

The implementation of integrated functional adult literacy has benefitted hundreds of young adults in Kirkos sub-city to learn reading, writing and numeracy which lead them to develop various social capital outcomes, in addition to basic life skills, which are highly related to their daily life. However, due to low involvement of community based organizations and other collaborating sectors the social capital development is negatively affected the program beneficiaries in the Sub-city.

Based on the major findings of the study, the following conclusions have been drawn from the study: adult learners developed trust to have friends over their home and socializing with coworkers outside of work. The IFAL program has significantly contributed to adult learners in developing strong trust towards their neighbors, co-workers, strangers, and other people. Furthermore, Adult learners were able to live and works together with people come from different ethnic backgrounds, culture, languages, gender, races etc. in their community. However, adult learners are not getting the required social support from community and institutions to do their best, connect to CBOs, share knowledge, get advice and counseling, and use various opportunities to access resources to realize their potential.

### **5.3 Recommendations**

The social capital development outcome of integrated functional adult literacy program is crucial to realize sustainable development. In countries like Ethiopia where objective poverty is evident coupled with high illiteracy rate. The role of all relevant stakeholders such as government organizations, non-governmental organizations, financial institutions, and private sectors in promoting adult literacy is pivotal. Therefore, based on the major findings and the conclusion drawn, the following recommendations were made;

1. Woreda Education offices have to strengthen their effort to enable adults maximizes more from the benefit of developing trust and collaborative activities so that they effectively contributed to sustainable development.
2. The approach of integrated functional adult literacy plays a pivotal role in achieving sustainable development through the development of social capitals in adult learners. Therefore, to realize this, the effort of education office alone is meaningless. Hence, it is

recommended that there has to be strong partnership and collaboration of all relevant actors such as sectorial ministries, financial institutions, public organizations, CBOs, NGOs and private sectors at all levels such as national, regional, sub city and education office levels.

3. The education office of the sub city has to devise mechanisms to integrate the class room facilitation approach to adult learners with hands-on experience through mobilizing and involving other public, private, and non-governmental organizations so as to create linkages and networks before they complete from the IFAL program.
4. The Sub-city may consider the need to establish a partnership strategy that enables it to work with other stakeholders to enhance the social capital development outcomes of adult literacy. This can be achieved through co-designing projects and major activities to provide the context for trust building trust and transformational efforts at their community for their prompt engagement after completion. As a result, adult learners would actively engage in community development endeavors and civic and public affairs. Furthermore, they will have access to build their human and financial capacity to realize their potential.
5. The contribution of the IFAL program to voluntarism was low indicating that adults still would focus on their day to day livelihoods rather than engagement in social and common voluntary services. The program may have to create opportunities for adults to develop positive attitude towards social engagement and voluntarism. Such core element has to also included and organized in the curriculum of the target groups.
6. Further Research – the contribution of adult literacy to the development of social capital in adult learners is immense. To achieve sustainable development both in urban and rural settings, through combating illiteracy, integrating IFAL with social capital development is vital. Therefore, the researcher recommends further researches in the area.

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## Appendix A

### Questionnaire to be filled by the IFAL Learners

The questionnaire is designed for the study entitled “The contribution of IFAL to social capital development in adult learners: Kirkos Sub City of Addis Ababa City Administration”.

The purpose of this questionnaire is to collect relevant data from adult learners, education officers, and CSTCs facilitators of Woreda one and five CSTC at Kirkos sub-city regarding the above.

The success of this study, thus, depends on the honesty, sincerity and truthfulness of your response. The researcher would like to assure you that your responses are strictly confidential.

Directions:

Esteemed respondents please read carefully the instructions below before starting to fill the questionnaires.

1. Where you are required to show your reactions (ratings) by following rating scales please Circle the letter below each statement.
2. Where alternative answers are given, please read orderly each questions and encircle the letter of your choice.
3. In answering the open-ended questions, please be as brief as possible. In case you have additional comments, use the back side of question paper by clearly indicating the number

#### Part I: Personal Background Information

1. Age of the respondent \_\_\_\_\_ Sex \_\_\_\_\_ Woreda \_\_\_\_\_
2. Occupation/ Employment Status
  - A. Private employee
  - B. Public employee
  - C. Self-employed / owner of small scale business
  - D. Daily laborer
3. Housing Status
  - A. Privately owned
  - B. Rrented from public housing agency
  - C. Rented from private owners
  - D. Other(s) please specify \_\_\_\_\_

## Part II: Social Capital Development Outcomes - Adult Learners

1. What did you gain from IFALP with regard to trust, relationship, and social cohesion as adult learner?

N.O   Results      V. low    Low    Medium    High    V. High

1.1 My feelings of trust toward neighbors, co-workers, strangers and most people are improved

1.2 Stimulated to access social support systems where I get social, emotional, financial, instrumental, and informational support.

1.3 Developed strong and productive relationships and with diverse people

1.4 Engaged in organized groups like sports teams, hobby groups, and credit associations, religious commitments, and leadership roles within the services

1.5 Have friends over to my home, socializing with co-workers outside of work, and playing cards or games with others. Providing voluntary services to community members

1.6 Participated in Edir, coordinated and mobilized the community members such as to construct road and clean the dishes as part of groups' decision-making.

2. Did your participation in IFALP help you to trust your neighbor, co-worker, and strangers to live and work together?

A. Yes

B. No

3. Have you ever been meeting with your colleagues after your graduation from IFALP?

A. Yes

B. No

4. To what extent have you been benefited from IFALP in trusting in your neighbors, co-workers, strangers, and most people in your community?

4.1. Change in beliefs about your personal influence on your own life and that of others

A. V. Low

B. Low

C. Medium

D. High

E. V. High

4.2. Action to solve problems in your own life or that of others

A. V. High

B. High

C. Medium

D. Low

E. V. High

4.3. Change in beliefs and interaction with people who are different from your classmates

A. V. Low

B. Low

C. Medium

D. High

E. V. High

5. How much have you been benefited from IFALP in being connected to diverse group of people in your daily life?
- 5.1. Working along with peoples other than your groups
- A. V. Low    B. Low    C. Medium    D. High    E. V. High
- 5.2. Living and working together with people come from different ethnic backgrounds, culture, gender, races etc.
- A. V. Low    B. Low    C. Medium    D. High    E. V. High
- 5.3. Support of other people to do your best, connect to CBOs, share knowledge, get advice and counseling, and use various opportunities to connect with others.
- A. V. Low    B. Low    C. Medium    D. High    E. V. High
- 5.4. Participate in community activities like having friends over to one's home, socializing with co-workers outside of work, and playing cards or games with others.
- A. V. Low    B. Low    C. Medium    D. High    E. V. High
- 5.5. Relationship that develops opportunities for employment and volunteerism in their community
- A. V. Low    B. Low    C. Medium    D. High    E. V. High
6. How much have you been benefited from social systems found in your community in acquiring social, emotional, financial, instrumental, and informational support as a result of IFALP?
- 6.1. Getting access to resources (sharing support, knowledge, information and introductions)
- A. V. Low    B. Low    C. Medium    D. High    E. V. High
- 6.2. Participation in formal groups, relationships formed, and in groups' decision-making.
- A. V. Low    B. Low    C. Medium    D. High    E. V. High
- 6.3. Involvement in organized groups such as sports teams, hobby groups, and associations, and religious activities and any leadership roles assumed within the services
- A. V. Low    B. Low    C. Medium    D. High    E. V. High

7. What do you think are the major benefits that you have been acquired from IFALP with regard to trusting others, and developing friendship and relationship, and social cohesion?

8. To what extent are you participating in CBOs after you completed IFALP? In which areas and to what extent are you participating and collaborating with stakeholders?

N.O    CBOs and Stakeholders.                    V. Low    Low    Medium    High    Very High

8.1    Non-government organizations

8.2    Youths and women's associations

8.3    Community development workers and Facilitators

8.4    Health extension workers

8.5    Livelihood and IGA organization

8.6    Small Business enterprises holders and entrepreneurs

8.7    Microfinance institutions and credit Associations

9. Which of the above organizations you like most?

10. What do you believe is the major reason for being successful in your current business?

A. Partnership with friends and other organization

B. The Relationship and connection I have with other people out of my circle

C. I am able to describe my questions, feelings, and thoughts etc. with other

D. My colleagues advise me voluntarily when I face problems

E. The support I get from community based organizations

11. How often are you participating in civic and public activities such as voting?

A. Rarely    B. Sometimes    C. Often            C. Very Often    D. Always

12. How do you rate your involvement in community development endeavors such as volunteering in community based social and development activities?

A. Very high    B. Low    C. Medium            D. High    E. Very High

13. How often do you share your own feeling about your business challenges and life experiences to your colleagues and people out of your circle?

A. Rarely    B. Sometimes    C. Often            C. Very Often    D. Always

14. How do you rate the level of trust you have on your institutional leaders such as public leaders, religious leaders, and formal group leaders?
- A. Very low      B. Low      C. Medium      D. High      E. Very High
15. When you encountered problems at your business with your friends what do you do?
- A. I just try my best to get rid of the problem
- B. I share the problems with my friends out of the network
- C. I quickly decide to shift my group membership
- D. I try to questions, argue, discuss, and fix the problem

## Appendix B

በተቀናጀ ተግባር ተኮር የጎልማሳ ትምህርት ፕሮግራም ላይ በተሳተፉ ጎልማሳ የሚሞላ ማጠቃለያ

ይህ ቃለ ማጠቃለያ የተዘጋጀው በአዲስ አበባ ከተማ አስተዳደር በቂርቆስ ክፍለ ከተማ የተቀናጀ የጎልማሳ ትምህርት ፕሮግራም ለጎልማሳ ማህበራዊ ዕድገት የሚያበረክተው አስተዋጽኦ የሚሰጠው ጥናት ለማካሄድ የተዘጋጀ ነው።

የቃለ ማጠቃለያ ዓላማ ከጎልማሳ ሰልጣኞች አስፈላጊ ሚና ማሳተፍ ነው።

የዚህ ጥናት ውጤቶች እርስዎ በሚጠቅሙት ምላሽ ተማኝነት፣ ትክክልኛነት እና እውነተኛነት ይወሰናል።

ማህበራሪያ

የተከበሩ ምላሽ እባክዎትን ምላሽ ከሚጠቅሙት በፊት የሚከተለውን ማህበራሪያ ይከተሉ!

1. ምላሽዎችን የሚጠቃሉትን ቦታዎች ሲደርሱ ምርጫዎን ይክበቡ።
2. ምርጫዎችን በሚያገኙ ጊዜ የሚጠቅሙትን ፍደል ይክበቡ።
3. ዝግ ጥያቄዎችን በሚያሰጡበት ጊዜ በተቻለ ማጠን ባጭሩ ያብራሩ ተጨማሪ አስተያየት ሲኖርዎት ከሚጠቃሉት ጀርባ ይጠቀሙ።

ክፍል አንድ ግለ ታሪክ

- 1) የሚሉት ዕድሜ \_\_\_\_\_ ጾታ \_\_\_\_\_ ወረዳ \_\_\_\_\_
- 2) የሥራ ሁኔታ U) የግል ተቀጣሪ      ለ) የራሱ ሥራ ያለው ሐ) የቀን ሠራተኛ      ማሌላ

ክፍል ሁለት በተቀናጀ ተግባር ተኮር የጎልማሳ ትምህርት በተሳተፉ ጎልማሳ ላይ የሚታዩ የማህበራዊ ዕድገት ውጤቶች

1. አብሮ የተማሩትን ጎልማሳ አግኝተው ይወቃሉ።

ሀ. አዎን

ለ. አይደለም

2. የተቀናጀ ተግባር ተኮር የጎልማሳ ትምህርት ተሳትፎ ከሌሎች ጋር አብሮ ለመኖርና ለማስራት ጠቅሞታል?

ሀ. አዎን

ለ. አይደለም

3. ከሌሎች ጋር ከመተማመን (ሌሎችን ከመማንና በሌሎች ከመታመን)፣ ውጤታማ ግንኙነት ከመድረግ፣ አብሮ ከማስራትና ሀሳብን ከመገለጽ፣ ሀብትንና ድጋፍን ከማስባሰብ አንፃር የጎልማሳ ትምህርት ምን ያህል ጠቅሞታል?

3.1. አብረው ከተማሩ ጎልማሳ ጋር አብሮ ማስራት

ሀ. በጣምከፍተኛ                      ለ. ከፍተኛ      ሐ. መካከለኛ      መ. ዝቅተኛ      ሠ.

3.2. አብረውከተሙኑ ጎልማሳች ወጭከሌሎች ጋር አብሮ መካራት

ሀ. በጣምከፍተኛ                      ለ. ከፍተኛ      ሐ. መካከለኛ      መ. ዝቅተኛ      ሠ.

3.3. ከተለያዩ ጎሳ፣ ባህል፣ ጾታና ዘር ከሚጠሩዎች ጋር አብሮ መኖርና መካራት

ሀ. በጣምከፍተኛ                      ለ. ከፍተኛ      ሐ. መካከለኛ      መ. ዝቅተኛ      ሠ.

3.4. ሰዎች የሚችሉትን ሁሉ እንዲያደርጉ ለማዘዝ፣ ዕውቀትን የማስፈልፍ፣ ከተለያዩ መንገዶች ድርጅቶች ጋር ግንኙነት እንዲፈጥሩ ከሌሎች ጋር መገናኘት እንዲችሉ የማዘጋጀት ሁኔታ

ሀ. በጣምከፍተኛ                      ለ. ከፍተኛ      ሐ. መካከለኛ      መ. ዝቅተኛ      ሠ.

3.5. ሌሎች ከሀብት ጋር እንዲገናኙ መርዳት (ድጋፍ ማድረግ ዕውቀትን ማስፈልግ ማራጃ ከሰዎች ጋር መስተዋወቅ)

ሀ. በጣምከፍተኛ                      ለ. ከፍተኛ      ሐ. መካከለኛ      መ. ዝቅተኛ      ሠ.

4. የተቀናጀ ተግባር ተኮር የጎልማሳች ትምህርት በሌሎች ላይ ከሚሰጡት ሌሎችን ከሚሰጡት ውጭተኛ ተግባራት ከሚከተሉት፣ ዝምድና ከሚከተሉትና መንገዶችን ከሚከተሉት አንጻር ያስገኘው ጥቅም ምን ይሆናል? ነው ብለው ያስብሉ?

5. ከላይ ከተጠቀሱት ውጭተኛ መካከል ለእርስዎ በጣም አስፈላጊ የትኛው ነው?

6. የተቀናጀ ተግባር ተኮር የጎልማሳች ትምህርት ካጠናቀቁ በኋላ እርስዎ መንገዶችን ማስፈልግ ያደረጉ ድርጅቶች በሚሰጡት ስራዎች የሚሰጡት ተሳትፎ ምን ያህል አረጋግጧል? ከሚከተሉት በየትኛው ዘርፍ ከድርጅቶችና ባለድርሻ አካላት ጋር አብረው ይሰራሉ?

ተ.ቁ    መንገዶችን ማስፈልግ ድርጅቶችና ባለድርሻ አካላት                      አዎን  
          አይደለም

6.1    መንገዶችን ማስፈልግ ያደረጉ ድርጅቶች

6.2    የሰዎችና ሴቶች መንገዶች

6.3    የመንገዶችን ማስፈልግ ማቆራረጥና አሳላጮች

6.4    የጠፍ ትምህርት ባለሙያዎች

- 6.5 በገቢ ማስገኛ ሥራዎች ላይ ተሳታፊ የሆኑ ድርጅቶች
- 6.6 የጥቃቅንና አገልግሎት ድርጅቶች ባለቤቶችና የፈጠራ ባለቤቶች
- 6.7 የአገልግሎት ገቢዎችና ቁጠባ ማህበራት

7. አሁን በሚከተሉት ሥራ ለስኬት ዋና ምክንያቶች ነው ብለው የሚያምኑት ምን ድን ነው?

ተቁ ማለጫ አዎን አይደለም

- 7.1 ከጋደቶችና ከሌሎች ድርጅቶች ጋር በአጋርነት አብሮ ማሰራት
- 7.2 ከሚጠቃቸው ሰዎች ወጪ ባለኝ ግንኙነትና ዝምድና
- 7.3 የሚገኝ ጥያቄ ስሜትና አስተሳሰብ ለሌሎች ማለጽ በሚቻል
- 7.4 ችግር ሲገጥሙ ጓደኞች በፈቃደኝነት ያሟክሩኛል

8. በሕዝባዊና ማህበራዊ ጉዳዮች የሚደረጉት ተሳትፎ ምን ያህል ነው?

U. በጣም ዝቅተኛ ለ. ዝቅተኛ ሐ. መካከለኛ ማ. ከፍተኛ ሠ. በጣም ከፍተኛ

9. በማህበረሰብ ልማት እንቅስቃሴዎች ማሳትም በማህበረሰባዊና ማህበራዊ ድርጅቶች የሚደረጉትን የበጎ ፈደኝነት አገልግሎት እንዴት ይለካሉ?

U. በጣም ዝቅተኛ ለ. ዝቅተኛ ሐ. መካከለኛ ማ. ከፍተኛ ሠ. በጣም ከፍተኛ

10. በሥራዎች ላይ ስለሚገጡ ጥሙተ ግዳሮችና የሕይወት ተግባሮች የለዎትን ሰሜት ለሌሎች የሚያከፍሉት ማን ነው?

U. አልፎ አልፎ ለ. አንዳንድ ጊዜ ሐ. በተለምዶ ማ. በጣም በተለምዶ ሠ. ሁልጊዜ

11. በድርጅት ሚዛን ማሳትም በመንግስት፣ በሃይማኖት፣ በማህበረሰብ እና በፖለቲካ ሚዛን ላይ ያለዎትን አሜታ እንዴት ያዩታል?

U. በጣም ዝቅተኛ ለ. ዝቅተኛ ሐ. መካከለኛ ማ. ከፍተኛ ሠ. በጣም ከፍተኛ

12. በሥራዎች ላይ አብረው ለማስገኛ ጋር ችግር ሲገጥም ምን ማድረግ ነው የሚኖር ጠቅ?

ተቁ ማለጫ አዎን አይደለም

- 12.1 ችግሩን ለመቅረፍ የተቻለኝን ሁሉ አደርጋለሁ
- 12.2 ከዙሪያዬ ወጪ ማንኛውንም ሰው ችግሩን አካፍላቸዋለሁ

12.3 በፍጥነት ከቡድን አባልነት እንዲቀረጹ

12.4 ስለ ችግሩ ለመጠየቅ፣ ለመግባቱ፣ ለመወያየትና ችግሩን በጋራ ለመፍታት ከሌሎች ጋር አብራራ እንዲሰሩ

## Appendix C

An interview Guide to Woreda education office Experts, Supervisors, and Sub- city Focal persons

### Part I: - Personal Data

Work place \_\_\_\_\_ Sex \_\_\_\_\_ Age \_\_\_\_\_ Woreda \_\_\_\_\_

Educational Level \_\_\_\_\_ Field of Study \_\_\_\_\_

Your Current Responsibility \_\_\_\_\_

Years of service as school teacher/if any/ \_\_\_\_\_

### Part II. Issues Related Social Capital Development in Adult learners

1. Are there any evaluation criteria and indicators for the learning outcomes of IFALP learners in trust, relationship, and social cohesions in particular?
2. If your answer is “No” for the above question what do you think is the major reason for it?
3. Do IFALP learning outcomes include trust, relationships, and social cohesion parts of adult learning outcomes?
4. What attempts are made by your office to link short term programs funded by various agencies to provide opportunity and create linkage to community based organizations and institutions so that IFAL beneficiaries maximize partnership and collaboration upon graduation?
5. What major activities and projects are co-designed to provide the context for trust building and identity transformational efforts at their community for their prompt engagement after completion?
6. How do you help adult learners participate, to engage them in project works, and to develop hands on experience?
7. Did you invite participants including staffs from a community based organizations to encourage interactions, connections and trust building?
8. How do you evaluate the involvement and engagement of adult learners in the existing community groups and networks?
9. Do you think the IFALP is developed in response to the life stories and aspirations of the adult learners?
10. How do you rate the effort of IFALP beneficiaries in the development of new networks between their own colleagues, community groups, and organizations?

I, the undersigned, declare that this thesis is my original work and has not been presented in other Universities; all sources of materials used have been duly acknowledged.

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Signature : \_\_\_\_\_  
Date of Submission : 08-06-2016

This thesis has been submitted for examination with my approval as University advisor.

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Signature : \_\_\_\_\_  
Date of Approval : 08-06-2016