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# **ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION SCHOOL OF GRADUATES STUDIES**

**Department of Curriculum and Teachers Professional  
Development studies Adult and Life Long Learning  
Program**



**An Assessment on the Challenges of Implementation of  
Functional Adult Literacy Program in Addis Ababa**

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## **Acronyms**

**DEC** : -Development Expert ices Center

**DANFE**: -Development through Adult and Non Formal Education

**ANFE**: - Adult and Non Formal Education

**MOE**: -Ministry of Education

**NGO**: -Non Government Organization

**FAL**: - Functional Adult Literacy

**KEO** : -Kebele Education Office

## **ABSTRACT**

*The main purpose of this study was to assess the implementation of functional adult literacy program in Addis Ababa. A mixed method was used for the study. Data was gathered from facilitators, program coordinators and functional adult literacy program participants' through questionnaire, and focus group discussions. Appropriate statistical tools, percentage, and mean were used in order to analyze quantitative data, while narration was used to analyze the qualitative data.*

*The findings of the study revealed that though training was given to facilitators the training given in relation to their duties and responsibilities were insufficient. The study also showed that the program of functional adult literacy run by NGOs, the involvement of local government bodies (KEO & sub cities education offices) were very low, salaries of facilitators, providing literacy materials and other tasks also done by NGOs. The participation of local government in the implementation of the program support were at low level or insignificant furthermore shortage of facilitator guides, literacy materials, poor educational facilities, lack of facilitators motivation were the main problem that affect the effective implementation of functional adult literacy program in Addis Ababa*

*The effective implementation of functional adult literacy program encounters serious problems during implementation of the program from local government implementer of the program. So the above mentioned challenges and constraints hinder the effective implementation of the program*

*Hence the researcher suggested that facilitators should be trained with relevant training. For the success of FAL program government should give much attention to adults and the work hand in hand with NGO's and the communities of Addis Ababa.*

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# CHAPTER ONE

## I Introduction

### 1.1 Back Ground of the Study

Education is conceived as a " process of human formation in society" and is understood to work in to ways: first it recognizes that the world in which people live and all the activities that takes places with in it are inherently educative the terrain of education encompasses all sites of " formative influences (Simon, 1984, p.37) the family the school, the church, the club, the work place and so forth. secondly it recognizes that with in the context of every day life there are specific activates through which a society and groups with in it intentionally try or influences the way others learn to interpret the world and to develop the skill to live within it or to change it (Dykstra & law P.12).

Dykstra & law (1994) have noted that although adult educators usually try to define education in ways that extend beyond the limits of schooling, they are nevertheless inclined to restrict its use to activities that are some how recognizably "education" in from as well as intent. The assumption education has got wide acceptance among governments of various countries , and international agencies consequently, most countries of the world are attempting to educate their citizens and eradicate illiteracy from their country by applying various means of education. Beside the importance of education for development, article 26 of the united nation human right declaration state that.

- "every one has the right to education "
- " education shall be free at least in the elementary and fundamental stage
- " elementary education shall be compulsory" (UNESCO.1990.22)

Currently, the broad sense of education includes formal schooling, non formal learning and informal way of learning. The formal learning approach education is provided to the learner in an institution, which has chronologically graded and hierarchically structured system. According to Bergevin (Cited in Yalew Ingdayhu) the concept of formal adult education refers to

1. Systematically arranged adult- education programs in which students are enrolled or registered to follow established course.
2. Programs that are annually held on with in the walls of institution, and follow norms set by the school -type learning.
3. Programs where the teacher who knows the subject and how to present it to the learner.

Students learning in the formal education program have on direct relevance in searching solutions for current problems in the society. Moreover, the expenditure that the formal education system demands is too high and costly for developing countries. Where as the results obtained from the system where found to be unsatisfactory due to high rate of school dropouts, class repeaters and wastage of human resource through unemployment (Fagrlind and Saha, 1991). Moreover formal schooling has limitations to provide equal educational opportunities between male and female population urban and remote rural areas (UNESCO, 1990). According to Carbon, et.al (cited in Mamo 1999:36) non-formal education is defend as a category of education comprising all educational activities that are organized out side the formal education system and designed mainly to serve identifiable clientele and educational objectives

Regarding the aim of non-formal education Headaches as (cited in Vermau, 1991) indicated that nonformula education was designed to compensate for short comings in the traditional school system and to satisfy the often urgent needs over looked by formal education.

The United Nation Educational Scientific & Cultural Organization (UNESCO) suggested the following points as guidance, for national governments in the process of reducing illiteracy.

1. Adult education through adult literacy classes should be integrated in whole national developments
2. Literacy work must be introduced in to Economic development in proving active participation in the national development
3. On the other hand, educationist and educational administrators must adopt the concept of what is called functional literacy" (UNESCO,1990:22) Consequently, governments preferred to implement the non-formal education system side by side with the formal education system to fulfill the fast growing educational need of the people.

In 1972, UNESCO declared that functional literacy program is not offered in isolation but it is a part of broader development effort making people functionally literate often requires changing the economic and social possibilities open to them. A functional adult literacy program is selective and is offered to adults who can draw the most personal benefit and make the greatest contribution to national economic and social progress as a result of being literate. The program of FAL is aimed at those groups of adult whose illiteracy present the most immediate block to progress and who stands the best chance of using and thus retaining literacy skills once such skills is acquired . A functional liter racy proem is work oriented and usually integrated in to the economic development and in changing the learner's whole approach to the world (Bwatwal1975).

## 1.2 Statement of the Problem

Literacy is the ability of the person to do basic reading writing and calculating. Literacy education is also designed to train those who lack these skills. Now days the evaluation of literacy is mainly through testing. But testing can not show whether literate people have really got the knowledge and skills needed in daily productive activities or whether the learned knowledge is effective in poverty alleviation and life improvement. There fore a new concept of functional literacy has been put forward (Griffith 1973).

According to UNESCO (1978) functional literacy is defined as the ability to participate in any reading writing skill requiring activities organized by one's social group or the community. Functional literacy is not limited to reading and writing a certain numbers or characters. The effectiveness of using literacy using the knowledge's skills and beliefs that! Literacy learning brings to solve practical problems in everyday living to adapt to society and to improve quality of life becomes more important Functional Literacy and education emphasize the all round development of basic skills and the effective use of these skills in individual development and social improvement the objective of functional literacy is to conduct training for people who will undertake various social and economic task in order to reach the goal of reducing poverty and improving the quality of life. The achievement obtained in non-formal education activities in Addis Ababa indicated that although a new strategy documents and guidelines are developed and recently exercised the achievements obtained in non formal is found to be unsatisfactory. This is clearly seen from the total number of adult drops out in literacy program. Moreover, the researcher observed some complaints from the adult learners and facilitators on the problem of coordinating the program, lack of supervision not having in depth understanding about FAL program and lack of orientations for both facilitator and learner, for not assessing the need of the learner lack of

interest and motivation from the side of the learner and facilitator, lack of logistics . This all shows that there are some problems which challenge the effective implementation of FAL program. Hence this study focuses on identifying those issues that have been considered as challenges to effective implementation of F AL program and suggest possible solution for improving the implementation of the program in Nifas silk lafto Sub city

1. To what extent do stake holders, government, NGOs and communities participate in the strategy, participating in the program?
2. Do the teachers/facilitators/ have necessary training to teach the learner effectively?
3. Who are the target group of the program?
4. Who determines the learning content of the program?
5. Are there adequate facilities and enough teaching materials to implement the program?
6. What are the contributions of the program?

### **1.3 Objectives of the study**

#### **1.3.1 General Objectives of the study**

The purpose of this study was to assess the implementation of functional adult literacy program and its contribution in the program of poverty alleviation.

#### **1.3.2. Specific Objectives of the study**

Specific Objectives these studies are to

- Explore the extent of the participation of responsible bodies in the implementation of FAL program
- Investigate whether facilitators have training in the implementation of FAL program

- Assess the contribution of the implementations of FAL program in poverty alleviation and investigate the facilities of FAL centers to implement the program.
- Explore the target group of the FAL program

#### **1.4 Significances of the study**

The purpose of this study was to assess the challenges and current status of functional adult literacy program charged with the eradications of illiteracy and poverty reduction in Addis Ababa Nifas silk Lafto sub city and Akaki sub city of Addis Ababa.

This study focuses mainly to explore implementation problem and challenges of FAL in Addis Ababa and suggest possible solutions for the effective implementation of functional Adult Literacy Program in Addis Ababa. Consequently, the study is expected to have the following significance.

- Identifying major problems that will repeatedly face in the Implementations
- Providing information on the current condition of the program.
- Serving as initial study for further detained research on the issue that is to the implementation of the program.

#### **1.5 Delimitation of the study**

The scope of the study will be on the implementation of functional adult literacy program run by DAN FE and DEC in Addis Ababa around Nifas Silk Lafto sub city, Hanna lebu Ertu kebele 01/02 and Akaki sub city, kebele 08. The reason why the researcher focuses on the two sub cities and the two kebeles is that the FAL program is implemented in those sub cities' kebeles by NGO. The study is also delimited to facilitator of the FAL program, learners who attended in the FAL training program and coordinators of FAL program. Thus the study particularizes mainly on

The challenges and constraints of the implementation of FAL program in Addis Ababa around Nifas Silk sub city, lafto Hanna lebu Ertu kebele 01/02 and Akaki sub city, kebele 08

## **1.6 Limitation of the study**

Even though this research is carefully designed and planned. There are certain constraints that restrict the researcher. Limitations are those conditions beyond the control of the researcher that may put restriction on the conclusion of the study and their application to other situations the following points are some of the major limitations of the study.

- 1 Lack of interest ,lack of awareness and misunderstanding from those person assigned in Addis Ababa education beauro to give the necessary information and documents about the program which will help the researcher
- 2 Absences of well trained person in the field of adult education at sub cities level to supervise the implementation of functional adult literacy program at a grassroots level were some of the major problems.

## **1.7 DEFINITIONES OF TERMS**

**Adult** – An individual who is regarded in his/her own culture as having assumed or able to assume most of the responsibilities, interests, and rights of an adult citizen

**Adult learner**-Acquiring new knowledge and skills, developing new attitudes by persons having reached mature status and intellectual. Physical and social development

**Coordinator:** - The person responsible for pooling the resources materials personnel etc in a community to plan implement adult education programs activities(Jaruis).

**Evaluation:** - The determination of the extent to which an educational objective has been accomplished [Jaruis]

**Facilitator:** - A leader who is skilled in helping a learning group of learners to specify its/their own learning objectives and to select the strategies by which to reach them. A facilitator is not a provider of information (Jaruis)

**Functional literacy:** - Literacy program closely integrated the basic skills in reading, writing, arithmetic and other fundamental knowledge (Jaruis).

**Non Government Organization:** - An organization which is not a statutory body and not completely financed by the state, which exists to undertake social or community tasks on education (Jaruis)

**Sub city:-** An area so designed for some purpose of administration

## **1.8 Organization of the study**

This study consists of five (5) chapters. The first chapter discusses with the introductory section, under this section, the background of the study, statement of the problem, basic research question, significance of the study, scope of the study, definition terms, organization of the study are treated.

The second chapter deals with the review of related literature, which provides detailed information related to the third chapter comes with research methodology, such as, research method, population and sampling techniques of the study, instruments of data collection, procedures of the study, method of data analysis.

The fourth chapter deals with the data presentation, analysis, and interpretation. Finally, the last chapter presents summary, conclusions, and recommendations.

## CHAPTER TWO

### 2 Review of Related Literature

This chapter consists of a review of literature related to the study. In the first three sections a brief descriptions had been given on the basic concepts of functional adult literacy, Historic Review of FAL, main feature of FAL approach, and its rationale, next to this a brief descriptions regarding the FAL program that is being implemented factors and its challenges in Nefasilk lafto sub city and Akaki sub city have been discussed.

#### 2.1 Function Adult Literacy

##### 2.1.1 Basic Concepts of Literacy

The term literacy is now beyond learning alphanumeric, rather is essential part of life long learning. As discussed by (Okech 2005) literacy is being able to read and write a short and simple message of every day life as “defend by UNESCO almost half a century ago and still defend by UNESCO institute of statistic for developing country is no longer enough for survival! If we examine the concept of literacy we find it has evolved over the years. The traditional understanding has dealt solely as the ability to acquire the 3RS (Reading Writing and Arithmetic). At the end of Second World War, UNESCO assumed the responsibility for putting literacy on the educational agenda of the national governments. Since the narrow understanding of literacy had led to motivational problems for adults, the concept of functional literacy was introduced(Okech 2005).

In the 1970s, due to the influence of Paulo Feirere literacy was seen as a strategy for liberation. The aim was to enable the adults not only to read the word but also to ‘read the world. Further developments in the last two decades have helped in viewing literacy as broader and more complex social construct. Levine (1984) had focused attention on the

social dimension of literacy and on the importance of understanding the social context in which literacy was being used.

In recent years literacy is increasingly being conceptualized as multiple socio cultural, and political. (UNESCO 2002), now conceives of literacy in the plural as 'literacies and embedded in a range of life and lively hood situations.

According to Wangsatorn Tanakhun (2001) each individual constructs the concept of literacy individually and as a result of social interactions, and that these interactions are mediated through and by socio cultural identities, values, and beliefs.

Giving such an understanding it would mean that it is necessary to understand the multiplicity of literate individuals face as they become member of every expanding groups and communities.

Hence, each of us could possess varying degrees of proficiency in multiple literacies, within different communities of similarly literate persons. Wangsatorn Tanakhun (2001) reconceptualises the aim of literacy.

- ♣ Acknowledgment and appreciation of the many diverse way that people use and understand reading, writing reflecting the multiple worlds in which they participate.
- ♣ An emphasis on the value of family, community, and personal contexts determined by the quality of social relationship.
- ♣ An appreciation of what has been called local literacy's and the reading and writing done by ordinance people in their every day lives.

Thus, literacy differs according to purpose, content, use, and institutional framework.

### **2.1.2 Basic Concepts of Functional Literacy**

In UNESCO terminology, the term functional literacy came to denote a cluster of concepts which logically were only loosely linked. In brief the term refers to an approach to literacy education in which aspiration to achieve universal literacy are temporarily set aside, in which traditional patterns of motivation, infrastructure, teaching methods and reading materials are avoided and in which the identification of key sectors in which literacy can be clearly seen to hinder development is of over all importance. This very general set of concepts, however, led to a much more specific use of the term in the UNESCO program, in which functional literacy denoted a means by which literacy education was built in to a program of vocational education and training, in which literacy skill and attitudes were thought and developed incidentally, the vocational content it self being control and having clear developmental consequences (Meister2001).

In a sense the use of the two words functional and literacy is misleading. According to Meister if all education is functional, the use of the word functional in the term clarifies little. He identifies sever ways in which literacy education can be functional: in making up for the lack of schooling, in promoting national and social integration, in political struggle, and in vocational, occupational terms.

A concept of functional literacy program was initiated at the world conference of Ministry of education (MOE) on the eradications of illiteracy in TEHERAN, IRAN, in September, 1965. The merge of functional literacy program in to educational progress as a whole was brought in to focus by director general of UNESCO.H.S Bholra (1994)

A functional literacy program should equip the new literate to recognize understand and subject to critical analysis the lesson behind his actions, whether these are actions she/he performs at work, at home, in the community or in other setting. It should prepare him/her to adapt to a

life of change in which, traditions customs, beliefs are constantly being changed with out causing him/her loss his/her/ own identities. Functional adult literacy is a participatory approach that motivates the learner to continue searching for knowledge and skills to challenge and change the life they live with. FAL also helps to improve the focus group engage in to literate way of doing things through important and the betterment of their lives where they live. It involves a wide range of localized need based basic livelihood activities characterized by participatory learner centered learning activity practices (WangsatornTanakhun ,2001).

Basically FAL classes lie on the needs and actual problems of the learner and their community. It has two important components, which could be arranged contextually and flexibly. The two important and integrated pillars are literacy element and livelihood element reinforces one another and builds for a better performance. UNESCO launched experimental world functional literacy program /EWFLP/ according to the general director of UNESCO, FLP, did and continues to do the following (Okech ,2005 )

1. To determine the nature and significance of the link between literacy and development
2. To make it possible to work out the most efficient approaches.
3. UNESCO for Its part in helping governments at their request to improve their FLP by sending advisors , fact findings and planning missions
4. UNESCO has also carried out study investigations, bearing on among other things, the economic effect of functional literacy work.

A functional literate person would have better advantage to cope and over come life problems, exercise his /her/ nature and human right is part of a community development.

FAL in as broader sense would mean

1. Relevant for the daily task and livelihoods of focus groups of learner
2. Involve literacy and livelihood element
3. Link with local /regional/ national development initiatives
4. Encourage practices of additional income
5. Consider self directed learning and literate environment  
(Dr.BerndSandhass2007)

### **2.1.3 Historical Evolution of Functional Adult Literacy**

Literacy has been considered something to which every person is entitled to, just as Universal Declaration of Human Rights in 1984 defined education as a fundamental right. Until the mid 1960s the right to literacy was primarily understood as a set of technical skills: reading, writing and calculating. Promoting literacy was fundamentally a matter of enabling individuals to acquire these skills. This conception led to mass literacy campaigns aimed at the “eradication of literacy” within a few years (of, the second international conference on Ault Education, Montreal , 1960). Contrary to their intention, such campaigns-whose influence is still felt-revealed that literacy cannot be sustained by short-term operations or by top-down and uni- sectoral actions primarily directed towards the acquisition of technical skills without due consideration to the contexts and motivations of learners and close follow up of accomplishments. Another lesson learnt in more successful campaigns, often carried out in overtly political frameworks, has to do with the important political role played by political will and social mobilization in literacy efforts (Bhola, 1984).

The 1960s and 1970s brought attention to the ways in which literacy is linked with socio-echinus development, and the concept of “functional literacy” was born. Programs for functional literacy-designed to promote reading and writing as well as arithmetical skills necessary for increased

productivity-were the subject of many national and international campaigns. During this period, for example the Experimental World Literacy Program (EWLP, 1964) was conducted in conjunction with the United Nations' first Development Decade, for which literacy was valued as as a technical solution to socio-economic problems. In the mid-1970s, the program cycle for the Experimental World Literacy Program expired, yielding two key results:

Its single-model approach was too limited; and the direct socio-economic returns of literacy could not be proven (UNESCO/UNDP, 1976).

For all that, the concept of "functional literacy" marked a turning point in the modern history of education. It allied education and especially literacy with social and economic development and expanded the understanding of literacy beyond the imparting of basic technical skills (World Congress of Ministers of education on the Eradication of Literacy, Teheran, 1965), if only with a view to increased productivity (work-oriented functional literacy concept). Concept by Paulo Freire.

Contributing to this expanded understanding. Paulo Freire (Brazilian educator) spotlighted the political dimension of literacy. He developed a method for teaching literacy in terms of cultural actions immediately relevant to the learner. Best known is his method of "conscientization", which encourages the learner to question why things are the way they are and to undertake changing them for the better (Freire, 1975).

In the 1980s and 1990s, this work served as a basis for the further elaboration of what literacy means and how it is acquired and applied. During the international Literacy Year (ILY) in 1990, UNESCO and the international community addressed literacy issues for all age groups in both industrialized and developing countries. The ILY Secretariat in UNESCO promoted as positive approach to defining literacy needs and de-mystifying definitions, standards and measurements of literacy. A more analytical perspective came to distinguish literacy as a technical

skill to literacy as a set of practices defined by social relations and cultural processes. This view explores the range of uses of literacy in the entire spectrum of daily life from the exercise of civil and political rights through matters of work, commerce and childcare to self-instruction, spiritual enlightenment and even recreation. 1990 World Declaration of Education for All .Finally the world Declaration of Education for All (1990) introduced the concept of “basic learning needs”, featuring literacy in a continuum encompassing formal and non-formal education for children, youth and adults. This concept, together with the “four pillars of education”

- ❖ Learning to know,
- ❖ Learning to do,
- ❖ Learning to live together and
- ❖ Learning to be

Learning to propose by the international commission on education for twenty-first century in 1996, chaired by Jacques Delors, is solidly linked with that of “lifelong learning” and that foundational contribution of literacy. Subsequent international pronouncements such as the Hamburg Declaration on Adult Learning (1997), the Dakar Framework of Action (2000) and the United Nations General Assembly Resolution on the United Nations Literacy Decade (2002) portrayed the evolving notion of literacy as a key element of lifelong learning in its lived context. Linking “Linking such a plural notion of literacy with citizenship, cultural identity, socio-economic development, human rights and equality, these proclamations call for the context-sensitive and therewith learner-centred provision of literacy along with the establishment of literate environments.” Such a plural notion of literacy with citizenship, cultural identity, socio-economic development, human rights and equality, these proclamations call for the context-sensitive and therewith learner centred provision of literacy along with the establishment of literate environments. Today, the international community no longer sees

literacy as a mere stand-alone skill, but instead as a social practice contributing to broader purposes of lifelong learning (Jacquiest Delors, 1998).

### **2.2.1 Main features of FAL approach**

Despite the fact that different meanings of what FAL means exist, it is generally agreed that FAL is characterized by a number of principles (Okech, 2007).

- a) Emphasis on learning needs
- b) Learning of adults is more than formal education and happens mainly through informal and non formal methods
- c) Treat learners as adults with their own experience, competence problems and need.
- d) Adult learning needs must be assessed prior to any curriculum development
- e) The choice of methods to be used depends on the level of targeted population in term of age, sex, status, educator...
- f) Learners are seen as stockholders of the community development, treat adults as citizens of their community and responsible for community development. recognize people's changing needs and aspirations

Allow learning content and curriculum to flexibly recognize not only adults, needs but also the fact that such needs and aspirations are changing over time.

- 1 Use mother tongue as language of instruction
- 2 Integration of subject matter
- 3 Integration of learning of life

### **2.2.2 Rationales for Functional Adult Literacy**

A society, which is not able to communicate in reading and writing and unable to handle basic informed decision and operations (business, agriculture, health environment, democracy) in daily life, is severally affected in its overall social development. Adults, particularly those people in poor life situation, learn for the sake of learning but mainly seek basic survival skills, which would enable them to fight the vicious circle of poverty. The essence and degree of functionality and the relevance and appropriateness of the program to successfully change challenge the various life problems. FAL for poverty reduction goes far beyond organizing basic literary classes. It is a participatory approach which motivates the learners to continue searching for knowledge and skills.

- FAL helps the learning group to gain self confidence and a sense of empowerment and to improve their own living conditions out of their own efforts.
- It involves a wide range of localized basic lively hood activities characterized by participation and goal orientation.
- In its broad sense, this would mean that FAL is to be relevant for the daily task and lively hood of learner groups.
- It should integrate literary and livelihood elements and be in liked with local regional and national development initiatives
- It should encourage activities to earn additional income (farm or off farm) It should consider self-directed learning and a literate environment (Samuel a snake adult edu no22. by Dvv)

### **2.2.3 Basic Principles of FAL Planning:**

- ◆ Community based/responsive: The specific socio-economic and cultural realities shape FAL program,
- ◆ Demand driven: Different target groups have different learning needs. Learning needs determine and shape the program type,

- ◆ Integration: In FAL integration is two fold. At the grassroots the program must integrate basic literacy, life skills and income generating activities. At the same time the program in a systematic manner, must integrate itself to the wider (regional and national) poverty reduction and sustainable development strategies,
- ◆ Empowerment: Empowerment goes along the way both in participatory planning and impact monitoring and learning. Dialogue and practical life related learning activities are mandatory,
- ◆ Clear indicators: the program needs to clearly set tangible benefits both quantitatively and qualitatively. Learners should not be confused with unrealistic promises and shall clearly know their destiny with the program,
- ◆ Sustainability: A successful FAL program is not a one-season show. It shall enable one enjoy self-directed learning and contribute for the creation of a literate environment (Adult edu.newsletter19/20 by DVV).

#### **2.2.4 Objectives of FAL**

##### **2.2.4 .1 General objectives of FAL**

FAL aims at initiating and promoting social, economically and culturally relevant literacy practices and lively hood skills, which can serve the fight against poverty. It also leads to empowerment in so far as literacy serves to question actual life situations and problems and as it saves to look for informed decisions and actions to wards fighting the root cause of poverty. (Adult edu no22. by Dvv )

##### **2.2.4.2 Specific Objectives of FAL**

- ✓ Enable beneficiaries make informed decisions in their daily life using literacy skill

- ✓ Ensure active participation of individuals /groups/ in personal community development
- ✓ Generate and or diversify income sources for better livelihood using livelihoods skills
- ✓ Actively participate in community development efforts
- ✓ Promote life long learning Source (Adult edu no22. by Dv )

### **2.2.5 Challenges of FAL**

Many programs operate without a clearly articulated vision of what literate functioning means, or a set of clear and consistent goals about “effective citizenship” and “productive employment.” It is not clear what literacy skills are actually needed for effective citizenship and productive employment. Without a common framework, it is difficult to demonstrate, or achieve, success. A principal criticism in the GAO report on adult education programs centred on this lack of clarity.

Learners’ perspectives on what is a successful program may not be the same as policymakers’ perspectives. Learners may want a program that treats them with respect, allows them to feel successful, provides them with the learning opportunities they want, and supports the results that are important to them, whether they are a credential or the ability to read to their children. Policymakers may not care about any of the process, but want a program that gets people into jobs (GAO, 1995, p29)

### **2.2.6 Important Conditions for FAL- program’s successes**

In order to initiate and realize successful FAL program that contributes to poverty reduction, among others.

- ✓ Political will, clear understanding and determination at all levels.
- ✓ Cooperation and coordinated efforts among all stakeholders
- ✓ Motivated, trained and committed manpower

- ✓ Continuous capacity building among the practitioners at all levels
- ✓ Adult learning and training materials
- ✓ Adult learning and training materials should be in local language (localized and life related)

## **2.3 Contribution of FAL in poverty alleviation**

### **2.3.1 Empowering adults through livelihood skill training and FAL**

The concept of empowerment goes beyond participation. It implies enabling people to understand the reality of their environment, reflect on the factors shaping that environment, and take steps to effect changes to improve the situation.

Empowerment is the process of developing people's capacities. The process by itself is a learning event. Therefore, it is an educational activity or process. It is building up on what has been obtained and accumulated in lifetime experience by an adult. Therefore empowerment is a process of developing the human capacity. And implementing plans to reach their goals based on self-reliance and sharing Empowerment is the process that encompasses people deciding where they are now, where they want to go, and developing of power. Most importantly, empowerment helps people to liberate themselves from mental and physical dependence. Functional Adult Literacy Programmes involve other useful learning besides reading, writing and numeracy skills. The programmes are considered, as a powerful tool for empowering the people particularly if they can apply their new learning and skills properly. In addition, linking functional literacy training to credit helps enhance women's control over income. Today, most of the people who attend these Functional Adult Literacy classes are women.

Functional Adult Literacy (FAL) also empowers the population and reduces their ignorance and poverty. Because of the programme, women

have acquired learning or skills that enable them to control pest crops; how to improve sanitation and hygiene at the household the care and nutrition of children (breastfeeding, a balanced diet, immunization); and modern farming methods and above all, it had given them self confidence.

### **2.3.2 Factors That Motivate FAL Participant**

Sometimes we miss out the most obvious. Perhaps the most important factor about the new REFLECT approach is that it is extremely enjoyable. REFLECT circles are relaxed environments, not threatening ones and the learning is done alongside much good humour and laughter. Participants remain motivated and even excited by the FAL groups and in the process. They build up a lot of self-confidence particularly confidence in dealing with group situations. This is of fundamental importance particularly for women learning to read and write. It is a difficult process and adults will not persevere unless they remain motivated and enjoy the wider group dynamics.

"People realize themselves in social transformation and economic productivity and acquire better knowledge but through more confidence. When people confront a situation where they need specific knowledge they acquire it. Unless it is related to their immediate needs and helps them solve their problems in their way of living, they will not be motivated to acquire knowledge and skills, and change attitudes.

One disadvantage of working with existing groups can be that the group dynamics may be already fixed and thus be difficult to break. For instance the chair, secretary and treasurer may be the three most literate people and be reluctant to shift the power of the group by sharing their skills with others. Moreover, most groups have a restricted membership in one way or another and this can exclude other people in the community who can afford to join a credit group. The poorest people may be included by working with or through such groups.

It is often a disaster if you have on the one hand facilitators who are only in it for the money (and are not committed to their community). On the other hand, facilitators who are committed, but who are struggling so hard to survive that they cannot afford the time to work well as volunteers. Consideration should be given to such factors to keep the motivation of adults in learning.

#### **2.4 Highlights on development work oriented literacy initiatives in Ethiopia**

In 1967 integrated rural development packages were supported by SIDA and USAID in Arsis and Wolayita (CADU, WADU projects). Peasants in the project areas introduced with new farm technology, farm inputs (fertilizers) and directly related basic literacy. During the project period the livelihoods of the target population were reported to have significantly improved in terms of farm product/quintal; milk yield/ cow/lactation period and using basic literacy for daily life (informed decision making) in farming activities. In 1968, UNESCO and UNDP initiated a pilot program named "Work Oriented Adult Education Program, WOLP" in two different socio economic environments

- 1 In industrial belt areas (Akaki and Mojo towns) and
- 2 Coffee belt areas (Jimma).

The objective was to link literacy and dominant livelihood activities in specific social environments. Both the program collapsed due to the 1974 popular revolution. In 1997/8 Action Aid Ethiopia introduced the "REFLECT approach" in pilot project areas: rural communities in Wakka (SNNPR) and Jimma (Oromia). Beginning from 2005, PACT Ethiopia together with indigenous NGOs is trying to initiate a program named 'AFL' in 50 weredas of Amhara region.

## **2.5 Current status of FAL in Addis Ababa**

### **2.5.1 Accesses**

The term access refers to the ability of all people to have equal opportunity in education regardless of their social class, ethnicity background or physical disability (Arthur Mschlesinger, Jr.)

The access of Adult to attend FAL program is minimized due to different factors some of the major factors are poverty, lack of awareness, poor quality of education, cultural barrier, drought, facilities for adults are basic elements of a healthy, safe and secure inconvenient learning environment (UNESCD; 2005)

### **2.5.2 Equity**

Equity aspects can be related to poverty, gender, location, religious, linguistic or ethnic identification and physical or mental disabilities (WCEFA, 1990: 53-54). In connection to this (Firdisa 2001: 343) states, males, urban children, high income groups, some age groups and zones seem to get relatively more equitable access to education. Even though, in equity may be related to different conditions, according to WCEFA of all the problems of equity in education the participation of successful achievement of women deserves highest priority. The above documents also explain the challenge of gender equity as follows:

Females often suffer from the negative attitudes of teachers who underestimate girls' competence and unsupportive family and community perceptions of the appropriate levels of education for women.

Even where social provisions are made to females, family demands for women household labor and culture emphasis on the early marriage of women can impeded attempts to equalize the opportunities. Furthermore, for those women who gain access to education, gender biases in instructional techniques, learning, materials, and test designs

further reduces the probability that their measured achievement will equal that of males (WCEFA, 1990:55).

### **2.5.3 Key Targets of FAL**

In Ethiopian context where poverty is a societal and pressing agenda, responsive FAL program shall focus on the following key targets.

Localized and context bound need based literacy and survival skill for better livelihood.

Learning about the cause and possible solution of their problems ensure personal development and their communities Improve quality of life

### **2.5.4 Target Group of FAL**

FAL program target groups are adults with incomplete primary or secondary education, with out accesses to formal education or formal vocational or higher education and those adults with no education at all and out of school children. Youth and adult over 15 years old, (ESDP III 2005/2010/11)

### **2.5.5 Major observed constraints in initiating FAL:**

- Applying Participatory planning: Participatory planning is far beyond informing about a program and requests their acceptance. It requires skills that smoothly encourage dialogue; clarifications of doubts, and readiness to involve/learn, take/share responsibilities, set plan and develop system of triangulation.
- Demand driven program and Learners' participation: a good majority of the wereda ANFE experts argue that if voluntary/demand driven approach is introduced, no participants and communities would join the program. Communities should at least be "forced a little bit".

Literacy for whom and for what reason will have serious implications on learning timetable, length, class size and attendance.

- Dialogue and Learner centred approach: Many of the facilitators hardly understand and apply learner-centred approach. Learner centred means more than ‘the learners attend or do their homework regularly’ A lively and longer discussion that give chance to all participants really requires good skills and preparation. . This requires the knowledge of ways of how adults learn better; and development of learning materials
- Integration of literacy and life skills in daily learning: most facilitators assume the reading and writing /numeric as core part of the learning, rather topics need to designed with learners’ needs and priorities; basic literacy need be based on the key discussion topics
- Relevant Literacy materials: most ANFE experts and facilitators assume the print materials (premiers) as necessary condition to begin the program. They seriously demand and usually give the children texts to adults. On the other, adult learning material developers and printers are so scarce. Localizing the already existing few adult literacy materials is also a problem.
- Literacy and Income generating activities: Based on the specific target groups, develop new opportunities and demand for the literacy /numeric so as to reinforce the income generation initiatives is essentials.
- Literacy Instructors/facilitators and the FAL program: In most cases literacy instructors is high school young (complete or drop out) that looks for other jobs to urban centers. The chance for settling in the villages and working a model FAL instructor is rare. Furthermore the initial, refreshment, honorarium, other incentives are marginal.

## **2.6. Factors/conditions for implementation of FAL**

### **2.6.1 Facilitator**

Facilitators are the key person in the implementation of FAL program an active role of facilitators in FAL program is essential for successful realization of the program. Without having effective felicitator it is impossible to achieve the aim of FAL

FAL program depends on the use of local facilitator who came from the same community. In this way FAL program does not create or encourage dependency on external agents but rather generate a dynamic with in a community, however, identifying suitable facilitator is far from easy and training them effectively

### **2.6.2 Facilitator Recruitment**

The way by which facilitators are recruited may different from place to place. However, MOE, (2000), states, most of the facilitator in all program are Para professional including part time and volunteers recruited from the manpower which is locally available. In addition to the above documents in recruitment of FAL facilitates the following guidelines are suggested.

- The facilitator should be local to the community in order to promote an internal and sustainable community process.
- The facilitator should be of a similar socio-economic level to the participants to promote understanding and harmony.
- Facilitator should respect participants, and not regard her/himself as a supervisor on grounds of education, castle, class or gender.
- Facilitator should be chosen after a progress of community discussion but the final discussing should be with participants
- Facilitator must show commitment to her/his work

- Communication skills are essential as well as a willingness to attend and learn from, training
- Facilitator should have basic literary skills

### **2.6.3 Training of Facilitators**

Training of facilitator is particularly important, doing and organizing assessment with what ever group of learner. It is important with regard to the development of literary materials what ever sort of materials (reading materials, charts maps...) and it is also important with regard to the development of training materials such as manuals, training different sort of staff for FAL program. The average FAL facilitator might be volunteers.

In the educational sector development plan (ESDP), the government committed itself to link the training of non-formal education facilitators with existing regional teacher education colleges (TECS). Yet there is currently no national framework for the training of FAL educators and trainers.

### **2.6.4 Role of facilitators**

The facilitator takes a central role in guaranteeing the smooth, goal-oriented and successful running of training and learning activities, as well as the involvement of all participants in such a process. Additionally she/he has the task of creating a positive atmosphere in which participants experience and exercise attitudes and behaviours appropriate to participatory engagement. Some characteristic common to good facilitators include

- ❖ Being neutral keeping personal opinions out of the dynamics of the process.
- ❖ Being a good observer (keeping an eye on social interaction and content of the work)

- ❖ Encouraging participants to exercise fair and respective behaviour towards each others reminding them as often as necessary of the key-principles and attitudes of participatory processes
- ❖ Being a kind of instrument, maintaining a balance between letting the group work on their own and assisting actively in order to avoid unnecessary detours and friction
- ❖ Considers adult learning as a process of self-development.
- ❖ Considers adult learning as self-directed.
- ❖ Believes that learning is more significant if it is driven by intrinsic motivation.
- ❖ Knowledgeable about the subject matter.
- ❖ Stresses the creation of facilitating a learning climate.
- ❖ Characterized by warmth, mutual trust and respect.
- ❖ Involves the learner in the selecting of learning content.
- ❖ Able to use participatory techniques.
- ❖ Audible and uses simple language.

An effective way of learning facilitation skills is through observing how effective facilitators handle a group in a certain activity. In keeping with this sponge image, effective facilitators learn every thing in the sessions and share to the next groups based on their understanding learn from everything. In each session they conduct, they gain new insights and apply these meaningful exchanges during meetings, training or workshops.

### **2.6.5 Required Basic Facilitation Skills**

Facilitation skills are a basic requirement for FAL facilitators to ensure active participation and meaningful exchanges during meetings, training (Adult edu. no 22byDVV)

**A facilitator:**

- Ensures the effective flow of communication within a group so that the participants can share information and arrive at decisions.
- Poses problems and encourages group analysis
- Provokes people to think critically and motivates them towards action
- Does not change or ignore any decisions reached by the participants through consensus
- Is sensitive, both to the verbal and non-verbal communications that occur in the group
- Is sensitive to the feelings, attitudes, culture, interests and any hidden agenda that may be present in a group.
- To resolve conflict, a facilitator should be able to sense the ADN where A is for Agreement D is for Disagreement N is for Not sure

**2.6.6 Adults Learning venues and facilities**

ESDP III proposes the use of adult basic education centers (ABEC) as adult learning centers. However ABE centers are not found every where and there will be need for more venues such as

- the 15,000 farmer training centers to be set up by MOARD
- health posts
- community skill training centers
- primary schools when possible(Adult edu. No 22 by DVV)

**2.6.7 Language**

The mother-tongue is the natural vehicle of expression for those who never learn to read and write in it. They have difficulty in developing a full vocabulary in another language or in national and possibly international language. Learning a vernacular language does not prevent a person later from going on to the national language and provision for this transfer should be accommodated in the scheme of general education. As early as 1953 NUESCO suggested that in order to increase

the tempo of education for the masses, the language of instruction should initially be the mother-tongue of the learner (C.LKUNDU, 1986;61)

The 1994, the Education and training policy decentralized education administration to the regional states, and advocated the use of mother tongue as a language of instruction. (IIEP/FAD)

### **2.6.8 Managements of Functional Adult Literacy**

In management of FAL congress, different stakeholders participate in the process of planning, implementation and evaluation. It is a joint responsibility of the parties, namely, the project staff, the government through its education sector, and the community. The management of the FAL should have to adopt participator management of project staff coordinators that facilitates the learning process by encouraging and securing the participation of beneficiaries (Girma 2004:80) so the management of FAL should involve all stake holders.

## **2.7 Stakeholder participations in implementations of FAL program**

### **2.7.1 The Involvement of Government**

As to World Declaration of Education for all (Jomtien, 1990) governments have an obligation to provide basic education for all, but they can not be expected to supply every human, financial or organizational requirements for this task.

Similarly, UNICEF (1990) has noted that government has to assume a strong and pivotal role in promising the diversified educational needs and approaches. They have to establish clear and workable policies and standards, creating and enabling environments for local action. They need to foster the involvement of civic societies such as community based organizations NGO's, etc in order to benefit from their comparative advantages. It is so fundamental that the issues related to organization

and management, curriculum, capacity building and training of personnel becomes crucial when adopting national adult literacy program.

The strength of FAL program depends on the support it receives from governments. They demonstrate their commitment through their policies. Such commitment assists to create better political and economic environment. The political support can back up the popularization of concepts of FAL programs and create clear out look for practice. They may also sustainable economic support to organize manage and implement need-based achievable programs. The totalities of the political and economic support are likely to mobilize the social support which can encourage and promote the participation of beneficiaries in all the stages of the implementation process and the success of the program (Fordham, 1992:4)

### **2.7.2 Local government**

Woreda Education Offices (WEO) has its own responsibility in managing learning process in FAL centers and also plays a key role in planning implementing and monitoring activities of the program. Among the major duties and responsibilities of Woreda Education officers is Supervision of the NFBE center activities, provision of professional support to facilitators, building the management capacity of NFBE center management committee, ensuring the availability of relevant educational materials, provision of refreshers training to the facilitators' certification of FAL graduates (IIZ/DVV, 2005: 76)

### **2.7.3 Role of NGO**

At no point in time has development been a one-man job. Rather, it has always been a collective and favor of civil society and its various institutions as ell as government and non-government organizations. So long as the educational efforts and resources of developing countries are

delineated mainly to the government-led formal education, there is little prospect to open up educational opportunities on a large scale, i.e. the efforts of the government alone can not do all developmental needs of the society on education. In line with this, (Berhanu 2000:3) has pointed out that if the trend of focusing only on the formal school system and government alone tries to provide the ever increasing learning needs of the population, there is little possibility of building a national learning system that can meet the population essential learning needs. Therefore, governments should create conducive policy environments and transparent work procedures for NGOs involvement in the education sector.

NGOs are suitable for educational innovations due to their unique characters in that they are people centered, flexible, responsive, creative, cost effective and non-hierarchical (Shaeffer, 1994:47)

In the organization and implementation FAL programs, NGOs have often has salient role to play. The role of NGOs are providing materials for construction of classrooms, paying monthly salary for the facilitator, sponsoring the critical and refreshing training of facilitator procurement and distribution of students learning materials and guides for facilitator (IIZ/DVV, 2003:76)

For some years now, DVV international activity supporting FAL projects in the country and helps introduce innovative approaches to improve and replace traditional literacy programs. The objectives and to initiates FAL pilot projects in rural areas, to link literacy education with livelihood skills training and to empower illiterate and semi-literate people to fight poverty. Towards this goal, DVV international engages in and supports systematic training material development and training program planning, training of planners and instructors of literacy programs and the development of manuals for master trainers/ToTs and FAL facilitators With all and through pattern organizations

## **2.7.4 The Participation of the Community**

One major factor for the failure of educational system is absence of the concern to and feeling of the ownership of educational matters on the part of the community. This is to mean that when the community has the feeling that education as a state affair, much of the input from the community to what is going on the educational system could be missed. Thus, one form of promotion community concern in the education is the opportunity of participation educational matters. To be meaningfully supported, FAL program implementation should be well communicated to the community. The community should have the possibility to express the difficulties that hinder

It is not easy to attract the under educated adult to class, and its more difficult to hard him there conflict between working hours and the class schedule, lack of transportation, children that can not be left all one the students lack of confidence.

## **2.8 Curriculum design and development for FAL**

### **2.8.1 FAL Curriculum and its arrangements**

Curriculum is operationally defined as the sets of need based organized learning experiences. The local problems and the roots causes of the problems (social, economic, political cultural etc.) are the basis for the learning theme of the target groups. Learning themes and its organization, sequence and arrangement are subject to the learners' profile. It is just the harmony of what the target groups/learners want to learn (learning/ training needs) and what the actual environment (economic, social and legal/political) allow us to offer in form of courses, topics and lessons so as enable the learner cope up and be part of the changing world. In terms of component, it includes the two basic pillars Literacy element and life skills element. Depending of the profile of the

target groups, it may tap a number of reorganizations/arrangements of the following learning aspects.

- 1 Reading, writing and numeracy
- 2 Wide ranges of life skills (non-vocational)
- 3 Non-formal need based vocational skill trainings
- 4 Entrepreneurial skills

**Based on the target groups, the possible arrangements could be:**

Basic Literacy \_\_\_\_\_ Livelihood skills

Livelihood skills \_\_\_\_\_ Basic Literacy

Basic Literacy \_\_\_\_\_ Livelihood skills

Within basic literacy program the traditional/conventional approach (look and say/stick and the word) or other innovative approaches could be seen/applied/. In relation to preference, as entry gate, some learners may prefer to begin with number; and others with letter alphabet; or both.

### **2.8.2. Methods of teaching**

Teaching adults is certainly different from teaching children because both have different life experiences and needs. This is even more so when the learning situation involves illiterate adults in a functional literacy program. Emphasis on the psychological and social aspects of the phenomenon is important in this regard. Thus in the desire to change the behavior of such adult learners, the facilitator must abandon classroom teaching for a more active participation by the learners. In other words the behavior of the learners must be changed through discussion and group activity. In this way, learner will be able to utilize, apply and assess their own psychological and social experiences as learning takes place simultaneously. Hence in the strategy the emphasis should be on

- a) Minimum teaching;
- b) Active learner-participation;
- c) Discussion; and
- d) Group work.

FAL is the approach that provides skill in reading, writing and innumeracy integrated with practical knowledge and skills. Gearing in active participation so as to motivate the adult learners to continue searching for knowledge and skill that will help them to improve on what ever activities they are engaged in for betterment of their lives and the communities were they live.

### **2.8.3 Instructional materials**

Instructional materials are the key component that contributes a great deal of the success of learning program. In relation to their importance, (Girma 2004) suggest, instructional materials are used to increased the acquisition of knowledge, skills and aptitude according to the levels of students. Furthermore, the author explains that instructional materials are used to make learning experience more tangible, practical and active (Girma, 2004:394). From the above concept, it is possible to understand the necessity of instructional materials in learning process. A learning material gives life to education.

In FAL center, teaching material can be prepared from local material at lowest costs. Regarding this idea, the study of MOE (2002:49) explains instructional material as follows: “the availability of instructional material is the lowest cost component of basic education, but it is the one with greatest impact on learning”. Learners can get more meaning and experience if the source from which they extract information, knowledge and skill is diversified.

## **2.8.4 Continuous Assessment of FAL Participants**

FAL program is assessed and evaluated in terms of changes on FAL participants' life in a way of thinking, way of leaving, and changes in behaviours.... Moreover, it focuses on the use literacy skills like read signboards, weight and price of commodities and read medical prescriptions

### **2.8.4.1 Assessments of FAL program have the following purposes:**

- ✓ Checking: whether the program is on the right track or not
- ✓ Reviewing: timely corrections adjustments
- ✓ Testing: ensure the required proficiency/functionality
- ✓ Grading: give value
- ✓ Promotion: initiate next learning

### **2.8.4.2 Monitoring and Evaluation**

Monitoring and evaluation go hand in hand because monitoring lays a foundation by collecting data and information to conduct evaluation. Monitoring and evaluation used as a tool to keep progress of the program, to approve the quality of education system. The document of MOE stresses the importance of monitoring for academic performance, in increasing access and internal efficiency in the following manner. "There will be continuous monitoring of students progress toward the lesson they learn, to increase academic performance and get better assistance" monitoring also includes enrollment attendance, dropout and transfer to formal School (MOE, 2005:44). Moreover, monitoring is not the issue of one body but it is the responsibility of different bodies, who participate directly or indirectly in the management system.

### **2.8.5 Organization and Facilities**

FAL centers should be organized depending upon the local conditions, through NFBE centers have no defined standards, the program can be conducted in farmer association office, cooperative buildings, religious buildings, yards, prisons, adult training centers and under the shades of trees (Berhanu, 1993:312) moreover, the teaching learning process of NFBE can be held under shelter of tree, in community constructed low cost hut made of straw and mud, in church and mosque buildings, I Kebele hall, in a formal school building, in related home and in any convenient place (Action aid, 2004). Despite the fact that it is appropriate to start the provision of FAL it seems logical gradually to equip those centers with adequate facilities like benches, desks, toilet, water and teaching learning materials to improve quality of basic education in NFBE centers

#### **2.9.1 Challenges and Constraints of FAL in Addis Abeba**

Various challenges and constraints were experienced during the implementation of FALP. The study for none formal education documents and adult and none formal education news letter, based on their studies and supervisions report forwarded the following challenges and constraints that encounter the implementation of FAL

- ↓ FAL delivery system not designed to handle multi-grade learning and diverse learners' individual needs;
- ↓ Inadequate appreciation of literacy as a development goal in its own right, especially by men;
- ↓ Lower involvement of men and persons with disabilities in FAL as learners;
- ↓ The involvement of multi-sector technical staff/ extension workers in the delivery of FAL was not institutionalized;

- ✚ Reliance on voluntarism for facilitators to deliver FAL yet they often handle multiple classes with complexities such as multi-grade learners for whom they were not adequately prepared;
- ✚ Inadequate local revenue to finance development projects;
- ✚ Weak Management Information System on Literacy;
- ✚ Absenteeism and non regular attendance by learners.
- ✚ Lack of incentive for facilitators
- ✚ Implementations of different curriculum in different place
- ✚ Lack of awareness of the community about the program
- ✚ Lack of commitment from the local government
- ✚ Facilitators: failure to prepare lesson plan, implementations of active learning and continuous assessment
- ✚ Shortage of books and teaching materials for the program
- ✚ Shortage of well trained facilitators

## **CHAPTER THREE**

### **3. Methodology and Procedure of the Study**

#### **3.1 Methodology**

The study was aimed at assessing the implementation of functional adult Literary Program (FALP) in Addis Ababa city administration. The research method employed to collect relevant data was mixed method. The method enables the researcher to assess the current status of the program and identify some of the major challenges and constraints in implementing the functional Adult literary program (FALP). Further more, the descriptive survey method has also enabled the researcher to find out the possible solutions for the existing problems in implementing functional Adult literary program.

#### **3.2 Source of Data**

Data was collected from NGOs project coordinator, facilitators who currently work in FAL program and FAL program learner. The selections of the above respondents have been for the following reasons. The NGO's coordinator for FAL and learners are believed to serve as sources. Facilitators of FAL program also selected because they are main implementers and actors in the program.

More over, focus group discussion was conducted with learners and facilitators of the program to get detailed information on some issues. Further more documents of Addis Ababa education Buero. Stastical abstracts, ministry of education regulations, policies and directives have been used as a source.

#### **3.3 Sampling Techniques and Sampling Population**

Based on the data obtained from DVV, there were more than local and international NGO's implementing functional Adult literacy program in Addis Ababa. However, the purposive sampling technique was employed

to identify two NGO's who implement the functional adult literacy program others are giving Adult Basic Education (ABE), community skill training and other program under the name of Functional Adult Literacy. Specifically, the rationale for selecting the two NGO's in two sub-cities of Addis Ababa was mentioned below.

- DNAFE (Development through Adult Non formal education) and DEC (Development expertise center) implement the functional Adult literacy program.
- Both NGO's DANF & DEC run the program for more than 3 years and their level of program maturity were better.
- DANFE was found in Addis Abba, Nifas Selk Lafto sub city kebele 01 Hanna lebu ertu and kebele DEC was found in

### **3.4 Instruments for Data Collection**

The main data gathering instrument for this study were questionnaires and focus group discussions

#### **3.4.1 Questionnaires**

As the major data collecting instrument close-ended and open ended questionnaire were employed to gather relevant information, close ended questionnaires consists questions that offer respondents a set of answers to choose the one that reflect their views. Open-ended questionnaire consists of questions which invite respondents to write their attitude and views. Both types of questionnaire were developed to be used in providing clear understanding to the knowledge of sampled respondents related to specific practices and problems regarding the implementation of functional adult literacy.

The content of each questionnaires were composed of statements related to the skills of FAL, facilitators, teaching materials, learners participation

in the management of FAL, local government participation, participation of the community and facilities of the center.

### **3.4.2 Focus Group Discussion**

In the proposal, the researcher planned to collect data through focus group discussion from adult learners & facilitators. The aim for conducting focus group discussion with participant & FAL facilitators were to strength the opinion obtained from informants by observations and questionnaire.

That means, focus group discussions could maximize the possibility of generating answers to the basic research questions. (Laws, 2003) states focus group discussions are group interviews, where 6-12 people are brought together for discussions. Therefore, the total numbers of Functional Adult Literacy program learners who participate in the group discussion were 8 and 12 from DEC center and DANF respectively.

## **3.5 Procedure of the Study**

### **3.5.1 Pilot Study**

The questionnaire which was prepared in English language translated in to Afan Oromo for DEC center so as to increase the clarity of questions and enable respondent easily react to the questionnaire with out any language barriers.

The translated questionnaires in Amharic were distributed to FAL coordinator, 7 facilitators and 56 Adult learner respondents from DEC center the Amharic and English questionnaire were also distributed to both. DANF and DEC center coordinators and facilitators.

All the questionnaires were returned with full information from 78 Adults Learners 10 facilitators and 3 coordinators totally 91 questionnaire from respondents. Thus, the data collecting through questionnaires were highly successful.

### **3.6 Method of Data Analysis**

Quantitative data were analyzed by utilizing descriptive techniques. From the response frequency tables were constructed, data tallied and grouped. Thus the resulting frequency were computed and expressed as percentages and mean which utilized for interpretation of data.

The data obtained from focus group discussion were analyzed in narration under each category.

## CHAPTER FOUR

### 4. Data Analysis

This chapter deals with presentation and analysis of the data that are categorized in to four parts. The first part presents the characteristics and back ground of the sample population involved in the study in terms of sex, age, educational level and their experience the second part deals with the analysis and interpretation of the data gathered from the respondents on the implementation of functional Adult literacy program.

#### 4.1 Characteristics of Respondents

As main sources of information the respondents of the study were NGA, functional Adult literacy program coordinators who have direct responsibility for the implementation of the program. Facilitators and Functional Adult Literacy program learners.

To get relevant and dependable information, the selection of these sample representatives was based on the role they have on FAL program implementation.

Characteristics of coordinator and facilitator respondents in sex age, educational background and year of experience

**Table 1 Characteristics of Respondents**

	<b>Characteristics</b>	<b>FALcordinators N=3</b>	<b>FAL facilitator N=10</b>
		<b>F</b>	<b>F</b>
<b>Sex</b>	Male	1	2
	Female	2	8
	Total	3	10
<b>Age</b>	20-30	-	1
	31-40	3	7
	41-50	-	2
	Total	3	10
<b>Educational background</b>	Grade 10 complete	2	6
	Grade 12 complete	1	4
	Certificate in Adult teaching	-	-
	Total	3	10
<b>Experience</b>	0 Years	-	3
	1-3 Years	3	2
	4-6 years	-	4
	7-9 years	-	1
	Above 10 years	-	-
<b>Total</b>		3	10

As presented in Table 1, among the total respondent who were supposed to be key person in implementation of FAL program 3 are male program coordinators where as 2 FAL center coordinators were female.

The participation of female as facilitators position was 8 this is good that female function Adult literacy facilitators play a greater role in implementing the FAL program of DEC and DANFE they also serve as a role model in the society to change the attitude of the community towards functional adult literacy program where as 2 of facilitators are male.

With regard to the age composition of the respondents 3 of coordinators 7 of facilitators were 31-40 years of age while 2 of FAL center facilitators were 41-50 years of age while 1 facilitators were 20-30 years of age.

Concerning respondents' educational background the data indicated that 6 FAL facilitators 2 of coordinators were grade 10 completed. However, the data revealed that considerable number of respondent 4 of facilitators and 1 of coordinators completed grade 12 but none of the respondents of functional Adult literacy coordinators and facilitators have a degree or diploma qualification.

From the data we learn that educational backgrounds of the respondents were found to be adequate to implement the FAL program.

The final item related to the years of work experience of coordinators, all respondents 3 were found to be in the years of experiences that ranges from 1-3 years service experience like 2 of facilitators in coordinating Functional Adult Literacy program implementation and teaching adults 4 of facilitators had 4-6 years experience and 1 had 7-9 years of experience. From this data we can understand that the experience to provide enough information for the FAL program learners shows, considerable number of FAL facilitators' respondents 2 had no experiences in teaching adults.

**Table 2**

**Classification of F.A.L program learners by age and Sex**

Characteristics		DEC FAL Centers		DANF FAL Centers	
		Frequency	Percent%	Frequency	Percent%
Sex	M	-	-	12	15.4
	F	22	28.2	44	54.4
	Total	22	28.2	56	71.8
Age	20-30 years	7	8.97	10	12.8
	31-40 Years	12	15.38	38	48.72
	41-50 years	3	3.85	8	10.27
	Total	22		36	

With regard to age and sex of FAL program learners in both functional adult literacy centers (DEC & DANF) more focus were given to women. The reason why the program mainly focus on the participation of women were

1. In both sub cities the program is implemented in collaboration with the kebeles women association.
2. Both NGO's give more emphasis for women because they are striving to empower women.

But DANFF tried to incorporate significant number 12(15.4%) of men in the program concerning the age level as presented in table 2 17 (21.79%) of participants are at the age 20-30 years old majority of FAL participants 38 (48.72%) are at the age of 31-40 years old where as 8 (10.27%) of learners were at 41-50 years old. The objectives of FAL program are providing information knowledge and skill for adults.

#### **4.2 Management of FAL Centers**

Functional Adult Literacy Centers were managed by joint responsibility of community and NGO's. In managing FAL centers. Each of them has its own responsibilities including local government. In the following section,

The data gathered in responsibilities of the concerned bodies are discussed separately in table 3 table 4 and table 5 as follows

##### **4.2.1 Community participation**

Community participation is essential in implementation of FAL program. The participation can be in a Variety of ways. As indicated in the literature, the community may provide labor materials, and financial support. The community must also involve in management of FAL centers starting from planning up to evaluating the program. The major community participations are presented to the respondents for rating 5 (five) point scales:

5= Very high    4= High    3= Medium    2= Low    1= Very low

For the purpose of analysis the obtained average mean value were interpreted as below

2.5= less participation    2.5-3.75 moderate participation    Above 3.74 high participation

**Table 3.A level of community participation**

Community participation in	Respondents' category								
	Facilitators			Coordinators			Total		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation
: Land provision & site selection	10	1.90	0.994	3	1.00	0.000	13	1.69	0.947
: FAL Center construction	10	2.10	1.287	3	1.33	0.577	13	1.92	1.188
Monitoring Attendances	10	3.70	1.418	3	4.33	0.577	13	3.85	1.281
Facilitators selection & firing	10	4.10	0.876	3	5.00	0.000	13	4.31	0.855
Identification & Registration of adult learner	10	4.30	0.823	3	4.00	0.000	13	4.23	0.725
Supporting financially	10	1.20	0.422	3	1.00	0.000	13	1.15	0.376
Involve in management	10	4.10	0.568	3	3.33	1.155	13	3.92	0.760
involve in problem solving of FAL	10	3.90	1.197	3	5.00	0.000	13	4.15	1.144
Community participation	10	3.1625	0.83344	3	3.1250	0.12500	13	3.1538	0.72377

**Table.3. B Independent Samples Test**

Community participation	Equal variances assumed	6.05	0.032	0.075	11	0.941	0.03750	0.49750	-1.05749	1.13249
	Equal variances not assumed			0.137	10.144	0.894	0.03750	0.27326	-0.57019	0.64519

## **Level of Community Participation**

As depicted in Table 3 items 4, 5, 8 (Facilitators selection and firing, Identification and registration of learners, involving in problem solving of FAL) and participation in FAL management were rated as “High participation, with average mean value above 3.74 by the respondents. On the other hand the remaining items 3, (Monitoring attendance of facilitators was rated as “moderate participation with average mean value of 3.70 items 1,2,6 (land provision and site selection, FAL Center construction and supporting financially the program were rated as less participation with mean value below 2.5.

This means the participation of the communities were high in some aspects and moderate in others. It was provision of land and site selection, construction of FAL centers and financial support for FAL centers’ in which communities participation was found low. Depending on the response of coordinators and facilitators it is possible to say that the respective communities are playing no roles in providing land, supporting the center financially and participating in FAL center construction. The average mean of facilitators and coordinators revealed that the participation of the community in monitoring attendance also rated as 3.85 which shows their participation as high

### **4.2.2 Government Involvement in FAL**

It was obvious that government bodies at different levels are responsible for FAL program implementation starting from policy making up to its implementation. Particularly, the kebele education office (KEO) has its own responsibility at implementation level as it has direct relationship with the community and NGO’s at a grass root level, with this regard the literature part indicated what government bodies expected to perform. Some of the tasks listed were related to the government roles in supervision of FAL centers, provision of training for FAL facilitators.

**Table . 4. A. Government Involvement**

Government involvement :	Respondents' category								
	Facilitators			Coordinators			Total		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation
supervisions, monitoring & evaluation	10	1.40	0.699	3	1.00	0.000	13	1.31	0.630
: Provision of training	10	1.50	0.707	3	2.33	1.155	13	1.69	0.855
: Assigning trained facilitators	10	2.20	0.919	3	4.67	0.577	13	2.77	1.363
GO involvement	10	1.7000	0.65640	3	2.6667	0.57735	13	1.9231	0.74726

These major responsibilities of the government bodies were presented to the respondents for rating in five (5) scales. For ease of analysis, the obtained mean values were interpreted as below 2.5= less involvement, 2.5-3.74 moderate involvement and above 3.74 highly involved. As indicated in the above table 4 respondents from coordinators and facilitators responded that the participation /involvement/ of government in FAL centers on supervision, monitoring and evaluating of FAL program were rated as low participation with average mean value below 1.40 by facilitators and 1.31 coordinators respondents. Provision of training for FAL facilitators participation rated with average mean of 1.50 of facilitators 1.69 of coordinators and assigning trained facilitators for FAC centers were rated as moderate with average mean value 2.77 by facilitators /participation/ involvement of Addis Ababa Education offices to facilitate the implementation of the program ,provide training, assign skill full facilitators and supervise, monitor and evaluate the program was mentioned as a serious challenge for the effective implementation of FAL program by the focus group discussion participant

### 4.2.3 Involvement of Non Government Organizations

Non governmental organization (NGO's) can play an important role in the development of education in general and in improving of accesses, quality and equity in particular. In line with the objectives of the study the major respondents to be rated by five (5) rating scales; very high, high=4 medium=3 low=2 and very low=1. for the purpose of analysis the obtained average mean value were interpreted as below 2.5 low participation, 2.5 -3.74 moderately involved and points above 3.74 were considered as highly involved.

**Table 5 Involvement of Non Government Organizations**

NGO involvement	Respondents' category								
	Facilitators			Coordinators			Total		
	10	Mean	Std.Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Provision of commercially purchased materials	10	4.60	0.699	3	5.00	0.000	13	4.69	0.630
Paying monthly salary for facilitators	10	4.70	0.675	3	5.00	0.000	13	4.77	0.599
Sponsoring initials and refresher trainings	10	2.50	1.179	3	4.67	0.577	13	3.00	1.414
procurement and distribution of literacy materials	10	4.20	0.789	3	4.00	1.000	13	4.15	0.801
Provision of stationary mater	10	3.40	0.843	3	2.67	0.577	13	3.23	0.832
NGO involvement	10	3.8800	0.64773	3	4.2667	0.30551	13	3.9692	0.59914

As it can be seen from the above table the average mean for item 1 (provision of commercially purchased material for construction of centers) and item 2 (paying monthly salary for facilitators) were rated with mean value greater than 4, indicating that high involvement of NGO's in the three main activities. The average mean values for items 3&5 were also moderate the average 3.00 and 3.23 respectively. This implies that NGO's were highly involved in provision of commercially purchased material for construction, paying salary for facilitators and procurement and distribution of literacy materials and facilitators guide to the FAL centers

The participation of NGO's in sponsoring initial and refreshes training for facilitators and provision of stationary materials were also above the mean in general NGO's are playing the largest role in implementing FAL program in Addis Ababa

#### **4.3 Factors that Affect the Implementation of FAL**

Although there are practical challenges that hinder the effective implementation of FAL program. FAL still works in different points of Addis Ababa there are three (3) types of implementation problem of FAL. The first one was **problems related to instructional materials** and the second one were **problems related to facilitators** and the third one were **problem related to facilities**. In this regard the challenges that could be assumed to stand against the implementation of FAL, the major challenges were presented to the respondents to be rated by five (5) point scales.

##### **4.3.1 Problems related to instructional materials**

Very serious=5 serious=4 moderately serious=3 Low=2 not serious=1 for the purpose of analysis, these obtained results were interpreted as below

2.5 not serious problem 2.5-3.74 moderate problem and above 3.74 serious problem

**6. A. Problems related to instructional materials**

Problems related to	Respondents' category								
	Facilitators			Coordinators			Total		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Lack of facilitators guide	10	3.90	0.876	3	5.00	0.000	13	4.15	0.899
Shortage of FAL materials	10	3.80	1.033	3	2.67	0.577	13	3.54	1.050
Lack of reading materials	10	3.30	1.160	3	4.00	0.000	13	3.46	1.050
Scarcity of locally prepared teaching materials	10	3.30	1.418	3	4.00	1.732	13	3.46	1.450
instructional materials	10	3.5750	0.98637	3	3.9167	0.38188	13	3.6538	0.88116

**Table . 6. B Independent Samples Test**

		Learners Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Upper	Lower
Problems related to instructional materials	Equal variances assumed	3.781	0.078	-0.572	11	0.579	-0.34167	0.59702	-1.65570	0.97237
	Equal variances not assumed			-0.894	9.532	0.393	-0.34167	0.38197	-1.19845	0.51512

## **Problem Related to Instructional Materials**

Facilitators and coordinators were asked to rate the problem related to instructional materials accordingly Problem related to instructional materials

As can be seen from the table 6 among the given items, item 1 (lack of facilitator's guide rated as a serious problem of FAL program with average mean value 4.15 item 2,3 and 4 shortage of FAL materials, problem of additional literacy reading materials and locally prepared teaching materials were rated as 'moderate problems' with average mean value less than 3.54,3.46,and 3.46 respectively. FAL program has seriously faced problem of instructional materials

### **4.3.2 Problems Related to Facilitators**

Facilitators are those working directly with learnedly. They are supposed to facilitate the learning process of the adult learners, not to teach them: hence they are called facilitators, the factors that affect the implementations of far program related to facilitators presented below. Respondents were required to mark the serious ness of the problem by 5 (five points)

5 =very serious    4= serious    3= moderately serious    2

1 not serious problem

For the purpose of analysis, the obtained result were interpreted as below 2.5 not a serious problem

2.5 - .74 moderate problems

Above 3.74 a serious problem

**Table 7.A. Problems related to facilitators**

Facilitators' Problems	Respondents' category								
	Facilitators			Coordinators			Total		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation
: Shortage of well trained facilitators	10	2.30	0.823	3	1.00	0.000	13	2.00	0.913
Lack of adragogical skills	10	3.90	0.876	3	4.00	0.000	13	3.92	0.760
Lack of motivation	10	3.80	1.033	3	2.67	0.577	13	3.54	1.050
Unfamiliarity with continuous assessment	10	4.10	0.876	3	4.33	1.155	13	4.15	0.899
Failure in preparing lesson plan	10	3.30	1.418	3	3.00	0.000	13	3.23	1.235
Problems related to facilitators	10	3.4800	0.88544	3	3.0000	0.34641	13	3.3692	0.80766

**Table.7.B. Independent Samples Test**

		Learner's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Upper	Lower
Problems related to facilitators	Equal variances assumed	2.283	0.159	0.895	11	0.390	0.48000	0.53611	-0.69998	1.65998
	Equal variances not assumed			1.395	9.453	0.195	0.48000	0.34409	-0.29274	1.25274

As table 7 shows that Item,1 shortages of well trained facilities' were rated as below the mean (2.0) which shows that the shortages of well trained facilitators were not a serious problem to implement functional adult literacy. But item 2 (lack of andragogical skill (how to teach adults) and unfamiliarity of facilitators with continuous assessment were a serious problem which tackled the effective implementation of the program. With average mean of 3.92 and 4.15 respectively.

Respondents were also lack of motivation and failures of facilitators in preparing lesson plan as a moderate problem of the program with average mean value of 3.54 and 3.23 consecutively. During FGD participant expressed the serious ness of the above problems in detail.

### 4.3.3 Problems Related to Facilities

FAL centers should be organized based on the local conditions of the environment the focus of this study was Addis Ababa. Even though, FAL classes could be held in different situations, like shadow of tree in church, a mosque. Kebele hall ...in the Addis Ababa situation the FAL centers should be convenient for adult. (Action aid, 2004) Response of participant on problems related to facilities presented below.

**Table 8. Problems related to facilities**

Facilities Problems	Respondents' category								
	Facilitators			Coordinators			Total		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Poor classroom facilities	10	2.30	0.823	3	2.00	0.000	13	2.23	0.725
Shortage of literacy materials	10	4.40	1.265	3	4.67	0.577	13	4.46	1.127
Unfurnished classrooms	10	4.00	1.155	3	4.00	0.000	13	4.00	1.000
Problems related to facilities	10	3.3000	0.79757	3	3.4167	0.14434	13	3.3269	0.69511

As the table indicates that item, poor classroom facilities rated as a serious problem with average mean 2.23 but sample respondents replied that item 2 and item 3 shortages of literacy materials and unfurnished classroom rated as less problem with average mean 4.46 and 4.00 respectively.

As participants of FGD mentioned all the above problems were not problems which challenge the effective implementation of FAL program an Addis Ababa.

**Table.9 Responses on Target Groups of the program**

	Item	Facilitating		Coordinators		Learners	
		N=10	%	N=3	%	N=78	%
1	Who are target groups of FAL program						
	A. Adult with incomplete primary education	3	30%	-	-	20	25.6
	B. Adult with incomplete Secondary education	-	-	-	-	-	-
	C. Adult with no education at all	10	70%	3	100%	58	74.4
	D. Out of school children						
	Total	10	100	3	100	78	100
2	To whom special focus given in the program						
	A. Men	-	-	-	-	-	-
	B. Women	8	8	3	100	54	11.14
	C. Disabled					20	25.60
	D. both men and Women	2	20.0			4	5.13
	Total	10	100	3	100	78	100

As can be seen form the above table, item majority of the respondents, 7 of facilitator 3 of coordinator and 58 (of adult learner respondents state that the target groups of FAL program are adults with no education of all where as 3 of facilitator 20 adult learner replied that the target groups of

the FAL program are adults with incomplete primary school. In the same table, item 2 respondents were asked to whom special attention is given in the FAL program. In this case 8 of facilitator 3 of coordinator and 54 of adult learner responded that special focus was given to women but 2 of facilitators 4 of FAL participants replied that more attention is given for both men and women but only 20 of learners replies that special attention's given to those disabled but none of facilitator coordinator and FAL participant responded that special focus also given to both men and women But 2 of facilitators during focus group discussion all participant replied that special attention should be given to all adult women, men and for all disabled.

**Table 10 Response on the status of FAL**

NO	Item	Facilitator		Coordinator		Adult learner	
		N=10		W=3		N 78	
		N	%	N	%	N	%
1	Where do FAL classes take place?						
	A. in primary School	3	30%	2	66.7	60	16.9
	B. In special constructed center	-	-	-	-	1	1.3
	C. In kebeles hall	7	70	1	33.3	17	21.5
	D. Under threes shade	-	-	-	-	-	-
	E. In church and mosque buildings	-	-	-	-	-	-
	Total	10	100	3	100	78	100
2	Appropriateness of FAL center						
	A High					6	7.7
	B. Medium	1	10	3	100	34	43
	C. Low	3	30			38	48.7
	Total	10	100	3	100	78	100
3	Available of learning materials						
	A. High						
	B. Medium	2	20	1	33.3	12	15.4
	C. Low	8	80	2	60.7		
	Total	10	100	3	100	66	84.6

In the analysis 3 facilitators 2 coordinators and 60 (76.9%) of adult learner respondents confirmed that FAL classes are conducted in primary schools. There were also kebele offices as indicated by 7 of facilitators, 1 of coordinators and 17 (21.8) % adult learner replied that FAL classes took place in a special constructed classes With regard to appropriateness of FAL centers for teaching adult learners 6 of FAL program participant responded that appropriateness of FAL classes were high while 1 facilitator and 3 of coordinators 34 (43%) adult learners responded that the centers were moderate for learning. The remaining

8(80%) of facilitator and 6 coordinators of sample respondent responded that the appropriative of the centers were low. As to the availability of teaching materials in the center such as syllabus, facilitators guide and teaching aids 2 facilitator 1 of coordinator and 12(15.4%) of adult learner response were moderate. The 8 of facilitators 2 of coordinators and 66 (84.6%) participants of the program replied that there is low availability of learning materials

**Table 11 Response on Facilitators' Selection**

NO	Item	Facilitator		Coordinator	
		N=10		N=3	
		N	%	N	%
1	Who select FAL facilitators				
	A. kebele Education office.	2	20	1	33
	B. Sub city Education Office	-	-	-	-
	C. Adult Learner.	-	-	-	-
	D Management of FAL centers (NGO	8	80	2	66.7
	Total	10	100	3	100
2	Criteria for selection	-	-	-	-
	A. Education back ground	3	30		
	B Recommendation of KEO	2	20	1	33.3
	C .Written exam and interviews	5	50	2	60.7
	Total	10	100	3	100
3	Who cover salary of facilitators?	-	-	-	-
	B. Local community	-	-	-	-
	C. Government	-	-	-	-
	C. NGO;s	10	100	3	100
		Total	10	100	3

Regarding the selection and recruitment of FAL center facilitators 8 facilitator, 2 coordinators responded that the selection was carried out by NGO 2 facilitator and 1 of coordinators responded that the selection of facilitators was carried out kebele Education office from the above table it can be concluded that the participation of the learner and sub cities education offices in selection and recruitment of FAL facilitators are very

low. The required selection criteria were educational background, recommendation from kebele were the most common criteria. Was found to be educational background responded by 3 of facilitator and 1 of coordinator followed by recommendation from kebele education office 2 respective. Information obtained from focus group discussion revealed that the selection was also carried out through written exam based on interest. Regarding the salary payment of facilitators and coordinator all group of the respondents responded that salary of facilitators and coordinators is paid by NGO's only.

### **Training of Facilitators**

The success of FAL program depends largely on the ability of facilitator. Interpersonal skills of facilitator are essential for. Understanding needs and interests of the learner. Therefore, capacity building and training of facilitator become crucial in adopting FAL program to compensate for FAL facilitators knowledge and lack of experience in teaching adults. With regard to facilitator training the responses of facilitator was presented below.

As in the above table 8 of facilitators 2 of coordinators and 47 of functional adult literacy participant respond that the content of functional adult literacy program contents determined by NGOs .2 of facilitatorel coordinators and 24 of learners were responded that the content is determined by facilitators the table also indicate that all facilitators and all coordinators and 75 of learner respond that facilitators of FAL were local to the community .

Regarding the basic literacy skill of facilitators, all sample respondents facilitators and coordinators and 74 (94.87) of learner replied that facilitators had basic skills of basic literacy 4 (5.13) of learner replied that they did not have basic literacy skills

As indicated in table 2 of facilitators and 1 of coordinators responded that functional adult literacy program has an implementing strategy and guide line when while 8 of facilitators 2 coordinators responded that there was not any guide and strategy of the FAL program they responded that they had not any idea about the strategy and guide of the program. While 9 of facilitator 3 of responded that they have not enough knowledge about the implementation guide and strategy of FAL program. Kebele education office in general and sub cities non-formal education expertise in particular are responsible to supervise the FAL centers but item 3 of table 13 where 9 of facilitators and 3 of coordinators revealed that monitoring and supervision on FAL centers especially the

DEC center which is found in Akaki sub city and other technical problems observed, witnessed, lack of supervision and support by regional sub cities and kebele educational expertise who know what is needed for the effective implementation of FAL program,. In the field visit it was observed that FAL centers were under the management of those, strive for accesses of education for adults and alleviation of poverty. The coordinators of the program and facilitators are responsible in reporting the activities challenges, constraints, of the center faced to the management of the NGO's and kebele education offices. Thus from all the reasons identified in the finding FAL program, has managerial problems. The program did not get much attention by those, which have responsibility for the success of the program.

### **Contributions of functional adult literacy program**

The contributions of FAL program to address equity, to improve efficiency, to empower adult, to improve additional means of income and to promote access also presented below

**TABLE 15 .A. Analysis of Data on the FAL program context**

Contributions of FAL		Respondents' category			
		Facilitators	Coordinators	Trainees	Total
To address equity	Mean	2.8000	2.6667	2.7692	2.7692
	N	10	3	78	91
	Std. Deviation	1.54919	1.15470	1.41351	1.40694
To improve efficiency	Mean	2.9000	1.6667	2.8718	2.8352
	N	10	3	78	91
	Std. Deviation	1.10050	0.57735	1.03646	1.04630
To empower adults	Mean	4.8000	5.0000	4.6154	4.6484
	N	10	3	78	91
	Std. Deviation	0.42164	0.00000	0.58622	0.56517
To improve additional means of income	Mean	4.4000	5.0000	4.5256	4.5275
	N	10	3	78	91
	Std. Deviation	0.69921	0.00000	0.81741	0.79359
To promote accesses	Mean	3.6000	4.6667	3.7436	3.7582
	N	10	3	78	91
	Std. Deviation	0.69921	0.57735	1.39978	1.32783

### **Contributions of functional adult literacy program**

The study depicts that poverty alleviation, improving additional means of income generation to empower women are the main (major benefits of FAL. Program these indicators are selected by the researcher as a framework for analysis on the contribution analyzed inference have been made therefore, table 15 presents the rating by respondents on the contribution of FAL program. The calculated means were interpreted as below 2.5 very low 2.5– 3.75 medium and very high,. When the mean of each variable computed with an average mean above 3.75 shows that, FAL program, has very high contribution. When the mean of each variables computed addressing equity with mean score 2.8 and improve

facilitators was covered by NGO's of facilitators of functional adult literacy program as the data shown 100% of the respondents of facilitators and coordinators stated that paying the salary of facilitators were the responsibility of NGO's which run the functional adult literacy program.

The result of the questionnaire shows that the contribution of NGO's in the implementation of functional adult literacy program was worth-while. From this result, one can understand that the contribution of NGO's in empowering women, poverty reduction, and eradications of illiteracy of were satisfactory but as it was checked during field work and focus group discussion the amount of payment given to facilitators were low. That mean from 150-300 birr per month was paid for facilitators.

### **Challenge on the Effectiveness of FAL Program**

In addition to quantitative information through questionnaire, all group of respondents were asked through focus group discussion to mention challenges, constraints of FAL program.

- ◆ Low perception of the community for the program
- ◆ Low attention is given by kebele education office
- ◆ Lack of motivation from both facilitators and learner
- ◆ Absence of supervision and support from local government
- ◆ Shortage of educational literacy materials
- ◆ Problem on the skills of facilitator
- ◆ Absence of locally prepared materials
- ◆ Lack of facilitator guides
- ◆ Poor class room facility
- ◆ Failure of facilitators in preparing lesson plan
- ◆ Absences of clear strategy were major problems that need to be tackled for FAL program implementation.

## CHAPTER FIVE

### 5.1 SUMMARY

The purpose of the study was to assess or investigate the practical problems and challenges that encounter the implementation of Functional Adult Literacy Program in Addis Ababa and to suggest possible solutions for the problems. Based up on the above specific objectives, this study is expected to find some answers to the following questions

1. To what extent stake holders, Government, Non Government Organization and the communities?
2. Do facilitators have the necessary training to teach the adult learners
3. Who are the target population of the program?
4. Who determine the learning contents of the FAL program
5. Are there adequate facilities and enough teaching materials for FAL program implementation?
6. What are the contributions of Functional Adult literacy Program?

The study was carried out in two selected sub cities of Addis Ababa the subject of the study were 3 FAL program coordinators in facilitators 78 Adult learners from both DEC and DANFE centers. The data was collected from the above group through questionnaire and focus group discussion beside; observation from both centers has been collected.

The data collected were analyzed using statistical tool such as frequency count, percentage and focus group discussion was used to supplement the finding. Based on the results of the data analysis done, the following main findings were obtained.

As a matter of analyzing the back ground of the respondent it was found that:

- ◆ 1 coordinator Grade 10 completed while 2 of coordinators completed grade 12 while 6 of facilitator completed grade 10 and the rest 4(40%) facilitator were completed grade 12. Regarding the age level of coordinators all coordinators and 7(70%) of facilitators age was in the range 31-40 years old when 2(20%) facilitator age was in the range 41-50 years old the rest one facilitator age was ranged from 20-30 years old. The work experiences of facilitator, and qualification of facilitators required to implement the program this shows that there is adequate man power to implement and manage the program effectively All FAL program learner in DEC FA centers 22(28%) and 44(54%) of DANFE participants were male. 2(66.7%) of coordinators and 2(20%) of facilitators are also male
- ◆ The study depicted that the target groups of the programs are adults with no education. It also give priority for women to empower them but FAL program did not give much attention those disabled members of the community As the target groups of the program the study shows that the target groups of the program were adults in other words the study on target groups of the program in terms of their age revealed that the participants were 20-50 years old. FAL program in both centers give priority for women the mobility of FAL facilitators 8(80%) were also female this implies that the program of FAL has focused to alleviate poverty to empower women
- ◆ The age level of FAL program participants were 21.80% ranged 20-30 yrs old 50(64%) of the participant age were 31-40 yrs old the rest 11(14.1) participant age rang were 41-50 years old. The study identified that the involvement of local government sub cities education office Kebele education offices in supervision, monitoring and evaluation the FAL program were found to be low this shows that government bodies involvement in the implementation of FAL program were very low. The study depict that NGO's were highly participated in

the provision of commercially purchased materials for construction of FAL centers. Paying monthly salary of facilitators, sponsoring initial and refresh training of facilitators coordinators, distribution of literacy materials and facilitators guide. This implies that NGO's were highly involved in the implementation of FAL program

- ◆ Community participations were mainly seen on facilitator selection and firing. Identification and registration of adult learners, involving in the problem solving of the centers were found to be high where as the participation of the community in land provision and site selection, FAL center construction, and financial support of the program were found to be low. As to the center facilities for implementing the FAL program the study revealed that the FAL program is implemented in primary schools and kebele halls in DANF center basic facilities desk, tone,....are suitable for implementing the program the program which took place in Elementary school the facilities are not suitable for adult.
- ◆ The most common selection criteria for facilitators were found to be educational background and written exam and interview but some times recommendation of KEO used as a criteria most of the facilitators and all coordinators were selected by NGO's and community representatives. The salary of coordinator and facilitators were paid by NGO's only.
- ◆ The success of FAL program depend on largely on the abilities of facilitator interpersonal skill training of facilitator was crucial in implementing FAL program to compensate. Lack of knowledge and skill. The finding showed that facilitators had different training status 8(80%) of facilitators has got training. Some have been trained for 5 days after employment. Some of them have got initial training for 5-10 days the content of training was teaching methodology and now to evaluate. But it was mentioned that the training were inadequate for equipping facilitators with necessary skill and knowledge to implement the program and to handle adults based on their need .The

study also shows that facilitators were not satisfied with their salary those Ngo who pay the salary of facilitator provide 150-300 Et birr per month. Most of the facilitator was volunteers Facilitators in all sites are local to commune this implies that facilitators can communicate with learners with out any language barrier. All of the respondents replied that facilitators have basic skill literacy

- ◆ As to the problems encountered in implementing the program the study revealed that the effective implementation of FAL program enhanced by the availability of teaching learning materials like facilitators guide, FAL materials. Reading materials locally prepared teaching materials chalk, blackboard how ever the sample respondents replied that the major problems encountered while implementing FAL program are lack of facilitators guide and lack of reading literacy materials very less support of government As to the implementation guide and strategy prepared by government were not available facilitators used guide which was prepared by the NGO's the practicability of government strategy and facilitator's knowledge about the guide and strategy was very low this indicates that the support and supervision of kebele education offices in both centers was low.
- ◆ The FAL program the learning content of the program were determined by the NGO's the participation of Adult learner in content determination of the program is very low.
- ◆ The study indicate that the contribution of FAL program to address equity, empower women improve additional means at income were found to be high the program was appreciated mainly for giving more attention to empower women and eradicate poverty.

## 5.2 Conclusion

Based on the findings presumed from the study the following conclusions were drawn.

- FAL program has contributed a lot in empowering women, eradicating poverty and literacy in the area under the study however; the issue of effective implementation of the program was under question due to scarcity of educational input and relevant facilities
- NGO's government bodies (local government bodies) and the community at large were expected to participate in FAL in a coordinated and integrated manner in multi dimensional way in order to expand access, improve quality, equity
- Lack of adequate involvement of all stake holders specially government in planning implementing /organization/ of FAL program led to less understanding about the importance of the program
- Lack of adequate training, support for facilitator unsatisfactory amount of salary of facilitator, resulted in poor teaching-learning process based on this idea lack of adequate training and unsatisfactory amount of facilitators salary could be the major factors that negatively influence the implementation of the program
- From the inference made from the qualitative and quantitative information, the implementation of FAL program in Addis Ababa has many problems. The physical conditions of the centers were including facilities, unavailability of learning materials absence of supervision and support from government bodies untrained facilitators, under n the implementation of FAL

### 5.3 Recommendation

Based on the findings and conclusion drawn, the following recommendations are forwarded with the hope that It would be used NGO's working on FAL & Addis Ababa education Bureau and other relevant store holders as well as researchers.

As the study revealed that there was lack of attention to FAL program implementation at regional, sub cities and kebele levels from the bodies of the government .This is caused from lack of awareness on the benefit and contribution of the program. There fore decision makers have to set clear and moveable strategy guide lines and standards for local actions

FAL program requires relevant center facilities adequate and trained manpower and material provision to carry out the program effectively but implementation of FAL program suffered with lack of these inputs resulted not suitable to the implementation of the program and to the adults learning least to satisfy the minimum learning facilities such as literacy materials guide for facilitator, locally made teaching aids through mobilizing local community

The success of FAL depends largely on the abilities of facilitators. Facilitator's competence involves command of theoretical knowledge method of teaching, interaction between adult learner and their environment. But this was found to be a challenge in implementation of FAL program where untrained FAL facilitators are assigned there fore, it is suggested that facilitators should be trained, provided closer support and supervision for their day to day activates.

As it was depicted in the study the view and opinion of the majority of respondents towards the contribution of FAL program were found to be positive for this reason Addis Ababa education Bureau and the concerned NGO's should use the fertile ground and potential by initiating the community.

The study disclosed that there are lacks of supervision, monitoring and evaluation especially on the government side, there is loose relationship between the NGO and government bodies, there is scarcity of resources, and many other problems affect the implementation of FAL which result in weak management and performance of FAL. There fore to improve such circumstance the following measure should be taken

- Government should assign experts and field supervisor that have enough experience, knowledge and interest to work on FAL
- NGO's have should to support the FAL centers with necessary resources in order to increase the facilitates of FAL, capable of facilitators which in turn facilitate the success full implementation of the program

In general to move one-step forward the implementation of FAL. NGO's- government and community should collaborate in the management of FAL centers

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Studies

Adult and Life Long Learning Stream

Functional Adult literacy program in Selected Sub cities of Addis Ababa

**A questionnaire to be filled by –Functional adult literacy  
coordinators**

The objective of this questionnaire is to collect relevant data on the implementation of Functional adult literacy /FAL/ program and provide some solutions that need to be considered for effective implementation of the program. Hence, your genuine concerns are indispensable for the success of the study.

**Thank you in Advance**

**Direction**

- You don't need to write your name
- Please use "X" "✓" to indicate your response
- Please write short answers in the space provided for Items that require your opinion

**I. Personal Information**

Sex                      Male                       Female                     

Age                      20-30                       31-40                       41-50

Level of education

Grade 10 complete

Certificate in Adult teaching

Grade 12 complete

Other please specify \_\_\_\_\_

Work Experiences

Less than 3 years

7-9 years

4-6 years

above 10 years

Name of the Center \_\_\_\_\_

**II. FAL Program Context**

1. Rate the contributions of **FAL** program (Indicate your response in terms of your priority) { **1=very low, 2 = low, 3= Average, 4= High, 5= Very High**}

Items	5	4	3	2	1
Contributions of FAL program					
To address equity					
To improve efficiency					
To empower adults					
To alleviate poverty					
To improve additional means of income generation					
To promote access					

2. Who are the target groups of FAL program? (You may give more than one answers)

A. Adults with incomplete primary education

B. Adults with incomplete secondary education

C. Adults with no education at all

D. Out of school children

3. Where do FAL classes take place?

In primary school  under shade

In special constructed center  Church or most building

In kebeles' hall  specify any \_\_\_\_\_

4. Appropriateness of FAL centers

High  Medium  Low

5. If your answer is **low** for question number 4 mention the problems

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6. Who determines the learning contents of FAL program?

A. Local government  C. Facilitator

B. Learner  If any \_\_\_\_\_

7. Are facilitators local to the community?

Yes  No

8. Do facilitators have basic literacy skills?

Yes

No

9. Medium of instructions used in the FAL centers is?

A. Amharic

C. Mother Tongue

B. English

Please specify if any \_\_\_\_\_

10. Who pays facilitators monthly salary?

Sub city education office  NGO  Local community

If any please specify \_\_\_\_\_

11. What is the minimum requirement of facilitator to be recruited?

A. Knowledge of culture of local language

B. Community acceptance

Specify if any \_\_\_\_\_

12. Do Priorities given for female facilitators on recruitment?

Yes

No

### III Managements of FAL centers

1 Who is responsible for administration and management of FAL centers? (More than one answer is possible)

Community  government  NGO

Specify if any \_\_\_\_\_

### Community Participation

Participations or involvement of the communities, NGOs, and local government of FAL centers are listed below. Show your choice by marking "X" "✓" based on the degree of participation

No	Community Participation	Very high	High	Medium	Low	Very low
		5	4	3	2	1
1	Land Provision and site selection					
2	<b>FAL</b> Center construction					
3	Monitoring attendance of facilitators					
4	Facilitators selection and firing					
5	Identification and registration of adult learner					
6	Supporting financially					
7	Involve in management					
8	Involve in problem solving of <b>FAL</b>					
<b>I</b>	<b>Government Involvement</b>	5	4	3	2	1
1	Supervision, monitoring and evaluation of <b>FAL</b> Program					
2	Provision of Training					
3	Assigning Trained facilitators to <b>FAL</b> centers					

III.	Non-Governmental Organization Involvement	5	4	3	2	1
1	Provision of commercially purchase materials for construction or classroom					
2	Paying monthly salary for facilitators					
3	Sponsoring initial and refresher training of facilitators					
4	Procurement and distribution of literacy materials and facilitators' guides to FAL centers.					
5	Provision of stationary materials					

**IV Problems/Factors/ that affect the implementation of FAL** are Listed Below. Show the Seriousness of the Problem in the Project by Marking "X" on Space Provided.

No	Items	Very serious	Serious	Moderately serious	Low	Not serious
		5	4	3	2	1
<b>A</b>	<b>Problems related to Instructional materials</b>					
1	Lack of facilitators guide					
2	Shortage of FAL Materials					
3	Lack of reading materials					
4	Scarcity of locally prepared teaching material					
5	Shortage of teaching materials					

<b>B</b>	<b>Problems Related to Facilitators</b>					
1	Shortage of Well trained facilitators					
2	Lack of andragogical skills					
3	Lack of motivation of facilitators					
4	Unfamiliarity with continuous assessment					
5	Unfamiliarity with principles of teaching adults					
7	Failure in preparing lesson plan					
<b>C</b>	<b>Problems Related to Facilities</b>					
1	Poor class room facilities					
2	Shortage of literacy materials which is made locally					
3	Unfurnished Classroom					

General Comment's \_\_\_\_\_

\_\_\_\_\_

***Thank you for your cooperation!!!***



የማዕከሉ/ጣቢያው ስም \_\_\_\_\_

II. አመቻቾችን በተመለከተ

1. በአሁን ጊዜ ለአመቻቾች የሚከፈለው የገንዘብ መጠን ምን ያህል ነው

ከ100 ብር በታች  ከ100-200 ብር  ከ200-300  ከ300 ብር በላይ

2. የቅጥር ሁኔታ

ቋሚ  የሙሉ-ቀን ሠራተኛ

የትርፍ ጊዜ ሠራተኛ  የበጎ ፈቃድ አገልግሎት

3. የአመቻቾች የሚመለመሉትና የሚመረጡት በማን ነው

በቀበሌ ት/ት ጽ/ቤት  በክ/ከተማ ት/ት ጽ/ቤት

በማዕከል /በጣቢያው አስተዳደር ኮሚቴ  በተማሪዎች

ሌላ ተጨማሪ ካለ ይጥቀሙ \_\_\_\_\_

4. ለምርጫው ለምልመላው የሚጠቀሙባቸው መመዘኛ/መስፈርቶች ምንድን ናቸው

የት/ት ደረጃ ሁኔታ

የቀበሌ ት/ት ጽ/ቤት ኃላፊ አስተያየት

የፅሁፍ ፈተናና ቃለ መጠየቅ

ሌላ ተጨማሪ ካለ ይጥቀሙ \_\_\_\_\_

5. አመቻቾች ስልጠና አግኝተዋል

አዎ  አይ

6. ለአምስተኛው ጥያቄ መልሶዎ አዎ ከሆነ

- ለምን ያህል ጊዜ ሠልጥነዋል \_\_\_\_\_

- ስልጠናው ያገኙት መቼ ነው \_\_\_\_\_

7. የስልጠናው አይነት

- የቅድመ ስራ ላይ ስልጠና  ለምን ያህል ቀን \_\_\_\_\_

- የስራ ላይ ስልጠና  ለምን ያህል ቀን \_\_\_\_\_

- ወርክሾፕ  ለምን ያህል ቀን \_\_\_\_\_

8. የስልጠናው ይዘት ምን ነበር \_\_\_\_\_

9. ስልጠናው ምን ያህል ጠቃሚ ነበር?

እጅግ በጣም ጠቃሚ  በጣም ጠቃሚ

እምብዛም ጠቃሚ ያልሆነ /ብዙም የማያካ/

10. ለተግባር ተኮር የጎልማሶች ት/ት ተብሎ በልዩ ሁኔታ የተዘጋጀ ስርአት ት/ት አለ ወይ?

አዎ  አይ

11. በተግባር ተኮር የጎልማሶች ትምህርት አንጻር ሲታይ ስርአተ ትምህርቱ ምን ያህል ጠቃሚ ነው?

እጅግ በጣም ጠቃሚ  ጠቃሚ  ብዙም ጥቅም የሌለው

12. የስርአተ ትምህርቱ ለተማሪዎች ያለው አስፈላጊነት

በጣም አስፈላጊ  አስፈላጊ  ብዙም አስፈላጊ አይደለም

13. ለተግባር ተኮር የጎልማሶች ት/ት አተገባበር የሚረዳ ግልፅ የሆነ መመሪያና ግብ አለ ወይ?

አዎ  አይ

14. ለ13ኛው ጥያቄ መልስዎ አዎ ከሆነ ምን ያህል ያውቁታል?

III. የአካባቢው ማህበረሰብ ተሳትፎ

የአካባቢው ማህበረሰብ በተግባር ተኮር የጎልማሶች ትምህርት ያለው የተሳትፎ ከዚህ በታች ተዘርዝሯል የ “✓” ወይም “X” በመጠቀም የማህበረሰቡን ተሳትፎ በደረጃ አስቀምጥ/ግለፅ

- 5.= እጅግ በጣም ከፍተኛ      4.= መካከለኛ      1.= ምንም ተሳትፎ  
 3.= በጣም ከፍተኛ      2.= ዝቅተኛ

የአካባቢው ማህበረሰብ ተሳትፎ	5	4	3	2	1
ለስራው የሚሆን መራት በማቅረብ					
የአመቻቸውን ደግሞ መክፈል					
በአመቻቸው ምልመላ ላይ መሳተፍ					
በማዕከል /በጣቢያ/ አስተዳደር ኮሚቴ ያላቸው መሳተፍ					
ለማዕከሉ ግንባታ የሚያበረክቱት የጎልበትና የቁሳቁስ አስተዋፅኦ					

IV. የተግባር ተኮር የጉልማሶች ትምህርት ትግበራን በተመለከተ

በዚህ የሚቀጥለው ፅሁፍ ስለ ተግባር ተኮር የጉልማሶች ትምህርት ትግበራ ጋር የተያያዘ ሀሳብን የሚወክል ወይም የሚገልፅ ነው እባክዎን በዚህ መስማማትዎን ወይም አለመስማማትዎን ይግለፁ

- 5.= እጅግ በጣም እስማማለሁ      4.= መውሰን አልችልም      1.= አልስማማም  
 3.= እስማማለሁ      2.=በከፊል እስማማለሁ

የተግባር ተኮር የጉልማሶች ትምህርት ፕሮግራም	5	4	3	2	1
የውጤታማ አመቻቾች እጥረት አለበት።					
የተግባር ተኮር የጉልማሶች ትምህርት ከአዋቂዎች ህይወት ማህበራዊ ጋር የተቆራኘ ነው።					
የተግባር ተኮር የጉልማሶች ትምህርት ለሁሉም ጉልማሳ አዋቂ ተማሪዎች ተደራሽ ስለሆነ በጣም ጠቃሚ ነው።					
የተግባር የጉልማሶች ትምህርት በቀላሉ የሚለዋወጥ በቀላሉ የሚለመድ /የሚያዝ/ ባህሪ አለው።					
የተግባር ተኮር የጉልማሶች ትምህርት የነገሩን ደረጃ ያሻሽላል።					
የተግባር ተኮር የጉልማሶች ትምህርት በመማር ማስተማሩ ሂደት ውስጥ የአፍ መፍቻ ቋንቋን ይጠቀማል።					
የተግባር ተኮር የጉልማሶች ትምህርት ለሴቶች ሰፊ እድል ይሰጣል።					
የተግባር ተኮር የጉልማሶች ትምህርት ማእከላት በቂ ቁሳቁሶች። የሉትም					
የተግባር ተኮር የጉልማሶች ትምህርት የጉልማሶች የህይወት ክህሎት ያሳድጋል።					
ጉልማሶች የህይወት ክህሎታቸውን እንዲያዳብሩ የተግባር ተኮር የጉልማሶች ትምህርት መሠረታዊ የህይወት ክህሎትን እና የገቢ ምንጭን የማሳደግ እነቅስቃሴዎችን ያጣመረ ነው።					
የተግባር ተኮር የጉልማሶች ትምህርት በተማሪዎች ህይወት ላይ በሚያመጣው ለውጥ መሠረት የሚገመገምና የሚጠና ነው።					

V. በአመቻቸው የሚከናወኑ ተግባራት

በአመቻቸው የሚከናወኑ ተግባራት ደግሞ ከዚህ በታች ተዘርዝረዋል በአፈጻጸማቸው ብቃትና ጥራት መሠረት X ወይም ✓ ምልክቶችን በመጠቀም ምርጫዎን ያሳዩ/ያመለክቱ

መከናወን ያለባቸው ተግባራት	5	4	3	2	1
የአካባቢ ቁሳቁሶችን በመጠቀም ድጋፍ ሰጭ መሣሪያዎችን ማዘጋጀት።					
የክፍል ተማሪዎች ፍትሃዊ በሆነ መልኩ ማስተዳደርና መምራት።					
በተ/ተ/የገ-ት/ት የአስተዳደር ስራ ውስጥ መሳተፍ።					
የተከታታይ ምዘና ተግባራዊ ማድረግ።					
በቀላሉ የሚደመጥ/ሊገቡ የሚችሉ ቋንቋዎችን መጠቀም።					
አሳታፊ ዘዴዎችን መጠቀም መቻል።					

አጠቃላይ አስተያየት \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ ::

ስለ መልካም ትብብርዎ እጅግ አድርጌ አመሠግናለሁ።

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት ክፍል

በጉልማሶች ትምህርት ክፍል የተግባር ተኮር የጉልማሶች ትምህርት ትግበራ  
ከአዲስ አበባ በተመረጡ ክፍለ ከተሞች

በተሳታፊዎች የሚሞላ መጠየቅ

የዚህ መጠየቅ ዋና አላማ በተግባር ተኮር የጉልማሶች ትምህርት አተገባበር ዙሪያ አስፈላጊውን መረጃ ለማሰባሰብ እንዲሁም ውጤታማ በሆነ የተግባር ተኮር የጉልማሶች ትምህርት አተገባበር ዙሪያ ለሚነሱ ችግሮች መፍትሄዎችን ለመጠቀም ነው። ስለሆነም የርስዎ ልባዊ ትብብር /ተሳትፎ/ ለጥናቱ ውጤታማነት ወሳኝ በመሆኑ የተለመደውን ቀና ትብብር እንዲያደርጉልኝ በትህትና እጠይቃለሁ።

ለሚደረግልኝ ቀና ትብብር በቅድሚያ አመሠግናለሁ።

መመሪያ

- ስምዎትን መጻፍ አያስፈልግም
- መልስዎን ለመጠቀም የ “✓” ወይም “X” ምልክቶች ይጠቀሙ
- በተሠጠው ክፍት ቦታ ላይ የርስዎን ሃሳብ ለሚጠይቁ ጥያቄዎች አጭር መልስ ይዕፉ ዘንድ በትህትና እጠይቃለሁ።

I. የግል መረጃ

የታ ወ  ሴ   
 እድሜ 20-30  31-40  41-50   
 የማዕከሉ/ጣቢያው ስም \_\_\_\_\_

II. የተግባር ተኮር የጎልማሶችን ትምህርት ተግባራዊ ችግሮች

1. የተግባር ተኮር የጎልማሶችን ትምህርትን ለመከታተል እንቅፋት መሰናክል የሆኑበትን ችግሮች የ “✓” ወይም “X” ምልክቶችን በመጠቀም የችግሮቹ መጠን ይግለጹ

ዋና ዋና ችግሮች	5	4	3	2	1
የማእከሉ ርቀት					
የግንዛቤ እጦት					
የአመቻቸውን ተገቢ እንክብካቤ ማጣት					
የግንኙነት እክል					
የአመቻቸው የአልተገባ ባህሪ					

2. በቂ የሆነ የማስተማሪያ መሣሪያዎች አሉ?

አዎ  የሉም

3. በአመቻቸው ምልመላና መረጣ ላይ ተሳትፈዋል?

አዎ  የሉም

4. በትምህርት ይዘት አመራረጥ ላይ ተሳትፈዋል?

አዎ  የሉም

5. በተግባር ተኮር የጎልማሶች ትምህርት ማስተማሪያ ማእከል ግንባታ ላይ ተሳትፈዋል?

አዎ  የሉም

6. የተግባር ተኮር የጎልማሶች ትምህርት በህይወትዎ ለውጥ አምጥቷል?

አዎ  የሉም

7. ለተግባር ተኮር የጎልማሶች ትምህርት ይከፍላሉ?

አዎ  የሉም

8. አመቻቸው በአፍ መፍቻ ቋንቋ መጠቀምን ያበረታታሉ?

አዎ  የሉም

III. በአመቻቸው ሊከናወኑ የሚገባቸው ተግባራት

በአመቻቸው ሊከናወኑ የሚገባቸው ተግባራት እንደሚከተለው ተዘርዘረዋል በአፈ.ፃዕ.መ. ደረጃ መሠረት “✓” ወይም “X” ምልክት በመጠቀም ምርጫዎችን ያሳዩ

መከናወን ያለባቸው ተግባራት	በጣም ከፍተኛ	ከፍተኛ	መካከለኛ	ዝቅተኛ	በጣም ዝቅተኛ
ባቅራቢያቸው ካሉ ነገሮች የትምህርት መርጃ መሣሪያዎችን ያዘጋጃሉ					
የመማሪያ ክፍሉን ያደራጃሉ ይቆጣጠራሉ					
ተከታታይ ምዘናን ተግባራዊ ያደርጋሉ					
በተግባር ተኮር የጎልማሶች ትምህርት አመራር ውስጥ ይሳተፋሉ					
ቀለል ያለና ተሰማኝነት /ተደማጭነት/ ያለው ቋንቋ ይጠቀማሉ					
አሳታፊ ዘዴዎችን ይጠቀማሉ					

አጠቃላይ አስተያየት-----  
 -----  
 -----::

ስለ መልካም ትብብርዎ እጅግ አድርጌ አመሠግናለሁ::

**YUNIVARSIITII FINFINNEE Kutaa**  
**barnoota Digrii Lammaffaa Hojiirra**  
**oolmaa Barnoota Ga'eessotaa. Kutaalee**  
**magaala Finfinnee filataman Gaaffilee**  
**Hinnaattotaan guutaman**

Kaayyoon guddaan gaaffii kanaa barnoota ga'essotaa Hojiirratti hundaa'e irraa odeeffannoo argachuufi bu'aa barnoota ga'essotaa hojiirratti hundaa'e hojiirra olmaasaa fi rakkooleef furmaata barbaaduudha. Kanaafuu galma ga'insa Qorannoo kanaaf gargaarsii sin odeeffannoo quubsaa gurnaachuu gootan iddoo guddaa qaba.

Gargaarsa naaf godhamuuf durseen galateefadha.  
Qajeelfama

- Maqaa keessan barreessuun hin barbaachisuu
- Deebii kennuuf mallattoo ykn 'X' fayyadamaa
- Iddoo kennametti yaada keessan gabaabinaan akka guuttan kabaajan sin gaafadha.

I odeeffannoo dhuunfaa

Saala	Dhiira	<input type="checkbox"/>	Dhalaa	<input type="checkbox"/>	
Umurii	20-30	<input type="checkbox"/>	31-40	<input type="checkbox"/>	41 <input type="checkbox"/>

**Maqaa Dhaabatichaa** \_\_\_\_\_

Rakkoolee hojiirraa olamaa bamoota ga'essotaa hojiirratti hundaa'e

1. Rakkolee barnoota ga'eessota hojiirratti hundaa'e irratti gufuu ta'an hanga rakkoo kanaa ykn x argisiisaa.

<b>Rakkolee gurguddoo</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Fagachuu giddu galeessichaa</b>					
<b>Xiyyeefannoo dhabuu</b>					
<b>Haala mijeessitoota biraa kunuunsa dhabuu</b>					
<b>Rakkina wal-qunnarntii</b>					
<b>Amala warra haala mijeessani</b>					

2. Meeshaa barnootaa ga'aa ta'ejirraa?

Eyyee  Lakki

3. Haala mijeesskoota filachuu irratti hirmaattani?

Eyyee  Lakki

4. Qabiyyee barnoota filachuu irratti qooda qabdu?

Eyyee  Lakki

5. Giddu galessa barnoota ga'ccssotaa ijaaruu irratti irmaattaniittuu?

Eyyee  Lakki

6. Barnootni ga'eessotaa hojii giddu galeessa godhate Jireenya

keessan geeddareeraa?

Eyyee  Lakki

7. barnoota ga'eessotaa hojii giddu galeessa godhatetti ni hirmattuu?

Eyyee  Lakki

8. Haala mijeessitootni Afaan ofiin fayyadamuu nLjajjabeessuu?

Eyyee  Lakki

**Hojiilee haala mijeessitootaan hojjetamuu qaban.**

Hojiilee haala mijeessitootaan akka walduraa duuba isaanitti mallattoo ✓  
ykn X fayyadamuun argisiisaa.

Hojiilee raawwatamuu	Baay'ee ol'aanaa	Ol'aanaa	Giddu galeessa	Gad aanaa	bay'ee gad aanaa
Waan naannoorra qopheessu					
Daree barnootaa ni qindeessu ni					
Madaallii walitti fuflnsa qabu hojiirra					
Bulchinsa barnoota ga'eessotaa hojii giddu galeessaa godhate hirmaatu					
Afaan ifa ta'eefi dhageetti qabutti					
Tooftaalee hirmaachipan gargaaramu					

Yaada dimshaashaa

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Gargaarsa naaf gootaniif baay'een sin galateeffadha!!!

### **Declaration**

I, the undersigned, declare that this thesis is my original work and has not been presented for any other degrees and that all the sources of materials used for the thesis have been fully acknowledged

**Name:** - Tesfaye Mekasha

**Sign:** \_\_\_\_\_

**Date:** - 15/06/2010

This thesis has been submitted for the examination with my approval as university advisor

**Name:** - Befekadu Zeleke (Ass pro)

**Sing:** - \_\_\_\_\_

**Date:** - 15/06/2010