

**CURRICULUM DEVELOPMENT AND THE IMPLEMENTATION
OF AN INTEGRATED FUNCTIONAL ADULT LITERACY
PROGRAM IN ADDIS ABABA CITY ADMINISTRATION**

BY

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ADDIS ABABA

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**DISSERTATION SUBMITTED TO THE DEPARTMENT OF
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REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
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School of Graduate Studies

This is to certify that the dissertation prepared by Bisrat Ashebo, entitled:

“Curriculum Development and the Implementation of an Integrated Functional Adult Literacy program in Addis Ababa City Administration”.

and submitted in fulfillment of the requirements for the Degree of Doctor of Philosophy in curriculum studies complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Signed by the Examining Committee:

External Examiner _____ Signature _____ Date _____

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Chair of Department or Graduate Program Coordinator

DECLARATION

I hereby solemnly declare that the Ph.D. Thesis entitled “The Curriculum Development and the Implementation of the Integrated Functional Adult Literacy program in Addis Ababa City Administration” submitted to the Department of Curriculum and Teachers Professional Development, Addis Ababa University, Ethiopia, is a Ph.D. work done by me under the esteemed guidance of Professor Deribssa Duffera. I declare that this report has not been submitted to any other university or published any time before.

Place: Addis Ababa University

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I recommend the candidate to sit for the examination

Signature _____

Date: _____

(Deribssa Duffera - Professor)

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ABSTRACT

Curriculum Development and Implementation of Integrated Functional Adult Literacy program in Addis Ababa City Administration

Bisrat Ashebo Kaltamo

Addis Ababa University, 2017

The purpose of this study was to investigate the IFAL Curriculum Development and Implementation process of the integrated functional adult literacy program in relation to the proposed Curriculum Frame work and the Curriculum implementation guide books of Addis Ababa City Administration.

Data were gathered from 510 adult literacy program participants from 51 centers, 133 literacy facilitators, five zonal adult education focal persons and 18 woreda IFAL focal persons and one focal person from the city education bureau and relevant documents related to the issue. The simple random sampling technique was employed to select respondents of the study and the percentage was applied to analyze the collected data.

Findings indicate that, the level one and level two learners textbooks have absolutely similar content i.e level two is a replica of level one, there is no content which is deliberately given attention for inclusion of contents from the suggested curriculum framework of the Ministry of Education (MoE,2011a). Besides, the IFAL learners' textbook is found to have shallow contents having too low level of difficulties. Hence the text books are found rejected by the majority of the learners and these are out of use in many of the IFAL learning centers due to their redundancy and low level of difficulty to attract the learners interest

Regarding the IFAL Curriculum Implementation in Addis Ababa City Administration, the program lacks stakeholders from other bureau offices which are mentioned to be included by the Ministry of Education Curriculum Implementation framework (MoE,2011b). Thus, the implementation of IFAL program is nominal and completely left only to the education bureau resulting in high dropout rate of IFAL facilitators.

In conclusion, the curriculum development and implementation of the IFAL program in Addis Ababa city administration doesn't follow the IFAL curriculum development framework and the Implementation guide of the Ministry of Education. As a result of these, there existed high rate of dropout of learners and facilitators.

ABBREVIATIONS AND ACRONYMS

AAU	Addis Ababa University
AE	Adult education
ABE	alternative basic education
ANFE	Adult and non formal education
ARDU	Arsi (Arrusi) Rural Development Unit
dvv international	German Adult Education Association International
EC	Ethiopian Calendar
EFA	Education for All
ESDP	Education Sector Development Program
ETP	Education and Training Policy
FAL	Function Adult Literacy
GTZ	German Technical Cooperation
ICDR	Institute for Curriculum Development and Research
IFAL	Integrated Functional Adult Literacy
IIZ/DVV	Institute for International of the German Adult Education Association
MoE	Ministry of Education
NFAE	Non Formal Adult Education
NGO	Non-government organization
TVET	Technical Vocational Education and Training
ToT	Training of Trainers
UNESCO	United Nations Education Scientific and Cultural Organization
WEO	Wereda Education Office
WOALP	Work Oriented Adult Literacy Project

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PART ONE

INTRODUCTION AND METHODOLOGY

CHAPTER ONE

INTRODUCTION

This thesis is organized into three parts having nine different chapters i.e part one deals with the Introduction and the Methodology of the study containing chapter one and chapter two; Part two deals with the Review of Literature containing Chapter three – to – Chapter seven. The third part deals with Analysis (Findings), conclusions and recommendations, which are presented in chapter eight and nine.

In so doing, chapter one presented the background of the study, the beginning of IFAL in Ethiopia, the statement of the problem, the research questions, the objectives of the study, the scope of the study and operational definitions of key terms.

1.1. Background of the Study

The history of literacy in the world is attached to economic development, trade, cultural exchange and urban development. The skill of writing and reading was left only to the ruling class for thousands of years. For instance, during the birth of capitalism in the world at about 5th century, only the authorities in power were using the written language of communication (were able to write and read) in Ethiopia) (Solomon, 1969).

Although writing skill was developed 5000 years ago, up to the beginning of the industrial revolution (until about 1750), about 90% of the world population was illiterate (Lind, 1988).

Nowadays, the significant contribution of literacy to the development of a country has got full acceptance throughout the world. Consequently, most countries of the world are attempting to make their citizens literate by expanding educational opportunities through formal and non-formal means. Supporting the view on the relationship between literacy and development, Bishop has to say “... implant education – growth and development would follow” (Cited in Mamo, 1996:86).

Besides, literacy has advantages for the individuals through enabling them to be independent in daily activities, in helping the individual increase productivity, and improving the status of the individual in the society by assisting upward mobility in the social structure (Bhola, 1984). In the 1944, during the era of Emperor Haile Sillasie, efforts were made to establish the continuity of the motto *yaltemare yimar _ yetemare yastemir* (literary means let the illiterate learn and the literate teach). During the military (the *Derg*) regime literacy campaigns were also put into a place and the literacy rate of the country reached up to 83.2% in 1989 (Mamo, 2005). After the fall of the military regime the literacy campaigns lost attention for about a decade.

The existing Ethiopian Federal Democratic Republic (EFDR) government has also made an effort to educate adults. Especially in 2011, the government introduced an integrated functional adult literacy (IFAL), a program which is aimed at integrating life skills courses to improve the living conditions of the learners in the literacy program. This program is designed to improve the life of adults (who , according to the Ministry of Education of Ethiopia, are between the ages of 15 to 60 years) through the provision of nine life skill contents (MoE, 2015).

Although the benefits of these programs are appreciated in the evaluative report of the IFAL program, it was also reported that the implementation of the programs had several problems. Lack of stakeholders' coordination, exercising only reading, writing and numeracy and neglecting its functionality, low skill level of the facilitators and high rate of drop – out of the learners and the IFAL facilitators are among the problems mentioned. The low level of exercising the learned materials in to daily life of the learners and the limited training of adult facilitators are among the causes of dropping out of both the learners and the facilitators.

Furthermore, although the adult literacy program in the country was not interrupted, the relapse of illiteracy has been reported at different times (MoE, 2015). Among the different literacy programs such as Alternative Basic Education (ABE) which are taking place in the country, the “Integrated Functional Adult Literacy (IFAL) is one of them and under implementation nationwide since 2011 (MoE, 2015). At this time both IFAL and ABE programs are taking place simultaneously in Addis Ababa city administration.

This research aims to examine the problems of the curriculum development and its implementation and suggest solutions for the IFAL program development and implementation specially focusing on the Addis Ababa city regional administration (which is one of the ten regional administrations of the country) that this research is intended to be undertaken. Addis Ababa city administration is selected because it was the first to implement the program region wide and has implemented for the last five years.

1.2. The Beginning of IFAL in Ethiopia

When we talk about the issue of literacy in Ethiopia, it goes back to the time of the introduction of Christianity to the country at about 4th Century A.D. Since then, the Ethiopian Orthodox church was teaching reading and writing for the young boys and adults without age limit for their enrollment. However, the aim of the church education was to enable learners to write and read in *Geez*¹ and after graduation, to serve as priests and deacons (Solomon, 1969).

Modern education was introduced with the opening of the first Western type of school named Minilik II School in 1908. However, only foreign languages were offered as subjects and there was no upper or lower age limit to be enrolled in this school.

There was strong opposition by the Ethiopian Orthodox church against the establishment of Western type of schools in the country. Some argue this is because the clergy feared losing its monopoly on education and fear of the expansion of the European missionary schools in converting the Orthodox Christians to Catholicism and Protestantism. But, instead of stopping the establishment of modern schools in the country, the second European type of school (named Teferi Mekonen school) was founded by Regent Teferi Mekonen in 1925. Both schools allowed adults to be enrolled as beginners.

During the early stages, both schools were financed from a private source of the founders. However there was a budget problem. Therefore Regent Teferi Mekonen who was one of the 25 students of the first batch of

¹Geez was one of the languages of the Northern part of Ethiopia. Today, its use is confined to the spiritual services only in the Ethiopian Orthodox Church.

Minilik II school, (who later assume the throne named as “Haile Sillassie I” in 1930) had imposed special education tax in 1926 (Tekeste, 1990).

Although progress was made to expand education in the country, the brief Italian invasion of 1936 up to 1941 had interrupted the effort made during that time. After the failure of the Italian invasion, the adult literacy effort was re-started throughout the country. For instance, the already existing community school in Tebasse Koso which was offering day and evening classes had started functioning properly (Pankhurst 1955). Following these, the then Ministry of Education and Fine Arts (MoEFA) sponsored and opened the “Berhaneh Zare New” (literally, *your light is today*) Institute which had functioned from 1948 up to 1978. This Institute was conducting classes in an evening program. This can be taken as a beginning of formal or official government involvement in adult education (AE). Initially, when the program had started functioning, the Institute received minimal financial support from the government but after a while learners were required to pay for their learning service and the learner fees soon replaced by government subsidy which since then became the norm for evening learning/program. This opening of the Institute gave tacit approval and this caused the development of evening adult education (Solomon, 1969).

Emperor Minilik II, as the founder of modern education, declared that “every parents have to send their children of age six and above (both male and female) to school” in 1905 (Pankhurst 1955). Several attempts were made to eradicate illiteracy ever since. For instance, Community Development Teachers Training Schools were opened in 1948 in Debre Birhan (Tebasse) and in Majete in 1949 to train professionals for adult education and the community development programs. Besides, the

Ministry of Community Development was established in 1950 to assist the community development process of the country (Pankhurst 1955).

When we see the literacy program of the imperial period, progresses were made in the literacy activities. For instance, the “Association of the National Army for the Alphabet” was launched in 1962. The leading slogan of the program of the time was “*Let everyone Learn*”. Another program implemented by the then Ministry of Community Development was “*Education for All*” which took place in 1965 (Pankhurst 1975).

In the early age of the military government, the “*Development in Cooperation – Campaign for Knowledge and Work*” took place from 1975 – 1976. To eradicate illiteracy mainly from rural Ethiopia through the participation of 60,000 campaigners, high schools students of Grades 11 and 12, as well as higher education institutions teachers and students took place. During this campaign participants were involved in the literacy programs and the construction of rural roads, developing spring waters, and construction of cottages for the elderly and needy people in the rural areas (Solomon, 1969).

Among the most successful literacy programs were the “Work – Oriented Adult Literacy Program” (WOLAP) which took place from 1967 – 1971 and the National Literacy Campaign of 1978 -1991. The literacy program of these times were attached to the life of the learners (Mamo, 2007).

After the closing of the former Tebasse (Debre Birhan) and the Majete “*Community Development Teachers Training Schools*”, the demand for trained adult education teachers increased. To satisfy the needs of trained human power in the area of adult education, the “Adult

Education Diploma Program” was established in Bahir Dar Pedagogical Sciences College, then under the Addis Ababa University in 1986, which functioned up to 1996. Due to the upgrading of the Bahir Dar teachers college to university level and the following structural change, the Department of adult education was closed down. After a sudden closure of the adult teachers training program at Bahir Dar, the Jimma Teachers College opened the Adult and Non Formal Education (ANFE) diploma program in 1996 which lasted up to 2004 (Samuel, 2012).

The literacy programs, however, continued after the end of the national literacy campaign in 1991. The adult literacy programs in the country continued with different names the dominant one being the “Non – Formal Adult Basic Education” (Samuel, 2012). These programs aimed at teaching children, youth and adults. The ABE program is still functioning in both rural and urban centers. Although attempts were made, to link literacy program with other income generating and production enterprises, knowledge and skills, the programs dealt too much with teaching the 3 Rs, i.e. reading, writing and arithmetic. While most programs enabled learners to compute simple arithmetic and read simple materials, these couldn’t bring about change in their living conditions of the learners.

The absence of vocational skills in the literacy programs proved to be the failure of the Non Formal Adults Basic Education (NFABE) to achieve its goals. However, in November 2002, the dominant stakeholder for Adult Education in the country, the then IIZ/DVV organized a study trip for the Adult and Non – Formal education experts from the Ministry of Education, Institute of Curriculum Development and Research (ICDR),

Six educational bureaus, the Jimma Teachers Colleges, the Women Association of Tigray (WAT) and representative of one NGO visited the adult literacy program of Uganda and the Ugandans shared the experience or programs of Makerere University adult literacy training program for better livelihoods with Ethiopian (MoE,2011).

This group of experts came back home with the knowledge and skills of Ugandan FAL approaches and tried to implement it in their areas of responsibilities. However, these individual implementation approaches failed to which, the Ministry of Education demanded for uniform nationwide program.

Following these activities, the FAL pilot projects were conducted in five regional states which were funded by the *Dvv* international. To come up with uniform program implementation, the Ministry of Education announced the national adult education strategy in February 2008, giving central focus (Sandhaas, 2008).

As a result, the Ministry of Education prepared and issued the “Integrated Functional Adult Literacy Curriculum Framework” in 2011. The IFAL framework was intended to teach life skills related to the living condition of the adult learners and can be implemented in their daily lives.

It differ from the previous adult literacy curricula in treating the 3Rs in one hand and relating to the life skills necessary to a specific community. This frame work was intended to serve as a guiding tool for the IFAL curriculum of Agricultural, Pastoralist Communities and Urban Communities. The suggested contents were selected to fit the life style and culture of these different communities.

Furthermore, the Ministry of Education issued the “Functional Adult Literacy (FAL) Program Implementation Guidelines” in 2011 to be

followed. In trying to identify the target population who are eligible for FAL, the guideline mentions that the IFAL program is developed for those who are above 15 years age of adult illiterate citizens. This program is aimed at developing skilled man/women power and enabling illiterate adult citizens to be productive as well as informed decision makers. The program which is termed as the Integrated Functional Adult Literacy (IFAL) was developed in 2008 and it became functional after three years in 2011. (MoE, 2011).

Learners in the IFAL program are expected to complete it in two years program with the possibility of joining non formal and formal TVET programs for those who completed their lessons properly. Since the program was officially launched in 2011, the first four groups have completed their two year regular programs(i.e level one and level two programs.) and the fifth cohorts are expected to graduate at the end of this year (2009 E.C).

1.3. Statement of the Problem

The assumption that education has a significant contribution for the development of a country has received wide acceptance among governments of various countries and international agencies. Consequently, most countries of the world are attempting to educate their citizens by applying various educational programs (Wanagoola 1988:164).

According to the assumptions by Taylor, E.(1998) and Tasew Zewdie (1995), illiteracy is associated with poverty and underdevelopment, whereas literacy is the manifestation of development. Supporting this view, Wanagoola has to say the following:

... the struggle against illiteracy is actually a war against poverty, against the control of techniques and the prevention of inventions. However, within countries it is the most exploited, the poorest, who are also illiterate, between countries, it is the oppressed countries, the most exploited ones, that also experience the highest levels of illiteracy. (Wanagoola 1988:184).

Similarly, it was confirmed, that “the map of the world illiteracy and the map of world poverty to be congruent” (Bhola, 1984:28). In addition, Hamadache and associates also stated that throughout the world illiteracy principally affects the least privileged groups, frequently, as an accompaniment to poverty. The highest rates of illiteracy are encountered in rural areas, where two-thirds of the world population live often in extreme poverty (Hamadache, et al., 1986:12).

Regarding the significance of education for development, Bishop stated that if a nation has to achieve development, it should give priority for the education of its citizens (Bishop, 1989). Besides, as far as the importance of education for development is concerned, Article 26 of the United Nations Human Rights Declaration states that "Everyone has the right to education”.

These views are proved in that countries which have the highest literacy rate have registered better development than those which have lowest literacy rate (MoE, 2015). In this regard, if we analyze the cases of three lower middle - income Asian countries and the Sub-Saharan African adult literacy rate, compared to the Ethiopian case we can get the following picture.

From the Asian countries which have high population and whose economy is at faster rate of growing reached the highest level of literacy. For example:- Indonesia reached at 93%, Vietnam at 93 % and Thailand reached 94% of literacy rate. But, the average literacy rate for Sub – Saharan African countries is 59% and the average rate for lower middle income countries is 71% (UNESCO, 2013/2014). Here we can clearly observe the relationship of literacy with development of a given country,

In this regard, we see that the adult literacy of Ethiopia which is 46% (ibid), is much less than the 59% of the Sub – Saharan African countries literacy rate. Besides, when this is compared to the literacy rate of 83.2% reported in 1989 it shows high rate of literacy relapse. This figure of literacy might result from statistical error, but shows huge rate of difference when compared to the UNESCO report of 2013/2014.

Furthermore, the national IFAL Evaluation (MoE, 2015)report mentioned the low level of female participation as one of the problems in the nationwide implementation of the program. However, the opposite can be observed from the report of Addis Ababa Education IFAL yearly report in 2015.

Table 1: Addis Ababa City IFAL Participation from 2011-2015

Year	Level 1			Level 2			Graduated
	Male	Female	Total	Male	Female	Total	
2011	8755	21198	29953	-	-	-	-
2012	5356	9562	14918	3356	7542	10898	10898
2013	5599	10015	15614	3599	8014	11613	11613
2014	18985	15652	34617	8985	15652	24637	24637
2015	5302	11464	16766	3601	10805	14406	14406

Total	43997	67891	111888	19541	42013	61554	61554
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Source: Addis Ababa City Administration Curriculum Development and Implementation 12 months' IFAL report

From the above table, it can be observed that out of the total IFAL enrollment of 111,888 adults within five years, 67,891 (60.68%) are female. This shows higher proportion of female enrollment than male. Besides, the level two enrollment shows that 42,013 (68.25%) are female. This proportion of female dominance contradicts the national adult education report that claims the low level of female enrollment as one of the problems in the IFAL Program implementation. Therefore, we can say that female enrollment is high in the Addis Ababa city IFAL program contrary to the low level female enrollment at national level.

Out of the total enrollment of the five years implementation of the program, only 61,554 (55.01%) have graduated while the remaining 45% dropped out of the program. This might have resulted from the sub standard of the learning materials and the seasonal migration of the labor force from urban centers to rural areas during the plowing and harvesting seasons. This high attrition rate in turn results in wastage of resource and relapse of illiteracy.

In addition to these, the Addis Ababa City Administration Education Bureau identified the following problems as being obstacles for the effective IFAL program implementation in the city. These are:

- a) Turn over of literacy facilitators from their facilitation job due to changing their work place or total change of their jobs.
- b) Lack of budget allocation exclusively for IFAL
- c) Lack of focus of attention of higher leaders to give direction to the work of literacy.

- d) Low participation of stakeholders such as NGOs, other Ministry offices etc.
- e) Failure of the IFAL board and Technical committees at Sub – Cities and Wereda level to properly function in their duties
- f) Reshufflings of IFAL Facilitators
- g) Failure of the cluster Supervisors to give focus and lead the program

(Addis Ababa City Administration Education Bureau, 2015)

In general, as the IFAL program is recently implemented, the problems of IFAL implementation at national level and Addis Ababa city administration are almost similar, except for the difference in female enrollment in the program.

On the other hand, studies conducted in this field have not been able to thoroughly show how effectively these programs are planned and organized and how properly they are implemented to bring about the needed changes in the behavior of the learners. For instance, out of the 72 studies on Adult Education, which were published between 1989 and 2009, twenty were self – sponsored and the remaining 52 were sponsored by different governmental and nongovernmental organizations (Tilahun, 2012).

Out of these researches, only two were dealing with the Functional Adult Literacy i.e on Functional Adult Literacy Project in Sidama and Functional Adult Literacy Project in Eastern Tigray which do not have enough experience of implementing the program. Both were studied by Makokha A. in 1996 (Tilahun, 2012).

Although large scale (nationwide) implementation of IFAL did not started before 2010, and fragmented implementation was taking place in different areas. Therefore, the above stated studies were made before the nationwide implementation of the IFAL program. Besides, even the Addis Ababa city administration education bureau has evaluated the progress of the last five years IFAL implementation in 2015. The result of the evaluation revealed that it lack information on the curriculum development and implementation emphasizing only on the management of the program which is only part of the program and lack comprehensive coverage.

Thus, for there is shortage of a comprehensive study on the process of the Curriculum Development and Implementation of the IFAL program, my study tries to fill the research gap in the aforementioned research to contribute to knowledge and further policy review by the city Administration under consideration.

1.4. Research Questions

To investigate the curriculum development and implementation of IFAL, this study focuses in three areas. These are:

- i. The content analysis of evaluation of evaluation text books, ii. ii. The investigation of the management of the program, and
- iii. The implementation of the IFAL program.

Towards this end, the following questions are developed.

- I. What are the main the curriculum development process problems of the IFAL program in Addis Ababa city?**

1. Was needs assessment conducted before the development of the Program?
2. To what extent do textbooks include contents outlined by the curriculum guideline of the Federal Ministry of Education and contents from the needs assessment?
3. Do the textbooks offer sufficient exercises to be practiced by the learners at home as well as in the classroom?

II. What does the management of the IFAL look like ?.

1. Are there Pre and In service training of the facilitators?
2. Are the facilitators qualified to teach at the required level?
3. Do trainers (facilitators) as well as trainees(learners) drop out of the program?
4. Do stake holders' (such us NGOs, other Ministry offices etc.) participate in the IFAL Program?

III. How is the IFAL program implemented in Addis Ababa city IFAL centers?

1. Do the IFAL centers have enough ventilation and light?
2. Is there continuous assessment of learning and the program management?
3. Does the curriculum implementation as per the Implementation guideline issued by the Ministry of Education?

1.5. Objectives of the Study

The literacy program of adults and other non-formal education has to be carefully planned and implemented in order to lead to the achievement of the desired objectives. In view of this, the purpose of this study is to:

- a) Examine whether the planned Curriculum of IFAL is in line with the National framework of Integrated Functional Adult Literacy.
- b) Assess the contents of the text books against the guideline.
- c) Find whether there is a problem of budget allocation to run the integrated functional adult literacy program.
- d) Assess the method of implementation i.e to see whether it is teacher centered or learner centered (participatory).
- e) Assess the system of management of the IFAL program.

1.6 Significance of the Study.

Studying problems related to the literacy program of adults and those taking part in IFAL has a lot of importance among which are found the following:

1. Creating awareness about the existence and magnitude of the problem: This study tries to bring to the attention of all concerned, about the problems of IFAL and the degrees to which they affect the implementation of the program (if any).
2. Suggesting solutions which could help deal with the problem: The importance of this study lies not only in what it does to expose the problem but also in what it does to contribute to the effort made to bring about improvement in the practice of planning and implementing the IFAL programs to all those involved in the process of undertaking them.
3. Showing the importance of planning, organizing, managing and rigorous implementation of the curriculum.
4. Contributing to the effort made to improve the quality of life of adults and those attending formal education through better

planned and implemented educational programs: If learners pass through well-organized and carried out experiences of learning, it is more probable for them to learn.

Re-emphasizing the role of providing such educational programs in better ways, as one of the necessary conditions to deal with poverty and social inequity, the study's other area of importance has to be seen in the light of what it does to stress the relationship between educational programs. For adults of Addis Ababa City Administration it suggest the best practice for those working in the area of IFAL.

Finally, the findings strengthen the existing theories of functional adults' learning theories.

1.7. Scope of the Study

Though the Ministry of Education is the main stakeholder for the development and implementation of educational programs in the country, different Regional Government Education Bureaus as well as Non Governmental Organizations are taking part in the implementation of the program in urban as well as rural centers.

Thus, in this study, focus is given mainly for Integrated Functional Adult Literacy programs implemented by the City Government of Addis Ababa.

The study is limited to studying the factors affecting the development of curriculum and the availability of other curricular resources used to guide teaching and learning in the areas of IFAL in Addis Ababa city administration. It is also confined to what has been practiced in the way of implementing those types of education mostly taking place in IFAL centers. In general, it is concerned beyond the history, current status, and factors affecting planning, and developing the curriculum, the

management of the program and the implementation of IFAL programs in Addis Ababa City Administration.

1.8. Operational Definitions of Key Terms

A commonly shared understanding, among trainers, researchers, policy makers and planners, readers and practitioners, of concepts and terms as used internationally is a solid basis for the delivery and advancement of Adult Education. In other words, if a profession is to emerge, Adult Education must develop clear career patterns, attain general recognition and acceptance by those who will be served, and identify a body of knowledge. All the three of which depend, in turn, on precision of definition (Smith, et al 1970). Some like Torres (2000) and Linda (2003) have pointed to the conceptual and terminological difficulties in Adult Education in Africa. In Ethiopia, Tilahun (1997) has once made a beginning in compiling and distributing concept and terms related to Adult Education, for comments and finalizing, a bilingual glossary of Adult Education concepts and terms to help minimize such difficulties.

The following part presents selected key concepts and terms very frequently used in formal and non- formal Adult Education literature, documents, and their conceptual meanings in this work. The difficulty of matching a concept/term from a source language, English, with one in the receiving language, Amharic, comes to the forefront here. The influence of this on the development of Adult Education programs and materials is painfully recognized and calls for the utmost attention as we are dealing with Adults Education knowledge gap and linguistic proficiency.

A short anecdote might reinforce the first paragraph above. In December 2006 workshop was organized to draft the National Adult Education Syllabus. It brought together educators from universities and colleges, education bureaus, task force on ANFE of the MoE, Curriculum Department, UNESCO Cluster Office in Addis Ababa, *DVV international* Project Office, and NGOs. The gathering was asked to define AE, NFE, and alternative basic education (ABE). It turned out that there was, as always and as any professional very well knows, considerable confusion across the groups about the definition, including those with direct responsibility for AE and NFE (*dvv international* 2006, NEWSLETTER 18/19). For the purpose of this study, some of frequently used terms and concepts are defined as follows.

Adult: Who is an adult? In this study, an adult is generally one who is 15 years of age and over.

Adult Education/Learning: denotes the entire bodies of ongoing learning process, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications (UNESCO, CONFINTEA, 1997, par.3).

Basic Education/Basic Learning Needs (BE/BLN):

Operationally, Article 3.2 of the 1994 ETP stipulates that basic education is the first four years of the eight-year primary school and that this education will focus on literacy, numeracy, environment science, health services, and civics.

Basic Literacy: (Basic) literacy is the mastery and use of printed and written texts, by a person to be able to function in a culture group.

Curriculum: the learning materials and facilities that learners experience in the learning process.

Curriculum Development: process of preparing the curriculum.

Curriculum Implementation: the act of putting the developed curriculum in to action.

Functional Literacy/ Functional Adult Literacy (FAL): This is a relative concept whose definition has been and is evolving. A UNESCO monograph in 1992 argued that making literacy functional implies placing people at the centre of their environment and giving them the means to take an active part in community life.

Integrated Functional Adult Literacy program

Non-formal Adult Education (NFAE): As one dimension of NFE, NFAE is education and training of adults provided outside the framework of formal system irrespective of its purpose, content, and provider.

Non-Formal Basic Education (NFBE): It is basic literacy/education for adults and out of school children offered out of formal schooling time.

In general, it can be observed from the forgoing discussion that several literacy programs were taking place in the country during the last century. However, the literacy rate of the country is not at it should be. Even at present, when literacy materials are observed, in Addis Ababa City Administration, they failed to follow the guideline and frame work of IFAL program suggested by the Federal Ministry of Education. Therefore, it is because of these incompatibility between the literacy documents of the city administration and the of the Ministry of Education , this study is attempted to be conducted.

CHAPTER – TWO

RESEARCH METHODOLOGY

2.1. INTRODUCTION

Among the leading research questions of this thesis are finding to what extent textbooks include content which were forwarded in the curriculum guideline of the Federal Ministry of Education and finding whether the curriculum implementation follow the Implementation guideline issued by the Ministry of Education.

To assess the curriculum development in the IFAL program of Addis Ababa city Administration, content analysis was made to see the similarities and difference of contents in the learners' textbooks and facilitators guide against the IFAL curriculum development framework of the Federal Ministry of Education.

Besides, to assess the curriculum implementation of the IFAL program in the city Administration, the process of curriculum implementation in the selected sampled IFAL centers were compared against the curriculum implementation guideline of the Federal Ministry of Education of Ethiopia.

Attempting to maintain the quality of the IFAL, the Federal Ministry of Education has developed different packages for the adult literacy program contents which are related to the day – to –day life of the adult learners. These contents are grouped in to two broad areas i.e the reading, writing and numeracy skill area on one hand and the Life Skill package on the other. The life skill package is divided in to eight content areas which include agriculture, health, civics and ethics, environmental

conservation and protection, gender, income generation, critical thinking and social life. These packages are designed to address the urban community, the agricultural community, and the pastoralist community differently and made its implementation flexible according to the context of each region.

Therefore, the Ministry of Education has developed and distributed the Integrated Functional Adult Literacy Curriculum Framework (MoE, 2011a), the Functional Adult Literacy (FAL) Implementation Guidelines (MoE, 2011b), Facilitators Manual (MoE, 2009), Three Facilitators Training Modules, IFAL Minimum Level of Competency (MoE, 2014a), IFAL Supervision Manual (MoE, 2014b) and others. All these documents allow the curriculum development and implementation of IFAL to adjust to the culture and life style of the learners.

To see whether the teaching and learning materials are produced and implemented in line to the intention of the Federal Ministry of Education, this study is directed towards the evaluation of the inclusion of the suggested IFAL contents into the learner's textbooks and facilitator's guides. It also has the purpose of finding out whether or not its implementation is in line with the FAL implementation guidelines of 2011. To do this, in the first place primary data were gathered from respondent facilitators and IFAL focal persons through interview and questionnaires. (interview was given attention because the interview allows one to gather in-depth information by giving freedom to raise questions from the response of the respondent). Secondly, textbooks and facilitators guide were analyzed as sources of secondary data. The content analysis was preferred for it is believed to be the best tool to see the level of content inclusion or exclusion in the learners' textbooks.

Hence, both quantitative and qualitative data gathering tools are employed to gather information.

In this Functional Adult Literacy curriculum assessment of Addis Ababa city Administration, mixed research methods were employed. This makes the use of both quantitative and qualitative methods to generate adequate information from diverse sources as well as to triangulate the information obtained by using various data collection tools. In the first part of the study, attempt was made to see the process of the curriculum development. Whether topics or themes suggested in the Curriculum Framework of the Ministry of Education were included in the Learners textbooks and their respective facilitators guides were also assessed. In this process, objectives, Units, Sub units and activities in the learner's textbooks were counted and compared with the suggested (guiding) framework so as to check the existence of objectives, and units or sub – units related to those mentioned in the curriculum framework of the Ministry of Education. In addition to this document assessment, questionnaire and interviews were used to generate both quantitative and qualitative information from the selected Woredas and Zonal adult education focal persons. Interview gives freedom of discussion and allows generating additional question for the discussion. In addition, Focus Group Discussion (FGD) was organized among the learners to get in – depth information on the topic under discussion. Since these groups are the target of the study, they are believed to raise issues from their practical experience. Focus group Discussion is believed to give freedom of discussion within the group.

Quantitative data were obtained through the use of 133 questionnaires and the content analyses were then complemented with in-depth

information obtained through semi-structured 25 interviews and 102 focus group discussion. The methodological triangulation was used to cross check pertinent responses obtained from various sources. According to McGowan triangulation refers to the use of multiple methods to cross-check ideas, views and it verifies the reliability of a particular research tool and the validity of the data collected (McGowan. et.al, 1996:23). It helps the researcher look at things from more than one angle. Here, in this unit the research methods in which the study was discussed in depth.

2.2. Study Area

Addis Ababa city Administration is the area of the study, which is geographically located in the central part of Ethiopia. It is selected as the study area because it has started the program in 2010 and graduated four cohorts. Therefore, the city has ample experience. Although the city is under re-construction, at present it covers an area of more than 527 km². It is the capital city of the country since its foundation in 1889 and the seat of many International organizations including the African Union. It hosts the headquarters of the United Nations Economic Commission for Africa (UNECA) and numerous other continental and international organizations. (Addis Ababa city Administration 2006/(2013 -2014) and MoE(2015) Adults and Non – Formal Education Five Year Plan (2016 – 2020 Unpublished).

Addis Ababa is therefore often referred to as "the political capital of Africa", due to its historical, diplomatic and political significance for the continent. The city is inhabited by people from different regions of Ethiopia. It is divided into 10 sub cities namely Addis Ketema, Akaki Kallity, Arada, Bole, Gulele, Kirkos, Kolfe Keranio, Lideta, Nifas Silk

Lafto and Yeka (as illustrated the figure underneath). The size of these sub – cities are not equal and vary depending on their population density i.e while sub –cities with high population density have low geographical area which are located at the central part of the city, sub – cities which border with Oromia regional state. These sub cities are further sub divided into 116 woredas² (which were previously known as Kebeles).The following map shows the geographic locations of the ten sub cities of Addis Ababa city Administration.



Figure 1: Map of Addis Ababa City Administration (Source: City Government of Addis Ababa Education Bureau, Education Statistics Annual Abstract 2006/2013 -2014.

² Weredas are the grass root level administrative structure in Addis Ababa city.

2.3. Population of the Study

The population of this study are a total of 31,172 Integrated Functional Adult Literacy learners, 1,216 IFAL facilitators, 116 focal persons of IFAL who are assigned to each Weredas. The 10 IFAL focal Persons are working in each sub cities with one IFAL focal person in the Education Bureau of the Addis Ababa city administration who are the population of this study.

Table: 2 Addis Ababa City IFAL Learners and Facilitators data of 2015 academic Year.

Item	Male	Female	Total
Number of facilitators	559	657	1,216
Number of Learners	8903	22,269	31,172
Number of dropouts	408	607	1.015
Number of IFAL Centers			356

Source: Addis Ababa City Administration Curriculum Development and Implementation 12 months' IFAL report of 2015.

Besides, level one and level two learner's textbooks and their respective teachers' guides are among the documents to be analyzed for the study.

2.4. Data Sources

Data were obtained from both primary and secondary sources. The primary sources of information were IFAL adult learners, facilitators, focal persons in the woredas and sub – city education offices and the education bureau of Addis Ababa city administration. For the purpose of clarity, table three shows the summary of respondents' population to questionnaire (mainly quantitative) and key informants (interviewees and focus group discussants).

Document analysis of Level one and Level two Adult Learners textbooks were taken as the main source of secondary data to assess the presence

of chapters, units/sub – units and activities as it was expected to be in the curriculum guide of the IFAL program and the facilitators guides of both Level one and level two.

In general, a total of seven chapters, 28 units/sub–units, 105 objectives, 84 activities were analyzed. As respondents to questionnaire, 133 facilitators were randomly selected using simple random method. Besides, all 18 adult literacy focal persons in the Woreda education offices, 5 adult literacy focal persons in the selected sub city education offices and two focal persons in the city administration were included in the sample using availability sampling method. These groups were used as source of data through interview. In addition to these, two Focus Groups Discussions (FGD) of adult learners were organized in each of the 51 selected IFAL centers. Each discussion group contained five members to allow them freedom and to avoid unnecessary repetition of ideas.

As far as the inclusion of contents is concerned, the contents in the curriculum frame work of IFAL suggests the following Life Skill contents to be included in the teaching and learning materials of the program. These are:

1. Reading, Writing, and Numeracy
2. Agriculture
3. Health
4. Civics and Ethics
5. Environmental Conservation and Protection.
6. Gender
7. Income Generation.
8. Critical Thinking

9. Social Life

Using the two levels Learners' textbooks and the two levels teachers' guides as a source of data, the existence of the aforementioned contents in these materials is counted and their respective percentages were calculated. For the content analysis, similar instrument of analysis used by Moulton, Jeanne et al. (2001) was employed.

2.5. Method of Sampling

2.5.1. Sampling of Study Area

As it was stated in previous part, Addis Ababa city administration is divided in to ten administrative divisions known as sub cities (equivalent to the zones in other regional states). For the purpose of data gathering from respondents, intending to have representatives from all geographical areas, these sub –cities were organized in to five clusters as Northern sub cities, Southern sub cities, Eastern sub cities, Western sub cities and Central sub-cities. In this process, some of the sub-cities had chance to be organized in to more than one cluster depending on their area of extension i.e some of the sub cites lie into two geographical directions. Among these ten sub cities, five sub cities were selected from all directions i.e one from each geographical area.

At the beginning, the ten sub cities were organized in to five clusters as follows:

Table 3: Organization of Sub Cities in to Cluster.

Northern Cluster	Eastern Cluster	Western Cluster	Southern Cluster	Central Cluster
Gulele	Yeka	Kolfe Keraniyo	Akaki Kaliti	Arada
Yeka	Bole	Nifas S. Lafto	Nifas S. Lafto	Addis Ketema
				Lideta

				Kirkos
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After writing the names of all the ten sub cities on pieces of paper (one sub city was written only once in each cluster) corresponding to each cluster, a lottery was drawn to select one sub city randomly from each clusters. Accordingly, the following sub cities were randomly selected from their respective clusters:

1. Gulele sub city from Northern Addis Ababa cluster.
2. Bole sub city from Eastern Addis Ababa cluster.
3. Nifas Silk Lafto sub city from Western Addis Ababa cluster.
4. Akaki Kality sub city from southern Addis Ababa cluster.
5. Kirkos sub city from central Addis Ababa cluster

To make the collection of data manageable and representative, the remaining data were collected from these selected five sub cities. Thus, the next sampling of areas i.e the samples of weredas were selected from the sampled sub cities.

Therefore, taking about 1/3 of the population as good representative for the study, 30% of the total weredas (the lowest administrative structure in the city) were selected from each of the selected five sub - cities. These are:

1. Wereda 2,5 and 10 i.e (three Weredas) out of the 10 Weredas of Gulele Sub City
2. Wereda 1,4,6 and 9 i.e (four Weredas) out of the 14 Weredas of Bole sub city.

3. Wereda 3, 5, 7 and 12 i.e (four Weredas) out of the 12 Weredas of Nifas Silk Lafto sub city were selected.
4. Wereda 2, 6,8 and 11(i.e four Weredas) out of the 12 Weredas of Akaki Kality sub city.
5. Wereda 2,6 and 9 i.e (three Weredas) out of the 11 Weredas of Kirkos sub city.

In the selection process of the woredas, all woredas in each five sub cities were written on the piece of paper and lottery was drawn to get a representative sample randomly. Finally, out of the 59 woredas found in the selected five sub cites, 30%, which sums up 18 were selected.

In these selected 18 Weredas, there were 170 IFAL centers. Using similar procedure of selection, taking the IFAL centers as the last strata, 30% of the IFAL centers from each sample woreda were selected. Finally, a total of 51 centers were sampled.

Table 4: Samples of Weredas, IFAL centers and Facilitators.

No.	Sub city	No of woredas	30% Sampled Woredas & Focal persons	No of IFAL Centers	30% Sampled centers	No. of Facilitators'	30% Sampled Facilitators'	FGD
01	Akaki Kality	12	4	46	15	99	30	30
02	Bole	14	4	22	6	86	26	12
03	Gulele	10	3	35	10	108	32	20
04	Kirkos	11	3	20	6	64	19	12
05	NifasSilk Lafto	12	4	47	14	88	26	28
TOTAL		59	18	170	51	445	133	102

Finally, all the 18 IFAL focal persons of the selected Weredas and the five focal persons of each selected sub cities were included in the sample for interview.

2.5.2. Sampling of Facilitators and IFAL Learners

In addition, 5 (five) IFAL learners from level one IFAL learners group and another 5 (five) from level two IFAL learners group, a total of 10 learners from each of the sampled 51 IFAL centers (i.e. a total of 510 learners) were randomly selected. In the process of randomization, the names of the learners in each center were arranged alphabetically and divided into five equal parts. The name of the first learner from each group was taken as a sample from each group one and group two separately to form two discussion groups in each center.

Thus, two focus group discussions in each learning centers were conducted. Each group discussed for one hour using Focus Group Discussion Guiding Questions (Look at TOOL: 002).

A total of 102 focus group discussions were conducted with both levels of the learners. The whole discussion was led by the researcher himself to create smooth communication and in depth discussion about the contents of the text books, the teaching methods, the school environment, the contributions of their learning to improve their life style etc...

Although there were 1,216 facilitators in Addis Ababa City Administration in 2015, out of these total number there were only 445 facilitators in the selected centers. After writing the names of facilitators on pieces of paper for each center lottery was drawn to obtain 30% of the

population. Finally, 133 facilitators were selected as a sample and questionnaire was distributed to obtain information.

The random sampling method was employed to select sample from primary source i.e from the facilitators to fill the questionnaire; from the learners to participate in focus group discussion, from the Woreda and sub – cities and the Education Bureau IFAL focal persons for interview.

2.5.3. Sampling of Contents for Analysis

The second area of sampling took place from the secondary source i.e taken from the contents of the level one and level two learners' text books and their respective facilitators guides. In this case, the sampling of content took place purposively. All the contents of these textbooks were taken for analysis. As these materials are the only source of learning content to provide information, they were taken as a sample directly. Thus, both the random and purposive sampling methods were employed in this study.

The Integrated Functional Adult Literacy Level One (2010) and Level Two (2011) textbooks of the learners with their respective teachers guides were collected and each of their chapters, units, objectives and their activities were compiled. The researcher used this list to see the level of inclusion of contents (suggested in the curriculum frame work) in both the learner's textbooks and both the teachers' guides. After doing this:

1. Contingency tables were constructed for recording the frequency of existence of the suggested life skill contents and the 3Rs in the aforementioned textbooks and teachers guides.

2. A pilot study was conducted to check the consistency of the instrument in giving similar results when implemented to different groups at different times and to check the inclusion of sufficient items to provide the intended information on the inclusion of life skills contents mentioned in the curriculum guide.

In this connection, three learning centers were selected from Lideta sub city i.e one from wereda two, one from wereda four and the other from wereda seven which were out of the study area . This was to avoid information linkage to the actual respondents. In these three centers, questionnaires were distributed for six available facilitators. The questionnaires were completed totally and returned back.

Two focus groups having five members each (i.e one from level one and the other from level two classes) were selected in each center.

Using the Focus Group Discussion Guiding Questions for IFAL Learners (TOOL 002), the discussion was facilitated by the researcher. Ambiguous items from both instruments were identified by the researcher and changed before large scale implementations of both instruments.

3. Four data coders and textbook readers were selected from junior graduate program candidates of Addis Ababa University and they were given training on how to code the content. Besides, they were told the purpose of the data and the procedure of data collection using the Amharic subject textbook of grade two of the formal government school. In this training process, the data collectors

were told how to categorize and count contents, sub contents, objectives and end of chapter questions separately.

4. While the data for content analysis was collected by these four coders the analysis was made by the researcher.

2.5.4. Coders/ Readers Selection

For maintaining high degree of objectivity and integrity of the data collection process, another four graduate school students were selected as facilitators and recruited. They were given data coding training by the researcher. For this data collection purpose, to avoid the data collection bias, the data collectors were brought from other department who are not familiar to adult education and the Amharic subject textbook of grade two of government formal school. These materials were used for the training. The training focused on:

1. The introduction and purpose of the study
2. Determining coding
3. The preparation of contingency table
4. The awareness creation on categorizing the chapters, units and sub – units, objectives and activities in to their proper groups.
5. Introducing the actual level one and level two “Integrated Functional Adult Literacy materials.

2.6. Construction of Contingency Table

Two different contingency tables were constructed. The first table was used for showing the frequency with which the nine contents, which were suggested by the Ministry of Education, were observed in each level of learners’ textbooks and facilitators’ guides. The second set of table was

used to summarize the results from level one and level two learners textbooks and facilitators guide books.

2.7. Provision of Training for Coders / Readers

Since content analysis involves data reduction into concept (Downe – Wambolt 1992) it requires breaking down the data into meaningful units (Kyngas, 1999, Freire, 2000). In so doing, ambiguity of category and meaning of concept may arise. To avoid these problems of inconsistencies and reliability, training of data coders were necessary.

All research assistants were told to read all learners textbooks and facilitators guides from the beginning to the end before the training session.

A half day's training was offered to all of them. At the beginning of the training, they were offered a sample of contingency tables and all the necessary materials required for the actual work. The trainees were offered two weeks time and materials to practice what they were taught.

After their practice, they were asked to submit their final contingency table. Then the researcher entered the result in a Decision – Consistency table for assessment and brought the result for discussion with the Coders/Readers. After several practices of the type of coding, we (both the researcher and the coders) reached on common agreement. In this practice session ${}^3P= 0.8$ was reached as a desired probability of consistent decision index.

The pairing of the Coders/ Readers for this study was as follows:

$C_1 \rightarrow C_2, C_1 \rightarrow C_3, C_1 \rightarrow C_4, (C \text{ stands for Coder})$

$C_2 \rightarrow C_3, C_2 \rightarrow C_4,$

C3 → C4

Cohen's kappa (κ) adjustment was made to adjust the decision consistency occurrence due to chance agreement Cohen, 1990 (cited in

³ P = probability of consistent decision index.

Best et al, 2003)

2.8. Instruments of Data Collection

Data were collected by using:

- i. Questionnaires to collect data from the facilitators,
- ii. Focus Group Discussion Guide to lead the learners discussions,
- iii. Semi-structured interview, to collect data from focal persons of literacy in the weredas, sub cities and education bureaus.
- iv. Observations and check-list to observe the suitability of the learning environment,
- v. Document Analysis check-list to see the inclusion of contents in the learners text books and facilitators guide books which are suggested by the federal Ministry of Education and
- vi Text Book Evaluation Check-list to check the organizational structure and relevance of the learners text books .

While developing the data collection tools, the researcher searched to see the tools used in similar researches. While doing this, the tools used for a research entitled "*Curriculum Assessment on the Integration*

of Child Rights in to the Curricula of Social Science Graduate Programs at Addis Ababa University” which was conducted in 2013 by a research team from the college of Education and Behavioral Studies and Center for Human Rights (Unpublished) was reviewed. The material was found and modified to serve the purpose of the present paper. Based on this, one set of questionnaire was prepared for the facilitators having four parts which are further subdivided into sections. The questionnaire for the facilitators was believed to give time to think and collect relevant information. This instrument (Questionnaire) is identified as Tool 001.

A. Facilitators Questionnaire (Tool 001)

The facilitator’s questionnaire was used as one of the tools to collect the data, because all facilitators were believed to respond for questions raised in a written form. Besides, filling questionnaire is believed to provide freedom in choosing questionnaire filling time allowing to use their spare time to respond to questions.

The first part of this questionnaire was dealing with questions focusing on the “general information or biographical data” of the facilitators. This part contained a total of seven questions out of which three items are of two alternative answer types, another three questions of four alternative answer types and the remaining one question is of three alternative answer item types where individuals are expected to choose one answer which they think to be correct.

The second part of this questionnaire deals with the “Curriculum Development” process of IFAL. In this part one item having 11 questions is presented as scale item type where the respondents are expected to rate the presence and/or intensity of the stated character or behavior.

In part three of the questionnaires, questions pertaining to the “Teaching Learning process” are presented in to five sections. The first section of this part focuses on the “Organizational arrangement (Learning Environment)” of the IFAL centers. In this part 10 items are presented to be rated on the scale of five alternatives. Similarly, the second section of this part deals with the “Materials and Resource Availability”. Again 10 questions are presented to be rated in a similar scale. The third section of this part deals with items focusing on the “Learners Recruitment”. In this section three items of four alternatives were presented to choose one. Similarly in section four of this part, four items having four alternative answers to choose one, were presented. Finally, a scale containing six items on “Motivation of Facilitators” was presented on the same type of scale mentioned above.

Part four of the facilitators’ questionnaire deals with the “Curriculum Implementation” process of the IFAL program. This part is divided into three sections. The first section deals with questions focusing on the “Teaching Methodology” of IFAL. This section presents 14 items to be rated in to a scale of five. Following this, section two presents items focusing on the “Assessment” method of the program. In this section two items of four alternative answer type question and 14 items of five scales are presented for rating. The third section of this part deals with questions focusing on the “Monitoring and Evaluation (Supervision) of the program. In this section the first question is alternative answer type of six choices. But the next two questions have 11 items to be rated in to five scales. This questionnaire is prepared to allow facilitators to respond during their spare time.

B. Focus Group Discussion (Tool 002):

Since the IFAL level one and level two learners are not capable of expressing their ideas in written form, I thought organizing focus group discussion as the best tool to gather information from the learners. Besides group discussion allows to express their ideas in depth.

To find information about the IFAL program development and implementation of the Addis Ababa City Administration from the learners, two Focus Group Discussion group was organized in the sampled 51 IFAL Centers. The reason for the organization of two groups is the difference in the school experience of level one and level two learners in the IFAL centers.

To undertake the discussions, 11 guiding questions were adapted from the aforementioned material by the researcher and two different discussion sessions for the two groups of five members in each of the 51 selected centers were organized. Because there is difference in the experience of level one and level two adult learners. The items in the focus group discussion are grouped into two. The first part deals with guiding questions focusing on the “Curriculum Development”. In this part out of a total of four items, the first three questions were open ended question and the remaining one was alternative answer item type with four choices. Following these, there were seven open ended leading questions which focused on the issue of the “Curriculum Implementation” of the IFAL program in their centers.

To avoid the researcher biases, three graduate students were employed to collect data from all the 102 groups in the 51 learning centers. The

researcher was acting as a supervisor during each session. The details of the leading questions in the area of the Curriculum development and implementation were focusing on the issue of need assessment, the process of their enrollment, the convenience of the days and time of the IFAL program implementation, the content of the textbooks, the illustrations, exercises and the size of the textbooks, the classrooms and the learning environment organizations, the teaching methods, the resource supply, the supervision and inspection process, the extent to which learners have implemented what they have learned in their life. Finally, the discussion guide included item that invited to identify the problems and suggest solutions. With the consensus reached with the learners and the facilitators, all discussions were recorded for further description of the data

To this end, each leader conducted discussion with three different groups per week for two hour a day. The day of discussion and the time was decided by the five members of each group. Thus, each of the leaders have conducted 33 groups within 11 -weeks. One of the data collectors collected for 12 weeks to complete the focus group discussion of 102 FGDs. During the discussion, all members were told not to interrupt while someone was forwarding his/her idea or opinion.

The data collection took place within three months i.e. from September 14, 2015 up to December 13, 2015. All discussion took place in the literacy centers during the time and date of the class session. Hence, it has not required special arrangement.

C. Interview Guide (Tool 003):

Because the IFAL focal persons in weredas, zones and the city are very few in number i.e one person in each wereda , zone and the city, conducting interview seem helpful to gather in depth information during one – to – one contact with these persons.

Thus, the interview was designed to gather information from the Addis Ababa City Education bureau IFAL Focal person, the five sub cities IFAL Focal persons and the 18 Wereda IFAL focal persons. For the interview method gives freedom to express idea freely, in part one seven leading questions from the area of Curriculum Development; in part two, six leading questions focusing on the management of the program and finally 13 questions focusing on the curriculum implementation process were developed. A total of 24 face – to- face interview sessions, each taking one to two hours length, were facilitated by the researcher.

D. Observation Checklist (Tool 004) :

Observation checklist was prepared to collect data through the direct involvement of the researcher. Because this tool is believed to provide first hand information for the researcher and it allows to triangulate the data gathered through other tools.

Therefore, to see the suitability of the learning centers in terms of availability of enough ventilation, light and neatness of the classroom, and to observe facilitator – learners’ interaction and learner – learner interaction, the “Classroom and Learning Centers Environment Observation Check List” was developed by the researcher.

This tool is of three scale check list and divided into five parts. The first part deals with the condition of the “Learning Environment” having 13 items to be rated. The second part deals with the “Lesson Implementation in the classroom having 10 items to be rated in a scale of three. The third part deals with the “Program Management” having nine items to be rated. The fourth part deals with the observation of the availability of “Materials Resources”. Finally, the fifth part deals with items focusing on the “Curriculum Implementation”. This check list was filled by the researcher for all selected IFAL centers

E. Content (Document) analysis check list (Tool 005):

In order to generate adequate information on the inclusion of the suggested topics of the curriculum framework in the textbooks of the learners and facilitators guide books, the content analysis format was adapted from the content analysis form used in the “Curriculum Assessment on the Integration of Child Rights in to the Curricula of Social Science Graduate Programs at Addis Ababa University” (2014 Unpublished).

This tool aimed at finding the number of units or chapters, contents and the number of activities that are suggested in the Curriculum Frame Work of the MoE (2011a) are found in the existing learners’ textbooks and Facilitators Guide. Besides, the second part of this tool summarizes the frequency and percentage of existence of the nine areas of the functional skills chapter, content, objectives and activities mentioned in the first part of this tool. This was made by the three research assistants separately and brought to the researcher for analysis of the data.

F. Text book evaluation Check list (Tool 006)

Tool six on the other hand, deals with the evaluation of the form and worth of the text books. With this tool, evaluators are required to rate the existence and intensity of the mentioned items. In this first part, four items dealing on the “General Issues” of the quality of the books are presented. Part two of this rating scale deals with the stated “Objectives” in both the learners’ text books. The third part of this tool presents items dealing with the Structure and Design of the text books. Finally, the fourth and fifth parts deal with items concerned with the content of the text books and other technical Issues respectively.

2.9. Procedures of Data Collection

The researcher used the following procedure during the data collection: first for the assessment of the document, the following procedures were used in the data collection process.

- a). The levels one and two adult literacy learners’ textbooks and their facilitators’ guides were collected for document analysis.
- b) Contingency tables were developed to see the inclusion of items of the curriculum frame work.
- c) Three assistant researchers were recruited from the graduate program students to tally the chapters, units, objectives and activities presented in the formal grade two textbooks.
- d) This activity was repeated twice to insure the accuracy until the results become similar among the tally process of the assistant researchers.
- e) The three assistants and the researcher discussed on the selection of the actual IFAL material to be analyzed quantitatively

and reached on consensus to take the data gained from level one adult literacy learners textbook as main data source. Because, it has all the necessary information more than other documents (the chapter, units and sub – units, objectives and activities in all materials are the same with minor differences). The remaining three documents being the repetition of the level one learners textbooks.

- f) Data analysis was made by the researcher. Firstly, for the assessment of the document the following procedure was used in the data collection process.
- i. Questionnaires were prepared to be filled by the adult literacy facilitators of the selected literacy centers.
 - ii. Pilot study was made to assure the quality of the instrument in literacy centers which are out of the research area.
 - iii. The three trained assistants collected data from the literacy facilitators of the selected sites.
 - iv. The questionnaires were revised based on the pilot study.
 - v. Focus group discussion guide was developed and conducted with adult learners of pilot centers which are out of the research area. This is to keep the information away from selected members of the actual research.
 - vi. The FGD guide was revised based on the outcomes of the pilot research. The discussion took place in all

the 51 selected literacy centers within three months through a closed supervision of the researcher.

- vii. Observation check list was developed and the researcher has observed the teaching - learning process for three consecutive days in all the selected centers. For the researcher has secured permission from the concerned officials, the observation took place without prior notification of his arrival. This is believed to avoid artificial behaviors in the part of the learners and the facilitators.
- viii. The researchers' random visit was agreed by the facilitators during our first meeting.
- ix. Semi - structured interview guide was developed and implemented on two other Woreda adult education focal persons. Based on these, adjustment was made to the previously developed interview guide.
- x. Finally, the researcher made the interview with the concerned adult education focal persons in the selected research weredas, sub - city offices and the Education office of Addis Ababa city Administration.

In general, all the tools were developed and checked for consistency and appropriateness by the researcher and necessary revision were made before their administration.

2.10. Techniques of Data Analysis

The quantitative data gathered used Questionnaires were tallied and analyzed using frequency and percentage descriptions. Data gathered through interviews, focus group discussions and observation check list was used to triangulate and reinforce the information gathered through the questionnaire. Besides, data gathered by the “Content Analysis” and the “Text book Evaluation” check lists were also used to substantiate the data gathered by other instruments. Both data were analyzed in both qualitative and quantitative ways.

Furthermore, the data that were gathered through the content analysis and the textbook evaluation check lists were analyzed against the objective of the program (IFAL) which was mentioned in the curriculum framework of the IFAL implementation guide.

To conclude, the study is conducted in Addis Ababa city administration. Out of the ten sub cities, five are selected using simple random sampling to have representatives from the four geographical locations and the central part of the city. For the remaining samples, taking one – third of the population was considered as giving good representatives. In this regards, out of a total of 59 weredas in the selected sub cities, 18 were selected randomly using the lottery method and out of 445 facilitators 133 were selected randomly. Besides, from 170 IFAL centers found in the selected 18 weredas 51 were selected. Finally, two focus groups of five members each were organized in all of the selected centers.

In addition to these, 18 wereda IFAL persons, five zonal and two education bureau IFAL focal persons were included purposely using availability sampling to gather data through interview.

Six different data gathering tools were developed and tested for its consistency and reliability before its implementation. Four data collecting assistants were selected from graduate program and given data coding training. Finally, the data was analyzed by the researcher.

PART TWO

CHAPTER THREE

REVIEW OF RELATED LITERATURE

3. The Concept and Theory of Literacy

3.1. Introduction

Literacy was defined by different scholars differently but having common elements among them. For instance, Burnet defined it as the acquisition of the skills of writing, reading and dealing with elementary arithmetic (Burnet, 1965). On the other hand, Bhola defined literacy as the ability to read and write in the mother tongue Bhola (1984:3). Similar to this definition at different times literacy was defined as the ability to read and write in the national or even international language. Besides, literacy was defined by Hunter and Harison as the ability to read, write and understand signs, labels, and instruction and so on, necessary to get along in one's environment (Hunter and Harison cited in Darkenwald and Marriam, 1982:24).

Therefore, due to the existence of various definitions of the term literacy in the literature, I thought taking the definition of the term suggested by UNESCO to solve the problem. In 1951, UNESCO had considered a literate person as an individual who acquires the skill of reading and writing simple statements, which are valuable to his/her everyday life (Amare, 1989:42).

3.2. Theoretical Framework of the Study

One aspect of adult education focuses on adult literacy. This area of education has been a focus for many since the International Adult

Literacy Survey (IALS) was conducted throughout 22 countries over the period of 1994 to 1998 (OECD, 2000). The IALS looked at those of working age, their literacy level in terms of prose, document, and quantitative literacy, and other demographic and social indicators.

The findings of IALS went against previous ideas and argued that the concept of literacy to be more known in two distinct ways. The first being the ability to read and write to *know* (viewed here as the formal school model); and the second one being the ability to read and write in order to *do things* /a form of practical functional literacy, usually found within workplace conceptualizations of literacy/ (Hull, 2000). In general, the findings of the IALS revealed that many of the countries surveyed had significant proportions of their populations at a 'below functional' level of literacy skill (OECD,2000).

However, Hull (2000) argues that there are actually seven broad functions of literacy to:

- a) perform basic literacy;
- b) use literacy to explain;
- c) take part in discussions around discourses about texts;
- d) participat in communicating information;
- e) solve problems;
- f) participate in critical appraisals; and
- g) use literacy as power to exercise or resist authority.

On the other hand, Lonsdale and McCurry (2004) outline three broad models for understanding literacy. The first two, a cognitive individual-based model and an economic-driven model seem to fit with Hull's (2000) conception utilization of the two most known

understandings of literacy. However, Lonsdale and McCurry (2004), like Hull (2000), also support a third conceptualization of literacy, the socio cultural model. This model states that literacy is shaped by its participation within social practices, and thus, there are several differing types of literacy, leading to the term 'Illiteracies'.

Hull's (2000) seven functions of literacy and Lonsdale and McCurry's (2004) models, fit in with four main groups of theories with regard to literacy and numeracy. These four groups of theories comprise of :

- a) The basic skills or functional approach;
- b) The critical cultural approach (or social practice approach),
- c) The growth or heritage approach; and
- d) The social capital approach (Falk & Millar, 2002).

For the purpose of this thesis, the first two theories indicated above are discussed. This is because the literacy program taking place in Ethiopia is functional, related to life skill and offered not at individual base but for a group of people who are almost in the same status of the social group.

3.2.1 The Basic Skills or Functional or Autonomous model of literacy approach.

The first of these theories, the functional/autonomous approach conceptualizes literacy as reading, writing, and sometimes numeracy and technical skills. The 'functional' aspect of literacy refers to the ability to use these skills to perform certain tasks in domestic or work life. In this understanding of literacy, literacy and numeracy skills are believed to be the foundation for other functions. As a result, they can be taught in a generic fashion and their transfer across situations is largely assumed to be unproblematic.

The reports resulting from the IALS all strongly recommended to focus on improving literacy skills as the key to unlocking the benefits of globalization (OECD, 1995). The IALS definition of literacy encompassed viewing literacy as a set of technical skills, relatively autonomous of social context (ibid). This view of literacy has been termed the autonomous model. It has also been termed 'functional literacy' which is defined by the Basic Skills Agency in Britain as "the ability to read, write and speak in English and use mathematics at a level necessary to function and progress at work and in society in general" (Bynner, 2002, p.3). Within this autonomous model, literacy is usually measured in terms of level of capability on tests of reading, writing, or numeracy skill, with higher literacy levels usually found to positively correlate with a higher likelihood of employment, higher income, and higher socioeconomic status (Lee & Miller, 2000).

The autonomous model of literacy encourages the view of literacy as a generic skill that can be applied similarly across people and contexts. Many policy understandings of literacy have been based on the autonomous model. Here, literacy and numeracy skills are viewed as the means by which people are equipped with the basics to build on for learning throughout life (Bynner, 2002). Street 1984, MacLachlan & Cloonan, 2003)were argue that the autonomous model of literacy assumes four things: that literacy can be removed from its social context and treated as a skill devoid of social meaning; that literacy development or skill level can be traced in a single direction (i.e. literacy can be measured in terms of levels of capability); and, that there are strong associations between higher literacy skills and higher cognitive abilities,

for example, problem solving and self-reflection (Falk & Millar, 2002). The dominant discourse in this area holds that without these 'basics', opportunity in terms of acquiring qualifications and employment are restricted, and global economic competitiveness of industries is at stake

3.2.2 The Critical Cultural View of Literacy.

The critical cultural view of literacy on the other hand states that literacy is social practice and is socio culturally situated (Falk & Millar, 2002). Here, literacy is deconstructed in terms of both the individual's and the wider community's sense of social identity, with the primary purpose of literacy being one of greater understanding, challenging of the dominant discourse, and, perhaps even social justice movements (ibid).

Mezirow (1996) conceptualizes literacy as the ability to make meaning from the written word. His idea of literacy rests within the critical cultural or social practice view. He states that making meaning from texts involves transformative practices, where prior understandings and internalised discourses are critically appraised in response to new knowledge or understandings. It is argued by Mezirow (1996) that literacy defined as performance on tasks or competencies is insufficient, and curricula in adult literacy education must emphasize critical reflection on assumptions and discourses so as the learner can make meaning from the teaching. Mezirow (1996) further states that when literacy is defined narrowly, the consequences of application of that learning will also be also narrow. Hence, it is argued, with understanding based on meaningful engagement with literacies, the application, and thus transfer of this knowledge/understanding, is broader.

Problem solving, abstract thinking, the ability to generalize, and critical reflection on thinking or actions have often been viewed as a higher-order skill in the psychological literature. These higher-order skills are seen to be achieved only when a fundamental skill and knowledge base has been laid he argues that literacy as a meaning making process, is integral within the transformative learning processes necessary to attain this higher level of functioning. This higher level of understanding is claimed to be the only way within which one can understand and function adequately within the knowledge economy world (Mezirow, 1996). Within transformative learning, the frame of reference the learner already holds, which includes their previous learning, identity, and habitués among others, is transformed through critically reflective processes to allow for other points of view (ibid). Critically reflective processes include the ability to reflect on what has been learned, to identify the distortions in assumptions (or indeed to identify the assumptions themselves), and to make the necessary modifications to transform or assimilate other points of view (Mezirow, 1996).

He claims that transformative learning involves the integration of three dimensions of understanding:

1. Literal understanding where the learner locates information in the text.
2. Interpretative understanding where a more detailed analysis of the text takes place allowing for inferences to be drawn. Here, recognition is also given to how the information obtained relates to other texts or other similar thoughts/problems the learner may have come across.

3. Evaluative learning which involves self-reflection and a focus on the relevance of the texts to the learners' own life-world. Reflection can occur in two ways: objective or subjective.

Objective transformative learning allows for a critical reflection of the text or the problem itself. Subjective transformative learning allows for critical reflection on the learner's own assumptions. Mezirow (1996) maintains that all adult learners in literacy programs should leave the program with the ability to understand constructs well enough to make discriminating judgments about them. The participants need to be able to interpret, judge, solve problems, be self directed, and learn how to learn in order to be a "literate adult and a responsible citizen in our society" (ibid, p.6). This approach resembles the New Literacy Studies (NLS), described further below. Within this view, there is not just literacy rather there are multiple literacies, and indeed, multiple numeracies.

The New Literacy Studies (NLS) are based on the view that reading and writing only make sense when studied in the context of social and cultural (and we can add historical, political, and economic) practices of which they are but a part. What has come to be termed as the "New Literacy Studies" (NLS) (Gee, 1991; Street, 1996) represents a new tradition in considering the nature of literacy, focusing not so much on acquisition of skills, as in dominant approaches, but rather on what it means to think of literacy as a social practice (Street, 1985). This entails the recognition of multiple literacies, varying according to time and space, but also contested in relations of power.

The NLS, then, takes nothing for granted with respect to literacy and the social practices with which it becomes associated, problematizing what

counts as literacy at any time and place and asking "whose literacies" are dominant and whose are marginalized or resistant. To address these issues, literacy researchers have constructed a conceptual apparatus that both coins some new terms and gives new meanings to some old ones. For instance, the notion of multiple literacies, which makes a distinction between "autonomous" and "ideological" models of literacy (Street,1985) and the distinction between literacy events and literacy practices (Street,1988) are some of these.

The standard view in many fields, from schooling to development programs, works from the assumption that literacy in itself autonomously will have effects on other social and cognitive practices. Introducing literacy to poor, "illiterate" people, villages, urban youth etc. will have the effect of enhancing their cognitive skills, improving their economic prospects, making them better citizens, regardless of the social and economic conditions that accounted for their "illiteracy" in the first place. This is referred to as an "autonomous" model of literacy (Street, 1996).

Research in NLS challenges this view and suggests that in practice literacy varies from one context to another and from one culture to another and so, therefore, do the effects of the different literacies in different conditions. The autonomous approach is simply imposing western conceptions of literacy on to other cultures or within a country those of one class or cultural group onto others (Street, 1996).

The alternative, ideological model of literacy, offers a more culturally sensitive view of literacy practices as they vary from one context to

another. This model starts from different premises than the autonomous model. It posits instead that literacy is a social practice, not simply a technical and neutral skill; that it is always embedded in socially constructed principles. It is about knowledge: the ways in which people address reading and writing are themselves rooted in conceptions of knowledge, identity, and being. It is also always embedded in social practices, such as those of a particular job market or a particular educational context and the effects of learning that particular literacy will be dependent on those particular contexts.

Literacy, in this sense, is always contested, both its meanings and its practices, hence particular versions of it are always "ideological", they are always rooted in a particular world-view and in a desire for that view of literacy to dominate and to marginalize others (Gee, 1991; Besnier & Street, 1994). The argument about social literacies (Street, 1995) suggests that engaging with literacy is always a social act even from the outset.

The ways in which teachers or facilitators and their students interact is already a social practice that affects the nature of the literacy being learned and the ideas about literacy held by the participants, especially the new learners and their position in relations of power. It is not valid to suggest that "literacy" can be "given" neutrally and then its "social" effects only experienced afterwards.

In support of this view, Gee, (1991), Street, (1996) argued that the "New Literacy Studies" (NLS) represents a new tradition in considering the nature of literacy, focusing not so much on acquisition of skills, as in

dominant approaches, but rather on what it means to think of literacy as a social practice (Street, 1985). This entails the recognition of multiple literacies, varying according to time and space, but also contested in relations of power.

NLS, then, takes nothing for granted with respect to literacy and the social practices with which it becomes associated, problematizing what counts as literacy at any time and place and asking "whose literacies" are dominant and whose are marginalized or resistant.

3.3. Conceptual Framework of the Study

Similar to other terms, literacy has been conceived differently by different individuals and institutions globally. The concept of literacy has moved from developing writing, reading and being able to calculate minor arithmetic. Nowadays it goes beyond this involving learning science, mathematics and other life skill package.

When it becomes functional, it involves acquiring knowledge and skill which could help improving the life styles of the adult learners. It incorporates Freirean principles and, more recently, embracing the notions of multiple literacy's involving literacy as a continuous process and creating literate environments and societies enabling adults cope effectively with the dynamic changes in technology and lifestyle thereof (UNESCO, 2006).

As is the case all over the world, different conception of literacy can be seen across times in Ethiopia. Still now, there is confusion among phrases expressing adult learning. Some of the phrases used are adult

education, adult literacy, and functional adult literacy. Thus adult education in Ethiopia lacks definition and conceptual framework (Samuel, 2012). Because most people conceive that adult education means adult basic literacy which is limited to reading, writing and arithmetic (3R's). Hence, before proceeding to see the extent of progress made towards achieving the 4th Education For All (EFA) Goal, it is pertinent to see how the concept of adult literacy evolved and conceptualized in Ethiopian government policy documents focusing on the fourth education sector development programs.

In Education Sector Development Plan (ESDP) I (MoE,1997) adult education or adult literacy was not mentioned as a topic or subtopic; however, functional literacy was mentioned under “Distance education” (MoE, 1997, p. 9). In the financial breakdown, adult education/literacy has been combined with non-formal education (ANFE), yet it was unclear what was meant by functional literacy or Adult None Formal Education (ANFE). In ESDP II, though the name was not directly spelt out, mention was made about which kind of ANFE would be emphasized. It reads,

....basically ANFE focused on literacy, numeracy and environment to enable learners to develop problem-solving abilities and change their mode of life (MoE, 2002, p. 31).

From the definition above in the program, it can be understood that the program is not limited to the 3Rs rather goes beyond to connect literacy with development. In this document, it has also been stated with what purpose in mind the Ethiopian government intended to provide such program. It reads,

...the adult and non-formal education will serve as alternative approach/complementing educational program to increase access to basic primary education, as a basis to enhance the rural agricultural led industrialization strategy and will contribute to poverty reduction, making adults more productive and self-reliant (MoE, 2002, p.31).

Hence, it can be said from the above extract that functionality has been one of the concerns of ESDP II. In ESDP III, the government intended to expand functional adult literacy. The program focused on literacy, numeracy and include life skills such as primary health care, prevention of diseases like malaria, HIV/AIDS, etc, family planning, environment, agriculture, marketing, banking, gender issues etc (MoE, 2005). The program was believed to increase involvement of community members to actively take part in the national development and poverty reduction strategy by helping them develop problem-solving abilities and become self-reliant, more productive and change their mode of life (MoE, 2005). It is with this conceptual understanding that this thesis is treating the concept of literacy and the Integrated Functional literacy.

Literacy on the other hand is believed to further individual's ability of communication through extending the other dimension of interaction in a written form.

Besides literacy has advantages for the individual to be independent in his daily activities, it helps the individual to increase productivity, to improve his status in the society and to assist him in the "upward mobility" in the social structure (Bhola, 1984). In addition it contributes to the community in making informed decisions in everyday life

transaction. For instance, it provides knowledge for the improvement of "demographic characteristic of a nation, through bringing behavioral change in fertility and mortality rates..." (Ibid, 1984).

Even though there are arguments on the positive relationship between level of literacy and the social, economic and political development of the society, when some scholars claim that illiteracy could hinder development (Bhola, 1984:29), Cisse (2001:129). But, according to the assumptions of the side of the argument, different writers agree upon the view that supports illiteracy is associated with poverty and underdevelopment. In support of this view, i.e according to those who take literacy as the manifestation of development, have to say the following:

... the struggle against illiteracy is actually a war against poverty, against the control of techniques and the prevention of inventions. However, within countries it is the most exploited, the poorest, who are also illiterate, between countries, it is the oppressed countries, the most exploited ones, that also experience the highest levels of illiteracy
Wanagoola (1988:184).

Besides, some scholars have confirmed this view by showing the congruency of "the map of the world illiteracy and the map of world poverty" (Blaug as cited in Bhola, 1984:28). In addition, when we see the urban – rural distribution of illiteracy, it was stated that, throughout the world illiteracy mainly affecting the least privileged groups who are living in rural areas where infra structure development is very low. These rural areas are places where two third of the world's population are living under extreme poverty.

Supporting the views and assumptions stated above, Fagerlind and Saha argue that basic writing and basic arithmetic appear to have been major requirements for the emergence of civilization. There is a qualitative difference between pre-literate and literate societies, in terms of the mobilization of human resources through more effective and efficient communication, more complex forms of social organization and the ability to create and utilize higher levels of technology (Fagerlind and Saha 1991:41).

Other scholars argue in that “the illiterate ... has been negatively affected in at least two ways compared to their counterparts. In the first place, they are excluded economically as well as socially in their community. Following this, they are unable to read what was written in the past as well as in the present (Bhola 1984:25).

Among human achievement in its history in this world is its invention of symbolic expression in human communication system. Thus, being illiterate means, being excluded from these essential elements of human heritage. Besides, illiteracy results in facing difficulty in perceiving images, inability to reason and consequent dependence on intuition, difficulty in rationalization and calculation" (Bhola 1984:25).

The contribution of literacy to the economic development of individuals is expressed by different groups of scholars as follows:

- A. It raises productivity of new literate,
- B. It expends the flow of general knowledge to individuals (through the collection of instruction about health and nutrition), and thus it reduces cost of transmitting useful information,

- C. It stimulates the demand for vocational training and technical education,
- D. It enables to select and enhance their occupational mobility, and
- E. It strengthens the tendency of individuals to respond positively and to rise the rate of reward for their efforts.

Furthermore, illiteracy is seen as a danger to the principle of the equality of man. It not only violates the individual's right to education; it is one of the major obstacles to the enjoyment of other human rights too (Bhola, 1984, 29).

The importance of literacy was not only for the radical development of individual's capability in business transactions (such as in trade, commerce and the economic sector) in the society, but also it is important for the transformation of nature of human interaction (Goody and Watt cited in Fagerlind and Saha, 1991:40).

But, finally Bhola summarizes his view in the relationship of literacy and development, by saying that literacy alone may not create a perfect society, but it can be taken as one of the important element for the establishment and sustenance of egalitarian and participative society (Bhola 1984:28).

Towards this end, i.e the discussion of the relationship between literacy and development, Aderson suggested for the take-off in the economic development of a nation. Adding to this, Peaslee in his recent study reached a conclusion that in the past 100 years no country had achieved to a significant economic growth without enrolling 10 percent of its total school age population in primary schools (Aderson , Peaslee cited in Mamo, 1999:22).

In conclusion, all assumptions or researches stated above confirm the relation between development and education in general and literacy in particular. Hence, it is possible to conclude by quoting from the consensus of the international conferences of adult education on the decisiveness of education for personal and national development. These are:

- a. The right to learn is an indispensable tool for the survival of humanity.
- b. There can be no human development without the right to learn.
- c. If we want peoples of the world to be self-sufficient in food production and other essential human needs; they must have the right to learn.
- d. There will be no break- through in agriculture and industry, no progress in community health and indeed, no change in living conditions without the right to learn (Mamo, 1999:49).

CHAPTER FOUR

4. Categories of Literacy Provisions

4.1. Introduction

There are two broad categories of literacy provisions which are named as: 1) Traditional Literacy 2) Functional (social uses of) Literacy. The Traditional literacy focusing on enabling learners to reading, writing and have simple arithmetic skills. This is commonly understood as acquainting in the skill of the 3-R's. The Functional Literacy on the other hand, is expected to enable adult learners to have basic skills of life such as skills in production, social life, basic health care etc... in addition to the skill of 3R's (Amare, 1989:40).

Since Functional Literacy is related with the application of knowledge and skills learned in classroom in the actual life experience of the learners, in other word it enables the adult learners to practice what they have learned in their family, group and society interactions immediately after the class. This practical applicability of learned material into Practical life intern is believed to motivate the learners to go to learning centers (W.S.Gray in Bhola, 1992:23-24). Besides, it is believed to result in better retention of literacy skills and hold the interest and attendance of participants longer than other forms of literacy programs (UNESCO, 1997).

When we see the literacy provision, it has three different approaches to conduct literacy for adults. These are :

- 1) Selective approach
- 2) Mass campaign approach and
- 3) Combined approach (Hamadache and Martin 1986:53-56).

Selective approach which is sometimes termed as the selective intensive approach (Lind, 1988:18), is aimed at teaching a target population that are selected based on different criteria, such as: based on their similarities in socio-economic back ground, based on their proxy of living or geographic areas, based on their linguistic groups, etc. In this approach, participants are expected to be punctual in time and stick to the specific timetable, and to reach at determined literacy level (Hamadach and Martin 1986:53).

Moreover, the content, methods of teaching, duration of class and resources are directed towards the successful implementation of the program (Lind, 1988:18) Among the countries which have practiced the Selective approach of literacy is Thailand (Hamandache and Martin, 1986). From the literacy practice of Thailand, we can see that the positive contribution of this approach in its contribution towards maintaining quality education and addressing the need of the community. On the other hand the negative effect of selective approach is, its focus mainly on small group of individuals and exclusion of the vast majority who do not meet the grouping criteria from the enrollment in program of literacy which creates inequality to access among people.

This means, it deprives the right of the majority to learn. Moreover, looking for homogeneous group may take time which in turn results on the requirement of long period of time to complete the program on the expected years of completion (Hamandache and Martin,1986).

The mass campaign approach is exercised mostly in socialist countries where teaching every individual in the society is the main focus of the nations. In this approach mass movement of illiteracy eradication is

expected to take place and all segments of the society are involved to make adults literates with in a limited time span (Lind, 1988:19).

Lind suggests for two the mass campaign approach known as:

- 1) Short single campaign to eradicate illiteracy
- 2) Eradication of literacy by a series of campaigns.

Countries like Cuba, Nicaragua and Southern Vietnam were among the developing nations which succeed to eradicate illiteracy within 2-3 years in the short single campaign type literacy. The achievement of the campaign was mainly based on the commitment of the people, determination of the government and relatively low rate of illiteracy. On the other hand countries like Tanzania, Burma, Ethiopia, Angola and Mozambique were successful in eradication of illiteracy by a series of campaign. These countries preferred the mass campaign approach due to the high illiteracy rate. This approach enabled them to be successful in reducing the rate of illiteracy and to maintain the participation of adults (Lind, 1988:20).

As the name itself indicates, the combination of the previous two approaches i.e the selective literacy approach and mass literacy approach, the third approach is combined approach of literacy. Having “eradicated illiteracy from the nation all in all” as its main goal, this approach prefers the implementation of the literacy program in various sequential stages (Matin, 1986).

The combined approach of literacy advocates for the economic and wise use of resources and give emphasis to protect unnecessary wastage of scarce resources

Finally, we can conclude that, in the process of the selection of adults literacy provision approach, implementing countries should have to consider the objectives of their provision of adult literacy in the country. In addition this, factors like the age, sex, language, economic condition, the rate of literacy, etc., of participants can also be determinants in the selection of literacy approach (Hamadache and Matin, 1986:56).

4.2. Integrated Literacy Approach

To begin with, it will be better to create common understanding of the terms “Integration” and “Literacy”. The dictionary definition of the word “*Integration*” reads as (a) combine parts into a whole; (b) complete an imperfect thing by the addition of parts, to unify, coordinate, put together (Oxford Advanced Learner’s Dictionary, 1995:620). The purpose of integration in education can be seen from three different angles.

In the first place, integration of contents, concepts and programs with the real world can make learning authentic and meaningful. Because, what is learned can be retained for a long period when it is related to a real life situation. Secondly, the creation of meaningful learning demands integration. Because knowledge construction is integrative process and not always information is used to answer isolated problems. The last purpose of integration is making learning efficient for it provides chance of extensive curriculum coverage (Dressel, 1958b).

Depending on their philosophical out looks, there exist differences among scholars in defining the term literacy. Hence literacy is defined based on who you are and how you are looking the world (DiPardo, 2003; Smith, 1998). Since the ability to read and write is generally understood as literacy, the main tool of fostering learning is the development of

language (McGee & Richgels, 2000). In this sense, all arts of reading, writing, speaking and listening can be considered as literacy (Cooper, 1993). Bringing the definitions of the two terms i.e literacy and integration together, though integration in literacy seems the coordination of the aforementioned language and learning skills, it has different conceptualization among different scholars. Due to lack of guiding theories on integration, different forms of integration takes place in the integration of adults' literacy materials and programs. Some of these forms are even controversial and accepted among scholars.

For the purpose of this study, I will look into the description of Integration from three different viewpoints. First, integration suggests weaving the skills of reading, writing, speaking, listening and thinking together harmoniously and all these are developed simultaneously. Hence, these should not be taught as separate topics but as one whole (Cooper, 1993). For example, students can learn about reading and writing while listening; they learn about writing from reading and gain insights about reading from writing (Newman, 1985).

Secondly, integration means that language and literacy are functional tools, rather than curricular entities to be studied or mastered in their own right; hence, contents are seen as a basis for integration (Dressel, 1958b). In traditional classrooms, isolated subjects or content knowledge is organized into disciplines that do not really promote broad understandings and interrelationships and learning usually takes place through the textbook or other reading material. In the process of Integrative learning teachers are required to encourage learners in becoming content literate by making connections between the content they teach and language processes that students need in order to make

learning meaningful. The major rationale for the idea of subject integration is the existence of information and knowledge presented heuristically in real life situations or environments. Therefore adults' learning should enable them to create relationships between what they learn in the literacy centers and real life situations out of the classes. Making content accessible for adult literacy learners has several advantages. The use of mother tongue in the content areas helps students to discover, organize, retrieve, and elaborate upon what they are learning (Vacca, 2000). Students learn in language rather than about language. Content-based instruction allows the students to blend information from various sources of the curriculum. Besides, the Schema theory suggests that people can develop their cognitive structure of knowledge (known as Schema) as they experience the world. As the schema developed and expanded the learner can construct meaning and connects the developed schema with reality to drive meaning (Cooper, 1993). This view is also supported by the Constructivists who assume that whatever the knowledge existed now is constructed upon the previous experience. In this connection they want adult educators to give attention for the previous knowledge of the learners and their religious and cultural experience to use as a base line for planning their subjects (Bransford et.al, 2000).

According to the theories of schema, since learners extract meaning within context, information or lessons should not presented in isolation or should not be fragmented. For instance, in reality, language, mathematics or social studies concepts are interactive and interrelated so that they cannot be separated. Lastly, integrated literacy extends learning beyond the actual classroom to home and the social environment. This access of in the school and out of school learning

provides continuous and interrelated experience between home, the school and the community.

4.2.1. Functional Literacy Approach

To begin with, it will be better to see the direct meaning of the two words i.e., the term functional and literacy separately. The investigation of the straight forward definition of these two words in the dictionary tells the following. According to the American Heritage College Dictionary (1997), *functional* is defined as “capable of performing” and *literacy* is defined as “the ability to read and write”. Accordingly, If we combine these definitions, it seems reasonable to state functional literacy as the capability of reading and writing at a level proficient enough to conduct one’s daily affairs. Unfortunately, the isolated sight word reading, word decoding, and alphabet instruction that have become associated with a functional literacy curriculum are beyond this limit. Those limited areas of focus simply do not address all of the word We can see “functional literacy” from three different angles i.e from the view points of international discussions, adult literacy, and general education. Although the definitions of these three views are almost similar, each might be more appropriate for defining a specific purpose. [UNESCO](#) defines it as the level of skill required to fully function in the society where the individual is part of it and in the international discussions whenever necessary. The other definition supports this view was forwarded by (Levin, 1989) also states that functional literacy it the same way for adult education settings. The same definition with little difference was offered by Dressel who looks at functional literacy as having less requirement to meet personal and social needs in general education

(Dressel, 1958a; [Guzzetti, et al. 1992](#)), provides a short history of the development of the term.

Others defined functional literacy as a type of skills which was based on the learners' engagement in age appropriate activities that could prepare them to be much independent and Productive in their future adult lives as possible (Brown, Branston, Pumpian, Certo, & Grunewald, 1979). These functional skills as Brown (ibid) and his colleagues defined are actions that would need to be performed by another person if the person with disabilities were unable to do them. The premise was that the more functional skills a person developed, the more privacy, independence and control over different choices that individual would have as an adult. Functional curricula addresses vocational, home, community, and leisure skills (U.S. Office of Special Education Programs, 2006) as well as the acquisition and use of those skills in the natural environment to ensure generalization (Brown et al., 1979).

As its contribution, the functional literacy approach involves adult learner in activities which are appropriate to their ages and help them to prepare for their future adult life. In the contrary, functional literacy instruction was often viewed as "reductionist interventions" which involves sequenced, hierarchical drill and practice type instruction that focuses on the development of isolated skills rather than the provision of the comprehensive instructional approach provided for learners of adult literacy (Katims, 2000). As Joseph and other colleagues suggestion, some of these skills included learning the alphabet, learning letter sounds, word decoding, instruction in sight words, and filling out written forms (David, 2001; Katims, 2000; Zascavage & Keefe, 2004). On the other hand, sometimes, the specific content of functional curricula may not be clearly defined and left open for interpretation by the individual

facilitator or the family (David, 2001; Patton, Polloway, & Smith, 2000; Zascavage & Keefe, 2004), where some facilitators are likely to be more skilled than others in selection of content in literacy classes. The main question in identifying and measuring the skills gained through a functional literacy approach is assessing whether facilitators or the family (during family literacy) the learners accomplish the task of reading silently with comprehension. Even the simplest model of reading comprehension suggests that an individual must be able to identify words *and* comprehend language in order to make meaning from connected text (Fogarty, R. 1991). Most importantly, it appears that functional literacy activities may help learners develop some few word identification skills. However, working on sight words, word decoding, the alphabet, and/or letter sounds in isolation does not do little to develop the student's ability to decode the meaning of words encountered outside of the learning context, nor do those activities target the development of language comprehension. We can prove this when we look at the literacy learning of adults where individuals having significant disabilities are part of it. It is clear that sight word instruction is highly effective in teaching students to recognize a small vocabulary (Browder & Xin, 1998). Likewise, integrating literacy with the life experience of adult learners in Ethiopia enables them learn vocabularies of items in their surroundings and motivate them to be engaged in the next level of learning.

4.3. Andragogy

Though andragogy is approaching to be one of the old sciences in teaching adults, it had a very long and rich practice as a theory, its systematic development only began in the 19th century. The second half of the 20th century is looked upon as the period of its most fruitful and most intensive development in which andragogy became a relatively

independent scientific discipline. One of the main problems facing andragogy is that its systematic nature is more the result of other theoretical deliberations than those of its own. Different people have different understandings of andragogy. Some consider it a pedagogic discipline; others consider it an autonomous science within the framework of the general sciences of teaching and learning, while others see it as a method, skill, theory or model of adult learning. Malcolm Knowles first began labeling his work in adult education as andragogy in the late 1960's (Knowles, 1980). Knowles discovered through his work with adults that instructors needed to care about the actual interests of learners instead of focusing on what instructors believed were learners' interests. Thus, conducting needs assessment before designing and developing curriculum for adults becomes very important. Therefore, one of the focal points of this study is identifying whether needs assessments are taken place before the development of IFAL curriculum. In Knowles' opinion (1980; 1984), the best educational experiences were cooperative, guided interactions between the teacher and learner with many available resource which is similar with the practice of Addis Ababa city IFAL. During these experiences, the teacher helps guide the learner to develop his or her own potential. Based on his own observations, Knowles developed a set of five assumptions that enveloped his concept of andragogy. The five assumptions of andragogy are that:

- a. adults are self-directed learners,
- b. adult learners bring a wealth of experience to the
- c. educational setting,
- d. adults enter educational settings ready to learn,
- e. adults are problem-centered in their learning, and
- f. adults are best motivated by internal factors (Knowles, 1980).

Andragogy, the intricate approach to adult education, is a science and an art. This multi-faceted branch of education is defined by the andragogical method coined by Malcolm Knowles in 1968. This division of education is one that has been established decades ago and has since then been built upon. Within the andragogical model, several assumptions about adult learners exist. Primarily, the model recognizes and correlates the notion of self-concept with an adult learners approach to learning. With maturity comes a person's inclination to become a more independent and self-directed human being. In the realm of learning, adults respond to a modified type of teaching. Adult learners take responsibility for their learning process. Hence, teachers must structure their method to foster a learning environment in which adult learners can set goals and evaluate their progress. The second assumption featured in the andragogical model distinguishes that adult learner's link new knowledge to their wide range of experience. Their past experiences serve as a valuable resource in the classroom learning. Thirdly, adult learners exhibit an eagerness to learn and to further develop skills. Adult learners recognize the value of new knowledge as a means to develop in all respects. The model also makes the assumption that the orientation to learning is modified with adult learners. Adult learners are more inclined to apply new knowledge and skills without postponing. Lastly, the andragogical model recognizes that adult learners have an innate motivation to learn.

The functional adult's literacy program in Addis Ababa city is functional for which learners are expected to apply what they have learned in classroom in to their life. In this sense it can be categorized under The Basic Skills or Functional or Autonomous model of literacy approach. It is because, the outcomes of the literacy programs is expected to serve as

a tool, in getting out of other illiteracies. And it serves functionally to learn other subject.

On the other hand the delivery system of the content (the curriculum implementation) is offered in a group i.e in the social setting learning together, the IFAL Program of the city literacy is socially practiced and is socio culturally situated (Falk & Millar, 2002). Thus it follows the Critical Cultural theory of literacy.

To conclude, There are three different approaches of literacy provisions. Which are:

- 1) Selective approach
- 2) Mass campaign approach and
- 3) Combined approach

Among the three different approaches to conduct literacy, the Combined approach of the literacy provision seem appropriate to the IFAL program of Addis Ababa City Administration.

CHAPTER FIVE

5. Adult Literacy Program in African Countries

5.1. Introduction

Prior to the 1960's, all of African nations were experienced some form of colonial rule with exception of Ethiopia and Liberia. During this time, all resources were taken by the colonial powers, slavery became the rule of the time and all the production materials including land became under the control of the colonizers. Because of these, colonial rule resulted on the poverty, illiteracy, poor health condition and hard labor work of the indigenous African people. Observing these and other more problems for nation building, Tanzania and Mozambique had tried to implement literacy programs as a solution to alleviate the problems in their respective countries immediately after their independence (Bhola 1984).

The driving force of the literacy programs in these countries was the ambition of their governments and ruling parties to mobilize peoples of their countries for the eradication of illiteracy out of their respective countries with in limited period of time. In other words, it is treating illiteracy like something that should be eradicated from their countries (Lind, 1988).

Even though Tanzania and Mozambique are two neighboring African countries which share common boarders between them, the implementation of the literacy program varies from one another depending on the availability of human and material resources in their respective countries. Hence, a short summary of the adult literacy program implementation in both Tanzania and Mozambique is stated in the next few pages of this study.

5.2. Adult Literacy Program in Tanzania

Tanzania is an example of a good model among the East African countries that practiced a literacy program after independence and achieved results that could be a model for other African nations and developing countries in general (Unisiker, 1987).

At the end of colonial era, the great majority of the people of Tanzania hadn't been beneficiaries of the program of adult education in general and literacy education in particular which was exercised starting from the Germans colonial period and the British time of protectorate. During the time of independence, at least 75% men and 85% of the women were illiterate. Thus, the intention of the Tanzanian government was to educate the illiterate population of the country and to reach the planed illiteracy eradication stage. Therefore, the Literacy campaign in Tanzania was started immediately after independence (Bwatawa, 1980).

Concerning, the importance of education for development, President Nyrere remarked in his speech on the introduction of the first five year plan (1964-1969), he said that " first we must educate adults. Our children will not have an impact on our economic development for five, ten, or even twenty years..."(Bhola, 1984:138).

Moreover, the president disclosed that illiteracy should be completely eradicated from six districts of the country, within a years time in his New Year speech on the 31st of December 1970 (Unsicker, 1987).

To fulfill the president's appeal, Tanzania launched the national literacy campaign in September 1971 and Tanzanian National Union (*the ruling party of Tanzania*) passed a resolution that supports the eradication of

illiteracy, among the population of the country who are 10 years old and above (Bhola,1984).

5.2.1. Goals and Objectives of the Campaign

The main objective of the literacy campaign was to realize the country's dream to be self-reliant and to work towards socialism, which was clearly indicated in the Arusha declaration. Thus, goals and objectives of the literacy campaign were totally integrated with the development objectives of the country (Bhola, 1984).

According to Bawatawa et.al.,(1980:32-33) specific objectives of the adult education program in Tanzania were:-

1. To mobilize the rural and urban masses to have a better understanding of the national policies and self-reliance.
2. To provide leadership training in various aspects of life and at all levels.
3. To eradicate illiteracy.
4. To give knowledge and skills in agriculture and rural construction, health and home economics, that will raise peoples productivity and standard of living.
5. To provide follow-up education for primary and secondary school leavers with a view to settle them in Ujamaa village.
6. To provide continuing education progressively at various stages in the form of seminars, evening class, in service training programs, correspondence courses and vocational training.

7. To realize the above stated objectives, different programs were implemented.

Among these the national literacy campaign was the first to be launched. The main emphasis of the literacy campaign was to teach adults the literacy skills (reading, writing and arithmetic), which was integrated with economic activities of each respective area.

5.2.2. The Organization and Administration of the Literacy

Campaign in Tanzania.

It was the responsibility of different Ministries of the country to follow upon the adult education program. Particularly, the Ministry of Education was in charge of the literacy campaign. To facilitate activities of the literacy campaign different institutes and departments were established, which were working independently and some under the Ministry of Education. The Department of Adult Education (Ministry of Education) was responsible to organize the mobilization of masses and training of field workers, whereas the Institute of Adult Education (an independent institute) was working mainly on program planning and production of teaching materials (Bawatawa et al. 1989)

In the coordination of the campaign, party cadres, government officials, participant teachers and secondary school students, district officers, regional coordinators, and division supervisors were appointed to coordinate activities of the campaign (Bwatawa et al., 1989; Unsicker, 1987).

5.2.3. The National Literacy Campaign Delivery System in

Tanzania

To actualize the campaign literacy classes were established in schools, health centers, factories, offices, army camps, prisons, specially constructed literacy centers, cooperatives and in the open air (Bhola, 1984; Bwatawa et al., 1980). Workers were encouraged to attend literacy classes in their working areas, and every Tanzanian above the age of 14 and who was a drop out from the formal education system was required to join the literacy class (ibid 1980:23).

At the village level, primary schools played a significant role in organizing the literacy campaign in which school head teachers were designated also as the local education coordinator (Bwatwaetal, 1980; Unsiker ,1987). Literacy teachers got training at workshops and most of them were "volunteers" who got small amounts of money as honorarium (30 shillings) per month. In the literacy campaign different supporting activities were also organized. These were: -

- a) Rural Newspaper
- b) Rural Libraries
- c) Radio Education Program
- d) The film education program (Bwatawa,1980).

Several foreign nations and development agencies supported the Tanzanian literacy Campaign, among these supporters one was the Swedish International Development Agency (SIDA). SIDA financed the literacy campaign and provided paper supplies for the program, where as Germany donated materials like motor vehicles, motor boats, printing

press and others, which were valuable to coordinate activities for the campaign. (Bwatawa, 1980: Unsicker 1987).

5.2.4. Major Achievements and Weak Points of the Campaign

As stated earlier, the main objective of the literacy campaign in Tanzania was to eradicate illiteracy from the country within limited time. The ambition was created to make citizens of Tanzania to be participants in the development of their country with a short period of time. In Tanzania, within a four year timeframe, 5 million persons participated in the literacy campaign and over 3.8 million took the national examination, which was developed with the aim to assess the success of the campaign (Unsciker, 1987: 220-221). The result demonstrated that about 1.4 million people passed to the next levels, where one was judged as functionally literate. The achievement obtained confirmed the reduction of illiteracy rate to 39%. Moreover, the official illiteracy rate fell to 15% after the 1983 examination (ibid).

According to Bhola (1984:155), among lessons that the Tanzania literacy campaign teaches the rest of the world, some are:

1. The poorest countries could be able to reduce the rate of literacy and didn't wait until the economy grows.
2. The campaign shows the political will of the country to produce the necessary structures and to allocate resources.
3. It pointed out the important role of effective leadership to implement large scale transformational actions.

4. The government established the structure for adult education and it used also the party cadres, literacy committees and volunteers to make the campaign, a people's campaign.

On the other hand, weaknesses of the Tanzania literacy campaign were exposed in the research of Von Frey-hold (Unsicker, 1987) as: inadequate training of literacy teachers and in ability of teachers to get respect from illiterate elders, due to their age (they were too young to teach elders). Pressures were imposed on illiterates to pay heavy fines by party members if they aren't registered for the literacy education.

Lack of an objective relationship between contents of the teaching materials and agricultural practices in the rural areas.

Based on the results of his study Von Frey-hold concludes that " ...the education had no organic link to village development". (Bwatawa, 1980:84), also listed down a number of pedagogical short comings of Tanzania adult literacy campaign. Some are: -

- a. Poor quality of teachers.
- b. Lack of sufficient educational materials and equipment,
which leads the learners to memorization.

In general, although, the objective to wipe out illiteracy from Tanzania wasn't realized, achievements obtained were remarkable and encouraging for developing countries.

5.3. The Implementation of Adult Literacy Program in Mozambique

Mozambique is located in the southeastern part of Africa. It has been under the colonization of Portugal for centuries. Mozambique gained its independence in 1975 and 85% of the population are peasants.

During the colonial rule of the Portuguese, the people of Mozambique were denied the right of education. Africans were confined only in pre-primary grades. At the time of independence, the illiteracy rate was 93 percent, which was among the highest in the world (Fagerlind and Saha, 1991). After the country got its independence, the government and the people recognized that literacy education has importance for the development of the country. Moreover, "literacy was conceived as one of the most important means of promoting national unity by mobilizing the people politically, and disseminating the Portuguese language as the only language of unity and cross-national communication" (Lind, 1988:3).

The FRELIMO (The Mozambique Liberation Front) as a party that was influenced by the socialist ideology accepted the role of literacy to raise the political consciousness and as one of the major tasks for the country's reconstruction (Ibid). Because of all the above mentioned assumptions, conditions were suitable to begin adult literacy classes in the country. As a result of this, in a short period of time, literacy classes flourished all over the country (Lind, 1988).

5.3.1. Aims and Objectives of Mozambique Literacy campaign

In Mozambique, the constitution accepted education as a "right and duty of every citizen" (Lind 1988:52). Literacy was viewed in Mozambique as a means that enables citizens to continue their education further.

However, there were no specific and precise operational aims for the literacy program in the policy declarations (Lind, 1988:53).

However, in spite of the fact that the operational aims were not stated clearly, Mozambican literacy campaign had the following general objectives: (Fagerlind & Saha, 1991)

1. To increase the participation of the working classes in constructing the new society.
2. To cement national conscience and unity.
3. To liberate creative initiative.

Thus, the literacy campaign has economic and political aims directly related with the programs of the ruling party (FRELIMO). Moreover, policy and decision-makers saw adult literacy as a program that has immediate effects to the problems of the country. The Ministry of Education and Culture stated that " ... adult literacy aims at contributing to the solution of problems that the revolution is confronted with immediately" (Lind, 1988:55).

5.3.2. Organization and Administration of Literacy in Mozambique

During the first years after independence, literacy activities were practiced in Mozambique before an official responsible organization was established. At this period, literacy activities were organized by local political committee in residential areas and work places (Lind, 1988). But, after some time, the National Directorate of Literacy and Adult Education (DNAEA) was established under the Ministry of Education and Culture (MEC) in 1976 to administer literacy activities. The first national

literacy campaign was officially begun in July 1978, with the opening speech of president Samora Machel (Ibid). The organizational structure of the campaign was established at the, District and base line (literacy units, and centers) level. In each level, branch representatives of the Ministry of education and culture the Directorate to the adult education were delegated to administer activities of the campaign. These activities were the planning, organizing, supervising and evaluating activities MEC/DNAEA (Lind, 1988:63). Literacy commissions were also created from various sectors by the government at all levels (National, province and District) and the literacy commission has regular meetings for discussion on the problems of the program. Regarding the leadership the Minister Education and Culture was head for the national level commissions, while the governor at the province level and the district administrator at the district level (Ibid).

In order to have information on the general conditions of the campaign, there were contacts between the lower and higher level commission using the written reports and field visits. According to Lind (1988), reports that were written to the higher levels, consists of statistical data that focus on the attendance of participants, and on the general condition of the campaign.

To facilitate the implementation of the campaign, literacy councils were also established at the " literacy units "(established at large production units or employment sectors), literacy centers and literacy classes. The council at each level holds the local level administrative and political organs, literacy teacher and students. Literacy centers were established also at each workplace, village or cooperative. Each literacy center has its own literacy council and executive committee responsible for effective

implementation of the campaign. Moreover, in each literacy class there is a " class council" responsible for the above stated duties and responsibilities at the class level.

5.3.3. Literacy Tutors Selection and Training in Mozambique

In Mozambique the selection of literacy tutors was on a non-paid basis. Thus it was counted as one of the strong sides of the campaign strategy. Literacy tutors were selected with the help of the party structure too (Lind, 1988: 62).

The training provided for literacy tutors were three weeks long for the first National literacy campaign. Literacy tutors were trained at different areas based on the condition of the literacy centers; which means, tutors in priority literacy centers were trained at centers organized at the province level while tutors for non-priority literacy centers were trained at the district level (Ibid).

The implementation of literacy campaign in Mozambique was not conducted in Mass literacy campaign approach, which is similar to Tanzania. Rather it was a selective priority approach that was planned for identified target groups. The target groups selected to attend literacy education in the first National literacy campaign were members of the army, state farms, factories and cooperatives and literacy tutors for centers of organized production units. In addition, party members and deputies of peoples assemblies were identified as priority target groups for the coming campaigns by the party MEC/DNAEA, (Lind, 1988).

5.3.4. Major Achievements, and Weakness of the Campaign in

Mozambique

Literacy was expected to be a solution for the problems (economic) of the country. However, the achievements obtained couldn't realize the impact of literacy on increasing productivity, rather the literacy campaign results showed, like that of other African countries its impact on the political/ideological sphere (Lind, 1988:161).

In Mozambique, the four consecutive national literacy campaigns conducted from July 1978 to mid November 1982 were able to provide the opportunity for several adults to get literacy education (Fagerlind & Saha 1991).

The first NLC (National Literacy Campaign) aimed at to make 100,000 adults literate, while the last three (2nd, 3rd and 4th) campaigns respectively have 300,000 enrollment targets. However, the achievement obtained from these campaigns weren't as satisfactory as it was planned. The participation and efficiency (passing rate) was gradually decreasing throughout the 4(four) campaigns (Lind, 1988:69). Moreover, reasons for problems that increased the dropout rate were mainly of external. For example: nature, war, drought, and the agriculture production cycle are some of the reasons for the dropouts.

On the other hand, among internal problems that are causes for increasing dropout rate are:- "weak pedagogical support at the District level, lack of political commitment, priority and mobilization for literacy at local levels"(Lind, 1988:80).

According to Fagerlind and Saha (1991:210), "beginning the second round campaign the political /ideological preparation of the tutors was

toned down in order to give more attention to the development of academic skills and of teaching methodology. Shortcomings of the literacy activity of organizational and pedagogical nature such as the poor teaching methodology, unorganized learning environment are causes for decline in literacy programs. Bureaucratization, decreasing motivation of adults and more attention was given to academic interests were major causes for the decline in the program.

However, with in a campaign of few years, Mozambique was able to “reduce illiteracy from 93 to 70 percent among adults of the country” (Fagerlind and Saha, 1991:211).

In conclusion, the forgoing discussion shows that, the majority of African countries were engaged in literacy campaigns after their independence from 1960 onwards. Among them, Tanzania and Mozambique had successful literacy history through different campaigns. It was good example to initiate Literacy campaigns in other African countries.

CHAPTER SIX

6. Problems and Possible Solutions of Adult Literacy Program

Implementations

6.1. Introduction

Although literacy contributes to the development of any nation; there are various problems which arise during the implementation of the program. These literacy implementation problems are believed to arise from lack of coordination among literacy organizers, participants and facilitators.

To overcome these problems, involving all stake holders such as literacy program organizers, adult learners, literacy facilitators, donors etc. from the planning to the implementation becomes mandatory (David 2001: 124).

6.2. The problems of Adult Literacy

Different writers suggest the following problems do exist in the implementation of the adults' literacy programs:

1. Deficiencies in planning the program.
2. Inadequate teaching materials.
3. Lack of coordination and delays in implementation and decision making.
- 4 The staff turnover because of low motivation and payments for coordinators and literacy facilitators.
5. Inadequate training of facilitators.

6. The voluntary teaching and attendance - a strategy which leads coordinators, participants and tutors, not to take the activity seriously, and resulted in a high dropout.
7. Poor research activities on issues related with the program.
8. Inadequate budget allocation for the program implementation. (David, 2001; Hildebrand, 1998; Mbungbaw, 1999).

6.3. Suggested Solutions to Solve the Problems of Adult

Literacy

David suggested that different scholars have forwarded different solutions and recommendations which they believe would alleviate the problems. (David 2001: 127).

Davis further mentions the following solutions for the problems of adult literacy programs.

1. National commitment and support for any literacy effort.
2. Adult education professionals should be hired to lead, direct and evaluate the literacy program at national, provincial, district and village level.
3. Salaries for these professionals should be commensurate with their qualifications, in this way, staff retention would be enhanced.
4. To publicize literacy program objectives to the community. Adult learners differing needs must be considered in the planning and coordination stages.

5. Authorities should use experiences obtained in the program Implementation for the improvement of other programs (David 2001: 127).

In conclusion, although attempts were taken by different countries to eradicate illiteracy, different problems were encountered to reach the intended success. Therefore, the observed literacy problems different writers have suggested different solutions which every country could observe during the planning phase of literacy program.

CHAPTER SEVEN

7. The History of Education in Ethiopia

7.1. Introduction

It might be quite difficult to trace back the exact time of the beginning of adult education in Ethiopia. Because, there was and still is a tradition of social gathering of the community which could be taken as traditional educational institution for young men and women that enables them to cope with the social norm. These gatherings especially of the elders in a certain locality is mainly aimed at solving social problems and contradictions between households, neighborhoods' and at large the communities through discussions. A good example in this connection is the traditions of the Borenas of the Oromiya regional state who still have the practice of educating their youth by grouping them into cohorts of 16 -31 and 32 – 40 years old to enable them to fit into the society (known as initiation) as an informed adult (dvv International, 2008).

7.2. Traditional Adult Education in Ethiopia

We can see the development of education in Ethiopia from two different perspectives. The first one is the religious education and the second one is secular education.

7.2.1. Religious Education in Ethiopia

Religious education is further divided into two forms as Traditional Orthodox Church school and Traditional Mosque schools where both used to focus on qualifying the young people to serve in their respective worshiping areas.

7.2.1.1. The Orthodox Christian Church Education

With the introduction of Christianity in Ethiopia, at about 4th century, the Orthodox Christian Church education was introduced to the country. Since this time, the Ethiopian Christian church, established a comprehensive system of education. The church education provided an underpinning for Ethiopian cultural, spiritual, literary, scientific, and artistic life (Deribsa, 2006).

The beginning of Church adult education can be traced back to the introduction of Christianity, to the time of King Ezana when he was taught Christianity and baptized around 330 AD. Since Ethiopia has its own alphabets during this time, a royal tutor was assigned to teach the King the religious scripture. Since then the Ethiopian Orthodox church has dominated adult education for a long period of time (Moore et al., 1990)

It is true that the Ethiopian Orthodox Christian Church education developed to its present form through time. According to historians, the structure of the church education developed to its present form between 13th and the 17th century A.D., after King YikunoAmlak came to power with the support of the church. In return to the support rendered by the church, the king gave 1/3 of the Ethiopian land and 1/10th of the agricultural product of the peasants to the church (Deribsa, 2006).

This made the church rich and attracted the clergy who were engaged in the translation and writing of religious materials, establishment of churches, monasteries and monastic schools. It also, necessitated the creation of a well-structured education, where everyone who was interested to learn had to join these schools (ibid).

As far as the primary purpose of the Ethiopian Orthodox Church education was concerned, it was primarily meant for preparing young men for the service of the church as deacons and priests. In addition to theology, subjects such as history, poetry, music, medicine and surgery were provided. These schools were considered as Monastic Universities (Pankhurst, 1962). Starting from the 6th century onwards boys were learning reading and writing in church compounds, monasteries and in the compounds of the wealthy landlords. The medium of instruction of the day was Geez which is serving the church in Bible study and other religious work (Solomon, 1969). The existing writing system of Amharic and Tigrigna is believed to be derived and developed from Geez and it has a lot of contribution for the development of the country's civilization. Although this practice of literacy counts so many years, its expansion is not as it should be. It is because the expansion of modern western type of education has limited the expansion of traditional church education into the compounds of the Orthodox churches and monasteries.

Moreover, church education, in its long history of existence, has served as the main source of civil servants such as judges, governors, treasurers and general administrators. However, it was unevenly distributed. It flourished only in the north and north eastern part of Ethiopian (Solomon, 1969).

Nevertheless, the church was able to provide a sophisticated and peculiar type of education that takes as many as 30 years to complete. One has to pass through the following four schools to complete the Ethiopian Orthodox church education. These are:

1. **Fidel/ Nebab Bet (school of reading)**. The contents to be covered here were all the Geez/ Amharic alphabets, epistles of St. John,

Acts of Apostles; psalms of David, moral, and prayers. Learning has been done by heart through memorization. Learners Obedience, respect, fetching wood, water etc. for the teachers, have been among the requirements of the learners at this level. It takes about two to three years to complete this level. At this level, the grownups or the seniors are expected to teach the younger ones (Derebssa, 2006).

2. **Zema Bet (school of Music)**. It is the 2nd level of church school where learning takes place through hardship where students leave their home and reside near the major areas of their studies. The contents these schools include church dancing, drum beating, study of hymns, songs of praise from music of St. Yared. St. Yared was known Ethiopian church music composer in the 6th century A.D. (ibid).
3. **Kene bet (school of poetry)**, which is the 3rd level where they learn grammar, Geez vocabulary, composition of Kene statements with two ideas, criticism on Kene of others through discussion and arguments. It takes about 10 years. At this level, the students understand Geez well and do their lessons well. The schools for Kene are found in the northern regions of Ethiopia. Kene is offered specially in the monasteries of Gojjam, Gondar and Tigray (Derebssa, 2006).
4. **Metsehaf bet (School of Books)**: - is the fourth stage, which is equivalent to university level education. There are four areas of studies. It includes the studies of:
 - 1) Old Testament;

- 2) New Testament;
- 3) Church Dogma; and
- 4) Astronomy and Philosophy

Generally, the Ethiopian Orthodox church had a virtual monopoly on education up to the end of 19th century. And it has strongly opposed the introduction of modern public education. The Ethiopian Orthodox church feared the undermining potential of a state school system by European Teachers ((Markakis, 1994).

7.2.1.2. The Muslim (Quranic) Education

Another major element of education in Ethiopia was the influence of Islam in Ethiopia. The Muslim Education was introduced in the 7th century A.D with the introduction of Islam to Ethiopia. Arab culture and faith were adapted in much of the Southern and South eastern Ethiopia. Non-formal school system was established to teach the ethics and theology of Islam. The Islamic education system emphasized reading and recitation in Arabic. Like the church, the mosques in the Moslem areas had a parallel function in running Quranic schools starting from the 7th century in Ethiopia. But unlike the church schools, the Quranic schools were maintained by the local committees themselves and they did not receive assistance of any kind (Markakis, 1994). Lack of assistance from the state and the opposition from the Orthodox church limited the operation of such schools only to the centers of Islamic faith where community support was available (Ayalew,1990).

Similar to the church education, the Muslim education has four structures with distinct curriculum.

- 1) **Quran Mejlis**:-is the first stage where students are taught Arabic letters and prayers (Derebssa, 2006).
- 2) **Fiqh**: -is a stage where Muslim laws are taught. The laws include lessons about Allah and the Quran, the Angeles, giving alms to the poor, going to Mecca or Medina (ibid).
- 3) **Nahwi**:- this is the school of Arabic grammar and the 3rd level similar to the Kene bet. It is a stage, in which they learn Arabic vocabularies, grammar and structure. The students understand what they are taught (ibid).
- 4) **Quran Tafsir** School- this is the school of translation. At this level students learn how to translate Quran into their vernacular languages with comments.
 - a. They translate it exactly without dropping or adding any idea to what appears in the Quran.
 - b. The time required to finish the Muslim education depends on the individuals pace. The aim of Muslim education has been to produce able persons who become “sheiks” (teachers) “Quadis” (judges) and Imams (Mosque leaders) etc. (ibid).

However, Muslim education contributed to making citizens literate and also enabled the learners gain the principles of Muslim/Islam religion. It has, however, negatively affected modern education by discouraging female education, scientific thinking and production, etc like the Ethiopian Orthodox Church education (Markakis, 1994).

7.2.2. Missionary Education

The missionary schools in Ethiopia can be categorized in two as Catholic and Protestant Missionary schools. Since they offer both secular

education in addition to the religious education, it cannot be considered as only religious education.

7.2.2.1. Catholic Missionaries

Modern missionaries started to spread their evangelical work in Ethiopia in the second half of the 16th century with the arrival of the Jesuit missionaries (Jones, Phillip 1990). But the educational activity began in the early 17th century by Peter Faez, a Portuguese Jesuit missionary who established the first catholic school, at Fremona in Tigray(Pankhurst, R. 1962). The primary purpose of the missionaries was to convert the indigenous people into their religious doctrine. It was not their purpose in introducing elements of western civilization to Ethiopia rather than implanting their catholic faith (Pankhurst, R. 1962).

The school at Fremona was used as a means to teach the Bible and to train Catholic priests who would help the effort of spreading the faith rapidly. The Geez language was taught as a separate subject by the local clergy who enabled the school to attract more students. The school was predominantly attended by the Portuguese and the sons of the nobility.

The Alliance Francaise and the Lazarist Father's schools were among the best schools founded by the Roman Catholic Missions. The Lazarists established boys' school at Alitena in 1847 and Gouala in 1898. The school for girls was established at Alitena in 1898. While special attention was given for religious education in every school the curriculum in the boys' school included Amharic, Geez, French, Music, Arithmetic, History, Geography etc and girls studied reading, writing and elementary domestic work (Pankhurst, 1962).

The society of Alliance Francaise, on the other hand, established two schools in this country – one in Addis Ababa and the other in Dire Dawa in 1907 by the Brothers of saint Gabriel (Pankhurst, 1962). Since admission to the school was free, students came from all social classes.

The curriculum in the two schools included reading, writing, arithmetic, French language and grammar, hygiene, geography, chemistry, physics, drawing music, history, accounting, geometry, algebra and moral instruction and Amharic (Pankhurst, 1962).

7.2.2.2. Protestant Missionaries

The aim of Protestant missionaries' educational activities was essentially the same as that of the Catholic ones. According to Aren (1978) the Church Mission Society (CMS) was the first mission society to send protestant missionaries to Ethiopia.

Samuel Gebet and Christian Kuglar who landed at Massawa in 1829 were the first protestant missionaries. They were soon followed by C.W Isenberg and J.L. Krapt. These pioneers came to Ethiopia with an aim of distributing the Bible so as to encourage Bible study.

The Swedish Evangelical Mission (SEM) was the second mission society to send its missionaries to Ethiopia with an aim of teaching the Oromo people. Through the printing press established at Emkullo in 1885 and which was the first in Ethiopia, the SEM managed to produce some reading materials, mostly the Bible in Tigre, Tigrigna, Oromiffa and Amharic (Aren, 1978).

The Swedish Evangelical Missionaries opened schools for the first time at Massawa in 1873. Initially they opened a school at Massawa, and later in

Emkullo. Their aim was to train liberated male slaves who came from the interior of the country for future evangelical work in the Oromo lands. They baptized “Nesib” under the name of “Onesimus” and this man translated the Bible into Afan Oromo. The number of students grew from 6 ex – slaves in 1873 to 28 in 1874 (Arena 1978). The curriculum at the male school of Emkullo consisted of Bible study, church history, geography and arithmetic (Derebssa, 2006).

In 1874, the Swedish Evangelical Missionaries (SEM) established schools at Galeb and Ailet which emphasized reading and writing. Besides vocational subjects such as carpentry, brick making and gardening were included in the school curriculum of Ailet while shoe making, carpentry, blacksmithing and book binding were included in that of Emkullo and farming in the school at Galeb (Aren, 1978).

The idea of establishing girls’ school in Ethiopia was initiated by the SEM groups for the first time. In 1876 a separate school for girls was established at Emkullo and the number of students grew from 20 in 1876 to 35 in 1879. The curriculum included domestic skills, needle work, spinning and basket work. The SEM group also founded a boarding school in Addis Ababa in 1905, collected fees from the boarders and gave instruction in different subjects including religion, church history, geometry, gymnastic, English, French, history, arithmetic and singing. By 1925, there were about seventy boarders ten of whom were girls. Pupils from these schools frequently joined government services or became interpreters or clerks in the European firms then existing in the country (Johnson, 1998).

Between 1898 and 1935 eight mission schools were founded at Bojji, Nejo, Sayo, Kellem and Aira which had lasting impact for having provided

training for many of Ethiopia's outstanding men (Derebssa, 2006). The Bojji School was the first mission school to be established in Wollega in 1898. With minor differences in the courses offered, the curricula in these schools consisted of reading and writing in Afan Oromo, Bible study, Amharic, Geez, English, Arithmetic, geography and church history. The only exception was the school at Sayo (Kelem) in which visually impaired adult students were also allowed to learn. There was Braille teaching and the curriculum included reading and writing (Aren, 1978).

The German Lutheran Mission founded a school at Aira in 1931. In this school Amharic and German languages were offered.

The Seventh Day Adventist Missionaries were introduced to the country by W.G. Toppenburg in 1921. They aimed at developing the "Heart", "Mind" and "Body" through the opening of schools, hospitals and vocational centers to train skilled and semi-skilled personnel for the public service (Aren, 1978).

Missionary education expanded very well up to the period of the Italian invasion of Ethiopia. But during the occupation, the Italian Government made it impossible for non-Italian Missions, particularly for protestant missionaries, to stay and operate their activities in the country. Through the decree of 1937 non-Italian missions were expelled from the country and, as a result, out of the 180 missionaries who were present in 1935 only 8 remained in 1940. Thus, the foreign mission educational activities that had grown over the years came to a halt, just like all other development programs initiated by Ethiopian governments (ibid).

In general, graduates of the church and the mosque educational establishment were limited mainly in their respective religious services. But graduates of missionary schools, in addition to their church service, were serving in government sectors and joined further education (ibid).

7.3. Secular Adult Education

7.3.1. Adult Education during Minilik II (1889 - 1923)

The Orthodox Church and mosque literacy programs were dominant up to twentieth century until Emperor Minilik II came to power. Prior to his succession to power, there were European missionaries' contributions for the beginning of modern adult education in Ethiopia. In addition to the provision of religious education to the northern part of the people of the country, they have established skills training centers in Fremona, Tacussa and Adwa. As Samuel Gobat writes, in 1830, he had dialogues with local people and the missionaries when he realized the existence of language learning and culture among the expatriates and the local people. This might be taken as a foundation for Non Formal Adult Education (NFAE). Later on and with the intention of making the missionary schools adequate, the missionaries opened evening schools which were considered as satellite centers where in addition to literacy, skills training (such as sewing, woodwork, metalwork etc), are offered and special schools for girls are opened (Pankhurst , 1955; Aren, 1978). The government of Minilik II marked the beginning of modern secular education through the provision of NFAE in his palace. This school was opened to teach young courtiers of age 20 to 23 where one of them was the next emperor Ras Teferi Mekonen, later crowned as Emperor Haile Silase I. The Curriculum of the day included: law, good manners, reading

and writing, calligraphy, religion, Ethiopian history and Geez (Solomon, 1969).

In 1890s the Emperor realized the importance of basic education and literacy for the development and modernity of his country. As a result the Emperor issued a proclamation number 1893/4 which declares that every child male or female was to be educated after the age of six. This can be taken as a landmark for the beginning of modern literacy in the country.

Intending to have educated individuals who can serve in international affairs and management of different government offices, he opened a secular school in 1908 (which is known as Minilik II primary school today) and the education department in 1909 in Addis Ababa city (Markakis, 1994).

7.3.2. Adult Education during Emperor Haile Silassie

(1923 – 1974)

The literacy activity was further strengthened during Emperor Haile sillasie (who was the last king of Ethiopia). With the establishment of Teferi Mekonen School in 1925, the provision of Adult Basic Education continued. The program was given for the Imperial Body Guard in the afternoons, evenings and in summer seasons (from June to September). Following this, in 1931, the then Asebe – Teferi Awraja (now Chiro) governor Dr. Worqneh Eshete, in response to the request of the government employees, established an evening learning program (Pankhurst, 1955).

The short span Italian invasion of 1936 – 1941 has halted all efforts of the government in eradicating illiteracy and distracted all the

development activities in the country. Soon after the restoration of independence, (1944), the government issued a memorandum on the education policy in the country which states the provision of education for all sex and age groups (Maaza, 1966). As a result, in 1943 regular day class and evening programs were opened in Addis Ababa and Tebasse Koso (Pankhurst, 1955). Following these, another adult evening school known as Birhanih Zare New Institute (literally known as your light is today) was opened in 1948. Since the government allocates budget for this program, it marked the official involvement of the government in Adult Education (Tilahun, 1991).

In 1940's, the literacy program was more activated by interested civil servants in cooperation with secondary school teachers and students (Tasew, 1995). Besides, in 1955 Emperor Haile Sillase issued public notice which initiates all citizens to learn writing and reading during their spare time through attending schools, if possible by employing private teachers. He announced:

We charge every illiterate Ethiopian between the age of 18 and 50 to learn in the time left over from his daily tasks, such fundamental education as will enable him to know Amharic reading and writing either at school, government and private, existing in his neighborhood, or by employing a private teacher in his respective village or district. (Quote from Every Ethiopian Will be Literate, NLCCC 1984).

Being one of the largest non- governmental organizations, Yemisirach Dimts (voice of the Gospel) Mass Media service was launched in 1959. The service was financed by the Lutheran and Presbyterian churches and missions from all over the world. Among the programs run by the

mass media service was the literacy campaign which was launched in 1962 and implemented in the 12 of the then 14 provinces. The program was lasted up to the fall of the Imperial regime in 1974. Out of the then estimated 25 million people of the nation at that time, 375,000 were offered the chance of joining the literacy program and about 100,000 of them were enrolled in 1500 schools throughout the country (NLCCC 1984).

Following this, another interested group established an association in 1962 known as “Biherawi Yifidel Serawit” (the National Army for the Alphabet). This association was established under the patronage of Emperor Hile sillase. Since the objective of this association was to scale up implementation, the then Ministry of Community Development (MoCD), now the Ministry of Labor and Social Affairs (MoLSA) was founded to run the implementation. As the main objective of this program was addressing all illiterates of the day their leading motto was “let everyone learn” and literacy was considered as integral part of community development and basic education (ibid).

Following this, the second large scale implementation of literacy program took place between 1968 and 1973 as a result of the Tehran International Conference. The program was termed as *Work-Oriented Adult Literacy Program* (WOALP). This program had contributed to the production of good and relevant literacy materials and has served as foundation for the materials production of subsequent literacy programs (Tasew, 1995).

7.3.3. Adult Education during the Military Government

(1974 – 1990)

It is known that Ethiopia is among the countries having its own written language. However, having this written language did not contribute for the eradication of illiteracy as it should. Literacy in the form of reading and writing during the earliest periods of traditional Ethiopia were left to members of few elites and those belonging to religious communities. Thus, it was confined in church compound since the fourth century (the introduction of Christianity to Ethiopia) and added the Mosques for eradicating illiteracy since 7th century (the introduction of Islam to the country).

Although attempts were made to eradicate illiteracy from the country during the periods of the successive rulers beginning the time of Emperor Minilik, none of them were successful to achieve its goal. Even during the reign of Emperor Haile Selassie and after the country had apparently opened its doors to modernization, the art of writing and the ability to communicate through printed materials were still left to only specific groups in society. Because, access to education was far from the majority of the agricultural societies of the country.

It took some time for the rulers of the country to realize that the development of a country depends to a large extent on its skilled human power and that the government would have to show its political will by expanding education across the Ethiopian society. To this end, though Emperor Minilik has attempted to introduce modern education to Ethiopia by opening Minilik II school in 1908 in Addis Ababa, the credit of recognizing the link between schooling and the

modernization of the state machinery goes to Emperor Haile Selassie when he contributed to the expansion of formal education and the formation of different institutions, including adult literacy programs (Solomon, 1969).

Following his intervention, the number of educational centers and participants showed a significant increase. But with the rapid growth in population of Ethiopia, on the eve of the 21st century the country had one of the lowest literacy rates in the world (ibid). This seems why the successor of the imperial era (the Military Government) had launched the 11-year national literacy campaign.

In its early days, the Military government (*Derg*) issued a proclamation known as “*Edget Behibret ye ewketna ye sira Zemecha* , Development in Cooperation- Campaign for Knowledge and Work, (MoE, 1989). Among the nine different development Programs planned for implementation in the country was literacy. In this program focus was given for rural areas specially the remote ones. For this program to achieve the goal, all high school and tertiary educational institutions teachers and students were called upon to participate in two years program, about 60,000 campaigners participated and 160,000⁴ people were able to become literate. Besides, the development of literacy materials in four major previously unwritten languages of the country took place – Afan oromo, Wolayta, Tegrigna and Somali – in addition to Amharic (MoE, 1989). Besides, The *Derg* has stated its commitment to eradicate illiteracy from the country when it issued a proclamation for the “National Democratic

⁴*There is doubt on the correctness of the data for it shows below three adults per campaigner to free from illiteracy.*

Revolution of Ethiopia” (NDR) in 1976 which reads as “*All necessary measures to eliminate illiteracy will be undertaken*” (NLCCC, 1989:16).

As a consequent the Provisional Military Administrative Council established the National Literacy Campaign Coordinating committee in May 1979.

7.3.3.1. The First Campaign

The beginning of the National Literacy Campaign in Ethiopian was on July 7, 1979. This nationwide literacy campaign was aimed to be implemented throughout the nation. Although the campaign took effect in most of the urban and rural areas of the country, a considerable number of remote rural areas were not covered. This was due to infrastructure problems, inaccessibility and security reasons. Among the areas where the literacy campaign was failed are parts of such regions as Tigray, Gonder, Wello, Illubabor, Wellega and Gambella (Asteraye 1984 cited by Abraham 1992). But at this time, there is no security problem for the implementation of IFAL in any area of Ethiopia. Besides, the infrastructure is developing from time to time. The response from the very beginning, according to the NLCCC (1984), was overwhelming and the program attracted over 6 million participants. The number of enrollment was much larger than the planned enrollment of the 1.3 million. This unexpectedly large number of participants has created tremendous problems in the implementation of the program.

Among these is shortage of study materials for the literacy participants. The materials were printed to satisfy the needs of the expected 1.3 million adult learners. But, this much material failed to satisfy the learning materials demand of actually enrolled 6.2 million participants.

This problem of material shortage was solved with the help of creative facilitators who improvised and made use of local substitutes. Neway Wolde Tsadik 1985 as cited in Tilahun Sineshaw (1996) explained the situation.

He said that:

It became a very difficult situation for us to manage alone in the Ministry of Education. So other ministries and also some religious bodies and state-run agencies helped us, and with the help of the personnel and infrastructure of all those organizations ... we embraced upon the campaign, even though we had such a serious shortage of materials, alphabet charts and text books. So we had to use our own means and improvise. For example we took dry cell batteries and ground them down to black powder and used it as charcoal, then turned it into paint to make blackboards of our white walls. We used old sacks to make our alphabet charts and old X-ray films were used for cut-out letters for the charts and teaching aids. We operated on a shift system - often with forty adults in a morning class and fifty more in the afternoon, all using the same charts. (Tilahun Sineshaw 1996: 68)

Concerning the age limit level of the learners, unlike the age limit for IFAL (i.e 15 – to – 45 years) , the participants' ages in the literacy classes of the national literacy campaign of the provisional military government were foreseen by official documents to range from 8 to 60 years. Though the case is this, in reality, learners were found to vary from aged 3 to the very old (Bhola1992). Literacy program was offered everywhere: in regular schools, in religious compounds, in workplaces such as factories, settlement areas, barracks, prisons, in private houses, suitable rooms

and halls of urban dwellers and peasant associations as well as in other institutions and in the shade of trees . During this time, in some places, new buildings for literacy classes were constructed. In general, according to Smith, about 34,599 literacy centers and 241,143 instructors were prepared to serve the campaign. To motivate the entire nation and community involvement, relevant administrative and technical resources were drawn. This was made to create and ensure society's participation in financial and material support (Smith, F. 1998). To support this attempt of public mobilization in the country for the campaign, different slogans appeared on walls, trees, buildings and fences throughout the country such as:

1. "We pledge to eradicate illiteracy by teaching and learning!"
2. "Let the educated teach and the uneducated learn!"
3. "Age is no barrier to education!"
4. "Literacy is part and parcel of the cultural revolution!"
5. "The curtain of ignorance will be torn asunder!"

Under these and other slogans, *kebeles* and peasant association committees all over the country mobilized the population (NLCCC 1984). In homes, at markets, and during the regular meetings of the associations, they explained and underlined the importance of this campaign in changing the educational profile of the nation.

Action groups for various projects within the campaign were formed – the construction of literacy centers were initiated; training literacy facilitators who came from far distant to the literacy centers through provision of residence and food items supply, funds raising for purchasing of literacy resource materials and the transportation of these materials from central stores to the newly established literacy centers, and the establishment of

community reading rooms that were to become permanent focal points for continuing education within the community were among the actions taken during this time.

Teaching and learning took place in such a way that learners could easily understand it. Traditionally, the learning process began with the introduction of the twenty – seven Ethiopian alphabets each consisting of seven different characters. For example:-

ሀ (ha)	ሁ(hu)	ሂ(hi)	ሃ(ha)	ሄ(he)	ህ (h)	ሆ (ho)
ለ (le)	ሉ (lu)	ሊ (li)	ላ (la)	ሌ(le)	ል (l)	ሎ (lo)
ሐ (ha)	ሑ(hu)	ሒ(hi)	ሓ(ha)	ሔ(he)	ሕ (h)	ሖ (ho)
መ (me)	ሙ (mu)	ሚ (mi)	ማ (ma)	ሜ (me)	ም (m)	ሞ (mo)
ሠ (se)	ሡ (su)	ሢ (si)	ሣ (sa)	ሤ (se)	ሥ (s)	ሦ (so)

In this method all learners are expected to memorize the sequences and shapes of 189 alphabets. Besides, learners are expected to identify the shapes of different letters having the same sound. The national literacy campaign organized alphabetical letters bringing the similar characteristics of the following alphabetical sounds in the sequence of each base letter. This method offered opportunity for the adult learners to learn the letters that could be easily remembered and which were related to their day-to-day life.

In the new (modern) method of literacy teaching all the twenty seven leading letters were categorized into four as those letters have no legs such as መ (me) and ሠ (se) in one group, those letters having one leg such as ቀ (qe), ገ (ge), ተ(te) etc in the second group, those letters having two legs such as ቤ(be), አ(aa), ለ(le), ሰ(se), ሸ (she) etc in the third group and those having three legs such as ጠ(te), ሐ(ha), ጩ(che) etc in fourth group. Following this, signs such as -, l, o considered as vowels to change the

sound of the leading letter as follows. For example $\Omega(\text{be})$ is a two leg letter. It become easy to develop other two leg letters based on $\Omega(\text{be})$ as follows. Using the short '1' at the middle of the curve on $\Omega(\text{be})$ we can construct $\acute{\Omega}(\text{se})$. Again if we add '–' on top of $\acute{\Omega}(\text{se})$, we can change in to $\grave{\Omega}$ (she). The remaining sounds can be created using the aforementioned signs as vowels as follow:

$\Omega(\text{be})$	$\Omega(\text{be})$	$\Omega(\text{be})$	$\Omega(\text{be})$	$\Omega(\text{be})$	$\Omega(\text{be})$	$\Omega(\text{be})$	} changing sounds by using vowel signs }
$\Omega(\text{be})$	$\acute{\Omega}(\text{bu})$	$\acute{\Omega}(\text{bi})$	$\acute{\Omega}(\text{ba})$	$\acute{\Omega}(\text{be})$	$\acute{\Omega}(\text{bo})$	$\acute{\Omega}(\text{b})$	

Changing $\Omega(\text{be})$ in to $\acute{\Omega}(\text{se})$ using '1' at the middle of the curve of $\Omega(\text{be})$

$\acute{\Omega}(\text{se})$	$\acute{\Omega}(\text{se})$	$\acute{\Omega}(\text{se})$	$\acute{\Omega}(\text{se})$	$\acute{\Omega}(\text{se})$	$\acute{\Omega}(\text{se})$	$\acute{\Omega}(\text{se})$
$\acute{\Omega}(\text{se})$	$\acute{\Omega}(\text{su})$	$\acute{\Omega}(\text{si})$	$\acute{\Omega}(\text{sa})$	$\acute{\Omega}(\text{se})$	$\acute{\Omega}(\text{so})$	$\acute{\Omega}(\text{s})$

This method of adult's literacy teaching was different from the old or traditional Ethiopian alphabet teaching method, which was still taking place in the churches.

In so doing, the first round of the national literacy campaign appeared to be successful in all areas of implementation (Omolewa, 2000). This success of the campaign can be taken for granted if the campaign is seen in terms of the aforementioned activities of human and material resources and in terms of the general awareness creation of the literacy campaign among the population (ibid).

But, when the national literacy campaign's results were examined from another dimension i.e from the quantitative and qualitative achievements point of view, though the quality of the literacy activity deserves considerable appreciation, the success of achievement in the first round

of the campaign is not as it was expected. Data for this round revealed that high attrition rate was observed. Among the total number of registered adults for this round, about 41% were dropped out, which significantly influences the outcome. On the other hand, the percentage of those participants who passed the first-round examination as compared to the number of registered was about 25%, and when compared to those who sat the examination, the percentage was about 41%. This shows that about 75% of those who registered at the beginning of the first round either dropped out or failed to pass the examination, which would be a concern in the implementation of the coming rounds (Omolewa, 2000).

However, the National Literacy Campaign Central Committee (NLCCC) recommended continuing with the next round just a month after the first round, in October 1979. It seems that, the lessons learned from the first round are not used when conducting the following rounds.

7.3.3.2. Participation and Efficiency of the Campaigns

The second round of the campaign, which was known as the ‘mopping-up campaign’, was launched just after the end of the first round. In this round efforts were made to continue to instruct new students and do follow-up work with the remedial groups. Special attention was given to showing the recently literate how to apply their newly acquired skills in literacy and numeracy to their everyday lives, with particular emphasis on economic and cultural activities (Omolewa 2000). As Asteraye 1984 (cited in Abraham 1992) showed, the content of the national literacy program was embraced three interconnected phases:

- I. The beginners’ classes;

II. The remedial classes; and

III. The post-literacy or follow-up program.

The beginners' program was for newly admitted participants and reading, writing and numeracy classes were offered for 18 hours a week for four months. On completion, tests were administered and certificates awarded to those who passed. The remedial program was also offered over a four-month period (about 288 hours) to those participants who had failed the test at the end of the beginners' program. New participants were also able to join at this stage.

The post-literacy or follow-up program, which ran for not less than four months, was for those who had successfully completed the beginners' or remedial program. It was divided into two stages: the follow-up program and the post-literacy program. The follow-up program offered a foundation course, which might be called an introduction to continuing education (NLCCC 1984). The instruction at this stage was mainly focused on helping participants to develop their reading ability. More than 32 titles of follow up books prepared in a total of 15 languages and bound together for use in reading rooms.

Due to the limited time allocation to this stage, it was quite difficult for the learners of this level to be able to cover all the materials on the specified time. One can only assume that such a program aimed just to introduce some relevant topics that were related to participants' daily lives.

On the other hand, the post-literacy program had three sections: i.e.

(i) a reinforcement program;

- (ii) formal education and distance education; and
- (iii) a skills-training program.

The reinforcement program of these literacy campaigns were used the facilities and services available in the community reading rooms and the educational radio services. The construction of more than 6,000 reading rooms was an indication of the work undertaken, as was the installation of a network of regional radio transmitters for educational program.

Regarding the graduating learners enrollment in the formal education and distance education, most of the literacy participants who succeeded in the campaign were able to attend grade 3 in the formal education system, either in night or day program.

As official documents reveal, there were only 57,881 night-school students until 1974, but this number has increased rapidly between the periods 1979 to 1986 reaching an enrollment of 235,803 learners. The number of learners who attended distance education during the same period reached 5,536 students (MOE 1989). The literacy campaign can be seen as one reason for the growing number of participants in the distance-learning program.

The skills training program was carried out within the newly developed network of Community Skill Training Centers of which there were 408 throughout the country (MOE 1994). The skill training program of these days included cottage industries such as weaving, tannery, woodwork, basketry, metal work, etc., as well as skills related to health care and animal husbandry.

The training of women in house care management including skills for example, childcare and nutrition was offered. The third round of the

campaign was aimed at the long-term objective of the literacy campaign, namely to completely eradicate illiteracy, not only in urban and sub-urban areas but also in the rural areas of Ethiopia. Round three from this point of view was considered as an extension of the campaign into rural areas (Amare 1989).

The fourth round was launched after the end of the third round. Like the second round, it was also aimed at bringing those illiterate who failed to join the literacy program. The focus of this program was on illiterates who, for one reason or another, had been unable to be enrolled in the earlier rounds or who were unable to pass the certifying examination in previous rounds. The only difference between this campaign and the second-round exercise was that it was meant to emphasize the importance of the post-literacy program in rural development. Thus, the accent of the third-round campaign was no more on the urban and sub-urban areas of Ethiopia alone. The focus was on the rural population.

In general, from 1979 to February 1990, according to the NLCCC, it was possible to evolve and consolidate a rational, systematic and coordinated effort to solve the problems of illiteracy within a national policy framework. A total of 22 rounds of the literacy program were launched during this period, with two successive rounds being conducted each year. The first three odd-numbered rounds were conducted from May to September (i.e 3rd, 5th and 7th rounds) and after 1983, the rest rounds took place from April to July (9th, 11th etc.). It was during these rounds that the literacy campaign was most intensively conducted.

The even-numbered rounds (2nd, 4th and 6th) also lasted from November to March with the exception of the second round that started in October 1979. After 1983 these rounds were also organized to start in

October and be completed in January. Although no significant measures were taken to improve the teaching process or to solve the problems encountered, this programming of the rounds gave the organizers a two-month break to assess past experiences and rearrange future courses. On the other hand, the quality of the organization of these even-numbered rounds, or remedial program, deteriorated when compared to the odd numbered rounds. Most instructors were newly literate themselves or have no training of facilitation (Tilahun Sineshaw, 1994).

This quality deterioration can be confirmed after one did extensive travels to the southern part of the country. This was justified when Tilahun Sinishaw said the following:

... the quality, intensity and coverage of literacy instruction during the even-numbered rounds were by far inferior to literacy work during the odd-numbered rounds. The quality of the recruited teachers and the attention the NLCCC accorded to these rounds largely accounted for this disparity. In fact, one could, with a reasonable degree of confidence, conclude that the Literacy Campaign during the even-numbered rounds was almost non-existent. Participants at the earliest stage of the campaign were mostly male and children older than eight years of age, but there are no concrete figures showing the age distribution. Very few women joined the program, partly because of their social position in this predominantly patriarchal society. Classrooms were sometimes very crowded with some 40 or 50 students attending a class given by a single instructor. This did not last long and participants, especially in the rural areas, began to drop out. Some suggest that the timing was not appropriate as most peasants were working hard at the time and some suggest that they saw no concrete advantages to being literate when

their sons and daughters, after long years of education, were still without jobs and dependent on them (Sineshaw ,1994: 53):

The Ethiopian literacy campaign focused on the acquisition of three component skills:

- (i) basic literacy; reading, writing and arithmetic;
- (ii) related skills such as modern agricultural methods, health, nutrition and childcare and basic skills of artisan and cottage industries etc.; and
- (iii) Community rights and duties.

Although the aim of the national literacy campaign was, the development of better life style of the learners and improving and developing their way of production (Galda,1998). However the practical results were lower than the expectations. Adults were not strongly motivated, the quality and experience of the facilitators did not enabled them to perform what is expected of them. The availability of the learning materials, especially during the beginning of the campaign, did not meet the unexpected demands of the learning. On the other hand, the balance between the campaign rounds of the odd- and even-numbered in terms of attention was not proportional and left a negative print on the ongoing rounds. Through time, adults began to drop out of the program for different reasons. This high level of attrition resulted on the poor outcome of the success which was below the expectations of the plan. Although there was high attrition rate during this time, there were considerable number of learners who achieved a high level of education.

Illiterates view being able to write and read as being endowed with supernatural powers before whom they have to prostrate themselves, but

as soon as they become literate themselves, this feeling of inferiority disappears and they become confident. In support of this view, one of the literates said, 'I used to think that reading and writing was something for people of high birth. Now I can sign my name instead of using my thumb print and I can read the numbers of the bus. I feel part of a larger community' (Amare 1989).

One category of learners – namely children – was very active and gained a lot from the program. Their attendance compared to that of their families in particular in places where there were no formal education centers was constant. As indicated, this group of literacy learners appeared to have benefited most from the literacy campaign (Tilahan Sineshaw, 1996)

7.3.3.3. Achievements and Problems of the Campaign

As far as the program achievement of this huge literacy mobilization is concerned, reports showed as its final result showed tremendous qualitative as well as quantitative achievements including the improvement of societal culture and positive attitudes towards education. The following table shows the quantitative data for the achievement result of this historical 11-year literacy campaign (Mamo, 2007)

Table: 5 Quantitative Results of the Ethiopian National Literacy Campaign

Beginners' program	Registered	Certified	%Certified of total registered
Women	11,531,997	10,359,880	46.5
Men	10,750,362	10,138,385	45.5
Total	22,282,359	20,498,265	92.0

Post-literacy program	Registered	Attended	% attended of total registered
Women	8,357,266	6,348,903	34.6
Men	9,962,698	7,619,750	41.5
Total	18,319,964	13,968,653	76.1

Source: 'The Ethiopian Literacy Campaign. Retrospect and Prospect, 1979-1990',

Annex III.

According to this source, the literacy rate rose from 7% to 77.2% between 1979 and the end of February 1990. Furthermore, over 160 rural newsletters were produced and distributed and 9,400 reading rooms were created as post-literacy centers (Tsegaye 1996).

Quantitative data are well and good provided. They give basic information on the amount of work done in comparison with the remaining task for reaching the indicated goal. There is of course a danger with such statistical data if they are not based on the exact facts and systematically collected. They can overshadow the efforts exerted and mislead organizers by exaggerating or minimizing the work done on the ground. Mentioned in the Nadezhda Kprupskaya Prize – one of UNESCO's literacy awards. The citation reads as follows:

ALL ETHIOPIAN PEASANT ASSOCIATIONS for having organized and implemented within the framework of the National Literacy Campaign, a program responding to the particular needs and special interests of the rural population; for its extensive and effective use of mass media.

In reality, the development of infrastructure, communication lines, information exchange mechanisms and data processing systems are essential and compulsory for smooth information flow. In countries

where these facilities are not well developed, it is not easy to get a reliable information. Since Ethiopia is among those countries with poor communications networks and less developed mechanism of data collection and analysis, the quantitative results made public at the end of the 22nd round of the literacy campaign were and remain a problem and cannot be depended on due to the aforementioned reasons.

When we see the qualitative change that was brought by the national literacy campaign of the provisional military government, the outcome of the literacy campaign can be analyzed in terms of the qualitative outcome that it brought to society too. Thus, society's inclination towards any form of education developed, and its inclination to improve life based on educational gains could also be seen as measuring factors. Considering these factors alone, this first-ever centrally coordinated national literacy campaign can be judged affirmatively.

In the first place it initiates the interest of illiterate citizens towards education. Because for many of the participants, it was the first experience which enabled them to write and read. Besides, it gave them an opportunity to learn different skills which are related to their daily lives. The application of the skills that they learned in to their practical life further increased their growing awareness of education.

Although they were not many, those who are now literate benefited from this campaign and used their new skills in simple reading and writing, for instance, to write their names and addresses. For others, it was the start of a new phase in their lives. Although the numbers are low, there are adults who started their first steps towards schooling during this campaign and went on to attend college and/or university. Although there was lack of precise and well-established figures, it is believed that

millions of people, who could not have the opportunity to learn, gained from the literacy campaign the chance to follow some form of education (Tilahun, 1989).

The traditional view that assumes learning to be offered only for young people was disproved by this literacy campaign and it enabled to conclude that the literacy campaign was beneficial to adults too. It is by educating society that a country can begin to show progress in national development.

The most important benefit of the literacy campaign for the participants is their ability to communicate in written language. During this time, the adult literacy participants were observed striving to apply what they have learned in the classroom into their daily life activities. They were trying to write simple statements, put their signatures on documents when it is necessary, and apply their sanitation and new production skills in their daily lives. However, it was not quite easy to apply what they have learned through the literacy program in to their life practice. Because some of the knowledge and skills they gained might contradict with the prevailing traditional practices of the society.

In this case one of the weak points of the national literacy program was its failure to give emphasis to the cultural practices of the community.. Similarly, the existing IFAL program also failed to conduct needs assessment before designing and implementing the program. For the adult learners are not out of the influence of the traditional culture, it will take time to take them out of the backward thinking of their culture such as avoiding female genital mutilation and others from their practices. What ought to be emphasized here is that an adult literacy program should always consider and be based on the cultural

experiences of the particular society. In doing so, it is hoped that, as the NLCCC in its 1989 report emphasized, the new ideas and ways of life gained through instruction can be implemented side by side with existing conventional ways. The role of the literacy campaign always is to add to the participants' capabilities and not to replace the valuable assets of oral skills and memory.

The use of 15 ethnic languages as the mediums of instruction in this national literacy campaign was the other major contribution of the program in terms of social transformation brought to the Ethiopian society. These languages had never been used in written communication and have never been put in print materials prior this time. But they were used in this way for the first time during this national campaign (Tilahun, 1989).

The use of mother tongue for the instructional purpose, as Workneh clearly states, over and above the technical accomplishment, it is likely to give the psychological and social satisfaction to the learners. Besides, this literacy campaign gave an opportunity to women and girls education, which represented about 50% of the total population of the country in the 10-40 age groups. During the campaign period, 52% of the newly registered and 46% of those who gained certificates were women. Although their participation fell to 45% in the post-literacy program, their performance, in general, was satisfactory. The fact that 20.5% of the instructors were women also shows that their participation in the program was substantial, when compared to the previous long period of male supremacy in the country.

As a result of all effort made by the national literacy campaign, the Ethiopian literacy program of the day received recognition from UNESCO

and other international organizations. In September 1980 UNESCO gave the International Reading Association Literacy Award to the NLCCC for its meritorious work in promoting literacy. The citation reads as follows:

- a. developing a broadly-based organizational structure which has permitted the effective mobilization of the resources of society in the case of literacy;
- b. systematic planning of literacy work combining the initial teaching of literacy and numeracy with remedial and follow-up courses conceived in a perspective of life-long education;
- c. preparation of innovative literacy materials which have been published in five national languages for the first time and distributed in more than fifteen million copies;
- d. achievement of impressive results in the National Literacy Campaign in the first stage of which more than five million persons were reached, and
- e. the positive impact which the Campaign has had upon the national life of Ethiopia and, in particular, on the overall pace and scope of national development (NLCCC 1984).

Following this award, UNESCO's 21st General Conference passed Resolution 1/0.11 which called for the Director General to launch an international appeal for financial and material assistance to Ethiopia to enable it to intensify its campaign against illiteracy. In 1982, Ethiopia was again selected for an Honorable prize for its actions taken by the government. Among the actions is the special role of organizations and institutions to play special role in contributing, within their specialized

domains of competence, to the achievement of national literacy objectives.

In 1985 the Ethiopian literacy campaign was also awarded the NOMA literacy prize. A medal and certificate were awarded by the Academy of Simba (Italy), a silver medal was awarded by the Literacy Supreme Council of Iraq and an award from the International Gold Mercury (MOE 1990) can also be mentioned.

In addition, Ethiopia hosted the UNESCO-funded Operational Workshop for Post-Literacy Work in the earliest days of the campaign, which was held in Woliso, some 130 km from Addis Ababa. Literacy specialists from 12 English speaking African countries participated in the workshop, which focused on the on-going literacy activities in four rural centers in the Woliso area. During the whole period of the campaign, Ethiopia had the chance to welcome specialists from countries such as India, Burundi, Sudan, Botswana, Jordan, Iraq and Liberia for wider discussions on illiteracy and efforts to combat it. At the same time, delegates of the Ethiopian literacy campaign attended international workshops and discussions that were valuable for Ethiopia and for other countries in terms of experience exchange. Further exchanges took place during the UNESCO/IIEP-sponsored sub-regional workshop for local-level personnel engaged in national literacy program that was held in Nazareth, Ethiopia during November 1981. This workshop focused on experiences at the local level in implementing literacy programs and a number of case studies from *kebeles* in Ethiopia were presented for discussion. Representatives from five English-speaking countries in East Africa were also present. All this recognition of the campaign was stimulating and an acknowledgement of the achievements and hard work of the organizers

and participants. It was also an encouragement for the steps taken to educate adults, which form part of the country's present national developmental plan. Regardless of the fact that during the launching of the literacy campaign the organizers undermined or devoted less attention to some fundamental pre-campaign, mid-campaign and post-campaign administrative and pedagogical procedures, their acknowledgment of the attempt to bring about a difference in the country's overall literacy level was a positive sign. It was this acknowledgment and the relative quantitative and qualitative results that brought about a general awareness and interest in education.

7.3.3.4. Major problems of the campaign

Though the national literacy campaign has its considerable success, its achievement is not gained without facing problems and obstacles to run the program. These problems of the campaign can be grouped in to two as : structural problems and technical problems.

The national literacy campaign of the provisional military government of Ethiopia (the Derg) was headed by a centrally controlled organizational structure with its different committees and sub-committees. The same structure was set hierarchically in each level of the government structure starting from the regional level through the Awraja to the wereda and Kebele levels down wards. As a result of this structure, directives were flowing one way, from the highest level to the lowest. This highly centralized structure presented obstacles in the decision making and smooth flow of information. It was so channeled and centralized that it was unable to solve problems in a short period of time. For every problem that the facilitators and the kebele committee on the grass root level faced, a recommendation was required from the local, regional and

sometimes even national committees upward in the administrative hierarchy. Due to this long chain of command, the decision making process was too slow. Because the literacy sub-committees at a grass root level first had to discuss the case and submit their suggestion to the local literacy committee which is at the next level of the structure when one moves upward. The local committee in turn examines the case and referred it to the district (Awraja) committee, the district (Awraja) committee notifies the case with its comment to the provincial committees and provincial committees do the same and pass the case to the next level in the hierarchy. In turn any solution or decision to the problem has to pass down wards following the same steps on the structural ladder. That means the proposed solution had to pass through the same process in reverse. Added to this were the very limited or non-existent methods of modern communication that could assist in shortening the process (Bhola ,1992).

Because the timetable for each round of the literacy was restricted, there was no time left for solving problems after taking so much time for response from high level committees. Thus, in most cases the campaign was executed without problems being solved and solutions are gained (Bhola, 1992). To show this delay in responses Bhola set observation saying that 'For the first time in the history of NLC, teachers of the third round were given kits including uniforms, boots, blankets, umbrellas and petromax lamps', which in itself indicates how difficult it was to dispatch the important materials for the literacy campaign on time. Thus, such structural problems had weakened the efficiency of the literacy committees and contributed to the negative outcome of the efforts.

The other problem in this literacy campaign was lack of Institute or organization that has a direct and responsible authority. At the centre of the campaign was the NLCCC to which members were assigned from different governmental and other organizations. The committee was supported by four sub-committees and regional and local branches. Members of this literacy campaign committees at all levels were expected to work in their spare time after performing their regular duties. The Adult Education Department office and its branches in regional and sub-provincial (*auraja*) offices, which were said to be responsible for the campaign, were in the most part run with few or limited resources and manpower. Moreover, most committee members also had additional obligations in which their active participation was expected. Under such circumstances it was difficult to expect from them the kind of involvement that the literacy campaign needed. Sometimes committee meetings were cancelled due to low attendance of committee members. Because of the failure to fill the quorum or if it is fulfilled, the discussions of the committee meetings were too general and little attention was paid to the practical problems on the ground. Besides one can observe down ward the structure that the professional manpower support was decreasing at provincial, district and local levels where the campaign's intensive work was organized and where the challenges arose. This came as a shock as the very idea of the campaign was that it was planned to accomplish its task in a short period of time, at relatively low cost, and with intensive and continuous follow up.

It was known that, in most parts of the country, the Adult Education Department's staff at the sub-provincial (*auraja*) level consisted of only one person, who was known as the 'Head of the Adult Education Department', and was responsible for covering, among other things, the

coordination and implementation of the literacy program, the preparation and adaptation of curricula and instructional materials to local needs, and the recruitment and training of instructors for the campaign and other forms of adult education such as night school and community-training schools. Although the number of staff members in regional offices was much higher than at the provincial levels, it was not satisfactory in terms of the work that the department was meant to cover. Even in the main office, the head of the Adult Education Department was no more than the secretary to the executive committee, who had to give permission for each and every campaign activity. It is naturally understandable that the strategy of the organizers was to mobilize and utilize the existing human resources to the best of their ability for the literacy campaign. One of the contributing factors for the slow communication among the different level of the structure is the limited and similar number of staff allocation in all levels. This economy of manpower allocation is the common practice in most of the offices as well as committees in the country. This culture of minimizing resource and manpower through combining different tasks resulted on lack of time to be effective in all its obligations. It includes lack of time in education, including the adult literacy program where the process is demanding not only planning and organizational flexibility but also continuous supplementary support and follow-up, which was one of the problems in the Ethiopian literacy campaign.

The other category of the problem which is attributed to the technical problems were the reflection of the structural problems and the nature of the campaign itself. In the first place, eradicating illiteracy within a given period of time and with maximum effort was among the main targets of the campaign. (This may not possible to do in a short period of time). To

do this, extraordinary effort on the part of the organizers and a similar reaction from the Ethiopian people were required. But since this national literacy campaign was attributed to the political strengthening of the time, this noble idea was not equally accepted or understood by the real actors in the campaign. The emphasis of the program on 'abolishing illiteracy' ruled out from the view of the stakeholders and loses its support partly from the side of the learners. The objectives of the campaign states that the program was aimed at eradicating illiteracy within a short period of time and make free the majority of the illiterate group of society from ignorance, myth and superstition and, in the long run, to raise the level of consciousness of the population in general and create productive citizens for the construction of a socialist economy.

Such tremendous transformation of education in general and literacy in particular were taken as a prerequisite for revolution is to be found in many literacy crusades and educational activities of that period (Abraham,1992), – For example, Castro's assertion that "Revolution and education are the same thing " was taken as a guiding principle of literacy in Nicaragua (Kondracki, N.et.al 2002; Freire ,2000). The campaign was over-ambitious because it lacked any relation to existing reality and was not based on the will and interests of the concerned adults. At the beginning of the campaign, no need assessment was done on the direct beneficiaries of the literacy campaign. The focus was not on the achievement of the learners or even the commitment of the facilitators, but on how many people the program could mobilize. Thus, as a result of such mass mobilization with no effective accent on the specific interests of the participants, the campaign was trying to live up to unrealistic expectations (Freire ,2000).

The absence of statistical data to show relatively accurate figures before the campaign was launched indicating the size of the population and the exact numbers of illiterate adults to be instructed were also part of the problem. Initially the campaign was planned to eradicate illiteracy from urban and rural areas by 1982 and 1987 respectively. After the 1984 census, the target group was 25% larger than had been envisaged in the previous seven-year plan (NLCCC 1989) and this forced the organizers to change their original plans. This on the other hand, raised additional organizational problems related to logistics, instructional materials and centers, time and instructors.

The baseline problems such as ‘... inaccurate documentation, misrepresentation, and misreporting of literacy statistics; evasion of accountability; curtailment of local initiative and independent action due to organizational inflexibility; and concealment of individual and group waste and inefficiency’ questioned the accuracy of the overall statistical data (Tilahun S,1994). This problem was further aggravated due to the Lack of systematically studied and conceptualized work on previous literacy attempts which can provide lesson for the following attempts. Lack of lessons can be observed clearly when one look at the process of recruiting and training facilitators. During this national literacy campaign untrained or less well-qualified facilitators with minimal or poor facilitation skills were recruited and sent to literacy centers to instruct adults with many years of experience of life. As a result, instruction was not as motivational or attractive as it could have been which influenced the outcome of the program. There was no visible effort to consider what had been learned from past experiences. In this connection, Teshome wagaw asserted that one of the shortcomings of the

then literacy campaign was its failure to train instructors properly (cited in Tasew, 1995).

Prior to the national literacy campaign, there had been two attempts made to promote large scale literacy program in the country. These were the WOALP (Work Oriented Adult Literacy Project) and the literacy campaign during the Development through Cooperation Campaign. Had the organizers paid attention to these efforts and examined these positive and negative practical experiences of the previous program they would not have repeated the mistakes and problems encountered some years before. In general a thorough investigation of these and other literacy program would have reduced problems such as the under-training of instructors, ignoring the necessity of local intervention in planning etc. and could have brought about a more positive outcome.

This can be seen in combination with the sub-standard manner of selecting and training the facilitators. As mentioned earlier, teaching is a process of changing existing human behavior. It is a systematic way of increasing the capacity of human communication from one form or another – in this case oral to written. It works on the mentality and psychology of the participants, and should be undertaken with willing, experienced and motivated instructors, especially when the learners are adults. The Ethiopian literacy campaign paid little attention to this principle. Twelve grade completers were recruited as facilitators for the literacy program of the day. This in itself was a problem because young men of this age group may not have the necessary life experience when approaching adults to motivate them for the literacy program. In addition to these two to seven days of orientation which was offered at this time was not enough to enable the young men to give instruction for adults of

their elders. In general the campaign suffered from lack of attention or was given secondary attention in terms of selection and training of adult facilitators.

A very weak selection procedure and too little instruction or orientation for potential facilitators followed by poor teaching methods and inadequate enthusiasm on the ground resulted in low literacy levels. An additional problem was the length of time allocated for instruction – a total of only 288 hours of instruction was needed for certification. First of all, the indicated teaching hours had to be counted from the first day that the instructors reached their area. Since there was no pre-campaign effort in the form of considering the ‘will’ of the local people, the instructors had to start from scratch: they had to ask the leaders of the local areas to arrange a meeting at which they could start explaining their mission, and get the agreement of the expected learners. This took some of the time allotted for real lessons – at least a week or two.

Some of the very little time available for training was, therefore, wasted on procedural actions. In addition to this, the time selected for the campaign, especially the main odd-numbered rounds, in most places was not convenient for many of the adults in the rural population. At this particular time of the year farmers are always engaged in farming, and they could not pay proper attention to a literacy program and participate fully, or they did not participate in the program at all. This was obvious from the beginning when about half of the registered attendants dropped out. Thus, the outcome of the Ethiopian literacy campaign was influenced not only by the length of the instruction time but also by the specific period chosen for instruction.

The literacy campaign's other major problem was the standard and the definition given to 'literacy' or 'literate adult'. According to some sources, participants who had passed the program, including the post-literacy program, could join the 4th grade of formal education (in some sources it says grade three) for further education, as the level was regarded to be equivalent to that of a 3rd or 4th grade student in the formal stream. The present IFAL program also has the same transition procedure from literacy to the primary school. The problem here is that the curriculum in formal education was completely different from that of the literacy program and it is difficult to compare the two. Students in the formal stream can read and write from the beginning. Although this may be at an elementary level, students are required to follow different subjects such as science, social sciences, computing, problem solving and, from the 3rd grade onwards, English. The newly literate students were unfamiliar with all these subjects.

The same was true for mastering the ability to read and write. Reading does not simply mean combining letters and naming them. It is, above all, an understanding of the message and being able to interpret it. Writing, on the other hand, is also expressing an idea or view in an organized manner. It is questionable whether the newly literates were capable of doing this before they entered to the formal schooling program. Although the objectives of the campaign indicate that its ultimate goal was to make adults read and write, the definition given to literacy during that time was lowered to be equivalent as being able to identify shop labels and prices, bus numbers, using telephone numbers, reading simple letters, and mainly signing their names. This was also accepted by some of the regional organizers, and adults who were only able to write their names and were registered as 'literate' thus reducing

the very standard of the definition of being 'literate' and the expectations of the organizers of the campaign. This, in turn, questions the statistics of the literacy rate obtained by the campaign, its outcome and the overall meaning.

7.3.4. Adult Education After 1990s'

Illiteracy is a great obstacle in the process of human communication and is one of the challenges in the development process. But, literacy on the other hand enables to develop skill and acquire knowledge for the adult target group. One of the assessment mechanism for countries lies upon their effort to materialize the provision of adult literacy for their citizens. These include the evaluation of their formulation of policies and implementing strategies to utilize their project plan towards eradication of illiteracy.

Regarding this, although existing policy document of the FDRE indicates that basic education will focus on literacy, numeracy, environment and related areas but in practice it has been emphasizing only on formal education (ETP, 1994:10).

Even though this same document suggests the *Non – Formal Education* to be offered and integrated with *Basic Education* at all levels of formal education, It was not included in ESDP I (MoE,1997). However, after a lot of internal and external pressures, MoE was forced to accept NFE as a mode of delivery for basic education and included it in ESDP II (MoE, 2002). In ESDP II, MoE underscored that NFE is an alternative to the formal education and accepted that the three-year cycle of alternative basic education is equivalent to the formal basic education (grades 1 – 4). Program Action Plan of ESDP II (MoE, 2002:16) even indicated that

320,581 out-of-school children of 7 – 14 years attended alternative basic education in 2000/01. The same document mentioned that 1,049,061 whose age was 15 years and above attended adult and NFE in that same year (Prosser, R. (1966). But all these figures were not recorded in the Education Statistics Annual Abstract In a recently issued draft ESDP III (MoE,2005) document, non-formal and adult education is included and properly addressed (ibid PP.26 – 27). The document invites and encourages local governments, religious and international organizations, the private sector and communities to offer NFE and training. The document says that the government will play its roles in policy formulation, the development of curricula and strategy, production of learning materials, setting standards, providing professional assistance, and facilitating access to school buildings.

Inside sources also indicate that the Department of Gender and Educational Equity is envisaged within the MoE organizational structure to deal with adult and NFE, gender, pastoralist education.

In conclusion, Ethiopia had developed writing script 5000 year ago. The Ethiopian Orthodox church contributed a lot in teaching reading and writing citizens in church and monasteries compounds. Following this, Islam had literate its followers in the mosque compounds. Though it was modern western type of education, the Catholic, Protestant and the seventh day Adventist missions had contributed for the literacy activities of the country.

After the coming of Minilik II to power, education was given focus and different schools were constructed. During the time of Emperor Haile Sillase and the military government, different consecutive literacy

campaigns/ programs took place and were somewhat successful. This days, Integrated Functional Adult Literacy (IFAL) and Alternative Basic Education (ABE) programs are on progress nationwide as well as in Addis Ababa City Administration.

PART FOUR

CHAPTER – EIGHT

PRESENTATION OF FINDINGS.

8. Major Findings of the Study

8.1. Introduction

It was mentioned in part two chapter three, while discussing about the instruments of data collection that the information for the study was collected using questionnaire for the IFAL facilitators, Focus group discussion guide for the learners and interview guide for the wereda/the sub – cities IFAL focal persons. In addition to these, observations checklist, textbook evaluation and content analysis formats were used to gather data for this study.

For the literacy facilitators and the adult learners are the actual participants of the program and they have first hand information about the literacy program, they are expected to give valuable information out of their practical experience. Hence, out of the total of 133 questionnaires distributed in all sample IFAL centers, 120 questionnaires (90.2%) were filled in completely and returned.

There were two groups of adult learners in each IFAL center. While level one learners are beginners, level two are graduating class (last literacy year).

Sample respondents who were selected among the literacy participants were individuals who are learning at both level one and two IFAL classes. These groups are believed to have the least literacy skills (reading, writing and numeracy) due to their short schooling time. Thus, to help them express their ideas freely, from each IFAL center, two groups of five

members were organized for the Focus Group discussion (FGD). Besides, IFAL learners text books and facilitators guides of both levels were analyzed and evaluated against the Integrated Functional Adult Literacy Curriculum Framework (MoE, 2011a) and the Functional Adult Literacy (FAL) Program Implementation Guidelines (MoE, 2011b) to see the extent to which contents that are suggested in both documents are given attention and included during the development of teachers guides and learners textbooks.

8.2 The Curriculum Material Development Process of IFAL in Addis Ababa City Administration

8.2.1. Needs Assessment

The curriculum development process of educational program is expected to conduct needs assessment prior to the development of the curriculum (Derebssa, 2006). Likewise, both the curriculum Framework and the Implementation documents mentioned that needs assessment was not conducted before the development and implementation of the IFAL curriculum (ibid).

A question was forwarded to the facilitators to identify whether needs assessment was conducted or not before the development of the IFAL curriculum to which they responded in the following way.

Table 6: Views of Facilitators Concerning Conducting of Needs Assessment.

Items	Alternative A	Alternative B	Alternative C	Alternative D
Have you conducted Need Assessment at the beginning of the program?	Yes I have	No, I have not.	I don't see its' importance	It was taken by the Ministry of Education.
Total	0 (0%)	33(27.5%)	51 (42.5%)	36(30%)

As it is shown in the table, while 42.5% of the respondents answered as they don't see the relevance of conducting needs assessment; 30% of them were expecting as the Ministry of Education has conducted it. But the remaining 27.5% confirmed as they haven't conducted a needs assessment. This was supported by the weredas and regional education offices IFAL focal persons and by the education bureau adult education officers.

Although needs assessment was not conducted prior to the implementation of the program, the contents in the text books of the learners is found below the ability level of the learners. Therefore, in practice, considering the needs and demands of their learners, weredas and IFAL centers were found offering subjects such as English, Amharic, Mathematics and Science of the regular program or the ABE program instead of teaching the contents of IFAL learners' text books. Although in some centers, the IFAL level one and level two learners' text books are offered for each learner in their respective level, they have nothing to do with their classroom teaching – learning process. The learners have mentioned as they collected these textbooks to use them as exercising books at home.

8.2.2. Contents Suggested in the Government Official IFAL Curriculum Guideline

The Ethiopian Federal Ministry of Education (MoE) has developed and issued “Integrated Functional Adult Literacy Curriculum Framework” (Ministry of Education, 2011). This document is assumed to serve as a blue print for further preparation and development of IFAL learner's textbooks for pastoral society, for agricultural society and the urban dwellers separately.

The suggested contents for these groups are expected to have relevance to the lifestyle of each group and believed to be functional. While the reading, writing and numeracy skills are expected to be developed during learning life skill contents, they are interwoven with the main content areas. These life skill contents are grouped into eight themes. The following are content areas of IFAL suggested to be taught in urban centers:

1. Agriculture

The following are suggested as starting themes in the areas of urban agriculture skills:- horticulture development, dairy farming, poultry development, silk-worm development, meat development, mushroom production method, preparation and use of compost, development of ornamental and other trees, and horticultural nursery development. (look at pp. 22 of the IFAL curriculum development guide)

2. Health.

The following are suggested to be starting themes: mental health, trachoma, gender based stereotypes, non – communicable diseases/blood pressure, diabetes, heart disease, etc. (ibid pp.25)

3. Income Generation.

In the area of income generation skill development, the following points are suggested as starting themes:- vegetable garden (Horticulture), small scale trade, handicraft, food preparation techniques and methods, savings, job creation, food preservation techniques and methods (ibid pp.26).

4. Enhancing Critical Thinking.

Concerning critical thinking skills development, the following points are suggested to be included during the curriculum development process of Urban IFAL materials. These are: problem solving methods, solving conflict through dialogue, enhancing awareness and self – confidence. (ibid p.27)

5. Civics and Ethics.

The following are suggested as starting themes in developing content concerning civic and ethics. These are:- democratic rights and values, strong work culture, building of democratic system, search for knowledge, the supremacy of the law, self reliance, equity, justice, love of country and the rights of children, women and persons with handicaps, sense of responsibility, and the structure of a federal system (ibid pp.28).

6. Environmental Conservation and Management.

The following are suggested as starting themes for this skill development: preventing drought, fuel efficient stoves, and prevention of environmental pollution, bio-gas and a forestatio. (ibid P. 29)

7. Gender.

As a suggestion for skill development concerning gender issue, the following topics are advised for inclusion in the material to be developed. These are:-fighting gender inequality, rape/ sexual violence, sexual harassment/provocation, early marriage, kidnapping and female genital mutilation (ibid P.30)

8. Social Life.

The following are suggested as starting themes for the development of skills in the area of social life. These are:- kidnapping and marriage, *Iddir* and *Iqqub* (*which are among cultural gathering for mutual assistances among members of the community*), the child rights, rights of persons with handicaps, care of the elderly, enriching/elevating the culture of work, urban migration of children, youth and adults, useful culture and harmful practices (*ibid* pp. 31 &32)

All the aforementioned life - skill topics are suggested to be a starting point in the development of Integrated Functional Adult Education Materials of all regions in the country.

Besides this Integrated Functional Adult Literacy Curriculum Framework material justifies that the contents were selected based on the need assessment of the learners (*ibid* p 14). Instead of taking the suggested contents as a baseline to develop the existing IFAL curriculum materials in the Addis Ababa City Administration, absolutely different contents were selected for the preparation of the text books as indicated here under:

8.2.3. Contents in the Existing Curriculum Materials

Instead of developing the two level IFAL textbooks and the facilitators guide based on the topics suggested on the IFAL curriculum Framework that are listed under 8.2.1, the curriculum developers used totally different and new topics in the development of the adult's literacy curriculum materials i.e the "Integrated Functional Adult Literacy Level one and level two texts book for the learners. Besides, these text books with their respective teacher's guides have similar content topics and arrangement as follows:

1. Knowing Oneself

- 1.1 The Family
- 1.2 The what of a Family
- 1.3 Division of labor among the Family members.
- 1.4 Family Relationship.
- 1.5 The Role of Adults in the family
- 1.6 The Living Area.

2. Relationship of society

- 2.1. Society
- 2.2. Organization of Society
- 2.3. The Relationship of Family and Society
- 2.4. The Role of Adults in the Society
- 2.5. Prevention of Accidents.

3. Income Generation Activities

- 3.1. Job
- 3.2. Time Utilization
- 3.3. Income
- 3.4. Expense
- 3.5. Saving

4. Market Chain.

- 4.1 Necessary conditions for market net work.
- 4.2 Our Environment
- 4.3 Natural Resource
- 4.4 Environmental Protection and Prevention.

5. Health

- 5.1 Personal Health Care
- 5.2 Family Health Care

- 5.2.1 Mother and Child Health Care
- 5.2.2 Family Planning
- 5.2.3 Balanced Diet
- 5.3. Neatness of our Surrounding
- 5.4. HIV/AIDS and TB
- 6 Civic and Ethics
 - 6.1 Value of Civic
 - 6.2 Value of Ethics

8.2.4. Comparison of Content Among the Curriculum

Framework and the Existing Learner's Textbooks

It was found important to find out if there are variations between the content structure suggested by the Ministry of Education (see part 8.2.1 above) and the contents of topics developed in the learners text books and teachers guides of the existing IFAL materials used in Addis Ababa City Administration (part 8.2.2). This variation can be observed clearly when the inclusion of the suggested contents of the curriculum framework is examined against the actually developed IFAL material of the city administration.

As was mentioned in chapter two (see 2.5.4), four coders/readers were selected from graduate school and were given training (see 2.7 of this research paper) on how to fill in the contingency table. They are expected to see the inclusion of contents suggested by the Federal Ministry of Education into the IFAL learners' textbooks and facilitators guides. These four facilitators have collected the data for the content analysis.

The following table shows the level of inclusion of the content and topics suggested in the curriculum frame work of the Ministry of Education into the developed learners' textbooks of both IFAL levels.

Table 7: Summary of Content Analysis Taken from the Textbooks of the Learners

Suggested contents	Total number of chapters in the existing materials		Total number of Units in the existing materials		Total number of objectives in the existing materials		Total number of activities in the existing materials		Remarks
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Level 1 & 2 Learners textbook	7	100%	28	100%	105	100%	84	100%	
1. Agriculture	-	-	-	-	-	-	-	-	
2. Health	1	14.28%	7	25.00%	19	18.10%	15	17.86%	
3. Civics & Ethics.	1	14.28%	2	7.15%	7	6.67%	4	4.76%	
4. Gender	-	-	3	10.71%	6	5.71%	6	7.14%	
5.Environmental Conservation & Management	1	14.28%	3	10.71%	9	8.57%	6	7.14%	
6.Income Generation	2	28.58%	7	25.00%	21	20.00%	14	16.67%	
7.Enhancing Critical Thinking	-	-	-	-	-	-	-	-	
8. Social Life	2	28.58%	6	21.43%	15	14.28%	12	14.29%	
9. Numeracy	-	-	-	-	28	26.67%	27	32.14%	
Total	9	100%	28	100%	105	100%	84	100%	

As shown in the above table seven, although contents suggested by Ministry of Education curriculum framework were not directly used as they are, out of a total number of 9 units of the suggested contents in the curriculum frame work, 4 (44.44%) topics are not appeared in the two level textbooks namely agriculture, gender, critical thinking and numeracy skills. Topics in these content areas are not given full attention or totally left out of inclusion. That means there is no topic, unit, objective and activity dealing with these issues. In other words, there is no single chapter, on urban Agriculture and Critical thinking in both

level text books and in their respective facilitators' guides. Thus, the opportunity to learn these important life skills areas is left out of the adult literacy program of the Addis Ababa City Government adult literacy program.

Since level one and level two learner textbooks contain the same chapter, unit, and sub – units and containing similar objectives and activities, one may not see difference between the two levels of learners' textbooks (See the aforementioned list of topics of the two level textbooks). Therefore, learners may not develop skills and acquire knowledge which are believed to improve their life style which are suggested in the Ministry's Curriculum Framework. The IFAL program was intended not only to enable the learners to write and read and perform simple arithmetic, but also it is intended to improve the living conditions of the learners in to the application of the life skills that they have learned in the class into their daily life. The surprise here is that, although the content topics are mentioned above and presented in both the learners and facilitators materials, there is no description about the aforementioned topics; rather it immediately jumps to performing activities. However, issues and concepts in the area of Income Generation and Social Life are given much attention. Four out of nine chapters which account for 57.16% is devoted for these two areas. In fact, these topics are very important for social development and are believed to improve the life style of the learners. But, giving much coverage for the topics in these two areas doesn't compensate the total omission of chapters for urban Agriculture and Critical skill development which are vital for an adult life improvement.

As can be seen from the table seven, out of the total of 27 units and sub – units of the seven chapters, 6 (22.22%) are dealing with health and another 6 (22.22%) with social life. Besides, 7 (25.93%) of the total is allocated to income generation. In general majority of the units i.e 20 (above 71%) are devoted to the discussion of only three topics (Health,

income generation and social life). This shows the unbalanced allocation of units and sub – units for the contents and topics suggested in the curriculum framework of the Ministry of Education while developing the City Administration’s IFAL learners’ text books.

Furthermore, the less focus was made to the content selection and this can be observed when one makes comparison between the contents of the level one and level two text books. The similarity of contents in both text books can be seen in the following table:

Table 8: Comparisons of the Table of Contents of the two level

Textbooks

CHAPTER ONE: Knowing oneself and the Environment	No. of Pages		No.of Objectives				No. of Activities				Remark
	L1	L2	Reading & Writing		Numeric		Reading &Writing		Numeric		
			L1	L2	L1	L2	L1	L2	L1	L2	
1.1Knowing One – Self.	2	1	2	2	1	1	2.	2	1	1	Social Life
1.2 The Family											
1.2.1 The what of the Family.	2	1	2	2	1	-	2	2	1	1	Social Life
1.2.2 Division of Labor in the Family.	2	1	2	2	1	1	2	2	1	1	Gender
1.2.3 Relationship in the Family.	5	1	2	2	1	1	2	2	1	1	Gender
1.2.4 The Role of Adults in the Family.	2	1	2	2	1	1	2	2	1	1	Gender
1.3 Living Environment	2	1	2	2	1	1	2	2	1	1	Environme ntal Protec.
TOTAL	15	6	12	12	6	5	12	12	6	6	

HAPTER TWO: Social Relationship	No. of Pages		No. of Objectives				No. of Activities				Remark
			Reading & Writing		Numeric		Reading & Writing		Numeric		
	L1	L2	L1	L2	L1	L2	L1	L2	L1	L2	
2.1 Society	2	1	3	2	1	1	2	2	1	1	
2.1.1 Social Organization.	3	1	3	2	1	1	2	2	1	1	
2.2 The Relationship of Family and the Society	2	1	3	2	1	1	2	2	1	1	
2.3 The Role of Adults in the society	3	1	2	2	1	1	2	2	1	1	
2.4 Accident Prevention	1	2	3	2	1	1	2	2	1	1	Health
TOTAL	11	6	14	10	5	5	10	10	5	5	
CHAPTER THREE: Income Generation.											
3.1 Carrier	3	1	3	3	1	1	2	2	1	1	
3.2 Time Utilization.	3	1	3	2	1	1	2	2	1	1	
3.3 Income	3	1	3	4	1	1	2	2	1	1	
3.4 Expense	2	1	3	3	1	1	2	2	1	1	
3.5 Saving	2	2	3	4	1	1	2	2	1	1	
TOTAL	13	6	15	16	5	5	10	10	5	5	
CHAPTER FOUR: Market Network.											
4.1 Market Network	3	1	4	3	1	1	2	2	1	1	
4.2 Things required for market Networking	3	1	2	2	1	1	2	2	1	1	
TOTAL	6	2	6	5	2	2	4	4	2	2	
CHAPTER FIVE: OUR Environment											
5.1 Environmental Development	5	1	3	3	1	1	2	2	1	1	
5.2 Environmental Protection and Prevention	4	1	4	4	1	1	2	2	1	1	

TOTAL	9	2	7	7	2	2	4	4	2	2	
CHAPTER : SIX Health											
6.1 Personal Hygiene	3	1	3	3	1	1	2	2	1	1	
6.2 Family Health											
6.2.1 Mother & Child Care	3	1	2	4	1	1	2	2	1	1	
6.2.2 Family Planning	2	1	3	2	1	1	2	2	1	1	
6.2.3 Balanced Diet	3	2	2	2	1	1	2	2	1	1	
6.3 Environmental Sanitation.	2	2	3	3	1	1	2	2	1	1	
6.4 Contagious (Transmitted) Disease	2	1	3	5	1	1	2	2	1	1	
TOTAL	15	8	16	19	6	6	12	12	6	6	
CHAPTER SEVEN: Civics and Ethics											
7.1 Civics	3	1	3	2	1	1	2	2	1	1	
7.2 Ethical Values	4	1	4	2	1	1	2	2	1	1	
TOTAL	7	2	7	4	2	2	4	3	2	2	

Table 8 reveals the existence of the absolute similarity of content topics in level one and level two IFAL textbooks. This redundancy of content and topics results on boring and fed up of the adults to learn. With few variations of one or half pages for a topic, almost all are similar in topics and activities. This might resulted from the assignment of the same persons in the textbook development process or absence of curriculum expert in the text books development committee.

8.2.5 Stakeholders Participation in the Curriculum

Development Process

The Curriculum frame work document of the government suggests the inclusion of different stakeholders in the curriculum development process such as:

- a. Experts (focal persons of education and community development) from education and development offices at various levels (from central to kebele levels) and those offices including education, agriculture as well as labor and social affairs office and
- b. Non – governmental Organizations that run the literacy program in their respective area of development programs.
- c. Administrative government officials such as (regional, zonal, woredas and kebeles) in the area,
- d. Community leaders / Elders of the IFAL program implementation areas, Artists and Auditors in addition to adult learners.

But, any one of these groups were not included in the curriculum development process. Due to this, the learning materials failed to satisfy the needs of the learners.

8.3. The Implementation Process of IFAL Program Suggested in the Implementation Guidelines.

The Functional Adult Literacy (FAL) Program Implementation Guidelines which was prepared by The Federal Ministry of Education and the Institute for International Cooperation of The German Adult Education Association (*dvv international*, 2009), suggests the following points to be

considered during the Functional Adults Literacy program implementation.

- a. The target beneficiaries to be adults of 15 years and above.
- b. The learners' recruitment to be on voluntary basis.
- c. The facilitators (instructors) to be recruited voluntarily who are living and working in the program implementation area.

In this regard, all the beneficiaries (males and females) are found voluntarily enrolled in the program. Similarly, the facilitators were recruited from teachers who are living in the same wereda where they are facilitating the program.

8.3.1 Recruitment Process of IFAL Learners

The national FAL implementation Guidelines suggest the wereda leaders and officials, village elders and representatives and facilitators to be responsible for the recruitment of Adult learners.

Learners for literacy program are recruited from the society using different methods. The following table shows how adults are enrolled in the program.

Table: 9 Learners Recruitment.

Item	Alternative A	Alternative B	Alternative C	Alternative D
How does learners recruitment takes place?	Voluntary Base.	Forcefully	Quota	I don't know
Total	120 (100%)	(0%)	0 (0%)	0 (0%)
Who is responsible for the IFAL learners recruitment?	Woreda leaders and officials.	Village elders and representatives.	Program Implementers and Facilitators	All are responsible.
Total	0 (0%)	0 (0%)	0 (0%)	120 (100%)

As it is shown in the table 9 above, all of the facilitators mentioned that learners' recruitment takes place on voluntary bases. This was confirmed by the learners during their FGD. Besides, some of them said as they were even intended to learn by payment during the night time before the opening of the IFAL center in their vicinity. Since the learners were self motivated, they have high interest and the drop – out rate is not as high as expected. Although, there are different committees to agitate the learners to go to the IFAL centers, most of the learners mentioned that since literacy became very important instrument towards gaining urban employment, it became living witness to develop interest among them to learn. Besides, realizing the importance of literacy, in most of the literacy centers the learners have decided to attend classes on all the week days. In these centers, absenteeism is very minimal and learners do not remain at home unless they face problems beyond their control. Concerning the responsibilities of learners' recruitment, all the wereda officials and

Table 10: Facilitators Profile

Sex	Male	77	64.16%
	Female	43	35.84%
Total		120	100%
Age	20 years and below	12	10%
	21 -35 years	92	76.67%
	36-50 years	16	13.33%
	Above 50 years	0	0%
Total		120	100%
Qualification	10 th grade & above	11	9.17%
	Certificate	25	20.83%
	Diploma	32	26.67%
	BA/Bed & above	52	43.33%
Total		120	100%
Your facilitation Center	Urban Center	120	100%
	Rural Center	0	0%
Total		120	100%
Years of Service In Teaching	1 – 5 Years	12	10%
	6 - -10 Years	89	74.17%
	11 - 15 Years	19	15.83%
	Above 15 Years	0	0%
Total		120	100%
Your literacy program that you are facilitating in	Alternative Basic Education (ABE)	0	0%
	Integrated Functional Adults Education (IFAL)	49	40.83%

	Both	71	59.17%
Total		120	100%

the IFAL focal persons, village elders and representatives and the facilitators are found playing their roles effectively.

As table 10 revealed that 77 (64.16) are male facilitators and 108 (89%) are in the young age group who are energetic and active. Besides, 84 (70%) of the facilitators are qualified in Certificate and/or degree. These groups are beyond the qualification required to be the IFAL facilitators. Furthermore, 108 (90%) have teaching experience of six years and above while 71 (59.1%) are working in both the alternative basic education (ABE) and IFAL centers.

In general, the IFAL facilitators of the Addis Ababa City Administration are of a high caliber and qualification to teach (facilitate) the two IFAL levels.

8.3.2 Facilitators main Careers

In Mozambique, the selection of literacy tutors was on a non – paid basis. Thus it was counted as one of the strong sides of the campaign strategy. Literacy tutors were selected with the help of the party structure too (Lind, 1988: 62).

But, the practice of IFAL recruitment in Ethiopia is based on payment and involve people from different sector offices. The recruitment of IFAL facilitators suggests that it takes place through the selection of candidates from agriculture and rural development agents, kebele health extension workers, facilitators of alternative basic education, voluntary

teachers, and voluntary groups in the community and/or through employing new recruits from the society (Moe,2010b).

As far as the facilitators' recruitment is concerned, the following information is obtained from the respondent facilitators

Table 11: Facilitators Career

Which of the following best describes your main career?		
Item	Number	%
Representatives of agriculture and rural development	0	0%
Kebele health extension workers.	0	0%
Facilitators of alternative basic education.	0	0%
Newly employed youth.	11	9.17%
Full time teacher in government school.	109	90.83%
Voluntary groups in the community	0	0%
Total	120	100%

As it is shown on table 11 above, 90.83% of the facilitators are full – time teaching staffs in government schools during day time. Thus teaching is their profession and they are capable of facilitating the IFAL program from their experience.

Besides, most of these facilitators have got chance to participate in the IFAL facilitators training.

8.3.2.1. Qualification of Facilitators

Unlike some other neighboring countries such as Uganda which employ 2nd and 3rd year regular school completers for IFAL facilitation (MoE, 2011b), IFAL Facilitators in Ethiopia ought to have completed at

least grade 10 (MoE 2011b). This shows the attention given for having qualified facilitators in Ethiopian IFAL program implementation.

8.3.2.2. Training of Facilitators

Concerning the training of the facilitators, the FAL implementation guide in its part 9.6 suggests for:

1. A 15 days facilitation skill development training to be organized at regional and woreda level for Agriculture and Rural development agents, Health extension workers and Alternative Basic Education (ABE) facilitators who are expected to be recruited for IFAL facilitation and:
2. A 6 (six) week training to be organized by the regions for those who are newly recruited IFAL facilitators.

In this connection the facilitators had responded the following when they are asked concerning their pre – and – post training. Look at the following table.

Table 12: Facilitators Training.

Item	Alternative A	Alternative B	Alternative C	Alternative D
Which IFAL Facilitators training have you taken?	15 days pre – Facilitation Training.	6week capacity building training	Other short term trainings.	I didn't take any training so far
	82 (68.33%)	0 (0%)	115 (95.83%)	23 (19.17%)

From this table it is understood that the majority of the facilitators had taken the pre – facilitation training and several short term training during the facilitation session. The training of the facilitation was mainly focusing on adult’s behavior, the teaching method of adults, the production of teaching aids and leading group discussion. The training

seems an important tool to build the facilitation capacities of the facilitators. But, there are IFAL facilitators who didn't attend any facilitation training. These groups require to be offered the training.

8.3.2.3. Facilitators' Motivation.

To motivate the facilitators on their work, the payment, the working time and the working environment are expected to be conducive and attractive to them. Issues concerning the motivation are collected through the facilitator's questionnaire and the interview conducted with wereda/sub – city IFAL focal persons.

Table 13: Facilitators Stipend.

	Alternative A	Alternative B	Alternative C	Alternative D
How much is Your monthly Stipend for your IFAL facilitation service.	Less or equal to 250 birr per month	251 to 500 birr per month	600 birr per month	I am giving free voluntary facilitation service
	0 (0%)	0 (0%)	120 (100%)	0 (0%)

In Tanzania, literacy teachers got training at workshops and most of them were "volunteers" who got small amounts of money as honorarium (30 shillings) per month (Bwatwaetal, 1980; Unsiker ,1987).

But, the Functional Adult Literacy (FAL) Program Implementation Guideline of the IFAL program of Ethiopia suggests the payment of 50 birr per month for Kebele development agents/ workers, Health extension workers and the Alternative Basic Education facilitators if they are assigned as IFAL facilitators in addition to their formal jobs. The

guideline also suggests a monthly payment of 285 birr for newly recruited and trained adult education facilitators. But, all of these proposed amounts were not came in to effect.

However, the existing payment for all type of IFAL facilitators is 600 birr per month. Concerning the stipend there is no variation of payment among the newly employed and the experienced once.

When facilitators were asked whether the facilitation work is motivating or not, they have answered the following.

Table 14: Facilitators Motivation.

Item	Alternative A	Alternative B	Alternative C	Alternative D
Is the facilitation work motivating or not?	It doesn't have any difference	It is less motivating.	It is not motivating	It is highly motivating.
Total	90 (75%)	0 (0%)	30 (25%)	0 (0%)

Since the facilitation work is a part time job for most of the facilitators which brings additional income for an individual, although the stipend is very low when compared to other similar jobs, most of the facilitators mentioned as it doesn't have any effect on their motivation. However about one quarter of the facilitators judged as their facilitation work is not motivating.

When facilitators were asked to indicate factors which affected their motivation negatively, they mentioned as follows:

Table 15: Views of Facilitators Concerning Factors that Negatively Affected their Motivation

Facilitators Motivation	Scale					Total
	No effect	Very little effect	Low effect	Medium effect	High effect	
absence of Pre service Training	14(11.67%)	76 (63.3%)	10 (8.33%)	12(10%)	8(6.67%)	120 (100%)
Non Provision of in –service Training	17(14.17%)	81 (67.5%)	5 (4.17%)	8(6.67%)	9(7.5%)	120 (100%)
Non existence of job Promotion and scholarship opportunity	22(18.33%)	7 (5.83%)	2 (1.67%)	5 (4.17%)	84(70%)	120 (100%)
The low level of Stipend.	35(29.17%)	10(8.33%)	2(1.67%)	6 (5%)	67(55.83%)	120 (100%)
High rate of learners drop - out	13(10.83%)	79(65.83%)	11(9.17%)	8(6.67%)	9(7.5%)	120 (100%)

The majority of the respondents answered as lack of pre service training, non provision of in service training and high rate of the learners dropout having very little effect upon facilitators’ motivation. Besides, the low rate of stipend /payment doesn’t negatively affected the facilitators motivation. But, lack of promotion and scholarship has negatively affected their motivation.

8.3.2.4 Teaching Schedules

Though the IFAL implementation guide suggests the literacy program to take place for three days a week for three hours a day, there is variation between the implementation programs of the IFAL centers. The following information was gathered through the questionnaire of the facilitators and confirmed during classroom observation and the Focus Group Discussion.

Table 16: Number of Teaching Days.

Item	Alternative A	Alternative B	Alternative C	Alternative D
For how many days per a week are you facilitating at your IFAL center?	The whole week days.	Five working days	Three working days.	Once a week
Total	0 (0%)	82 (68.33%)	38 (31.67%)	0 (0%)

As the table shows, the majority of the centers offer the program the whole working days i.e from Mondays up to Fri days based on the request of the learners. Other significant numbers of the IFAL centers conduct the program according to the IFAL implementation guide for three working days i.e on Mondays – Wednesdays and Fridays. Concerning the time duration, both tools showed the following:

Table 17: Teaching hours per day

Item	Alternative A	Alternative B	Alternative C	Alternative D
For how many hours a day are you facilitating during each day?	For one hour.	For two hours.	For three hours	For Four hours
Total	0 (0%)	45 (37.5 %)	75 (62.5%)	0 (0%)

Though the majority of the facilitators' work for three hours per day (either in centers conducting classes for three days a week or in centers conducting classes for five working days a week), still 37.5% of them are conducting classes for two hours a day.

8.3.2.5 The Method of Teaching

It was stated in table 10, the majority of the facilitators are highly qualified having teaching experience of more than six years. Since the majority of the facilitators are recruited from regular schools, most of them are found using active learning methods, (such as group discussions, individual question and answer item types), during their teaching sessions. Though they are reluctant to prepare lesson plans before they are entering to the class, they have responded as they are using participatory method of teaching. Towards this end learners were found demonstrating what they have learned on the board.

Table 18: The Teaching Method.

Methodology	Not sure	Total absence	Less frequent	Moderately frequent	Highly frequent
Preparation of lesson plan	0 (0%)	120 (100 %)	0 (0%)	0 (0%)	0 (0%)
Use of students demonstration method	0 (0%)	0 (0%)	0 (0%)	0 (0%)	120(100 %)
Use of teacher demonstration method	0 (0%)	0 (0%)	0 (0%)	0 (0%)	120(100 %)
Provision of class work	0 (0%)	0 (0%)	0 (0%)	0 (0%)	120(100 %)
Provision of Home work	0 (0%)	0 (0%)	0 (0%)	0 (0%)	120(100 %)
Provision of individual work	0 (0%)	0 (0%)	0 (0%)	0 (0%)	120(100 %)
Provision of group work	0 (0%)	0 (0%)	0 (0%)	0 (0%)	120(100 %)
Use of lecturing method	0 (0%)	0 (0%)	0 (0%)	0 (0%)	120(100 %)

The response from the questionnaire and observation check list shows as facilitators of almost all centers are using learners



Figure 2: Demonstration in the classroom.

(Picture taken from wereda seven of Akaki kality sub – city on 23 /09/ 2015)

As it can be seen from figure 2 and figure 3 learners, were demonstrating what they have learned on the board and they were actively participating in their group discussions. This might not be the actual practice of the facilitators. But they might respond to the expected actions.

Because, while they were asked whether they are preparing a lesson plan or not, all of them have answered as they are not preparing it. Unless they don't plan for the lessons they are going to implement, it seems less likely to implement always active learning method in their class rooms. But, it is their weakness failing to prepare lesson plan for the IFAL sessions that they are assigned to. Even facilitators who are teaching in the regular schools do not see the importance of preparing lesson plan for their IFAL classes.



Figure 3: Discussion Group in the IFAL center.

(Picture taken from Nifas Silk Lafto Sub – city wereda 12 IFAL center on 23/09/2015)

Though the Federal Ministry of Education IFAL implementation guide invites all of the aforementioned group of people to participate in the process of measurement and Assessment of IFAL learners achievement, the process of assessment was made only by the facilitators of the centers. It would have been best to maintain quality, if all the suggested group were involved in the assessment of the learners.

8.3.2.6 Assessment and Certification

Test provision is the last stage of the teaching learning process, and it is conducted in order to confirm how much the literacy participants have understood and obtained literacy skills (reading, writing and numerical skills). Certification is the process of confirming the knowledge, attitudinal change and the skill development level of the adult learners in written document while they passed through different IFAL level.

The FAL program implementation guidelines document recommends the implementation of continuous assessment to ensure the acquisition of functional knowledge and skills, by the facilitators and the adult participants at various phases of the program. Besides, national IFAL exit exam at the end of the program was proposed by (MoE, 2011).

Instead, participants who completed the level two IFAL program and received oral, written and practical test by each IFAL center, and obtained a pass grade to get certificate that is equivalent to completing grade two of the formal education system. In general, the national IFAL exit exam is not administered so far and it was left to IFAL centers.

In the interview made with the woreda IFAL focal persons, it was explained that oral tests were conducted continuously following the progress of the learners. However, final tests were written type and these tests were prepared solely by literacy facilitators. As a result of these, certificates are awarded for participants who successfully passed in the tests and could able to obtain the passing grade at each level. In addition, respondents confirmed that the adults' skill in reading and writing was also taken in to consideration before providing them the certificate that confirms the completion of each level.

Table 19: Responsibility of Assessment of the Learners Performance.

Who is going to assess the performance and achievement of IFAL Learners?	No.	Percent (%)
The Facilitators	120	100%
The IFAL Committee	0	0%
The learners themselves	0	0%
The Community development Workers	0	0%
All	120	100%

Concerning the assessment tools, the IFAL implementation guide recommends some eight testing instruments to be used for IFAL assessment.

There are different assessment tools to assess knowledge than the assessment tool used to assess feelings or skills developed. Specially the assessment tools which are used for skill test require measuring the proficiency in performing certain activities.

The following table shows the facilitators assessment tools preference.

Table 20: Instrument of Assessment

Which assess instrument are you employing while you are assessing the performance and achievement of IFAL Learners?	No.	%
Observation,	120	100%
Dictation,	120	100%
Questions and Answers,	120	100%
Skill and Practical works (assignments),	0	0%
Group Discussion,	120	100%
Various competitions (on agriculture, health, etc...)	0	0%
Debates, etc...	120	100%
Written Exam	120	100%
All	0	0%

The facilitators use all type of the instruments to assess their learners except the skill and practical works (assignments), and group discussion. Since the two level text books lack functional content, it is not possible to use these two types of testing tools in the IFAL class rooms. Except the two testing tools all other instruments suggested by the Ministry of Education are implemented in the system of assessment.

8.3.2.7 Monitoring and Evaluation (Supervision).

Monitoring and evaluation being the crucial element in the evaluation of program implementation; it is taking place in all IFAL centers. The

activities of planning, organizing, supervising and evaluating activities were performed by the representatives from the Ministry of Education and Culture (Lind, 1988:63). But, here in Addis Ababa city Administration, though it was recommended to take place through the joint activities of the facilitators, supervisors and inspectors, the surrounding communities, the civic societies, the non – government organizations only the facilitators and the line education office supervisors and inspectors are found performing their task in this all IFAL centers. While the facilitators were asked to reflect on the monitoring and supervision of the IFAL program they gave the following answer.

Table 21: Monitoring and Supervision

Who are conducting the Monitoring and Supervision in your IFAL Center? (You can circle one or more than one).	No.	%
Facilitators	29	24.17%
Supervisors and Inspectors jointly.	91	75.83%
The local IFAL committee.	0	0%
Non Government Organization	0	0%
Civil Societies	0	0%
Program leaders and/or coordinators.	0	0%
All	120	100%

The above table 21 shows as monitoring and evaluation is taking place in the IFAL centers either by the facilitators or the supervisors and inspectors from line education offices. However, much of the work of evaluation of the literacy program is made by people out of the facilitation work.

8.3.2.8. The Learning Environment

Since Addis Ababa is the capital of the nation almost all of the settlement lies in urban center. Thus, all of the IFAL centers are established in the

regular government school classrooms and private schools classrooms. The data obtained from the facilitators questionnaire and the observation check list depicted the following:

Table 22: The Learning Environment.

Teaching Environment	Scale				
	worst condition	low condition	fair condition	Very good condition	excellent condition
The location of the learning site	0 (0%)	0 (0%)	0 (0%)	0 (0%)	120 (100%)
The size of the classroom	0 (0%)	80 (66.7%)	0 (0%)	40 (33.3%)	120 (100%)
Neatness of the classroom	0 (0%)	0 (0%)	0 (0%)	0 (0%)	120 (100%)
The air circulation of the classroom	0 (0%)	0 (0%)	0 (0%)	0 (0%)	120 (100%)
The condition of lighting	0 (0%)	0 (0%)	0 (0%)	0 (0%)	120 (100%)
Availability of chairs and tables	0 (0%)	0 (0%)	0 (0%)	0 (0%)	120 (100%)
External sound interference	0 (0%)	0 (0%)	0 (0%)	0 (0%)	120 (100%)
Availability of rest rooms	0 (0%)	0 (0%)	0 (0%)	0 (0%)	120 (100%)
Availability of Tea room	0 (0%)	0 (0%)	0 (0%)	0 (0%)	120 (100%)
Availability of recreation site	0 (0%)	0 (0%)	0 (0%)	0 (0%)	120 (100%)

Most of the IFAL classes take place during the evening sessions. However, there are centers where classes are conducted during the day time in public stores (*iddir Bet*) arranging coffee ceremony.



Figure 4: A Coffee ceremony at Kality wereda seven IFAL center (Picture taken on October 24, 2015).

In both case, the centers are located near the living area of the learners. Most of the respondents 80 (66.67) said that learning classes are overcrowded. They are not neat and have not good air circulation and enough lighting. But, sometimes there appears electric light supply disruption which results on the frequent interruption on the class sessions. Although the IFAL centers are located near the dwelling areas sound interruption is not a problem in most of the IFAL centers.

When we look at the availability of facilities; all of the IFAL centers of the city have chairs and tables/desk for the learners in the class and there are rest rooms, tea rooms and recreation facilities which are organized to serve the students of the regular program.



Figure 5: One of the Crowded IFAL Classes. (Picture taken on September 23, 2015) from Nifas Silk LaftoSub City wereda twelve IFAL center)

8.4. Availability of Learning Resource

Regarding the availability of education materials it was found that there was shortage of educational materials. For instance, although it was mentioned strictly the importance and availability of the resources and suggested to be available in each centers in surplus.

The shortage or unavailability of the teaching and learning material can create negative impact by the side of the learners and discourage learners to learn. Besides, the absence of these resources can result on failure of the program to achieve its objectives. Even though these resources are available in plenty in each IFAL centers, it is available for the sake of the regular learners not for the satisfaction of the demands of the adult learners.

As the supply of learning materials is one of the motivating factors for the learners, its availability is vital for the learning – teaching process to take

place in the literacy centers. In this connection the IFAL Implementation Guideline suggests some of the important learning materials to be strictly supplied for the IFAL learners as well as the facilitators.

The data gathered through the facilitator’s questionnaire and the observation check list revealed the following:

Table 23: Availability of Teaching Learning Resources

Type of materials	un available	Less available	Moderately available	Sufficiently available	Excess available
Written training materials	120 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Black board, duster and chalk	0 (0%)	0 (0%)	0 (0%)	0 (0%)	120 (100%)
Textbooks	0 (0%)	0 (0%)	0 (0%)	0 (0%)	120 (100%)
Teachers’ guides	0 (0%)	0 (0%)	0 (0%)	0 (0%)	120 (100%)
Supportive books (references)	120 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Register	0 (0%)	0 (0%)	0 (0%)	0 (0%)	120 (100%)
Exercise books (for educational planning)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	120 (100%)
Exercise books for practical(functional) education follow up	120 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Pencils, pens, rulers, meters	120(100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Materials listed in the curriculum and serves for practical works.	120 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

written training materials, supportive books (references), exercise books for practical (functional) education follow up, pencils, pens, rulers, meters and other materials listed in the curriculum and that serve for practical works are not totally available in any one of the centers.

Although these resource materials are recommended to be available; only the black board, duster and chalk, learners’ text books, teachers guide, the register books and exercise books for educational planning purpose

were found in all IFAL centers. However, other training materials, reference books, exercise books for learners, pens, pencils, rulers and other tools required for functional lessons are not available either in the IFAL centers or the wereda education office stores.

About 43% of the respondent reply as they don't see the importance of conducting need assessment before the implementation of the program while 1/4th of the respondents answered as conducting need assessment is the responsibility of the Ministry of Education.

While observing the responses of the Facilitators judgment concerning the similarity and difference of the two level learners textbooks, the following results were obtained.

Table 24: Views of Facilitators Concerning Textbooks Contents.

Items	Alternative A	Alternative B	Alternative C	Alternative D
How do you Judge the content similarity and difference between Level one and Level two learners Textbooks? They have:	Absolute similarity	Some similarity	Continuity of contents.	No similarity
Total	120 (100%)	0 (0%)	0 (0%)	0 (0%)
Are the contents for each subject in each level of the text books sufficient to promote knowledge, skill and develop attitude as per the stated objectives?	Yes, it is enough.	Yes, it is medium	No, it is not enough.	It is too shallow.
Total	0 (0%)	10 (8.33%)	18(15%)	92 (76.67)
Do the contents in the text books address the contents which are suggested by the Ministry of Education in its' Curriculum Framework?	Yes, it contains all in all.	Yes, it contains to some extent.	No, it doesn't contain at all.	I don't see the curriculum Frame.
Total	0 (0%)	25 (20.83%)	74 (61.67%)	21 (17.5%)
Are the students' textbooks convenient to handle in size?	Yes, they are convenient.	Yes, they are medium and easy to handle.	No, they are too large to handle.	It has no effect in handling.
Total	18 (15%)	31(25.83%)	54 (45%)	17(14.17%)

All of the facilitators agreed in the absolute similarity and repetition of the contents of both level one and level two learners textbooks. Besides, they have commented on the shallowness of the contents of the textbooks to achieve the intended level of knowledge and develop the required skills and attitudes. This view was supported by the learners when they were given chance to comment on the same issue, during their Focus Group Discussion (FGD), they confirmed the similarities of contents in both textbooks.

In some IFAL centers as well as the whole weredas, considering the low level of difficulty, redundancy of content and shallow content development, the learners asked to take the subjects of regular grade one or ABE level one subjects as IFAL level one and the subjects of regular grade two or ABE level two subjects as IFAL level two program instead of the subjects and contents presented in the Addis Ababa City Administration IFAL learners text books.

8.4.1 Educational objectives

One of the content evaluation of the IFAL learners textbooks and the facilitators guide focuses on analysis of objectives. Therefore, dealing about the educational objectives becomes very important here.

The educational objective can be stated either in general term or specific term to indicate the learning outcomes. The general objective shows a broad educational outcome that is stated in vague terms. But at lesson or topic level, it should be stated in a SMART form i.e it should be Specific, Measurable, Achievable, Reliable and Time bound (Ornstein et al., 2004). Besides, educational objectives have their taxonomic level. The first domain being categorized by Benjamin Bloom as:

Cognitive domain: Objectives dealing with thinking ability or mental development process which could be categorized as Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation (Bloom, 1956).

Affective Domain: This was developed by David Krathwohl to categorize objectives dealing with the outcomes of attitude development and feelings. Objectives under this domain can be categorized as Receiving, Responding, Valuing, Organization and Characterization .(Krathwohl, D. 1964).

Psychomotor Domain: which gives emphasis for the development of muscular skills and doing something, is developed by Dave having the following levels. These are Imitation, Manipulation, Precision, Articulation and Naturalization (Derebssa, 2006).

The goals and objectives of the literacy campaign in Tanzania were totally integrated with the development objectives of the country (Bhola, 1984).

On the other hand, there were no specific and precise operational aims/objectives for the literacy program in the policy declarations of Mozambique (Lind, 1988:53). Similar to this, the objectives stated in the text books of the two levels of IFAL programs of Addis Ababa city are too vague to consider as objectives. Besides, after writing some sentence under the topic “specific objectives” it goes immediately to give activity. Thus, it doesn’t give any description for the stated topic.

8.4.2 The Textbooks Design and Layout

The design and attractiveness of text books can motivate the readers of the books to read. Hence, it seems better to deal with the form and structures of the learners and facilitators textbooks and guides.

The aim of this part is to investigate the extent to which differences in layout and typographical arrangements would affect the teaching - learning efficiency of adult literacy learners. In order to complement the content analysis of adult literacy learner's textbooks of Addis Ababa City Administration, it was important to have an input from the facilitators and learners themselves. The learners were given an opportunity to reflect on the effect of graphics, the size, and the color of their textbooks on their learning while they were conducting their Focus Group Discussion. While learners were asked to give their opinion on the effect of the color, size and graphics of their textbooks" during their FGD, Adult learners mentioned that the presence of colorful pictures or illustrations in their textbooks to be helpful to understand the story clearly. But, they blame the in attractiveness of their textbook for using black and white pictures.

They also mentioned their preference for layouts with fewer words per line. They also preferred their text books to have examples and enough space to do their practical work. The learners also mentioned as they prefer the size of their text books to be at least A4 in size. They claim the present text book to be bulky in length creating inconvenience for handling. But, those students who are using the IFAL text books for learning had appreciated the font size of the letters and their spacing for it helped them to read easily.

Similarly, the Facilitators claimed the absolute absence of colored pictures and graphics which could further elaborates the contents of each unit. They claimed its lack of attractiveness in addition to the shallowness of the contents. They also commented on the sizes of the learner's text books and the facilitators guide books for their inconvenience to handle together with other exercise books.

8.5. Other Reported Problems of the IFAL Program

On the response of the facilitators for the open ended questions forwarded to them, the focus discussion of the adult learners, the interview with the IFAL focal persons at different level and the observation of the researcher, the following problems were identified. These are:

- a. Late coming and absenteeism of the learners and the facilitators.
- b. Dropping out of both the learners and the facilitators due to lack of motivating factors.
- c. Budget and Finance problem
- d. Unavailability of Stationeries and other teaching materials.
- e. Low level of difficulty of the textbook
- f. Disruption of electric supply
- g. Un cooperative employers for the learners to come on time to the learning centers.
- h. Migration of some of the learners from place to place which resulted in dropping out of the program etc.

In conclusion, need assessment was either not conducted or though it was conducted, it was not done in depth. Due to this, learners preferred to learn using the regular government curriculum of grade two or three Mathematics, English and Amharic. Other than these, in some of IFAL centers the ABC (Alternative Basic Education) was in practice. Besides,

contents suggested by the Federal Ministry of Education curriculum frame work were not included properly.

Besides, the contents of level one and two of the IFAL learners materials are totally similar and failed to give descriptions for each chapter and were directly proceed to the activity part. Stakeholders who were suggested by the MoE to take part in the IFAL curriculum development and implementation process were not invited to do so when the Addis Ababa City Administration was working on the program.

Facilitators and learners are recruited on voluntary basis. The facilitators are paid, have teaching experience of 5 years and above who are working in the primary government schools. Besides, majority of them take IFAL facilitators training. Furthermore, more than half of the facilitators are graduated in certificate, diploma and degrees.

The IFAL facilitating schedule varies between different centers. For instance it is for 3days a week and two or three hours a day in some IFAL centers and 5days per week for two or three hours a day in others. As most of the facilitators have ample teaching experience and are qualified to teach in primary schools, they were observed using active learning methods in their classes. It was stated in the curriculum implementation guideline that the final exist examination is administered by the Federal Ministry of Education. But so far, examinations to promote learners from one level and final IFAL exit examinations are administered only by the facilitators.

As far as the learning environment is concerned, much of the classes are conducted in the government school compounds after the regular students left their classes. In some of the classes take place in crowded classrooms. Others take place in public stores (iddir bets) where coffee ceremony is taking place to make the gatherings attractive. However, there are a number of problems to implement the IFAL program as it is intended to be. For example, shortage of budget and resources, late coming of the learners to the centers, school leaving of facilitators and drop out of learners are among the major problems. The learners text books failed to include functional or life skill contents as a result of which the IFAL program failed to achieve its objectives.

CHAPTER NINE

9. Discussion, Conclusions and Recommendations of the Study

9.1. Discussion

9.1.1. Introduction

The main objective of the study was to investigate the development and implementation of the Integrated Functional Adult Literacy program in relation to the major points stated in the "Integrated Functional Adult Literacy Curriculum Framework" (MoE, 2011a) and the "Functional Adult Literacy (FAL) Program Implementation Guidelines" (MoE, 2011b), which were developed by the Federal Democratic Republic of Ethiopia, Ministry of Education.

In order to do the above investigation, I examined documents which were on implementation beginning from the year 2011. In addition to this, to see whether the developed learners textbooks and the facilitators guide were developed in line to the curriculum framework set by the Federal Ministry of Education and dvv international or not. This was not studied either by the implementers or scholars. Besides, the curriculum implementation of the IFAL program is not studied whether it is implemented according to the Curriculum Implementation Framework set by the Ministry of Education or not. Consequently, problems that were observed during the text book development and implementation process couldn't get solution for the last four years.

Hence, this study was designed to look into the actual curriculum development and implementation of the IFAL programs in relation to the intended curriculum development and implementation guides in the aforementioned two documents.

The study focuses mainly on selected major points of the “Integrated Functional Adult Literacy Curriculum Framework” and the “Functional Adult Literacy (FAL) Program Implementation Guidelines” to be valuable for the study. As mentioned above, points that the study focuses are:

1. The Biographic Information of the facilitators (age, sex, educational background, type of learning center, Year of service and the type of literacy program they are facilitating).
2. The Process of the Curriculum Development (The process of the Need Assessment, assessment of the Content of the facilitators’ guides and the Text books of the learners and the Stakeholders Participation).
3. The Curriculum Implementation Process (The Learners Recruitment, the Facilitators Recruitment, the Qualification of the Facilitators, the Training of the Facilitators, the Facilitators Motivation, the Learning Centers Organization, the Resource Availability, the duration of the program, the Teaching Methods, the Monitoring And Evaluation (Supervision) process, the method of Assessment and the provision of certificate to the participants).
4. Major problems and possible solution to be recommended to improve the literacy program.

Almost all the aforementioned points were raised and dealt in brief in both the curriculum framework and the IFAL implementation documents of the Federal Ministry of Education. However, the practicality of the intended curriculum development and its implementation was the intent of this study. Hence, in the following part results of the study are discussed in detail.

9.1.2. The Profile of the facilitators.

The Biographic Information of the facilitators includes their age, sex, educational background, type of learning center, Year of service and the type of literacy program they are facilitating.

Almost all the above listed attributes in the adult literacy facilitators profile are crucial elements that are influencing the individual's facilitation capacity and ability in the program. Thus, it would be important to investigate in detail these factors, in order to suggest possible recommendations that could assist to improve adults' literacy facilitators' quality of facilitation in each literacy center.

From the demographic data of the facilitators (Look at table 10), we can not see faire representation of gender where 64.16% are male and 35.84% are female facilitators. This may not allow the adult learners to attend their classes with their preferred gender. That means shy female learners could not have chance to discuss their problems in learning with their similar gender facilitators. But, in case of male learners, the existence of large number of male facilitators allow chance to the male adult learners after school discussion with male facilitators .

Both documents restricted also the minimum educational requirement for literacy facilitators to be grade 10 completes, and it indicated out possible sources for literacy facilitation. It mentions representatives of agriculture and rural development, kebele health extension workers, facilitators of Alternative Basic Education, newly employed youths, voluntary teachers and voluntary groups in the community. But almost all of the IFAL facilitators in Addis Ababa City Administration Regional

State are teachers of the government schools having ample experience of teaching.

This shows that the facilitation service in all centers is led by highly qualified persons who use adults education methods in their facilitation sessions. This quality of the teachers in turn is believed to allow them to satisfy the needs of the learners and in changing the learning materials for the learners whenever it is required to do so.

When teachers' qualification in the strategy document is compared to the selection criteria used in other countries, the points stated in the strategy document is compared to the minimum required educational background of some of other African countries, the qualification of IFAL facilitators in Addis Ababa City Administration is found being of high quality.

For example, in the literacy campaign of Mozambique between the year 1978-1982, literacy tutors (teachers) were selected among individuals with minimum qualification of 3rd grade in the primary schools. Sometimes even 2nd grade graduates could get acceptance in areas where there aren't enough teachers (Lind, 1988:62).

On the other hand, the literacy strategy of Mozambique accepted that literacy teachers could be non-paid volunteers, to solve the problem of money that is to be paid for literacy tutors (Ibid). But a stipend is suggested for the IFAL facilitators in the Addis Ababa City Administration which in turn helps to motivate them. Thus, while tutors of Mozambique are internally motivated and develop interest to tutor from within, tutors in Ethiopia are externally motivated by paid stipend.

The other point that could have impact upon the quality of facilitation is, the experience of the facilitators. Though nothing has been said about

the required teaching (facilitation) experience of the facilitators during recruitment in both documents, 90% of the facilitators have teaching experience of above five years. This much experience is believed to be more than the requirement to offer the facilitation service in the IFAL centers.

Moreover, 59.17% of the existing IFAL facilitators are giving the same facilitation service in both the ABE and IFAL programs which in turn could help them develop their facilitation skills through the use of different curriculum materials.

Although either the “Integrated Functional Adult Literacy Curriculum Framework” or the “Functional Adult Literacy (FAL) Program Implementation Guidelines” doesn’t mention about the age of the facilitators, majority of the facilitators are categorized at the age range of 21 to 50 years old that are energetic and easily communicative. Since there are no old aged facilitators, adult learners do not hesitate to ask questions and look for advice concerning their education. Even the remaining 10%, who are below the age of 20 years are not too young to facilitate adults’ learners’ education for they are high school completers.

9.1.3. The Curriculum Development Process

9.1.3.1. Needs Assessment

This study found that the learners are not willing to learn from the text books developed for them preferring the text books of the regular school grade one and two in some weredas and the text books of the ABE program in other ones. Not one IFAL center was observed using the text books developed for this purpose. Besides, intending to continue their learning in the extension program of the formal schooling, all learners

were reported as requesting to take subjects like mathematics, science, English, and Amharic as a separate subject. This seems that the textbooks prepared for IFAL program is below the level of difficulty of the learners. This occurred due to the failure of conducting need assessment on the adult learners.

The observation checklist and the interview result shows that need assessment was not conducted totally or if it was so, it was not properly assessed. For the printed learner textbooks and facilitators guide books are not in use, bulk of these items are found stored in sub – cities education offices. Unless otherwise measures are not taken, there exists high wastage of annual budget in part of the program.

The cumulative effect of this wastage may result in lack of interest of the learners to learn and thereby on the failure of the program.

9.1.3.2. Content of Text books

Although the Integrated Functional Adult Literacy Curriculum Framework suggests contents to be selected from nine life skill areas which are important for urban dwellers, it is found that the developed text books containing trivial topics without having any description about it. This, in many of the IFAL centers, resulted in the discard of the textbooks by the learners and wastage of huge amount of financial and material resource. Since many of the topics do not deal with the actual life of the learners, the program fails to fulfill its functionality.

9.1.3.3 Stakeholders Participation

The failure of in participation has resulted on parallel weakness of the IFAL program to attain its goal. Besides, having tremendous demand of learning in part of the illiterate, the failure of the IFAL program to satisfy this demand may result on the relapse of illiteracy in Addis Ababa.

9.1.4 The Curriculum Implementation Process.

9.1.4.1 Learner's Recruitment.

The UNESCO annual monitoring report of 2009 reveals that the illiterate population of Ethiopia accounts for 64% of the total population. Besides, the ESDP – III in 2011, had planned to offer functional adult literacy for 5.2 million adults (MoE, 2011). Thus, the Education Bureau of the Addis Ababa City Administration had developed the IFAL curriculum material and started to implement in 2011. For this purpose it had to recruit adult learners in all its weredas.

In this connection, though the wereda leaders and officials, village elders and representatives and facilitators are responsible for the recruitment of Adult learners, the recruitment took place on a voluntary base by the learners themselves. Furthermore the learners showed an interest to pay for the education they are offered. They realized the employment opportunity that their literate friends get and as a result they were pushed to be enrolled in the literacy program.

Therefore, unless the IFAL Program is given attention as it was mentioned in both the Curriculum framework and the Implementation guide lines, it may face problem to attain its goal.

9.1.4.2. Facilitators Recruitment

In its' facilitators recruitment part the “program Implementation guidelines sets grade 10 completion as a minimum qualification required to be employed as a facilitator. But, in Addis Ababa city Administration Regional State 89.83% are qualified facilitators who are working in the regular government schools. These teachers are working as IFAL facilitators during their spare time intending to get additional income.

Although the FAL program implementation guideline sets certain criteria to recruit facilitators in IFAL centers, fortunately more than 90% of them are professional teachers who have ample experience in teaching in primary schools. In other word, the facilitators are beyond the criteria set to recruit facilitators. Even though the remaining 9.17% of the facilitators are 10th grade completers and above, they have been offered a sequence of training to upgrade their capacity to serve as facilitators.

Therefore, almost all facilitators are more than the expected educational background and experience, except few grade 10 completers, to execute their job as a facilitator.

Since these facilitators are of high caliber to facilitate at literacy centers, the quality of the FAL provision is believed to be high.

9.1.4.3. Facilitators Training

Facilitators are the actual implementers of the literacy program. The role they are playing is valuable and probably among the decisive factors for the successful implementation of the program.

The implementation guidelines document has also indicated the training requirement of the facilitators in the program. In article 6.3, the

implementation guide line (2011:6) recommends to provide pre- service and in - service training for the facilitators.

While 68.33% of the facilitators took 15 days training 95.83% of them have taken other short term trainings (i.e because some of them have taken both trainings). But 19.17% of them were found participating in the facilitation activity without having any type of training. This factor has impact on the quality of the lesson provision and on the achievements of Adult participants.

When we compare the training of facilitators in Mozambique literacy campaign, it was indicated that the training of facilitators was for about 3 weeks, with possible in-service training in the summer season Lind (1988). This shows that the attention provided to literacy facilitators training in Addis Ababa City Administration is more than enough. Besides, as it is indicated above almost 90% of the existing facilitators have ample training in teaching profession. But, there should be training provision for those who have reported as they didn't took any training on adults literacy teaching methodology.

9.1.4.4. Facilitators Motivation

Of all motivating factors in the work place, payment for the service rendered by the individual takes the upper hand. In this regard, the Functional Adult Literacy (FAL) Program Implementation Guideline suggests the payment of 50 birr per month for Kebele development agents/ workers, Health extension workers and the Alternative Basic Education facilitators and a monthly payment of 285 birr for newly recruited and trained adult education facilitators. But in practice, birr 600 is paid to all type of facilitators.

It is true that this much amount seems too much when compared to the previously suggested birr 50 per month. But, this is even below the minimum wage of birr 900 set by the government of Ethiopia. Unless otherwise individuals have other job, the stated amount is not enough to survive. However, complaints in this regard are minimal. It seems to me because for the majority of the facilitators, IFAL is an additional source of income.

Facilitators reported as lack of promotion and scholarship affects their motivation negatively. Besides, while 75% of the facilitators mentioned as their facilitation work doesn't have any difference on their motivation but the remaining quarter said as their facilitation work is not motivating. Therefore, the later outlook which view the facilitation work as not motivating may result on dropping out of the facilitators from their job through time. This in turn results on additional training cost for the newly recruited facilitators.

9.1.4.5. The Teaching – Learning Schedule

The result of the facilitators' questionnaire and the interview with the woreda education office IFAL focal persons revealed that literacy participants were encouraged to select the time and dates of the literacy schedule. As a result of this, the literacy participants have different time schedule at different sites.

Though the IFAL implementation guide suggests the literacy program to take place for three days a week for three hours a day, there is variation between the implementation programs of the IFAL centers. While some centers i.e 68.33% them provide for five working days two or three hours a day and the remaining 31.67% provide for three days a week for two or three hours a day. However, some participants counted the schedule of

the literacy program as one factor for their irregular attendance and to lose punctuality.

Identifying the most appropriate time to conduct literacy classes is one of the challenging factors, particularly in areas where the majority of the population is engaged upon their employment activities. Although the IFAL Curriculum and implementation guide recommends to conduct the literacy classes at both levels (at level one and level two) without interruptions for 180 hours with in nine months, in the actual situation, the completion of one level program is found taking 10 months (September to June) in a year based on the agreement made with participants. In the remaining two months of the summer time of the year the program discontinue to be started again in the coming month of September. During this break times the learners move from please to place looking job opportunities and settle in their new job areas.

9.1.4.6. The Teaching Methods

There is individual difference among learners of the same grade level. It is obvious that all learners do not learn with the same speed and accomplishment. Thus, facilitators are expected to use different facilitation method to address the individual difference in their classrooms. Besides, for those who are lagging behind there is a need for extra-facilitation. In other word the facilitator has to find out where the fault lies and arrange for remedial, compensatory or extra facilitation for removing those specific difficulties.

In this connection, the research finding shows that, though some of the facilitators failed to prepare lesson plans for their IFAL classes, they are found implementing active learning (learner centered) method. But, their

failure in preparing the lesson plan might result from under estimating their facilitation task. But, facilitating without lesson plan may result on failure to complete the lesson on the specified time frame.

9.1.4.7. Assessment for Certification

Concerning the method of assessment and certification, the aforementioned implementation guide suggests that assessment is to be carried by:

- a. The facilitators (instructors) of the program,
- b. Learners themselves,
- c. FAL committees at various levels and
- d. Community development workers (agriculture, health).

Assessment is to take place continuously using the following methods:

1. Observation,
2. Dictation,
3. Questions and Answers,
4. Skill and Practical works (assignments),
5. Group Discussion,
6. Various competitions (on agriculture, health, etc...)
7. Debates, etc...

The guide line in its part 12.6, suggests about the Quality Assurance and the Examination process of the IFAL program. In this part, it states that the Organization in the Ministry of Education is going to facilitate the development of a National Certification and Qualification Framework. But,so far there is no National Certification examination took place in the IFAL program. Adult learners are promoting from level one to level two and thereby to formal primary school through class room assessments.

9.1.4.8. Learning Centers Organization

The FAL guideline suggests the literacy education to be carried wherever considered suitable by the learners and the community including tree shed or other similar thing, individual houses through gift or rent, kebele halls, farmers training centers and farmers farming plots.

But, in Addis Ababa City Administration, all IFAL centers are located either in the formal government or private school compounds or Public stores (*iddir Bet*) bets and kebele compounds. Fortunately, all these centers are located near the vicinity of the learners, they have enough size, good ventilation and lighting, they are neat and have enough teaching learning facilities.

In general these centers fulfill conducive learning environment are attractive for the learners because they have tea rooms and rest rooms to be served.

9.1.4.9. Monitoring and Evaluation (Supervision)

Monitoring and evaluation being the crucial element in the evaluation of program implementation; it is taking place in all IFAL centers. But, though it was recommended to take place through the joint activities of the facilitators, supervisors and inspectors, the surrounding communities, the civic societies and the non – government organizations. Only the facilitators and the line education office supervisors and inspectors are found performing their task in this respect.

It would have been best if all the aforementioned stake holders were participating in the monitoring and evaluation activities of the IFAL program in all weredas. Because joint supervision is believed to provide

ample experience and help to take immediate corrective measures whenever necessary.

9.1.4.10. Resource Availability

However, the learners claim the unavailability of textbooks (other than those printed for the program which are considered as below the standard by the learners), of the regular classes or the ABE programs of their level in their centers as a result which has created problem in their learning. Since these materials were printed for the regular students, they were distributed among regular students without giving consideration for the adult learners.

Since the two level text books are printed on A3 size paper they create problem in handling and the learners are not willing to bring them to their learning centers.

9.1.4.11. Other Observed IFAL Problems.

Several problems were observed in the implementation of adults literacy programs of other countries. Johnson,(1998). In his observation and interpretation report on adult literacy and basic education problems of programs in Africa, summed up the difficulties of adult literacy programs in to the following points:

General lack of resources for adult education remains peripheral to the whole education system. This was attributed to lack of political will, lack or shortage of institutions, and unfavorable political environment.

1. Lack of harmonization between sectors and organizations because of the absence of coordination between the actors engaged in the work of education.

2. Relapse into illiteracy caused by lack of continuity in the literacy program on the ground, and no follow-up in the form of post literacy.
3. Deficient in both numbers and competence of literacy because adult educators are too often unpaid volunteers.
4. Persistent gender barriers which restricted the participation of girls and women in educational activities.

Similarly, Mbungbaw (1999:94) listed down several problems that were "causes for the collapse of adult literacy campaign in Cameroon". These problems were:

- A. Lack of real political will on the part of the government to eradicate literacy.
- B. Inadequate teaching methods and in most cases, the program was an not aimed at its objectives.
- C. Lack of follow up on the part of the government to see how far the program was progressing over the years.
- D. No proper motivation on the part of the target population
- E. Shortage of literacy materials and personnel.
- F. The problem that was linked to vernacular languages.

Among problems listed above, except the problem about the vernacular language all seem problems that appeared in the current IFAL program implementation of the Addis Ababa City Administration.

Regarding the problems of the functional adult literacy program in Addis Ababa City Administration, respondents (literacy facilitators, literacy

learners and the woreda IFAL focal persons) listed down different problems they have observed in the implementation of the program.

As mentioned in chapter six part 6.2 of this study, some of these problems are:

- a. Poor organization from the coordinating committees at all levels.
- b. Shortage of budget, educational materials and facilities in literacy centers.
- c. Learners drop – outs due to change of residence, marriage, unfair employers to allow their employee to let them go on time and the increasing rate of house rent.
- d. Facilitators’ drop – out due to low monthly income
- e. Poor development of the textbook content in terms of :
 - i. Graphics and structure
 - ii. Content quality and description
- f. Lack of resources and materials to run the learning programs

The above stated problems and others are difficulties that could cause poor achievements.

Furthermore, they also complained that the literacy program coordination was totally left for the woreda education office. Which is a task beyond it’s’ responsibilities.

9.2. Conclusions

Based on the information collected from respondents, the focus group discussion, the interview and from related document investigation it is possible to reach at the following points of conclusions.

- 1) In general, all facilitators and the wereda IFAL focal persons have correct understanding on the basic intent of the program. However, their understanding and knowledge couldn't enable them to maximize the rate of adults' participation and to minimize the dropouts' rate, due to other related problems.
- 2) The existing IFAL facilitators are paid monthly stipend less than the minimum wage of the country. Hence, the payment of insufficient salary for facilitators played a significant role in the prevailing low motivation among facilitators of IFAL.
- 3) When needs assessment was conducted in order to develop curriculum for IFAL, potential IFAL learners were not included as respondents. Hence, this led to the fact that some of the contents remained irrelevant to the learners.
- 4) Adequate representatives of stakeholders were not participating in the program development, implementation, monitoring and supervision. Thus, this affected the effectiveness of the IFAL program.
- 5) There was high demand of adults to be enrolled in the program but the concerned leaders of the program failed to create conducive situation in terms of preparing appropriate learning materials and providing the necessary learning materials. Hence, this situation negatively affected the interest of IFAL learners in the program.
- 6) There was sever lack of learning materials and stationery to undertake smooth facilitation and learning activities. Hence, facilitators were often de motivated due to the absence of basic materials in the centers.

- 7) In some IFAL centers learning took place for more than three days and the learners preferred to learn using other materials designed for other programs.
- 8) Since most of the facilitators are professional teachers with basic pedagogical and andragogical knowledge and skills, the teaching method they employed was participatory, active and cooperative.
- 9) Facilitators employed continuous assessment to assess the performance of IFAL learners; however, there wasn't any standard for examination and certification used by external body and certification is made by each wereda education office. The lack of standard in the provision of certification would have negative effect on the quality of the IFAL program.
- 10) The IFAL program wasn't evaluated by external evaluators. Only facilitators and supervisors from the wereda education office were taking the monitoring and evaluation activities in all the IFAL centers. This reliance only on internal evaluation might negatively affect the objectivity of the evaluation activities.
- 11) The IFAL program encountered problems like budget and finance problem, poor coordination of different committees and learners drop outs. Hence, these situations could hamper the implementation of IFAL program of good quality.

9.3 Recommendations

To materialize the IFAL Curriculum development and Implementation stated in both the Curriculum Framework and the program implementation Guidelines documents, the evaluation of the learning materials and following up the implementation process in detail are

among the most significant activities that should take place in the IFAL program.

Thus, based on the data analysis, the major findings and the conclusions drawn, the researcher has forwarded the following recommendations:

To reduce the IFAL learners' dropouts' rate, motivating and awakening the adult learners about the usefulness of the program might not be a solution to the problem. Because adult learners have understanding about the importance of literacy education to improve their living condition and they were observed coming to be enrolled in the learning centers without any agitation. But they either drop out or couldn't participate in the program due to financial problems to purchase learning materials such as pen, pencil and exercise books. Hence, measures should be taken to reduce the extent of the problem and to increase the participation rate. Some of the measures to be taken may include:

1. Planning and setting targets of the program with the real participation of the learners.
2. Providing stationery materials (pen, pencil and exercise books) to people living in extreme poverty.
3. Reduce the program duration after having detail investigation.
4. Negotiating with their employers to allow them go to the IFAL centers on time to facilitate good conditions for their learning.
5. Setting different/ alternative time tables for their literacy class so that the learners could have chance to learn on the appropriate time that they could learn.

6. To avoid the shortage and high turnover of the IFAL facilitators it is important to increase the monthly stipend (beyond minimum Wage level of the country) is mandatory. This is believed to increase the motivation level of the facilitators there by to avoid late coming and absenteeism.
7. To bring quality improvement in the IFAL curriculum, need assessment should be conducted and contents suggested by the FAL implementation guide should be considered while developing the textbooks.
8. Structural change (including all stakeholders) in the provision of IFAL should take place to strengthen the participation of stakeholders in all areas of the curriculum development and implementation of the program. Otherwise it remains to be only a plan on paper. This change should involve the establishment of new office to run the program independently.
9. To avoid the problem of resource and budget for the program, mass mobilization becomes mandatory. Thus, the Addis Ababa City Administration should prepare a fund raising program to accomplish its goal in IFAL program.

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- A) 1 – 5years B) 6 – 10 years
 C) 11 – 15 years D) Above 15years

5. How much is your Teaching load in the IFAL program per week?

- A) Below or equal to 4 hours C) 12 to 16 hours
 B) 5 to 10 hours D) Above 16 hours

6. Do you have another job than IFAL? A. Yes B. No

7. Which literacy Programs are you responsible for Facilitating?

- A. Adult Basic Education
 B. Integrated Functional Adult Literacy
 C. Both

Part Two: The Curriculum Development.

8. How do you rate (judge) the content of the learners textbook(from your experience of teaching) in terms of the stated parameters? Please use:

1. For not being sure.
2. For a total absence or worst condition
3. For less presence or fair condition
4. For medium presence or good condition
5. For a high presence or excellent condition.

	Contents of the materials	Scale				
8.1	Level of difficulty	1	2	3	4	5
8.2	Familiarity to the learners life	1	2	3	4	5

8.3	Concept clarity	1	2	3	4	5
8.4	Appropriateness of the contents to the level of the learners	1	2	3	4	5
8.5	Use of convenient teaching methodology	1	2	3	4	5
8.6	Size of the content	1	2	3	4	5
8.7	Inclusion of contents suggested in the curriculum framework in the textbooks.	1	2	3	4	5
8.8	Amount of the class work or homework	1	2	3	4	5
8.9	Relevance of the material	1	2	3	4	5
8.10	The size of the textbook	1	2	3	4	5
8.11	The Pictures and Illustrations of the textbooks	1	2	3	4	5

PART THREE: Teaching Learning process.

A. Organizational Arrangement (Learning Environment).

9. How do you rate the condition of the learning environment (centre) organization where you are facilitating IFAL? Please tick your response using the following scale.

1. For not being sure.
2. For a total absence or worst condition
3. For low presence or fair condition
4. For medium presence or good condition
5. For a high presence or excellent condition.

	Teaching Environment	Scale				
9.1	The location of the learning site	1	2	3	4	5
9.2	The size of the classroom	1	2	3	4	5
9.3	Neatness of the classroom	1	2	3	4	5
9.4	The air circulation of the classroom	1	2	3	4	5
9.5	The condition of lighting	1	2	3	4	5
9.6	Availability of chairs and tables	1	2	3	4	5
9.7	External sound interference	1	2	3	4	5
9.8	Availability of rest rooms	1	2	3	4	5
9.9	Availability of Tea room	1	2	3	4	5
9.10	Availability of recreation site	1	2	3	4	5

B. Materials and Resource Availability.

10. Using the same response scale in question # 9 above how do you rate the availability of Teaching and learning resources in your center?

	Resource Availability	Scale				
10.1	Supply of exercise books to facilitators for lesson planning and learners register	1	2	3	4	5
10..2	Availability of text books for learners and	1	2	3	4	5

	facilitators					
10.3	Availability of exercise books for learners	1	2	3	4	5
10.4	Availability of chalk board	1	2	3	4	5
10.5	Availability of Chalk and Duster	1	2	3	4	5
10.6	Availability of additional teaching and learning material i.e charts, pictures, graphs, etc...	1	2	3	4	5
10.7	Availability of supportive/ Reference books other than learners text books.	1	2	3	4	5
10.8	Availability of Reading room	1	2	3	4	5
10.9	Availability of paper for exam	1	2	3	4	5
10.10	Availability of ruler, pen /pencil for writing	1	2	3	4	5
10.11	Availability of teachers guide	1	2	3	4	5

C. Learners Recruitment.

11. How does learners recruitment takes place? It takes place on:

- A. Voluntary Base.
- B. Forcefully
- C. Quota
- D. I don't know.

12. Who is responsible for the IFAL learners recruitment?

- A. Kebele (Woreda) leaders and officials.

- B. Village elders and representatives.
- C. Program Implementers and Facilitators
- D. All are responsible

13. Where do you conduct you IFAL Program?

- A. At individual residence gained through gift or rent
- B. At Health learning centers
- C. At Kebele (Woreda) halls.
- D. At Formal Schools.

D. Facilitators Recruitment.

14. Which of the following best describes your paid job ?

- A. Professional Teacher of elementary/ Secondary School.
- B. Agricultural Development or Health service Agent.
- C. 10th or 12th grade completer
- D. I am elementary school (below grade 9th) complete.

15. Which IFAL Facilitators training have you taken?

- A. 15 day's pre – Facilitation Training.
- B. 6 week capacity building training.
- C. Other short term trainings.
- D. I didn't take any training so far.

16. How much is Your monthly Stipend for your IFAL facilitation service?

- A. Less or equal to 250 birr per month
- B. 251 to 500 birr per month
- C. Above 500 birr per month
- D. I am giving free voluntary facilitation service

17. Is the facilitation work motivating or not?

- A. It is motivating.
- B. It is less motivating.
- C. It is not motivating
- D. It doesn't affect my work.

E. Facilitators Motivation.

18. Which one of the following affects your motivation negatively in

your IFAL facilitation? Using the following rating scale, Please tick your response against each statement .

1. For not being sure.
2. For a total absence or worst condition
3. For low presence or fair condition
4. For medium presence or good condition
5. For a high presence or excellent condition.

	Facilitators Motivation	Scale				
18.1	Low Provision of Pre service Training	1	2	3	4	5
18.2	Provision of in -service Training	1	2	3	4	5
18.3	Less Promotion opportunity in your job	1	2	3	4	5
18.4	Low level of Stipend.	1	2	3	4	5
18.5	Unavailability of scholarship opportunity and/or Promotion.	1	2	3	4	5
18.6	High rate of learners drop - out	1	2	3	4	5

PART FOUR: Curriculum Implementation.

A. Teaching Methodology.

19. How do you rate the implementation of teaching methodology in the classroom teaching – learning? Please use:

1. For not being sure.
2. For a total absence or worst condition
3. For low presence or fair condition
4. For medium presence or good condition
5. For a high presence or excellent condition.

	Methodology	Scale				
19.1	Preparation of lesson plan	1	2	3	4	5
19.2	Use of students demonstration method	1	2	3	4	5
19.3	Use of teacher demonstration method	1	2	3	4	5
19.4	Provision of class work	1	2	3	4	5
19.5	Provision of home work	1	2	3	4	5
19.6	Provision of individual work	1	2	3	4	5
19.7	Provision of group work	1	2	3	4	5
19.8	Use of lecturing method	1	2	3	4	5

20. Using the scale given above please rate the level of Implementation or existence of the following activities.

	Methodology	Scale				
20.1	Pre - Assessment of learners	1	2	3	4	5
20.2	Out of classroom support of facilitators to the learners.	1	2	3	4	5
20.3	Learners home visit by the facilitators	1	2	3	4	5
20.4	Students drop - out rate	1	2	3	4	5
20.5	Provision of textbooks	1	2	3	4	5
20.6	Provision of exercise books and pencils for learners.	1	2	3	4	5

B. ASSESSMENT

21. Who is going to assess the performance and achievement of IFAL

Learners?

- A. The Facilitators
- B. The IFAL committee
- C. The learners themselves.
- D. All

22. How are you going to assess your learners ? (you can choose one or more than one answer). Using:

- A. Oral exams
- B. Written exams
- C. Practical Skill Performance
- D. All

23. Do you employ continuous assessment in your IFAL class? If so, please use the following scale to indicate the frequency of your application.

- 1. For not being sure.
- 2. Not at all
- 3. Some times
- 4. Most of the time
- 5. Always

	Assessments	Scale				
23.1	Pre - Assessment of the learner enrollment.	1	2	3	4	5
23.2	Provision of continuous testing	1	2	3	4	5
23.3	Giving opportunity to speak in the class	1	2	3	4	5
23.4	Checking class work	1	2	3	4	5
23.5	Checking assignment	1	2	3	4	5

23.6	Self Assessment of the learner	1	2	3	4	5
23.7	Provision of summative evaluation.	1	2	3	4	5

24. Which tool are you using to carry out continuous assessment in your IFAL class? Use the scale used in question number 23 above to answer this item.

	Assessments	Scale				
24.1	Observation.	1	2	3	4	5
24.2	Dictation	1	2	3	4	5
24.3	Question and Answer	1	2	3	4	5
24.4	Skill and Practical work	1	2	3	4	5
24.5	Group Discussion	1	2	3	4	5
24.6	Competition	1	2	3	4	5
24.7	Other tools (such as games and letter writing.	1	2	3	4	5

C Monitoring And Evaluation (Supervision)

25. Who is conducting the Monitoring and Supervision in your IFAL center? (You can circle one or more than one).

- A. Facilitators
- B. Supervisors and Inspectors jointly.
- C. The surrounding literacy committee.
- D. Non Government Organization

E. Civil Societies

F. Program leaders and/or coordinators

26. How frequent are the following activities monitored and supervised? Please using the scale for item 23, indicate your choice.

	Items of Monitoring and Supervision	Scale				
26.1	Enrollment – Dropout Ratio	1	2	3	4	5
26.2	Financial and Material Resource	1	2	3	4	5
26.3	Relevance of the Curriculum	1	2	3	4	5
26.4	Efficiency of the training	1	2	3	4	5
26.5	Learners – Facilitators Ratio	1	2	3	4	5
26.6	Learners – Textbook Ratio	1	2	3	4	5
26.7	The Role of the Stakeholder	1	2	3	4	5

27. How do you judge the following issues in your IFAL center? Use the scale given for item number 23.

	Miscellaneous	Scale				
27.1	The functional application of text book contents	1	2	3	4	5
27.2	Availability of budget for teaching - learning	1	2	3	4	5
27.3	Availability of post – literacy facilities	1	2	3	4	5
27.4	Convenience of class Schedule	1	2	3	4	5

TOOL: 002

Focus Group Discussion Guiding Questions for IFAL Learners

I. Issues of the Curriculum Development.

1. Was there learner's needs assessment before the implementation of IFAL in your center?
2. How did you joined the IFAL Program?
3. How do you see the convenience of the day and time of the IFAL program?
4. How do you see the contents of the text book in terms of:
 - A). Content Relevance.
 - B). Illustrations
 - C). Exercises
 - D). Size, Illustrations etc...

II. Issues of Curriculum Implementation.

5. How do you see the organization of the classroom and the school compound?
6. Is the teaching method employed in the classroom appropriate to you?
7. Are you supplied enough learning materials?
8. Does continuous assessment takes place?
9. Do people from Wereda education office or Literacy committee visit your centers while you are learning?
10. Have you applied what you have learnt in the class to your life?
11. Please mention other problems or strength that you encountered in the IFAL program development and implementation

Tool: 003

The Curriculum Development and Implementation of Integrated Functional Adult Literacy in Ethiopia

Interview Guide for IFAL Focal Persons

Sub – City:- _____ Wereda:- _____

I). Questions pertaining to the Curriculum Development

1. Was there needs assessment before the development of the IFAL Curriculum?
2. Do textbooks include contents which are forwarded in the Curriculum guideline of the Federal Ministry of Education?
3. Who were the personnel participated in the textbook development?
4. How do you compare the contents of the two level textbooks?
5. How do you see the contents of the text book in terms of?
 - A). Content Relevance.
 - B). Illustrations
 - C). provision of sufficient Exercises
 - D). Size, Illustrations etc...
6. Is there any similarity or difference between the contents mentioned in the IFAL curriculum Framework and the existing learners textbooks?
7. So far, how many cohorts of IFAL learners have been graduated from this Cub City/ wereda ?

II. Questions pertaining to the Management of the Program.

8. How do you see the availability of budget and supply of teaching learning materials for the IFAL centers in your Wereda/Sub - city?
9. Have you conducted Assessment and Evaluation of the program and the textbooks?
10. Is there shortage of IFAL centers, teaching – learning materials and Facilitators?
11. Do all or some of the graduates have transferred to the regular program of education in formal primary school? If not why?
12. Is supervision and monitoring activity taking place? If so, by whom? How frequent? And what are the monitored issues ?
13. Are there stakeholders’ participation and mass mobilization in financial, material, labor support and monitoring activities?

IV. Questions Pertaining to the Implementation of the IFAL Program

14. Do the IFAL centers fulfill the minimum requirement to conduct the learning?
15. How are you going to recruit IFAL learners and Facilitators in this Wereda /sub - City?
16. How do you judge the drop – out rate of the IFAL learners and facilitators?
17. Have you offered facilitators training? If so, when and for how long?
18. Is the teaching method in the IFAL Centers participatory and learner centered?
19. Is there continues assessment of the learning and the Program

management?

20. For how many days and hours are you conducting the classes in each IFAL centers in your Wereda/ Sub city? Is it appropriate to the learners?
21. Are results of programs of teaching and learning satisfactory in the light of the desired levels of competence (concepts, attitudes, capabilities, etc,) attained by learners?
22. Is there any plan for the continuity of the program after graduation? Are there reading rooms and materials for the newly graduates?
23. How frequent does your office conducts monitoring and evaluation in each IFAL centers in your Wereda/ sub – city?
24. Have you certified the IFAL graduate? If so, for how many times?
25. What is your plan or action for those who have completed the IFAL program?
26. Please mention other problems that you encountered in the IFAL program development and implementation and the possible solutions for these problems that you suggest

TOOL: 004

The Curriculum Development and Implementation of Integrated Functional Adult Education Classroom and Learning Centers Environment Observation Checklist

No.	Descriptions	Yes Enough 2	Yes Few 1	Not at all 0	Remarks /Evidences
I - LEARNING ENVIRONMENT.					
1.1	The compound is fenced and protected.				
1.2	The average distance from home				
1.3	Availability of safe water to drink				
1.4	Availability of waiting room or space				
1.5	Availability of rest room for both sex				
1.6	Availability of proper learning room				
1.7	Size of the classroom				
1.8	Ventilation/ air supply of the classroom				
1.9	Neatness / attractiveness of the classroom				
1.10	Availability of lighting.				

1.11	Availability of chair & Table (Desk)				
1.12	Availability of Tea room.				
1.13	Availability of Recreation.				
II. LESSON IMPLEMENTATION in CLASSROOM.					
2.1	Teacher's Greetings when enter class				
2.2	Revising the previous lesson				
2.3	Introducing the lesson of the day				
2.4	Telling the objectives of the lesson				
2.5	Giving clear explanation when presenting				
2.6	Using easy language and local dialect				
2.7	Exhibiting subject matter mastery				
2.8	Encouraging students active participation				
2.9	Setting activities to the level of students				
2.10	Linking the lesson to the life of the learners				
III. PROGRAMME MANAGEMENT					
3.1	Taking Students Attendance				
3.2	Managing Own behavior as a facilitator				
3.3	Managing the classroom discipline				
3.4	Motivating Students to learn				

3.5	Planning the Lesson Properly				
3.6	Assessing the Learners Progress Continuously				
3.7	Providing Appropriate Feedback				
3.8	Learners – Textbook Ratio				
3.9	Learners – Facilitator ratio				
4. AVAILABILITY OF MATERIAL RESOURCE.					
4.1	Written Training Materials (Textbook)				
4.2	Supportive (Reference) Books				
4.3	Registers (Attendance Sheet)				
4.4	Lesson Planning Materials				
4.5	Teacher’s Guide				
4.6	Exercise book for learners				
4.7	Black board				
4.8	Duster				
4.9	Chalk				
4.10	Table				
4.11	Desk				
4.12	Chair				
4.13	Pencil				
4.14	Pen				
4.15	Ruler				
4.16	Meters				
4.17	Reading room				

4.18	Teaching Aid (Chart, Graph, Picture, etc...)				
V. Curriculum Implementation					
5.1	Preparation of lesson plan				
5.2	Use of students demonstration method				
5.3	Provision of class work				
5.4	Preparation of lesson plan				
5.5	Use of teacher demonstration method				
5.6	Provision of class work				
5.7	Provision of Home work				
5.8.	Provision of individual work				
5.9	Provision of group work				
5.10	Use of lecturing method				
5.11	Pre – Assessment of learners				
5.12	Out of classroom support of facilitators to the learners.				
5.13	Learners home visit by the facilitators				
5.14	Students drop – out rate				

Tool : 005A

Content Analysis Checklist for Assessing the Extent to Which Intended Contents are incorporated in Text book

Region: _____ **Zone:** _____

Analyzed Text:

A/ Level one text book C/ Level one Facilitators' Guide

B/ Level two text book D/ Level two Facilitators' Guide

S.No.	Themes to be considered in to content analysis	Total number of units/chapters	Total number of units/chapters	Total number of activities	
1	Agriculture and Rural Development				
2	Health and Family Planning				
3	Civics and Ethical Education				
4	Environmental Conservation and Protection				
5	Gender				
6	Income Generation				
7	Critical Thinking				
8	Social Life				
9	Numeracy and Bookkeeping				
TOTAL					

Tool 005B

**Summary of Content Analysis taken from textbooks,
Facilitators Guides and the Syllabuses**

Type of Printed Material :- _____

		Total number of chapters		Total number of contents		Total number of objectives		Total number of activities	
		f	%	f	%	f	%	f	%
1	Agriculture and Rural Development								
2	Health and Family Planning								
3	Civics and Ethical Education								
4	Environmental Conservation and Protection								
5	Gender								
6	Income Generation								
7	Critical Thinking								
8	Social Life								
9	Numeracy and Bookkeeping								

TOOL: 006

Checklist for Textbook Evaluation

Title of textbook: -----

NOTE: Dear evaluator! Please Tick **4** for high existence of the mentioned behavior or activity, **3** for moderate, **2** for low, **1** for very low and **0** for non existence.

Weight	Topic/ Issue	Rating				
		4	3	2	1	0
	1. General Issues.					
1.1	Taking into account currently accepted methods of IFAL teaching					
1.2	Giving guidance in items presentation					
1.3	Giving attention for individual differences					
1.4	Relating contents to the learners' culture and environment					
	2. Objectives.					
2.1	Specificity					
2.2	Measurability					
2.3	Attainability					
2.4	Reliability					
2.5	Time bound					
2.6	Clarity					

	3. Structure and Design.	4	3	2	1	0
3.1	Color					
3.2	Size					
3.3	Number of pages					
3.4	Illustrations/ graphics					
3.5	Availability of Exercises in each unit					
3.6	Font Size					
3.7	Font Style					
3.8	Readability					
	4. CONTENTS.					
4.1	Familiarity					
4.2	Clarity					
4.3	Relation with Objective					
4.4	Relates reading passages to the learners' background.					
4.5	Functionality					
4.6	Provides ample exercises					
4.7	Has continuity of concepts and ideas.					
	5. TECHNICAL.					
5.1	Provision of Table of contents					
5.2	Provision of Preliminary information. (publisher, year of publication etc,)					

5.3	Use of up-to-date information whenever necessary.						
5.4	Quality of editing and publishing						
5.5	Expensiveness						
5.6	Having authenticity in language and style of writing						