INDIRA GANDHI NATIONAL OPEN UNIVERSITY

RURAL DEVELOPMENT MASTERS PROGRAMME

ASSESSMENT ON THE CONTRIBUTION OF FUNCTIONAL ADULT LITERACY PROGRAM THE CASE OF BASSONA WERANA

BY

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A DISSERTATION SUBMITTED TO RURAL DEVELOPMENT MASTERS PROGRAMME, INDIRA GANDHI NATIONAL OPEN UNIVERSITY, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTERS DEGREE IN RURAL DEVELOPMENT

November 2016

ADDIS ABABA, ETHIOPIA

DECLARATION

I hereby declare that the dissertation entitled ASSESSMENT ON THE CONTRIBUTION OF FUNCTIONAL ADULT LITERACY PROGRAM submitted by me for the partial fulfillment of the M.A. in Rural Development to Indira Gandhi National Open University, (IGNOU) New Delhi is my own original work and has not been submitted earlier either to IGNOU or to any other institution for the fulfillment of the requirement for any course of study. I also declare that no chapter of this manuscript is whole or in part is lifted and incorporated in this report from any earlier works done by me or others.

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CERTIFICATE

This is to certify that Mr Abebaw Tesfaye student of M.A. (RD) from Indira Ghandi National Open University, New Delhi was working under my supervision and guidance for his project work for the course MRDP-001. His project work entitled CONTRIBUTION OF FUNCTIONAL ADULT LITERACY PROGRAM THE CASE OF BASSONA WERANA which he is submitting, is his genuine and original work.

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ACKNOWLEDGEMENTS

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LIST OF ABBREVATIONS

AANFE   Agency for Adult and Non Formal Education

ABE   Alternative Basic Education

CI   Confidence Interval

EFA   Education for All

ESDP   Education Sector Development Program

ETB   Education Training Board

ETP   Education Training Policy

FAL   Functional Adult Literacy Program

FALP   Functional Adult Literacy Program

FTC   Farmer Training Center

HIV/AIDS   Human Immune Virus/ Acquired Immune Deficiency Syndrome

IALS   Institute for Adult Literacy Survey

ICT   Information Communication Technology

LAMP   Literacy Assessment and Monitoring Program

M   Mean

MOE   Ministry of Education

NDE   National Directorate for Employment

NOA   National Orientation Agency

PEAP   Poverty Eradication Action Plan

PTA   Parent Teacher Association

UIS   UNESCO Institute of Statistics

UNESCO   United Nations Educational Scientific and Cultural Organization

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Education is a key instrument for development; moreover, every human being has the right to get basic education irrespective of his/ her color, religious background and economic status. With respect to this citizens' right to education and the realization of economic and social benefits that emanate from education, a massive movement has been carried out in the country through successive education sector development programs launched in line with education and training policy.

Education is a continuing process spanning the years from earlier infancy through adult hood and necessary involving a great variety of methods and resources. It is an essential condition for multidimensional development (social, economic, political and cultural Aspects (MOE, 2008). Such developmental aspects with in a nation are highly contributing to successful implementation of educational program: from basic literacy and skills to higher education at all age groups with no discrimination. Similarly (Ghash and Zachriah, 1987) stressed that education is mainly concerned with liberation of man from ignorance and poverty it plays an important role in the transformation and development of society.

Besides, education is universally recognized as one of the most fundamental building blocks for human development and poverty reduction and a key to attaining the growth and development of goals; however the majority of the population cannot be expected to participate in learning and training through the existing formal education system. Therefore, the existence of non-formal education is very important. Even though non-formal education is aimed at meeting specific learning needs of particular members of the groups in the community

(children, youth and adults), it plays a significant role in providing knowledge, skill and attitude for individuals who cannot involve in formal schooling,

There are different program areas of non-formal education, out of those program areas, (St. Mary university college, 2006).asserted that the current and most relevant to the needs of many adult learners in most developing countries is functional Adult Literacy program. Functional Adult Literacy (FAL) is a concept which was developed in the late 1960 and then implemented in several countries in the 1970s and after. (Bohla, 1995) cited in (Dabal: Hundessa, 2011).

Besides, Functional Adult Literacy program (FALP) was initiated at the world conference of MOE on the eradication of illiteracy on Teheran, in Iran in September 1965. The merge of FAL program to educational progress as a whole was brought into focus by Director General of UNESCO (Bohla, 1994) cited in Tekalign Minalu, (2010).According to the Director General of UNESCO Functional Literacy development born (work oriented Literacy) was a child of the third world. Its newest manifestation may be literacy integrated with income generation (Bhola, 1995).

Bhola (1984) stressed that proper organized Functional Adult Literacy program has advantages for an individual to be independent in his daily activity. It helps the individual to increase productivities, to improve his status in the societies and to assist him into upward mobility in the social structure if proper coordination of training is maintained. Thus the implementation of FAL program in developing countries particularly in Ethiopia plays a decisive factor for socioeconomic, cultural and political development.

Developed and developing countries recognize the fact that formal education is a pre-requisite for growth and development and so they try to provide quality formal education for their citizens. Studies of the more advanced countries notably the United States, Denmark and Japan during the period of their

economic growth and development, suggest that there had been a very significant relationship between their economic growth and the quality of formal education provided to their citizens (Thompson, 1981). One of the development areas is children's education. As a matter of fact parents' role for the achievement of children's education is paramount importance. It is also a means to empower families monitor and encourage children spend most of their time in education. Children in the primary schools of this research area spend sixteen hours of their time with their guardians. Research conducted also indicates that participation in adult literacy education has a positive impact on parents' involvement in their children's education, Hal Beder (1999). In addition, Hal Beder (1999) in the studies reviewed, impacts on children's education were generally measured by such variables as the extent to which participants read to their children, whether they attended PTA meetings, and the frequency with which they interacted with children's teachers. Based on respondents' self-reports and these measures, it was concluded that adult literacy education has a positive impact on children's education. These variables, however, are essentially surrogates for the long-term effects on children that would be expected if genuine impact were to be demonstrated, effects that might include children's more positive attitudes toward education, improved school performance, higher secondary school graduation rates, and increased enrollment in higher education. These long-term effects need to be established.

Different researchers conduct their study on Adult non formal education in a broad sense. For instance, the research result of MOE (1999) on the status of non-formal education in Ethiopia indicated as that, stakeholders participation on Functional Adult Literacy program implementation are not sufficient unless the Functional Adult Literacy centers are properly managed and organized to meet the need of the local communities. In addition, Dabal: Hundessa (2011) on his summary of findings indicate that, Females participation was very low in the process of FALP implementation. In line with this, other researchers gave their own

recommendation based on their findings. However, still the problem is not solved in Amhara regional state in General and in North Shoa Zone in particular.

1.2. Statement of the Problem

One of the aims of education is to strengthen the individuals and societies problem solving capacity, ability and culture. Education enables man to identify harmful traditions and replace them by useful ones through permanent behavioral change. It helps man to improve changes as well as develop and conserve his environment for the purpose of an all rounded development by diffusing science and technology in to the society (ETP, 1994).

In many parts of the world including Ethiopia education is primarily recognized as a basic human right irrespective of their color, religion, background and economic status. With respect to this citizen's right to education and the realization of economic and social benefits that emanate from it, a massive movement has been carried out. However, many people still lack access to formal education in Ethiopia. Therefore, Adult Education program with the special focus of Functional Literacy is intended to give opportunity for those adult who lack access. Previously, in Ethiopia Adult education program is basically focused on literacy, numeracy and other relevant skills to enable learners to develop problem solving abilities and change their lives. In this program, there are two components where one focuses on literacy program for youth and adults and other on basic skills training in community skill training centers (MOE, 2005).

However, under ESDP III adult education program is partly planned to emphasize Functional Adult literacy which includes the acquisition and use of reading and writing to learn practical knowledge and skills useful for other aspects of life. Such as: agriculture, health, community policing and kebele administration and other dominant Livelihoods.

FAL in National Adult Education strategy (NAES) is also planned to emphasize on an integration of Literacy and life skills to enable learners to take informed decisions in their daily life and challenge various problems. Furthermore, it is planned to empower people to participate actively in ones affaires and benefit to generate income, fight against poverty and promote lifelong learning. In addition Hal Beder (1999) stated Participation in adult literacy education has a positive impact on learners' self-image.

According to MOE (2005), FAL is a voluntary program and it could be facilitated by formal school teachers, alternative basic education facilitators, literate adults, development agents and health extension workers, secondary and university students etc. and it could be conducted in formal schools, alternative education centers (ABC), farmers training centers (FTC) and in other possibilities.

Adults being one of the major stakeholders for children's education will have a pivotal role to play. As a study (The impact of parental involvement on children's education,2008) indicated that children of parents with the poorest grasp of literacy and numeracy are at a substantial disadvantage in relation to their own reading and mathematics development compared to children who have parents with good literacy or numeracy. This means adults who have the opportunity to get education will have a better advantage to influence their children's education positively. Positive influence of children's education may include but not limited to reducing drop out, regular school attendance, punctuality, encourage active participation in class room interaction and co-curricular activities, doing home works, reading in the library, monitoring students condition in school and home, and counseling children how to overcome challenges. In the understanding of the aims of education and the realization of economic and social benefits of the society, a massive movement has been carried out in Ethiopia (ETP, 1994).

However, many adult people in the country have no access to formal education and living in the umbrella of illiteracy. For instance, in Basso, 23.3 % of the population aged 15 years and above are illiterate and needs FAL program.

Hence to reduce the illiteracy rate, socially, culturally and economically relevant literacy practice and livelihoods that leads to empowerment to question actual life situations and problem solving capacity is officially designed and recognized in NAES since 2008. Taking this situation in to account, this study attempts to assess the contribution of Functional Adult Literacy Program. And problems encountered in the implementation process in Bassona Werana Wereda of North Shoa Zone.

1.3. Objectives of the Study

1.3.1. General Objective

Assess the implementation of Functional Adult Literacy and its challenges with possible ways of solving the problems.

1.3.2. Specific Objective

- Study the contribution of Functional Adult Literacy on participants' life.
- Draw lessons on how FAL is helping people and replicate it to other areas of the Zone
- Bench mark for other researchers interested on the topic

1.4. Hypothesis of the Study

The hypothesis of this study is:- "Does Functional Adult Literacy contribute for the life of attendant guardians?"

In order to test the above stated hypothesis questionnaire and interview tools developed in addition to document review at Bassona Werana Education Office.

1.5. Definition of Terms

1.5.1. Parent/Guardian

In this study parent or guardian mean residents of Bakelo, Keyit, Aba Mote, Gudo Beret and Basso Dengora kebeles in general and those parents and/or guardians attending Functional Adult Literacy program.

1.5.2. Functional Adult Literacy

In this study functional adult literacy is an educational process directed at raising the knowledge and skills of citizens aged 15 years and above starting from basic reading, writing and computing skills in an organized manner. It is a voluntary program and it could be facilitated by formal school teachers, alternative basic education facilitators, literate adults, developmental and health extension workers, secondary and university students etc. and it could be conducted in formal schools, alternative basic education centers , and farmers training centers (FTC) and in other possibilities.

1.5.3. Education Training Board (ETB)

Are representatives of the community responsible for policy making and governance role. It is concerned with setting out principles, over all strategies for school improvement (based on local context) providing political support and approving budget.

1.5.4. Parent Teacher Association (PTA)

These are also community representatives who serve as links between teachers and parents (community). It is closer to the school in terms of intervention through attending to the day-to-

day heartbeat of the schools. These may include involvement in extreme forms of teachers and students discipline problems; problem with students and resource mobilization; awareness of building work requirements.

1.5.5. Technique Committee

A committee organized to plan and lead the program. It consists of school director in the area, kebele chairperson, health extension worker and development agent in the kebele.

1.5.6. Facilitators

Facilitators in this study are youth and adolescents who completed grade ten and are in charge of running functional adult literacy in their community. They are residents of the target community where the program is undertaken.

1.5.7. Guest Teachers

In the study guest teachers are experts at kebele level to impart their specialized fields of discipline contents for functional adult literacy attendants. They have weekly schedule. They are health extension workers, development agents, kebele managers and police officer.

1.5.8. School Enrolment

It is being registered in the formal schools for literacy. A child is expected to join primary education at the age of seven.

1.5.9. Year End Exams

In this study it is an exam provided for parents who has been attending functional adult literacy at a certain level to determine transition to the next level.

1.6. Significance of the Study

The study would provide direction how FAL is improving the life styles of those adults. Moreover, this study can be used as an input to other similar situation woredas, zones and regions. It may also remind government officials to work fill gaps on FAL for better result.

Since there is no research result on the targeted area concerning "contribution of Functional Adult Literacy program" may clearly show the benefits of Functional Adult Literacy in the target area and could be replicated to the rest woredas of the Zone to enhance over all development of the community through Functional Adult Literacy.

1.7. Scope and Limitation of the Study

Geographically the study was confined to Bassona Werana worda. It was delimited to FALP Implementation which is concerned with literacy led program, its contribution for participants and factors affecting its implementation.

The researcher encountered some limitations during the study which were due to time constraints. The researcher was forced to limit the number of respondents as well as the data gathering techniques: questionnaire and interview.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2. Theoretical and Empirical Literature

2.1 The Role of Education for Development

Education is recognized as an inalienable right for every person by the universal declaration of human rights in 1948. Article 26 stated that everyone has the right to education. Education shall be free at the elementary level and fundamental stages. Elementary education shall be compulsory. Thus, citizens of a country have the right to education and it is considered as an essential tool in achievement. The goals of education are equality, development and peace. Most countries recognize the importance of providing education to their citizens. In developing countries, however, many citizens haven't got even fundamental education which let them literate; be able to read, write and understand what is written.

Education could be conducted through different ways. The well-known ways are: formal, non-formal and informal. Schools play an important role in human resources development. Human resources development is essentially the process of rising knowledge, developing skills and enhancing capacities of the people (Sodhi,1985).

2.2. The Role of Functional Literacy for Development

To promote development and effect change in the lives of people, various input elements are required. Many writers in the field of education claim that education is one of the instruments of change. Prior to the seventies, the general public, the civil society including scholars believed that knowledge obtained from the formal education system had the potential and capability to accelerate development. However, the 'murky' problems inherent in the formal education system lead to a change in general thought. The use of the non-formal education system to promote functional literacy in particular, has received greater attention because of its

flexibility in time, place, curriculum and content, and methodology and seems to be better accepted as an instrument of development.

Functional literacy is highly related to effectiveness at work. According to Messele Delelegn (1997:2-3) functional adult literacy (FAL) is a process of correlating development purposes with educational program and inputs. It is not merely a literacy program. According to UNESCO conference of Tehran of 1965, functional literacy is strongly linked to the economic function. This is due mainly to the psychology of adults at work. Where the teaching of specific skills as well as economic skills are integrated, the learners experience the two teachings as one learning (Bhola, 1994). This operational definition was later made to include awareness. Economic skills still remain central to the concept of functional adult literacy and the emphasis on economic functionality is important, because economic rewards are more easily attracted to functional literacy classes that do not teach economic skills.

The functional literacy concept according to Bhola is more than mere economic skills. It has come to have three elements: literacy, functionality and awareness. The literacy component focuses on the skills of reading and writing. The acceptable level is decided in each program. The functionality component deals with economic skills. Economic skills are taught within the context of income generation schemes so that the learners are able to earn some money. The awareness component creates a change of attitude and awareness among learners with respect to their social and political life. It is a mixture of cultural and civic literacy.

As a consequence, according to Meselle Delelegn, FAL is relevant, meaningful and has practical utility. It is functional because it aims at:

- ✓ Internalizing knowledge;
- ✓ Promoting understanding

- ✓ Imparting agricultural know-how and farming skills;

- ✓ Changing attitudes and ;

- ✓ Motivating ones to find solutions for problems encountered.

It is a means of developing holistic personality of those who are illiterate. Hence, FAL is a method of training and educating illiterate adults for development purposes, literacy skills come only as a part of developing their general skills by increasing their communication skills (Bhola,1994).

FAL is different from traditional literacy, which aims at imparting sufficient proficiency in reading, writing and arithmetic and creates access to the written word. The traditional literacy program is generally standardized and laid down on a centralized basis (Melesse Delelegn, 1997).

On the contrary, FAL is planned at the local level, and has the following as its magic goals:

- ✓ To help the socio-economic and socio-cultural development of the community;

- ✓ To prepare individuals and communities to participate in development activities and in the life of the local environment;

- ✓ To promote knowledge and change in attitude which will enable those who are illiterate to perform efficiently all the functions that they need.

According to Paulo Freire, the methodology applied to empower the learners to learn specific and economic skills, integrated, oral communication is preferred to written communication. Dialogue is the key methodology. Learners are encouraged to discuss in groups. To create the right mood, soliciting learners is done through brainstorming. Learners are also encouraged to consolidate what they have learnt through questions and answers, exposing them to demonstrations, media, role-plays and through the participation in the analysis of case studies. Learners are also encouraged to genuinely involve and participate in problem identification, the planning and implementation of tasks. Participation is central in the FAL program area. According to Melesse Delelegn, participation is critical. Hence through the vehicle of

participation FAL empowers learners to help them develop new attitudes, values and practices towards education in particular and development in general (Melesse Delelegn, 1997).

In the course of its implementation, FAL not only increases the technical capacity for the new literate persons, but also their openness to innovation (IIZ/DVV/39).

FAL often targets the most active and productive sections of the populations of communities who are outside of any kind of school system and aims at fulfilling their improvement goals. Based on the learning needs, FAL also provides education and training in the diverse areas of nutrition, family life education, skill training, agricultural extension, environmental protection, literacy, income generation, women's education.

2.3. Adult Education

The concept of adult education tends to be thought of as an educational process for adults. However, this is not the sphere in which adult education acts. Education in adult education is for forming adults become mature. This principle is valid in any stage of one's life. Education is the education of children, youth, adults and seniors with the endless aim of forming a responsible being. Even though levels of responsibility may vary, what does not change is that the response must always be convincing and conveniently committed. When UNESCO works to achieve their objectives, which is international education for peace, it does so urging that this aim be taken seriously, maturely and as an adult throughout all stages of life and as each circumstance demands.

For UNESCO there is not an educational process if there is not a slow acquiring of values that guarantee a peaceful coexistence. Adult education is synonymous with education in general. Both expressions–"adult education" and "education" by itself- indicate their goal:

the appropriation of a spirit capable of transforming minds in any place and time. This offers a vision of the resolutions and decisions of UNESCO´s general conferences and executive board meetings on adult education from 1946 to 2005.

2.3.1 The Context of Adult Education

Adult education is oriented at the use, at any age, of attitudes and skills prone to clarifying any distortions in communication, favoring "why," "how," "when" and "where" as well as the "what for" in all situations. The Recommendation on the Development of Adult Education affirms that civic, political, trade union and co-operative education activities should be aimed particularly towards developing independent and critical judgment and implanting or enhancing the abilities required by each individual in order to cope with changes affecting living and working conditions, by effective participation in the management of social affairs at every level of the decision- making process.

In the process of achieving adulthood, we must perform the following actions: investigate, reflect, report, decide, receive information and organize it, plan, ask and study. These actions help us to acquire truthful and quality knowledge; to define the strategies and adjust them to reality; focus new options or offer alternative explanations to the information; and to unmask any distortions and deformations. The recommendation supports these type of activities by saying the aims of adult education should be to contribute to:

- developing a critical understanding of major contemporary problems and social changes and the ability to play an active part in the progress of society with a view to achieving social justice;

- developing the aptitude for acquiring, either individually, in groups or in the context of

organized study in educational establishments specially set up for this purpose, new knowledge, qualifications, attitudes or forms of behavior conducive to the full maturity of the personality; ensuring the individuals' conscious and effective incorporation into working life by providing men and women with an advanced technical and vocational education and developing the ability to create, either individually or in groups, new material goods and new spiritual or aesthetic values;

- Developing the necessary discernment in using mass communication media, in particular radio, television, cinema and the press, and interpreting the various messages addressed to modern men and women by society.

This is why it also says that the education of young people should progressively be oriented towards life-long education and learning, taking into account the experience gained in regard to adult education, with a view to preparing young people, whatever their social origins, to take part in adult education or to contribute to providing it. To this end, measures should be taken with a view to: modifying school and training syllabuses with the aim of maintaining and stimulating intellectual curiosity, and also placing greater emphasis, alongside the acquisition of knowledge, on the development of self-teaching patterns of behavior, a critical outlook, a reflective attitude and creative abilities.

These theories have not been heavily modified, but they have been extended and specified. For example, the term "adult education" denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or

turn them in a new direction and bring about changes in their attitudes or behavior in the two fold perspective of full personal development and participation in balanced and independent social, economic and cultural development.

In developing the concept of adult education we can classify three periods. The first period is between 1946 and 1958. This period focuses on the idea of reconstructing the educational structures affected by World War II; the interest of establishing complete educational programs; favoring free and obligatory education; and for universal education. The ten general conferences celebrated in those first twelve years highlighted those worries and interests, which had repercussions in the valuation of the concept of adult education. The second period is between 1960 and 1976. The use-for the first time in 1960-of the concept of a lifelong education is the beginning of a more explicit discourse in regards to adult education. It then acquires the characteristic of a defining and unifying concept in education for becoming adults, which is permanent. UNESCO will greet it enthusiastically by considering it capable of framing and uniting the Organization's importance on education and since it can organize all of the developed educational processes into a single common principle: grade school, out-of-school, and primary school, secondary school, higher, professional, formal and non-formal education. If education is defined as lifelong education, and adult education includes all processes of education, adult education and life- long education unite into a single reality. From this we can affirm that all educational processes must be carried out within the context of life-long education or adult education.

This criterion on adult education, just like lifelong education, is found in the 1976 recommendation and marks the end of this second period.

If the full development of the human personality, particularly in view of the rapid pace of Scientific, technical, economic and social change, education must be considered on a global basis and as a life-long process, the development of adult education, in the context of lifelong education, is necessary as a means of achieving a more rational and more equitable distribution of educational resources between young people and adults, and between different social groups, and of ensuring better understanding and more effective collaboration between the generations and greater political, social and economic equality between social groups and between the sexes. Lifelong education is the foundation of the complete educational process. And with it, the concept of adult education penetrates into all educational structures, which must all be specified as lifelong education.

Adult education as an integral part of life-long education must constantly contribute to the renewal of educational methods, as well as to the reform of educational systems as a whole. The third period began in 1980. This period is framed under the 1976 Recommendation in which we can see different areas of importance. In 1983 the concept of adult education continued to be a concept that presides in all areas of education, and these must be developed within the context of a lifelong education. Then, in this year the concept of lifelong education would be expanded with the addition of "for all," which required the highlighting of the concept of lifelong education, making clear that a lifelong education is for all. Lifelong education for all would then meet its decisive moment in its admission in the World Conference on Education for All (Jomtien, 1990).7 Ibidem. Previously (1989), lifelong education had already been more precisely defined as lifelong education for all.

There are no substantial differences between these two concepts. The same goes for the new term for lifelong education applied in 1995: learning without frontiers; that is, without limiting age, time and space, as well as diversity.

2.3.2 Adult Education and Other Educational Systems

2.3.2.1. Adult Education and Fundamental Education

In the historical circumstances of the forties, the idea of reconstructing educational structures was an urgent objective. It was essential to create a program that would give way to the situation. And UNESCO approached this convinced that as the program advances, follow-up work will carry the new skills of reading and writing to a fuller implementation of everyday life and, further, to a growing recognition of international problems. The program would be known as a project of fundamental education.

This program would have to join the education of various materials and international understanding, as well as an orientation that keeps in mind that it must favor and guarantee peace and safety. When detailing the points in which fundamental education was founded, UNESCO would say:

It is a many sided undertaking ranging from primary education to work with adult illiterates. It includes education for better health and agriculture, for economic improvement, for artistic and cultural development, for citizenship and for international understanding. It is the concern of schools and many other agencies, and requires the use of the new media of mass communication.

It is worth noting that the concept of fundamental education could be expanded and applied in each moment of life. The many vicissitudes of life often place human beings in states of ignorance and in need of basic learning. However, in the forties UNESCO does not pose this

question in this matter. When reconstructing education, they opted to concentrate their efforts in the basics:

Encourage Member States to expand and improve their primary education facilities in order to make provision for all children of school age. Encourage governments to launch fundamental education projects. Collect information on current campaigns against adult illiteracy and facilitate its distribution among specialists and Member States. Encourage research and stimulate the use of new techniques for teaching both children and adults.

Make a survey of the best kinds of literature for new literates according to their needs, and distribute the information obtained. Assist in the preparation and distribution of suggestions for field workers and of materials for use in fundamental education campaigns. Maintain close liaison with persons, organizations and governments interested in fundamental education work with adults. However, the concentration of focus on basic aspects did not ignore the principles education, nor did they close their doors to later changes and the need for adaptation. They maintained that fundamental education and adult education should aim for international understanding. UNESCO was so convinced of this, that they emphasized that in order to create a public opinion favorable to international understanding, UNESCO will, in 1947, assist organizations working with adult's education.

They, however, did not ignore the unifying mean that all education has its expression in adult education, which is perceptible with respect to the development of adult education when they claim.

In 1947, UNESCO studied the sociological background of adult education and its relation to school education. It is in 1953 when the Executive Board adopts its definition of fundamental education which was elaborated in a workgroup in its first reunion in 1950.

Fundamental education is that kind of minimum and general education which aims to help children and adults who do not have the advantages of formal education, to understand the problems of their immediate environment and their rights and duties as citizens and individuals, and to participate more effectively in the economic and social progress of their community. It is "fundamental" in the sense that it gives the minimum knowledge and skills which are an essential condition for attaining an adequate standard of living. It is a prerequisite to the full effectiveness of work in health, agriculture and similar skilled services. It is "general" in the sense that this knowledge and these skills are not imparted for their own sake only. It uses active methods, it focuses interest on practical problems in the environment, and in this way it seeks to develop both individual and social life. It is concerned with children for whom there is no adequate system of primary schooling and with adults deprived of educational opportunity; it utilizes all suitable media for their development through individual effort and through community life. Fundamental education must awaken a consciousness of human dignity and develop a sense of the cultural and moral solidarity of mankind.

Its preoccupation with basic education would be maintained throughout the years. As a result, the Executive Board in 1990, urges the development of strategies at national level aimed at meeting the basic learning needs of young people and adults as well as of children, recognizing the importance of achieving equality by significantly reducing adult illiteracy rates, particularly those of women, the poor and disadvantaged groups, and of providing opportunities for all to acquire essential knowledge and life skills (e.g. environmental and scientific literacy, facts for life, family life education, social education); in 1995, recommends that activities in the field of basic non-formal education for out-of-school youth and adults be strengthened; in 1996, saying: There should be a renewed commitment by UNESCO to basic education for all - both

young people, from early childhood, and adults - as being the highest priority; the conclusions and recommendations of the International Consultative Forum on Education for All (Amman, June 1996), which conducted a review of the progress made since the Jomtien Conference (1990), should be duly taken into account, with emphasis on 'reaching the unreached; in 1997, recommends that innovative actions, employing, inter alia, distance education, be undertaken to reinforce literacy, post-literacy and basic adult education as well as skills training and continuing education, taking into account the conclusions and recommendations of the Fifth International Conference on Adult Education (Hamburg, July 1997)10; and in 1998, the Executive Board Welcomes General Assembly resolution 52/84, which reaffirms the international community's resolve to eradicate adult illiteracy and to ensure that everyone acquires a basic education. However, we must highlight that the formula for fundamental education is sent to an educational system in which a type of teaching- learning that joins aspects related to basic teaching, but by also taking an additional step. With this in mind, UNESCO asked itself should fundamental education be designed exclusively for adults or for children as well?

Should it, indeed, be confined to adults who have not received the rudiments of primary education, or should it also strive, besides combating illiteracy, to keep intellectual curiosity alive in adults, so as to pave the way for a continuation of the elementary education received in the primary schools? Fundamental education expands the aim of basic education and comprises a type of more advanced education. The formula for fundamental education offers supplementary interests: to define this education clearly within the base of society itself, and to be able to serve as a base for evolution in communities and in the training of individuals to which it is aimed at. In the past the proposed reforms were to inspire collectives and

individuals to be conscious of their needs and pass; to be active in requesting for cooperation that would benefit them; to act in collaboration with those interested in not limited to action for themselves; orientate improvements in health; raised economic level; fight against illiteracy; create the consciousness of being both a citizen and producer in each individual; promote feelings of solidarity with the community in which they form part of; and create a consciousness of personal dignity. These tasks, considering their amplitude and diversity of circumstances in which they are developed, made it difficult to establish a common definition that was satisfactory for this educational format:

As it differs both from primary education and from 'further education' for adults and is a Vital factor in community development, fundamental education should not be confused either with schooling or with merely technical development**.**

In spite of these problems, they risked a definition of fundamental education. Fundamental education aims to help people who have not obtained such help from established educational institutions to understand the problems of their environment and their rights and duties as citizens and individuals, to acquire a body of knowledge and skill for the progressive improvement of their living conditions and to participate more effectively in the economic and social development of their community. Fundamental education seeks, with due regard for religious beliefs, to develop moral values and a sense of the solidarity of mankind. While the object of the school is to educate children, and while "further education" continues the education previously acquired in schools, fundamental education is designed to supplement an incomplete school system in economically underdeveloped areas both rural and urban.

This definition, with an unquestionable value from the perspective of what an educational process should be, was seen as a "complement," and for the less fortunate. With time, the

formula was to be abandoned. Even though the formula for fundamental education would never end up within the framework of adult education-due to its dependence on the concept of basic education-its aim towards the meaning of adult education was present. The formula for fundamental education would favor the in-depth knowledge of the community, adapting to the means by which trained men would become both citizens and producers, with a moral, responsible and truthful will.

In particular, it was felt that such education should not give rise to any deterioration of traditional standards. Education of the feelings, fostering of the sense of interdependence, respect for others and civic sense-those are the moral aims which some delegates felt should be sought in fundamental education. Others considered it vital to have an understanding of the religious factor, which is closely bound up with the life of certain communities. However, we cannot deny that its appearance is produced within the context of a more elemental education, and related to efforts to fight against illiteracy. So, the particular contribution of UNESCO to the work of the United Nations and the Specialized Agencies should consist in: perfecting suitable methods of fundamental education to assist the assimilation of skills and ideas and the understanding of rights and duties which condition individual and social progress.

This, along with the proposal of the publication of the Bulletin of Fundamental and Adult Education, allows them to maintain their closeness in meaning to both types of "educations," or suppose that the formula of fundamental education is open towards adult education, and not only in the education of adults. However, the expression "fundamental education" was discarded, because it was confusing, and it was, above all, because of its preconception of basic education for adults. For whatever the reason, in the course of further discussion on Project 1.5 various delegates (Ceylon, India, Philippines, Sweden, U.S.S.R.) pointed out that

the meaning of the term 'fundamental education' was not immediately clear; it would be preferable for UNESCO gradually to discontinue its usage, and to find a better term for the activities it designated. With reference to out-of-school education (paras.238-48) and Project 1.5 (Fundamental education, paras.249-307) a number of delegates (Ceylon, France, Italy, Morocco, and Sweden) said they were not happy about the distinction between adult education and fundamental education. The proposed activities under out-of-school education suggested that fundamental education was intended for economically underdeveloped countries and adult education for more advanced countries.

In any case, we can say that, maybe due to recalling this un authorization of fundamental education, the Executive Board established in 1963, that the members of the International Committee of Experts on Literacy not only have the competence in the several fields pertinent to adult literacy instruction, but equally for outstanding depth of knowledge and experience in relating basic education to the growth and development of individuals, of social and economic systems, and of communities of peoples.

As we can see, we were very close to establishing a single formula for education that would keep in mind the facts that were capable of forming morally developed as well as technically capable humans to boost progress and international understanding. By this date, they had already chiseled out the concept of lifelong education as a formula applicable to all and in all educational processes, as well as being considered a source of a free human, capable, participative and in solidarity. The Executive Board demonstrates this in both its Recommendation and, years back, in the suggestion that it tighten the relationship between culture and adult education programs. The expansion along these lines is an Executive Board decision of 1993. Among other things, they underline that education is adult education. So the

Executive Board expresses its satisfaction at the favorable direction, in many countries, of certain major trends in adult education, both formal and non- formal, including: the recognized role of adult education as an essential component of the overall education system and the harmonization of adult education programs with programs intended for children; the integration of adult education plans and projects into national development plans; awareness of its role in the social integration of certain socially marginalized and economically disadvantaged groups, especially rural populations, women and the unemployed - both adults and young people; reactivation of the concept of lifelong education.

2.3.2.2. Adult Education and Out-of-School Education

The formula "out-of-school education" is another of the expressions that UNESCO testifies to in establishing a definition for adult education. At first, the formula of out-of-school education was affected by the supposition that adult education is adult education-or "for adults"-instead of for participants in educational processes. That is, an education with a more professional character, while also being more pragmatic by being intended to favor economic and social progress. In spite of this criteria, UNESCO would not reduce the formula to this sphere, and would leave the doors open for the concept of adult education to have a life of its own, free from adherences and limitations on its most transcending purpose. This is how we should understand the 1958 UNESCO resolution: Member States are invited: To institute or develop a system of education for young people and adults which, supplementing and continuing school activities or fundamental education work, places main emphasis on international understanding and co-operation while preparing the users for the exercise of their social responsibilities, particularly in connation with concerted programs of community development, due regard being taken of the cultural individuality of each country or territory; To take the necessary

measures, especially as regards training and professional status, to ensure that women gradually come to occupy their due place in the direction and execution of programs of out- of-school education for young people and adults. Independent of its orientation towards international understanding and cooperation, we must expand out-of-school education to other students: it is no longer only for adults, but also for youth and women. This expansion of the type of students would later on favor the idea of out-of-school education as an educational space for all social sectors. As we can see in the 1959 Executive Board decision, they foresaw that the function of the Committee will be to advise the Director-General in drawing up and implementing UNESCO's program in the field of out-of-school education, in the related fields of adult education and adult literacy. As well as in the 2001 General Conference which authorizes the Director-General: to implement the corresponding plan of action in order to: support national literacy programs, including their vocational education components, and non-formal education, in order to reach marginalized children, youth and adults, especially girls and women, to ensure that they enjoy the right to education and acquire the life skills needed to overcome poverty and exclusion.

This same Conference invites the UNESCO Institute for Education (UIE) in mobilizing inter-agency cooperation and partnerships for the implementation of adult learning policies as an integral component of national development plans; enhancing national capacities to provide diverse opportunities for formal and non-formal adult education and continuing education for all; stimulating studies and research designed to foster innovative approaches to attaining the goal of learning throughout life and strengthening its linkage to learning at the basic level; further developing its clearing-house services in the field of adult and lifelong learning. In

1970 we finally see a resolution which breaks down the formula out of- school education as correlative to adult education.

The Director-General is authorized to promote the development and the improvement of out-of- school education, particularly through adult education, youth activities and adult literacy, as part of an over-all educational policy for lifelong education adapted to the needs of individuals of all ages and to the development purposes of the whole community**.**

Adult education now has some qualities which surpassed that of out-of-school education. Even though the latter could be improved, understanding the rules and superiority of adult education

2.3.2.3. Adult Education and Literacy

We cannot ignore the importance of literacy in adult education. We have always underlined the importance and need of including it in adult education. Without a doubt, we must consider this a process which goes beyond the simple teaching of reading and writing in order to place it within the aims of achieving a functional illiteracy, capable of adapting to social changes. This is how we must understand the affirmation of the 1976 Recommendation: Considering the universal concern for literacy as being a crucial factor in political and economic development, in technological progress and in social and cultural change, so that its promotion should therefore form an integral part of any plan for adult education.

The Executive Board notes the statement made by the Managing Director of the Special Fund at the Governing Council's thirteenth session, recognizing that a substantial proportion of illiterate adults in the manpower potential of a country can be a bottleneck to its economic development and indicating the Special Fund's willingness to consider supporting requests for pilot projects in the field of literacy**.**

The task of literacy does not include any specific social sector, or any type of elementary, higher, formal or informal education, since adult education already comprises all of these. This is why UNESCO´s Member States are invited to intensify their national efforts for the eradication of illiteracy and for the promotion of adult education in their countries. Literacy must always be one of the assignments of this unique educational process that summarizes and expresses the concept of adult education: The campaign against illiteracy must not be something isolated, but must be integrated into the program of adult education and into the total educational program.

The object of the mobilizing project "Combating illiteracy" is to stem illiteracy at the source by providing universal elementary education and improving its quality, particularly the first few years of it, and by getting more girls in rural areas and underprivileged groups into school. It will also pay particular attention to adult education activities, in the context of lifelong education.

Literacy

Adult literacy is the foundation for lifelong learning in a world in which texts are important. Low levels of literacy are one of the most severe barriers to adults gaining knowledge and skills. Because of the high levels of illiteracy in Africa, the provision of literacy has often, understandably, become a key, if not the dominant, form of adult education provision.

Functional Literacy

Literacy to a layman is just the act of reading, writing and being able to do simple arithmetic. This could be equated with the basic literacy which is the minimum but adequate ability to read and write and when mention is made of basic literacy, it also describes the program designed to achieve such basic skills. It is, however, important to note that literacy goes beyond activities

designed to teach adults to read and write simple sentences**.** This is because such restricted skills are of little utility (Titmus, 1989). The emphasis on literacy campaign now is functional literacy, which is focused on the achievement of a level of reading, writing and numeracy adequate for effective participation in the life of one's community.

Lack of functional literacy is seen as a consequence of exclusion from effective participation. This exclusion is seen as a product of social, cultural, economic and political conditions rather than educational ones. Improvements may be achieved by including training in life skills under the umbrella of literacy and numeracy which are generally designated 'adult basic education' (Titmus 1989). UNESCO (1978) made a frantic effort to distinguish between literacy and functional literacy. As per UNESCO, a person is literate when one is able both read and write a short simple statement on his everyday life whereas an individual who is functionally literate is able to "engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development". The above statement implies that when a person is functionally literate, he is able to acquire that skill which allows him to function well on the job he is performing on a day to day basis. This term functional literacy is in contrast with functional illiteracy which is a term used to describe reading and writing skills that are inadequate to manage daily living and employment tasks that require reading skills beyond a basic level (**www.wikipedia.org**). Illiteracy must be wiped off in Nigeria realizing that the persistence of illiteracy, which is a consequence of underdevelopment and also a major impediment to development, makes it impossible for millions of men and women to play an effective part in the shaping of their own destinies. Therefore efforts must be made to wage battle against poverty, and the elimination of inequalities and attempts must be made to

establish relations of equity between both individuals and nations (UNESCO, 1980). The implication of this is that functional literacy is the answer to people's plight of shaping their own destinies. With functional literacy, people will have sufficient skills to function for their individual development as well as the development of their communities and Nigeria as a whole. Functional literacy is more than a set of skills. It includes the ability to use those skills to solve problems in daily life. The problems of functional literacy/illiteracy is not a peculiar problem to Nigeria alone, it is a world-wide problem. The National Centre for Educational Statistics in the United States of America (2010), states the following: Over 60% of adults in the U.S. Prison System read at or below the 4th grade level. • 85% of Juvenile inmates are functionally illiterate • 43% of adults at the lowest level of literacy live below the poverty line as opposed to 4% of those with highest levels of literacy.

The document reveals that all over the USA, 30 million (14% of Adults) are unable to perform simple and everyday literacy activities. Proficiency means being able to compare view points in for example 2 editorials, do simple computation and bring ideas to a level of comparison. The study is not different in the United Kingdom where it was reported in 2006 that 47% of school children left school at age 16 without having achieved a basic level in functional mathematics and 42% fail to achieve basic level of functional English (Milmear, 2006). UNESCO sees literacy in the light of the prevailing circumstance as the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying texts (UNESCO, 2004). This implies that every adult person in the community must be involved in a continuum of learning in order to enable them achieve their goals; develop their knowledge and potential to participate fully in their community and wider society. The 2009 Human Development Report used the percentage of people lacking

functional literacy skills as one of the variables to calculate the Human Poverty Index. If literacy is traditionally described as the ability to read for knowledge, write coherently and think critically, then literacy could be described as a lifelong intellectual process, one in which everybody must be involved so as to be functional in all areas of human Endeavour and subsequently being able to overcome poverty as reading development (literacy) will culminate into progression of skills. With increase in education, functional literacy level also increases. Functional literacy will thus make it possible for people to be involved in good paying jobs as many jobs now require skills that call for mastery in basic writing, mathematics and practice skills (Lerman and Schmidt, 1999). When functional literacy is lacking, it weakens labor market outcomes.

This is to say that literacy rate is important in enhancing human capital because literate people can be trained less expensively than illiterate people. Literate people are known generally to have a higher socio-economic status and enjoy better health and employment prospects (Lankshear and Knobel, 2006). In effect, functional literacy increases job opportunities and access to higher education. With the attainment of literacy level that is functional, people will be able to handle information, express ideas and opinions, make decisions and solve problems as individuals, family members, citizens of nations and as lifelong learners – because functional literacy is a lifelong process (Adult Literacy and Numeracy in Scotland:www.scotland.gov.uk/Resource /Doc 7-11-11).

Ability to use computer is fast becoming an important area of functional literacy being focused. It should be noted that functional literacy is very important in the Nigerian society of today as it creates a ripple effect in the community. An adult who learns to read impacts not

just himself but the whole community; he becomes an example to his children and grandchildren and can better serve his community (Selber, 2004).

Importance of Functional Adult Literacy

Functional Adult Literacy will bring about development of human beings who will remain central to all development efforts. The major problem facing Nigeria are hunger, poverty, unemployment and under development. The solution lies in adult education since when people are functionally literate, they will think on being self-reliant and thus make a living that will lift them above poverty level as it is one of the major objectives of the Nigeria National Development Plans to build a united, strong and self-reliant nation. To build this type of nation, there is need for the people to be literate because no nation can be strong with a vast majority of her citizens being illiterate and living in ignorance. When functional literacy is entrenched in people, they can participate meaningfully at the political level and thus coming to self-fulfillment. For Nigeria to move meaningfully forward in its economic, social, cultural and political development, its adult population must not be neglected in educational matters. With the establishment of the Agency for Mass education in all the states of the federation and other bodies established for public awareness and education like National Orientation Agency (NOA), National Directorate for Employment (NDE), there is hope for functional literacy being entrenched in our adult populace. Functional adult literacy may be a powerful tool for empowering the less privileged in our communities especially if they are able to apply their new learning skills. Adult literacy is thus beneficial to the extent that it reduces ignorance and poverty and brings awareness to people. (Uganda: www.ifad.org). Functional adult literacy will help improve people's health. It has been discovered in the United States that there is a link between low literacy and poor health and so World Health distributes materials on adult

literacy and English skills and advocates for public awareness and policy changes to emphasize the powerful connections between low literacy and poverty and health outcomes (Literacy and Health. www.worlded.org).

How Do Countries Define Literacy?

Official statistics on literacy tend to use simple definitions of literacy that see it as equivalent to a particular level of formal basic education (illiterate people are those who have never been to school or have not reached a certain grade of schooling) or as the capacity to read and write simple statements (in any, or one of a set of official or dominant, languages). But even such simple definitions of literacy are problematic. Some countries classify as illiterate only those who have never been to school (as South Africa's official UNESCO statistics do), some define as illiterate any person who has not reached a chosen level of schooling, and some actually test certain literacy and numeracy skills (as Botswana and Kenya have done). Even the official UNESCO Institute of Statistics (UIS) definition of an adult illiterate as being a person aged 15 years and over who cannot both read and write with understanding a short simple statement on his or her everyday life is therefore not necessarily followed by the countries submitting their literacy statistics.

Another definition of functional literacy was approved in the UNESCO General Conference in 1978 that stated that a person was considered functionally literate who could engage in all activities in which literacy is required for effective functioning of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community's development. However, this latter definition is infrequently used for statistical counts.

The Experiences of Selected Countries

The ability to read easily or with difficulty a letter or a newspaper a person is literate who can, with understanding, both read and write a short simple statement on his or her everyday life. Read, write and numerate with understanding [There are a number of quite complex variations on this statement.] Ability to read and write in any language or one of a set of specified languages Based on the results of a reading and writing test Persons are functionally literate who can engage in all those activities in which literacy is required for effective functioning and also for enabling them to continue to use reading, writing [in at least one national language] and calculation for their own and their community's development. Literacy is about the acquisition and use of reading, writing and numeracy skills, and thereby the development of active citizenship, improved health and livelihoods, and gender equality. [Global Campaign for Education benchmark 1] An illiterate is a person who never attended school even if that person can read and write Sources: UNESCO Institute for Statistics. Literacy Statistics Metadata Information Table, April 2008. (Reference years 1995-2004, 2005-2007) and country reports In most cases literacy counts take place during national censuses and surveys and make use of a 'self-declaration' method: respondents are asked whether they and the members of their household are literate and are not required to demonstrate their literacy capabilities. Other countries take completion of a certain level of education as a proxy for being literate. In spite of the growing interest in direct assessment of literacy skills, few countries have made use of the UIS-developed data collection instrument, Literacy Assessment and Monitoring Program (LAMP), or the International Adult Literacy Survey (IALS) instrument. Both these instruments aim to provide literacy data of higher quality and conceptualize literacy skills as a continuum rather than as a literate/illiterate dichotomy.

Two countries, Botswana with its national household surveys on literacy in 1993 and 2003 and Kenya with its National Adult Literacy Survey of 2006, should be commended for having already run surveys which have tested literacy competency. A commitment to hold such surveys should be encouraged. In particular, the way Kenya conducted its survey deserves wide emulation.

Functional Adult Literacy in Nigeria

Achieving functional literacy in Nigeria will mean resuscitating Adult and Non- formal education which had hitherto being neglected in favor of formal education. Establishment of more centers for Adult education in the country should be embarked upon so that everybody will have easy access to education and thus become more functional on their job performance and in the community in which they live and this will be accompanied by change in attitude and behavior. Omolewa in Adedokun, (2008) states that: "Adult literacy, adult basic and continuing education and lifelong learning are key tools to address global challenges in such area as democracy, peace and human right; preservation of diversity, education for all, learning for sustainability, HIV and AIDs, conflict resolution and work force development. Furthermore adult learning is critical to UNESCO'S main program priorities and to the attainment of the objectives of EFA, the NDGs, DLSA and UNLD".

The Nigerian government is making frantic efforts to eradicate illiteracy in Nigeria. To make this possible, the federal government established the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC) in 1990. In view of this each state has the Agency for Adult and Non-Formal Education (AANFE). The role of this agency is to eradicate illiteracy within their areas of jurisdiction by providing literacy programs that are in line with

the economic, cultural, social and political needs of the people (National Blueprint for Adult and Non-Formal Education in Nigeria, 1990).

Some of the objectives as put forth by NMEC are: - to provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or who did not complete their primary education. - Provide functional and remedial education for those young people who did not complete secondary education. - Provide in-service, on the job, vocational and professional training for different categories of workers and professionals in order to improve their skills. - Provide education for different categories of completers of formal school system in order to improve their basic knowledge and skills on income generation activities like carpentry, tailoring, knitting, pomade, soap making and local craft. When these objectives are realized, development not only of individuals but of communities and the nation at large would emerge. This is because with exposure to functional literacy, people would have learnt to use their power to solve their problems with their wisdom, experience and resources with a view to eliminating poverty, pestilence and starvation (Adedokun 2011).This implies that inherent in functional literacy is man's capacity to expand his own consciousness and therefore exercising his power over himself, his environment and his society. In making attempt to achieve functional literacy in Nigeria, adult learners must be made to see the importance of functional literacy in all they do. It is only through adult education that people can be fulfilled as adult education is the last available opportunity for learning (Adedokun, 2008).

Adult learners should therefore be counseled to understand why they need to be functionally literate. The needs to encourage adults to be literate include: - Being literate will help them tackle any problem that they are faced with. - Being functionally literate provides avenue for

change in individuals, community, societies and nation at large. – It helps adult learners to experience a transformation and a change of circumstances and it has been a source of providing opportunities to go higher in the wrung of development. – Being functionally literate will increase their efficiency on their various assignments on daily activities.

Being functionally literate will enrich the minds of the adult not only on their job performance but in contributing intelligently to political, social and economic development of their environment (Adedokun, 2008). Adult learners have multiple tasks to handle and have a lot of demands on their time. These adults have needs and concerns that are unique and have to be attended to. In spite of these commitments, they need to be advised that it's never too late to learn; they are never too old to improve their lives and that engaging in learning; they will finish with slow and steady progress and this will improve their functionality. They must be counseled to subdue their all or nothing attitude and must be advised to distinguish between what they can let go and what they do not want to let go.

They should also be counseled as to their confidence level as they do not always have the same confidence level as children (Welcome Adult Learners 18-11-11). In view of the importance of functional literacy the federal government of Nigeria plans a comprehensive mass education program to achieve functional adult literacy. Mass education deals with the provision of fundamental education including the acquisition of reading, writing and numeracy skills which are to be applied for the development of the individual and the community. The National Blueprint for Adult and Non-formal Education in Nigeria states the main components of mass education as including the following: a. Adult Education: It is described by NMEC as any learning or educational activity that occurs outside the formal school system and is undertaken by people who are considered to be adults in their society.

Adult education involves, further studies by adults such as sandwich programs, programs offered by open universities, training and re-training programs b. Non-Formal Adult Education: It is a learning activity organized outside the established framework of the formal school system. It is education meant for out of school adults. It is very wide in scope as it covers training of various types e.g. training of food vendors for better food preparation, learning carpentry or the art of sewing. This program of mass education is closely related to literacy which involves the ability to read, write and compete for informed and organized competence meant to aid the development of active citizenship, improved health and livelihoods. This program extends into functional literacy, which emphasizes the skill of reading, writing and computing failure towards one's occupation for better economic productivity. Included in functional literacy also are technological and computer literacy. It could be deciphered from here that functional literacy is a must for any adult to be involved in cosmic issues. Media literacy is also a component of mass education and it involves the ability to learn through the use of instructional media such as radio, television and internet. The above implies that all excluded groups and illiterate adults can be reached through one component of adult education or the other to make them become productive and get them out of generational and situational poverty.

Another program of adult education that could be of benefit to the adults is extension education. This can be divided into agriculture extension service in which farmers are mobilized and educated on how to become better farmers. There is also the health extension service, where people are educated on how to maintain healthy living. When adults Endeavour to take the pains of being literate, health issues and how to keep healthy become more meaningful thus wastage of human resources will be at a dead end. Nigeria, whose mainstay

economy is agriculture, needs to train enlightened farmers those whose literacy will transform them from subsistence farmers to large scale farmers. With functional literacy for farmers, they would easily grapple with the modern technology and improve on their farming. The essence of functional literacy through these programs of adult education is that functional adult education would bring about desirable change that will culminate into socio-economic progress and emancipation and thus act as a vital instrument in the development of the nation and its citizenry.

All the programs of adult education and the objectives of Adult and Non-formal education have one end in view which is to equip the adult with everything he needs for life in order to be relevant in his society by helping to solve some of its problems.

For development to occur, men must play a vital role because man is the master of his destiny and functional literacy through adult education serves to bring about a fundamental change in man's attitudes and life style. It must be borne in mind that people need awareness to survive and for them to be adequately informed, they must be literate (Ewuzie–accessed 9/10/1).been scaled down because of funding constraints.

A few countries have invested in comprehensive training, curriculum and materials support for their literacy initiatives, for example, Seychelles and Namibia. The Commonwealth of Learning Program (CLIT) in Zambia aims to use ICT to teach illiterates to read and write and develop materials. Generally there are no national standards for literacy learning achievement.

Functional Adult Literacy in Uganda

FAL started in 1992 as pilot project in the 8 districts of Apac, Hoima, Kabarole, Mbarara, Mukono, Mpigi, Kamuli and Iganga. Using the lessons learned from the pilot phase, the

Functional Adult Literacy Program has been expanded to all the 56 districts in a planned, systematic and controlled manner.

In the year 2001, the government came up with a 5-year Strategic Investment Plan 2001- 2007 (NALSIP) which is currently being implemented by the Ministry of Gender, Labor and Social Development.

Current Situation

Currently Functional Adult Literacy is a government priority program to implement the Poverty Eradication Action Plan (PEAP) as the National Planning Frame-work for development in Uganda. As such, there is a strong emphasis on income generating activities in the Curriculum.

Since it started, 1,200,000 learners have been trained through the program. They lie between 15 – 60+ years old. Enrolment figures have been rising over the years and currently the enrolment stands at 412,689 learners.

Aims of the Program

The aim of the program is to impart literacy and numeric skills to the poor and vulnerable groups that will help them to effectively participate in the economic growth and development process at the community level.

The Vision of FAL Program

A literate, well-informed and prosperous society,

The Mission of FAL Program

To increase peoples access to information and participation in Self, Community and National development,

Objectives of the Program

- To reduce Adult Literacy rate;

- To build capacity of Adult Learners to use literacy and numeracy skills in improving their income generating activities;

- To build a culture of lifelong learning at the Community level;

- To promote Functional Adult Literacy skills training among non-literate youths, Adults, Persons with Disability and the Elderly; and

- To increase Adult Learners ability to make informed decisions.

Areas of Cooperation with UNESCO

UNESCO is currently funding the development of Non-formal Education Management Information System (NFEMIS).

FAL Program forms the biggest proportion of Non-Formal Education in Uganda. Therefore FAL will definitely benefit in the area of Data management. UNESCO has earmarked $20,000 for the project, which is now on going.

Achievements of the Program

- Learning needs assessment has been conducted in different regions of the country;

- Developed Functional Adult Literacy primers and follow up readers in twenty one local languages;

- Developed training manuals for literacy instructors and supervisors;

- Trained 20,000 literacy instructors and supervisors;

- Enrolled 1,200,000 learners and established 20,000 learner centers;

- Distributed 10,000 budges and 10,500 bicycles to literacy instructors;

- Decentralized finances to districts as conditional grants;

- Developed guidelines for continuous assessment of Adult learners achievements;

- Developed guidelines for implementation of FAL.

Literacy/Learning Centers

Most literacy centers are not purposely built, or indeed even build. In many villages, learning takes place outside under a tree or in some ones backyard, others use churches, mosques, community halls, or even formal school class-room of primary schools.

Conditions of learning are much better with plenty of space and seats for those who use classrooms as compared to those who learn from under trees.

FAL Materials

Learning materials have been produced and distributed.

Major Challenges of the Program

- Lack of incentives for instructors.

- Inadequate supply of Literacy materials. The learner primer ratio is 1:15.

- Limited financial support towards the development of FAL – Management Information System.

Future Plans of FAL

- Develop National Policy on Adult Learning;

- Develop fully functional FAL Management Information System;

- Integrate psycho-social support/counseling into FAL program;

- Human resource development;

- Information, communication and Advocacy to enhance National Commitment to the program;

- Develop National accreditation framework;

- Enhance access for Literacy services for people with special learning needs;

- Establish community village libraries to promote a literate environment for the new literates;

- Research and program development;

- Establish monitoring and evaluation system with an objective to create a culture of information within FAL;

- Achieve a 50% improvement in levels of literacy by 2015 especially for women and equitable access to basic and continuing education for all Adults.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Description of the Study Area

This study is conducted in Amhara Region North Shoa Zone Bassona Werana. Basona Werana is located in Amhara Regional State North Shoa zone which is 130 km away to the north east of the capital Addis Ababa, surrounding Debre Birhan. Basona Werana district has 31 kebeles. The total land area of Basona Worana is 1208.17 square kilometers.

The altitude of the woreda ranges from 1300 to 3400 meters above sea level with mainly highland and plateau landscape. About 70% of the area is plateau and 30% is mountainous with rugged terrain. Rainfall ranges from 814 to 1080 mm per annum. Its pattern is bimodal where the main rainy season (Kiremt) is from mid-June to mid-September and the short rainy season (Belg) is between mid- February to April.

The annual temperature ranges from 9- 22 ^{0}c. All climatic zones are available in the areas with 50% dega; 46% woina dega; 2% kola and 2% wurich.

According to the Bassona Werana woreda Finance and Economic Development report the total population of the district as projected for 2008 E.C are 134,837 of which 71,373 are male and the remaining 63,464 females. Out of the total only 1,493 are urban dwellers and the rest majority (133,344) resides in rural kebeles. In the district 111.6 people live in one Kilometer square.

Almost 99% of the population in the Woreda is Orthodox Christian followers and the remaining 1% composes other religious denominations. Amhara is the dominant ethnic group of the area and Amharic is the prominent language spoken at the area.

In the district there are 10 Alternative Basic Education (ABE) centers; 117 preschools; 51 primary schools, one preparatory school and two secondary schools (one located in Debre Berhan town and the other one in keyit). There are 4 health centers, and 31 health posts re ndering health services to the community.

The specific sites of the study lie in Bakelo, keyit, Aba Mote, Gudo Beret and Baso Dengora kebeles.

3.2. Sampling Technique

Stratified sampling method is used for this study. Data was collected in 2008 E.C. It was collected from various sources of respondents and triangulated. In Basso the population benefiting Functional Adult Literacy program is 23,684 learners and 126 program facilitators in 31 kebeles and 93 guest teachers in the field of health, agriculture and police. The target population of the study contains 1786 Functional Adult Literacy residing in the five selected kebeles namely Bakelo, Keyit, Aba Mote, Gudo Beret and Baso Dengora. In all the five kebeles 180 participants are selected randomly for the study. It involves both men and women for the study. In each selected kebele chairpersons, school directors, program facilitators and woreda education office head and functional adult literacy expert will also be interviewed. Thus a total of 22 stakeholders shall be interviewed.

3.2.1 Sampling Design

S N	Kebele	# of respondent							
		Participants	Kebele Leaders	School Directors	Facilitators	FAL Expert	Education Office Head	HEW	Total
1	Bakelo	30	1	1	1			1	34
2	Keyit	30	1	1	1			1	34
3	Aba Mote	30	1	1	1	1	1	1	66
4	G/Beret	30	1	1	1			1	34
5	B/Dengora	60	1	1	1			1	64
	Total	180	5	5	5	1	1	5	202

Opinion of five facilitators shall be obtained from the five kebeles through interviews. As a whole 202 persons shall be interviewed which includes 180 program participants, 5 kebele leaders, 5 school directors, 5 facilitators, 1 FAL experts, 1 education office head and 5 health extension workers.

3.3. Data Collection Instruments

Questionnaire was used as a major data collecting tool for this study. The researcher preferred questionnaires as the main data gathering instruments because it is easier to handle and is simpler for respondents to answer with in short period of time. The questionnaire consists of close-ended and open-ended sample questions.

The researcher employed interview because he believes that it is appropriate to generate in-depth information from respondents. Besides, I think it could allow me flexibility to probe my respondents' responses more deeply. The questionnaires were pre-tested before the actual work. After that, the interview questions were standardized and finalized.

Structured interviews of 10-20 minutes were conducted with teachers and the stated stakeholders. Like the questionnaire items, the interview items are concerned with revealing the stakeholders' views and beliefs concerning the issues raised in the research. The researcher also plans to use interview as data gathering instrument. For this reason, the researcher prepared unstructured questions to the selected participants of the FAL program.

The interview was administered for five facilitators, five school directors, five health extension workers from the five kebeles randomly, one from each. One FAL expert and one education office head were interviewed. All the stakeholders were interviewed with sixteen semi structured interview questions.

3.3.1. Document Analysis

Document analysis will also be employed to collect necessary information regarding conducted and ongoing research as well as the FAL program. Hence, it helped to compare the data obtained through questioners and interview. To this end, Basso Education Office, journals, articles and North shoa zone education department reports were referred. With respect to this, Best and Kahn (1989) stated that document analysis are important and relevant sources of data and useful in yielding information and exploring educational practice.

3.4. Procedures of Data Collection

Before using data collection instruments particularly the questionnaire and interview guide will be checked by my advisor. More importantly validity and reliability of instruments to be used (questionnaires and interview guide) were checked. Then the researcher consulted Bassona Werana Woreda education office and permitted with great pleasure. After that the researcher consulted the facilitators' teachers and adults. Questionnaires were distributed to the participants followed by an interview with three individuals. Following these Procedures, the researcher analyzes the documents available in that woreda.

3.5. Methods of Data Analysis

This part deals with the presentation, analysis and interpretation of data gathered from the participants through various instruments. The collected data processed manually. The data Collected through questionnaires were logically presented in the form of tables and the results analyzed. The tabulated responses quantified in the form of percentage from which relevant inference would be made in the discussion section. Next, the data obtained through interview and document analysis analyzed in a narrative form.

3.5.1. Quantitative Analysis

The descriptive statistics has been employed in this study for a proper analysis of the quantitative data. First, the quantitative data gathered has been classified and converted in to frequency distribution and percentage. This process of condensation is hoped to reduce their bulk and give prominence to the underlying structure of the data. Frequencies and percentages, moreover, are helpful to compare responses to items. Testing every item of responses is tended to give the exact average response. The mean (M) has been used as it properly reveals and compares responses. It is a compact description of responses to an item or items. It presents data evolving a few descriptive statistics, which describes the essential nature of the frequency distribution and the percentage. Since it, represents the entire responses to an item or items, it facilitates comparison of responses. As the mean locates the distribution of responses, the standard deviation measures the scatter of items about that mean.

Like the mean (M), the 95% Confidence Interval (95% CI) is used to present the questionnaire data evolving a few descriptive statistics which describes the essential nature of the mean. It is a range of values about the mean in which the interval lies.

The 95% CI shows the level of agreement between and within in the two groups of respondents. It helps to test whether the average score for each group is above, below, or equivalent to an ideal average value. The ideal average value is 3 since the scale is a 5- point-Linker type. If the 95% CI for the mean of a group contains 3, then the average score was medium. This implies the group agrees with an item moderately. If it was below 3, the average score is low implying the group was not in favor of an item. If it is above 3, the mean score is high with the implication that the group as a whole was in favor of an item.

3.5.2. Qualitative Analysis

Qualitative analysis has been carried out to analyze the data gathered via the open-ended items of the questionnaire, interviews, and data analysis. In the questionnaires, there were open ended items meant for the respondents' additional comments or ideas. These were collected and treated qualitatively. The responses obtained from the interviews have been transcribed. A qualitative analysis of them has been made. The data analysis responses have been analyzed qualitatively.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In this Chapter an attempt was made to offer a detailed presentation and discussion of the data collected. This would be preceded by a brief description of the samples and methods of data collection and analysis used.

4.1. Table 1 FAL Contribution on children's education

S N	Questions	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	Mean	Standard Deviation
1		F	%	F	%	F	%	F	%	F	%			
1.1	*I send children to school as they are seven year old*	112	62.2	59	32.8	2	1.1	4	2.2	3	1.7	180	4.52	0.778
1.2	*I provide food for schooling children before school time*	119	66.1	56	31.1	2	1.1	0	0	3	1.7	180	4.6	0.679
1.3	*I fulfill scholastic materials for children*	106	58.9	66	36.7	4	2.2	1	0.5	3	1.7	180	4.51	0.726
1.4	*I follow up on children school attendance*	69	38.3	92	51.1	9	5	4	2.2	6	3.4	180	4.12	0.889
1.5	*I attend in parents school meeting*	63	35	95	52.8	12	6.6	5	2.8	5	2.8	180	4.14	0.870
1.6	*I follow up on my child daily academic subjects*	39	21.7	87	48.3	38	21.1	11	6.1	5	2.8	180	3.8	0.939
1.7	*I give time for children do home works and read*	67	37.2	89	49.4	21	11.7	3	1.7	0	0	180	4.22	0.711
1.8	*There is a suitable corner in the house or outside for reading and doing home works*	48	26.8	71	39.4	51	28.3	6	3.3	4	2.2	180	3.85	0.927
1.9	*Children's goal in each subject and achieved results are reviewed and discussions made*	44	24.4	73	40.6	50	27.8	9	5	4	2.2	180	3.8	0.939

S N	Questions	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	Mean	Standard Deviation
1		F	%	F	%	F	%	F	%	F	%			
1.10	*Have you ever bought a reference book for your child?*	53	29.4	75	41.7	27	15	18	10	7	3.9	180	3.83	1.079
1.11	I ask children about their school condition	26	14.4	53	29.4	30	16.7	64	35.6	7	3.9	180	3.15	1.166
1.12	I read a book for children	26	14.4	48	26.7	26	14.4	64	35.6	16	8.9	180	3.02	1.247
1.13	Are there occasion to engage children for indoor & outdo or chorus making them absent from school?	22	12.2	56	31.1	13	7.2	56	31.1	33	18.4	180	2.88	1.352
1.14	How often are your children absent from school when not ill?	13	7.2	55	30.6	27	15	44	24.4	41	22.8	180	2.78	1.299
1.15	How often are your children absent from school when ill?	11	6.1	53	29.4	43	24	62	34.4	11	6.1	180	2.95	1.061
1.16	Have you ever told your child to go to the library to read a book?	38	21.1	61	33.9	23	12.8	35	19.4	23	12.8	180	3.31	1.338
	Total	55	30	70	37.9	25	13	18	13.3	12	5.8			

As can be seen in table 1 above question 1.1, 112 (62.2%) of FAL attendants strongly agree they send their children to school as they are 7. The other 59 (32.8%) agree about sending children to school as they are 7. The other 4 (2.2%) and 3 (1.7%) have disagreed and strongly disagreed about sending their children to school, respectively. The rest 2 respondents (1.1 %), undecided for the item.

For item 1.2, 119 of the respondents (66.1%) of them strongly agree they provide food for school going children before school hour. The other 56 (31.1%) agree in providing food for

children before school going hour. Only 2 (1.1%) of the respondents undecided for this item. None of the respondents disagree for this. Three respondents (1.7%) strongly disagree about providing food for children before school going hours.

For item 1.3, the majority, 106 respondents (58.9%) strongly agree to fulfill scholastic material for children. In addition 66 respondents (36.7%) agree to fulfill children scholastic material. Four of the respondents (2.2%) provided undecided reply. The remaining 1(0.5%) and 3 (1.7%) respondents disagree and strongly disagree in fulfilling scholastic material for children, respectively.

For item 1.4, 69 respondents (38.3%) strongly agree in making follow up on children school attendance. The other 92 respondents (51.1%) agree in making follow up on children school attendance. Nine respondents (5%) undecided for this item. Four of the respondents (2.2%) disagree in making follow up on children school attendance. Six of the respondents (3.4%) strongly disagree about making follow up on children school attendance.

For item 1.5, 63 respondents (35%) strongly agree in attending parents' school meeting. The other 95 respondents (52.8%) agree in attending parents' school meeting. Twelve respondents (6.6%) undecided for this item. Five of the respondents (2.8%) disagree in attending parents' school meeting. Another five respondents (2.8%) strongly disagree n attending parents' school meeting.

For item 1.6, 39 respondents (21.7%) strongly agree in making follow up on their child daily academic subjects. The other 87 respondents (48.3%) agree in making follow up on their child daily academic subjects. 38 respondents (21.1%) undecided for this item. Eleven of the respondents (6.1%) disagree in attending parents' school meeting. The rest five respondents (2.8%) strongly disagree in making follow up on their child daily academic subjects.

For item 1.7, 67 respondents (37.2%) strongly agree to give time for children do home works and read. The other 89 respondents (49.4%) agree to give time for children do home works and read. 21 respondents (11.7%) undecided for this item. Three of the respondents (1.7%) disagree to give time for children do home works and read. No one strongly disagree to give time for children do home works and read.

For item 1.8, 48 respondents (26.8%) strongly agree to create a suitable corner in the house or outside for reading and doing home works. The other 71 respondents (39.4%) agree to create a suitable corner in the house or outside for reading and doing home works. 51 respondents (28.3%) undecided for this item. Six of the respondents (3.3%) disagree to create a suitable corner in the house or outside for reading and doing home works. Four of the respondents (2.2%) disagree to create a suitable corner in the house or outside for reading and doing home works.

For item 1.9, 44 respondents (24.4%) strongly agree to review and discuss on children's goals and results achieved in each subjects at school. The other 73 respondents (40.6%) agree to review and discuss on children's goals and results achieved in each subjects at school. 50 respondents (27.8%) undecided for this item. Nine of the respondents (5%) disagree to review and discuss on children's goals and results achieved in each subjects at school. Four of the respondents (2.2%) disagree to review and discuss on children's goals and results achieved in each subjects at school.

For item 1.10, 53 respondents (29.4%) strongly agree for buying a reference book for their child. The other 75 respondents (41.5%) agree for buying a reference book for their child. 27 respondents (15%), undecided for this item. 18 of the respondents (10%) disagrees for buying a

reference book for their child. Seven of the respondents (3.9%) disagree for buying a reference book for their child.

For item 1.11, 26 respondents (14.4%) strongly agree they ask children about school condition they are learning in. 53 of the respondents (29.4%) agree they ask children about school condition they are learning in. Thirty of the others respondent (16.7%) replied undecided. 64 of the respondents (35.6%) disagree they ask children about school condition they are learning in. Seven respondents (3.9%) strongly disagree they ask children about school condition they are learning in.

For item 1.12, 26 respondents (14.4%) strongly agree I read a book for children. 48 respondents (26.7%) agree I read a book for children. Twenty six respondents (14.4%) replied undecided. 64 respondents (35.6%) disagree I read a book for children. The rest 16 respondents (8.9%) strongly disagree I read a book for children.

For item 1.13, 22 respondents (12.2%) strongly agree there are occasions to engage children for cattle keeping, house chorus, fire wood gathering or labor in the farm making them absent from school. 56 respondents (31.1%) agree there are occasions to engage children for cattle keeping, house chorus, fire wood gathering or labor in the farm making them absent from school. Thirteen respondents (7.2%) replied undecided.56 other respondents (31.1%) disagree there are occasions to engage children for cattle keeping, house chorus, fire wood gathering or labor in the farm making them absent from school. The rest 33 respondents (18.4%) strongly disagree there are occasions to engage children for cattle keeping, house chorus, fire wood gathering or labor in the farm making them absent from school.

For item 1.14, 13 respondents (7.2%) strongly agree children are often absent from school when they are not ill. 55 respondents (30.6%) agree children are often absent from school when

they are not ill. 27 respondents (15%) replied undecided. 44 other respondents (24.4%) disagree children are often absent from school when they are not ill. The rest 41 respondents (22.8%) strongly disagree children are often absent from school when they are not ill.

For item 1.15, 11 respondents (6.1%) strongly agree children are often absent from school when they are not ill. 53 respondents (29.4%) agree children are often absent from school when they are not ill. 43 respondents (24%) replied undecided. 62 other respondents (34.4%) disagree children are often absent from school when they are not ill. The rest 11 respondents (6.1%) strongly disagree children are often absent from school when they are not ill.

For item 1.16, 38 respondents (21.1%) strongly agree participants tell their children to go to the library to read a book. 61 respondents (33.9%) agree participants tell their children to go to the library to read a book. 23 respondents (12.8%) replied undecided. 35 other respondents (19.4%) disagree participants tell their children to go to the library to read a book. The remaining 23 respondents (12.8%) strongly disagree participants tell their children to go to the library to read a book.

To summarize, 55 respondents (30%) have strongly agreed parents have participated on children's education. In addition 70 respondents (37.9%) agreed parents have participated on children's education. On the other hand 25 respondents (13%) explained unstated ideas on parents participation on children's education. Finally, 18 (13.3%) and 12 (5.8%) respondents have disagreed and strongly disagreed on parents participation on children's education, respectively. This implies the majority 125 of the respondents (67.9%) have supportive roles in children's education. Hence parents are making children's education successful. It is also complimentary to the proposed hypothesis.

In the open ended section also, part three, in # one, 142 of the respondents (78.9%) replied they have been taught about the importance of education in FAL program. The others 38 respondents (21.1%) have not been taught about the importance of education in FAL program. The contents FAL participants learnt about education are children's code of conduct, moral values, the importance of education for development, the role of regular school attendance for achievement in school, importance of home and class work for learning, a means to discover the environment, create job opportunity and is a source of autonomy.

In question # three, all 180 FAL attendants (100%) have expressed education benefits children. Among the stated benefits the following are the major ones:

- Education equips children mind with knowledge
- Lead its community and country
- Role model for the next generation
- Being educated; teaches others
- There is no prosperity without education
- Prepares citizens to be engaged in all fields of work
- Protect oneself and others from harm
- Develop Good code of conduct & positive attitude
- Bring change in behavior
- Improve living condition
- Build self confidence

If your children are found absent from school, what measures will you take? The respondents have expressed when children are absent from school, parents:

- ✓ Provide counseling service to attend class regularly, do home works, abide the school rules and study hard.

- ✓ Trace how the child attends school, how the needs of the child are treated, what challenges faced and propose common solution through discussion with the child alone or with the child's teacher as needed.

- ✓ I punish him or her corporally

This implies parents are delivering their expected role for the attainment of children's education. Parents have expressed they have the commitment to do so.

In addition 21 interviewees (95.4%) expressed residents of the target area send their children to school when they are seven years.

It is also evident that government stake holders' reply to "How much percent of adults involving in FAL program attend community school meetings?" indicates 65% percent of FAL participant adults come to community school meetings. The participation of other communities who do not involve in FAL ranges 25 to 30% as indicated by the stakeholders.This also tells FAL attendants are responsive to school community issues.

4.2 Table 2 Economic contribution of FAL

S N	Questions	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	Mean	Standard Deviation
2		F	%	F	%	F	%	F	%	F	%			
2.1	*Do you think FAL program benefit your family?*	95	52.8	72	40	10	5.6	1	0.5	2	1.1	180	4.43	0.722
2.2	*FAL has contributions for the increase of your agricultural productivity*	85	47.2	82	45.6	12	6.7	1	0.5	0	0	180	4.39	0.637
2.3	*Adult Literacy Program gives rural women new ideas on how to invest in their trades.*	70	38.9	85	47.2	22	12.2	2	1.1	1	0.6	180	4.23	0.720
2.4	*It helps them to take accurate inventory and accounts of their trade*	80	44.4	81	45	13	7.2	3	1.7	3	1.7	180	4.29	0.806
	Total	83	46.1	80	44.4	14	7.8	2	1.1	1	0.6			

The table 2 above reveals 95 of FAL participants (52.8%), have strongly agreed engagement in FAL program benefit their family. 72 of the participants (40%) have agreed engagement in FAL program benefit their family. The other 10 participants (5.6%) undecided engagement in FAL program benefit their family. One participant (0.5%) disagree engagement in FAL program benefit their family. The remaining 2 participants (1.1%) strongly disagree engagement in FAL program benefit their family.

In 2.2 questions, 85 respondents (47.2%) strongly agree FAL has contributed for the increase of agricultural productivity. 82 of the participants (45.6%) agrees FAL has contributed for the

increase of agricultural productivity. The other 12 respondents (6.7%) replied undecided. One participant (0.5%) disagree FAL has contributed for the increase of agricultural productivity.

In 2.3, 70 of the respondents (38.9%) strongly agree adult literacy program gives rural women new ideas on how to invest in their trades. 85 respondents (47.2%) agree adult literacy program gives rural women new ideas on how to invest in their trades. Twenty two (12.2%) undecided for this item. The other 2 respondents (1.1%) disagree adult literacy program gives rural women new ideas on how to invest in their trades. And one respondent (0.6%) strongly disagree adult literacy program gives rural women new ideas on how to invest in their trades.

In the last item, 2.4, 80 respondents strongly agree (44.4%) FAL helps them to take accurate inventory and accounts of their trade. 81 of the other respondents (45%) agree FAL helps them to take accurate inventory and accounts of their trade. Thirteen respondents (7.2%) provided undecided reply for this item. The rest three participants (1.7%) disagree and the other three (1.7%) strongly disagree FAL helps them to take accurate inventory and accounts of their trade.

To sum up, 83 of the respondents (46.1%) strongly agree FAL has economic benefit for the participants. On the other hand 80 respondents (44.4%) agree FAL has economic benefit for the participants. 14 respondents (7.8%) replied undecided for this specific item. The other 2 respondent (1.1%) disagree FAL has economic benefit for the participants and the last one respondents (0.6%) strongly disagree FAL has economic benefit for the participants. Among FAL participants 90.5% have got economic benefit as a result of the program. So it is boosting the economic source of families. This will improve the living condition of the targets.

4.3 Table 3 Contribution of FAL on Family Life

SN	Questions	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	Mean	Standard Deviation
3		F	%	F	%	F	%	F	%	F	%			
3.1	FAL helped you improve resource management	90	0.50	70	38.9	16	8.9	2	1.1	2	1.1	180	4.35	0.779
3.2	FAL enables mothers to take better care of their homes & children	90	50	76	42.2	10	5.5	1	0.6	3	1.7	180	4.38	0.762
3.3	Adult Literacy Program helps rural parents develop better relation-ship with their family	87	48.4	74	41.1	15	8.3	2	1.1	2	1.1	180	4.34	0.769
3.4	FAL aware the rural adults on family planning and health issues	94	52.2	73	40.6	8	4.4	1	0.6	4	2.2	180	4.4	0.793
3.5	FAL enabled participants develop caring & positive behavior	81	45	80	44.5	15	8.3	2	1.1	2	1.1	180	4.31	0.762
3.6	FAL supported participants avoid excessive use of alcohol	81	45	58	32.2	32	17.8	3	1.7	6	3.3	180	4.14	0.978
3.7	FAL aware me separate animals from humans	98	54.4	70	38.9	11	6.1	0	0	1	0.6	180	4.47	0.662
3.8	Farming practice of FAL attendants is exemplary	105	58.3	35	19.5	21	11.6	12	6.7	7	3.9	180	4.22	1.268
	Total Average	91	50.7	66	37.2	16	8.6	3	1.7	4	1.8			

For table 3 the role of FAL on family life the respondents have provided the following replies:

In item 3.1, 90 of the respondents (50%) strongly agree FAL helped participants improve time and resource management. The other 70 respondents (38.9%) agree FAL helped participants improve time and resource management. Sixteen of the respondents (8.9%) replied undecided for

item 3.1. Lastly two respondents (1.1%) disagree FAL helped participants improve time and resource management. The rest two respondents (1.1%) strongly disagree FAL helped participants improve time and resource management.

In item 3.2, 90 of the respondents (50%) strongly agree FAL enables mothers to take better care of their homes and children. In addition 76 respondents (42.2%) agree FAL enables mothers to take better care of their homes and children. Ten of the respondents (5.5%) replied undecided for this item. One respondent (0.6%) disagreed and three 3 other respondents (1.7%) strongly disagreed FAL enables mothers to take better care of their homes and children, respectively.

In item 3.3, 87 of the respondents (48.4%) strongly agree Adult Literacy Program helps rural parents develop better relationship with their children and spouse. Next to this 74 respondents (41.1%) agree Adult Literacy Program helps rural parents develop better relationship with their children and spouse. Fifteen other respondents (8.3%) provided undecided response. Two respondents (1.1%) disagree and the rest 2 respondents (1.1%) strongly disagree Adult Literacy Program helps rural parents develop better relationship with their children and spouse.

In item 3.4, 94 of the respondents (52.5%) strongly agree through adult literacy program the rural adults are well enlightened on family planning and health related matters. Next to this 73 respondents (40.6%) agree through adult literacy program the rural adults are well enlightened on family planning and health related matters. Eight respondents (4.4%) provided undecided response. One respondent (0.6%) disagree through adult literacy program the rural adults are well enlightened on family planning and health related matters and the rest 4 respondents (2.2%) strongly disagree through adult literacy program the rural adults are well enlightened on family planning and health related matters.

In item 3.5, 81 of the respondents (45%) strongly agree FAL enabled participants develop caring & positive behavior. Next to this 80 respondents (44.5%) agree FAL enabled participants develop caring & positive behavior. Fifteen respondents (8.3%) provided undecided response. Two respondents (1.1%) disagree FAL enabled participants develop caring & positive behavior. And the rest 2 respondents (1.1%) strongly disagree FAL enabled participants develop caring & positive behavior.

In item 3.6, 81 of the respondents (45%) strongly agree FAL supported participants avoid excessive use of alcohol. Next to this 58 respondents (32.2%) agree FAL supported participants avoid excessive use of alcohol. 32 respondents (17.8%) provided undecided response. Three respondents (1.7%) disagree FAL supported participants avoid excessive use of alcohol. And the rest 6 respondents (3.3%) strongly disagree FAL supported participants avoid excessive use of alcohol.

In item 3.7, 98 of the respondents (54.4%) strongly agree FAL aware me separate animals from humans. Next to this 70 respondents (38.9%) agree FAL aware me separate animals from humans. Eleven respondents (6.1%) provided undecided response. No respondent disagree FAL aware me separate animals from humans. Only one respondent (0.6%) strongly disagree FAL aware me separate animals from humans.

In item 3.8, 105 respondents (58.3%) strongly agree Farming practice of FAL attendants is exemplary. 35 respondents (19.5%) agree Farming practice of FAL attendants is exemplary. 21 respondents (11.6%) replied undecided. 12 other respondents (6.7%) disagree Farming practice of FAL attendants is exemplary. The rest 7 respondents (3.9%) strongly disagree Farming practice of FAL attendants is exemplary.

To conclude 91 respondents (50.7%) strongly agree FAL contributed positively on family life. 66 respondents (37.2%) agree FAL contributed positively on family life. Sixteen respondents (8.6%) provided undecided response. Three respondents (1.7%) disagree FAL contributed

positively on family life. The rest 4 respondents (1.8%) strongly disagree FAL contributed positively on family life. Most of the participants,157, (87.9%) underlined FAL is contributing positively on family life. This is a good opportunity for Ethiopia where the majority of the people live in rural areas.

As per the interview conducted all government stakeholders interviewee (100%) also confirmed FAL is contributing for the improvement of families. The contributions are summarized as follows:

- ✓ Participants are able to identify Amharic letters and are able to read and write their name and messages to and from them

- ✓ Acquired knowledge on health and sanitation (ways of preventing TB, keeping personal hygiene and the environment, washing hands before and after critical times.)

- ✓ Better agricultural practice (sheep fattening, poultry rearing, importance and benefit of cooperatives, introduction of improved seed, plowing practice, use of modern technology)

- ✓ Enable them lead better life style, house management, saving resources , to be self supportive and plan for change

- ✓ Benefits in peace, stability and governance

- ✓ They have transformed from finger print signature to signature in writing

- ✓ Education for all motto is disseminated and children school enrolment increased

- ✓ Ensured keeping personal hygiene, environmental sanitation, separate space for animals and human beings

It is also true that stakeholders affirmed when children are sick, absent from school, fails in exam, quarrels with others, asks for scholastic material or clothes purchase, parents involved in FAL program react as soon as possible.

4.4. Table 4 FAL Contribution on Community Development

SN	Questions	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	Mean	Standard Deviation
4		F	%	F	%	F	%	F	%	F	%			
4.1	*FALP helps adults mobilize others for community development work*	79	43.9	80	44.5	19	10.6	1	0.5	1	0.5	180	4.31	0.723
4.2	*Adult Literacy Program helps the participants to play active role in politics in their communities*	83	46.1	74	41.1	19	10.6	1	0.5	3	1.7	180	4.29	0.8063
4.3	*FALP helps the participants to maintain peace in the various communities*	92	51.1	73	40.6	11	6.1	1	0.5	3	1.7	180	4.38	0.770
4.4	*I easily accept production inputs*	119	66.1	35	19.5	12	6.7	8	4.4	6	3.3	180	4.41	1.020
	Total Average	94	51.8	66	36.4	15	8.5	2	1.6	3	1.7			

In table 4, 79 of the respondents (43.9%) strongly agree Adult Literacy Program helps adults to mobilize and organize other adults for community development work. The other 80 respondents (44.5%) agree Adult Literacy Program helps adults to mobilize and organize other adults for community development work. Nineteen of the respondents (10.6%) replied undecided for item 4.1. One respondent (0.5%) disagree Adult Literacy Program helps adults to mobilize and organize other adults for community development work. The rest one respondent (0.5%) strongly disagree Adult Literacy Program helps adults to mobilize and organize other adults for community development work.

In item 4.2, 83 of the respondents (46.1%) strongly agree FAL enables mothers to take better care of their homes and children. In addition 74 respondents (41.1%) agree Adult Literacy Program helps the participants to play active role in politics in their communities. Nineteen of the respondents (10.6%) replied undecided for this item. One respondent (0.5%) disagreed and three 3 other respondents (1.7%) strongly disagreed Adult Literacy Program helps the participants to play active role in politics in their communities.

In item 4.3, 92 of the respondents (51.1%) strongly agree Adult Literacy Program helps the participants to maintain peace in the various communities. Next to this 73 respondents (40.6%) agree Adult Literacy Program helps the participants to maintain peace in the various communities. Eleven other respondents (6.1%) provided undecided response. One respondent (0.5%) disagree Adult Literacy Program helps the participants to maintain peace in the various communities and the rest 3 respondents (1.7%) strongly disagree Adult Literacy Program helps the participants to maintain peace in the various communities.

In item 4.4, 119 respondents (66.1%) strongly agree I easily accept production increment inputs. 35 respondents (19.5%) agree I easily accept production increment inputs. 12 respondents (6.7%) replied undecided. 8 other respondents (4.4%) disagree I easily accept production increment inputs. The rest 6 respondents (3.3%) strongly disagree I easily accept production increment inputs.

To conclude 94 respondents (51.8%) strongly agree FAL contributed positively on family life. 66 respondents (36.4%) agree FAL contributed positively on family life. Fifteen respondents (8.5%) provided undecided response. Two respondents (1.6%) disagree FAL contributed positively on family life. The rest 3 respondents (1.7%) strongly disagree FAL contributed positively on family life. In other words it is 160 participants (88.2%) that have benefited positively from FAL o family life.

4.5. Table 5 Factors that affect implementation of FAL

S N	Questions	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	Mean	Standard Deviation
		F	%	F	%	F	%	F	%	F	%			
1	FALP selected in the best interest of the learners	85	47.2	40	22.2	34	18.9	19	10.6	2	1.1	180	4.03	1.087

In table 5, 85 respondents (47.2%) strongly agree FALP sites, days and times of the program are selected in the best interest of the learners. 40 respondents (22.2%) agree FALP sites, days and times of the program are selected in the best interest of the learners. 34 respondents (18.9%) replied undecided. 19 other respondents (10.6%) disagree FALP sites, days and times of the program are selected in the best interest of the learners. The remaining 2 respondents (1.1%) strongly disagree FALP sites, days and times of the program are selected in the best interest of the learners.

In the open ended section of the questionnaire participants replied to "What are the challenges you faced regarding FAL program?" as: shortage of inputs (text book, FAL facilitators, seat desks; adults late coming to the centers; lack of attention on the program; hurry for house hold chorus; forgetting contents covered and exercise books for the lessons; poor motivation to learn; failure to understand benefit of FAL; no certification at the end of the program for attendants; lack of concentration (facilitators do not have benefits, all stake holders are not co teachers; frequent absence from the program; engaged with various farming activities; time constraint on the part of FAL participants; learning space problem; we feel tired and fed up when it is provided after environmental protection work & there is no exercise, it is superficial; center distance from the village and no one to look after the animals as our children are in school.

Location of FAL Sites

All stakeholders (100%) interviewed confirmed FAL sites, times and days are selected in consultation with the participants. Most of the days are work free days and weekends. The stakeholders added in the interview FALP has the following challenges:

❖ Participants are highly engaged with agricultural and related activities all year round.

❖ Some adult participants do not consider FAL as worthy in changing life and the times they spend for FAL program is considered as lost time and therefore miss the classes or come late.

❖ Shortage of facilitators affected implementation of the program.

❖ The program is not given due attention as it contribute for holistic development of the society (it is often interrupted due to sudden and planned meetings).

❖ The program is not conducted as expected guideline (the program takes two years but its implementation commence after December).

❖ Dispersed settlement of the participants created site distance for some FALP participants. Lack of coordination among involved stakeholders in the implementation of FALP.

As confirmed in the interview the stakeholders expected to be involved in the implementation of FAL program are education office, health office, agriculture office, police, kebele administration and volunteer facilitators.

Lastly, among the twenty two stakeholders 18 of them (81.8%) expressed adults involved in FAL program are satisfied with the contents being covered. Three of them (13.6%) expressed half of adults involved in FAL program is satisfied and the other half are not satisfied with the contents being covered. Only one of the interviewee (4.6%) expressed adults involved in FAL program are not satisfied with the contents being covered.

4.6. Monitoring and Evaluation of FALP

4.6.1. Monitoring of FAL

To make the program effective there are established systems of follow up and evaluation. The follow up systems are taking attendance of the participants, writing reports for schools and education office. When adults are absent from the program, the facilitators mobilize the participants house to house. Not only taking attendance but also exams are given at the end of the year. Year-end exams are prepared in accordance with contents covered. Year-end exams determine who should be promoted to the next level and who should stay in the same level for the second time.

Oral question, application of knowledge introduced and observation are also ways of monitoring and evaluation of FAL program.

Technique committee and board of FAL conduct monthly discussion on how the program is running, what challenges are faced and what measure should be taken to make the program effective. By observing the changes brought to the life of FAL participants and through discussion the program result is measured. In addition discussions are made to see the contributions FAL is making on the life of participants.

4.6.2. Evaluation of FAL

The mechanisms of tracking the changes adults make include expressing the changes in meetings, in the trend of FAL participants use of fertilizer, management of their agricultural production land, improved fertilizer and they also tell the changes for the program facilitators. Guest teachers also track the changes FAL participants are making in their fields of specialization. The health extension worker track the health related changes & the development agents' track the changes related to agricultural practice. The school and kebele on the other hand

make sure all school aged children are enrolled in school and are nurtured with all the requirements from family for their successful education attendance. The kebele chairperson and district education officials and experts interview the participants involved in the program. The participants' expression of ideas in writing as needed is the other mechanism for tracking the changes brought. Their involvement in development endeavors of their villages in particular and Ethiopia in general.

Changes in attitude and accepting modern ways of living are indicators for change. FAL participants are interested to take care of their farmland doing environmental protection works. They are interested to engage in irrigation and protect the grazing fields.

As the government stakeholders indicate FAL has not reached all adults that need to be addressed. It is about 65 % of adults that are involved in FAL program. A lot work remains to be done to involve women in FAL program in particular. It takes two years to complete FAL program.

The ideal average value of the questionnaire is 3 and when the mean of each score is greater than 3, the respondents are in favor of that item. Therefore, all the items except items 1.13, 1.14 and 1.15, the other items mean are above 3. This suggests that the respondents supported the ideas given in each items. Whereas, the means of items 1.13, 1.14 and 1.15 are less than the ideal mean score, this suggests that they are not in favor of these items. These three items has negative ideas. Therefore, it is possible to say that they do not accept the ideas given in these items.

As indicated in the explanations the hypothesis stated at unit one of these dissertations as:

"Does Functional Adult Literacy contribute for the life of attendant guardians?" is found to be true. It is reflected in all replies of the interview and the questionnaires. The thematic areas that

FAL has positive contribution include children's education, economic benefit, positive contribution on family life and community development roles.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

This study aimed at assessment on the contribution of Functional adult Literacy Program in Bassona Werana and to review challenges of functional adult literacy. In line with these it is also aimed to bench mark for other researchers interested on the topic.

Based on the objectives data collection instruments were prepared. These instruments were distributed to 180 FALP participants. The participants were students who had been learning in functional adult literacy program. It had two parts which were analyzed quantitatively and qualitatively. The first part was questions given in four Linker scale. The second part of the Questionnaire was open ended questions. Guided interview was given for twenty two stake holders namely 5 kebele leaders, 5 school directors, 5 facilitators, 1 FAL expert, 1 education office head and 5 health extension workers. Data analysis instrument was used to investigate different written materials available in that woreda.

After the data were collected, quantitative and qualitative techniques were employed. The first part of questionnaire was analyzed quantitatively and included 33 statements about functional adult literacy to be completed in 5 point Linker scale. The scales are from 1–5. 1 refers to strongly disagree, 2 refers to disagree, 3 refers undecided, 4 refers to agree and 5 refers to strongly agree. All the statements were related to the research objectives.

The ideal average value of the questionnaire is 3 and when the mean of each score is greater than 3, the respondents are in favor of that item. Therefore, all the items except items 1.13, 1.14 and 1.15, the other items mean are above 3. This suggests that the respondents supported the ideas given in each items. Only the three items has negative ideas. Therefore, it is possible to say that they do not accept the ideas given in these items.

1) The study disclosed FAL has the following contributions:

❖ Parents have played positive role on children's education from the very beginning of sending children to school at the age of seven to the extent of fulfilling all their basic and educational needs. In addition to these parents also guide children to read and use their school library for better result and monitor children's education at home and school.

❖ Economic Benefit for The Participants: FAL attendants easily accept and use production increment inputs and harvest more productions. FAL also enabled participants how to invest and make accurate inventory and accounts of in their trades.

❖ Contributed Positively On Family Life: FAL helped participants improve time and resource management and to take better care of their homes and children. It has helped rural parents develop better relationship with their children and spouse. It has also improved family planning, caring and positive behavior, and helped to reduce excessive use of alcohol. Their housing is also improved with the action they exerted to separate animals from humans. They have also become exemplary in their agricultural practice.

❖ Facilitated Community Development Roles: FAL helped adults mobilize and organize other adults for community development work and actively participate in politics. It also facilitated maintenance of peace in the various communities.

The aforementioned contributions of FAL have been registered with the efforts exerted among stakeholders involved in the implementation of the program. Consideration of participants' preference on sites, times and days for the program has paramount importance for achievement of the results as well. However there are also considerable challenges on the program like participants over burden with farming and related activities and lack of attention for the program. And no training access for FAL facilitators.

5.2. Conclusion

With regard to the data analysis and summary of findings FAL has contributed for a number of issues in the life of the target community.

The first contribution is related to maximum number of children to be registered in schools; attend regularly with supportive parental and/or guardian care. Their parents and/ or guardians are responsive for their children's needs. The majority of them are also regular participants in school-community meetings.

The second contribution is in terms of economic aspect, FAL participants are faster to make use of agricultural technologies for better production. They are engaged in poultry, horticulture production and sheep fattening. By this they are diversifying sources of income.

The third contribution FAL has made to participants is not only to be capable in managing their business but also to improve time and resource management.

The other contribution FAL has made is mobilization of adults for community development work and participants active involvement in politics. In addition it has also contributed to maintain peace and stability in their communities.

The factors that affect implementation of FAL are closely linked to participants' engagement with agricultural and related activities throughout the year. It was also indicated the participants attitude towards the program affect its implementation. The nature of settlement the population lives make FAL sites far for some targets. On the other hand facilitators lack trainings on the implementation of FAL as per the guidelines.

The monitoring and evaluation system is a decisive factor for maximizing contribution of FAL for the improvement of target community's life. The monitoring and evaluation of the program is conducted at the grass root level with the involvement of the facilitators in most cases.

It is evident that the targets are not provided with certificate of recognition for their successful completion of the program. It is also observed that some participants are absent and come late to the centers for learning. The program days are most often Sundays and holidays but these days are crowded with other programs like meetings. Besides this commencement of the program is extended to January which will force the program to be conducted for six months Sundays and holidays. The adults themselves are highly engaged with agricultural activities all year round.

5.3. Recommendation

Based on the findings of the research the following recommendations are forwarded:

1) As indicated in the findings of this research, FAL is contributing for children's education, economic advantage for the families, efficient time and resource management and enhance community development roles. Therefore, this experience should be scaled up for communities which has no access for such programs.

2) Concerned government stakeholders should pay due attention to conduct the program as per the guideline and make the program more convenient for all adults accessible by assigning reasonable number of facilitators and training facilitators with the required skills.

3) Results accrued following the program should be reflected for those participants and non participants to sustain the changes and attract the others to the program.

4) The monitoring and evaluation of the program should be strengthened with real involvement of the stakeholders for better action.

5) Finally, I would like to suggest other researchers to conduct a wider scope research on the topic.

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Appendix A

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

RURAL DEVELOPMENT MASTERS PROGRAM

Questionnaire for FAL Attendants

Dear Respondents!

First of all I would like to thank you for your time. I am a student at Indira Gandhi National Open University Rural Development Masters Program.

I am conducting a research "assessment on the contribution of Functional adult Literacy Program." Therefore to conduct the research you are kindly requested to complete the questions critically and return to me the soonest possible. There is no right or wrong answer. What is important is to provide honest response.

It is not important to write your name. The information you provided is confidential and will be used only to prepare the research.

Introduction

Part   I

Sex   Male   ☐   Female   ☐

Age: 15 to 34   ☐   35 to 50   ☐   51 to 65   ☐

Education Status   Level One   ☐   Level Two   ☐

Completed the program   ☐   If other state   ☐

Part II

Attempt the following questions by putting a tick [√/] mark in front of the questions. Here is what the numbers represent: 1 = strongly disagree 2 = disagree 3 = I am not sure 4 = agree 5 = strongly agree

SN	Questions	Measures				
		5	4	3	2	1
1	*Questions To Assess Parents Participation On Children's Education*					
1.1	*I send children to school as they are seven years old*					
1.2	*I provide food for school going children before school going time*					
1.3	*I fulfill scholastic materials for children*					
1.4	*I make follow up on children school attendance*					
1.5	*I attend in parents school meeting*					
1.6	*I make follow up on my child daily academic subjects*					
1.7	*I give time for children do home works and read*					
1.8	*There is a suitable corner in the house or outside for reading and doing home works*					
1.9	*Children's goal in each subject and achieved results at school are reviewed and discussions made*					
1.10	*Have you ever bought a reference book for your child?*					
2	*Questions On Economic Benefit*					
2.1	*Do you think your engagement in FAL program benefit your family?*					
2.2	*FAL has contributions for the increase of your agricultural productivity*					
2.3	*Adult Literacy Program gives rural women new ideas on how to invest in their trades.*					
2.4	*It helps them to take accurate inventory and accounts of their trade*					
3	*Questions On Family Life*					
3.1	*Has FAL helped you improve time and resource management*					
3.2	*FAL enables mothers to take better care of their homes and children*					
3.3	*Adult Literacy Program helps rural parents develop better relationship with their children and spouse*					
3.4	*Through Adult Literacy Program the rural adults are well enlightened on family planning and health related matters*					
3.5	*FAL enabled participants develop caring & positive behavior*					
3.6	*FAL supported participants avoid excessive use of alcohol*					
3.7	*FAL aware me separate animals from humans*					
4	*Questions To Measure Community Development Roles*					
4.1	*Adult Literacy Program helps adults to mobilize and organize other adults for community development work*					
4.2	*Adult Literacy Program helps the participants to play active role in politics in their communities*					
4.3	*Adult Literacy Program helps the participants to maintain peace in the various communities*					

Attempt the following questions (1 – 8) by putting a tick   mark in front of the questions.

Here is what the numbers represent: 1 = never   2 = rarely ✓   3 = I am not sure

4 = sometimes   5 = Always

SN	Questions	Measures				
		5	4	3	2	1
1	I ask children about school condition they are learning in					
2	I read a book for children					
3	Are there occasions to engage children for cattle keeping, house chorus, fire wood gathering or labor in the farm making them absent from school?					
4	How often are your children absent from school when they are not ill?					
5	How often are your children absent from school when they are ill?					
6	Have you ever told your child to go to the library to read a book?					
7	FALP sites, days and times of the program are selected in the best interest of the learners					
8	Farming practice of FAL attendants is exemplary					
9	I easily accept production increment inputs					

Part   III

The following six questions are prepared to give you an opportunity to give your ideas in a freer

way.

1. Have you been taught about the importance of education in FAL program?

    Yes   ☐   *No*   ☐

2. If your answer to the question above "question # 1" is yes, can you mention some? --------
   ----

   ----
3. Do you believe education benefits children: Yes   ☐   No   ☐

4. If your answer to the question above "question # 3" is yes, what is the benefit of
   education? --

   ----

5. If your children are found absent from school, what measures will you take? ----------------

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6. What are the challenges you faced regarding FAL program? ----------------------------------

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Thank You!

Appendix B

Interview Questions for Government Stakeholders

Dear Respondents!

First of all I would like to thank you for your time and energy. I am a student at Indira Gandhi National Open University Rural Development Masters Program.

I am conducting a research on "assessment on the contribution of Functional adult Literacy Program." Therefore to conduct the research you are kindly requested to complete the questions critically and return the completed questionnaires the soonest possible. There is no right or wrong answer. What is important is to provide honest response.

It is not important to write your name. The information you provided is confidential and will be used only to prepare the research.

Introduction

Part   I

Sex   Male ☐   Female ☐   Age ☐

Age: ☐ 15 to 34   ☐ 35 to 50   ☐ 51 to 65

Education Status   High School ☐   Diploma ☐   Degree ☐

Master ☐   PHD ☐   If other state ☐

Part   II

Listen attentively and attempt the following questions.

1) Do you think FAL is contributing for the improvement of families?

   Yes ☐   No ☐   I am not sure ☐

2) If your answer to question # 1 is yes, what are the contributions?

   ----

3) Do residents of the target area send their children to school when they are seven years?

   Yes ☐   No ☐   I am not sure ☐

4) If your answer to question 3 is "No" what do you do to bring children to school? ----------
   ----
   ----

5) How do you monitor FAL program? ---

   ----

6) How much time it takes for an adult to complete 2 levels of FAL program? -----------------
   ----

7) What are the mechanisms to track the changes adults are making as a result of FAL
   program? --

   ----

8) Do you think FAL program reached all its targets? --
   ----

9) How much percent of adults involving in FAL program attend community school
   meetings? --
   ----

10) How do parents involved in FAL program react to situations as (when: a child is sick,
    absent from school, fails in exam, quarrels with others, asks for scholastic material or
    clothes purchase…) --
    ----

11) What difference can you list between adults who are engaged in FAL program and those
    who do not participate? --

    ----

12) Can you mention those stake holders involved in the implementation of FAL program? --
----

----

13) Are adults involving in FAL program satisfied with the contents being covered? ----------
----

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14) What are the challenges of FALP? What should be done to solve the challenges? ----------
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15) How are the FALP sites, days and times decided? How convenient are they for the
participants? --

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16) If you want to add some more ideas ---

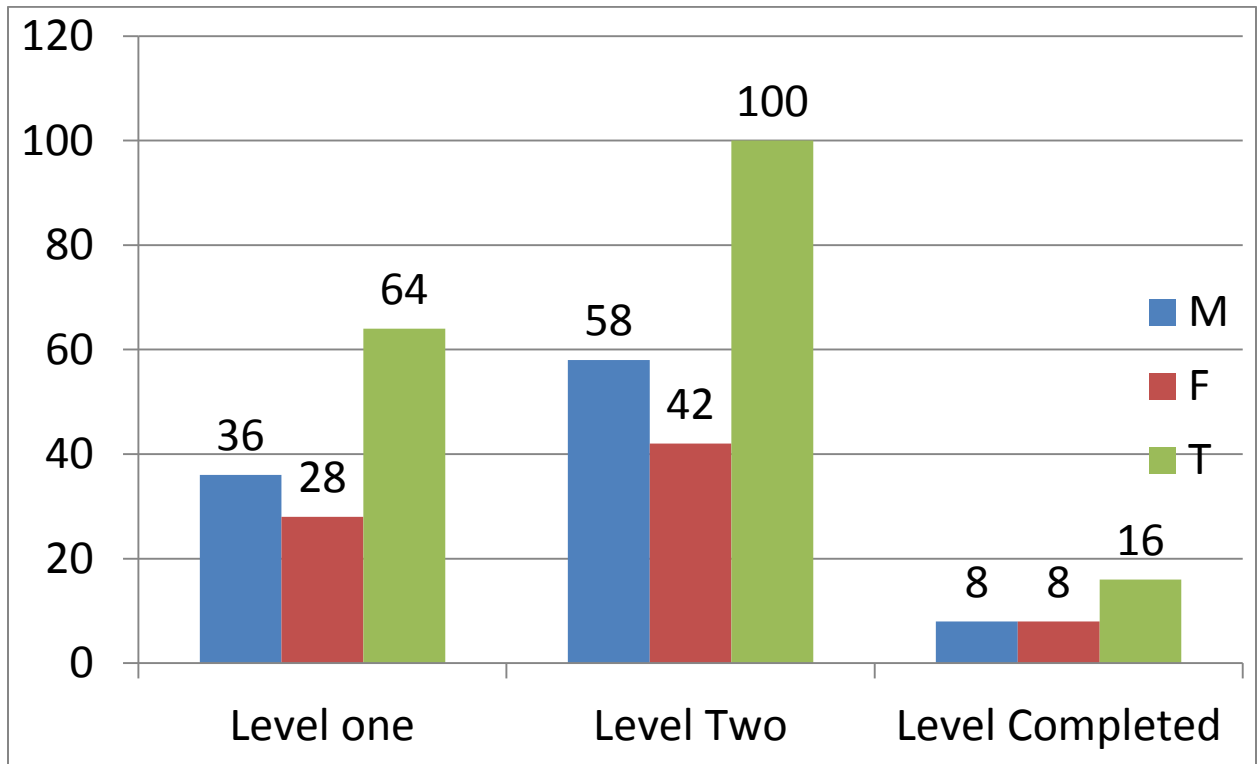---
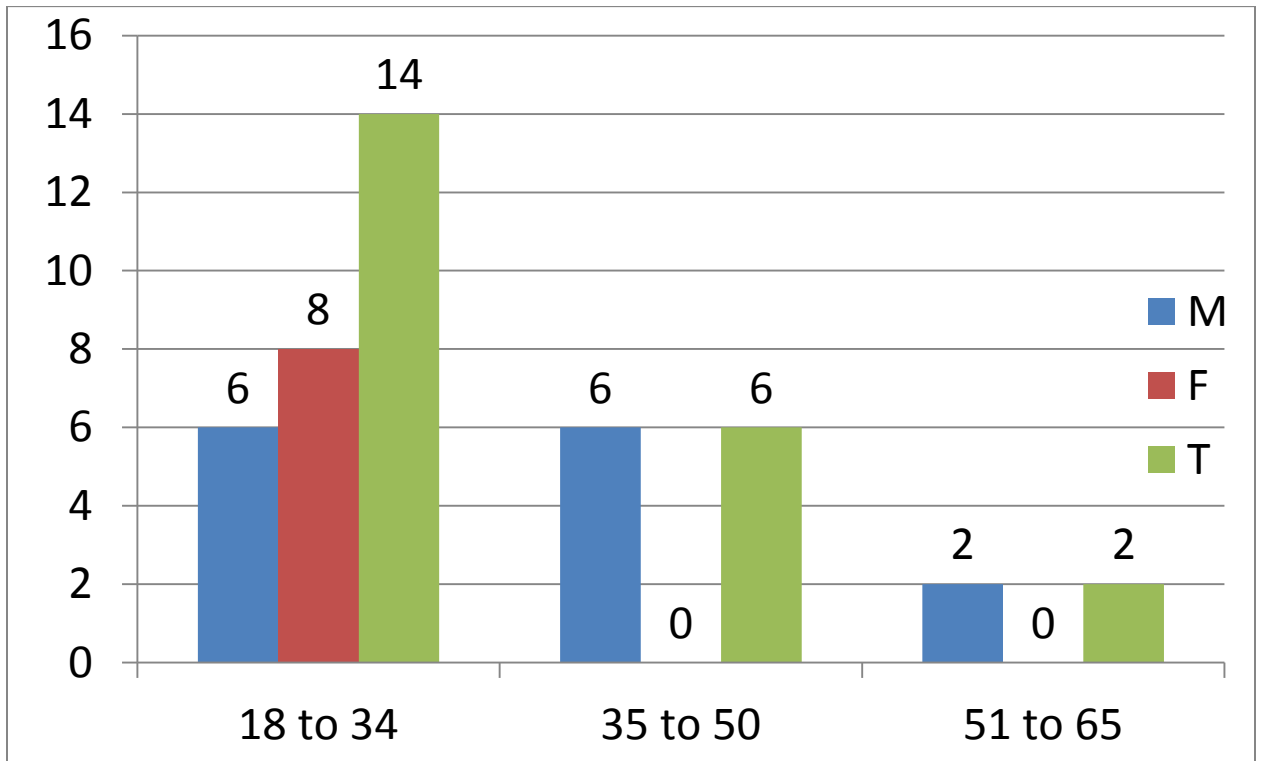

Thank You

Appendix C

FAL Participant Respondents by Sex & Age
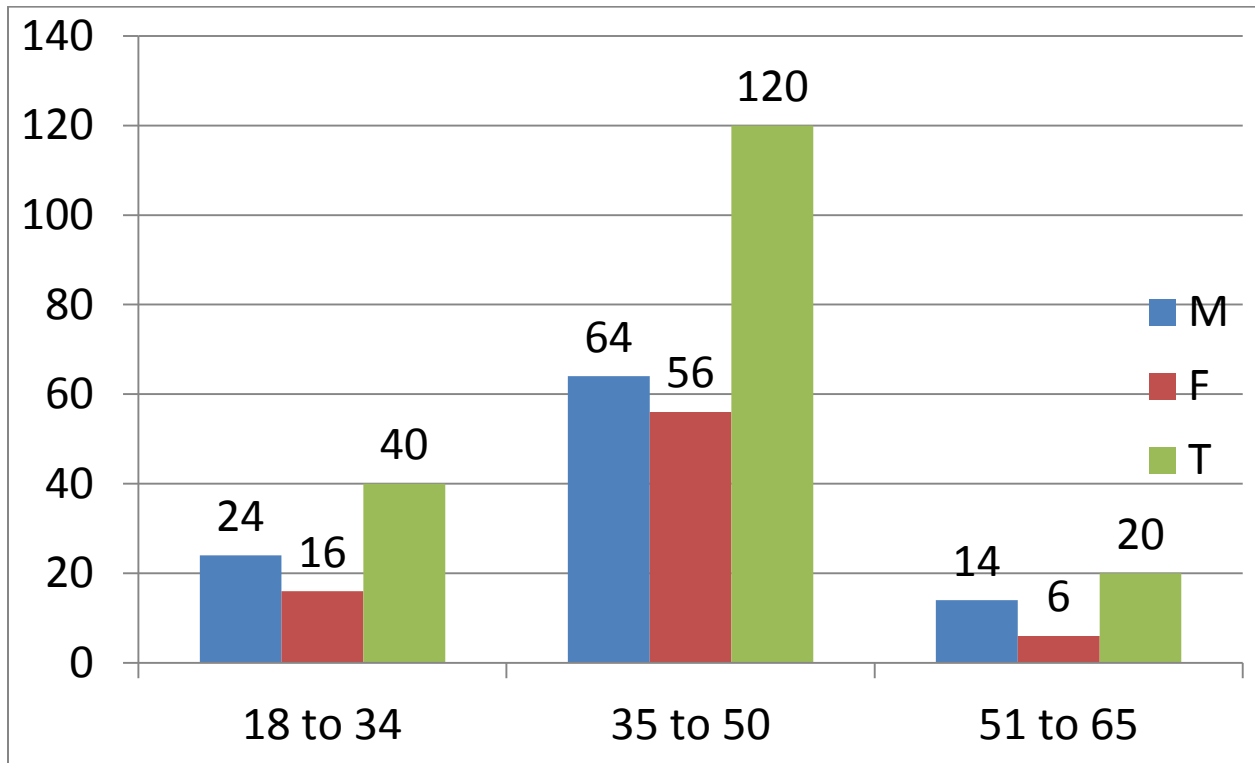
FAL Participant Respondents by grade level

Stakeholder Respondents by Sex & Age

Stakeholder Respondents by Grade Level