

Master of Arts in Rural Development Proposal

Title: Assessment on the contribution of Functional Adult Literacy program the case of Bassona Werana

Introduction

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, 2008:29). 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, 1987:57) 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

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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, 2006:26).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, 2011:23).

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 in to focus by Director General of UNESCO (Bohla, 1994) cited in Tekalign Minalu, (2010:31).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, 1995:15).

Bhola (1984:3) 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 in to upward mobility in the social structure it proper coordination of training are maintained. Thus the implementation of FAL program in developing countries particularly in Ethiopia plays a decisive factor for socioeconomic, cultural and political development.

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*

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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: 71).* In addition, *Hal Beder (1999: 78 & 79)* 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 (1999:37) 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.

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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 operational area 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 1080mm 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 °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 (126,074) 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 rendering health services to the community.

Despite the presence of those schools, considering those adults registered for FAL, 23.3 % of the population aged 15 years and above are illiterate and needs FAL program.

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Since there is no research result on the targeted area concerning "The impact of Functional Adult Literacy on children's education" 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 maximize students' achievement through Functional Adult Literacy.

1.1. 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, 1994:1).

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

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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: 73)* 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, Developmental and health extension workers, secondary and university students etc. and it could be conducted in formal schools, alternative education (ABC) centers, farmers training centers 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

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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. 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.

1.2. Important Terms Used in the Project Title

1.2.1. 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 having school going children.

1.2.2. 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 (ABC), and farmers training centers (FTC) and in other possibilities.

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1.2.3. 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.

1.2.4. 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 heart beat 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.

1.2.5. 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.

1.2.6. 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.

1.2.7. 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.

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1.2.8. 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.

1.2.9. 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.

1.3. Objective of the Present Study

It aims to:-

- Study the contribution of Functional Adult Literacy on parents and in children's education.*
- Assess the impact of functional adult literacy in people's attitude towards education.*
- 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*
- Review challenges of functional adult literacy*

1.4. Hypothesis

The hypothesis of this study is:

- Functional Adult Literacy attendant guardians send their children regularly to school*
- FAL empowers adults to be economically strong and involve in politics*

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1.5. Coverage

This study is conducted in Amhara Region North Shoa Zone Bassona Werana: Bakelo, keyit, Aba Mote, Gudo Beret and Baso Dengora kebeles. The specific sites of the study lie in these five sites.

1.6. Sampling

Stratified sampling is appropriate to meet objective of this study. It is planned to collect data from various sources of respondents and to triangulate the various sources of data.

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.

1.6.1. Sampling Design

| S N | Kebele | # of respondent | | | | | | | Total |
|--------|-----------|------------------|-------------------|---------------------|------------------|---------------|--------------------------|-----|-------|
| | | Particip ants | Kebele Leaders | School Directors | Facilit ators | FAL Expert | Education Office Head | HEW | |
| 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 six 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

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school directors, 5 facilitators, 1 FAL experts, 1 education office head and 5 health extension workers.

1.7. DATA COLLECTION: TOOLS AND PROCEDURES

1.7.1. Data collection instruments

One of the advantages of mixed research method according to Creswell (2009) is the opportunity to employ both open and closed-ended questions as well as multiple forms of data drawing on all possibilities in this study the instruments to be used in gathering data would also serve as other data source.

1.7.1.1. Questionnaires

Questionnaire will be planned as a major data collecting tool for this study because the researcher believes that it would help to get necessary information about FAL program. 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. It allows respondents to respond questions confidentially and enables the researcher to use representative samples as sources of data to avoid exposing to biases. The questionnaire consists of close-ended and open-ended sample questions.

1.7.1.2. Interview

The researcher employs 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 should be pre-tested before the actual work. After that, the interview questions shall be standardized and finalized.

Structured interviews of 10-20 minutes are conducted with teachers and all the talks will be tape-recorded. Like the questionnaire items, the interview items are concerned with revealing the

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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. All the result will be attached with the research paper.

The interview will be administered for five facilitators, five school directors, five health extension workers from the five kebeles randomly, one from each. Two education office experts will be interviewed. All the stakeholders will be given twelve semi structured interview questions.

1.7.2. 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, Baso 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.

1.7.3. 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 will consult Bassona Werana Woreda education office and permitted with great pleasure. After that the researcher consulted the facilitators' teachers and adults. Questionnaire will be first distributed to the participants followed by an interview with three individuals. Following these Procedures, the researcher analyzes the documents available in that woreda.

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1.7.4. 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 shall be processed on computers. The data Collected through questionnaires will be logically presented in the form of tables and the results will be analyzed. The tabulated responses will be 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 will be analyzed in a narrative form.

1.8. Chapters

Chapters of this dissertation are aligned with the objectives and hypothesis.

The **first** chapter shall be an introduction to the Assessment on the contribution of Functional Adult Literacy program the case of Bassona Werana. In this chapter an attempt shall be made to describe statement of the problem; objectives; significance of the study; delimitation; limitation; definition of terms and research design of the study.

The **Second** chapter shall deal with conceptual frame works and the review of earlier studies on functional adult literacy.

The **third** chapter should be about the research design and methodology; source of data, sample size and sampling techniques; data collection instruments; procedure of data collection and Methods of data analysis

The **fourth** chapter will be on presentation, analysis and interpretation on ...

The **fifth** chapter will be summary, conclusion and recommendation of the study.