

**THE NATIONAL LITERACY CAMPAIGN**  
**EVALUATION**  
**RURAL AREAS**  
**(PHASE TWO)**  
**A N N E X E S**



ARCH IV  
376.76(63-22)

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v. 2

## Statistics on adult education

ACTIVITY	UP TO 1966 EC.	1971 - 1978 EC.*
1. LITERACY PROGRAMME		
1.1 Registered	1,954,369	18,963,078
MALE	...	9,147,657
FEMALE	...	9,815,421
1.2 Passed	1,165,525	14,724,818
MALE	...	7,345,734
FEMALE	...	7,359,084
1.3 Percent Literate	7%	62.4%
1.4 Literacy Teachers	...	1,625,780
1.5 Literacy Centers	...	346,000
1.6 Post-Literacy		
Registered	-	11,311,483
Passed	-	8,644,549
2. COMMUNITY SKILL TRAINING CENTER (CSTC)		
2.1 Participants	-	108,980
2.2 No. of centers	-	408
3. NIGHT CLASSES		
Participants	57,881	235,803
4. DISTANCE EDUCATION		
Participants	-	5,536

... Data not available

- Did not exist before the revolution

\* All figures concerning literacy refer to rounds 1 - 15

## NATIONAL LITERACY CAMPAIGN EVALUATION PROJECT

## PHASE II

## RURAL AREAS

REGION \_\_\_\_\_

AWRAJA \_\_\_\_\_

WEREDA \_\_\_\_\_

KEBELE PEASANT ASSOCIATION \_\_\_\_\_

LITERACY CENTER \_\_\_\_\_

QUESTIONNAIRE TYPE = CHAIRMAN \_\_\_\_\_ Q 1 \_\_\_\_\_

SEQUENCE NUMBER \_\_\_\_\_

ROUND IN WHICH THE CAMPAIGN STARTED \_\_\_\_\_

NUMBER OF ROUNDS (INCLUDING THE PRESENT ONE) IN  
WHICH LITERACY HAS BEEN FULLY CONDUCTED \_\_\_\_\_

1. SEX            MALE ... (1)    FEMALE ... (2)            —

2. AGE (YEARS)            — —

3. HIGHEST EDUCATIONAL LEVEL

LITERACY CERTIFICATE ..... (1)

PRIMARY 3-6..... (2)

JUNIOR SECONDARY 7-8..... (3)

SENIOR SECONDARY 9-12..... (4)

TEACHER TRAINING.....

POST-SECONDARY..... (6)

OTHER (SPECIFY) \_\_\_\_\_

4. DESCRIBE WHAT YOU DO FOR YOUR LIVELIHOOD.

FARMING..... (1)

TEACHER..... (2)

OTHER..... (3)

5. FOR HOW MANY ROUNDS (INCLUDING THE PRESENT ROUND)  
HAVE YOU BEEN CHAIRPERSON? \_\_\_\_\_

INDICATE HOW THE PUBLIC IN GENERAL WAS MADE LITERACY  
CONSCIOUS IN THE PRESENT ROUND.

6. THROUGH GENERAL AGITATION

NOT AT ALL..... (1)

ONCE IN A ROUND ..... (2)

ONCE IN A MONTH ..... (3)

ONCE IN TWO WEEKS ..... (4)

WEEKLY ..... (5)

7. THROUGH HOUSE TO HOUSE AGITATION

NOT AT ALL..... (1)

ONCE IN A ROUND ..... (2)

ONCE IN A MONTH ..... (3)

ONCE IN TWO WEEKS ..... (4)

WEEKLY ..... (5)

INDICATE WHAT THE FARMERS ASSOCIATION HAS CONTRIBUTED.

8. BUILDING THE CENTRE

NO..... (1)

YES ..... (2)

9. PROVIDING STATIONARY IN THE PRESENT ROUND

NOT AT ALL..... (1)

YES, BUT NOT SUFFICIENT . (2)

YES, SUFFICIENT ..... (3)

HAVE YOU EXPERIENCED ANY PROBLEMS RECEIVING INSTRUCTIONAL MATERIALS AND OTHERS?

10. MATERIALS INSUFFICIENT

NO, NEVER A PROBLEM ..... (1)  
YES, SOMETIMES A PROBLEM..... (2)  
YES, OFTEN A PROBLEM ..... (3)

11. MATERIALS IN WRONG LANGUAGE

NO, NEVER A PROBLEM ..... (1)  
YES, SOMETIMES A PROBLEM..... (2)  
YES, OFTEN A PROBLEM ..... (3)

12. MATERIALS ON WRONG SUBJECT

NO, NEVER A PROBLEM ..... (1)  
YES, SOMETIMES A PROBLEM..... (2)  
YES, OFTEN A PROBLEM ..... (3)

13. WRITE THE TOTAL NUMBER OF PERSONS SERVING IN THE FOUR SUBCOMMITTEES IN THE PRESENT ROUND\_\_\_\_\_

WRITE THE NUMBER OF COMMITTEE MEMBERS IN THE PRESENT ROUND BY QUALIFICATION (IF E G A PERSON SERVES IN TWO COMMITTEES HE SHOULD BE COUNTED TWICE.) WRITE NUMBER OF MEMBERS WITH

14. CHURCH EDUCATION\_\_\_\_\_

15. MOSQUE EDUCATION\_\_\_\_\_

16. LITERACY CERTIFICATE ONLY\_\_\_\_\_

17. GRADE 3-6\_\_\_\_\_

18. GRADE 7-8\_\_\_\_\_

19. GRADE 9-12\_\_\_\_\_

20. TEACHER TRAINING\_\_\_\_\_

21. POST-SECONDARY \_\_\_\_\_

22. DO YOU FORWARD LITERACY DATA TO THE DISTRICT OFFICE AFTER THE END OF THE ROUNDS?

NEVER ..... (1)  
IN FEW OF THE ROUNDS..... (2)  
IN HALF OF THE ROUNDS..... (3)  
IN MOST ROUNDS..... (4)  
IN ALL ROUNDS..... (5)

WHAT MEASURES HAVE BEEN USED IN THE PAST TO REDUCE ABSENTEEISM?

	NEVER (1)	SELDOM (2)	SOME- TIMES (3)	OFTEN (4)	ALWAYS (5)
23. ADVICE					
24. WARNING					
25. LABOUR					
26. FINE					

DISCUSSION ITEMS

INDICATE THE TOPICS YOU COVERED WHEN YOU CONDUCTED SUPERVISION IN ROUND 14.

27. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

IF YOU THINK CHAIRMEN NEED TRAINING TO LEAD LITERACY ACTIVITY, PLEASE LIST THE AREAS OF TRAINING.

32. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

INDICATE THE PROBLEMS THAT MIGHT BE ENCOUNTERED BY A CHAIRMAN WHILE DISCHARGING LITERACY DUTIES.

37. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

WHAT DO YOU CONSIDER ARE MEASURES THAT NEED TO BE TAKEN  
AT DIFFERENT LEVELS TO IMPROVE THE SITUATION?

42. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

BY HIGHER AUTHORITIES

47. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

IF THERE WERE NO BOOKS OR IF BOOKS WERE IN SHORT SUPPLY WHAT  
STEPS DID YOU TAKE TO SOLVE THE PROBLEM?

52. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## NATIONAL LITERACY CAMPAIGN EVALUATION PROJECT

## PHASE II

## RURAL AREAS

REGION \_\_\_\_\_

AWRAJA \_\_\_\_\_

WEREDA \_\_\_\_\_

KEBELE PEASANT ASSOCIATION \_\_\_\_\_

LITERACY CENTER \_\_\_\_\_

QUESTIONNAIRE TYPE : CENTRE REPRESENTATIVE \_\_\_\_\_ Q 2 \_\_\_\_\_

SEQUENCE NUMBER \_\_\_\_\_



1. SEX                      MALE ... (1)      FEMALE ... (2)      \_\_\_\_\_

2. AGE (YEARS) \_\_\_\_\_      \_\_\_\_\_

3. HIGHEST EDUCATIONAL LEVEL

LITERACY CERTIFICATE ..... (1)

PRIMARY 3-6..... (2)

JUNIOR SECONDARY 7-8..... (3)

SENIOR SECONDARY 9-12..... (4)

TEACHER TRAINING..... (5)

POST-SECONDARY..... (6)

OTHER (SPECIFY) \_\_\_\_\_

4. DESCRIBE WHAT YOU DO FOR YOUR LIVELIHOOD.

FARMING..... (1)

TEACHING..... (2)

OTHER..... (3)

5. FOR HOW MANY ROUNDS (INCLUDING THE PRESENT) HAVE YOU  
BEEN REPRESENTATIVE OF THE LITERACY CENTRE?      \_\_\_\_\_

WHICH OF THE FOLLOWING PHYSICAL FACILITIES ARE USED FOR THE  
LITERACY CENTRE? (PRESENT ROUND ONLY)

6. BUILT FOR LITERACY PROG.                      NO \_\_\_\_ (1)      YES \_\_\_\_ (2)      \_\_\_\_\_

7. FORMAL SCHOOL                                      NO \_\_\_\_ (1)      YES \_\_\_\_ (2)      \_\_\_\_\_

8. RELIGIOUS INSTITUTION                      NO \_\_\_\_ (1)      YES \_\_\_\_ (2)      \_\_\_\_\_  
BUILDING

9. PEASANT ASSOC. OFFICE                      NO \_\_\_\_ (1)      YES \_\_\_\_ (2)      \_\_\_\_\_

10. OPEN AIR                                              NO \_\_\_\_ (1)      YES \_\_\_\_ (2)      \_\_\_\_\_

11. OTHERS (SPECIFY) \_\_\_\_\_

IF CLASS IS HELD IN A FORMAL SCHOOL, HAVE YOU ENCOUNTERED  
ANY OF THE FOLLOWING PROBLEMS?

12 PROGRAM OVERLAP                                      NO \_\_\_\_ (1)      YES \_\_\_\_ (2)      \_\_\_\_\_

13. POOR UPKEEP OF PROPERTY                      NO \_\_\_\_ (1)      YES \_\_\_\_ (2)      \_\_\_\_\_

14. OTHERS (SPECIFY) \_\_\_\_\_

DO YOU HAVE THE FOLLOWING TEACHING MATERIALS IN THE PRESENT  
ROUND? (SUFFICIENT IMPLIES 1:1 DISTRIBUTION WHEN TEXT-BOOKS  
ARE CONCERNED)

15. PRIMERS

NO \_\_\_\_\_ (1)  
YES, BUT NOT SUFFICIENT \_\_\_\_\_ (2)  
YES, SUFFICIENT \_\_\_\_\_ (3)

16. MATHEMATICS

NO \_\_\_\_\_ (1)  
YES, BUT NOT SUFFICIENT \_\_\_\_\_ (2)  
YES, SUFFICIENT \_\_\_\_\_ (3)

17. POLITICAL EDUCATION  
BOOKS

NO \_\_\_\_\_ (1)  
YES, BUT NOT SUFFICIENT \_\_\_\_\_ (2)  
YES, SUFFICIENT \_\_\_\_\_ (3)

18. VOCATIONAL BOOKS

NO \_\_\_\_\_ (1)  
YES, BUT NOT SUFFICIENT \_\_\_\_\_ (2)  
YES, SUFFICIENT \_\_\_\_\_ (3)

19. WALL CHARTS

NO \_\_\_\_\_ (1)  
YES, BUT NOT SUFFICIENT \_\_\_\_\_ (2)  
YES, SUFFICIENT \_\_\_\_\_ (3)

20. FLASH CARDS

NO \_\_\_\_\_ (1)  
YES, BUT NOT SUFFICIENT \_\_\_\_\_ (2)  
YES, SUFFICIENT \_\_\_\_\_ (3)

21. TEACHERS GUIDE

NO \_\_\_\_\_ (1)  
YES, BUT NOT SUFFICIENT \_\_\_\_\_ (2)  
YES, SUFFICIENT \_\_\_\_\_ (3)

22. IN THE PRESENT ROUND, HOW MANY OF THE TEACHERS USE  
THE TEACHERS GUIDES?

NONE. .... (1)  
FEW. .... (2)  
HALF OF THEM. .... (3)  
MOST. .... (4)  
ALL. .... (5)

WHAT IS THE TOTAL INSTRUCTIONAL TIME IN EACH SHIFT PER  
DAY DURING TH 15TH ROUND?  
(IF ONLY ONE SHIFT, PUT 000 FOR SECOND AND THIRD SHIFT.)

BEGINNERS CLASS

23. FIRST SHIFT (MINUTES) \_\_\_\_\_

24. SECOND SHIFT (MINUTES) \_\_\_\_\_

25. THIRD SHIFT (MINUTES) \_\_\_\_\_

NO BEGINNERS CLASS \_\_\_\_\_

REMEDIAL CLASS

26. FIRST SHIFT (MINUTES) \_\_\_\_\_

\_\_\_\_\_

27. SECOND SHIFT (MINUTES) \_\_\_\_\_

\_\_\_\_\_

28. THIRD SHIFT (MINUTES) \_\_\_\_\_

\_\_\_\_\_

NO REMEDIAL CLASS \_\_\_\_\_

POST-LITERACY CLASS

29. FIRST SHIFT (MINUTES) \_\_\_\_\_

\_\_\_\_\_

30. SECOND SHIFT (MINUTES) \_\_\_\_\_

\_\_\_\_\_

31. THIRD SHIFT (MINUTES) \_\_\_\_\_

\_\_\_\_\_

NO POST-LITERACY CLASS \_\_\_\_\_

32. HAVE CHANGES EVER BEEN MADE  
IN THE TIME SCHEDULE?

NO \_\_\_\_\_ (1)

YES, FEW TIMES \_\_\_\_\_ (2)

IF THE TIME SCHEDULE HAS BEEN CHANGED IN THE PAST, PLEASE  
INDICATE THE REASONS.

33. PERIOD OF THE ROUND CONFLICTS WITH WORKING SEASON.

NO \_\_\_\_\_ (1) YES \_\_\_\_\_ (2)

34. CLASS DAYS CONFLICT WITH WORKING DAYS.

NO \_\_\_\_\_ (1) YES \_\_\_\_\_ (2)

35. CLASS HOURS CONFLICT WITH WORKING TIME.

NO \_\_\_\_\_ (1) YES \_\_\_\_\_ (2)

IN YOUR IMPRESSION, IN WHAT AREAS ARE THEACHERS GENERALLY WEAK?

36. ENCOURAGEMENT OF ADULTS TO PARTICIPATE IN CLASS

GENERALLY WEAK. .... (1)

GENERALLY NOT WEAK. .... (2)

37. UTILIZATION OF TEACHERS' AIDS

GENERALLY WEAK. .... (1)

GENERALLY NOT WEAK. .... (2)

38. LESSON PRESENTATION WITHIN THE ADULTS CAPABILITY  
TO COMPREHEND.

GENERALLY WEAK..... (1)  
GENERALLY NOT WEAK..... (2)

39. PRESENTATION OF LESSON USING A LESSON PLAN.

GENERALLY WEAK..... (1)  
GENERALLY NOT WEAK..... (2)

HOW USEFUL ARE THE FOLLOWING MEASURES TO REDUCE ABSENTEEISM?

NEVER USEFUL (1)	SELDOM USEFUL (2)	SOME- TIMES USEFUL (3)	OFTEN USEFUL (4)	ALWAYS USEFUL (5)
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40. ADVICE

41. WARNING

42. LABOUR

43. FINE

IN YOUR IMPRESSION, IN WHAT AREAS DO THE THEACHERS GENERALLY  
SHOW DISCIPLINARY WEAKNESS?

44. LOOKING DOWN ON ADULTS.

GENERALLY YES..... (1)  
GENERALLY NO..... (2)

45. ABSENTEEISM

GENERALLY YES..... (1)  
GENERALLY NO..... (2)

46. LATENESS

GENERALLY YES..... (1)  
GENERALLY NO..... (2)

47. NOT FOLLOWING DIRECTIVES

GENERALLY YES..... (1)  
GENERALLY NO..... (2)

INDICATE THE NUMBER OF SUPERVISIONS CARRIED OUT BY THE  
FOLLOWING PERSON OR PERSONS DURING THE 14TH ROUND.

48. PEASANT ASSOCIATION L. C. C. C. \_\_\_\_\_

49. PEASANT ASSOCIATION L. C. E. S. C. \_\_\_\_\_
50. PEASANT ASSOCIATION CHAIRMAN \_\_\_\_\_
51. WEREDA L. C. C. C. \_\_\_\_\_
52. AWRAJA L. C. C. C. \_\_\_\_\_

HOW FAR HAVE THE ADVICE GIVEN BY THE DIFFERENT  
SUPERVISING TEAMS BEEN USEFUL?

53. PEASANT ASSOCIATION L. C. C. C.

USUALLY NOT USEFUL \_\_\_\_\_ (1)  
SOMETIMES USEFUL \_\_\_\_\_ (2)  
OFTEN USEFUL \_\_\_\_\_ (3)  
ALWAYS USEFUL \_\_\_\_\_ (4)

54. PEASANT ASSOCIATION L. C. E. S. C.

USUALLY NOT USEFUL \_\_\_\_\_ (1)  
SOMETIMES USEFUL \_\_\_\_\_ (2)  
OFTEN USEFUL \_\_\_\_\_ (3)  
ALWAYS USEFUL \_\_\_\_\_ (4)

55. PEASANT ASSOCIATION CHAIRMAN

USUALLY NOT USEFUL \_\_\_\_\_ (1)  
SOMETIMES USEFUL \_\_\_\_\_ (2)  
OFTEN USEFUL \_\_\_\_\_ (3)  
ALWAYS USEFUL \_\_\_\_\_ (4)

56. WEREDA L. C. C. C.

USUALLY NOT USEFUL \_\_\_\_\_ (1)  
SOMETIMES USEFUL \_\_\_\_\_ (2)  
OFTEN USEFUL \_\_\_\_\_ (3)  
ALWAYS USEFUL \_\_\_\_\_ (4)

57. AWRAJA L. C. C. C.

USUALLY NOT USEFUL \_\_\_\_\_ (1)  
SOMETIMES USEFUL \_\_\_\_\_ (2)  
OFTEN USEFUL \_\_\_\_\_ (3)  
ALWAYS USEFUL \_\_\_\_\_ (4)

IF YOU THINK CENTRE REPRESENTATIVES NEED TRAINING TO LEAD  
LITERACY ACTIVITIES AT THE CENTRE LEVEL, PLEASE LIST THE  
AREAS OF TRAINING.

58. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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INDICATE THE PROBLEM(S) THAT MIGHT BE ENCOUNTERED  
BY A CENTRE REPRESENTATIVE WHILE DISCHARGING LITERACY  
CAMPAIGN DUTIES

63.

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WHAT DO YOU CONSIDER ARE MEASURES THAT NEED TO BE TAKEN BY  
THE CONCERNED AUTHORITIES IN ORDER TO OVERCOME THE OCCURANCE  
OF THE ABOVE MENTIONED PROBLEMS?

LOCAL AUTHORITIES

68.

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HIGHER AUTHORITIES

73.

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## NATIONAL LITERACY CAMPAIGN EVALUATION PROJECT

## PHASE II

## RURAL AREAS

REGION \_\_\_\_\_

AWRAJA \_\_\_\_\_

WEREDA \_\_\_\_\_

KEBELE PEASANT ASSOCIATION \_\_\_\_\_

LITERACY CENTER \_\_\_\_\_

QUESTIONNAIRE TYPE : TEACHERS QUESTIONNAIRE\_\_ Q\_3\_\_

SEQUENCE NUMBER \_\_\_\_\_

1. SEX                      MALE ... (1)      FEMALE ... (2) \_\_\_\_\_

2. AGE (YEARS) \_\_\_\_\_

3. HIGHEST EDUCATIONAL LEVEL

LITERACY CERTIFICATE ..... (1)

PRIMARY 3-6 ..... (2)

JUNIOR SECONDARY 7-8 ..... (3)

SENIOR SECONDARY 9-12 ..... (4)

TEACHER TRAINING ..... (5)

POST-SECONDARY ..... (6)

OTHERS (SPECIFY) \_\_\_\_\_

4. DESCRIBE WHAT YOU DO FOR YOUR LIVELIHOOD.

FARMING ..... (1)

TEACHING ..... (2)

OTHER ..... (3)

5. FOR HOW MANY ROUNDS (INCLUDING THE PRESENT) HAVE YOU BEEN A TEACHER? \_\_\_\_\_

6. HAVE YOU BEEN GIVEN TRAINING ON HOW TO TEACH A LITERACY CLASS BEFORE YOU STARTED TEACHING?

NO ..... (1)                      YES ..... (2)

7. IF TRAINING IS GIVEN, INDICATE THE DURATION OF TRAINING IN DAYS \_\_\_\_\_

8. WHO GAVE YOU TRAINING?

EDUCATORS (FORMAL SCH. TEACHERS, AEO, SCH. INSPECTORS, SCH. DIRECTORS) \_\_\_\_\_ (1)

OTHERS (VOLUNTEERS ETC.) \_\_\_\_\_ (2)

BOTH THE ABOVE \_\_\_\_\_ (3)

HOW SATISFACTORY WAS THE SUBJECT MATTER OF THE TRAINING PROGRAMME?

SUBJECT MATTER	APPRAISAL LEVEL				
	NOT GIVEN	POOR	FAIR	GOOD	VERY GOOD
	1	2	3	4	5
9. TEACHING METHODS					
10. CLASS MANAGEMENT					
11. TIMETABLE & LESSON PLAN					
12. DATA COMPILING & UPKEEPING					
13. FIRST AID					



WHAT EFFECT HAS YOUR BEING A LITERACY TEACHER HAD ON YOUR DAILY LIFE?

14. DISRUPTING WORKING HOURS

NO. .... (1)

YES. .... (2)

15. OTHER EFFECTS (SPECIFY).

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16. HOW MUCH BIRR PER MONTH ARE YOU PAID? (IF NOTHING WRITE 0)

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ADULTS PROBLEMS IN USING THEIR BOOKS

UN-ACCUSTOMED WORD USAGE IN THE BOOK

17. ALPHABET & READING EXERCISE

NO. .... (1)

YES. .... (2)

18. MATHEMATICS

NO. .... (1)

YES. .... (2)

19. POLITICAL READING BOOK

NO. .... (1)

YES. .... (2)

20. VOCATIONAL READING BOOK

NO. .... (1)

YES. .... (2)

APPLICATION OF CONTENT MATTER TO LOCAL SITUATIONS

21. ALPHABET & READING EXERCISE

NOT APPLICABLE. .... (1)

PARTIALLY APPLICABLE. .... (2)

MOSTLY APPLICABLE. .... (3)

FULLY APPLICABLE. .... (4)

22. MATHEMATICS

NOT APPLICABLE. .... (1)

PARTIALLY APPLICABLE. .... (2)

MOSTLY APPLICABLE. .... (3)

FULLY APPLICABLE. .... (4)

23. POLITICAL READING BOOK

NOT APPLICABLE. .... (1)

PARTIALLY APPLICABLE. .... (2)

MOSTLY APPLICABLE. .... (3)

FULLY APPLICABLE. .... (4)

24. VOCATIONAL READING BOOK

- NOT APPLICABLE..... (1)  
PARTIALLY APPLICABLE..... (2)  
MOSTLY APPLICABLE..... (3)  
FULLY APPLICABLE..... (4)

25. IS THERE ANY DIFFERENCE IN ADULT PARTICIPATION IN CLASS WITH RESPECT TO AGE?

- NO OBSERVABLE DIFFERENCE..... (1)  
THE YOUNG PARTICIPATE MORE..... (2)  
THE OLDER PARTICIPATE MORE..... (3)

HOW MANY TIMES HAS YOUR CLASS BEEN SUPERVISED WITH RESPECT TO CLASS TEACHING AND LEARNING ACTIVITIES DURING THE PRESENT ROUND? (IF NONE WRITE 0)

BY PEASANT ASSOCIATION LCCC

26. DURING FIRST MONTH \_\_\_\_\_  
27. SECOND MONTH \_\_\_\_\_

BY CENTRE REPRESENTATIVE

28. DURING FIRST MONTH \_\_\_\_\_  
29. SECOND MONTH \_\_\_\_\_

BY PEASANT ASSOCIATION CHAIRMAN

30. DURING FIRST MONTH \_\_\_\_\_  
31. SECOND MONTH \_\_\_\_\_

BY WEREDA LCCC

32. DURING FIRST MONTH \_\_\_\_\_  
33. SECOND MONTH \_\_\_\_\_

BY AWRAJA LCCC

34. DURING FIRST MONTH \_\_\_\_\_  
35. SECOND MONTH \_\_\_\_\_

HOW FAR HAVE THE ADVISE GIVEN BY THE DIFFERENT SUPERVISING TEAMS BEEN USEFUL?

36. PEASANT ASSOCIATION LCCC

- NOT USEFUL..... (1)  
SOMETIMES USEFUL..... (2)  
OFTEN USEFUL..... (3)  
ALWAYS USEFUL..... (4)

37. CENTRE REPRESENTATIVE  
 NOT USEFUL..... (1)  
 SOMETIMES USEFUL..... (2)  
 OFTEN USEFUL..... (3)  
 ALWAYS USEFUL..... (4)

38. PEASANT ASSOCIATION CHAIRMAN  
 NOT USEFUL..... (1)  
 SOMETIMES USEFUL..... (2)  
 OFTEN USEFUL..... (3)  
 ALWAYS USEFUL..... (4)

39. WEREDA ASSOCIATION LCCC  
 NOT USEFUL..... (1)  
 SOMETIMES USEFUL..... (2)  
 OFTEN USEFUL..... (3)  
 ALWAYS USEFUL..... (4)

40. AWRAJA ASSOCIATION LCCC  
 NOT USEFUL..... (1)  
 SOMETIMES USEFUL..... (2)  
 OFTEN USEFUL..... (3)  
 ALWAYS USEFUL..... (4)

WRITE IN WHAT WAYS IT IS POSSIBLE TO IMPROVE LITERACY TEXTBOOKS  
 ALPHABETS & READING EXERCISE

41. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

MATHEMATICS

46. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

POLITICAL READING BOOKS

51. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
*VOCATIONAL READING BOOKS*

56. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*STATE ANY DIFFICULTIES YOU HAVE IN USING THE TEACHERS GUIDE*

61. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*STATE ANY PROBLEMS YOU FACED IN TEACHING ADULTS IN THE  
BEGINNERS CLASS*

66. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*STATE ANY DISCIPLINARY WEAKNESSES OF ADULTS OBSERVED*

71. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## NATIONAL LITERACY CAMPAIGN EVALUATION PROJECT

## PHASE II

## RURAL AREAS

REGION \_\_\_\_\_

AWRAJA \_\_\_\_\_

WEREDA \_\_\_\_\_

KEBELE PEASANT ASSOCIATION \_\_\_\_\_

LITERACY CENTER \_\_\_\_\_

QUESTIONNAIRE TYPE : SEMI-STRUCTURED INTERVIEW \_\_I 1

SEQUENCE NUMBER \_\_\_\_\_

## THEMES OF INTERVIEW

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## 1. BENEFITS DERIVED AS A RESULT OF LITERACY EDUCATION

- WITH RESPECT TO DAILY WORK FOR LIVELYHOOD  
(Motivate the adults to indicate specific knowledge acquired through literacy - farming, health, etc.)
- BENEFITS LOST AS A RESULT OF NO LITERACY EDUCATION
- ADVANTAGES OF THE LITERATE OVER THAT OF THE ILLITERATE

## 2. WITH RESPECT TO THE LOCAL COMMUNITY

- CHANGES OF IMPROVEMENT OBSERVED IN THE LOCAL COMMUNITY SINCE THE COMMENCEMENT OF THE LITERACY PROGRAMME

## 3. WITH RESPECT TO FUTURE BENEFITS

- WHAT DO THE LOCAL COMMUNITY MEMBERS PREFER TO LEARN ABOUT IN ORDER TO BEST IMPROVE THEIR KNOWLEDGE AS A MEANS TO A BETTER LIVELIHOOD

## NATIONAL LITERACY CAMPAIGN EVALUATION PROJECT

## PHASE II

## RURAL AREAS

REGION \_\_\_\_\_

AWRAJA \_\_\_\_\_

WEREDA \_\_\_\_\_

KEBELE PEASANT ASSOCIATION \_\_\_\_\_

LITERACY CENTER \_\_\_\_\_

QUESTIONNAIRE TYPE = CLASS ATTENDING ADULT \_\_\_ 1 2 \_\_\_

SEQUENCE NUMBER \_\_\_\_\_

1. SEX                      MALE \_\_\_\_ (1)      FEMALE \_\_\_\_ (2)                      --

2. AGE (YEARS) \_\_\_\_\_                      -- --

3. DESCRIBE WHAT YOU DO FOR YOUR LIVELIHOOD.

FARMING                                              \_\_\_\_ (1)  
HOUSEWIFE                                              \_\_\_\_ (2)  
OTHER                                              \_\_\_\_ (3)                      --

HOUSEHOLD SIZE \_\_\_\_\_                      -- --

NUMBER OF HOUSEHOLD MEMBERS LIVING TOGETHER, BY LEVEL OF  
EDUCATION

5. NOT IN SCHOOL/ILLITERATE \_\_\_\_\_                      -- --

6. LITERACY CERTIFICATE \_\_\_\_\_                      -- --

7. PRIMARY 3-6 \_\_\_\_\_                      -- --

8. JUNIOR SECONDARY 7-8 \_\_\_\_\_                      -- --

9. SENIOR SECONDARY 9-12 \_\_\_\_\_                      -- --

10. TEACHERS TRAINING \_\_\_\_\_                      -- --

OTHERS \_\_\_\_\_

WHAT ARE YOUR REASONS FOR COMING TO LITERACY CLASS?

11. TO BE ABLE TO READ AND WRITE

NO ..... (1)      YES ..... (2)                      --

12. TO GAIN USEFUL KNOWLEDGE

NO ..... (1)      YES ..... (2)                      --

13. RESPECT FOR OFFICIAL COMMAND

NO ..... (1)      YES ..... (2)                      --

14. OTHERS (SPECIFY) \_\_\_\_\_                      --

ADULTS MAY BE ABSENT FROM LITERACY CLASS FOR DIFFERENT REASONS. HAVE YOU BEEN ABSENT DUE TO ANY OF THE FOLLOWING REASONS?

15. ILLNESS

NEVER ..... (1)  
SOMETIMES ..... (2)  
OFTEN ..... (3)

16. MOURNING

NEVER ..... (1)  
SOMETIMES ..... (2)  
OFTEN ..... (3)

17. KEBELE BUSINESS

NEVER ..... (1)  
SOMETIMES ..... (2)  
OFTEN ..... (3)

18. MEETING

NEVER ..... (1)  
SOMETIMES ..... (2)  
OFTEN ..... (3)

19. PROGRAMME CLASH WITH WORKING TIME

NEVER ..... (1)  
SOMETIMES ..... (2)  
OFTEN ..... (3)

20. DISCOURAGED BECAUSE LESSONS WERE TOO DIFFICULT

NEVER ..... (1)  
SOMETIMES ..... (2)  
OFTEN ..... (3)

21. DISCOURAGED BECAUSE OF TEACHERS POOR HANDLING OF ADULTS

NEVER ..... (1)  
SOMETIMES ..... (2)  
OFTEN ..... (3)

22. LONG DISTANCE FROM HOME TO LITERACY CENTRE

NEVER ..... (1)  
SOMETIMES ..... (2)  
OFTEN ..... (3)

23. DISCOURAGED BECAUSE EDUCATION HAS NOT BEEN RELEVANT TO ADULT LIFE

NEVER ..... (1)  
SOMETIMES ..... (2)  
OFTEN ..... (3)

24. DISCOURAGED BECAUSE HUSBAND/WIFE LACKS INTEREST IN LITERACY

NEVER ..... (1)  
SOMETIMES ..... (2)  
OFTEN ..... (3)



25. HAVE YOUR TEACHERS ENCOURAGED PARTICIPATION IN CLASS  
(TO EXPRESS YOURSELF, ASK QUESTIONS ETC. )

NONE OF OUR TEACHERS HAVE. . . . . (1)

FEW OF OUR TEACHERS HAVE. . . . . (2)

MOST OF OUR TEACHERS HAVE. . . . . (3)

ALL OUR TEACHERS HAVE. . . . . (4)

26. IN WHAT LANGUAGE IS LITERACY GIVEN IN YOUR CLASS?

AMHARIC. . . . . (1)

OROMIGNA. . . . . (2)

WOLAITIGNA. . . . . (3)

KEMBATIGNA. . . . . (4)

HADIYIGNA. . . . . (5)

SILTIGNA. . . . . (6)

GEDEOGNA. . . . . (7)

27. IN WHICH OF THE FOLLOWING LANGUAGES WOULD YOU PREFER TO  
LEARN?

NO OTHER. . . . . (0)

AMHARIC. . . . . (1)

OROMIGNA. . . . . (2)

WOLAITIGNA. . . . . (3)

KEMBATIGNA. . . . . (4)

HADIYIGNA. . . . . (5)

SILTIGNA. . . . . (6)

GEDEOGNA. . . . . (7)

## NATIONAL LITERACY CAMPAIGN EVALUATION PROJECT

## PHASE II

## RURAL AREAS

REGION \_\_\_\_\_ -- --  
AWRAJA \_\_\_\_\_ -- --  
WEREDA \_\_\_\_\_ -- --  
KEBELE PEASANT ASSOCIATION \_\_\_\_\_  
QUESTIONNAIRE TYPE = ADULT BACKGROUND \_\_\_\_ I 3 \_\_\_\_  
SEQUENCE NUMBER-EXAM. CODE \_\_\_\_\_ -- --

1. SEX MALE ..... (1) FEMALE ..... (2) —

2. AGE (YEARS) ..... — —

3. DESCRIBE WHAT YOU DO FOR YOUR LIVELIHOOD?

FARMING ..... (1)  
HOUSEWIFE ..... (2)  
OTHERS ..... (3) —

4. HOUSEHOLD SIZE \_\_\_\_\_ — —

NUMBER OF HOUSEHOLD MEMBERS LIVING TOGETHER, BY LEVEL OF  
EDUCATION

5. NOT IN SCHOOL/ILLITERATE \_\_\_\_\_ — —

6. LITERACY CERTIFICATE \_\_\_\_\_ — —

7. PRIMARY 3-6 \_\_\_\_\_ — —

8. JUNIOR SECONDARY 7-8 \_\_\_\_\_ — —

9. SENIOR SECONDARY 9-12 \_\_\_\_\_ — —

10. TEACHERS TRAINING \_\_\_\_\_ — —

LANGUAGE SPOKEN

-----  
11. MOTHER-TONGUE

AMHARIC ..... (1)  
OROMIGNA ..... (2)  
WOLAITIGNA ..... (3)  
KEMBATIGNA ..... (4)  
HADIYIGNA ..... (5)  
SILTIGNA ..... (6)  
GEDEOGNA ..... (7) —

12. SECOND LANGUAGE

AMHARIC ..... (1)  
OROMIGNA ..... (2)  
WOLAITIGNA ..... (3)  
KEMBATIGNA ..... (4)  
HADIYIGNA ..... (5)  
SILTIGNA ..... (6)  
GEDEOGNA ..... (7) —

13. THIRD LANGUAGE

AMHARIC ..... (1)  
OROMIGNA ..... (2)  
WOLAITIGNA ..... (3)  
KEMBATIGNA ..... (4)  
HADIYIGNA ..... (5)  
SILTIGNA ..... (6)  
GEDEOGNA ..... (7) —

14. RELIGION

CHRISTIAN ..... (1)  
MOSLEM ..... (2)  
NO RELIGION ..... (3)

15. DO YOU LISTEN TO LITERACY RADIO PROGRAMMES?

NO, NEVER..... (1) GO TO NO 19  
SOMETIMES..... (2)  
OFTEN..... (3)  
ALWAYS..... (4)

IF YOU LISTEN TO RADIO, WHERE DO YOU LISTEN?

16. AT HOME

NEVER..... (1)  
SOMETIMES... (2)  
ALWAYS..... (3)

17. BY NEIGHBOUR

NEVER..... (1)  
SOMETIMES... (2)  
ALWAYS..... (3)

18. AT THE PA OFFICE

NEVER..... (1)  
SOMETIMES... (2)  
ALWAYS..... (3)

19. IF NO, NEVER, WHY NOT?

NO RADIO SET..... (1)  
NO KNOWLEDGE OF THE  
EXISTENCE OF PROGRAM... (2)  
NO SPARE TIME..... (3)  
TRANSMISSION TIME  
INCONVENIENT..... (4)  
RECEIVER TOO FAR AWAY... (5)  
NOT INTERESTED..... (6)  
NOT TRANSMITTED IN MY  
NATIONALITY LANGUAGE... (7)

20. DO YOU READ NEWSPAPERS?

NO, NEVER..... (1) GO TO NO 25  
SOMETIMES..... (2)  
OFTEN..... (3)  
ALWAYS..... (4)

IF YOU READ NEWSPAPERS, HOW DO YOU GET IT?

21. BUY IT

NEVER..... (1)  
SOMETIMES... (2)  
ALWAYS..... (3)

22. BORROW IT

NEVER..... (1)  
SOMETIMES... (2)  
ALWAYS..... (3)

23. USE TO READ AT LITERACY CENTRE

NEVER..... (1)  
SOMETIMES... (2)  
ALWAYS..... (3)

24. USE TO READ AT THE PA OFFICE

NEVER..... (1)  
SOMETIMES... (2)  
ALWAYS..... (3)

25. IF YOU NEVER READ NEWSPAPERS, WHY NOT?

NOT AVAILABLE..... (1)  
NO SPARE TIME..... (2)  
NOT INTERESTED..... (3)  
NOT AVAILABLE IN MY  
NATIONALITY LANGUAGE... (4)

26. DO YOU READ BOOKS?

NO, NEVER..... (1) GO TO NO 30  
SOMETIMES..... (2)  
OFTEN..... (3)  
ALWAYS..... (4)

IF YOU READ BOOKS, HOW DO YOU GET THEM?

27. BUY IT

NEVER..... (1)  
SOMETIMES... (2)  
ALWAYS..... (3)

28. USE TO READ AT LITERACY CENTRE

NEVER..... (1)  
SOMETIMES... (2)  
ALWAYS..... (3)

29. USE TO READ AT THE PA OFFICE

NEVER..... (1)  
SOMETIMES... (2)  
ALWAYS..... (3)

30. IF YOU NEVER READ BOOKS, WHY NOT?

NOT AVAILABLE..... (1)  
NO SPARE TIME..... (2)  
NOT INTERESTED..... (3)  
NOT AVAILABLE IN MY  
NATIONALITY LANGUAGE... (4)

IN WHAT WAYS HAVE YOU USED YOUR LITERACY SKILLS? TELL BY  
WRITING DOWN THE NUMBER OF LETTERS YOU WROTE LAST YEAR.

31. PERSONAL LETTERS.....

32. LETTERS TO LOCAL MASS

ORGANISATIONS.....

33. LETTERS TO THE DISTRICT MASS  
ORGANISATIONS. ....

INDICATE YOUR PARTICIPATION AND LEVEL OF RESPONSIBILITY  
IN THE FOLLOWING ASSOCIATIONS.

34. IN THE PA  
NOT A MEMBER. .... (1)  
JUST A MEMBER. .... (2)  
EXECUTIVE COMMITTE MEMBER. .... (3)  
SECRETARY. .... (4)  
CHAIRPERSON. .... (5)

35. IN THE WOMENS ASSOCIATION  
NOT A MEMBER. .... (1)  
JUST A MEMBER. .... (2)  
EXECUTIVE COMMITTE MEMBER. .... (3)  
SECRETARY. .... (4)  
CHAIRPERSON. .... (5)

36. IN THE YOUTH ASSOCIATION  
NOT A MEMBER. .... (1)  
JUST A MEMBER. .... (2)  
EXECUTIVE COMMITTE MEMBER. .... (3)  
SECRETARY. .... (4)  
CHAIRPERSON. .... (5)

37. IN THE EDER  
NOT A MEMBER. .... (1)  
JUST A MEMBER. .... (2)  
EXECUTIVE COMMITTE MEMBER. .... (3)  
SECRETARY. .... (4)  
CHAIRPERSON. .... (5)

38. IN WHICH ROUND DID YOU START LITERACY CLASS? .....

39. IN WHICH ROUND DID YOU RECEIVE YOUR LITERACY  
CERTIFICATE? .....

40. IF YOU BY CHANCE GOT MORE THAN ONE CERTIFICATE, HOW  
MANY MORE HAVE YOU GOT? .....

41. FOR HOW MANY MONTHS ALTOGETHER HAVE YOU PARTICIPATED IN  
LITERACY CLASS BEFORE YOU GOT YOUR CERTIFICATE? .....

## NATIONAL LITERACY CAMPAIGN EVALUATION PROJECT

## PHASE II

## RURAL AREAS

REGION \_\_\_\_\_

AWRAJA \_\_\_\_\_

WEREDA \_\_\_\_\_

KEBELE PEASANT ASSOCIATION \_\_\_\_\_

QUESTIONNAIRE TYPE = COGNITIVE TEST C T \_\_\_\_\_

SEQUENCE NUMBER (EXAM CODE) \_\_\_\_\_

ROUND IN WHICH CAMPAIGN STARTED \_\_\_\_\_

NUMBER OF ROUNDS (INCLUDING THE PRESENT ONE) IN  
WHICH LITERACY HAS BEEN FULLY CONDUCTED \_\_\_\_\_

SEX            MALE \_\_\_\_ (1)    FEMALE \_\_\_\_ (2) \_\_\_\_\_

AGE (YEARS) \_\_\_\_\_

PART ONE

COMPREHENSION

=====

1. THE FIRST PICTURE SHOWS A \_\_\_\_\_

\_\_\_\_\_

2. THE SECOND PICTURE SHOWS A \_\_\_\_\_

\_\_\_\_\_

3. THE THIRD PICTURE SHOWS A \_\_\_\_\_

\_\_\_\_\_

4. THE FOURTH PICTURE SHOWS A \_\_\_\_\_

\_\_\_\_\_

DRINKING DIRTY WATER MAKES ONE SICK. THEREFORE ONE NEEDS TO BOIL DRINKING WATER.

5. WHAT HAPPENS WHEN ONE DRINKS DIRTY WATER?

\_\_\_\_\_

6. WHAT SHOULD ONE DO WITH DRINKING WATER?

\_\_\_\_\_

THE HOUSE FLY TRANSMITS SICKNESS. THE HOUSE FLY BREEDS IN UNCLEAN PLACES. THEREFORE WASTE MUST BE BURNT IN ORDER TO GET RID OF THE HOUSE FLY.

7. WHAT DOES THE HOUSE FLY TRANSMIT?

\_\_\_\_\_

8. WHAT MUST BE DONE TO GET RID OF THE HOUSE FLY?

BURN THE WASTE..... (1)

PILE THE WASTE..... (2)

NOTHING..... (3)

ANSWER \_\_\_\_\_



PART TWO

LETTER WRITING

WRITE A LETTER TO ONE OF YOUR RELATIVES OR FRIENDS.

9. DATE \_\_\_\_\_

10. ADR. \_\_\_\_\_

11. MESSAGE: \_\_\_\_\_

12. NAME: \_\_\_\_\_

PART THREE

ARITHMETIC

WRITE THE CORRECT ANSWER ON THE LINE.

13.      12  
      + 5  
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 17. \quad 12 \\
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 18. \quad 13 \\
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 19. \quad 12 \quad 3 \\
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 20. \quad 36 \quad 12 \\
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READ THE QUESTIONS CAREFULLY AND WRITE DOWN YOUR ANSWER.

21. XXXXX HAS BIRR 20.  
WITH BIRR 7 SHE BOUGHT SUGAR.  
WITH BIRR 6 SHE BOUGHT SHOES.  
HOW MANY BIRR HAS SHE LEFT?

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22. MR YYYYYY BOUGHT 3 SHEEP.  
HE BOUGHT ALL 3 SHEEP FOR BIRR 60.  
ALL 3 SHEEP HAVE THE SAME PRICE.  
HOW MANY BIRR DID HE PAY FOR 1 SHEEP?

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## NATIONAL LITERACY CAMPAIGN EVALUATION PROJECT

## PHASE II

## RURAL AREAS

REGION \_\_\_\_\_

AWRAJA \_\_\_\_\_

WEREDA \_\_\_\_\_

KEBELE PEASANT ASSOCIATION \_\_\_\_\_

LITERACY CENTER \_\_\_\_\_

QUESTIONNAIRE TYPE : CLASSROOM OBSERVATION\_\_O 1\_\_

SEQUENCE NUMBER (=CLASSROOM NO) \_\_\_\_\_

TYPE OF PROGRAMME (1-BEGINNERS, 2-REMEDIAL \_\_\_\_\_

**B**

2. AGE (YEARS) \_\_\_\_\_

- |                         |       |     |
|-------------------------|-------|-----|
| LITERACY CERTIFICATE    | _____ | (1) |
| PRIMARY GRADE 3 - 6     | _____ | (2) |
| JUNIOR SECONDARY 7 - 8  | _____ | (3) |
| SENIOR SECONDARY 9 - 12 | _____ | (4) |
| TEACHER TRAINING        | _____ | (5) |
| POST-SECONDARY          | _____ | (6) |

- FARMING \_\_\_\_\_ (1)  
TEACHING \_\_\_\_\_ (2)  
OTHER \_\_\_\_\_ (3)

6. TRAINED BY
- |                   |     |
|-------------------|-----|
| NO TRAINING ..... | (1) |
| CAMPAIGNERS ..... | (2) |
| OTHERS .....      | (3) |

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8. ROOM SIZE IN SQ.M .....

- 00**

10. ALPHABETS & READING EXERCISE BOOKS.....

11. MATHEMATICS BOOKS.....

2. VOCATIONAL READING BOOKS.....

13. POLITICAL READING BOOKS.....

14. AVAILABILITY OF TEACHING AIDS  
NOT AVAILABLE AT ALL..... (1)  
AVAILABLE BUT NOT SUFFICIENT..... (2)  
SUFFICIENT ..... (3)

15. AVAILABILITY AND CONDITION OF BLACKBOARD  
NO BLACKBOARD ..... (1)  
POOR CONDITION..... (2)  
GOOD CONDITION..... (3)

16. AVAILABILITY OF EXERCISE BOOKS  
NO ADULT HAS..... (1)  
FEW ADULTS HAVE ..... (2)  
HALF OF THE ADULTS HAVE ..... (3)  
MOST ADULTS HAVE ..... (4)  
ALL ADULTS HAVE ..... (5)

TEACHING METHODS AND APPLICATION  
=====

17. EXISTENCE OF LESSON PLAN  
NO LESSON PLAN ..... (1)  
YES, ONE FOR THE ROUND ..... (2)  
YES, MONTHLY ..... (3)  
YES, ONCE IN TWO WEEKS ..... (4)  
YES, WEEKLY ..... (5)

18. QUALITY OF LESSON PLAN  
INDICATES SUBJECT TITLE ONLY..... (1)  
PARTIAL BREAKDOWN OF TITLES..... (2)  
CONSIDERS ALL ESSENTIAL POINTS..... (3)

19. UTILIZATION OF LESSON PLAN  
NOT USED..... (1)  
YES, PARTIALLY USED..... (2)  
YES, FULLY USED..... (3)

20. TEACHER ASSIGNS CLASS WORK AND HOME WORK  
NOT AT ALL..... (1)  
YES, SOMETIMES ..... (2)  
YES, OFTEN.. ..... (3)

21. TEACHER CORRECTS EXERCISES  
NOT AT ALL..... (1)  
YES, SOMETIMES ..... (2)  
YES, ALWAYS ..... (3)

NUMBER OF ADULTS REGISTERED FOR THE CLASS

22. MALE.....

23. FEMALE.....

NUMBER OF ADULTS PRESENT AT THE TIME OF OBSERVATION

24. MALE.....

25. FEMALE.....

## NATIONAL LITERACY CAMPAIGN EVALUATION PROJECT

## PHASE II

## RURAL AREAS

REGION \_\_\_\_\_

AWRAJA \_\_\_\_\_

WEREDA \_\_\_\_\_

KEBELE PEASANT ASSOCIATION \_\_\_\_\_

LITERACY CENTER \_\_\_\_\_

QUESTIONNAIRE TYPE : OBSERVATION AT CENTRE LEVEL-O 2

SEQUENCE NUMBER \_\_\_\_\_

PART ONE: INFORMATION BY ROUND

FIRST ROUND

NUMBER OF

ADULTS REGISTERED IN THE BEGINNERS CLASS

1. MALE.....  
2. FEMALE.....

— — —  
— — —

ADULTS REGISTERED IN THE REMEDIAL CLASS

3. MALE.....  
4. FEMALE.....

— — —  
— — —

ADULTS WHO SAT FOR EXAMINATION IN THE BEGINNERS CLASS

5. MALE.....  
6. FEMALE.....

— — —  
— — —

ADULTS WHO SAT FOR EXAMINATION IN THE REMEDIAL CLASS

7. MALE.....  
8. FEMALE.....

— — —  
— — —

ADULT PASSES IN THE BEGINNERS CLASS

9. MALE.....  
10. FEMALE.....

— — —  
— — —

ADULT PASSES IN THE REMEDIAL CLASS

11. MALE.....  
12. FEMALE.....

— — —  
— — —

ADULT DROP OUTS IN THE BEGINNERS CLASS

13. MALE.....  
14. FEMALE.....

— — —  
— — —

ADULT DROP OUTS IN THE REMEDIAL CLASS

15. MALE.....  
16. FEMALE.....

— — —  
— — —

NUMBER OF TEACHERS BY QUALIFICATION

17. LITERACY CERTIFICATE .....  
18. PRIMARY 3-6.....  
19. JUNIOR SECONDARY 7-8.....  
20. SENIOR SECONDARY 9-12.....  
21. TEACHERS TRAINING.....  
22. POST-SECONDARY.....

— —  
— —  
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— —

LEVEL AT WHICH FORMS WERE PREPARED FOR DATA COLLECTION.

23. CENTRE LEVEL

- NO ..... (1)  
YES ..... (2)

—

24. WEREDA LEVEL

- NO ..... (1)  
YES ..... (2)

—



25. AWRAJA LEVEL

NO ..... (1)  
YES..... (2)

26. REGIONAL LEVEL

NO ..... (1)  
YES..... (2)

27. NATIONAL LEVEL

NO ..... (1)  
YES..... (2)

MIDDLE ROUND

NUMBER OF

ADULTS REGISTERED IN THE BEGINNERS CLASS

28. MALE.....

29. FEMALE.....

ADULTS REGISTERED IN THE REMEDIAL CLASS

30. MALE.....

31. FEMALE.....

ADULTS WHO SAT FOR EXAMINATION IN THE BEGINNERS CLASS

32. MALE.....

33. FEMALE.....

ADULTS WHO SAT FOR EXAMINATION IN THE REMEDIAL CLASS

34. MALE.....

35. FEMALE.....

ADULT PASSES IN THE BEGINNERS CLASS

36. MALE.....

37. FEMALE.....

ADULT PASSES IN THE REMEDIAL CLASS

38. MALE.....

39. FEMALE.....

ADULT DROP OUTS IN THE BEGINNERS CLASS

40. MALE.....

41. FEMALE.....

ADULT DROP OUTS IN THE REMEDIAL CLASS

42. MALE.....

43. FEMALE.....

NUMBER OF TEACHERS BY QUALIFICATION

44. LITERACY CERTIFICATE .....

45. PRIMARY 3-6.....

46. JUNIOR SECONDARY 7-8.....

47. SENIOR SECONDARY 9-12.....

48. TEACHERS TRAINING.....

49. POST-SECONDARY.....

— —

LEVEL AT WHICH FORMS WERE PREPARED FOR DATA COLLECTION.

50. CENTRE LEVEL

NO ..... (1)

YES ..... (2)

—

51. WEREDA LEVEL

NO ..... (1)

YES ..... (2)

—

52. AWRAJA LEVEL

NO ..... (1)

YES..... (2)

—

53. REGIONAL LEVEL

NO ..... (1)

YES..... (2)

—

54. NATIONAL LEVEL

NO ..... (1)

YES..... (2)

—

LAST ROUND

NUMBER OF

ADULTS REGISTERED IN THE BEGINNERS CLASS

55. MALE.....

56. FEMALE.....

— — —  
— — —

ADULTS REGISTERED IN THE REMEDIAL CLASS

57. MALE.....

58. FEMALE.....

— — —  
— — —

ADULTS WHO SAT FOR EXAMINATION IN THE BEGINNERS CLASS

59. MALE.....

60. FEMALE.....

— — —  
— — —

ADULTS WHO SAT FOR EXAMINATION IN THE REMEDIAL CLASS

61. MALE.....

62. FEMALE.....

— — —  
— — —

ADULT PASSES IN THE BEGINNERS CLASS

63. MALE.....

64. FEMALE.....

— — —  
— — —

ADULT PASSES IN THE REMEDIAL CLASS

65. MALE.....

66. FEMALE.....

— — —  
— — —

ADULT DROP OUTS IN THE BEGINNERS CLASS

67. MALE.....

68. FEMALE.....

— — —  
— — —

ADULT DROP OUTS IN THE REMEDIAL CLASS

69. MALE.....

70. FEMALE.....

— — —  
— — —

NUMBER OF TEACHERS BY QUALIFICATION

71. LITERACY CERTIFICATE .....

72. PRIMARY 3-6.....

73. JUNIOR SECONDARY 7-8.....

74. SENIOR SECONDARY 9-12.....

75. TEACHERS TRAINING.....

76. POST-SECONDARY.....

— —  
— —  
— —  
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LEVEL AT WHICH FORMS WERE PREPARED FOR DATA COLLECTION.

77. CENTRE LEVEL

NO ..... (1)

YES ..... (2)

—

78. WEREDA LEVEL

NO ..... (1)

YES ..... (2)

—

79. AWRAJA LEVEL

NO ..... (1)

YES..... (2)

—

80. REGIONAL LEVEL

NO ..... (1)

YES..... (2)

—

81. NATIONAL LEVEL

NO ..... (1)

YES..... (2)

—

PART TWO: GENERAL INFORMATION CONCERNING ALL ROUNDS

.....

PERSON OR PERSONS INVOLVED IN THE COLLECTION OF DATA

82. TEACHERS

NOT AT ALL ..... (1)

RARELY ..... (2)

SOMETIMES ..... (3)

MOST OF THE TIME ..... (4)

ALWAYS ..... (5)

—

83. CENTRE REPRESENTATIVE

NOT AT ALL ..... (1)

RARELY ..... (2)

SOMETIMES ..... (3)

MOST OF THE TIME ..... (4)

ALWAYS ..... (5)

—

84. PA L. C. E. S. C.

NOT AT ALL .....	(1)
RARELY .....	(2)
SOMETIMES .....	(3)
MOST OF THE TIME .....	(4)
ALWAYS .....	(5)

PERSON OR PERSONS INVOLVED IN THE UP-KEEP OF DATA  
AT THE END OF THE ROUND

85. TEACHERS

NOT AT ALL .....	(1)
RARELY .....	(2)
SOMETIMES .....	(3)
MOST OF THE TIME .....	(4)
ALWAYS .....	(5)

86. CENTRE REPRESENTATIVE

NOT AT ALL .....	(1)
RARELY .....	(2)
SOMETIMES .....	(3)
MOST OF THE TIME .....	(4)
ALWAYS .....	(5)

87. PA L. C. E. S. C.

NOT AT ALL .....	(1)
RARELY .....	(2)
SOMETIMES .....	(3)
MOST OF THE TIME .....	(4)
ALWAYS .....	(5)

TOTAL NUMBER OF TEXT BOOKS RECEIVED BY THE CENTRE  
(PRESENT ROUND INCLUDED)

88. ALPHABETS & READING BOOK .....

89. MATHEMATICS .....

90. POLITICAL READING BOOK .....

91. VOCATIONAL READING BOOK .....

92. TEACHERS GUIDE BY RATIO

1 : 3 AND LESS.....	(1)
1 : 2 .....	(2)
1 : 1 .....	(3)

## NATIONAL LITERACY CAMPAIGN EVALUATION PROJECT

## PHASE II

## RURAL AREAS

REGION \_\_\_\_\_

AWRAJA \_\_\_\_\_

WEREDA \_\_\_\_\_

QUESTIONNAIRE TYPE = OBSERVATION - WEREDA LEVEL\_0 3\_

SEQUENCE NUMBER \_\_\_\_\_

PART ONE - CHECKING DATA ACCURACY

=====

COMPARISON WITH DATA IN THE O2-QUESTIONNAIRE. FOR THE QUESTIONS 1-22,  
28-49 AND 55-76 (CFR THE QUESTIONS IN O 2), WRITE

- 1 IF THE NUMBERS ARE THE SAME  
2 NOT THE SAME  
6 IF DATA IS MISSING AT THE CENTRE LEVEL  
7 WEREDA LEVEL  
8 BOTH CENTRE AND WEREDA LEVEL

FIRST ROUND

-----

ADULTS REGISTERED IN THE BEGINNERS CLASS

1. MALE.....  
2. FEMALE.....

ADULTS REGISTERED IN THE REMEDIAL CLASS

3. MALE.....  
4. FEMALE.....

ADULTS WHO SAT FOR EXAMINATION IN THE BEGINNERS CLASS

5. MALE.....  
6. FEMALE.....

ADULTS WHO SAT FOR EXAMINATION IN THE REMEDIAL CLASS

7. MALE.....  
8. FEMALE.....

ADULT PASSES IN THE BEGINNERS CLASS

9. MALE.....  
10. FEMALE.....

ADULT PASSES IN THE REMEDIAL CLASS

11. MALE.....  
12. FEMALE.....

ADULT DROP OUTS IN THE BEGINNERS CLASS

13. MALE.....  
14. FEMALE.....

ADULT DROP OUTS IN THE REMEDIAL CLASS

15. MALE.....  
16. FEMALE.....

NUMBER OF TEACHERS BY QUALIFICATION

17. LITERACY CERTIFICATE .....  
18. PRIMARY 3-6.....  
19. JUNIOR SECONDARY 7-8.....  
20. SENIOR SECONDARY 9-12.....  
21. TEACHERS TRAINING.....  
22. POST-SECONDARY.....

MIDDLE ROUND

ADULTS REGISTERED IN THE BEGINNERS CLASS

28. MALE.....

29. FEMALE.....

ADULTS REGISTERED IN THE REMEDIAL CLASS

30. MALE.....

31. FEMALE.....

ADULTS WHO SAT FOR EXAMINATION IN THE BEGINNERS CLASS

32. MALE.....

33. FEMALE.....

ADULTS WHO SAT FOR EXAMINATION IN THE REMEDIAL CLASS

34. MALE.....

35. FEMALE.....

ADULT PASSES IN THE BEGINNERS CLASS

36. MALE.....

37. FEMALE.....

ADULT PASSES IN THE REMEDIAL CLASS

38. MALE.....

39. FEMALE.....

ADULT DROP OUTS IN THE BEGINNERS CLASS

40. MALE.....

41. FEMALE.....

ADULT DROP OUTS IN THE REMEDIAL CLASS

42. MALE.....

43. FEMALE.....

NUMBER OF TEACHERS BY QUALIFICATION

44. LITERACY CERTIFICATE .....

45. PRIMARY 3-6.....

46. JUNIOR SECONDARY 7-8.....

47. SENIOR SECONDARY 9-12.....

48. TEACHERS TRAINING.....

49. POST-SECONDARY.....

LAST ROUND

ADULTS REGISTERED IN THE BEGINNERS CLASS

55. MALE.....

56. FEMALE.....

ADULTS REGISTERED IN THE REMEDIAL CLASS

57. MALE.....

58. FEMALE.....

ADULTS WHO SAT FOR EXAMINATION IN THE BEGINNERS CLASS

59. MALE.....

60. FEMALE.....

ADULTS WHO SAT FOR EXAMINATION IN THE REMEDIAL CLASS

61. MALE.....

62. FEMALE.....

ADULT PASSES IN THE BEGINNERS CLASS

63. MALE.....

64. FEMALE.....

ADULT PASSES IN THE REMEDIAL CLASS

65. MALE.....

66. FEMALE.....

ADULT DROP OUTS IN THE BEGINNERS CLASS

67. MALE.....

68. FEMALE.....

ADULT DROP OUTS IN THE REMEDIAL CLASS

69. MALE.....

70. FEMALE.....

NUMBER OF TEACHERS BY QUALIFICATION

71. LITERACY CERTIFICATE .....

72. PRIMARY 3-6.....

73. JUNIOR SECONDARY 7-8.....

74. SENIOR SECONDARY 9-12.....

75. TEACHERS TRAINING.....

76. POST-SECONDARY.....

PART TWO: PREPARATION AND COMPILATION OF DATA BY ROUND

=====

FIRST ROUND

-----

FORMS PREPARED AT

77. CENTRE LEVEL NO..... (1) YES..... (2)

78. WEREDA LEVEL NO..... (1) YES..... (2)

79. AWRAJA LEVEL NO..... (1) YES..... (2)

80. REGIONAL LEVEL NO..... (1) YES..... (2)

81. ADULT EDUCATON DEPARTEMENT NO..... (1) YES..... (2)

DATA COMPILED BY

82. WEREDA DATA COLLECTING COMM.

NO..... (1) YES..... (2)

83. AN EMPLOYEE

NO..... (1) YES..... (2)

84. A VOLUNTEER

NO..... (1) YES..... (2)

85. WEREDA L. C. & E. COMM. CHAIRMAN

NO..... (1) YES..... (2)

86. C. S. T. C. COORDINATOR

NO..... (1) YES..... (2)



# MIDDLE ROUND

## FORMS PREPARED AT

87. CENTRE LEVEL	NO..... (1)	YES..... (2)	—
88. WEREDA LEVEL	NO..... (1)	YES..... (2)	—
89. AWRAJA LEVEL	NO..... (1)	YES..... (2)	—
90. REGIONAL LEVEL	NO..... (1)	YES..... (2)	—
91. ADULT EDUCATON DEPARTEMENT	NO..... (1)	YES..... (2)	—

## DATA COMPILED BY

92. WEREDA DATA COLLECTING COMM.	NO..... (1)	YES..... (2)	—
93. AN EMPLOYEE	NO..... (1)	YES..... (2)	—
94. A VOLUNTEER	NO..... (1)	YES..... (2)	—
95. WEREDA L. C. & E. COMM. CHAIRMAN	NO..... (1)	YES..... (2)	—
96. C. S. T. C. COORDINATOR	NO..... (1)	YES..... (2)	—

# LAST ROUND

## FORMS PREPARED AT

97. CENTRE LEVEL	NO..... (1)	YES..... (2)	—
98. WEREDA LEVEL	NO..... (1)	YES..... (2)	—
99. AWRAJA LEVEL	NO..... (1)	YES..... (2)	—
100. REGIONAL LEVEL	NO..... (1)	YES..... (2)	—
101. ADULT EDUC.	NO..... (1)	YES..... (2)	—

## DATA COMPILED BY

102. WEREDA DATA COLLECTING COMM.	NO..... (1)	YES..... (2)	—
103. AN EMPLOYEE	NO..... (1)	YES..... (2)	—
104. A VOLUNTEER	NO..... (1)	YES..... (2)	—
105. WEREDA L. C. & E. COMM. CHAIRMAN	NO..... (1)	YES..... (2)	—
106. C. S. T. C. COORDINATOR	NO..... (1)	YES..... (2)	—

PART THREE: NUMBER OF PERSONS INVOLVED IN DATA COLLECTION AND  
COMPILATION BY QUALIFICATION

=====

FIRST ROUND

-----

- 107. LITERACY CERTIFICATE \_\_\_\_\_
- 108. PRIMARY \_\_\_\_\_
- 109. JUNIOR SEC. \_\_\_\_\_
- 110. SENIOR SEC. \_\_\_\_\_
- 111. TEACHER TRAINING \_\_\_\_\_
- 112. POST-SEC. \_\_\_\_\_

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\_\_\_\_\_

MIDDLE ROUND

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- 113. LITERACY CERTIFICATE \_\_\_\_\_
- 114. PRIMARY \_\_\_\_\_
- 115. JUNIOR SEC. \_\_\_\_\_
- 116. SENIOR SEC. \_\_\_\_\_
- 117. TEACHER TRAINING \_\_\_\_\_
- 118. POST-SEC. \_\_\_\_\_

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LAST ROUND

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- 119. LITERACY CERTIFICATE \_\_\_\_\_
- 120. PRIMARY \_\_\_\_\_
- 121. JUNIOR SEC. \_\_\_\_\_
- 122. SENIOR SEC. \_\_\_\_\_
- 123. TEACHER TRAINING \_\_\_\_\_
- 124. POST-SEC. \_\_\_\_\_

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\_\_\_\_\_

## DATA ON CLASS ATTENDANCE

=====

REGION\_\_\_\_\_

\_\_\_\_

AWRAJA\_\_\_\_\_

\_\_\_\_

WEREDA\_\_\_\_\_

\_\_\_\_

PEASANT ASSOCIATION\_\_\_\_\_

LITERACY CENTRE\_\_\_\_\_

ROUND 14

=====

TOTAL NUMBER OF ADULTS REGISTERED  
FOR THE CLASS. \_\_\_\_\_

TYPE OF PROGRAMME (1-BEGINNERS  
2-REMEDIAL) \_\_\_\_\_

TIKEMT

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NO. IDAY I NO. PRESENT

NO.	IDAY	I	NO. PRESENT
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2.	2	I	I
3.	3	I	I
4.	4	I	I
5.	5	I	I
6.	6	I	I
7.	7	I	I
8.	8	I	I
9.	9	I	I
10.	10	I	I
11.	11	I	I
12.	12	I	I
13.	13	I	I
14.	14	I	I
15.	15	I	I
16.	16	I	I
17.	17	I	I
18.	18	I	I
19.	19	I	I
20.	20	I	I
21.	21	I	I
22.	22	I	I
23.	23	I	I
24.	24	I	I
25.	25	I	I
26.	26	I	I
27.	27	I	I
28.	28	I	I
29.	29	I	I
30.	30	I	I

HIGHEST NO OF REGISTERED FOR HIDAR \_\_\_\_\_

NO.	DAY	I	NO.	PRESENT	I
---	I---	I	---	I---	I
31.	I 1	I	---	I---	I
32.	I 2	I	---	I---	I
33.	I 3	I	---	I---	I
34.	I 4	I	---	I---	I
35.	I 5	I	---	I---	I
36.	I 6	I	---	I---	I
37.	I 7	I	---	I---	I
38.	I 8	I	---	I---	I
39.	I 9	I	---	I---	I
40.	I 10	I	---	I---	I
41.	I 11	I	---	I---	I
42.	I 12	I	---	I---	I
43.	I 13	I	---	I---	I
44.	I 14	I	---	I---	I
45.	I 15	I	---	I---	I
46.	I 16	I	---	I---	I
47.	I 17	I	---	I---	I
48.	I 18	I	---	I---	I
49.	I 19	I	---	I---	I
50.	I 20	I	---	I---	I
51.	I 21	I	---	I---	I
52.	I 22	I	---	I---	I
53.	I 23	I	---	I---	I
54.	I 24	I	---	I---	I
55.	I 25	I	---	I---	I
56.	I 26	I	---	I---	I
57.	I 27	I	---	I---	I
58.	I 28	I	---	I---	I
59.	I 29	I	---	I---	I
60.	I 30	I	---	I---	I

TAHSAS

[illegible]

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370	37	

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Year	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099
1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	

ROUND 15.

=====

TOTAL NUMBER OF ADULTS REGISTERED  
FOR THE CLASS \_\_\_\_\_

TYPE OF PROGRAMME (1-BEGINNERS  
2=REMEDIAL) \_\_\_\_\_

MIAZIA

NO.	IDAY	I	NO.	PRESENT	I
121.	1	I	-----	I	
122.	2	I	-----	I	
123.	3	I	-----	I	
124.	4	I	-----	I	
125.	5	I	-----	I	
126.	6	I	-----	I	
127.	7	I	-----	I	
128.	8	I	-----	I	
129.	9	I	-----	I	
130.	10	I	-----	I	
131.	11	I	-----	I	
132.	12	I	-----	I	
133.	13	I	-----	I	
134.	14	I	-----	I	
135.	15	I	-----	I	
136.	16	I	-----	I	
137.	17	I	-----	I	
138.	18	I	-----	I	
139.	19	I	-----	I	
140.	20	I	-----	I	
141.	21	I	-----	I	
142.	22	I	-----	I	
143.	23	I	-----	I	
144.	24	I	-----	I	
145.	25	I	-----	I	
146.	26	I	-----	I	
147.	27	I	-----	I	
148.	28	I	-----	I	
149.	29	I	-----	I	
150.	30	I	-----	I	

HIGHEST NO OF REGISTERED FOR GENBOT \_\_\_\_\_

GENBOT

NO.	IDAY	I	NO.	PRESENT	I
151.	1	I	-----	I	
152.	2	I	-----	I	
153.	3	I	-----	I	

154.I	4	I	-----	I	--	--	--
155.I	5	I	-----	I	--	--	--
156.I	6	I	-----	I	--	--	--
157.I	7	I	-----	I	--	--	--
158.I	8	I	-----	I	--	--	--
159.I	9	I	-----	I	--	--	--
160.I	10	I	-----	I	--	--	--
161.I	11	I	-----	I	--	--	--
162.I	12	I	-----	I	--	--	--
163.I	13	I	-----	I	--	--	--
164.I	14	I	-----	I	--	--	--
165.I	15	I	-----	I	--	--	--
166.I	16	I	-----	I	--	--	--
167.I	17	I	-----	I	--	--	--
168.I	18	I	-----	I	--	--	--
169.I	19	I	-----	I	--	--	--
170.I	20	I	-----	I	--	--	--
171.I	21	I	-----	I	--	--	--
172.I	22	I	-----	I	--	--	--
173.I	23	I	-----	I	--	--	--
174.I	24	I	-----	I	--	--	--
175.I	25	I	-----	I	--	--	--
176.I	26	I	-----	I	--	--	--
177.I	27	I	-----	I	--	--	--
178.I	28	I	-----	I	--	--	--
179.I	29	I	-----	I	--	--	--
180.I	30	I	-----	I	--	--	--



TOTAL POPULATION OF THE P. A. DURING THE 15TH ROUND  
BY AGE AND SEX

-----  
MALE

93. 0- 9 YEARS.....  
94. 10-19 .....  
95. 20-29 .....  
96. 30-39 .....  
97. 40-49 .....  
98. 50- .....  
TOTAL .....

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

FEMALE

99. 0- 9 YEARS.....  
100. 10-19 .....  
101. 20-29 .....  
102. 30-39 .....  
103. 40-49 .....  
104. 50- .....  
TOTAL .....

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TOTAL NO. OF LITERATES IN THE P. A.  
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105. MALE .....  
106. FEMALE .....  
TOTAL.....

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Method of sample selection

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## A. Peasant Association

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For each sample wereda, randomly select one PA from the list of PAs in the wereda fulfilling the following criteria.

1. PA that did not start the campaign programme later than round 8.
2. PA where literacy is currently in progress in the beginners or remedial programme.
3. PA where literacy was conducted at least in round 12 or 13 or 14.
4. PA where literacy was conducted in at least round 7 or 8 or 9.

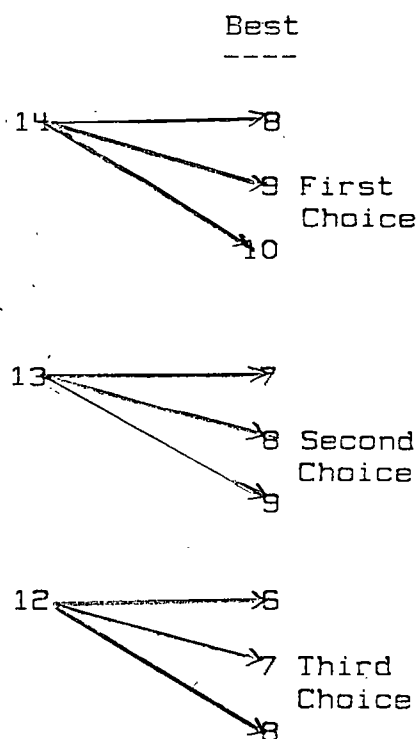
Order all PAs in the sample wereda satisfying the above criteria after geographical proximity to the chosen PA. (They are reserves.)

## Possible combinations for sample selection

based on criteria above

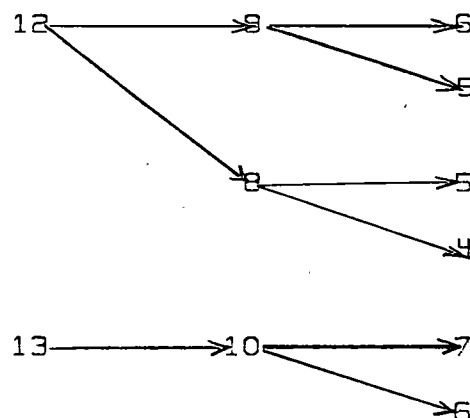
### Test (choose two rounds)

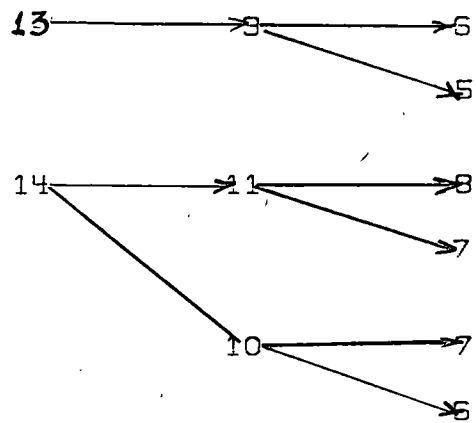
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### Rounds for Data checking (three rounds)

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B. Adults for the Cognitive Test

1. Randomly, select five adults who got their literacy certificate in round 14 or 13 or 12.
2. Randomly select five adults who got their literacy certificate in round 10, 9, 8, 7 or 6. (See combinations above)
3. If the list of adults in the selected rounds is not available for selecting candidates for the test try to form a new list by asking people who participated in the implementation of the campaign and select your sample adults. In this case, also take notes.
4. Do not include adults who are attending formal school or post-literacy class.

C. Interview to Currently Attending Adults

Randomly select ten adults currently attending beginners and remedial classes.

(A class attending adult is defined as an adult who has attended three quarters of the class time by the time this survey begins)

D. Teachers

Randomly select teachers teaching different subjects. If possible, getting four teachers on four different subjects would be preferable, otherwise at least two teachers teaching alphabet and reading and mathematics class should be selected.

E. Classroom Observation

Conduct observation in two classrooms. One class will be an alphabet and reading class and the other will be a mathematics class. (Observation at class should be conducted at the time of teaching.)

F. Literacy Data Checking

Randomly select three rounds in which data will be checked for consistency between the literacy centers and the weredas (see possible combinations previously).

Tables not presented in the text

Concerning chapter two

Table 2-a. Chairmen's problems receiving instructional materials.

Problem type	Answers			Total
	No, never a problem	Yes, sometimes a problem	Yes, often a problem	
Insufficient materials	5 (21%)	14 (58%)	5 (21%)	24 (100)
Materials in wrong language	20 (83%)	2 (8%)	2 (8%)	24 (100)
Materials on wrong subject	23 (96%)	-	1 (4%)	24 (100)

Table 2-b. Sufficiency of different teaching materials received.

Materials	Answers			Total
	None at all	Some but not sufficient	Sufficient	
Primers	3 (13%)	12 (52%)	8 (35%)	23 (100)
Maths' book	1 (4%)	15 (65%)	7 (30%)	23
Political book	-	14 (61%)	9 (39%)	23
Vocational book	-	15 (65%)	8 (35%)	23
Wall chart	10 (43%)	8 (35%)	5 (22%)	23
Flash card	15 (65%)	6 (26%)	2 (9%)	23
Teachers' guide	8 (35%)	13 (57%)	2 (9%)	23

The table is based on answers from center representatives and concerned materials received in the on-going round.

Concerning chapter three

Table 3-a. Total no. of persons serving in the four sub-  
committees.

	No. of persons serving						Total
	0	6 - 8	12-15	16	18-20	25 -	
No. of centers	3	7	6	3	3	2	24
% of centers	13	29	25	13	13	8	100

Table 3-b. Educational level of the subcommittees' members.

Highest education	No. of persons	Percent
Literacy certificate	131	46.6
Primary 3 - 6	64	22.8
Junior secondary	28	10.0
Senior secondary	31	11.0
ITI	27	9.6
Total	281	100.0

Concerning chapter four

Table 4-a. Duration of teachers training.

Teachers	Training duration in days							
	*0	1 - 2	3 - 4	5	7 - 8	10 - 15	22	Total
Number	(24)	17	9	19	8	7	1	85
%	--	28	15	31	13	11	2	100

\* 24 teachers had not got any training at all. They are excluded in the row with percentages.

Table 4-b. Topics covered in teachers training. Appraisal level.

Topic	Appraisal level of the training					
	Not given	Poor	Fair	Good	Very good	Total
Teaching methods	2 (3%)	-	13 (21%)	21 (34%)	25 (41%)	61 (100%)
Class management	3 (5%)	-	13 (21%)	23 (38%)	21 (34%)	61
Time table & lesson plan	4 (7%)	1	10 (17%)	22 (37%)	23 (38%)	60
Data compiling	11 (18%)	-	13 (21%)	18 (30%)	19 (31%)	61
First aid	34 (56%)	3 (5%)	4 (7%)	10 (16%)	10 (16%)	61

Note: This table covers only the 61 teachers who had got ---- training. 24 teachers had not got any training at all.

Concerning chapter five

Table 5-a. Whether adults listen to literacy radio programs.

Never	Sometimes	Often	Always	TOTAL
135 (61.6%)	60 (27.4%)	10 (4.6%)	14 (6.3%)	219 (100%)

Table 5-b. Whether adults used to read newspapers.

Never	Sometimes	Often	Always	TOTAL
100 (45.8%)	99 (45.4%)	10 (4.6%)	9 (4.1%)	218 (100%)

Table 5-c. Whether adults used to read books.

Never	Sometimes	Often	Always	TOTAL
37 (16.9%)	140 (64.2%)	28 (12.8%)	13 (5.9%)	218 (100%)

Table 5-d. Where the adults listened to radio programs.

Place	Listening frequency			
	Never	Sometimes	Always	Total
At home	62.2%	14.6%	23.2%	100%
Neighbour	56.0%	22.0%	22.0%	100%
PA office	64.0%	11.0%	25.0%	100%

Table 5-e. How the adults got their newspapers.

Way adults got the newspapers	Reading frequency			
	Never	Sometimes	Always	Total
Bought	79.5%	13.7%	6.8%	100%
Borrowed	58.1%	15.4%	26.5%	100%
Read at Lit. center	41.0%	24.8%	34.2%	100%
Read at PA office	76.7%	20.7%	2.6%	100%

Table 5-f. How the adults got their books.

Way adults got the books	Reading frequency			
	Never	Sometimes	Always	Total
Bought	87.9%	8.8%	3.3%	100%
Read at Lit. center	8.7%	20.8%	70.5%	100%
Read at PA office	85.7%	9.9%	4.4%	100%

Concerning chapter six  
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Table 6-a. Data on students from remedial class, recorded at  
----- center and wereda level.  
(The table contains percentage share of centers.)

Type of data	Early round, data recorded at					Late round, data recorded at				
	Both C & W	Only center	Only wereda	No level	Total	Both C & W	Only center	Only wereda	No level	Total
Registered by sex	55	14	9	23	100	64	9	9	18	100
Examined by sex	45	14	9	32	100	61	9	5	25	100
Passed by sex	48	19	10	24	100	61	9	9	20	100
Drop-outs by sex	43	10	10	38	100	55	9	9	27	100

The table is generally based on data for 22 centers.

Table 6-b. Source of data collection forms - center level.  
-----

The figures in the table are No. of centers and percentages (within ()).

Data forms prepared at	Early Round			Middle Round			Late Round		
	No	Yes	Miss.	No	Yes	Miss.	No	Yes	Miss.
Center level	5 (21.7)	12 (52.2)	6 (26.1)	10 (43.5)	10 (43.5)	3 (13.0)	7 (30.4)	11 (47.8)	5 (21.7)
Wereda level	12	5 (21.7)	6	12	8 (34.8)	3	12	6 (26.1)	5
Awraja level	15	2 (8.7)	6	18	2 (8.7)	3	16	2 (8.7)	5
Regional level	16	1 (4.3)	6	18	2 (8.7)	3	16	2 (8.7)	5
*National level	15	2 (8.7)	6	16	3 (13.0)	4	13	4 (17.4)	6

\* National level = Adult Education Departement (AED) in the Ministry of Education. Early, middle and late round, see definition in Annex III.

Note: In several centers, as can be deduced from the table, the data  
---- collection forms were prepared at more than one level.



Table 6-c. Source of data collection forms - wereda level.

The figures in the table are No. of centers and percentages (within ()).

Data forms prepared at	Early Round			Middle Round			Late Round		
	No	Yes	Miss.	No	Yes	Miss.	No	Yes	Miss.
Center level	15 (65.2)	4 (17.4)	4 (17.4)	18 (78.3)	4 (17.4)	1 (4.3)	14 (60.9)	6 (26.1)	3 (13.0)
Wereda level	15	4 (17.4)	4	15	7 (30.4)	1	15	5 (21.7)	3
Awraja level	8	11 (47.8)	4	13	9 (39.1)	1	12	8 (34.9)	3
Regional level	17	2 (8.7)	4	20	2 (8.7)	1	17	3 (13.0)	3
*National level	14 (60.9)	5 (21.7)	4 (17.4)	14	8 (34.9)	1	15 (65.2)	5 (21.7)	3 (13.0)

Table 6-d. Personnel involved in data collection and up-keep - center level.

Degree of involvement	Teachers		Center repr.		LCESCC	
	Data collection	Data up-keep	Data collection	Data up-keep	Data collection	Data up-keep
Not at all	5 (21.7)	8 (34.8)	4 (17.4)	6 (26.1)	1 (4.3)	12 (52.2)
Rarely	4 (17.4)	5 (21.7)	2 (8.7)	-	12 (52.2)	6 (26.1)
Sometimes	1	1	1	2	5 (21.7)	-
Most of the time	2 (8.7)	3 (13.0)	2 (8.7)	4 (17.4)	1 (4.3)	-
Always	10 (43.5)	5 (21.7)	12 (52.2)	9 (39.1)	3 (13.0)	3 (13.0)
Missing data	1	1	2	2	1	2
Total	23 (100)	23 (100)	23 (100)	23 (100)	23 (100)	23 (100)

Table 6-e. Data compiling person or persons - wereda level.

The figures in the table are No. of centers and percentages (within ()).

Data compiled by	Early Round			Middle Round			Late Round		
	No	Yes	Miss.	No	Yes	Miss.	No	Yes	Miss.
Wereda LCESCC	9 (39.1)	9 (39.1)	5 (21.7)	11 (47.8)	10 (43.5)	2 (8.7)	10 (43.5)	9 (39.1)	4 (17.4)
An employee	18	-	5	21	-	2	18	1 (4.3)	4
A volunteer	18	-	5	21	-	2	19	-	4
Wereda LC chairman	14	4 (17.4)	5	15	6 (26.1)	2	14	5 (21.7)	4
CSTC coordinator	2 (8.7)	16 (69.6)	5 (21.7)	4 (17.4)	17 (73.9)	2 (8.7)	3 (13.2)	16 (69.6)	4 (17.4)

## Responses to open-ended questions

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### 1. Chairmen of LCCC responses

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Twentyfour chairmen of peasant associations were asked on their views concerning their roles and their training needs in order to implement the literacy campaign programme more efficiently. They were also asked which problems they had faced and what steps were taken to overcome them.

1. Concerning their roles, they were asked to enumerate the areas covered in their supervision of literacy activities. Out of the 13 chairmen who said they had conducted some type of evaluation, their major concern fell on three areas; the learning-teaching situation which covered students' and teachers' attendance, teaching methodology and the preparation and administration of examinations; the collection, compilation and up-keep of literacy data; and the provision of educational materials and seats for adults. Each of these areas was covered by 40-50 percent of the respondents who had conducted evaluation.

2. On their training needs, the major areas of emphasis were:

- a) the objectives and benefits of literacy;
- b) the organization of the campaign, the directives and the duties and responsibilities of committee members;
- c) the techniques of mobilizing the community for campaign effort;
- d) teaching methodology;
- e) areas of supervision; and
- f) data collection, compilation and upkeep.

Of all the above mentioned areas of concern, the question of data handling (f) was the dominating with more than half of the chairmen asking was training in the area. Coming next were areas of supervision, techniques of mobilizing the community and objectives and benefits of literacy each asked by around 30% of the respondents.

3. On problems that might be encountered by a chairman in their literacy duties, their responses covered wide areas. The dominating ones were:

- a) adults not coming to class for different reasons including not understanding the objectives and uses of literacy;
- b) shortage of educational materials and getting books on time;
- c) chairman's other duties like other government programmes or workload clashing with literacy activity; and
- d) not getting the cooperation of educated people in the committees according to directives.

Other problems mentioned were the non-availability of qualified teachers; non-availability of programmes other than reading rooms after post-literacy class; lack of deep evaluation and directives on evaluation and the negligence of teachers and committee members on the handling of literacy data.

4. With respect to the above problems and especially to those adults who didn't understand the benefits of literacy and didn't come to class, a large majority indicated agitation or trying to teach the adult to understand the objectives and benefits of literacy as an important tool that will have to be used by local authorities.

Concerning the shortage of books and other educational materials, it was indicated that the communities' participation in its provision is essential. The participation of the community was also sought in the provision of the necessary teaching force. The involvement of formal teachers was also mentioned as part of the solution. The need to work in cooperation with committee members and the need to take necessary steps against committee members was highlighted.

5. On what can be done after literacy, it was suggested to provide formal schooling.

6. Most of the solutions indicated to be taken by higher authorities were similar to the ones to be accomplished by local authorities. They also suggested that higher authorities should try to agitate or teach the community on the objectives and benefits of literacy. They should also come to conduct regular evaluation.

In order to improve the quality of the teaching force, the following suggestions were made:

- a) send regular teachers to teach in all rounds;
- b) send campaigners with better qualification;
- c) improve the qualification of teachers by seminars and other training programmes; and
- d) increase the level of local schools so that regular students improve their level and at the same time engage themselves in teaching literacy.

Concerning committee members, it was suggested that they be literate and steps be taken on those who don't fulfil their obligations. On the contrary, others indicated another kind of solution namely the creation of a permanent administrative body for the implementation of the literacy programme instead of committees as it is now.

A radical measure was suggested to provide continuing education programme after literacy by turning all literacy centers into formal schools.

The final question concerned steps taken by the chairman to solve the problem with shortage of books. Almost half of the chairmen hadn't done anything, mostly because this was not a problem to them. The solution mentioned was mainly asking higher authorities to send more books. Borrowing materials from formal schools and duplicate texts on the blackboard were other solutions that had been used.

## 2. Center representatives' responses

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Center representatives were asked on their training needs in order to fulfil their duties properly. They were also asked what problems they encountered while discharging their duties and possible steps that could be taken by local and higher authorities to overcome them. The major concern areas for training were:

- a) data recording, compiling and up-keep by 74% of the respondents;
- b) teaching methods by nearly a similar percentage with emphasis specially to lesson plan preparation and presentation and the handling of adults;
- c) duties and responsibilities of committee members;
- d) literacy campaign directives and their application; and
- e) supervision and evaluation of literacy activities.

A few respondents mentioned the application of measures against absenteeism, the utilization of educational materials and the methods of training of teachers.

Like chairmen of the literacy committees, the center representatives indicated many problem areas. The major ones were concerned with:

- a) Adults participation in the campaign:-

Nearly a third of the respondents said that adults absenteeism and dropping-out from class is a problem area. Few others here tried to elaborate by saying that adults were found to be difficult to manage and that they had no respect for time. It seems that the problems didn't emanate from the adults unwillingness to learn but from practical aspects of life.

The measures that could be taken by local officials to tackle this problem, according to 17% of the respondents, is to use advice and punitive measures respectively. A small percentage thought applying intensive agitation could be of use.

Only two respondents had any recommendation on what steps higher authorities could take against the above problem. One said that applying similar directives like for the formal schools could be useful and the other suggested the appointment of center representatives from among the community.

An equal percentage of respondents (17%) indicated the lack of cooperation and participation by literacy committees' members as a serious problem area. It seems that the previous problem, i.e, adults absenteeism and dropping-out of class partly was dependent on the efficiency of these committee members.

41.7% of the respondents thought regular supervision on the activities of committee members by local officials could be useful while only two respondents recommended the application of punitive measures. Giving the committee members the necessary directives

and organizing seminars on how they can discharge their duties were suggested by two respondents.

Only one respondent suggested any measure that could be taken by higher authorities. This only respondent thought that creating a possibility whereby the center representative could report to higher officials directly on the in-action of the committee members could be essential.

Another major problem area, again by a equal percentage, was the supply of sufficient instructional materials. Nobody recommended any measure on how local officials could tackle this problem. They insisted (12.5%) that higher authorities should find means to solve it.

The last problem area mentioned concerned teachers. A third of the respondents one way or the other had things to say about teachers. They indicated shortage of qualified teachers, lack of effort and initiative, lack of respect for duty, etc.

The solutions recommended included that local officials find ways and means to train teachers in their area and payment in cash or kind as a form of incentive.

### 3. Literacy teachers' responses

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Literacy teachers were asked to give comments on the textbooks and suggest improvements on them. They were also asked about what impact literacy teaching had had on themselves and on problems with teaching adults.

#### Text books

Totally 27 (out of 85) commented on the contents of the alphabetical and reading books.

Out of this 27, 10 pointed out different pages or parts where they considered words to be too difficult and suggested improvements of the books by exchanging this words for easier ones. Three teachers had the general opinion that the books are a bit too difficult. Only one teacher had an opinion that could be said to be more the opposite - that things are said repeatedly in the books and that the adults get fed up. Two teachers generally said it is good books. Two teachers suggested shorter sentences and questions.

As for the contents, six teachers suggested different kinds of improvements by including different things: pictures, a glossary for some words, up to date information from newspapers and magazines, cultural aspects from the students native area, information about the sexes in the comprehension part and questions in those parts that don't have.

One teacher needed more books as books only were available in class during working hours. Another considered more writing and reading training to be needed and a third teacher said that four months is too little to finish the book.

A few teachers also wanted the book translated to other languages or would have preferred to use books in other languages.

### Details

#### Amharic version

- PP. 1, 4, 18 and 22 contain difficult words and on P. 35 the title 16 is not understood.

#### Oromigna version

- 2,3 and 4th books need improvement. Unfamiliar words on PP. 13 and 15.

#### Siltigna version

- Foreign word on P. 15. Some words generally difficult, don't suit the students nationality language. The questions on PP. 49,56 and 58 should be shorter.

#### Wolaitigna version

- Generally not good.

### Mathematics book-beginners

#### General comments

Would be good if the mathematical problems were a bit more attractive. Good book (two teachers). A bit too easy for remedial (two teachers). Some parts are too difficult for some students (3 teachers). Multiplication and division parts are too difficult. The postliteracy students get fed up with the book (use the same as remedial), it's too easy (two teachers).

### Details

#### Amharic version:

- PP. 53,54,55,77,78 and 79 need to be rearranged (six teachers have commented on this). Part 8.3 is difficult (three teachers). PP 1-12 - some symbols (boxes and dots) should be changed to words (three teachers). P. 23 #2- is a mistake, should be removed. PP.43 and 50 are too difficult.

#### Oromigna version

Some words on PP. 34-35 are unfamiliar.

### Vocational reading book

Here, the general comment given was, that it is a good and important book (12 teachers). Totally 21 teachers have commented on the book and of the remaining comments, two were that the book contains some difficult words and one that a dictionary part in

the end of the book is needed. One teacher considered the book a bit too easy for the remedial class. Two teachers would prefer it in a bit smaller size. Shortage of books were mentioned by two teachers and one teacher considered practical training needed. Pages mentioned containing difficult words were 36 and 50 (Amharic version).

For this book, the teachers should come from the Ministries of Health, Agriculture, etc. (One teacher.)

Concerning the political reading book, it is better if the book is based on local people's knowledge and standard. Maps of Ethiopia, Africa and the world should be included. Shorter sentences would be better (3 teachers). Questions should be added in the end of each part. The reading part is too long. The book should be smaller in size. Lack of books (2 teachers). Would prefer using Amharic book instead of Oromomigna (one teacher).

#### Teachers' guide

Generally, five teachers just said that the teachers' guide is good. 13 teachers said that there is no teachers' guide available and seven said that they didn't use the teachers' guide. (It is possible that the fact they didn't use it was due to a lack of guides.) Two teachers said that it is difficult to use, one didn't use it because he didn't understand it (Oromomigna version) and one said it doesn't match the students book. Another teacher said that the guide should tell how to do things. Two teachers said that not only were more teachers' guides needed but also flashcards and other teaching aids.

#### Personal effects of literacy teaching

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Of the 85 teachers covered, 74% indicated that teaching literacy class had disrupted their working hours. The rest mentioned various positive and few negative effects. The following were the major ones:

##### Literacy teaching:

- a) Gives an opportunity to get to know and understand the local people better.
- b) Develops courage to speak in front of people.
- c) Helps to gain teaching experience and other knowledge.
- d) Gives the individual pride in his accomplishment.
- e) Helps proficiency in the Amharic language.

#### Problems when teaching adults in beginners class

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Mostly, the problems stated here were different kinds of disciplinary problems. Seven teachers stated that due to drought, health problems, work or similar things, the students didn't attend the lessons regularly or they couldn't concentrate. Another seven teachers said that the students questioned the use of education



and don't want to come. Eight teachers said they had difficulties to teach due to the students high age which had given them problems to make the students understand, partly because of eye problems. Three teachers said that the classes were too uneven and that the teachers competence didn't match the students ability. Lack of exercise books or disinterest were said to be problems by seven teachers. Five teachers said that the students didn't come on time; two of these however said that the situation had improved. Language problems were reported by two teachers.

#### 4. Responses of adults who took the cognitive test

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In order to some how get some picture of how far literacy learning affects the individual, neo-literate adults were put into groups and were given the chance to discuss openly on what benefits were acquired, what differences were observed between those who became literate and those that are not, and their views on what they want to learn in the future.

1. On knowledge acquired as a result of literacy learning, 75% of the discussion groups indicated being able to read and write as one. A similar percentage claimed that conditions of their health and cleanliness had improved which is debatable as the research team could not differentiate their conditions from other members of their respective communities.

Nearly 50% of the respondents claimed that they had acquired some improved techniques of farming. Other benefits, each with equal percentage, 16.7% were:

- a) making use of modern medical facilities;
- b) vegetable gardening;
- c) avoidance of harmful customs;
- d) working cooperatively; and environmental care.

A lesser percentage said that they now record activities information in writing; had acquired higher political consciousness; improved animal breeding or become aware of the necessity to send their children to school.

2. Another topic in the open discussion was whether the literate had an advantage over the illiterate in his day to day activities, as a result of being literate.

92% of the "discussion" groups mentioned simply that knowing reading and writing and being able to sign ones name is an advantage. 33% of them indicated that the acquisition of the skills helps to keep ones secrets as the individual would not need anybody to read his correspondence.

A smaller percentage, 12.5%, mentioned participation as committee members in mass-organizations while an equal percentage believed that there was no observable difference.

3. A third topic was whether there had been any improvement observed in the local community since the commencement of the literacy programme.

42% of the groups said that looking after the health and welfare

had improved. Interest in education and an increased demand for education was mentioned by 38%. 17% considered the increased writing and reading abilities generally to be an improvement. Attempts to obtain nutritious food and keeping house and household applications clean were each mentioned by 12.5% of the groups. Social and political consciousness, use of modern medical facilities, utilization of work time and cooperative working habits are examples of other improvements that were mentioned.

4. The last topic was what the local community members prefer to learn to improve their knowledge as a means to a better livelihood.

To be taught the Amharic language, take the literacy programme in Amharic or to study vocational and other topics in Amharic was asked by 52%. To prepare and effectuate a programme enabling the members to continue formal education was suggested by 38% of the groups. Several groups also asked for other means to maintain and develop the skills they had acquired.

5. Responses of currently attending adults on why they came to  
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literacy class  
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Adult learners were asked to give other reasons for coming to literacy class on top of wanting to learn to read and write, gain knowledge or respect for official command.

Nearly all repeated their wish to gain knowledge and said that although at first reluctant, the urge to learn later on developed when the objectives became clear.

It is interesting to note that a substantial number of adults mentioned a practical application of literacy skills. They said that when they previously went to the market to sell or buy goods, they used to ask others to read the scales and were cheated as a result which is not happening now.