

# S U M M A R Y

## EVALUATION OF LITERACY CAMPAIGN PROGRAMMES

1. The study was conducted for the National Literacy Campaign Conference that took place in December '71. The study was divided into 8 sections. In the first section the objectives of the Literacy Campaign were discussed. It was found that the overall purpose of the Literacy Campaign is to "fight ignorance". Specifically, however, reading and writing the Amharic script is emphasized with the hope that knowledge of the alphabet will open the way for further knowledge.

2. The type of subject taught in the various literacy centres is limited to reading and writing Amharic syllabii, arithmetic, a little English, hygiene and sometimes little geography and history. In some places one may find vocational training such as child care, nutrition, farming, commerce etc. However desired is this area by adult educators, few centres give attention to it.

3. There is great shortage of teaching material and teaching aids. Very small centres cannot afford to prepare their own materials, it is suggested that a national Research and Publications Centre for Literacy should take care of experimenting and printing of appropriate material for Literacy Campaign use.

4. Another burning issue is the limited resources which the Literacy Campaign Centres have at their disposal. This has caused the centres to lack continuity and become ineffective. Therefore, to pay teachers' salaries, buy writing material and cover some other expenses the centres should get a standing budget, preferably from the government. It is found that the income from contributions and festivals has never been satisfactory.

5. The students at the Literacy Centre are not well recorded, so it is difficult to say much about the number so far taught. It is known that there is no barrier between the sexes. However, it is commonly agreed that female students are in the minority the reason being the socio-cultural barrier to female education. Women have much domestic work which keeps them away from Literacy Centres. There is no limit also in ages. Most of those who attend Literacy classes are teenagers or in the twenties. Elders are less inclined to attend classes. However, there is much variation of ages in classes. This brings a problem to the teacher.

One notices that the interest of the adult population to attend Literacy classes is not enthusiastic, inspite of all hopes. Many reasons are given for this one of them being lack of books and reading material. Teachers are not motivating. There is lack of light in the country side. The distance of the school and other factors contribute to keep the adults away from Literacy classes.

6. Teachers of Literacy classes are volunteers and as such are inclined not to take their assignment seriously. This lack of seriousness from the part of the teachers needs much attention. This does not mean that there is a lack of teachers. One could get enough teachers from the high schools and colleges. But they have to be paid or committed to take the assignment serious. Volunteer teachers are not punctual, they do not appear sometimes or just drop the programme totally. Volunteers do lack teaching experience and method so that they become boring to the adults who might have a hard day behind.

7. The time of Literacy classes varies from place to place in urban centres 18:30 to 20:30 is taken to be rather customary everyday, Monday through Friday. The period of instruction covers 3 to 4 months in some places, in few cases 6 months. The maximum contact hours for 3 months is 180, for 4 months 240, and for 6 months 360.

8. Co-operation among Literacy Campaign centres is practically non-existence. The smaller centres and programmes ask for help from the Ministry of Education, Literacy Campaign, Ministry of Community Development, HSIU and Messeratch Dimts. It is suggested that there should be national commission that co-ordinates and guides the Literacy Campaign on a national level.