YDLC - a literacy campaign in Ethiopia
an introductory study and a plan for further research
Research Report No. 20

Wolf Sjöström
Margareta Sjöström

YDLC - a Literacy Campaign in Ethiopia
an introductory study and a plan for further research
III. RESEARCH PLAN 50
1. Description of YDLC 50
2. YDLC goals 50
3. Purpose of proposed research on YDLC 50
3.1. The main objectives 50
4. Instruments 50
5. Relations between objectives and instruments 52
6. Sampling 55
6.1. Populations 56
6.2. Individuals 56
   Participants 56
   Non-participants and former participants 58
6.3. Selection of areas 56
6.4. Sampling of schools 57
6.5. Selection of non-participants and former participants 58
7. Execution of the investigation 58
8. Calendar of operations 59
8.1. Planned fieldtrips 60
9. Try out 61
10. Model of evaluation process 61
11. Conclusion 62
NOTES
REFERENCES
LIST OF APPENDICES
Appendix 1 Questionnaire, form A
Appendix 2 Teaching schedules for literacy grades 1-4
Appendix 3 Participants in certain Literacy Schools according to Director’s reports
Appendix 4 Table showing some findings from survey conducted by YDLC
Appendix 5 Research variables
Preface
The present paper is designed to give an account of a study of the Yemissrach Dimts Literacy Campaign in Ethiopia. Data on which the report is based were gathered during a visit to Ethiopia in Dec. 1972 - Jan. 1973. The chief purpose of the study has been to collect material to serve as a basis for planning an evaluation of YDLC.

Appreciation is expressed to the Scandinavian Institute of African Studies, Uppsala, Sweden, for a scholarship making this study possible. The authors also wish to acknowledge the generous assistance of the YDLC staff in Ethiopia.
Summary
The purpose of this report is twofold, to give a description of the Yemissrach Dists Literacy Campaign (YDLC), and to present a plan for an evaluation of the campaign.

YDLC operates in 12 of Ethiopia's 14 provinces. Most of the schools are located in rural areas. From its inception in 1962 the campaign has reached about 375,000 illiterates. At present about 100,000 students are enrolled in campaign schools. The principal target group is individuals in the age bracket 15 to 25. So far, however, the majority of students have been children. A striking feature of the administrative apparatus is the high degree of autonomy at the local level.

The Lutheran World Federation has given financial support since the start. The aid amounts currently to about half of the annual budget. The balance is raised locally through fees and contributions.

A grave methodological problem is posed by the large number of languages and dialects spoken in Ethiopia. Amharic, the only recognized language for literacy instruction, is the mother tongue of about one third of the population. As a means of coping with the language problem, a simplified variety of Amharic has been introduced. In a pilot project started by YDLC, a combination of pictures and sound tapes is applied to familiarize the learner with Amharic.

A major problem encountered by the campaign is the difficulty to attract adults, especially women, to literacy classes. Other problems are absenteeism, drop-out, and relapse into illiteracy.

Functionally YDLC is linked up with agriculture in the first place. Other problem-oriented aspects concern food and health as well as social and civic activities.
I. PURPOSE

The objective of this study is
to give an account of the structure and the operations of
the Yemissrach Dimts Literacy Campaign in Ethiopia (Part II)
to suggest a research plan on the basis of data presented in
Part II.

II. A STUDY OF YEMISSRACH DIMTS LITERACY CAMPAIGN IN ETHIO-
PIA

1. Some basic facts about Ethiopia

The empire of Ethiopia occupies an area of about 1,2 million
square kilometres, roughly equaling the combined areas of
Sweden, Denmark, Finland, Iceland and Norway.

The country can be divided into three geographical regions:
the Ethiopian Plateau, the Rift Valley and the Somalian Pla-
teau. The greater part of the Ethiopian Plateau, which giv-
es the country its characteristic topography, has an altitu-
de of more than 1 500 metres. The highest peaks reach 4 500
metres. The Plateau is broken by numerous deep valleys, and
the slopes down to the plains are usually very steep and
difficult to negotiate. The Blue Nile takes its sources on
the Ethiopian Plateau, flowing from Lake Tana down towards
the Sudanese plains.

The Rift Valley divides the Ethiopian Plateau into two parts.
The Southern part of the Valley contains many lakes. Further
to the North the Valley widens into the vast Danakil Desert,
one of the hottest places in the world. The Somalian Plateau
is a sparsely populated semi-desert.

The climate shows wide variations from one part of the coun-
try to the other. The Highlands have a rather comfortable
climate, with warm days and chilly nights. The rainy season
occurs generally between July and September.
Ethiopia is a constitutional monarchy since 1931. Head of state is Emperor Haile Selassie I. The country is governed under the constitution of 1955, which was amended in 1966. (Edgren, 1971). Ethiopian Orthodox Church has 8 million members (Missionsorientering, 1972). It has been estimated that 50 per cent of the population are Christians, 35 per cent Moslems, and that 10 per cent belong to other religions. (Afrique, 71/72).

The population which is estimated at some 25 million, is made up of a large number of different ethnic groups and tribes. The growth rate is about 2 per cent per year. (Hole-de-Mariam, 1972). Most of the people in Ethiopia live in rural areas. The GNP per year and inhabitant is approximately Eth.$ 175 (Sw.cr. 350). Average life expectancy is about 38 years. (Samarbete för utveckling, 1972). According to recent figures infant mortality is as high as 18 per cent (Edgren, 1971).

About 70 languages and 200 dialects are spoken. However, roughly 95 per cent of the population speak at least one of the principal languages, such as Amharic, Tigrigna, Galigna, Guragegna, Sidamiga and Somali. Amharic is the official language. It is the mother tongue of the Amharas who represent about 30 per cent of the population. The Gallas who make up one third of the population speak Galigna. (Edgren, 1971).

The health situation in Ethiopia presents a gloomy picture. In 1970 there were only 84 hospitals with 8254 beds in the whole country. The number of medical doctors was 336, which gives a ratio of about one doctor per 80 000 inhabitants. Moreover, there is an obvious mal-distribution of the health facilities, reflected by the fact that a great part of the hospitals and doctors are found in a few large towns and cities. Thus, Addis Ababa had got no less than 2850 of the beds and 149 of the doctors. (Statistical Abstract 1971, 1973).
The same disproportion is true of the educational situation. Most of the educational facilities are located in urban districts. Some of the reasons for this are lack of funds, shortage of teachers, and poor conditions of living in the countryside. There are approximately 7 million children of school age. Out of these 6 million live in rural areas. (Wolde-Mariam, 1972). The number of students in grades 1-12 is about 800 000.

The enrolment in grades 1-6 is about 650 000 (Statistical Abstract 1971, 1973).1 According to certain estimates, less than 5 per cent of the total rural population is literate, and out of these about 96 per cent are males. In the cities, however, 40-50 per cent are supposed to be literate. (Wolde-Mariam, 1972). In the entire population above 15 the literacy rate is 5-10 per cent (Missionsorientering, 1972).2

Considerable efforts are made to tackle the problem of illiteracy. School-enrolment increases with 10-12 per cent annually.3 It is important, however, to relate this to the population growth. According to recent estimates the budget for general education will be tripled or even quadrupled within the next ten years. (Edgren, 1971).

2. Yemissrach Dims Masmedia Program
Yemissrach Dims Masmedia Program is an Ethiopian educational enterprise including literacy, radio, literature and audiovisual aids. It is the largest non-government project in this field in Ethiopia. Yemissrach Dims is an ecumenical venture where several Lutheran and Presbyterian churches and missions from different parts of the world participate.

2.1. Literature Program
Yemissrach Dims Masmedia Program was launched in 1959 with a Christian Literature Program. The chief aim of the Literature Program has been to produce and publish literacy materials. Since Amharic is the language in which all reading
materials are printed, great efforts have been made to produce books to suit the many readers to whom Amharic is a second language. An important product is follow-up books for new literates. A large proportion of these books deals with problems of everyday-life, e.g. How to Write Letters, Money and its Use, Our Food, and Our Health. The Literature Program also produces Christian Literature. Many of these titles are integrated in the literacy program. Three periodicals are published. One of them is the Yemissrach Dints Paper.

In 1972 26 different titles, totalling 192 700 copies were published. 180 000 items have been distributed and sold. (Annual report 1972).

2.2. Audiovisual Services
Operating within Yemissrach Dints is also a branch devoted to audiovisual services. The different activities of this department are geared to support the other branches of Yemissrach Dints.

The filmstrip library contains some 175 units. There are plans to start domestic production of filmstrips. Themes envisaged are Biblical parables, Ethiopian folk stories and literacy promotion. The movie film library contains among other items some 30 educational films. There is also a number of cassettes available.

2.3. Radio Studio
The programs produced by the radio studio are broadcast by the Radio Voice of the Gospel (RVOG) in Addis Ababa. RVOG is owned and operated by the Lutheran World Federation (LWF). 30 per cent of the Yemissrach Dints programs have a religious orientation and 70 per cent contain information and education. The latter deal with a number of subjects, a brief account of which is given below.

Health. This program is based on letters from listeners. Some questions are answered by letters directly to the list-
Other questions dealing with topics of general interest like children's diseases, deficiency diseases, and contagious diseases are treated over the radio. Four Ethiopian doctors are attached to this program.

**News, local and general.** Talk of the Province is the title of a very popular program. It brings up different aspects of local life by way of interviews with members of the communities. Another feature is national and international daily news.

**Social problems.** There is a weekly panel-discussion which focuses on social problems. Special youth programs also deal with this topic.

**Women.** A number of programs address themselves to a female audience, treating subjects of special interest for women.

**Literacy.** The government has previously attempted to use radio to spread literacy, but the results seem to have been somewhat disappointing. However, Yemissrach Dimts is now planning to utilize this medium in literacy work.

In spite of the low literacy rate in the audience the number of letters from listeners has been rapidly increasing during the last years. Thus some 13,000 have written to Yemissrach Dimts Radio Studio in 1972.

### 2.4. Literacy Campaign

The branch of Yemissrach Dimts which is perhaps best known is the Literacy Campaign. It operates in 12 of Ethiopia's 14 provinces. Yemissrach Dimts Literacy Campaign (YDLC) was started in 1962. The first three years were termed an introductory period. The campaign is now in its second five-year plan. Up to now (1973) it has reached about 375,000 individuals. More than 100,000 students are at present enrolled in about 1,500 schools. It is supported financially by the Lutheran World Federation.
The necessity of an evaluation of the literacy campaign has been strongly felt by the management. This report intends to give a detailed account of the program. It also represents the first step in a planned evaluative effort. The authors propose to put forward a plan for research on the campaign.

3. Yemissrach Dimtu Literacy Campaign

3.1. Preparations for the study
The exploratory study of the campaign, presented in this paper, was prepared by the construction of questionnaires (App. 1). These questionnaires were based upon a number of variables considered to be relevant for research.

The questionnaires were administered to three categories of personnel: executives, school inspectors, and teachers. No students were interviewed at this stage. The forms were administered during field trips. A considerable amount of printed documentation was also collected. The following description of YDLC's activities is based on information gathered through these procedures.

3.2. Background of the Literacy Campaign
In the late fifties there were large religious mass movements in Ethiopia, particularly in the South and in the West. In some parts the literacy rate was extremely low, 2-3 percent. There were congregations where not a single member could read and write. The various missions working in these areas felt the responsibility to bring about a change in the prevailing conditions.

At about the same time the Lutheran World Federation through its German branch made an inquiry to church leaders in Ethiopia, asking which field they would suggest for development aid. Experiences of international development work pointed to the fact that little if any economic and social progress could be achieved without a certain level of literacy. Thus it was suggested that priority be given to the propagation of literacy.
After surveying the situation a preparatory phase of the campaign was started in the South in 1962. Since then it has gradually spread over the whole nation. The budget has grown approximately 20 per cent annually. In 1972 it amounted to about Eth.$ 500 000.

3.3. The aims of the campaign
When the campaign was launched the special target group was young adults, defined as individuals aged 15 to 25. It should be pointed out that according to recent figures 73 per cent of Ethiopia’s population is below 30 years of age (Statistical Abstract 1971, 1973). The target group was chosen mainly for two reasons. In the first place 15 to 25 is the period when people marry and start families. It is apparently very important for children to have literate parents. The other reason was that young people are supposed to overcome language difficulties with greater ease than do the elderly. Since about 95 per cent of the students in YDLC’s literacy schools are non-Amharic speaking this is an important feature.

The campaign is also intended to serve children where no Government schools or other facilities are available for them. It has not been the intention of the campaign to provide formal theoretical education in the first place, aimed at continued studies and white-collar jobs. The emphasis is rather on a functionally oriented instruction in basic literacy skills.

Furthermore it is clearly understood that the campaign is open to everybody who wants to attend the schools, without regard to ethnic group or religion.

The aim of the literacy division is to make the ability to read and write accessible to as many as possible. Underlying this intention is a firm belief in the importance of literacy as a necessary means of improving living conditions in the broadest sense of the word. According to a campaign ad-
The contents of the literacy instruction was initially focused on reading and writing. But as the campaign progressed the need for a broader scope was strongly felt. With the inclusion of arithmetic, the classical "Three R's" make up the core of the curriculum. A recent declaration of the main objectives is contained in the tentative curriculum of YDLC, Sept. 1970:

The aim of Yemissrach Dimts Adult Literacy is to teach adults reading, writing, and the four steps of Arithmetic. Then the students shall be helped with follow-up literature in the manner of practising better ways of using their vocation. It is also the aim of this program to give basic moral teaching and emphasize to the students the value of good citizenship.

The following subjects are listed in the curriculum:

Amharic (Reading and Writing), Arithmetic, Science, Social Study, Bible, Bible or English (Optional).

However, during field trips the authors noticed that other subjects as well were taught, such as: Games, Singing, Handicraft, Handwriting, Drawing.

Teaching schedules for the literacy grades 1-4 appear as App. 2.

3.4. The organization and administration of YDLC

YDLC is one of the four divisions of Yemissrach Dimts Mass-media Program, which is the outcome of an ecumenical effort. Supporting Yemissrach Dimts are the Evangelical Church Mekane YESUS (ECMY), Lutheran Church Bible True Friends, and the Evangelical Church Bethel. The program is also sponsored
by a number of missions from Europe and the USA. The Lutheran World Federation has played an important role since the outset as principal financial backer.

The Massmedia Program is governed by the Yemissrach Dimts Council. The administrative apparatus also includes an Executive Board. Chief executive of the Yemissrach Dimts is a General Manager, who is responsible for the joint operations of the Massmedia Program. Important areas of responsibility for the General Manager are co-ordination, research and planning. Inter-departmental co-ordination is realized through monthly staff meetings.

The most important of the religious organizations behind Yemissrach Dimts is ECMY. In Yemissrach Dimts's annual report 1972 it is said that "it is ... important that the ECMY recognizes YD as a special branch for massmedia". The intimate connection between Yemissrach Dimts and ECMY justifies the introduction of a few facts about ECMY.

ECMY was constituted in 1959. The congregations which formed the nucleus of the new church lay within the areas of activity of Scandinavian, German and American missions. Incidentally the Swedish Evangelical Mission (SEM) established work in Ethiopia as early as 1866. SEM is still very much involved in the work of ECMY, financially and by means of personnel, and this cooperation is expanding.

ECMY is a very fast growing church. In 1959 it had 20 000 members. Today it counts 176 000 followers. The annual growth is an estimated 15 per cent. At this rate the Church would have more than 300 000 members by the end of the seventies.

The Church is divided into five synods: North Ethiopia Synod, Central Synod, South Ethiopia Synod, Western Synod, Kambatta Synod.
In administering the literacy work YDLC makes use of the synodal structure of the church. This is an important trait of the managership, allowing for autonomy at the local level. The administrative pattern can be represented as follows:

![Diagram](image)

Figure 1. Organization of YDLC

As can be seen in the graph above the synod is the highest responsible body for YDLC activities in its area. It should be mentioned, however, that one of the participating churches, the Lutheran Church Bible True Friends, is not synodal but is governed by a central organization. Whenever the words "synod" and "literacy centre" appear in this report it also includes the literacy efforts of this church.

The functions of the Literacy Centres are mainly:
- **to encourage** the congregations and committees to establish literacy work in the villages
- **to distribute** grants of funds and books received from YDLC’s Central Office
- **to report** on the literacy work to YDLC’s Central Office
- **to be responsible** for the inspection of the literacy work

The functions of the Central Office of YDLC can be summarized as follows:
- **to serve** as a clearing house for the Literacy Centres, e.g. distributing funds, receiving and compiling reports
- **to supervise** the work and advise the Literacy Centres. (This is accomplished through field visits and inspection tours.)
to be in charge of the training of inspectors
to produce printed materials such as manuals and curricula
to carry out evaluation and research
to assist the Yemissrach Dimts Literature Department in preparing books for the Literacy campaign and for new literates.

The Director at the Literacy Central Office in Addis Ababa devotes about half of his time to inspection visits in the field. Each synod is visited at least once a year. Many of the schools are also inspected by him. At these occasions the local School Committee is usually convened.

A fundamental characteristic of YDLC is the large amount of autonomy at the local level. The congregation and other community groups carry the responsibility for employing teachers, building school-houses and administering funds. Since the outset of the Literacy Campaign the local congregation has been at the centre of the activities. The Literacy School, however, is an undertaking of the community as a whole.

3.5. Financing of YDLC

From the start of the campaign in 1962 the Lutheran World Federation has been sponsoring the project. For the last few years its contribution has averaged Eth.$ 290 000 a year which is roughly half of the total annual budget for YDLC. About Eth.$ 250 000 are distributed to the various schools through the synods. Every school receives a yearly grant amounting to Eth.$ 175. The remainder of the gift from LWF is used for administration, travelling, training of personnel, evaluation, and the running of pilot projects.

In order to receive the annual subvention of Eth.$ 175 each school has to assume the following responsibilities:
to establish a school committee
to employ and pay teachers
to procure a place for the teaching
to see to it that a minimum of 15 participants is enrolled\textsuperscript{5})

An additional requirement states that there should be no other school within a distance of 5 km.

The local communities are supposed to contribute whatever means are required above the YDLC grant. Part of this is done by building the school-house and being responsible for its upkeep.

The students usually pay a small fee, which can vary from Eth.$ 1.50 a year to Eth.$ 1.50 a month. It should be noted that the costs per student are very low, approximately Eth.$ 12 a year for the grades 1-3. Some school committees solve the problem of financing by using voluntary teachers.

Some years ago Yemisrach Dimts received a grant from LWF to be used for production of literature, which has enabled YDLC to subsidize the students’ books to a great extent.

\subsection*{3.6. Personnel}

The Central Office of YDLC is in Addis Ababa. Five persons are engaged in administrative duties at the top level. It has already been stated that the policy of YDLC is to delegate as much as possible of the administrative responsibilities to the local bodies. At the synod level the existing church administration is utilized for the campaign, especially for the channelling of money.

Within each synod a number of inspectors are employed. Their duties consist in inspecting the schools and advising and training the literacy teachers. There are at present 66 inspectors working within the campaign. The number of schools within one district varies from 20-80. The inspectors are usually graduates from the Government’s training-colleges for teachers. Their professional schooling follows one of three models: grade 12 plus one year at a training-college, grade 10 plus two years of training, or grade 8 plus one year of training. Before they take up their tasks they attend
a course in Addis Abeba, where they are given training in literacy methodology as well as a special course in administration. Every year during the rainy season there are refresher courses for all inspectors. During these sessions current problems in the literacy work are discussed.

The inspector fulfills many different functions. When inspecting a school an important duty is to examine the teacher’s work. He checks that the teacher draws up a weekly plan for his work, and that his preparations for each lesson are adequate. Other aspects of the inspection is the standard of the school house, the materials, and the health and sanitation situation. He notes the number of students in each class as well as the proportion of girls. One of his tasks is to see to it that books are procured for the schools. He also acts as an intermediary between the School Committees and the teachers when there are disagreements between these parties.

Teachers are usually appointed by the local school committees. It happens, however, that they are employed by the literacy centres directly. Some of the teachers working for the Literacy Campaign are recruited from schools within the different missions. Thus for instance, there is a Training College at Kejo, where the students are recruited from grade 7 or 8, and undergo two years of teacher’s training.

Most of the literacy teachers are former students who have left secondary school due to financial problems. Many of these drop-outs move to the cities, only to swell the ranks of the unemployed. YDLC has practised the policy to offer these students work as literacy teachers in their own home districts. Many of them resume their studies after a couple of years of teaching. Some get scholarships from the literacy centres.

These teachers usually have no training when they are first appointed. However, one of the inspectors’ most urgent du-
ties is to arrange training courses for them before the school year starts. The duration of the sessions varies from two to four weeks. If a teacher is employed too late in the year to attend the scheduled course in his district, the inspector is expected to give him special tuition.

When the campaign started the aim was to give the literacy teachers a thorough schooling. But since few of the teachers intend to work in the literacy schools for more than one or two years, they are unwilling to spend a long period of time in training. Some schools appoint voluntary teachers who cannot spare much time to attend courses. Thus YMCA and other literacy campaigns in Ethiopia have been forced to use a different strategy. The future teachers are taught a couple of very simple, rather stereotype patterns for lessons, which they are instructed to utilize in the literacy schools. Sometimes cassette-versions of the model lessons are used during the training. In this context it should be remembered that the aim of the literacy schools is not formal education, but rather the acquisition of basic skills in reading, writing and arithmetic.

3.7. Recruitment of student
The majority of the students in the campaign’s literacy schools are children. Recruitment of this category of students poses no great problem. Most parents, even illiterates, are well aware of the necessity of education for their children. The usual procedure is that a group within the community takes the initiative to procure a school for the village. The villagers take their request either to the local school inspector or to the synod directly. A meeting is arranged in the village, where the school situation is discussed. If the parties reach an agreement a written contract is signed—often with thumbprints by the village representatives. A local school committee is then established. Usually the persons who took the initiative to open a school are elected on the committee. The common policy is to have as many different groups as possible represented on the commit-
The campaign functionaries advise the community on the administration of the school.

The principal target group of YDLC is adults. Therefore, whenever a new school is started, the fact that it is open to adults and children alike is emphasized. One of the tasks of the campaign officials is to encourage adults to join the school. Generally, adults are reluctant to attend school for various reasons some of which will be discussed briefly.

The child's status in the Ethiopian society seems to be comparatively low. Part of the unwillingness to mix with children in the classroom can probably be ascribed to this fact. The campaign management is conscious of the methodological problems faced in the classroom in connection with teaching adults. Training of literacy workers stresses the need for an adult-oriented methodology.

Adults often find it difficult to attend school in day-time since they are busy with their daily tasks. A common solution to this problem is to organize night-schools for adults. The greatest obstacle, however, is probably lack of motivation. This problem will be treated in a separate section of the report.

It is a striking fact that there are comparatively few women and girls in literacy classes. This is illustrated by figures from recent inspection reports (App. 3). It should be pointed out that the data quoted only represent part of the schools within each centre. Statements of age are probably somewhat uncertain. It goes without saying that it is not possible to generalize from these data. However, some interesting observations can be made. The relative number of girls and women is remarkably low. In many instances there is not one single female registered.

There are various conceivable reasons for the poor female
enrolment. Thus for instance, it is not always considered appropriate for women to venture outside the house in the evening unprotected. Another hindrance is that women often are tied up by domestic duties. Language difficulties keep many women from joining literacy classes. Generally, women living in non-Amharic areas are less exposed to Amharic than are the men. The latter are often brought into contact with the language in market places, courts etc.

3.8. The field situation
Most of the literacy schools are situated in rural areas. According to YDLC policy the schools should not be too close to each other. It is not unusual for students to walk for 1 1/2 hour to the nearest school. The presence of any other literacy or elementary school within walking distance from a certain village should exclude the opening of an YDLC institution in that place. In reports from the Director’s inspection tours are found comments on schools situated too close to each other or in the vicinity of UNESCO schools. The Director emphasizes the necessity of checking the distances between schools in order to obtain a uniform distribution.

When a new school is started in a village the community is not required to build a school-house in order to receive the annual grant from YDLC. However, it is common to put together some kind of structure in accordance with the local tradition. Sometimes the local landowner donates or grants the use of a plot on which to build the school. In some cases the building is placed on the Church site. It is occasionally a large hut made of grass. But the typical school-house is constructed as a wooden framework covered with mud. The original grass-roof is often replaced later by a roof of corrugated tin. In most cases there is no proper floor, just stamped mud. Now and then classes are held in the Chapel or even in the shade of a large tree. It also happens that classes are conducted in a home.
In the cases when the school has a site of its own, there is also a playground. Popular games are football and volleyball. A common feature is a flag-pole. Sometimes one finds a school bell, usually made from an old rim. Some schools have primitive latrines. A school garden is found at certain schools.

In the classroom the students are sitting on long benches or big logs. Together with a blackboard these are the only regular items of equipment. Students’ desks and chairs are very rare in literacy schools. Some schools have got teacher’s desks. Maps of Ethiopia or Africa can be seen in some places. This short list covers the equipment of the typical literacy school.

Each student needs only a few text books and exercise books. However, many students cannot afford to buy even this limited amount of materials. The shortage of books is an obstacle to effective instruction in literacy schools. Sometimes the lack of books is due to distribution difficulties. Students are usually expected to pay school fees ranging from Bth.$ 1.50 a month to Bth.$ 1.50 annually.

A limited number of schools was visited by the authors in order to obtain a more detailed picture of the classroom situation. The selection of schools was determined by factors such as time at disposal for the researchers and accessibility of the schools. It was also attempted to choose schools from as many different provinces as possible. In other words, the decision was made for practical reasons rather than statistical ones.

In the schools visited by the authors, the teacher-student ratio is approximately 1:45. It should be pointed out, however, that these figures vary considerably between schools.

A tabulated account of the field trips is presented on the following pages.
<table>
<thead>
<tr>
<th>Location of school</th>
<th>Number of grades</th>
<th>Number of students</th>
<th>Teachers</th>
<th>Equipment</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yirga Alem, Sidamo province</td>
<td>1-3</td>
<td>Information not available</td>
<td>10-15</td>
<td>175</td>
<td>3 Grade 8, insp. tr. 2 2 14</td>
</tr>
<tr>
<td>Asela Arussi province</td>
<td>1-2 Grade 1, morning-class: 41 20 Information not available 4-5</td>
<td>183</td>
<td>2 Grade 6, insp. tr. Information not available</td>
<td>Shared school house with UNESCO. Certain amount of campaign. Tin roof-co-operation with mud floor, 2 rooms UNESCO. 1 small and 1 large black-board, some small Engl. posters, 2 teachers, desks, long benches, most students have books.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>evening-class: 10 20</td>
<td></td>
<td>30</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>Grade 2: 75 17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location of school</td>
<td>Number of grades</td>
<td>Number of students</td>
<td>Teachers</td>
<td>Equipment</td>
<td>Remarks</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------</td>
<td>-------------------</td>
<td>----------</td>
<td>-----------</td>
<td>---------</td>
</tr>
<tr>
<td>Gida Bodji, Wollega province</td>
<td>1-4</td>
<td>Information not available</td>
<td>142</td>
<td>Grade 9+ insp. tr.</td>
<td>School-house with grass roof, logs as seats, mud floor, 3 rooms, 2 blackboards, 1 teacher's desk, playground, school bell. Most students have books. This school is new, students have previously attended another school. Grade 4 is not approved by Central Committee. Night class for adults, 38 men, 7 women. School site donated by local landowner.</td>
</tr>
<tr>
<td>Bonoro Bonna, Wollega province</td>
<td>1-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 1</td>
<td>48</td>
<td>6</td>
<td>2-3</td>
<td>96</td>
<td>Grade 7+ insp. tr.</td>
</tr>
<tr>
<td>Grade 2</td>
<td>18</td>
<td>2</td>
<td>-</td>
<td>20</td>
<td>Grade 8+ insp. tr.</td>
</tr>
<tr>
<td>Grade 3</td>
<td>17</td>
<td>5</td>
<td>2-3</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Deggero, Wollega province</td>
<td>1-6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 1</td>
<td>15</td>
<td>7</td>
<td>-</td>
<td>22</td>
<td>Grade 12 exp. head-master</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Information not available</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 3</td>
<td>40</td>
<td>5</td>
<td>-</td>
<td>45</td>
<td>Grade 7+ insp. tr. Information not available</td>
</tr>
<tr>
<td>Grade 4</td>
<td>30</td>
<td>4</td>
<td>-</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Grade 5</td>
<td>26</td>
<td>2</td>
<td>3-4</td>
<td>28</td>
<td>Grade 8+ insp. tr. Information not available</td>
</tr>
<tr>
<td>School</td>
<td>Grade</td>
<td>19</td>
<td>2</td>
<td>8-10</td>
<td>21</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>----</td>
<td>---</td>
<td>------</td>
<td>----</td>
</tr>
<tr>
<td>Medabi Toht, Wollega province</td>
<td>7-3</td>
<td>Information not available</td>
<td>90</td>
<td>2</td>
<td>Grade 8+ 1 year's training college Grade 10+ insp. tr.</td>
</tr>
<tr>
<td>Addis Abeba, Shoa province</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>1</td>
<td>Information not available</td>
</tr>
</tbody>
</table>

1 year's training college
Grade 10+ insp. tr.

In grade 1 many students have no books School garden Poultry house

Sent home by the teachers.
Students' records were found at this school

Good School-house, a number of desks for students (gift from Sweden), long benches, mud floor 3 rooms, notice boards, 1 blackboard, 1 teacher's desk, playground, school bell, 1 map of Africa. Many students have no books

Latrines Night class for adults, 11 males, 4 females.
Students are instructed to teach parents, 5 students from grade 2 stated that they had done so.
Church and school are on the same compound.

Good classroom, long benches and tables, blackboard. All students have books

Dayschool, 2 hours per day.
This group have attended school for about 3 months. They can read and write fairly well and have learned some arithmetic.
All students were Amharic-speaking when they started school.
According to YDLC’s curriculum the literacy schools normally should have four grades. The student is then supposed to have reached a level of literacy, which will enable him to fulfil his role in society. However, follow-up materials are necessary if the neo-literate is to retain his skills. Children and young people are recommended to continue their studies at Government Elementary Schools, when such are available.

Literacy schools occasionally grow into full-fledged Elementary Schools with six grades. According to YDLC policy it is desirable that this kind of schools be taken over by the ministry of Education. It is then incorporated in the Government’s elementary school system and ceases to operate as a literacy school. Such a transfer releases YDLC funds for the opening of new literacy schools.

Quite often the local school committee is eager to introduce grades five and six in their literacy school. Chief obstacles, however, are lack of funds and scarcity of competent teachers. Some school committees employ poorly qualified teachers without realizing that effective learning might not be accomplished. It is perhaps difficult for the illiterate community to appreciate the necessity of more qualified teachers for the higher grades.

As we have seen the local school is autonomous to a great extent. Nevertheless, the Literacy Centres exercise a certain measure of control over important issues like the introduction of an additional grade. The point is to prevent the school from outgrowing the financial resources of the community.

The inspector is supposed to visit every school regularly. He sits in on lessons, appraises the performance of the teacher, and gives advice whenever necessary. He finds out to what extent students have books and other materials required. Another item on his list is the condition of the school-house. He may consult with the school committee and
the parents. Common issues discussed at such meetings are non-payment of school fees, and the promotion of greater participation of adults and girls. Inspectors have to submit regular reports to the Literacy Centres.

The difficulty to recruit adults to literacy schools has already been mentioned. One of the attempts made by YMLC to overcome this problem is to arrange a competition among youth groups within ECMY. Each group is to teach as many adults as possible to read and write within one year. The members of the groups are supposed to act as voluntary teachers 2-3 times weekly. Inspectors will visit the participating groups and verify that those reported as neo-literates have reached a standard at least equal to Literacy Reader II. The Literacy Centres support the youth groups by supplying Teacher’s Guides. They are also responsible for having necessary textbooks available.

Literacy classes are also conducted in prisons. The majority of participants are men. Sometimes prison staff take part in the classes.

3.9. Methodology
Languages. Before describing methods recommended and employed by the Literacy Campaign a problem of general methodological consequence will be discussed.

A major drawback to literacy work in Ethiopia is the great diversity of languages and dialects. Different figures are given. According to one estimate 70 languages with 200 dialects are spoken. Amharic, the national language, is the mother tongue of only one third of the population, even if the proportion of people who understand Amharic is larger. Attenuating to some extent the linguistic difficulties is the circumstance that the script is practically identical for the principal languages. Nevertheless, the majority of the students have to acquire literacy skills in a second language, as Amharic is the only recognized medium of inst-
struction at this level. Different ways of overcoming this obstacle have been discussed and practised.

A conceivable approach would be to utilize vernaculars at an initial stage of the reading instruction. Such a practice is not accepted by the authorities. However, an experiment with primers in a local language is being conducted.

Efforts have been made within YDLC to introduce a simplified variety of Amharic, called simple or special Amharic. At the beginning YDLC worked in an inuitive way, not relying on a systematically developed variant of Amharic. Since then it has been agreed to base special Amharic on the research done by Dr Peter Cottrell, connected with the Sudan Interior Mission. He has identified various types of constructions that non-Amharic speakers find difficult. He has also prepared a difficulty scale for Amharic.

In a pilot project initiated by YDLC, pictures and cassette tape-recorders are combined in order to familiarize the learner with Amharic before starting with textbooks. A well-known object is shown on a poster with captions in Amharic. The student gets the proper pronunciation of the word from a tape-recorder. In this way object, written transcription and pronunciation are synchronized.

Traditional methods. In this context another methodological topic will be treated. It deals with the traditional methods in reading instruction practised in schools within the Orthodox Church. According to this technique the 270 sounds in Amharic — usually called fidels — are learnt by heart, isolated and in a certain recognized and time-honoured order. This is a very time-consuming method, and it may take up to one year to master the alphabet.

YDLC and other agencies of literacy instruction have introduced a different approach. The sounds or characters are taught in a contextual way. Great care is taken that the
sounds and signs have a distinctive meaning to the learner. In other words, a global rather than an analytic approach is favoured. Traditional rote learning is regarded as quite obsolete. Such educational innovations are often looked upon with suspicion, and met with apparent resistance among the more conservative of the learners. There is evidence that at least one literacy program has had to modify the global-contextual method, in order to blunt the negative reaction.

**YDLC methods.** One gets the impression that literacy campaigns often lack the means in terms of money and time to equip teachers with adequate professional skills. Neither are teachers willing to make great efforts to prepare themselves for often ill-paid literacy work. Methodological recommendations and practices should be viewed with due regard to this situation.

The following approach has been adopted by YDLC as well as other literacy campaigns in Ethiopia. They have tried to establish a very simple standard method, which is then carried out without much variation. Such a prototype lesson can be learnt by the teacher in a few afternoons. An obvious disadvantage is that classroom teaching tends to be uniform and stereotype. Nevertheless, it seems that teachers who have got used to this method are able to modify it and to make innovations. A teaching sequence according to the standard method might run like this:

The teacher shows a drawing of a man. He points at the picture and says in Amharic: "This is a man", which is repeated three times. He asks the class: "What is this?" and gets the answer "it is a man". He then points at the word written under the picture and again repeats three times "This is a man". Reading lessons also involve much choral reading. Writing instruction is formalized in a similar way.

The following samples of pedagogic advice are found in YDLC's
tentative curriculum 1970:

It is important to expose the student to familiar pictures or signs. If the student stumbles while reading let him go back and re-read it. In order to complete the Amharic primer properly a student requires two or three months. Let the student begin writing after two lessons. The practice should be based on the letters given in the lessons. Let the practice be individual. Doing sums should not be restricted to dealing with abstract ideas. Instruction in Arithmetic should be accompanied by pictures and other teaching aids. Proofs (palpability and tangibility) are important in education.

As can be seen, classical educational principles like activity, individualization and concreteness are emphasized.

The literacy teacher is to a considerable extent a teacher of adults. The curriculum stresses the need for the YDLC teacher to adapt his instruction to the requirements of grown-up learners. The teacher should take into consideration that the adult often has limited time at his disposal. It is considered imperative that adults be treated differently from children.

It has been suggested that inspectors and teachers be trained in adult-teacher methods during refresher courses.

3.10. Teaching aids

The predominant teaching aid in literacy schools is the textbook. YDLC produces literacy books in cooperation with Ye-missrach Dimit Literaturo Program. The backbone of the printed materials consists of Readers I-IV. These Primers, as they are also called, represent a rising scale of difficulty. Students who master the third Primer can be said to read fluently. The Primers make use of illustrations to introduce new sounds and words.
It is up to each literacy school to decide whether they want to use books produced by YULC, or literature published by the Ministry of Education. Students in campaign schools who intend to continue to Government Elementary and Secondary Schools are recommended to use Government books. The reason for this is that entrance tests to these schools are strictly based on Government books.

Cassette tape-recorders are used within special pilot projects, such as pre-literacy courses in Amharic.

During fieldtrips the authors came across one school which followed a radio course in English produced by the Ministry of Education. On the whole it seems that the campaign uses the same English textbooks as the Government Schools.

3.11. Motivation

Motivation is a key issue in all literacy strategy. Success in literacy work hinges to a great extent on the question of motivation. (Functional Literacy, 1970) Looking at literacy campaigns in general one gets the impression that this subject should receive more attention.

It is perhaps safe to assume that in countries with a well developed educational system, motivation concerns primarily the teaching situation in the classroom. The point at issue is how to make the student understand the value of studying a certain subject like English or Chemistry. On the other hand, one could argue that in literacy work motivation is generally related to the process of making people realize the necessity of starting to learn at all.

It seems that problems related to literacy motivation in Ethiopia concern mainly adults. Children apparently attend school as a rule if they get an opportunity. At any rate they tend to do as they are told. 6 Within YULC experience shows that parents usually are willing to send their children to literacy schools. While realizing the vital importan-
ce of literacy to his child, the adult often fails to re-
cognize the need of education for himself. There are in-
stances, however, when parents try to prevent their chil-
dren from studying, least they leave home.

There are various conceivable reasons for low motivation in
adults. A common argument against joining literacy classes
is lack of time. The daily work is regarded far too impor-
tant to be interrupted by classes. For many people a cer-
tain amount of prestige is involved. One does not want to
study together with children or people of inferior social
standing. Many men refuse to study together with women. In
some cases the benefits of education for women is being
questioned, since they are supposed to remain at home serv-
ing their husbands and families. Sometimes fathers do not
allow their grown-up daughters to leave the house in the
evening.

It is not always easy to perceive the economic value of
education. The individual who believes that he will obtain
a comfortable and well-paid job in a town after becoming
literate, is liable to serious disappointments. A tenant
who sees his new-literate neighbour still toiling in the
fields might get the idea that the literate has gained no-
thing for all his pains. It is probably difficult to ima-
gine the value of learning better farming methods, how to
keep the house clean and to prepare more nutritious food.

Sometimes people might be discouraged from attending lite-
racy schools by the negative attitudes of landlords and
other persons in authority. A serious hindrance for many
people is that they have to learn a new language in order to
become literate. Especially for the elderly this might pose
an insurmountable obstacle. Another source of hesitation
lies perhaps in the fear of being exposed to an unfamiliar
culture, in the form of a new language and sometimes even
a new belief.
Nomadizing tribes are often very difficult to enrol in literacy classes. Old customs and traditions exercise considerable influence on these people, who tend to be strongly attached to their mother tongues. Moreover, they find it difficult to appreciate the value of learning a new language, since they find that they can manage quite well without Amharic. Neither do they aspire to jobs which require academic training.

A list of non-motivational factors could be made quite long. But it must be held in mind that there is also a multitude of circumstances acting as drives towards learning.

One of the strongest motivational components is probably the desire to be able to write one's own name. Literacy entails a certain social prestige. In a country like Ethiopia where telephones are very rare, the art of letter-writing is essential. For most people this is the only way to keep in touch with relatives living outside the village. In the Christian congregations it is considered very important to be able to read one's own Bible and hymn-book, in many cases being the only books people possess.

It is not uncommon for Ethiopians to be involved in land disputes. Illiterates are then completely in the hands of lawyers and officials. Instances when people's rights have been violated are not infrequent.

People who visit market towns run the risk of getting cheated by merchants due to ignorance. Town life in general is frustrating in many ways to illiterates, who for instance are unable to read signs on shops and buses.

In a country like Ethiopia a transistor radio is an essential means of contact with life outside the village. Virtually all transmissions are in Amharic, a circumstance that should motivate people to learn this language.6)
There are also people who are beginning to realize that being literate makes it easier to improve one's life-conditions in many ways. Thus for instance, agricultural innovations are spread by books and pamphlets.

For a voluntary literacy program like YDLC it is imperative that motivational factors be identified and strengthened. In promoting literacy YDLC makes use of different methods and aids. Information is disseminated through meetings, discussions, house-calls and posters. Attempts are made to demonstrate the benefit of literacy by giving concrete examples.

3.12. Absenteeism
One of the universal problems, affecting education in both rich and poor countries, is that of absenteeism. But experience indicates that causes for this phenomenon vary considerable between countries. Looking at YDLC the following features emerge.

In the first place it should be pointed out that truancy in the Western sense seems to be practically non-existing in the literacy context. Students may be late for classes simply because they do not know the time. Another common reason is long distance to school. Pupils sometimes have to walk for two or three hours. During harvesting time absences are frequent, especially for adults. But even children miss classes because they have to work in the fields. It also occurs that students fail to turn up for classes because they have not paid their school-fees. A serious obstacle to school attendance is the fact that many students, especially adults, find the schoolwork too exacting. The language problem is an aggravating factor.

The pre-literacy courses in Amharic previously mentioned are designed to ease the language difficulties. Planning the schoolyear with regard to the busy periods of farmers represents another means of reducing absenteeism.
3.13. Drop-outs

When the term drop-out is used in connection with YDLC’s work, it refers to the situation when a student leaves school before he has learnt to read and write.³⁹

By and large, the causes for dropping out coincide with those for absenteeism. A student who has been absent a great deal begins to lag behind in schoolwork, and finally finds it too difficult to keep pace with his classmates and eventually quits school.

Financial problems apparently play an important role in connection with absenteeism and drop-out. Certain students, especially adults, tend to underestimate the hard and often tedious work in literacy classes. Sometimes schools lose students because they marry and start families or find jobs. Many cases of dropping out occur at an early stage of learning.

Dealing with problems related to drop-out and absenteeism one should not overlook the fact that a large proportion of children die before the age of 15.¹⁰ An investigation of the role of ill-health in this context might be justified.

According to an YDLC-estimate the current drop-out rate is about 20 per cent.

Some literacy agencies are in a position to exercise a certain pressure on their students to attend school. YDLC being a voluntary program cannot do this and has to rely on other solutions. Probably the most effective approach is to find ways of increasing motivation among participants.

Making subject matter functional and work-oriented should stimulate motivation in adults. It has also been suggested that inspectors and teachers take personal contact with students having a poor attendance record. Experience seems to indicate that when the literacy rate reaches a certain level
within a community, there tends to be a socio-dynamic pressure upon illiterates to become literate. On the other hand, a very low literacy rate appears to have a negative effect.

3.14. Relapse

YDLC is a comparatively young literacy venture. A large proportion of the new literates have acquired their skills in the course of the last few years. Hence the amount of relapse into illiteracy is reported as quite limited so far. Nevertheless, it is a problem that has already been encountered, and one which will probably grow in importance as the campaign progresses.

A number of explanations for the phenomenon of relapse have been offered. Many of those who relapse into illiteracy are individuals with a restricted capacity for reading and writing. Weak motivation is also suggested as an explanation for relapse. Moving to a new place can have a negative effect on the retention of literacy, especially if one moves to a less literate environment. Even if there is a literacy school in the new village, the individual might be reluctant to join a new group.

An obvious reason for relapse is scarcity or lack of reading materials. In order to create reading opportunities for people in rural areas, YDLC has recently initiated a pilot project with mobile lending libraries. Each library consists of some 50-100 books, which are kept in a portable box. The box is usually placed in the school with the teacher as librarian. After 4-6 months the box is exchanged for a new one. The campaign also offers follow-up books at reduced prices.

The campaign has started a mimeo rural newspaper in the Wollega province. The paper, which is called Deggero Dimts (Deggero News), has opened with a circulation of 200-300 copies. As an experiment half of the material is printed in Amharic and half in Califina, the local language. The main
contents is made up of local news. The paper is distributed through the schools and congregations.

3.15. Functional aspects
A universally adopted criterion of literacy teaching is that it should have direct application to the day-to-day life of the learners. (Functional literacy, 1970) The work-oriented objective is realized chiefly through the subject matter of textbooks and follow-up materials. Occupation is an important functional point of contact. The majority of YDLC's participants are cultivators. Ubiquitous areas of problems are represented by food and health. Social and civic activities constitute another facet of the functional picture. Many of YDLC's learners belong to Christian congregations, therefore it seems justified to speak of a "Church-oriented" literacy also.

YDLC cooperates in the production of books on agriculture with Ethiop-Agro-Service, a private agency working with radio correspondence courses, and the Ministry of Education. Earlier YDLC texts on child-care are being replaced by material produced by the Ethiopian Nutrition Institute. Examples of problem-oriented titles produced by Yemissrach Diats are How to Write Letters and Money and its Use. A number of works are intended for Christian Education.

YDLC also offers various books for pleasure and entertainment. Fictional reading no doubt plays an important role in stimulating new literates to keep up their skills. Robinson Crusoe and Gulliver's Travels have been translated into simplified Amharic. Examples of local fiction is a book of Ethiopian Fables.

Endeavours to firmly establish literacy work in everyday life are also reflected in YDLC's curriculum. In the field situation this is exemplified by school gardens and poultry-rearing.
3.16. Non-formal instruction

In many villages there is at least someone who claims to know how to read and write without having gone to school. This points to the existence of some kind of informal instruction. Interviews with YDLC administrators and inspectors indicate that it occurs fairly often that children instruct their parents in literacy skills. Neither is it uncommon that children or young people instruct each other. The situation with parents instructing their children seems to be less frequent.

A kind of informal instruction, which has previously been mentioned in this report, is represented by the literacy competition among Youth Groups within ECMY.

The magnitude of non-formal instruction is hard to assess. This circumstance should not prevent the literacy researcher from studying a phenomenon, which might be of crucial significance.

3.17. Evaluation

The need for assessment of the effects of the campaign has been strongly felt within YDLC. Quantitative information is obtained from inspectors' reports. Written reports of observations on impact are presented and discussed at regular meetings and consultations.

In 1970 an evaluation program was initiated. The aim of this activity was to ascertain the effects in a community, where the campaign had been working for a period of time. During 1972 20 areas were surveyed. In each village the following background data were collected: predominant language, second language, religious structure, and occupation. In principle every household was visited in order to appraise the general literacy situation in the village. Finally a number of participants of the Literacy Campaign were interviewed. New areas will be surveyed during 1973.
The discussion of effects of the Literacy Campaign in the next section is based on data generated by YDLC, and information gathered by the authors through interviews with YDLC administrators and inspectors, as well as observations made fieldtrips.

A certain amount of caution should be exercised in interpreting the account of effects given below. The bulk of information stems from unsystematic observations rather than scientific research.

3.18. Impact
One of the aims of YDLC's evaluation efforts has been to measure increases in literacy rate in areas where the campaign is represented. It has been found that in some areas where the general literacy rate according to official statistics is 3-5 per cent, certain villages with literacy schools show a literacy rate as high as 25 per cent.

According to estimates within YDLC skills in reading, writing and arithmetic are fairly well established, but the level of Amharic comprehension is unsatisfactory (App. 4). This is regarded as a serious problem to which considerable attention is given. The pre-literacy courses in Amharic and the experiment with Galigna readers mentioned before, are designed to tackle these difficulties.

In literacy schools the students get instruction on elementary facts about health, nutrition and sanitation. But it is very difficult for the children to influence parents to change their deep-rooted habits and pattern of living. As far as adults are directly exposed to this teaching, there seems to be some improvement.

An area where the literacy rate has reached about 25 per cent seems to be ready for further development. People tend to be open to innovations, like the use of fertilizers and other agricultural improvements. Such an area in Western
Wollega has been selected for an agricultural development program operated by BCMY. The project is conducted in collaboration with YDLC.

It also appears that people in regions which have achieved a certain level of literacy are more apt to join farming cooperatives.

Individuals who have become literate tend to show a greater determination to claim their rights in dealing with authorities. On the whole, being literate is likely to heighten a person’s dignity and self-respect.

4. YDLC’s contacts with other development agencies
It is important that no development project work isolated from related agencies in a country. YDLC has established contacts both formal and informal, with a number of bodies connected with literacy.

The National Literacy Campaign is a private organization sponsored by the Government. Its current president is the Minister of Justice. One of its purposes has been to serve as a coordinating body for various literacy agencies in Ethiopia. It is involved in fund-raising activities in addition to conducting literacy work.

YDLC has been cooperating with some of the ministries. The Ministry of the Interior has run a campaign for literacy among members of the police force. They have utilized the literacy textbooks of YDLC. YDLC has also been assisting in training their literacy teachers. A similar collaboration has been established with the Ministry of Community Development and Public Works.

YDLC works together with the Ministry of Agriculture in the latter’s minimum packet programs, which deal with agriculture, health, sanitation, and the running of cooperatives.
The most extensive contacts have been established with the Ministry of Education. YDLC is using a number of textbooks published by the Ministry. Its Council for Adult Education was formed with a view to tackle the problem of adult illiteracy. YDLC has had certain contacts with this organization.

UNESCO is engaged in Ethiopia through the Work Oriented Adult Literacy Project (WOALP). WOALP is an experimental program operated by the Ministry of Education with the assistance of UNDP and UNESCO. The project is conducted in five different provinces. The aims of the project have been formulated as follows:

The main purpose of the project, the duration of which is five years, is to assist the Imperial Ethiopian Government in organizing, implementing and evaluating a Work Oriented Adult Literacy Project closely linked with rural development as well as industrial vocational training, and to train nationals as supervisors, material producers, research workers and as trainers of literacy teachers in the new approach and techniques of functional literacy. (Ethiopian WOALP in Action, p 4)

YDLC cooperates with WOALP in the field work. The outcome of WOALP will probably influence the future operations of YDLC, as well as other literacy agencies in Ethiopia.

In areas where YDLC has been working for some years ECMY has initiated several other development programs in cooperation with the Literacy Campaign.

5. Educational Sector Review
In a discussion of the current educational situation in Ethiopia the Educational Sector Review cannot be overlooked. This investigation was initiated by the Ministry of Education in May 1971. The Review has now produced three alternative plans for the future mass education in Ethiopia. Each of the plans provides for a three-level education system, combined with non-formal programs. For each alternative it is advised that the greater part of teachers at the lowest level have grade 8 plus one year of teacher training. The
costs for each of the plans are calculated as approximately the same. However, the plans differ strongly with regard to the number of people who could be accommodated.

The following presentation of the three plans is based on an article in the Ethiopian magazine Mirror, Nov. 1972.

Plan 1 is the most conservative. It suggests that one continues with the present six year primary, two year junior and four year secondary structure with some modifications. It requires a rapid expansion of the primary school system. The idea is to let primary schools operate on two shifts a day and to lengthen the school year to 220 days. There would be very little change in the junior and senior secondary programs. It is suggested that curricula be more adjusted to functional needs.

Plan 2 advocates a major restructuring of the educational system. It proposes a first level of four years, a middle of four years, and a senior secondary level of four years. Great changes in curricula and methods are required for the first and middle levels. Amharic would be the language of instruction, but the local languages are suggested to be used during the early stages of Amharic teaching. English is not to be utilized as a medium of instruction to the same extent as at present. A "minimum formation education" is heavily stressed at the first level. It is assumed that most students leave school after completing the first level. However, facilities for non-formal instruction in work oriented context are envisaged. A large number of people are supposed to be reached by the non-formal programs.

Plan 3 offers the most drastic changes from the present system. It proposes a two-channel approach. The first channel, which is intended for children mainly, suggests four years of minimum formation school, two years of junior secondary school and four years of senior secondary education. It is proposed that students start school at the age of nine ra-
ther than seven. Most students are supposed to leave school after the first four years or to continue their studies along non-formal lines.

The second channel is intended to reach primarily the large group of youngsters above 13 years who have not attended the primary school. The present school system does not cater to these people. The plan proposes two years of basic formation education and three years of secondary formation learning. The last phase focuses on practical and vocational learning. Subject-matter will be related to regional needs. Students are supposed to work part-time and have classes in the afternoon or in the evening. The two channels would be coordinated to allow for transfer of students from one system to the other.

The following table shows the estimated enrolment in millions of participants:

<table>
<thead>
<tr>
<th>Year</th>
<th>Plan 1</th>
<th>Plan 2</th>
<th>Plan 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>2.38</td>
<td>3.04</td>
<td>2.99</td>
</tr>
<tr>
<td>1990</td>
<td>3.71</td>
<td>4.77</td>
<td>4.75</td>
</tr>
<tr>
<td>2000</td>
<td>6.04</td>
<td>7.85</td>
<td>7.80</td>
</tr>
</tbody>
</table>

It is reasonable to assume that the Educational Sector Review will play an important role in the forming of a system mass education in Ethiopia.

6. Conclusion
When YDLC completes its second five-year plan in 1975 a considerable number of people will have been reached by the campaign. Up to now some 300,000 individuals have been enrolled in YDLC schools. The annual growth is a calculated 20 per cent. But the campaign still has many problems to face.

One of the most serious hindrances for development in emerging countries is poverty. Poverty makes it difficult for individuals to afford the time needed for studies, poverty
prevents people from getting textbooks, poverty makes them too weak and undernourished to fight for a better existence by means of education. At the same time it must be noted that it is very hard for illiterate persons to increase their standard of living. This evil pattern seems to repeat itself indefinitely.

The aim of YDLC is to teach adults basic skills in reading, writing and arithmetic. It has already been mentioned that the campaign has found it difficult to engage adults in studies. Lack of motivation seems to be the greatest hurdle. YDLC as well as other literacy programs in Ethiopia is faced with a double challenge, to impart literacy skills and to teach a new language. The language problem interferes with goal-attainment in several ways. The literacy process as such is seriously hampered, since the learner is unfamiliar with the medium of instruction. Another consequence is that even if an individual learns how to read and write in Amharic, he might still be unable to speak and understand the language. A person who has but little contact with Amharic in his environment is perhaps more likely to relapse into illiteracy than others. An obvious remedy is to provide ample follow-up materials.

Rural Ethiopia represents what is sometimes termed the oral society. The countryside is practically devoid of printed stimuli like newspapers, signs, advertisements, and posters. This fact works two ways. It makes it more difficult to motivate people to learn to read and write, and it increases the risk of relapse for new literates.

The future plans for the campaign will direct special attention to the questions discussed above. Certain measures have already been taken. The pilot projects mentioned before are intended mainly to tackle the language problem. YDLC has expressed the opinion that research should be conducted with a view to investigate the issues of motivation, language and adult participation.
An outline of a research project on YDLC is presented in part III. The plan proposes case studies to be conducted on a number of schools within five different areas. An intensive study will be carried out on a sample of individuals in the selected schools. This strategy relies heavily on observations of each individual. Experience from various development agencies in Ethiopia indicates that the mass-interview approach is afflicted with serious weaknesses. Respondents tend to give what they believe are the desired answers. Individuals are inclined to suspect the interviewer to be connected with the authorities and therefore are reluctant to answer his questions. Another drawback is the risk of misinterpretations when the interview cannot be conducted in the local language. The proposed investigation will therefore combine interviews with observations and tests.
III. RESEARCH PLAN

1. Description of YDLC
Part II of this report represents a preliminary description of the structure and operations of YDLC.

2. YDLC goals
The principal target group for the campaign is adults, especially young adults defined as individuals in the age group 15-25. The campaign also addresses itself to children, who lack the opportunities to attend other schools.

The main objectives of the campaign are:
- to teach participants to read and write Amharic
- to impart basic skills in Arithmetic
- to provide a basic social and civic education
- to make literacy work-oriented
- to promote socio-economic changes

3. Purpose of proposed research on YDLC
The campaign goals envisage desired educational and non-educational changes among its participants. The investigation outlined in this section is primarily concerned with the educational effects. The study has been designed to provide data for continued campaign planning.

3.1. Main objectives
The main objectives of the proposed investigation are to make a process study and an evaluation of the YDLC. Issues which should receive special attention are motivational factors and recruitment of adults, especially women; and to undertake a study of certain methodological approaches in the field of literacy evaluation.

4. Instruments
The following instruments are intended to be employed in the study. As can be seen in Fig. 2 each instrument is designed to give information about specific issues. In many instances a combination of instruments will be utilized.
Data forms, schools (S)
a) A verbal description containing the history of the
school and qualitative background data, e.g. urban-rural
cash-crop, predominant occupation, religion, tribal, dist-
ance to nearest town, communications, buildings, equipment,
financing, school committee, follow-up, languages (first
and second), migration.

b) Quantitative data: number of classes, number of students,
number of teachers, teachers' qualifications, students' fees.

Data forms, participants (P)
These forms will contain no verbal data. Each participant
will be allotted one form. Data to be registered:

Age, sex, family-data, distance to school, walking-time,
occupation, family ownership of land, migration, religion,
urban-rural, attendance, marks, grade, date of enrolment,
date of quitting, languages, Church attendance.

Data forms, teachers (T)
These forms will contain no verbal data. Each teacher will
be allotted one form. Data to be registered:

Age, sex, training, years of service, home district, subjects,
civil status, father's occupation.

School records (R)
These records are to be kept by the teachers. Data to be
registered:

Attendance, marks, ratings of participants' literacy skills.

Tests (Tt)
Reading tests, with a difficulty scale corresponding to the
four Primers.
Comprehension tests
Dictations
Arithmetic tests, with a difficulty scale corresponding to textbooks used by the campaign.

**Questionnaires** (Q)
Two questionnaires will be constructed, one for adults and one for children. The following variables will be covered by the questions:

- Motivation, absenteeism, drop out, formal-informal instruction, expected benefits of literacy, functional aspects, health, hygiene, sanitation, languages, occupation, religion.

**Observation schedules** (Os)
Certain activities in the classroom will be studied by way of systematic observations. Methodological aspects will be studied in the first place.

**Interviews** (I)
Depth interviews will be carried out with a relatively small number of individuals. If feasible even non-participants will be included in this group.

**VFLC statistics**
Data gathered and compiled by the campaign will be utilized whenever feasible.

5. **Relations between objectives and instruments**
The main objectives of the study are broken down into a number of issues subsumed under headings reflecting effects, process, motivation, recruitment and certain socio-economic aspects. The various issues are presented below in tabular form together with instruments. A list of research variables appears as Appendix 5.
Figure 2. Relations between objectives and instruments

<table>
<thead>
<tr>
<th>Main objectives</th>
<th>Issues</th>
<th>Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Effects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) educational</td>
<td>1. What is the measured increase in literacy skills during a specified period of time?</td>
<td>Tt</td>
</tr>
<tr>
<td></td>
<td>2. Are there any measured differences in acquired literacy skills between male and female participants?</td>
<td>Tt</td>
</tr>
<tr>
<td></td>
<td>3. Are there any measured differences in acquired literacy skills between children and adults?</td>
<td>Tt</td>
</tr>
<tr>
<td></td>
<td>4. How persistent are literacy skills once acquired?</td>
<td>Tt</td>
</tr>
<tr>
<td></td>
<td>5. How frequent is relapse into illiteracy?</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>6. What effects beside the acquisition of literacy skills can be observed?</td>
<td>Q, I</td>
</tr>
<tr>
<td>b) non-educational</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Process</td>
<td>7. What general methodological approaches are employed in the teaching of literacy skills?</td>
<td>Os</td>
</tr>
<tr>
<td></td>
<td>8. What is the physical equipment in schools, e.g. buildings, teaching aids etc?</td>
<td>S, Os</td>
</tr>
<tr>
<td></td>
<td>9. How is the school administered at the local level?</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>10. What are the professional qualifications of the teachers?</td>
<td>S, T</td>
</tr>
<tr>
<td></td>
<td>11. What is the average time needed for participants to become literate as defined by the campaign?</td>
<td>Tt, R</td>
</tr>
<tr>
<td>III. Motivation</td>
<td>12. What are the observed factors motivating people to join the campaign?</td>
<td>Q, I</td>
</tr>
<tr>
<td></td>
<td>13. What are the observed factors preventing people from joining the campaign?</td>
<td>Q, I</td>
</tr>
<tr>
<td>IV. Recruitment</td>
<td>14. What is the proportion of male participants to female participants?</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td>15. What is the proportion of child participants to adult participants? (Adult = individual above the age of 15)</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td>16. What is the proportion of dropouts?</td>
<td>R</td>
</tr>
<tr>
<td>Main objectives</td>
<td>Issues</td>
<td>Instruments</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>17. What is the proportion of participants to non-participants within the recruiting region?</td>
<td>R, I</td>
</tr>
<tr>
<td>V. Socio-economic, cultural</td>
<td>18. What is the relation between participants' state of health and the acquisition of literacy?</td>
<td>Tt, Q, R</td>
</tr>
<tr>
<td></td>
<td>19. What is the relation between participants’ mother tongue and the acquisition of literacy?</td>
<td>Tt, Q</td>
</tr>
<tr>
<td></td>
<td>20. What is the relation between family economy and participation in the campaign?</td>
<td>Q, R</td>
</tr>
<tr>
<td></td>
<td>21. What is the relation between occupation and participation in the campaign?</td>
<td>Q, R</td>
</tr>
<tr>
<td></td>
<td>22. What is the relation between social status and participation in the campaign?</td>
<td>Q, R, I</td>
</tr>
<tr>
<td></td>
<td>23. What is the relation between religion and participation in the campaign?</td>
<td>Q, R</td>
</tr>
<tr>
<td>VI. Common campaign related individual characteristics</td>
<td>24. What are the observed common characteristics of participants who have reached a specified level of literacy?</td>
<td>Q, Os, I, P, S</td>
</tr>
<tr>
<td></td>
<td>25. What are the observed common characteristics of participants who have dropped out?</td>
<td>Q, Os, I, P, S</td>
</tr>
<tr>
<td></td>
<td>26. What are the observed common characteristics of individuals who have not become participants in spite of living within the recruiting region?</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>27. What are the observed common characteristics of individuals living within the recruiting region, who send their children to school?</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>28. What are the observed common characteristics of individuals who have relapsed into illiteracy?</td>
<td>I</td>
</tr>
</tbody>
</table>
6. Sampling
The campaign is spread out over practically the whole nation. If a strict random sampling procedure were applied the total area to be surveyed would indeed be very large. A considerable number of the schools are not accessible by roads. During the rainy season many of the roads become impracticable. Thus a selection of areas for investigation should be allowed to be made on rational grounds. In this way the amount of travel might be kept within reasonable limits. The areas should be selected on the basis of geographic, economic and cultural factors with a view to facilitate representativeness. Within these areas a number of schools will be sampled. A schematic representation of the sampling procedure is given in Fig. 3.

1. Judgment sampling of areas

2. Random sampling of inspector's

3. Random sampling of schools within districts

Figure 3. Sampling design.
6.1. Populations
There will be five sub-populations corresponding to the five areas selected for research.

6.2. Individuals
Two main groups of individuals will be studied during the investigation, namely

Participants of the literacy campaign
non-participants and former participants

Participants. The majority of individuals will consist of participants of the campaign. Participants are adults and children. Adults are defined as individuals above the age of 15. According to YDLC statistics, there is a predominance of children in the campaign schools. There are relatively few female students. Most participants live in rural areas, where the predominant trade is agriculture.

Non-participants and former participants. Non-participants are children and adults living within the recruiting region of certain of the sampled schools. Former participants are individuals who have left school after acquiring literacy skills as defined by the campaign, or drop-outs.

Data about these categories will be treated separately from data about participants.

6.3. Selection of areas
Five areas are suggested for research, namely

A. A territory in northern Tigré, where the influence of the Orthodox Church is traditionally strong, has been proposed. Practically all instruction in reading and writing before modern times was conducted in the Orthodox Church schools.
The idea has been forwarded that this circumstance might effect the current literacy situation.

B. Nejo in Western Wollega has been selected as a typical cash-crop territory. The system of cash-crops represents a transition from a primitive to a modern type of economy. Possible effects of this on the spread of literacy will be searched for.

C. The Dissa valley in Western Wollega is the home of primitive tribes. The special living conditions of this people explains the choice of the area.

D. In Gamo Gofa people with a characteristic culture are found. Certain tribes show very closely knit communities. The area is also interesting with regard to agricultural methods.

E. This region is located in Shoa in the neighbourhood of Addis Abeba. It is chosen because it can be said to represent a conglomerate of the other sectors, as well as being partly an industrial area.

6.4. Sampling of schools
Two types of schools will be studied: (a) Schools which have not been operating for more than one year; and (b) Schools which have been operating for at least four years.

The students in grades 1 and 3 (alternatively 4) in these schools will be followed during the whole span of the investigation.

Within each area a list will be made of all inspector’s districts. Remote districts which are hard to reach will be dropped from the list. From each list one district should be drawn at random. Within each of the sampled districts all schools will be listed. Schools which do not meet the investigation criteria mentioned above (a,b) will be dropped.
Finally, from each district one school of each category will be randomly selected.

6.5. Selection of non-participants and former participants
Individuals not covered by the sampling method described above are non-participants and former participants. It is hardly practicable to apply random sampling to these categories. These individuals should be found within the recruiting region of schools to be investigated. The number of respondents in each of the two groups may be allowed to be relatively small. The procedure envisaged for these groups are depth interviews.

7. Execution of the investigation
An often practised way to carry out an investigation of this nature is to select a large number of individuals to be interviewed or given questionnaires. Serious weaknesses of this procedure can be pointed out, however, such as language difficulties, unwillingness to respond, and inconsistency of answers. (See p 41)

This study advocates a somewhat different strategy. It is proposed to subject each school to a case study. Within this framework an intensive study involving each individual is envisaged. Each individual will be followed during the whole span of the investigation. A technique for treatment of a related type of data has been developed by Dr Egil Johansson, Umeå University, Sweden, (Johansson, 1972). The relevance of the method in this context will be examined.

Data for each individual on a number of variables will be registered on data forms. Information from the data forms will be transferred in coded form to punch cards, separate for each individual. Data analysis will concentrate on a comparison between the literacy variable and other variables.

Procedures suggested in this plan are tabulating data in frequency tables and cross tables. AID-analysis will also
be applied to the data (Sonquist, 1971). Other techniques might be applied if practicable. The indicated treatments should yield information about the relations between literacy and other factors.

8. Calendar of operations
A tentative calendar of operations is given below. The suggested duration of the programme is two years. This period could be made somewhat shorter or longer, without jeopardizing the general strategy of the investigation. This also applies to the various phases within the calendar.

<table>
<thead>
<tr>
<th>Preparatory phase</th>
<th>Operational phase</th>
<th>Concluding phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 months</td>
<td>17 months</td>
<td>3 months</td>
</tr>
</tbody>
</table>

- Drafting of schedules, forms and questionnaires
- Constructing tests
- Trial running of measuring instruments
- Revising instruments
- Visiting all areas concerned
- Selecting schools
- Recruiting and training assistants
- Preparing time schedules for operational phase

Repeated field trips to schools. These activities are calculated to consume half of the time available within this phase
- Collection of data
- Continuous processing and analysis of data
- Consultations with YHLC administrators, inspectors and teachers
- Contacts with other literacy agencies
- Continuous revisions of operations

Final compilation and analysis of data
Suggestions for future operations of literacy project

4 months | 21 months | 24 months

Figure 4. Calendar of operations.
8.1. Planned fieldtrips

The planned activities during the operational phase are presented in tabular form below.

<table>
<thead>
<tr>
<th>Time-table</th>
<th>Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldtrip No 1 months 1-2</td>
<td>Getting acquainted with the schools, completing data forms for schools, participants and teachers, instructing teachers in the keeping of school records</td>
</tr>
<tr>
<td>month 3</td>
<td>Addis Abeba. Processing data, revisions, consultations</td>
</tr>
<tr>
<td>Fieldtrip No 2 months 4-5</td>
<td>Systematic observations, checking school records, registering new participants, administering various tests. Surveying the regions for drop-outs, cases of relapse, other former participants, non-participants</td>
</tr>
<tr>
<td>month 6</td>
<td>Addis Abeba. Processing data, revisions, consultations</td>
</tr>
<tr>
<td>Fieldtrip No 3 months 7-8</td>
<td>Systematic observations, checking school records, registering new participants, administering questionnaires, interviews</td>
</tr>
<tr>
<td>months 9-12</td>
<td>Addis Abeba. Processing data, revisions, consultations. The first three fieldtrips should be made during the same school year if possible. Two more fieldtrips should be made to each school if it is feasible.</td>
</tr>
<tr>
<td>Fieldtrip No 4 months 13-14</td>
<td>Systematic observations, checking school records, registering new participants. Interviews. (Should this be the last visit to a school, final tests will be administered)</td>
</tr>
<tr>
<td>month 15</td>
<td>Addis Abeba. Processing data, revisions, consultations</td>
</tr>
<tr>
<td>Fieldtrip No 5 months 16-17</td>
<td>Systematic observations, checking school records, registering new participants, interviews, administering final tests</td>
</tr>
</tbody>
</table>

Figure 5. Plan for fieldtrips during the operational phase, 17 months.
9. **Try out**
At the initial stage the methods and instruments will be tried out. For practical reasons this phase will take place near Addis Ababa.

10. **Model of evaluation process**
The following figure summarizes the evaluation process. The main features of the model are:

- factors guiding and controlling the research
- role of the research team
- communications between different process-levels
- modes of collecting and utilizing data
- flow of data within the program

---

**Figure 6. Model of evaluation process**
11. Conclusion
It is reasonable to assume that the proposed study might yield valuable information for the future development and operation of the Yemeni Literacy Campaign.

Another conceivable outcome of the research is a contribution to the methodology of literacy evaluation.
1) *Afrique* 12/72 states the number of children at the primary level as 452 457, and *Black Africa*, 1972, gives the figure 378 750.

2) *Black Africa*, 1972, and *Africa South of the Sahara* 1973 both state the rate of illiteracy as 95 per cent.

3) According to ECA, *Statistical Yearbook* 1972, student enrolment in primary schools was 452 000 in 1967, 514 000 in 1968, and 625 000 in 1970.

4) For an account of the supporting organizations refer to page 18.

5) Some synods demand that at least 10 of the participants should be adults.

6) The fact that the children are present in the classroom does not necessarily mean that they are motivated to learn.

7) Similar observations are reported in Wood, 1969, p 29.

8) A certain amount of transmitting in non-Amharic languages is done from Asmara, Harrar, and Mogadiscio in Somalia.

9) cf. aims of the campaign, p 16.

10) According to Haldin, 1971, it is believed that nearly 50 per cent of the children die before they have reached 15.

11) Reading level was assessed by establishing which reader the student could master. Level of Amharic comprehension was rated by way of interviews.

12) This kind of problems has been encountered by evaluators attached to the Chilalo Agricultural Development Unit in Ethiopia. cf *Holmberg*, 1972.
REFERENCES

Africa South of the Sahara. London 1972


Jeune Afrique: Afrique 71/72, Numéro spécial annuel. Paris

Johansson, Egil (1972) En studie med kvantitativa metoder av folkundervisningen i Bygdeöocks socken 1845-1873. Doctor’s dissertation. Umeå University, Umeå

Lunda Missionsställskap (1972) Missionsorientering. Årgång 126, nr 4. Lund

SIDA (1972) Samarbete för utveckling. Om u-land och svenskt bistånd. Stockholm


Wolde-Hariam, Meffin (1972) An Introductory Geography of Ethiopia. Addis Abeba
<table>
<thead>
<tr>
<th>Author/Institution</th>
<th>Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Projects</td>
<td></td>
</tr>
<tr>
<td>Yemissrach Dimits (1972)</td>
<td>Annual Report 1972</td>
<td>Addis Abeba</td>
</tr>
<tr>
<td>YDLC (1970)</td>
<td>Tentative Curriculum</td>
<td>Addis Abeba</td>
</tr>
<tr>
<td>YDLC (1971)</td>
<td>Director's Report on Yemissrach Dimits</td>
<td>Addis Abeba</td>
</tr>
<tr>
<td></td>
<td>Literacy Campaign Schools. No 1-8</td>
<td></td>
</tr>
<tr>
<td>YDLC (1972)</td>
<td>Director's Report on Yemissrach Digits</td>
<td>Addis Abeba</td>
</tr>
<tr>
<td></td>
<td>Literacy Campaign Schools. No 1</td>
<td></td>
</tr>
<tr>
<td>YDLC (1972)</td>
<td>Minutes from Consultation</td>
<td>Addis Abeba</td>
</tr>
<tr>
<td>YDLC (1972)</td>
<td>Special Report to IMF</td>
<td>Addis Abeba</td>
</tr>
</tbody>
</table>
Appendix 1

QUESTIONNAIRE

Form A

Please answer the following questions. Use the free space below each question. If necessary write on the back of the sheets. Thank you for your co-operation.

1. Describe the circumstances which lead to the initiation of the campaign.
2. State the basic objectives of the campaign.
3. Which are the financial sources of the campaign?
4. What contacts has YDLC established with other educational development programmes?
5. Which are the target groups?
6. State the different categories of personnel.
7. How is the training of the personnel carried out?
8. How are students recruited?
9. What kinds of buildings are generally serving as schools?
10. Do students pay tuition fees, pay for their own books or other materials?
11. Methodology.
   In imparting literacy skills what is the recommended or widely employed methodological approach?
12. Which are the responsible bodies in the current organization?
13. Teaching aids.
   a) Who are the producers of textbooks?
   b) Describe briefly prevailing types of subject matter contained in the textbooks.
   c) Identify equipment and teaching aids which you think are available in most schools. Use the attached inventory (Appendix 1).
   a) Who are the producers of mass media programmes used in the campaign?
   b) Describe briefly prevailing types of subject matter contained in the programme.
   c) Specify the general length of programmes.
   d) Specify any supporting materials for the programmes.
   e) Give your opinion of the quality of reception.
   f) Do you utilise "radio-vision", e.g. filmstrips plus radio programmes or/and tapes?
g) Describe different types of listening points.

h) To what extent are monitors or animators engaged at the receiving end?
i) What channels ... available for feedback from receiving to transmitting levels?

15. Impact.

Put an X for the alternative which you regard as the most appropriate for each of the following questions.
a) What is the rate of success for the campaign so far in imparting skills in reading:

....... Great success
....... Moderate success
....... No success at all

b) What is the rate of success for the campaign so far in imparting skills in writing:

....... Great success
....... Moderate success
....... No success at all

c) What is the rate of success for the campaign so far in imparting skills in arithmetic:

....... Great success
....... Moderate success
....... No success at all

16. Indicate any observed effects of the campaign in the following fields:
a) Health
b) Nutrition
c) Sanitation
d) Other, vis. ........

17. Specify expected effects, if any, that have not occurred.

18. Specify non-expected effects, if any, that have occurred.

19. How have the various effects been assessed?

20. Drop-outs.

a) What are in your opinion the most common causes for dropping out?
b) What remedies would you suggest?
   a) What are in your opinion the most common causes for absenteeism?
   b) What remedies would you suggest?

22. Relapse.
   a) What are in your opinion the most common causes for relapse into illiteracy?
   b) What remedies would you suggest?
   c) Describe methods used in gathering data on relapse.

23. Are there any efforts to revive lost literacy? If the answer is yes, describe the methods used.

24. List any follow-up activities employed by the campaign, e.g., mini rural newspapers, libraries etc.

25. Functional aspects. Have functional aspects of literacy work been considered in any of the following fields? If the answer is yes specify how this has been carried out.
   a) Agriculture
   b) Crafts
   c) Health, sanitation, nutrition
   d) Other, viz.

26. Migration. Specify activities, if any, undertaken to cater for the needs of people who move
   a) to urban areas
   b) within rural areas
   c) other, viz.

27. Motivation.
   a) What steps are taken in order to achieve better motivation among the students?
   b) What differences in motivation between various groups have been noticed during the campaign?
   c) Specify observed non-motivational factors.

28. Non-formal instruction. Sometimes people are given instruction in reading and/or writing outside the school situation. Put an X for the alternative which you regard as the most appropriate for the following situations.
   a) Parents instructing children: .............. Very often
                       .............. Occasionally
                       .............. Never

   b) Children instructing parents: .............. Very often
                       .............. Occasionally
                       .............. Never

   c) Children instructing other children: .......
                       .............. Very often
                       .............. Occasionally
                       .............. Never

   d) Other informal instruction, viz. ...........
                       .............. Very often
                       .............. Occasionally
**SCHOOL INVENTORY**

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
<th>Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Instruments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please specify ...........................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circle of concentration ..................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>System of weights .........................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other regulations ..........................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Register</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special supporting materials for manual workstations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please specify ...........................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicate any materials which have not</td>
<td></td>
<td></td>
</tr>
<tr>
<td>been previously listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please specify ...........................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the school possess any of the following facilities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Running water</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Playground</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>School garden</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Other; please specify ...................................</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Please state the number of each item.**

- Desk
- Table
- Chair
- Teacher's desk
- Cabinets for materials
- Bookshelves
- Locker
- Blackboard
- Markers for blackboard
- Projectors
- Filmstrip reader
- Cassette recorder
- Transistor
- Overhead projector
- Acoustic earth
- Paint
- Bulletin board
- Chart
  - Please specify ......................................

**Exercise books**

- Spelling-books
- Primers
- Readers
- Circumstantial
- Arithmetic books
- Other, viz. ...........................................

- Windows, large size
- Windows, small size
- Sconce
- Stage
- Cases of safety
- Bibla
- Atrium books
- Fragment books

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
<th>Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Instruments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please specify ...........................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circle of concentration ..................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>System of weights .........................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other regulations ..........................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Register</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special supporting materials for manual workstations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please specify ...........................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicate any materials which have not</td>
<td></td>
<td></td>
</tr>
<tr>
<td>been previously listed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please specify ...........................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the school possess any of the following facilities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Running water</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Playground</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>School garden</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Other; please specify ...................................</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Please state the number of each item.**

- Desk
- Table
- Chair
- Teacher's desk
- Cabinets for materials
- Bookshelves
- Locker
- Blackboard
- Markers for blackboard
- Projectors
- Filmstrip reader
- Cassette recorder
- Transistor
- Overhead projector
- Acoustic earth
- Paint
- Bulletin board
- Chart
  - Please specify ......................................

**Exercise books**

- Spelling-books
- Primers
- Readers
- Circumstantial
- Arithmetic books
- Other, viz. ...........................................

- Windows, large size
- Windows, small size
- Sconce
- Stage
- Cases of safety
- Bibla
- Atrium books
- Fragment books
<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Village</th>
<th>Total judges</th>
<th>Age 6-10</th>
<th>Age 12-15</th>
<th>Total judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total judges</td>
<td>65</td>
<td>55</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Village</th>
<th>Total judges</th>
<th>Age 6-10</th>
<th>Age 12-15</th>
<th>Total judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total judges</td>
<td>65</td>
<td>55</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Village</th>
<th>Total judges</th>
<th>Age 6-10</th>
<th>Age 12-15</th>
<th>Total judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total judges</td>
<td>65</td>
<td>55</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Village</th>
<th>Total judges</th>
<th>Age 6-10</th>
<th>Age 12-15</th>
<th>Total judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total judges</td>
<td>65</td>
<td>55</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Village</th>
<th>Total judges</th>
<th>Age 6-10</th>
<th>Age 12-15</th>
<th>Total judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total judges</td>
<td>65</td>
<td>55</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Village</th>
<th>Total judges</th>
<th>Age 6-10</th>
<th>Age 12-15</th>
<th>Total judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total judges</td>
<td>65</td>
<td>55</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Village</th>
<th>Total judges</th>
<th>Age 6-10</th>
<th>Age 12-15</th>
<th>Total judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total judges</td>
<td>65</td>
<td>55</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Village</th>
<th>Total judges</th>
<th>Age 6-10</th>
<th>Age 12-15</th>
<th>Total judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total judges</td>
<td>65</td>
<td>55</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Village</th>
<th>Total judges</th>
<th>Age 6-10</th>
<th>Age 12-15</th>
<th>Total judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total judges</td>
<td>65</td>
<td>55</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Village</th>
<th>Total judges</th>
<th>Age 6-10</th>
<th>Age 12-15</th>
<th>Total judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total judges</td>
<td>65</td>
<td>55</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Village</th>
<th>Total judges</th>
<th>Age 6-10</th>
<th>Age 12-15</th>
<th>Total judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total judges</td>
<td>65</td>
<td>55</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Village</th>
<th>Total judges</th>
<th>Age 6-10</th>
<th>Age 12-15</th>
<th>Total judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total judges</td>
<td>65</td>
<td>55</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Village</th>
<th>Total judges</th>
<th>Age 6-10</th>
<th>Age 12-15</th>
<th>Total judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total judges</td>
<td>65</td>
<td>55</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Village</th>
<th>Total judges</th>
<th>Age 6-10</th>
<th>Age 12-15</th>
<th>Total judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total judges</td>
<td>65</td>
<td>55</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Village</th>
<th>Total judges</th>
<th>Age 6-10</th>
<th>Age 12-15</th>
<th>Total judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total judges</td>
<td>65</td>
<td>55</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Village</th>
<th>Total judges</th>
<th>Age 6-10</th>
<th>Age 12-15</th>
<th>Total judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total judges</td>
<td>65</td>
<td>55</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Village</th>
<th>Total judges</th>
<th>Age 6-10</th>
<th>Age 12-15</th>
<th>Total judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total judges</td>
<td>65</td>
<td>55</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Village</th>
<th>Total judges</th>
<th>Age 6-10</th>
<th>Age 12-15</th>
<th>Total judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total judges</td>
<td>65</td>
<td>55</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Village</th>
<th>Total judges</th>
<th>Age 6-10</th>
<th>Age 12-15</th>
<th>Total judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total judges</td>
<td>65</td>
<td>55</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group</th>
<th>Sex</th>
<th>Village</th>
<th>Total judges</th>
<th>Age 6-10</th>
<th>Age 12-15</th>
<th>Total judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total judges</td>
<td>65</td>
<td>55</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>