ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL DEVELOPMENT STUDIES

PRACTICES AND CHALLENGES OF INTEGRATED FUNCTIONAL ADULT LITERACY PROGRAMME: THE CASE OF KOLFE KERANYO SUB CITY

BY

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A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF Addis Ababa UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN CURRICULUM AND TEACHERS PROFESSIONAL DEVELOPMENT STUDIES

JUNE 2014

ADDIS ABABA

Addis Ababa University
School of Graduate Studies
College of Education

Department of Curriculum and Teachers' Professional Development Studies

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June, 2014

Addis Ababa

ACKNOLEDGMENTS

First and for most, I would like to thank Almighty God for helping me throughout my studies in the Master's Program.

Then, I would like to express my deepest gratitude to my advisor Ato Bisrat Ashebo for his genuine support and constructive comments throughout this research.

I'm also thankful to the selected training centers coordinator and facilitators for their help in distributing and collecting the data as well as individuals who assist the adult learners during the carrying out of the questionnaire and group discussion.

Finally, I would be honored to take this opportunity to extend my thanks to those people who have direct and indirect contributions to what I am today. My father Ato Geremew Haile and my Mother Tewabech H/ Gebereale for their help, understanding, tolerance and moral support, my brother Ato Eshtu Geremew and my sister Tirngo Geremew for their moral and financial support during my study.

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Acronyms

AE: Adult Education.

ABE**:** Alternative Basic Education.

ESDP**:** Education Sector Development Program**.**

EFA**:** Education for All

ETP: Education and Training Policy

FAL**:** Functional Adult Literacy

FALP**:** Functional Adult Literacy Program

FGD: Focus Group Discussion

IFAL: Integrated Functional Adult Literacy.

IFALP**:** Integrated Functional Adult Literacy Program

MoE**:** Ministry of Education.

MDGs: Millennium Development Goals

NAES: National Adult Education Strategy.

NFE: Non- Formal Education

NGO: Non- Government Organization.

UNESCO: United Nations   Educational,   Scientific   and   Cultural Organization.

WEO: Woreda Education Office

A b s t r a c t

The purpose of this study was to investigate the practice and challenge of integrated functional adult literacy program implementation in woreda one and five in kolfe keranyo sub city. To this end, a descriptive survey method was employed. Data were gathered from 2 Kolfe keranyo sub city focal person , 4 woredas cluster supervisors, 3 woredas education experts, 2 IFAL center Coordinators ,2 IFAL center Directors , 12 IFAL facilitators, 175 IFAL learners of woreda one and woreda five in kolfe keranyo sub city. Two woredas were selected by using purposive sampling technique and two IFAL centers were selected by using simple random sampling. The instruments used to collected data were: 1) questionnaire 2) interview, 3) focus group discussion 4) document analysis and 5) Observation check list. Two separate set of questionnaires were prepared to be completed by IFAL facilitators and IFAL learners. The interview was employed to the supervisors, School directors, Woreda education experts and Kolfe keranyo focal persons. The findings from data analysis showed that some of the IFAL program was affected by: Shortage of allocated budget to implement and develop the program successfully, lack of practical stakeholder's participations and involvement in the IFAL program, low attention given to the program in providing supervision and support, assignment of untrained facilitators, unavailability of learning materials and poor understanding about IFAL program. Therefore , to alleviate these problems, allocation of necessary budget and mobilization of resources by using different mechanisms such as fund raising from communities and different non-government bodies, encouraging IFAL Stakeholders participation building their capacity, Training of Facilitators, improving the amount of their payments and solving their housing problems, developing relevant IFAL curriculum, constructing IFAL centers equipping with the necessary educational materials and facilities, developing learners attitudes and interest towards the program were suggested.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

The importance of adult education for development of any nation is unquestionable. It is because, in addition to resource and finance, for a country to be transformed, it requires human capital which could play vital role in the development process. Besides, education is believed to bring associated development political, social, economic and cultural progress of individuals who passed through it (Pierr, 2007).

Education in Ethiopia has a long history of education which goes back to the introduction of Christianity in the 4th century (Tekeste, 1990). In effect, secular (western) education is only the phenomenon of early 20th century which began with the opening of Minilk II School, in October 1908 in Addis Ababa (Dessu, 2005).

According to Yalew (2007)Due to the internal progressive educational needs and external pressure with regards to human rights to education and recognizing its fundamental roles in personal and societal development processes the Ethiopian government made efforts to expand adult and non-formal education in the country. However, the historical development of modern adult education has been divided in to three major periods: The imperial period (1941-1974), the Dergue period (1974-1991) and the current status (Post- dergue period).

During imperial period, adult education was the responsibilities of both Government and NGOs. Adult education programs were flexible and government control over its activities was limited. *Berhanehzare new* (literally Your light is today) institute was started in 1948 with the objectives of enhancing adult education with the help of independent reading and study, evening class and discussion for the general public and in-service education for teachers. In Ethiopia the government proclamation on adult literacy education was issued in 1955, and the Ministry of education was made responsible to coordinate the program. In the public notice of the proclamation , every illiterate citizen of the country whose age are between 18-50 were requested

to learn in the nearest government or private schools that could teach them basic education (Richard and Bernard,1974). With this symbolic decree, the foundation of adult education was laid in Ethiopia, and therefore literacy Campaigns continued to be the focus of the imperial government.

After the failure of the imperial rule in 1974, the military government continued its efforts to eradicate illiteracy in the country. The most famous of these initiatives was the National Literacy Campaign which was the most extensive program ever. It drew a lot of resources and were implemented nation-wide for ten years from 1979 to 1989. From this campaign, three major achievements are frequently quoted as success stories. The campaign reached over 22 million people in ten years, and the literacy rate at national level was calculated at 83.2% in 1889. More importantly, the campaign raised the expectations of millions of people and opened up a door for formal learning as thousands attended their education in the formal school (kebede 2005).

Moreover, the development of literacy and post- literacy texts in 15 languages was another outstanding achievement. Thirteen of the languages did not have written symbols prior to the Campaign. Hence, for those and other achievements, the Campaign managed to win several international awards, including literacy prizes from UNESCO. With downfall of the military regime in 1991, the new government introduces new Education and Training policy (MoE, 1994).

The current policy claimed to address problems of access, quality, equity and relevance of education through restructuring the education system and changing the curriculum - mainly of primary, secondary and higher education. In 1994 adult education was not mentioned as a concern. To implement the new policy, the government launched a 20 years education sector development program (ESDP) within the framework of the policy in four phases. The sector development program started its first phase in 1997. One of the objectives of the program was to combat illiteracy in the country.

Accordingly, functional literacy and livelihood skills training to adults (adult education) has been one of the Strategies to the sector development program (MoE 2006). The target group is adults who need basic education and training, and the content ranges from literacy and numeracy to

environment education. The functional adult literacy program aims to empower adult members of the society to actively take part in the national development and poverty reduction strategies. As stated in the sector development plan (ESDP III), the government aims at reaching about 5.2 million adults through functional adult literacy programs; 143, 500 adults through skills training programs in five years (2005/06- 2010/11) (MoE 2006,). Towards meeting this goal, a general strategic guideline was needed and the country has introduced its first national adult education strategy in 2006. Following the national strategy, the MoE has developed a functional adult literacy guideline and a three year national action plan to expand in Ethiopia with the active involvement of stake holders. (MoE, 2008). Apart from the efforts of the government a number of non-government organization and communities based organizations are engaged in expanding IFAL programs. And the plan gives much emphasis to IFAL program. At, present, IFAL program are going on almost all region of the country.

In line with this, the researcher's intention was to study the practice and challenges of IFAL program: the case of Kolfe Keranyo Sub city.

1.1. Statement of the Problem

Starting from basic education and at all levels, one of the aims of education is to strengthen the individuals and societies problem solving capacity, ability and culture. Education enables human beings to identify harmful traditions and replace them by useful ones. It helps human beings to improve changes, as well as develop and conserve his environment for the purpose of an all rounded development by diffusing science and technology (ETP, 1994).

In many parts of the world including Ethiopia, education is primarily recognized as a basic human right irrespective of their color, religions background and economic status. With respect to this citizen's right to education and the realization of economic and social benefits that emanate from it, a massive movement has been carried out. However, many people still lack access to formal education in Ethiopia. Therefore, adult education program with the special focus on functional literacy is intended to give opportunity for those adults who lack access (Mulugeta Menker 2002, 20).

Previously, in Ethiopia adult education program was basically focused on literacy, numeracy and other relevant skills to enable learners to develop problem solving abilities and change their lives. In this program, there are two components where one focuses on literacy program for youth and adults and the other on basic skills training in community skills training centers (MoE, 2005). However, under ESDP III Adult education program is partly planned to emphasize integrated functional adult literacy which includes the acquisition and use of reading and writing to learn practical knowledge and skills useful for other aspects of life, such as agriculture, health, civic education, cultural education, environmental protection and other dominant livelihoods.

IFAL in National adult education strategy (NAES) is also planned to emphasize on an integration of literacy and life skills to enable learners take informed decisions in their daily life challenges and various problems. Furthermore, it is planned to empower people to participate actively in ones affairs and benefits to generate income, fight against poverty and promote lifelong learning.

In the understanding of the aim of education and the realization of economic and social benefits of the society, a massive movement has been carried out in Ethiopia (ETP, 1994). However, many adults' in the country still have no access to formal education and are living in the umbrella of illiteracy. Hence, to reduce the illiteracy rate, socially, culturally, and economically relevant literacy practice and livelihoods that leads to empowerment to question actual life situations and problem solving capacity has officially been designed and recognized in NAES since 2008.

As found out during the survey at the initial stage of designing this study there have been certain problems related to the implementation of the integrated functional adult literacy program at the sub city. For example, in 2005 E.T.C, out of 2065 learners initially registered to the non-formal education, 702 about 34% dropped out.

Investigating the practice and challenges would help to forward valuable suggestion and recommendations on the sustainability of the program.

As a result, in this study the researcher was tried to explore the practices and challenges of the IFAL program: the case of Kolfe Keranyo Sub city.

Thus, this study tried to answer the following question:-

1. To What extent integrated Functional Adult Literacy program is implemented?
   A. Do the Facilitators have satisfactory training to teach the learners effectively?
   B. What is the magnitude of IFAL Stakeholders participations?
   C. Are there adequate budget and teaching- learning materials to implement the program?

   D. What does IFAL program implementation look like (in terms of planning, organizing, monitoring and Evaluation)?

2. What are the challenges in the process of integrated Functional adult literacy program implementation?
3. What shall be done to overcome these challenges?

1.2. Objectives of the Study

The main objective of the study was to investigate the practice and challenges of the integrated Functional adult literacy program in two woredas of Kolfe Keranyo Sub city.

The specific objectives of this study were:-

- To investigate whether the facilitators adequately trained in the implementation of IFAL program.
- To explore the extent of the participation of Stakeholders in the implementation of IFAL program.
- To assess the allocation of adequate budget and availability of basic teaching - learning materials for integrated Functional adult literacy centers.
- To identify the current practice of IFAL program implementation (In terms of planning, organizing, monitoring and evaluation).
- To point out the challenges that hinders the implementation of integrated Functional adult literacy program.
- To propose possible solutions for the successful implementation of the program.
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1.4. Significance of the Study

The researcher believes that this study was providing information about the circumstance of IFAL program in Woreda one and Woreda five. Hence, it enables integrated Functional adult literacy planers at educational Beauro of Kolfe Keranyo Sub city and Woreda level and other IFAL Stakeholders to make due attention about the progress and better IFAL program implementation. Furthermore, it may also give clue to IFAL Curriculum designers at Sub city, Woredas and other levels to pay attention and look carefully the ways they investigate and develop the program. It can also provide woredas cluster school supervisors with relevant information to be considered while undertaking supervisory activities. Finally the study can initiate other researchers to undertake related researches in the area of integrated Functional Adult Literacy program.

1.5. Delimitation

In Kolfe Keranyo sub-city there are 15 Woredas 37 training centers. And there are two non-formal education programs, which are Alternative Basic Education and integrated functional adult literacy programs. But this research is delimited to integrated functional adult literacy program in addition to this the study concentrated on the practice and challenges of the integrated Functional adult literacy program in two Woredas of Kolfe Keranyo Sub city and in order to make the study manageable, its scope was geographically delimited to only two Woredas of Kolfe Keranyo Sub city.

In the study data collection is delimited to learners and facilitators, woreda supervisors, woreda education experts and school directors. Had the study covered the Ministry of education Bureau and extensively looked in to the educational process of the Sub-city, the data would have been richer and the analysis would be deeper.

1.6. Limitation

This study was not totally free of limitations. There were some problems that limited the findings of the study to talk in absolute terms. Some of these problems were:

o Shortage of reference materials on integrated functional adult literacy program both in worldwide experiences and in Ethiopian contexts. However, attempts were made to overcome these limitations by using unpublished but relevant materials presented by DVV international east Africa regions.

o The absence of appropriately compiled data at WEO and mismatch statistical reports because of their poor documentation. To solve these problems, the researcher exerted all possible efforts to cross check different statical reports at different levels including IFAL centers reports.

1.7. Operational Definition of Terms

➢ **Adult**:-the term adult is also difficult to define because it varies from one society to another According to (UNESCO,1997)An Adult is human being or living organism that is of relatively mature age, typically associated with sexual maturity and the attainment of reproductive age.

➢ **Adult education:-** is defined as "the entire body of ongoing learning process, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society" (UNESCO ,1997) .

➢ **Literacy: -** refers to the ability to read and write with comprehension, as well as to make simple arithmetical calculations (numeracy).

➢ **Functional adult literacy: -** is the newly introduced programme of adult learning system including the practical life experience or real life style of the learner. (NAES, 2008).

➢ **Functional adult literacy facilitators**: - Trainers who facilitate the learning program of adult learners.

➢ **Integrated functional adult literacy:-**one of the ways of literacy programs through which adult's education is directly linked with their lives to solve the daily life problems (DVV, 2005).

➢ **Facilitators: -** a person assigned to facilitate the teaching learning process at the integrated Functional adult literacy center.

- ➢ **Expert: -** one who has acquired special skill in or knowledge of particular subject through professional training or practical experience.
- ➢ **Woreda**: -According to Ethiopian Government Administration System: Woreda means Administrative division lower than zone, which is next to region.
- ➢ **Stake-holders**: - any concerned body to the proper implementation of programme of integrated functional adult literacy.

1.8. Organization of the Study

This research study has five chapters. The first chapter deals with introduction, where by the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation and limitation and definition of terms of the study were included. Chapter two presents the review of related literature whereas chapter three deals with research design and methodology. Chapter four presents data analysis and interpretation followed by chapter five which deals with the summary of the major findings, conclusions, drawn and recommendations of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

In this chapter an attempt is made to have detailed review of literature on the history, concepts, programs, principles, strategies and challenges pertaining to the implementation of integrated functional adult literacy (IFAL) program.

2.1. Concepts of Literacy and Functional Adult Literacy Program

2.1.1. Literacy

In the history of adult literacy education there are competing ideas of what literacy is and what should be done about it. On this regard, (Juliet et.al 2007:43-87) described the idea of literacy as skills, as a task, as social practices and as critical reflection. The idea of "Literacy as skills underpins much traditional schooling purpose which is to read and write which often is called "Competency approaches" where the focus is on skills such as phonics (sound-letter association) and knowledge like spelling and grammar rules.

According to the above authors꞉ point of view , literacy as a task is another kind which also requires the written words and is considered essential for life and work (often called functional literacy) and it takes an important step toward focusing on application , not just possession , of skills.

The third view of "Literacy as practices" up holds literacy as "abroad range of continually evolving competencies and practices and it involves values, attitudes, and social relationships not just skills and activities. According to Juliet and others, different literacy practices are associated with different domains of life-home and family, school, the workplace, communities and shaped by "social" rules that regulate the use and distribution of texts prescribing who may produce and have access to them.

The last and more complex approach to literacy is the radical approach. This approach engages people in actively constructing his/her idea as a tool for change. It incorporates experiential learning, critical analysis, and problem solving in the program. That means, encouraging learners

to look beyond "reading the word" to" reading the world", which in turn, it supports learners to become actors in developing their own communities and societies (Juliet. Etal, 2007:43-87).

Interestingly, UNESCO (2008) noted that literacy is not just the simple reading of words or a set of associated symbols and sounds, but an act of critical understanding of the situation in the world. It is not an end in itself, but a means of extending individual efforts towards education, involving overall inter-disciplinary responses to her/his problems. Literacy also leads to education which results to empowerment with acquisition of the essential knowledge and skills capable of making individuals engage in activities they require for effective functioning in self, group and community improvement.

Hence, literacy helps to meet many of the practical needs of daily life and improving the standard of living by obtaining valuable printed information relating to health, sanitation, production, selection and preparation of food, childcare and home management, it increases economic status through engaging in vocations, which require knowledge of reading and writing.

2.1.2. Historical Development of Literacy/FAL

Until the mid-1960s the right to literacy was primarily understood as asset of technical skills as reading, writing and calculating. Promoting literacy was fundamentally a matter of enabling individuals these skills. This conception led to mass literacy campaigns aimed at the eradication of illiteracy with a few years (sandhas, 2008).

The year 1960s and 1970s brought attention to the ways in which literacy is linked with socio-economic development and the concept of functional literacy was born. Programs for functional literacy designed to promote reading and writing as well as arithmetical skills necessary for increased productivity where the subject of many national and international campaigns. During this period, functional literacy marked a turning point in the modern history of education. In addition, it allied education and especially literacy with social and economic development and expanded the understanding of literacy beyond the imparting of basic technical skills.

In 1964, UNESCO launched the experimental world literacy program to make literacy an effective tool in development .Functional literacy was derived from the post-independence theory of the third world countries which stressed economic production more than fundamental

education strategy. In many other respects like fundamental education, Functional literacy was expected to attract and sustain the interest of the learner because of the utility of the functional content in the program. It was assumed that the utility of the skills imparted would immediately be converted in to goods and services that would improve the lives of the learners.

In 1992s, poulo freire, Brazilian education and psychologist developed a method for teaching literacy in terms of cultural actions immediately relevant to the learners. In poulo Freires ideology, the illiterates are seen as an oppressed people. The functional literacy therefore, is to enable the illiterates to realize their condition and to take action in liberating themselves from their oppressors. During this period, due to the influences of Paulo friere, literacy was seen as a strategy for liberation. His aim was to enable the adults not only to read the word but also to read the world (Mulunsa, 1988). He used a method of "Conscientization" translated as consciousness raising and critical consciousness development through a process of reflection and action. Freire was teaching the poor and illiterate Brazilians to read at a time when literacy was a requirement for suffrage and dictators ruled many South African countries. In the 1980s, and 1990s, UNESCO and the international community addressed the literacy issues for all age groups in both industrialized and developing countries.

During this period, amore analytical perspectives came to distinguish literacy as a technical skill to literacy as a set of practices defined by social relations and cultural process. This view explores the range of uses of literacy in the entire spectrum of daily life from the exercise of civil and political rights through matters of work, commerce and child care to self-instruction, spiritual, enlightenment and even recreation.

According to sandhaas (2007), the world declaration of education for all (EFA) introduced the concept of basic learning needs featuring literacy in a continuum encompassing formal and non-formal education for children , youth and adults in 1990. This concept encompasses the four pillars of education namely learning how to acquire knowledge, learning how to act, learning to live together and learning for life.

In 2000, the Dakar, Senegal, framework of action and the United Nations assembly Resolution on the united nation literacy decade portrayed the evolving notation of literacy as a key element of lifelong learning in its lived context.

2.1.3. The Concept of Functional Literacy

Understanding the concept of functional literacy is important because it provides the basis for understanding the IFAL program and the materials used in it. Functional literacy emphasizes economic development, modernization, and individual employability through literacy skill development. It defines literacy as a "set of skills that enables an individual to function better in the socio-economic arena" of their communities (Holme, 2004, p. 21). Becoming literate according to functional literacy means acquiring the basic level of literacy required to perform particular tasks that contribute to the economic development of one's community.(Hutton, 1992, p. 33).

AS Newsletter, printed by IIZ. DVV, 2000, No, 7:46 indicated that, as a reaction to the conventional literacy comes in to being. Functional means something which is relevant, meaningful and practical utility. FAL is a process of correlation development purposes with educational programmes and inputs. It is not merely a literacy programme. It is functional education aiming at: knowledge, understanding, agricultural knowhow, farming skills, changes in attitudes and motivation for problem solutions. It is a means of developing the total personality of the illiterates. It is a method of training and educating illiterate adults for development purposes, and literacy skills come only as a part of developing their general skills by increasing their communication skills.

Davidson (1990) has defined functional literacy as a built in mechanism which uses the participating techniques in dealing with identifiable groups. Such groups would need the skills of reading, writing and reckoning to enable them to perform effectively in their general life. By this definition functionally literate should be able to read write and understand simple statements relating to his/ her daily activities, work environment and community.

In the same vein; UNESCO (1978) has defined a functionality literate person as one who is able to engage in all those activities in which literacy is required for effective functioning of his/ her

group and community. He or she should also continue to use reading, writing and arithmetical calculations for his own advancement and for the development of his community.

According to Gray, a functionally literate person is one who "has acquired the knowledge and skills in reading and writing which enable him to engage in all those activities in which literacy is normally assumed in his culture or group" (Gray,1956, p. 24). Teaching literacy is to be accompanied by learning technical knowledge like in agriculture, health, and income generating activities to facilitate the process of achieving a "fuller participation of adults in economic and civic life" (Hutton, 1992, p. 33).

Ferrier (1992) has noted that functional literacy should create the awareness of the living conditions of learners and therefore should lead to solving common problems facing learners. In this context functional literacy aims to promote the empowerment of the individual or groups for social, civic and economic roles. Functional literacy is, therefore, based on the learner's problems, interests and aspirations with the hope of finding solutions to them. Functional literacy integrates literacy with livelihood improvement programs which aim at promotion of people's political, social and economic empowerment which enables them to play a pivotal role to combat poverty.

2.2. Rational for Integrated Functional Adult Literacy

Integrated Functional adult literacy is a process leading to mastery of 3Rs; encouraging voluntary participation of adults; introducing new work practices/culture for improved health as well as economic and social life; deepening attitudinal change; enriching knowledge and skills; and developing human and material values to overcome poverty.(MoE, 2011).Teaching literacy is to be accompanied by learning technical knowledge like in agriculture, health, and income generating activities to facilitate the process of achieving a "fuller participation of adults in economic and civic life" (Hutton, 1992, p. 33).

It try to find to link writing, reading and numeracy skills to livelihoods and skills training in areas such as agriculture, health, civic, cultural education, etc. Such an approach requires delivery by various governmental and non-governmental service providers in multiple settings and also ensures that literacy skills development is meaningful to the learners. Many examples establishing such linkages already exist in Ethiopia, for example the basic skills/vocational

training programs for youth and adults that are based on market demand in specific localities and that are linked to integrated IFAL activities and to income generating and business opportunities. (MoE, 2011).

Integrated functional adult literacy (IFAL) programme that is not only intimately related to daily life, health, income generation, productivity, etc, but also improves these and other aspects of life.

IFAL is an approach, process, and activity whereby adults begin discussing their individual or community needs, problems, and difficulties; read words, numbers, phrases and/or sentences reflecting these; and finally begin to write, read, and calculate around them. Theoretically and at its best expression and operation this process is bidirectional; the participants learn from the facilitators who in turn learn from the participants; or everybody learns from everybody else. Collective and mutual learning is used for the solution of common problems; private knowledge, skill, experiences are pooled and coordinated towards the resolution of common problems. This approach to adult literacy focuses on helping adults to use in practical terms reading and writing and computational skills to advance their life, customs, traditions, experiences, strengths, environs, productivity, etc.(MoE,2011).

2.3. Aims, Goals and Objectives of Integrated Functional Adult Literacy Program
2.3.1. Aim of Integrated Functional Adult Literacy Program

The Integrated functional adult literacy program is planned to introduce all elements and problem solving approach with special emphasis on bottlenecks to increase the productivity and solve common problems of the community (Dvv, 2007).

2.3.2. Goals and Objectives of Integrated Functional Adult Literacy Program

The major goals of integrated functional adult literacy are:-

- To help socio- economic and socio-cultural development.
- To prepare the individuals and communities to participate in development activities and in the life of the local environment.

- To promote knowledge and attitude change which may enable illiterates to perform efficiently all those functions which are necessarily for them.

The specific goals of the Integrated functional adult literacy program include teaching illiterate men and women basic literacy and numeric as related to agriculture, health, environment e.t.c. to solve their basic economic, social and cultural problems, to prepare them for more efficient participation in the development of their family, village and country (melesse,1997).

The objectives of Integrated Functional adult literacy are initiating and promoting socially, economically and culturally relevant literacy practices and livelihood skills, which can serve the fight against poverty. This objective is to be achieved through a need based, dynamic, integrated and sustainable learning environment. Integrated Functional adult literacy to empowerment in so far as literacy serves to question actual life situations and problems as it serves to look for informed decisions and actions towards fighting the root causes of poverty (Adult edu no 22.by DVV).

In line with this writer, adults particularly those people in poor life situations hardly learn for the sake of learning but mainly seek basic survival skills which would them to fight the vicious circle of poverty.

Specific objectives of integrated functional adult literacy are to enable beneficiaries, make informed decisions in their daily life, to ensure active participation of individual or groups in personal and community development, to generate and diversify income sources for better livelihoods and to promote lifelong learning (Dvv, 2005).

Okech(2004: pp 4-5) also stated that the ugandas government gives the following objectives for integrated functional adult literacy program. These are:-

- To encourage the acquisition of knowledge, skills and attitudes in reading and writing and numeracy based on the needs and problems of the learners and their community.
- To create awareness among learners concerning the causes and possible solutions of their problems.

- To enable learners to actively participate in their personal development and that of their communities and to improve the quality of life.
- To provide integrated ,functional, non-formal basic educational to learners through a problem solving approach
- To promote the appreciation and enjoyment of the benefits and opportunities acquired through the mastery of reading, writing and numeracy.

2.4. Principles of Integrated Functional Adult Literacy

Despite the fact that different meanings of what IFAL means exist, it is generally agreed that IFAL is characterized by a number of principles (MoE, 2007) such as focuses on integrating social, economic, and pedagogical values ,unlike the education of children, focuses on learning contents that are immediate and responsive to current concerns, needs, and interests of adults, enables learners to actively be involved in the choice of learning contents and methods because adult participant's interests/needs are the foundation for the learning engagement, blends content and life situations and is responsive to immediate needs and problems, unlike in the education of children which revolves around different subject areas, blends reading, writing, and numeracy/computational skills into key life-improving contents driven by participants' interests/needs and desire for immediate application , content and approach help to introduce and progress towards new practices in improved life ,pursues a process whereby the 3Rs which emerged from the contents reinforce the process of learning , pays attention to processes that encourage and enable adult learners to engage in learning according to their interests and pace and makes training/learning opportunities and options available to all .

2.5. Opportunity and Challenge of Integrated Functional Adult Literacy program Implementation

2.5.1. Opportunity of FAL program in Ethiopia

There are different opportunities for FAL program implementations in Ethiopia. The mid-term evaluation of USAID program by MOE; inclusion non formal education statistics in the education statistics that support provided to TEACH program by MOE; inclusion of non-formal

education statistics in the education statistics annual abstract, provision of strategic guide line with the help of capacity building are among the known. There are also an opportunity of demand for FAL programs and capacity building the CMC availability to provide the leadership, NGOs willingness to participate in providing education in remote areas.

The commitment made by the Ethiopian government to meet MDGs availability of dedicated and hard-working facilitators and supervisors and commitment of local officials at Woreda level to the TEACH approach, willingness and acceptance of TEACH by the community, the provision of data entry forms provided to the programs that can serve as a nucleus to selection of teacher training colleges to strengthen the non-formal education program by initiating separate department ,Government's efforts in to mobilizing the resources and developing the partnerships necessary for a sustained adult literacy campaign. The focus shifted towards Integrated functional adult literacy (IFAL) to ensure the active participation of the newly literate population social and economic development (ESDP, IV), Availability of extension workers (both health and Agricultural) in the rural areas of the country, cost sharing approach by community to expand ABECs creating job opportunity to higher local facilitators and supervisors are the opportunities made by the government of Ethiopia. To make the functional adult literacy program meaningful various training manuals were prepared in four language (Amhara, Tigrigna, Oromigna and Somali) and collaboration between government community and NGOs to implement the program (MoE, 2008).

2.5.2. Challenges of Functional Adult Literacy in Ethiopia

There are a number of challenges in implementing functional adult literacy program in Ethiopia. For instance lack to motivation of adult to attend literacy, poverty of parents in deprived communities and drought prone areas and life style of communities in pastoral area absence of clear policy and guidelines for FAL program in adequate supervisory service shortage of budget for supervision, shortage of logistic and finance for monitoring at PACT at level, in accessibilities to vehicle and difficulty to transport education materials and supervision are among the known (MOE, 2010:46)

According to DVV.2005:77the major challenges of IFAL program are**:-**Lack of allocated budget to integrated functional adult literacy program implementation, Weak institutional arrangement to support integrated functional adult literacy implementation, monitoring and evacuation, Inadequate supervisory service, shortage of budget for supervision, shortage of logistic and finance for monitoring the IFAL center, Lack of motivation among stakeholders, learners, facilitators, Lack of awareness of community (e.g. resistance to the program) , Poor communication work and infrastructures and Lack of strong institutional support from (E.g. MoE, OEB, Federal and regional Governments.) Some of them.

2.6. Implementation of Integrated Functional Adult Literacy Program

The National adult education strategy (NAES) put functional adult literacy in the center of adult education in Ethiopia. So far, IFAL projects have been implemented mainly as pilots and in very limited numbers and in some regions only. To implement IFAL at a large scale, qualified personnel are needed to plan, implement, coordinate, supervise, facilitate, monitor and evaluate the program (sandhaas, 2008).

Integrated Functional adult literacy is a participatory approach that provides skills, on reading, writing and counting integrated with practical knowledge and skills. IFAL program for poverty reduction go far beyond organizing basic literacy classes. Since three years, dvv international Regional office east Africa assisted at a national and regional level to introduce innovative approaches to improve and replace traditional literacy programs. It applied the Uganda experience to Ethiopia condition and developed a model of FAL projects for Ethiopia adopted in variations to specific conditions. The objectives are to link literacy education with livelihood skills training and to empower illiterate and semi-literate people to fight poverty (sandhaas, 2008). According to the ESDP 111 , the third national five years educational sector development program, about 5.2 million adults should receive integrated functional adult literacy until 2011(MoE,2005).

However, it is expected that there exist certain factors affecting, positively or negatively, implementation process. In relation to this, Havelock and Huberman (1977) discussed the numerous and serious problems encountering implementation and they list the following as

outstanding ones: absence of strong leadership, insufficiencies in equipment, materials, trained personnel and facilities, resistance, previous delays, confusion and too rapid implementation and other challenge. Hence, it is hoped that, this particular research will find out which of the factors are more influential in IFAL implementation in kolfe keranyo sub city in general woreda one and five in particular.

2.7. Factors/conditions for Implementation of IFAL

2.7.1. Facilitator

Facilitator are key person in implementation of IFAL Program an active role of facilitators in IFAL program is essential for successful realization of the program. Without effective facilitator it is impossible to achieve the aim of IFAL. IFAL program depends on the use of local facilitator who came from the same community. In this way IFAL program does not create or encourage dependency on External agents but rather generate a dynamic with in a community however, identifying suitable facilitator is far from easy & training them effectively.

2.7.2. Facilitator Recruitment

The way by which facilitators are recruited may different from place to place. However, MoE, (2000), states, most of the facilitators in all program are para professional including part time and volunteers recruited from the man power which is locally available. In addition to the above documents in recruitment of IFAL facilitators the guidelines are suggested that the facilitator should be local to the community in order to promote an internal and sustainable community process and also the facilitator should be of a similar socio-economic level to the participants to promote understanding and harmony in addition to this the Facilitator should respect participants, and not regard her/himself as a supervisor on grounds of education, castle, class or gender additionally the Facilitators must show commitment to her/his work .

2.7.3. Training of Facilitators

Training of facilitator is particularly important, doing and organizing assessment with whatever group of learner. It is important with regard to the development of literacy materials whatever sort of materials (reading materials, charts maps---) and it is also important with regard to the

development of training materials such as manuals, training different sort of staff for IFAL program.

The average IFAL facilitator might be volunteers.   In the educational sector development plan (ESDP), the government committed itself to link the training of non-formal education facilitators with existing regional teacher education college (TECS).   "Yet there is currently no national framework for the training of IFAL Education and trainers.

2.8. Curriculum Design and Development for IFAL

2.8.1. FAL Curriculum and Its Arrangements.

Curriculum is operationally defined as the sets of need based organized learning experiences. The local problems and the roots causes of the problems (social, economic, political cultural etc) are the basis for the learning theme of the target groups. Learning themes and its organizations sequence and arrangement are subject to the learner's profile. It is just the harmony of what the target group/ learners want to learn (learning/training needs) and what the actual environmental (economic, social and legal/political) allows us to offer in form of courses, topics and lessons so as enable the learner cope up and be part of the changing world.   In terms of component, it includes the two basic pillars literacy element and life skills element "Depending of the profile of the target groups, it may tap a number of reorganizations/ arrangements of the following learning aspects.

1. Reading, writing and numeracy

2. Wide ranges of life skills (non-vocational)

3. Non-formal need based vocational skill trainings.

4. Entrepreneurial skills

2.8.2. Methods of Teaching

Teaching adults is certainly different from teaching children because both have different life experiences and needs. This is even more so when the learning situation involves illiterate adults

in a functional literacy program. Emphasis on the psychological and social aspect of the phenomenon is important in this regard. Thus in the desire to change the behavior of such adult learns, the facilitators must abandon classroom teaching for a more active participation by the learners. In other words the behavior of the learners must be changed through discussion and group activity. In this way, learner will be able to utilize, apply and assess their own psychological and social experiences as learning takes place simultaneously. Hence in the strategy the emphasis should be on Minimum teaching, Active learner-participation, Discussion and Group work.

IFAL is the approach that provides skill in reading, writing and innumeracy. Integrated with practical knowledge and skills. Gearing in active participation so as to motivate the adult learners to continue searching for knowledge and skill that will help them to improve on whatever activities they are engaged in for betterment of their lives and the communities where they live.

2.8.3. Instructional Materials

Instructional materials are the key component that contributes a great deal of the success of learning program. In relation to their importance, (Girma 2004) suggest, Instructional materials are used to increase the acquisition of knowledge, skills and aptitude according to the levels of students Furthermore, the author explains that instructional materials are used to make learning experience more tangible, practical and active (Girma, 2004: 394). From the above concept, it is possible to understand the necessary of instructional materials in learning process. A learning material gives life to education.

In IFAL center, teaching material can be prepared from local material at lowest costs. Regarding this idea, the study of MoE(2002; 49). From the above concept, it is possible to understand the necessary of instructional materials in learning process. A learning material gives life to education.

In IFAL center, teaching material can be prepared from local material at lowest costs. Regarding this idea, the study of MoE (2002:49) explains instructional material as follows:" the availability of instructional material is the lowest cost component of basic education, but it is the one with

greatest impact on learning". Learners can get more meaning and experience if the source from which they extract information, knowledge and skill is diversified.

2.8.4. Continuous Assessment of IFAL Learners

IFAL program is assessed and evaluated in terms of changes on IFAL participant's life in a way of thinking, way of learning, and changes in behaviors moreover, it focuses on the use literacy skills like read signboards, weight and price of commodities and read medical prescriptions. The purposes and assessments of IFAL program are:-Checking, Reviewing, Testing, Grading and Promotion.

2.8.5. Monitoring and Evaluation

Monitoring and evaluation go hand in hand because monitoring lays a foundation by collecting data and information to conduct evaluation. Monitoring and Evaluation used as a tool to keep progress of the program, to approve the quality of education system.

The document of MoE stresses the importance of monitoring for academic performance, in increasing access and internal efficiency in the following manner." There will be continuous monitoring of students' progress toward the lesson they learn, to increase academic performance and get better assistance." Monitoring also includes enrollment attendance, dropout and transfer to formal school (MoE, 2005:44). Moreover, monitoring is not the issue of one body but it is the responsibility of different bodies, who participate directly or indirectly in the management system.

2.9. Management of IFAL Program Implementation

2.9.1. The planning of FALP Implementation

According to its context the term planning has different meanings. As a result, different scholars define it in different ways. For instant pulunket and Affens (1986:8) stated that:-planning as making decision about future actions by choosing among alternatives. As to Lekok and Gebak (2007) , planning involves selecting mission and objectives and it can also viewed as a systematic

process of deciding what needs to be done by eliminating the less important work and focusing on the more importance ones.

From the above information, it is possible to realize that the planning of IFAL Program is a process of preparing a set of decisions for action in the future, directed at achieving the goals up by optional means. In view of that, the planning process in the integrated functional adult literacy program bridges the gap from where we are, to where we want to go. Moreover, planning in IFAL Program includes enhancing people's commitment to the program implementation; it increases the effectiveness of access and equity of the program as well.

Planning of functional adult literacy program implementation is therefore enable the community and other stakeholders to decide in advance in terms of what to do in the program in the future, how to do it, when to do it and who is to do it. In general similar to planning of other activities planning the implementation of IFAL program helps to counter balance the future uncertainty, wise use of resource by minimizing wastage, effective control of program operation and use the better coordination and partnership to improve sustainable and effective work.

2.9.2. Organizing the FALP Implementation

Organizing is the development of jobs and the management of them in to a structure that will assure that duties are accomplished in coordinated way (kinard, 1988:169). Planning is the process of arranging people and physical resources to carry out plans and accomplish objectives (Davis and et al 1989). According to plunket and Affeny (1986) organization is concerned with assembling the resources necessary to achieve the goals and objectives and establishing the activity-authority relationships.

Accordingly, similar to the above particulars, organizing integrated functional adult literacy program implementation is the process of establishing r/ships among available resources. With the intention that their structure enable the achievement of the objectives of the integrated functional adult literacy programs. The purpose of organizing the IFAL program implementation is to give each person or stakeholders separate, distinct task, and to ensure that these tasks are coordinated in such a way that the program accomplishes its goals. Hence, organizing process in IFAL program may result in ensuring cohesiveness and order in the IFAL stakeholders, facilitate

effective communication among them, foster co-ordination and improves efficiency and quality of the program implementation through synergism .synergism occurs when individual or separate units work together to produce a whole greater than the sum of the parts. It can result from division of work, better utilization of human talent optimum use of technological improvement, and above all increased co-ordination kinard (1988).

2.10. Stakeholders Contributions in Achieving Goals of IFAL Program.

2.10.1 .Government Contribution on IFAL program

Adult educations in many developing countries are planned with in the broader context of the general education policy. According to (patel 2000) cited in (Zelleke W. Meskel. 2007:15-27), in India , the central government plays a leading role in policy formulation and planning to direct overall educational development in the country, while individual states are responsible for the expansion and growth of education in their respective areas on the basis of specific directions and guidelines provided by the central government.

In Ethiopia according to (MoE, 2010:43-47), the new FALP policy and strategy formulated by government enable them the education sector plays its role as a tool for development by providing educational support for strategies as well as development packages and programs developed for the productive part of the society by the different organizations, eradicating poverty and ensure sustainable development so as to open up avenues for post- secondary institutions. Furthermore, the policy helps to implement beneficiaries need and development package- based educational program in a continuous and sustainable manner, by integrating adult education programs run by regions with the different development organizations, to contribute to the achievement of the millennium development Goals and education for all goals by reducing illiteracy rate by 50% through launching consistent and comprehensive program to eradicate the adult population which plays a direct role in national development as a tool for the different development strategies of the government , especially , agricultural, health, women and youth development packages.

2.10.2. Contributions Nongovernmental Organizations (NGOs)

There are different NGOs which contribute a lot on the area of FALP offered in FAL centers. Anthony (2006:17), described that, there are so many literacy working groups (LWG) member organizations which contribute a lot in the area of functional literacy to attain MDGs. For instance, Action aid work in 40 countries with an annual budget of about 150 million euros where education is one of the six priorities in its strategic plan "Rights to end poverty"2005-2010. Similarly, Book Aid international promotes literacy in developing countries by creating reading and learning opportunities for disadvantaged people in order to help them to realize their full potential and eradicate poverty. In Uganda, British Association of literacy in Development (BALID) also plays a great role. It is a non-government voluntary organization that promotes literacy and numeracy as a basic human right and a network of member organizations and individuals, engaged in the policy, practice and research of adult literacy and numeracy in development.

2.10.3. Communities and private Sectors Contributions

Communities or private sectors are individual or groups of a stakeholder that maintains a stake in an organization in the way that they possess shares. In most developing countries, IFAL centers nearby communities and private sectors play a great role for instance, in India (UNESCO, 2009:9). Citedin (Tekalign minalu, 2010). Report indicates that, different communities and private sectors involved in the implementation of IFAL program to identify learning materials and resources to meet the ongoing needs of the training groups. They also coordinate activates together with the community learning centers and other organizations.

2.11. The Role of Facilitators and Coordinators in Integrated Functional Adult Literacy

The role of facilitators, according to Hope, etal (1992:49) and Sirivasan (1992:32) is providing a process that enables the group to discuss the content of learning in the most effective and productive way. The facilitator is concerned with providing a process in which the target groups can share their concern, their information and opinion, formulate goals, and make decisions and plan actions with target groups. Hope, etal (1992) further explained that due to lack of

experience and training, many facilitators resort to the traditional teaching method disregarding the fact that IFAL is learners centered and that the contents of training are based on needs of beneficiaries. On the other hand Bhola (1989) pointed out that the literacy facilitators working in a functional literacy program cannot work alone. This is so because in functional literacy, literacy is combined with the learning of economic skills. At the very least, the IFAL facilitator must work with extension workers who are promoting development in the community and are working with learners on various income generating activities to make literacy classes the nerve center for all extension with in the community. Sirivasan (1992:32) indicate that the role of facilitators should include:-

- ➢ Posing problems instead of solving for them
- ➢ Motivating the search for cause and solution.
- ➢ Stressing the capacity of the learners to solve their own problems.
- ➢ Ensuring that all group members are satisfied with process of learning.
- ➢ Animating attention and commitment.
- ➢ Developing the learner's capacity for self-evaluation.
- ➢ Clarifying difficulties or obscurities.
- ➢ Expressing agreement and support.
- ➢ Present information or demonstrating process.

A number of adult education projects in south East Asia have been successful because the learning was based on locally identified problems and solutions. The facilitators were selected locally and well trained. The target group participates in the planning, implementation and evaluation of the programs. The projects were successful in that they attained community participation, initiated many kinds of economic activities at small scale and also they assisted in solving community problems in health care, water supply, hygiene and infrastructure .

Referring the role of Coordinators, Hope and Sally (1992:50) write that the role of coordinator is bringing people to gather action and strengthen each other. In their view, however, the coordinator should have all skills of facilitators. Furthermore, Hope and Sally (1992:48) stated that there is no significant difference between coordinator and facilitator in participatory process.

2.12. The New FAL program policy and Strategy

The expansion of a comprehensive adult education system is essential and central to improvement of the quality of life of every Ethiopian. To this end, the ministry of education published in 2008 the National adult education strategy of which an Integrated FAL has been defined in the master plan for adult education, which the ministry has developed with support from dvv international. In general terms it seeks to link writing, reading and numeracy skills to livelihoods and skills training in areas such as agriculture, health, civic, cultural education, etc. such an approach requires delivery by various governmental and non-governmental service providers in multiple settings and also ensures that literacy skills development is meaningful to the learners(MoE,2010: ESDP iv). However, more recently, the ministry has placed more emphasis on adult and non-formal education and has undertaken a number of initiatives to better coordinate existing initiatives and assume greater leadership. Most noteworthy are the creation of integrated Adult and Non-formal education unit with the ministry, the signing of a memorandum of understanding between the MoE and five other nine. This agreement ensures the creation of the adult education Board and a technical committee, which should be replicated up to the woreda level. According to MoE(2008) the focus of adult education is to impart livelihood knowledge, skills and attitudinal change among the adult and to facilitate conditions for the provision of the FAL program in an integrated manners. In addition, it enables adult to read and write in order to acquire knowledge and skill in agriculture, health, civic, cultural education e.t.c. The strategy document designed in 2008 contains issues on status and relevance of adult education, strategic directions for accessibility and quality of adult education, as well as management and organization of adult education (MoE, 2008).

2.12.1. Strategic Objectives

The new NAES is aimed at facilitating the launch of a practice-focused adult education program which supports the productive parts of the society (the adults) by mastering knowledge and skill to perform their personal and social roles. Another equality significant objectives of the national adult education strategy is to build democratic and good governance culture through expansion of adult education, to bring about a change on social life of the society through expansion of

adult education as well as ensuring sustainable economic development through quality and relevant adult education (MoE, 2008).

2.12.2 .Expected program Outcomes

For the MoE (2008) the main expected outcomes of the program include democratic and good governance culture improved through expansion of adult education, economic development made more sustainable through quality and relevant adult and non-formal education, with a special focus on functional adult literacy, an efficient institutional system created for adult and non-formal education and finally significant improvement in adult literacy will be attained.

2.12.3. Binding Directions for Implementation of the IFAL

The new national adult education strategy proposed the following guiding principles for implementation of IFAL program all over the country.

Creating Awareness on the significant of adult education

To achieve full commitment for the success of the program by reacting to an understanding between ministries and bureau of regional states and woredas, as well as government and non-government organizations relevant to implement integrated functional literacy programs to bring about a meaningful change among adults in their respective occupations is vital. In addition, conducting massive awareness creation and popularization activities at regional, woreda and kebele levels to create common understanding on the contribution of adult education in accelerating development, creating democratic culture, eradicating poverty as well as on its importance to individual and societal living standard viewed as an integral part of the program implementation scheme. The development of awareness among implementing bodies, partners and the societies the application of different awareness creation and advertisement means/ methods (Mass-media, printings, conferences, workshops, meeting, e.t.c). Efforts would be made to increase the coverage by encouraging the society, development agencies, non-government organization as well as civic societies to implement the program or give financial and material support for adult education (MoE, 2008).

Allocating Budget and human power for Implementation

Proper allocation as well as economic and effective utilization of budget and human power is necessary for implementation of adult education and expansion of its coverage. Therefore this new strategy stresses the needs to increase money allocated for adult education by increasing budget allocated at the federal, regional and woreda levels, and develops and implement strategies to look for additional resources from other sources (MoE, 2008).

Establishing Quality and Relevant Adult education system.

The establishing of quality and relevant education program developed based on social, economic and moral values of the beneficiaries for the achievement of individual, societal and national growth through adult education becomes a central national and international issue. Since quality and relevance of education are directly related to curriculum, IFAL facilitators training, educational materials, educational support, etc, fulfilling these inputs is of crucial importance to the proper implementation of the program (MoE, 2010).

Developing Needs Based curriculum

The ministry of education (2010) states in order to develop practical skills, creativity, far-sightedness and democratic culture among the adult through education, due consideration could be given to social and economic developments while developing the curriculum. The curriculum should help improve working and life style of help improve working and life style of adults by strengthening their knowledge, skill and attitude. In general, to make the adult a development-focused and productive citizen, with capabilities of understanding his/her environment, developing democratic culture with readiness for implementation the curriculum frame work for FAL program focuses on developing program with due consideration of social, economic and pedagogical conditions of the target groups (youth, adults, women and citizens with special needs) and based on beneficiaries needs and problems.

Building the capacity of Facilitators and other experts

One of the indispensable inputs for quality education, according to MoE (2010), is availability of competent adult teachers. As well known, since adults have their status in the society and are

owners of rich experiences, teaching them requires special methodology in order to get well committed, trained and competent functional adult literacy practitioners the new strategy underlines the needs to raise the capacity of program managers, training institutions, facilitators and experts to the required level, establish a system to train facilitators and providing the training in teachers training institutions.

Provision of Adequate educational material

The new National adult education strategy of Ethiopia states any learning and awareness creation process will be more effective when all necessary inputs are fulfilled. Therefore, fulfillment of educational materials and teaching aids play an important role in keeping quality of education. For this critical purpose the new IFAL program underscores the needs to develop learning and supportive reading materials by regions based on the syllabus and taking in to account the life style and needs of adults and their surroundings and prepare learning teaching aids and educational materials. (MoE,2010).

In addition, this strategy outlines the need to prepare additional reading materials for new readers by identifying the conditions to improve their writing and reading skills in order to avoid relapse to illiteracy and develop reading culture as well as providing village reading centers with books, develop reading culture of the users and strengthen democratic culture by using the centers as cultural and conference places/ venues. Finally, identifying and fulfilling the necessary materials to keep adult education running in the community, the utilization of alternative basic education schools and farmers training centers as teaching and reading centers by providing appropriate reading materials to the centers and supporting adult education centers with radios and ICT to facilitate conditions for the society to have access information will be scaled up in FAL program (MoE, 2010)

Strategy Improvement of Adult education Delivery

The new adult education Strategy emphasizes the need of identification and application of education delivery methods and approaches appropriate for different adult education programs, provisions of skill development trainings to enable managers, supervisors and facilitators to manage and facilitate adult learning processes. Competently by using effective approaches is the

principal concern of the strategy. For this end the preparation of training manuals based on adult education delivery methods and framework for standardization of education levels and certifications are described in the new FAL strategy.

Expanding Adult Education Coverage Equitably

The new strategy focuses at the expansion of basic and functional literacy for social groups residing in areas susceptible to problems and with no infrastructural development to enable them participates in development programs competently and with a sense of equality. The need to develop appropriate programs to peasants in the rural areas and to groups with low income in urban areas was stressed. Establishing functional literacy programs for women, especially for those with low or no income, which are appropriate for additional income generation and facilitating learning venues and use delivery methods appropriate to citizens with special needs, show how the strategy emphasizes on the education needs of disadvantages section of the community.

2.13. Education Problems in the Current adult Education in Ethiopia Context

Adult is still engaged with problems accumulated through years. Thus, the ministry of federal education identified the following visible problems in the current adult and non-formal education in Ethiopia context.

Unsatisfactory level of expansion of Adult education
To secure fair distribution of revenue and to ensure equitable and active participation within the social and economic development of a country, it is necessary to make educational services accessible to every individual.

Adult education programs carried out by regions in the past years were deficient as far as their continuity and sustainability is concerned, and limited to few regions and areas in their coverage. Most of them were managed without planning, programming, and lack continuity. Because of the limited effort made to increase the accessibility of educational services to the economically active segment of the society (the adult), the illiteracy rate could not go down to the required level. Non- availability of adequate information on the current situation of adult education is another problem to be mentioned (MoE, 2008).

Problems pertaining to quality

One of the basic inputs for quality education is the availability of well committed and competent facilitators (teachers) in the required number. Since adults have many experiences besides their personal behavior and the status and responsibility given to them in the society, teaching them requires special methodology. However, the recruitment of facilitators for adult education remained inconsistent in the past years, and no system was established for institutionally organized training (MoE, 2008: NAES). Another issue related to quality of education is inadequate preparation of relevant curricula of publication of books as well as scarcity of textbooks and other teaching aids. Though efforts are made observed to prepare teaching-learning materials. Development, publication and dispatch of need-based and relevant educational materials to the users were not done successfully, due to discontinuation of the programs. Adult education was not also supported by educational mass-media (TV, Radio E.T.C) (MoE, 2008).

Unavailability of Appropriate organization to lead Adult education

An educational undertaking will be successful if favorable condition is created for the society to discharge its share of responsibility collectively. Following the decentralized administration system all over the country, woredas are responsible for the implementation of development programs of all sectors, including education. It is believed that the different ministries have been successful in educating and training youth, women and adults based on different extension and development packages they implemented in the past years. However, the available limited resource could not be commonly utilized due to problems like unavailability of coordinating and leading organization with duties and responsibilities to coordinate these efforts and lack of focus and awareness among the existing educational managers/leaders. Since adult education program could not be implemented by one ministry alone and requires coordinated efforts of all development organizations and parents, it is indispensable to establish an organization appropriate for adult education with clear duties and responsibilities (MoE, 2008).

2.14. The Experience of Some Selected Countries in the Implementation of Functional Adult Literacy program

2.14.1. The Experience of Uganda

In 1988 an international committee for the eradication of illiteracy was formed in Uganda. The Committee advised the government to revive adult literacy activities using an integrated FAL approach. According to Nakayenga (2000) this approach integrates literacy with practical skills and knowledge. For example the literacy skills are taught in the process when adult learners are learning about a certain topic where they gain life skills and knowledge. That is the learners learn how to start their business and alongside they learn how to record items in figures and in words. The implementation of IFAL in Uganda started in 1992 as a pilot project in 8 districts namely, Apac, Hoima, kabarole, mpigi, mukono, kamuii and Iganga. Using the lesson learnt from the pilot phase, the functional adult literacy program has been expanded to all 56 districts in a planned, systematic and controlled manner.

The pilot phase started with a needs assessment survey. The results were used to develop a curriculum and other learning and teaching materials. These activities were followed by training of supervisors and facilitators in all the selected pilot areas.

 FAL in Uganda is an approach designed to teach reading, writing and innumeracy skills among adult side by side with other functional knowledge and skills in agriculture health and other livelihood activities. FAL may indeed be powerful tools for empowering poor rural adults particularly if they can apply their new learning and skills. With regard to this ,the study done by FAO (2000) in three training centers of Uganda found that women viewed FAL classes as playing an important role in their empowerment and reducing their ignorance and poverty. When asked they noted a number of benefits. These included reading, writing, in numeracy skills and other useful knowledge and skills acquired. Such commonly acquired learning or skills included: how to control pest crops, how to improve sanitation and hygiene at household level, the care and nutrition of children and modern farming methods.

According to okech (2005) cited in Lind, (2008) in Uganda where the literacy rate are improved during the last 10-15 years to 75% adults literacy and primary education are the responsibilities of different ministries. The ministry has a good staffing infrastructure in the districts, reaching right down to the sub country level in the form of community development assistant.

A part from the government efforts NGOS have speared headed the spread and implementation of FAL to a great extent. They have been deeply involved in teaching literacy to adults and developing literacy materials. Lit Net, with funding from Irish Aid and Dvv international mobilize civil society to actively participate in the bottom up planning to ensure local government allocate resources and main stream adult literacy activities within their development plan. These engagements resulted into increase resource or FAL from government conditional grants under the poverty action fund and non-conditional grants and other development programs such as the plan from modernization of agriculture (Lit Net, 2006). In addition, other agencies and civil society organizations that have supported Adult literacy in Uganda including Adventist development &Relief Agency (ADRA), Action Aid international Uganda (AAIU), literacy and adult Basic education (LABE), Literacy Net for Uganda (LNU) Uganda, Adult literacy learners Association (UALLA), Uganda program of literacy for Transformation (UPLT), community empowerment for Rural Development (CERD), the institution of Higher learning and the others.

According to okech (2004) the current national adult literacy strategic investment plan aimed to reduce illiteracy rapidly from the current 38% to below 10% in 10 years and to expand the Government FAL activities and scale up the literacy work of NGOs by taking a deliberate step to invite religious institutions and together with donors and other partners or stakeholders work collaborate to words universal adult literacy and lifelong learning. Moreover, FAL is a government priority program to implement the poverty eradication action plan as the national planning frame work for a strong emphasis on income generating activities in the curriculum.

FAL in Uganda has been shown to significantly increases the learners access to information, positively, imparting their livelihood and empowering them to participate in development as personal, community and national level .The government of Uganda is firmly committed to adult literacy education Thus, according to UNESCO institute for statistics, Uganda is one of 28 states that could possibly improve their literacy rates by b/n 30 and 40% by 2015 (Okech, 2004).

2.14.2. The Experience of Tanzania

Tanzania, since independence 1961 is recognized the world over for its political commitment to and conviction of the importance of adult education as a major tool in its battle for the development of a socially just society. The importance attached to functional adult literacy for national development was first articulated by president Nyerere when inaugurating the first five years development plan in 1964, the president declared that:

"The purpose of Government expenditure on education in the coming years must be equipping Tanzanians with the skills and knowledge which is needed if the development of the country is to be achieved….first we must educate adults. Our children will not have an impact on our economic development for 5, 10 or even 20 years. The altitudes for the adults have an impact now. The people must understand the plans for the development of this country. Only if they are willing and ready to do so will this plan succeed."(Cited in mutanyata, 2007).

This implies that Nyerere, conceived adult education as the most potent force for national social, economic and political transformation, thus underscoring the principles of mass mobilization and popular participation of all citizens in their own development.

Tanzania becomes one of the world wide eleven countries that implemented the FAL or work oriented adult literacy projects within the UNESCO/UNDP experimental world literacy program in 1968. Other countries included were Algeria, Ecuador, Ethiopia, Guinea, India, Iran mali, Sudan and Syria. Since the 1990s Tanzania was and still using three FAL models namely the LCBAE, the REFLECT model and the COBE model. The chef characteristic features of the FAL models include the teaching of literacy skills with vocational life skills, using primers on selected cash and food crops and also political education for awareness, emancipation and liberation from all constraints of poverty, marginalization e.t.c

The LCBAE intervention is characterized by the use of participatory rural appraisal Techniques, Graphics, Maps, Charts, and Calendar etc to survey and monitor communities own resources, analysis their own problems and take action to solve them. The curriculum evolves from people's analyzed problems, needs and interest and constructs their own learning and teaching materials from local realities. The REFLECT model-empowers communities to become self-

reliant and knowledgeable on how to demand their basic rights. It has the potential, under the current development policy on poverty reduction and economic growth strategy to vigorously revive the adult or FAL programs.

The COBET model: - focuses on out of school children and including both those never accessed formal education, and dropouts of the school system. The curriculum is flexible and permits linkage with formal education system, teaching literacy skills integrated with vocational skills, but also ensuring time for the children to work for their livelihood and a living. In supporting this, sandhaas (2008) pointed out that the duration of learning sessions must respect learner's situations and capabilities. Decision on the timely organization of learning must be taken jointly and flexibly with the learners and the community. Experience of Tanzania has briefly touched on the important of political will and formation of FAL teams of trainers and committees.   The team of FAL trainers were composed from relevant ministries namely education, community development, local essential genuine political well for popular participation and mobilization.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This section of the study deals with research method and design, source of data, samples and sampling technique, data collection instruments, procedures of data collection and methods of data analysis

3.1. Research Method

The purpose of the study was to investigate practices and challenges of integrated functional adult literacy program: the case of kolfe keranyo sub city. Mixed method of research was employed. Mixed methods research is an approach to inquiry that combining or associates both qualitative and quantitative forms. Combing qualitative and quantitative method seems better to reduce the limitation of a single method. Combining qualitative and quantitative method sounds like good ideas using multiple approaches can capitalize on the strengths of each approach and offset their different weakness. it could also provide more comprehensive answers to research question approach(Spratt, Walker &Robinson,2004) in addition, regarding the advantage of mixed method, Creswell(2009) stated that, researchers may first survey and large number of individuals & there follow up with a few participants to obtain their specific language and voices to about the topic. In these situation, collecting both closed-ended quantitative data and open – ended qualitative data proves advantages.

3.2. Data Source

To get valid and reliable information, the uses of appropriate data sources were vital. Therefore, two sources of data (primary and secondary) sources of data were employed for this study. Primary sources were used to get first-hand information concerning the practice and challenge of integrated Functional adult literacy program implementation in the area under study. Accordingly, IFAL program Implementers and participants such as (integrated Functional adult literacy facilitators, school directors, coordinator of IFAL facilitators, Kolfe Keranyo Sub city Adult education focus persons, woreda education supervisors ,woreda education experts and IFAL Learners) and Secondary sources were reviewed from Kolfe Keranyo Sub city education

Bureau annual abstracts, Woreda education office statical data reports, IFAL centers records, related researches, relevant books, Journals and online source. Secondary data were used to compare it with the primary data and to strengthen the data from primary sources.

3.3. Data Collection Instruments

Instruments used for data collection in this study were 1) questionnaire 2) interviews 3) focus group discussion 4) document analysis and 5) observation .Using these instruments both quantitative and qualitative data were collected and the analysis and interpretation was made based on the information collected. The detailed activities performed in administering the instruments of data collection are presented as follows.

3.3.1. Questionnaire

Questionnaire: -questionnaire is widely used in education research to obtain information about certain conditions and practices, and inquire in to opinions and attitudes of individuals or groups (Best, 2004). In this study questionnaires were used to collect information about the challenges and practices of integrated functional adult literacy program implementation from program Coordinators, Facilitators and IFAL Learners. The questionnaires were containing mainly close ended and some open ended items. Depending up on the type of question items, choices and rating scales were used in the questionnaire. Generally 30, 12 and 2 copies of questionnaires were distributed to be filled by IFAL learners, Facilitators and coordinators respectively. All of the questioners were returned and questionnaire for each group of respondents were similar with some difference to gain all the possible information from the respondents, participants and facilitators/trainers.

3.3.2. Interview

Interview: - Semi-structured interview was employed to collect factual and detail information from Kolfe Keranyo Sub city Adult education focal persons, woredas, Supervisors, Woredas education office experts and school Directors. Since the main purpose of interview was to get additional information from Kolfe Keranyo Sub city focal person, Woredas responsible bodies

and school directors, the key content of the questionnaires were included in the interview questions in order to supplement questionnaires responses.

3.3.3. Focus Group Discussions

This method of data collection was arranged with the purpose of supporting the data obtained through questionnaire and interview. As indicated by Mcneill and Chapman (2002), focus group discussion produces a good deal of qualitative and expressed in the word of participants. FGD is an interview in which several respondents are interviewed at one time to generate information (Shindu, 1999). FGD was used to collect qualitative information and it is important because it opens dialogue among participants and stimulates them to openly express their views on the issues raised by the facilitator. The dialogue has its own feature and is controlled by the facilitator (Hennik, 2007). This technique was employed in the study to acquire qualitative data on the various components of IFAL program run by sampled centers. Therefore, this technique was employed to acquire the necessary data from level one and level two IFAL learners' for those people who does not properly read and write the questionnaires.

FGD was conducted in two IFAL centers with 66 participants by dividing them into 6 groups of 11 members of each.

3.3.4. Document Analysis

Document analysis: - Different available document which are related with the subject was used to obtain relevant information of the study. Document was used from Kolfe Keranyo Sub city education Beauro annual abstracts and directives. These documents were used to obtain data on the selection of trainers, enrollment of learners, curriculum implementation, practice and problems of IFAL centers programs and also from Woreda education office statical data reports and IFAL centers records were instigated.

3.3.5. Observation

Observation entails gathering data through vision as its main source; it is a method by which information is required by way of investigators on observation without asking from respondents

(Kothari, 2004). The real instructional activities are manifested in the class room while facilitators facilitate and adult learn. And also center status/ facilities are determined by observing the existing situations and facilities. Therefore, observation was used as data gathering instruments in the case of classroom delivery and center status or facilities in the study. Because, the information obtained under this method relates to what is currently happening without being complicated by the past behavior or future intentions or attitudes (Kothari, 2004). Hence, Observation was used to observe how the teaching and learning processes take place, condition of learning centers, learning facilities, learners' participation in the class as well as to see the overall environment of the integrated Functional adult literacy center. The observation was carried out based on the checklist.

3.4. Populations, Samples and sampling techniques

The populations of this study are integrated Functional Adult literacy Programs Implementers and participants such as:-Kolfe Keranyo Sub city Adult education focus person, IFAL Facilitators, IFAL Coordinators, IFAL learners, Woredas supervisors, Woredas education office experts and Schools directors.

In this study, both probability and non-probability sampling techniques were employed. Accordingly, Kolfe Keranyo Sub city was selected purposively from 10 Sub cities of Addis Ababa City Administration.

In Kolfe Keranyo Sub city there are 15 Woredas then by using purposive sampling methods two woredas (Woreda one and woreda five) were selected purposively because among those woredas ,Woreda one and Woreda five are relatively carry out the implementation of IFAL program by separated alternative Basic education and integrated functional adult Literacy Classes.

Woreda one has two Schools or IFAL centers namely Abune- bassiliose and Biruh Tesfa School (IFAL centers) and Woreda five also have two Schools (IFAL centers) namely Addis Hiwet and Ewket Lefre Schools(IFAL centers) . Furthermore, for the study, one IFAL center was selected from each Woredas .From woreda one Abune-bassiliose school and from woreda five Addis Hiwet school was selected by using simple random sampling Method.

Concerning the selection of IFAL learners, 30 % was included from the two selected IFAL centers or Schools. That is, In Woreda one there are a total of 196 IFAL learners out of which 30% of them included in the sample which are 59 learners and In woreda five there are a total of 124 IFAL learners out of which 30 % of them was included in the sample which are 37 learners by using simple random sampling technique to give equal chance of being selected in the sample.

Additionally all IFAL centers Facilitators, IFAL Centers Coordinators, Woredas Supervisors, Woredas education office Experts, Kolfe Keranyo Sub city adult education Focal Persons and School Directors were selected by available sampling methods.

Table 3.4:- Summary of target population and sample size.

No	Item	population	Sample	Data collection instrument	Sampling Technique
1	IFAL centers of targeted woredas	4 IFAL center	2		Simple random sampling
2	Facilitators of IFAL	12	12	Questionnaires	Available sampling
3	Coordinators of IFAL	2	2	Questionnaires	»
4	School directors	2	2	Interviewees	»
5	Kolfe Keranyo focal persons	2	2	Interviewees	»
6	Woredas education experts	3	3	Interviewees	»
7	Woredas supervisors	4	4	Interviewees	»
8	IFAL Learners	320	96	Questionnaires and FGD	Simple random sampling
	Total population	348	121		

3.5. Procedures of Data Collection

Review of related literature was made in advance to get information on what has been done in relation to the problem. Documentary sources were referred in order to have background information for the researcher. Then basic questions were formulated and data gathering instruments were prepared. Questionnaire was prepared in English and translated into Amharic for the purpose of clarity and to make easily understandable by the respondents. Then, the

researcher collected letter of cooperation from AAU, Department of curriculum and teacher professional Development studies to the study area. Then after, official contact was made with the Kolfe Keranyo sub city adult education office, woreda one and woreda five IFAL centers management office to get permission and support for the research work so that a pilot test was conducted in IFAL centers to check the appropriateness of the item of the instruments.

Based on the information obtained from the pilot test necessary correction was taken by excluding some vague words and phrases and modifying and/ or including others. Concerning Questionnaires, Based on the feedback of the pilot test some vague words and phrases in five questionnaires items were excluded and modification was made. On the remaining, the interview and focus group discussion questions were taken as they were without excluding and modifying the questioner's items. Because there were no vague words and phrases to the respondents as the pilot test results showed.

Then finally, the researcher hired two assistant data collectors. Hence, the two assistant data collectors were oriented on how to administer and collect data through questionnaire, focus group discussion and observation. Then, the respondents were identified and next the questionnaires were distributed in face- to- face to the respondents to be filled and also the result of focus group discussion 6 groups of 11 members each, were gathered.

Finally the filled questionnaire and Response obtained from focus group discussion were collected by the assistant data collectors and the researcher. However, Interviews and observation were carried out by the researcher.

3.6. Pilot study

Pilot study was done for all data collection an instrument was conducted before the real field work undertaken. The purpose of the pilot study was to find out ambiguities, omissions or misunderstandings in the instruments and also to check reliability of the instruments. The pilot study was conducted at on IFAL center, As a result of pilot study some questions were improved and rejected from the questionnaires.

3.7. Methods of Data Organization and Analysis.

To analyze and interpret the collected data an integration of the qualitative and quantitative data analysis was employed. Data analysis refers to the method by which the data collected through one or more of data collecting instruments have been properly edited and then organized in the forms of tables or charts or graphs and analyzed by applying various well defined statical formula based on the computation of various percentage, derivatives, coefficients, etc (Kothari,2004). In this study the response that was obtained from questionnaire, interview, focus group discussion and observation were organized, summarized and analyzed qualitatively and quantitatively. To analyze the quantitative data for example, the data gathered through close-ended questions were first presented in the tables and statistically analyzed using frequency court and percentage on the other hand, the data gathered using interview and open-ended questions were analyzed in narrative description way. This was made because of the belief that the Information collected could be more clearly analyzed.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

This chapter deals with data presentation, analysis and interpretation. The first part presents the characteristics and background of the sample population involved in the study. The second part deals with the analysis and interpretation of data obtained from the respondents on the practice and challenges of integrated functional adult literacy program implementation in woreda one and five integrated functional adult literacy center.

4.1. Background Information of the Respondents

There were 14 pieces of Questionnaires distributed to IFAL facilitators and Coordinators, and also 30 pieces of questioners were distributed to IFAL learners, Besides these, they was focus group discussion for 66 learners by dividing in to 6 groups, each group contains 11 member of learners.

Number of the respondents participated and supply response to the questionnaire, FGD and interview questions are shown in table 1 below.

4.1.1. Background Information of the Respondents of the Questionnaire

The back ground of the questionnaire respondents were from three groups of sample populations, namely, integrated functional adult literacy Facilitators, Coordinators and IFAL learners. Their characteristics frequency and percentage details are presented in the Table 1.

Table 1:- Background Information of respondents of the Questionnaire.

No	Characteristics		IFAL Facilitators		IFAL Coordinators		IFAL Learners	
			No	%	No	%	No	%
1	Sex	Male	8	66.7%	2	100%	42	43.8 %
		Female	4	33.3%			54	56.2 %
2	Age	15-20					44	45.8%
		21-30	8	66.7%			32	33 .3%
		31-40	3	25%	1	50%	16	16.7%
		Above40	1	8.3%	1	50%	4	4.2%
3	Marital status	Single	7	58.3%			74	77%
		Married	5	41.6 %	1	50%	18	18.8%
		Divorced			1	50%	4	4.2%
		Widow						
4	Education level	Un able to read/write					23	24%
		Able to read/write					73	76 %
		Level one					34	35.4%
		Level two					62	64.6
		9-12	3	25%				
		Certificate	2	16.7%				
		Diploma	7	58.3%	1	50%		
		Degree			1	50%		
5	Work experience	1-5	7	58.3%				
		6-10	3	25 %	1	50%		
		11-20	2	16.7%	1	50%		
	Total Population		12	100	2	100	96	

As indicated in table 1 above, the sex, age, marital status, education level and work experiences. Let us see them one by one. Out of the total facilitators 4(33.3%) are female and the rest 8 (66.7%) of them are male. Out of the total sample IFAL learners 42 (43.8%) of them are female and the rest 54(56.2%) of them are male. There are only two male Coordinators in both of the IFAL center. From this; the ratio of the female respondents to the male in the case of facilitators is 4(33%) female to 8(66.7%) male and learners 42(43.8%) female to 54 (56.2%) male. This suggests that there have been more male facilitators and learners than female facilitators and learners at the target areas of woreda one and five in Kolfe Keranyo Sub-city. Thus, lack of adequate number of female facilitators would affect girls' education in the community negatively due to lack of enough female role model.

Out of the total sample learners 44 (45.8 %) of them are under the age group 15- 20 years, 32 (33.3%) of them are under the age group 21-30 and 16(16.7%) of the total sample learners are under age group 31-40 and the rest 4 (4.2%) of the total learners are whose age are above 40. This means the highest number 72 (79.1 %%) of IFAL learners are at the age group of between 15-30 years. It is the most active, energetic, and may be productive age level of humans. This clearly implies that the IFAL program can be very helpful and useful to the social and economic conditions of the majority and the most active learners at the target area provided the IFAL program is successfully accomplished.

Out of the total facilitators 8 (66.7%) of them are under the age group 21-30, 3 (25%) of them are under age group 31-40 and the rest 1 (8.3%) of the total facilitators are whose age are above 40.from this the majority of the facilitators are young so, from this the researcher expected that facilitators facilitate the learners friendly.

When I see the arrangement of the respondents according to their marital status, 7(58.3%) of IFAL total facilitators and 74 (77%) of total sample learners occupied by single, while 5(41.6%) of IFAL facilitators, 1 (50%) of sample Coordinators and 18 (18.8%) of sample learners are accounted by married. 1(50%) of sample IFAL Coordinators and 4 (4.2 %) of sample learners occupied by divorced. From this the majority of the learners (more than 75%) are single; it indicates an appropriate condition for the majority of the learners since it means little family responsibility.

Educational level of facilitators 3 (25%) of facilitator are grade 9-12 complete, 2 (16.7%) of facilitators having certificate while the remaining 7 (58.3%) of facilitators are diploma holders.

From the total sample respondent of IFAL learners 23 (24%) of learners are no able to read and or write single letter, while the rest 73(76%) of them are able to read and write from those learners 34(35.4%) of total sample learners are level one and the rest 62(64.6%) of learners are level two.

As to the proportion of the education level of facilitators to learners, it can be said appropriate; for example, 58.3% of facilitators who have a diploma can be equated to 62% of learners who are level two. 41.7% of the facilitators with a certificate and grade 9-12 complete equated to 24 % learners who are unable to read and write, and so on. In addition, the 2 first degree coordinators can be considered appropriate both in number and qualification.

Finally, the experience of respondents are 7(58.3%) of facilitators have 1-5 years experiences and 3(25%) of facilitators and 1(50) of coordinators have 6-10 years' work experience and the rest 2(16.7%) of facilitators and 1(50%) of Coordinators have 11-20 years' work experiences. This implies the majority of the facilitators are 1-5 years' experience even if they are not full of experience but this experience are supported by well training it is enough for facilitator to teach the learner in better way.

4.1.2. Background Information of the Respondent of Interview

The background of respondents of an interview guides were presented in detail by including their characteristic, frequency and percentage data's as indicated in theTable2.

Table 2:- Background of respondents of Interviewee guide

No	Characteristics of Respondents		IFAL Supervisors		Woreda Education Experts		Kolfe Keranyo sub-city Focal persons		School Directors	
			freq	%	freq	%	freq	%	freq	%
1	Sex	Male	3	75%	2	66.7%	2	100%	1	50%
		Female	1	25%	1	33.3%	-		1	50%
2	age	15- 20								
		21-30			2	66.7%				
		31-40	3	75%	1	33.3%	2	100%	1	50%
		Above 40	1	25%					1	50%
3	Marital status	single	1	25%	2	66.7%				
		married	3	75%	1	33.3%	2	100%	2	100%
		Divorced								
		Widowed								
4	Level of education	10-12								
		Certificate								
		Diploma								
		Degree	4	100%	3	100%	2	100%	2	100 %
5	Years of Experience	1-5			1	33.3%				
		6-10			2	66.7%	2	100%	1	50%
		11-20	3	75%					1	50%
		21-30	1	25%						
Total interviewee			4	100	3	100	2	100	2	100

The above table indicates the information and data of interview question respondents which include their sex, age, marital status, their educational level and work experiences.

From the total sample supervisors 3 (75%) of them are accounted male the rest 1(25%) are accounted female and from total sampled Woredas education experts 2 (66.7%) of them are accounted male and the rest 1 (33.3%) are accounted female, and from schools directors one male school director from woreda five IFAL center and one female director From woreda one IFAL center and two male Kolfe Keranyo Sub city Adult Focal person.

Regarding the age category, 2(66.7 %) of woreda experts respondents accounted 21-30 years. And 3 (75%) of IFAL Supervisors, 1 (33.3 %) of woreda experts, 2 (100%) of Kolfe Keranyo Adult focal person and 1 (50%) of school directors are accounted under age category 31-40 years.

The respondent above 40 years are 1(25%) of IFAL Supervisors and 1(50%) of school directors. there is no group whose age category under 15- 20 years.

The marital status of the respondents, from 1(25%) of IFAL supervisors, 2 (66.7%) of woredas experts and 2 (100%) of Kolfe Keranyo focal persons are accounted single and From 3 (75%) of IFAL Supervisors, 1(33.3%) of woreda experts and 2(100%) of school directors are categorized under married group. There is no divorce and widow case for each of the sample group. All of the respondents are degree holders.

From this the data shows only one female supervisor and one woreda expert and also no female were assigned for Kolfe Keranyo focus person from this one can understand there was no better gender consideration in assigning educational experts, cluster supervisors. This might be due to the unavailability of females who satisfy the required criteria or lack of interest to be assigned in this position. This may affect the great role and role model that females can play in the society to change the communities.

The data related to the qualification and service years of the supervisors, woredas experts, Kolfe Keranyo focal person, and school directors indicate that all the 11 (100%) of them are first degree holders, and The majority of the them are 6 and above years of service experience .This implies that the woredas are equipped with sufficiently qualified and experienced human resource.

4.2. IFAL Curriculum /Program Implementation

The implementation of any program in general and IFAL program in particular is supposed to succeed if it is implemented by well-trained and experienced implementers. By its nature IFAL curriculum requires adequate budget, trained and experienced facilitators and cluster supervisors. Well-trained facilitators and cluster supervisors, among the implementers, are vital to achieve the intended objectives of the program.

In the absence of well- trained facilitators, it is unthinkable to undertake the day –to-day teaching-learning process in IFAL centers in an effective and efficient manner. If effective IFAL curriculum implementation is required, these facilitators must be given the necessary pre-service training and refresher trainings so as to update and upgrade their knowledge and skills. The same is true to cluster supervisors who are responsible to provide professional support for the facilitators and IFAL center managements.

Cluster supervisors also play key roles in coordinating communities and the concerned education offices in overcoming the challenges that might be faced in IFAL program implementation. On top of this, the implementation process may be influenced by other factors like availability of curriculum materials (texts, guides, e.t.c) teaching materials, provision of other basic facilities and financial support. What's more, change agents clarity of their roles, communities' participation and the presence/absence of efficient communication channels, e.t.c., can have either positive or negative consequences on the implementation of the curriculum. On the whole, IFAL program implementation requires a coordinated effort of stakeholders including Non-government organization, youths and woman's association, Community and Community leaders, Agricultural sectors, health sectors, learners/ beneficiary, supervisors, facilitators and the like. In view of the above discussion, the data collected on the practice and challenges of IFAL program: the case of Kolfe Keranyo Sub city is presented below under different sections and followed by the discussion of the result.

4.3. The Selection and Training of IFAL Facilitators

4.3.1. Facilitators selections and Salary

Facilitators are teachers who teach at IFAL centers. The facilitators should be those who understand and recognize the nature of the program and the learners.

So, the criteria by which these individuals were selected and recruited, their training or education level and their satisfaction in serving as facilitator are important elements that may directly or indirectly affect the implementation of the program.

The following table summarizes data collected in relation to the selection criteria, salary of facilitators and their satisfaction.

Table 3:- Coordinators and Facilitators Responses about Selection Criteria, Salary and Their Satisfaction

NO	Item	Options	Freq.	%
1	The criteria of Facilitators selection criteria are? (More than one answer is possible)	A. Qualification and motivation	4	28.5%
		B. Acceptance in the community	8	57%
		C. Creating job opportunity	7	50%
		D. Knowing the culture of the community	9	64.2%
		Total	28	199.8
			14	100
2	Facilitators salaries per month	A. 100-200 birr		
		B. 201-300 birr		
		C.301-400 birr		
		E. Above 400 birr	14	100
		Total	14	
3	How do you rate your satisfaction level with their salary and other incentive?	A. Very much satisfied		
		B. satisfied	3	21%
		C. Dissatisfied	8	58%
		D. Very much dissatisfied	3	21%
		E. undecided	-	
		Total	14	

As can be seen from Table3,4(28.5%) of respondent responded that based on qualification and motivation, 8 (57%) of respondent indicated getting acceptance from community, 7 (50%) responded to create job opportunity and the rest 9(64.2%) of respondents proved Knowing the culture of the community was the criteria for selection of facilitators. During an interview session, one of the woreda supervisors, Yosef, replied:

> The procedure of selection involves posting notice that outlines the
> required criteria by woredas Human resources Administrative office. The
> main issue we consider is that the employees should be at least grade ten

complete and that he/she should know the culture of community, in case we have male and female applicants with equal qualifications, we tend more to recruit the female one with the aim to have female role model at the IFAL centers (Yosef, March 12, 2014).

With regard to facilitators salaries per month, all respondents agreed that their salary is more than 400 birr and the level of satisfaction with their salary and other incentives the majority 8 (58%) of the respondents responded that they were dissatisfied and 3 (21%) of the facilitators responded very much dissatisfied while the rest 3 (21 %) of facilitators are satisfied with their salary.

As can be understand from the data regarding the selection criteria, there is inconsistency both among the reports of the facilitators and coordinators and woredas supervisors response the main issue considered the employees should be at least grade ten complete that is qualification but in facilitators and coordinators among the four responses, the least percentage 28.5% who reported "Qualification and motivation". This implies some lack of clarity in the selection criteria, which means the data can't be dependable, and may have affected implementation. Related to the satisfaction level of salary and other incentives, it is possible to see that the majority of the facilitators 58% are dissatisfied, 21% are Very much dissatisfied. This suggests that facilitator's dissatisfaction is one of the factors that might affect implementation of IFAL program at the woredas.

4.3.2. Training of Facilitators

The success of IFAL program depends largely on the ability of facilitator, Interpersonal skills of facilitator are essential for Understanding needs and interests of the learner. Therefore, capacity building and training of facilitator become crucial in implementing IFAL program to compensate for IFAL facilitators knowledge and lack of experience in teaching adults. With regard to facilitator training the responses of facilitators is presented below.

Table4:-Response Concerning Training of Facilitators

No	Item	options	freq.	%
1	Are you trained?	A .Yes	8	66.7 %
		B. No	4	33.3 %
		Total	12	100
2	Duration of training	A. 3 days	5	41.6%
		B. 5 days	3	25 %
		C. 5-10 days		
		Total	8	66.6
3	Types of training	A. Pre service training	1	8.3%
		B. On job training	7	58.3%
		C. Work shop		
		Total	8	66.6

As indicated in Table5, 8 (66.7 %) of facilitator had training whereas 4(33.3%) of facilitators were untrained. In addition to this when we see the facilitator, educational back ground 3(25 %) of the facilitators have not been certified as a teacher. Regarding duration of the training 5(41.6 %) of facilitators responded that for three days while the other 3 (25%) 0f facilitators responded that for five days. However 3 and 5 days training only do not guarantee facilitator to run the IFAL program.   1 (8.3%) of the Facilitators who attended the pre-service training, 7 (58.3%) of facilitators attended on job training and 4 (33.3%) of facilitator could not take any type of training. During an interview session, one of the woreda supervisors, Eyob, replied:

> ----*No adequate budget is allocated to IFAL program hence, to train, recruit or assign trained and competent facilitators to run up the program were not easy job. Moreover, giving continuous refreshment training to enhance their capacity was impossible. Even it was difficult to give induction or orientation which lasts 1-3 days without finance. Therefore the only choice is formal school teachers, who had been trained in teaching formal school children. (Eyob, March12,   2014).*

But in Kolfe Keranyo sub city Adult focus person said that in Both Woredas all of the facilitators were trained for 3 days.

From the above information, one can conclude that, though, the training of facilitators and coordinators is something that has to be given adequate attention before the IFAL program is launched. Besides, during supervision, need to check whether or not all of the facilitators have got training. The focus person in Sub city said all of the facilitators are trained but the facilitators and the supervisors showed that they have some untrained facilitators.

This implies some kind of organized relationship difficulty between the concerned officials such as woredas supervisors and the sub-city official (focus person). Thus, this might have its own impact on the implementation of the program.

4.4. Stakeholders participation in IFAL implementation.

Basically, Successful implementation of IFAL program requires adequate participation and integration of every stakeholder. The participation and integration of stakeholders ensures the implementation of IFAL Program, to be more effective, efficient and sustainable. In this regard, respondents were asked to rate the degree of stakeholders participation in the program implementation.

Table 5:- Stakeholders' participation in the implementation of IFAL program

NO	The degree of stakeholder participation in IFAL program?	Facilitators and Coordinators						total	%
		High	%	Medium	%	Low	%		
1	Non-government organization					14	100	14	100
2	Youths and woman's association			4	28.6	10	71.4	14	100
4	Community and Community leaders	2	14.3	5	35.7	7	50	14	100
5	Agricultural sectors(Experts, Extension workers e.t.c			3	21.4	11	78.6	14	100
6	Health sectors(Experts, Extension workers e.t.c			3	21.4	11	78.6	14	100
7	Education sectors (Experts, Supervisors, principals, e.t.c.)	10	71.4	4	28.6			14	100

As indicated in table 5, Factors related to the degree of stake holder participation such as the participation of non- government organization all of the respondents rated low and the level of participation of youth and women association 10(71.4 %) of the respondents reported low and 4 (28.6 %) of respondents reported medium As to the participation of Community and community leaders 2(14.3%), 5(35.7%) and 7(50 %) of the respondents rated high, medium and low respectively. About the participation of health and agriculture sector 11(78.6 %) and 3(21.4%) of the respondents reported low and medium. And regarding the involvement of Education sectors (Experts, Supervisors, principals, e.t.c.) 8 (57.2%) of the respondents rated high and 6 (42.8%) of the respondents medium.

From the interview questions made with woreda supervisors, school directors and woreda educational experts described that, the slowly emerging community participation which seems encouraging for the future, lacked coordination and integration of stakeholders due to weak technical support made by responsible bodies and lack of continuity in IFAL program. Moreover, the effort made to integrate different adult learning programs provided by different development sectors in the area has its own problems.

According to the respondents, the only stakeholder that highly participated was education sector with the majority of respondents rated high. This implies the responsibility to implement IFAL program was mostly left to this sector. Both groups agree on the poor participation of IFAL stakeholders in the implementing the programs, except education sector.

4.5. Resource capacities to implement IFAL program

In the context of this study resource capacity refers to the availability of skilled and trained facilitators and experts, allocation of adequate budget to the program and convenience of materials in implementing IFAL program at woreda under study.

4.5 .1 Availability of adequate finance/budget to implement IFAL program

The other factors for resource capacity were the extent of availability of adequate finance/budget. under this factor, a number of items like allocation of adequate budget, timely availability of the allocated budget, Efforts made to fulfill learning center with adequate teaching-learning facilities and

the material availability in the IFAL center and frequency of using it by the user were administered to the respondents at woredas education office, facilitators and coordinators, accordingly, as indicated in the table below.

Table 6: Issue Related to finical and material resource availability

No	Factors	Respondents					
		High		Medium		Low	
		freq	%	freq	%	Freq	%
01	Budget allocated to implement IFAL Program is					14	100
02	Timely availability of the allocated budget?			5	35.7	9	64.3
03	Efforts made to fulfill learning center with adequate teaching-learning facilities			4	29	10	71

As indicated in table 6, Allocated adequate finance/ budget to run IFAL program was all of the respondents rated low. And timely availability of the allocated budget 5 (35.7%) of respondents rated medium the rest 9 (64.3%) of respondents rated low and the efforts made to fulfill learning center with adequate teaching-learning facilities 10(71%) of respondents rated low and 4(29%) of respondents rated medium.

According to the new national adult education strategy, proposed guiding principles for implementation of IFAL program: -Proper allocation as well as economic and effective utilization of budget and human power is necessary for implementation of adult education and expansion of its coverage. And also fulfillment of educational materials and teaching aids play important role in keeping quality of education. From the above data one can see that lack of allocated budget and material resources were among threats to IFAL program implementation and hence, the program was strictly affected.

Table 7:-   Material availability in the IFAL center and frequency of using it

7A. the material availability

Items	yes		No		Respondents
	freq	*%*	freq	*%*	
A. Text books	24	80	6	20	IFAL learners
B. Writing guides	9	30	21	70	
C. Reading guides	12	40	18	60	
D. Different teaching aid	10	33.3	20	66.7	
E. Modules	4	33.4	8	66.6	IFAL Facilitators
F. IFAL Guideline	5	41.7	7	58.3	
G. Facilitator guides	9	75	3	25	
H. Lesson plan	12	100	0	0	
I. Teaching aids	4	33.4	8	66.6	

7B. Teaching Materials used frequently in the IFAL class

Items	Always		Sometimes		Never		Respondent
	freq	*%*	freq	*%*	freq	*%*	
A. Text books	12	100%					Facilitators
B. Reading guides			4	33.3	8	66.7	
C. Writing guides			3	25 *%*	9	75	

The table above tells us about the material availability and frequency of using these materials. The detail was discussed below. The text book availability was supported by 24(80%) of IFAL learners and Rejected by 6(20 %) of IFAL learners. The text book is always used in the IFAL center. The writing guides are available at the IFAL center this idea was supported by 9 (30 %) of IFAL learners and rejected by 21(70 %) of the IFAL learners. The reading guide is available at IFAL center   supported by 12 (40%) of IFAL earners and rejected by 18 (60%) of IFAL learners.

 Regarding its usability writing guide 9 (75 %) of facilitators responded Never while 3 (25 %) of facilitator suggested some times. The functionality of reading guides 8 (66.7 %) of facilitators responded there is no reading guide and 4 (33.3 %) of facilitators suggested sometimes. Beside this Facilitator lesson plan, facilitator guide, learner Text book the majority of respondents responded they are functional but others teaching materials more than half of respondents said not functional As that of the IFAL curriculum frame work says:-

> *Material that must be sufficiently available at each learning center*
> *include such as written training materials that serve the facilitators,*
> *community etc. Black board, dusters and chalk, text book, facilitators*
> *guide/ manuals, support books/references, registers, exercise books,*
> *pencils, pen, rulers meters. Materials and/or equipment listed for*
> *practicing the IFAL as in the curriculum. (MoE, 2011:14).*

The researcher interpreted these data as follows: - there were different materials (reading Guides, Writing guides, Different teaching aid like video supported education) which are important to IFAL Program implementation. But there are scarcities in number to fully depend on it. Thus, the facilities in the IFAL center need an attention to achieve the intended development goal. Not only are those but also there is shortage of reading printed materials which serve the literate IFAL learners.

4.6 Issue related to IFAL program implementation

Table 8: Issue Related to Integrated Functional Adult Literacy Implementation

No	Item	Respondents	
		No	%
01	Is the facilitators implement IFAL program based on Guideline and IFAL program curriculum framework?		
	yes	10	71
	No	4	28
	Total	14	100
02	What is the level of IFAL program implementation?		
	High		
	Medium/Average	8	57
	low	6	43
03	Government attention to implement IFAL program is		
	High	3	21.4
	Medium	8	57
	Low	3	21.4
	Total	14	100
04	Integration among stakeholders to implement IFAL program		
	High		
	Medium	4	28.6
	Low	10	71.4
	Total	14	100

As indicated in Table 8 , the respondents asked about the Implementation IFAL program going on based on Guideline and IFAL program curriculum framework 10(71%) of respondents responded yes but the rest 4 (28%) of respondent said No .The level of implementation IFAL program 8(57%) and 6 (43%) of respondents accounted medium and low respectively and Government attention to implement IFAL program 3 (21.4%)of respondents rated high, 8(57%) of respondents rated medium and 3 (21.4%) of respondents rated and low. Finally the majority of the respondents responded the integration among the stakeholder to implement IFAL program was low.

The researcher also interviewed one of the woreda education office experts, Teshome, he said:-

> Government attention to the program is high but Integration
>
> among stakeholders to implement IFAL program is very low
>
> not more than sign agreement. (Teshome. March 13, 2014).

During the researcher collect data by Observation check-list the facilitators appropriately prepared and use lesson plan and the teaching learning process take place based on Curriculum frame work.

The implication is that in order to make the level of IFAL implementation high they need to develop IFAL program stakeholder integrations and participation and build their capacity and also they need to provide adequate budget and material resources to the program. In addition to these they need to give necessary training about the implementation of guideline, strategies and IFAL program curriculum framework to facilitator in order to meet the target goal otherwise the program highly affected.

4.7. Contents of the IFAL Class

The IFAL class contents must be derived from the learner's daily life experiences. In integrated functional adult literacy, there is no constant and rigid curricular frame work. This helps to derive the contextualized contents accordingly to fit the learners need. The contents and its detail discussion are presented in the following tables.

Table 9:- Contents of the IFAL class.

Item	IFAL facilitators and coordinators		IFAL learners	
Reading content of the lesson, which one is provided to the learners?	freq	%	freq	%
A. About identity	14	100	30	100
B. About agriculture	14	100	30	100
C. About work	14	100	30	100
D. About health	14	100	30	100
E. About family	14	100	30	100
F. About civic and Ethic education	14	100	30	100
G. .Income generating activity	14	100	30	100
H. About Gender	14	100	30	100
Total	14	100	30	100

From the table9 presented above we can see that the content of the integrated functional adult literacy program included about identity, family, work and health that help the IFAL learners within their daily life.

Besides this, the contents included the activity about agricultural work, environmental protection, family planning and income generating activities that initiate the IFAL learners to participate in practical work. All of the respondents agreed on each of the contents provided to them in the IFAL class. In Focus group discussion response also mentioned all of them.

As Newsletter, printed by IIZ, DVV, 2000, No, 7:46 indicated that,

> *Functional means something which is relevant, meaningful and practical utility IFAL is a process of correlation development purpose with educational program and inputs. It is not merely a literacy program. It is functional education aiming at: knowledge, understanding, agricultural knowhow, Family planning, Income generating activity, farming skills, changes in attitude and motivation for problem solutions. It is a means of developing the total personality of the illiterates. It is a method of training and educating illiterate adults for development purposes, and literacy skills come only as a part of developing their general skills by increasing their communication skills.*

It can be understood the contents presented to the integrated functional adult literacy facilitators and learners may fully support them within their daily life. That indicate the integrated functional adult literacy focused on practical life experience which may change the life style of the learner, thus the contents were selected carefully to meet the need of integrated functional adult literacy learners.

4.8. Issue related to teaching _learning process

Effective teaching learning process is key elements as far as the success of IFAL is concerned. This, in turn, relies by and large on the methods facilitators use in teaching-learning process. The following table summarizes data gathered in relation to teaching-learning process.

Table10:- Facilitators Responses on Teaching -Learning process.

No	Items	Options	Freq	%
1	Which methods of teaching do you usually use during the teaching-learning process?	Group work	7	58.3
		Discussion	10	83.3
		Role plays	2	16.6
		Problem Solving	6	50
		Question and Answering	8	66.6
		brainstorming	5	41.6
		Others	-	-
			38	316.4
			12	100
2	Do you motivate your students to learn by their own and develop self-confidence?	yes	10	83.3
		No	2	16.7
		Total	12	100

The total is greater than 14 due to the fact that some respondents selected two or more responses The above table indicates the methods of teaching used by facilitators. Accordingly, the respondents answer indicated that 8(66.6%) , 10(83.3%) and 7 (58.3%) of the facilitators frequently used the question and answering, group discussion and Group work ; while 6 (50%), 5(33.3%) and 2 (16.6%) of facilitators and coordinator employed frequently problem solving, brainstorming and role plays respectively.

Besides, during the classroom observation the researcher observed that traditional method of teaching dominated classroom teaching.

Regarding the second question which asks whether or not facilitators motivate their students to learn by their own and develop self-confidence , majority of the respondents 10(83.3%) responded "yes" while only 2 (16.7%) of responded "No" During Observation Check list and the focus group discussion response indicated that most of the time the facilitators motivate their learners.

4.9. Teaching Methods used in IFAL Class

The method of teaching applied in the IFAL class is different from the other teaching-learning process. It is the teaching method which determines the effectiveness of the programme. The facilitator must adjust themselves and their teaching methods according to the adult learners. The detail was discussed under the table 11 below.

Table 11: -Teaching methods used in the IFAL class.

No	Item	Options	frqe	%
1	Teaching method applied in IFAL class?	A. Learner centered	6	50 %
		B. Teacher centered	2	16.7%
		C. Both	4	33.3 %
		Total	12	100

Table11; indicated above shows us the methodology that helps the facilitators and IFAL learners within the IFAL class to promote the IFAL programme. The detail discussion on the table is as that of the following. 6 (50%) of facilitators used the learner centered method, while 2 (16.7 %) of facilitators applied the teacher centered and the rest 4 (33.3%) of facilitators they used integration of both learner and teacher centered method of teaching at a time within a single IFAL class.

On the other hand, during interview session one of woreda 5 supervisors, Emebet, said that:-

> *Some of the facilitators are still dominantly using teacher-centered methods like lecture Method and demonstration method. I believe that they need short term training on active learning methods so as to change the culture of using teacher-centered method (Emebet, March13, 2014).*

During the researcher collect data by Observation check -list the dominant mode of interaction during learning-facilitation process was taken place most of the time between learners and facilitators and the participation of learn in teaching and learning process is medium.

The researcher figured out that it as the following: - the teaching method that applied in teaching learning process plays a great role to achieve required goal. The presentation shows some of the facilitators use teacher centered method (it is one direction teaching method). But the learners are adults they have full of experiences so, it is better to use learner centered approach otherwise cannot be effective teaching- learning take place.

4.10. Planning and Organizing IFAL programme

Planning of IFAL Program is a process of preparing a set of decisions for action in the future, directed at achieving the goals up by optional means. In view of that, the Planning process in the integrated functional adult literacy program bridges the gap from where we are, to where we want to go. And organizing IFAL program may result in ensuring cohesiveness and order in the IFAL stakeholders, facilitate effective communication among them, foster co-ordination and improves efficiency and quality of the program implementation through synergism.

Table 12:- Considering issues when we planning and organizing IFAL program

No	Items	Respondents					
1	**Before or / and After planning of IFAL program**	High	%	Medium	%	Low	%
1.1	Need are assessed before planning			6	42.9	8	57.1
1.2	Problems in life of adults will targeted to be solved			5	35.7	9	64.3
1.3	Stakeholders and Communities are encouraged to participate			3	21.4	11	78.6
1.4	The flexibility in time , content, place e.t.c of the program is taken in to account	4	28.6	7	50	3	21.4
1.5	Consider quality indicators such as facilitators training , educational facilities, e.t.c	3	21.4	5	35.7	6	42.9
2	**During Organizing of IFAL program**						
2.1	All political and practicing Stakeholders are involved			2	14.3	12	85.7
2.2	Roles and duties for every Stakeholders are clearly described			6	42.9	8	57.1
2.3	Conducive learning environment are created	3	21.4	6	42.9	5	35.7
2.4	The structure of the program are clearly stated	2	14.2	6	42.9	6	42.9
2.5	Community participation is facilitated	2	14.2	5	35.7	7	50

From tables 12; presented above, we can see that some factors related to the implementation of integrated functional adult literacy. Let us see them one by one. The progress of IFAL centers before or / and after planning of IFAL program related factors such as Need are assessed before planning 8 (57.1%) of the respondents rated high and the rest 6(42.9 %) of them rated low, factors related to Problems in life of adults will targeted to be solved 9 (64.3%) of respondents rated low and the rest 5(35.7%) of them rated medium, Stakeholders and Communities are encouraged to participate 11 (78.6%) of respondent rated low and the rest 3 (21.4%) rated medium, factors related to the flexibility in time , content, place e.t.c of the program is taken in to account 4(28.6%)of respondents rated high ,7(50%)of respondents rated medium and the rest 3(21.4%) of respondents rated low .

Factors related to consider quality indicators such as facilitators training, educational facilities, e.t.c 3 (21.4%) of respondents rated high, 5(35.7%) of respondent rated medium and the rest 6(42.9%) of respondents rated low.

According to researcher before start the integrated functional adult program all mentioned above must be taken in to consideration. But the presentation shows there is low assessment of the teaching-learning environment before/after planning. So, these highly affect the program implementation negatively.

The progress during Organizing of IFAL program factors under these all political and practicing Stakeholders are involved 12 (85.7%) of respondents rated low and 2(14.3 %) of respondents accounted medium. Roles and duties for every Stakeholders are clearly described 6 (42.9%) and 8 (57.1%) of respondents rated high and low, Conducive learning environment are created 3(21.4%), 6(42.9%) and 5(35.7%) of respondents rated high, medium and low respectively. The structure of the program are clearly stated 2(14.2%) of respondents rated high, 6 (42.9%) of respondents rated medium and again 6(42.9%) of respondents rated low. Community participation is facilitated 2(14.2%), 5(35.7%) and 7(50%) of respondents accounted high, medium and low respectively.

According to interview question from cluster supervisors and schools directorsthey said

The organization and management of IFAL center is good, there is enough class, desk, chair and the time, day of teaching learning take place based on learner interest in addition to this   they teach additional subject for instant the subject English based on the learner interest. But the learners they have many life problems it is difficult to solve They need to create awareness to community, and also need the attention of different stakeholders   .

The implication of the result that: -According to interview answer the learning environment is good because they have enough class, desk, chair and the time, day of teaching learning take place based on learner interest . But the issue of before /after planning of IFAL program the level of assessment the needs of learners, problems of adults, awareness creation for community and stakeholders the majority of the respondents reported low and also during organization majority of the respondent said the involvement of stakeholders and descriptions of roles and duties of stakeholders rated low .This suggest that those factors that might affect negatively implementation of IFAL program at the woredas.

4. 11. Issue related to supervision.

In the absence of well- organized cluster supervision, it is unthinkable to undertake the day –to-day teaching-learning process in IFAL centers in an effective and efficient manner. If effective IFAL curriculum implementation is required to provide regular professional support for the facilitators and IFAL center managements. Cluster supervisor also play key roles in coordinating communities and the concerned education offices in overcoming the challenges that might be faced in IFAL program implementation.

Table13:- Issue related to supervision to IFAL center program

Items	options	freq	%
Are they regularity supervisors visiting the IFAL center?	Once a week	3	21.4
	Once a month	9	64.3
	Twice a month	2	14.3
	Once a semester	0	0
	Once a year	0	0
	total	14	100

From the above table 13, (64.3%) of the Respondents responded that the cluster supervisions visit IFAL centers once a month while 3 (21.4%) and 2(14.3%) of respondents responded that the cluster supervisors visited IFAL center once a week and twice a month respectively. However, in response to interview questions one of cluster supervisors of woreda one, Gemechu, indicated that:-

> *The IFAL centers were visited once a week and woreda 5 supervisors indicate two days a week .besides, interview conducted with one of woreda education expert indicate that the center was visited once a week by IFAL center coordinators and once a month by the cluster supervisor. (Gemechu, March, 2014).*

The researcher understood that:-from the majority 64.3 % of facilitators/coordinators responded the Frequency of supervisors visit of IFAL center once a month but woreda supervisors reported during interview session once a week /twice a week and also one of woreda education expert indicate that the center was visited once a week by IFAL center Coordinators and once a month by the cluster supervisors.

So, this implies there is no clear and regular supervision in the IFAL center. But Continuous professional support and supervision is an important component that enhances effective teaching-learning process in the IFAL center. Supervisions are expected to assist facilitators in every aspect (planning, implementation, assessment e.t.c) of IFAL program implementation.

4.12. Attendances of IFAL class learners

Without the consistently and fully participation in the IFAL class the learners do not bring the behavioral change intended in the programme. The regular class attendance of the learners was followed seriously by facilitators and stakeholder offices.

Table 14:- Attendances of IFAL class learners.

No	Item	fre	%
01	Do you attend the integrated Functional adult literacy program regularly?		
	A. NO,I was absent sometimes from the class	11	36.7
	B. yes, I attend regularly	9	30
	C. Indeed I attend most of the time	7	23.3
	D. I was completely dropped out	3	10
	Total	30	100
2	What are the main reasons for IFAL learners not to attend the program regularly and to discontinue participation?		
	A. Distance of literacy center	13	43.3
	B. Inconvenience of the time table and place	12	40
	C. Shortage of educational materials	11	36.6
	D. Lack of interest to participate FAL program	7	23.3
	E. poor understanding on the advantage of to be literate	10	33.3
	F. Migration in search of work (to cities)	20	66.6
	Total	73	243
		30	100

As indicated in Table 14, the attendances of IFAL class learners11 (36.7%) of learners were absent from IFAL class sometimes, 7(23.3%) were attended most of the time on the IFAL class. While 9 (30 %) were attended the class regularly, 3 (10 %) were completely dropout from the IFAL class.

The researcher asked the learners reasons of not attend the program regularly 13(43.3%) of learners responded Distance of literacy center, 12 (40%) of learners rated Inconvenience of the time table and place, 11(36.6%) of learners shortage of educational materials, 7(23.3%)of learners responded lack of interest to participate FAL program, 10(33.3)of learners rated poor understanding on the advantage of to be literate, 20(66.6) of learners Migration in search of work (to cities) .

From the focus group discussion responded that some of reason mentioned the learners not attend the program regularly are most of girls learners are maid/home workers/ the migrate from place to place for search of work, lack of permission from their employers, Child care and Domestic duties, some of them said the text book below our level, Distance of literacy center, most of the time there is no light, Lack of interest to participate IFAL program, due to fear because the learning take place at night e.t.c (March 12, 2014).

From this indicate that IFAL learners have a lot of problem in order to attend the program regularly such as Migration in search of work the majority of the respondents (66.6%) of learners answered and also FGD respondents' also supported. If the problem of the learners cannot be solved through time it affects individual learner's life and also the development of the country.

The suggestions of the result is that: - the Government, stakeholders, community and other concerned bodies they need to give adequate attention to the program by fulfilling the required facility, by creating awareness for community in order to send their maid/ home worker/, their wife to the IFAL center, and also they need to make the time, place, and hour convenient to the learners.

4.13. Interest of learners

Table 15, Interest of Learners

No	Item	fre	%
1	Do you have interest to attend integrated Functional adult literacy program?		
	A. Yes	24	80
	B. No	6	20
	Total	30	100
2	Is the IFAL programme participation, fruit-full to you?		
	A. yes	25	76.6
	B. No	5	23.3
3	Do you think the time (the day, hour and the month) and place has convenience to attend Education?		
	A. yes	19	63.3
	B .No	11	36.7
	Total	30	100
	C. If your response to question number 3 is "No" what is your reason?		
4	Usually IFAL facilitators treat adult literacy program learners with Respect?		
	A. Strongly agree	14	46.7
	B. Agree	10	33.3
	C. Disagree	6	20
	D. Strongly disagree	-	
	Total	30	100

As indicated in Table 15, About interest of learners 25 (76.6%) of the learners reported that the IFAL program is fruit-full for the learners and the rest 5 (23.3 %) of the learners said The IFAL program is not fruit- full for the learners and also the interest of the learner attending IFAL class 24(80%) of learners responded "yes" the rest (20%) responded "No" Some of FGD respondents that:- some of the reason mentioned those who reported without interest are: - the text book is below our level, like Alternative basic education program learners IFAL program learners are not learn basic subjects like English, mathematics, science e.t.c we only learn one book which is related to our life but we need to learn basic subjects, in addition to this they said the learner text

book is below our level and other problem like problem of money to buy exercise book, pen, pencil e.t.c

The researcher asked the learners about teaching learning environment "Do you think the time (the day, hour and the month) and place has convenience to attend Education?" 19(63.3%) of learners responded "yes" while 11 (36.7%) of learners said "No". 14 (46.7%), 10(33.3%) and6 (20%) rated strongly agree, Agree and Disagree respectively about the facilitators give treat and respect for IFAL learners.

From this the researcher inferred that: - most of the learners have interest to participate in IFAL program but some of them have no interest some of the reason mentioned are: - the text book is below our level, like Alternative basic education program learners IFAL program learners are not learn basic subject like English, mathematics, the learner text book is below our level and other problem like problem of money to buy exercise book, pen, pencil e.t.c

So, from this, the content of the program, the curriculum and learner text book and the teaching learning environment should need continuous improvement based on the interest of learner.

4.14 .An Evaluation procedures IFAL program

The monitoring and evaluation process is one of the critical parts which help to cross check the implementation of IFAL program. Beside to this the strong and weak side of IFAL programme may be measured by using monitoring and evaluation. So, the IFAL programme has its own ways of evaluation to its implementation. Let us see the detail in the table 16 as follows

Table16:- An availability of evaluation procedure and methods of evaluation.

No	Item	yes		No	
		freq	%	freq	%
1	Do you have a mechanism to evaluate the impact of IFAL?	14	100%		
2	How to evaluating the progress of learners?				
	Following the daily progress	10	71.4	4	28.6
	Observing the way of learners behave	12	85.7	2	14.3
	Accessing continuously	14	100		
	Giving final examination	12	85.7	2	14.3

As indicated in Table 16, the response regarding the availability of evaluation procedures by all of the respondents rated "yes". The method of evaluating the progress of learners by following the learners daily progress accounted 10(71.4%) of respondents favored yes while 4(28.6%) of respondents denied the method. By observing the way learners behave, the method was accepted by 12 (85.7%) of the respondents, refused by 2(14.3%). All of the respondents agreed that the continuous assessing method. The method of giving final examination was supported by 12 (85.7%) of the respondents while the rest 2 (14.3%) of the respondents were rejected it.

For interview questions, the two IFAL centers school directors said that: - Like just formal school, student's facilitators of IFAL learners usually monitor and evaluate the learners through continuous assessment; then finally they, have been given certificate.

According to MoE:- stresses the importance of monitoring for academic performance, in increasing access and internal efficiency in the following manner.

> *There will be continuous monitoring of students' progress toward the lesson they learn, to increase academic performance and get better assistance. Monitoring also includes enrollment attendance, dropout and transfer to formal school (MoE, 2005:44). Moreover, monitoring is not the issue of one body but it is the responsibility of different bodies, who participate directly or indirectly in the management system.*

This implies that procedures and methods of evaluation are properly employed in the program.

4.15. Problem in implementing IFALP

In IFAL program implementation process different constraints are assumed to meet. In this regard, among many conditions that could stand against the success of IFAL program implementation possible facility, learner, facilitator and coordinator problems are identified and directed for rating by respondents.

Table 17:- Response of IFALP Implementation problems

NO	Facility related problems	Respondent					
		High	%	Medium	%	Low	%
01	Lack of learning materials such as books, manuals e.t.c			14	100		
02	Poor class room facilities			5	35.7	9	64.3
03	Distance of literacy center from home			4	28.6	10	71.4
04	Shortage of equipment such as:-class room, desk, chairs, black boards e.t.c.			3	21.4	11	78.6
	Learner related problems						
01	Lack of interest to participate in IFAL Program			4	28.6	10	71.4
02	Lack of awareness on the IFAL Program	10	71.4	4	28.6		
03	Child care and domestic duties	9	64.3	5	35.7		
04	Need to harvest, farm, or other works	10	71.4	4	28.6		
05	Migration in search of work (to cities)	9	64.3	3	21.4	2	14.3
	Facilitators related problems						
01	Lack of training (skills on helping adults)	8	57.1	6	42.9		
02	Lack of motivation or interest	6	42.9	5	35.7	3	21.4
03	Absence of adequate payment or other incentives	8	57.1	6	42.9		
04	Discipline problem (lack of discipline)			3	21.4	11	78.6
05	Lack of Andragogical Skills	2	14.3	4	28.6	8	57
	Stakeholders related problem			6	42.9	8	57.1
01	Absence of responsible bodies to implement the IFAL Program	10	71.4	4	28.6		
02	Not have co-ordination to work together	9	64.3	5	35.7		
03	Lack of Commitment to implement IFAL Program	11	78.6	3	21.4		

As indicated in table 17, problems related to the implementation IFAL program in the study areas. under the facility related problems such as poor class facilities ;distance between the literacy center and their home, shortage of equipment's such as class room, chair, blackboard e.t.c. The majority of the respondents said the problem is low and problem related to lack of

learning materials such as books, manuals e.t.c the majority of the respondents reported the problem medium.

During observation check list session in both IFAL centers there are adequate class rooms, Tables, Chairs and also Black board but there is shortage of Student books, there does not use any type teaching aids and additional reference material in both centers.

This implies facility related problem such as classroom, chair, desk, blackboard e.t.c. the problem are not that much high under the two IFAL centers except teaching- learning materials such as learners books, Facilitators guide, manuals and teaching aid are not adequately available. But educational materials and teaching aids play an important role in keeping quality of education otherwise the teaching- learning process should be affected.

Under the learner related problems such as Lack of awareness about IFAL Program, Child care and domestic duties, Need to harvest, farm, or other works and Migration in search of work (to cities) the majority of the respondent reported the problem is high except that of Lack of interest to participate in IFAL Program the majority of the respondents said the problem is low.

This implies there is high learner's related problem which is difficult to solve but it is possible to minimize by giving high attention to the program because the majority of those learners are under the age of 15-30 years so, it is productive age and educating those learners is essential for country development.

Under facilitators related problems such as lack of training (skills on helping adults), lack of motivation or interest and absence of adequate payment or other incentives the majority of the respondents reported the problem is high and problem related to facilitators' discipline; and, problem related to Lack of Andragogical skill the majority of the respondents reported the problem is low. This implies there is high facilitators' related problem such as absence of adequate payment and incentives, lack of training and so on. So, these may leads to the facilitators unsatisfied and In the absence of well- trained facilitators, it is unthinkable to undertake the day –to-day teaching-learning process in IFAL centers in an effective and efficient manner. as a result the teaching-learning process highly affected.

Under problems related Stakeholders such as absence of responsible bodies to implement the IFAL Program, problem related to stakeholder's co-ordination to work together and Lack of

Commitment to implement IFAL Program the majority of the respondents rated the problem is high.

So, According to MoE, 2008 Successful implementation of IFAL program requires adequate participation and integration of every stakeholder and the participation and integration of stakeholders ensures the implementation of IFAL Program, to be more effective, efficient and sustainable. But the finding shows there is low integration and involvement of stakeholders Thus, it affect the implementation highly.

4.16. Major challenges and possible solutions in the implementation of IFAL program

Open-ended questions were presented at the last part of each questionnaire prepared for IFAL learners and IFAL facilitators and Coordinators. These questions require respondents to list down some of the major Challenges and problems and suggest possible solutions. Similarly, in the interview with Woreda Education supervisors, School Directors and Kolfe keranyo focal person they were requested to state some of the major challenges and problems of the integrated functional adult literacy program and to provide some solutions for each challenges and problem. The results obtained from the questionnaire and the interviews are presented as follows.

4.16.1. Major Challenges/problems / of the IFAL program are:-

Lack of motivation and willingness of adults/ learners to participate in the program, Absence of initial training:- Many of the facilitators did not take initial training which equips them with the necessary skills and knowhow of teaching ,instructional planning, classroom management e.t.c in addition to these Inadequate budget allocation to the integrated adult literacy program that could enable coordinators and Facilitators to accomplish the desired task in each year and also Absence of adequate teaching-learning materials such as text books, facilitators guides and others supplementary materials. Moreover, Absence of Individuals who run the program with due attention and great consideration, Awareness of Communities about IFAL program is Low. Poor Management and organization from the coordinating committees at all levels, Withdrawal of Integrated functional adult literacy facilitators before finishing the program period and also the distance between the literacy center and the learners home, Lack of integration between stakeholders to support the program and finally High rate of absenteeism of learners From the

program due to migration in search of work, child care and domestic duties, lack of interest to participate in the program are some of them.

4.16.2. Suggested possible solutions to the above listed problems:-

As solution to the above stated major Challenges and problems of the integrated functional adult literacy program IFAL, facilitators and Coordinators, IFAL learners, Woreda Education supervisors, integrated functional adult literacy center School Directors and Kolfe keranyo focal person suggested the following points.

➢ To teach the community continuously about the advantages of to be literate and to explain in detail possible benefits that could be gained in the future and the Government, NGOs and civil societies should work on awareness creation through mass media and printed material hierarchically and consistently.

➢ To accomplish effectively the plan prepared each year and to reduce the illiteracy adult's rate in the woreda and also adequate budget should be allocated for the implementation of the program , to allocate appropriate and reasonable monthly payments to IFAL Facilitators and to motivate those using different mechanisms, this could help to raise their commitment.

➢ To set clear criteria that assists the recruitment and selection of IFAL Facilitators and also to improve IFAL facilitators training, and to equip them with skills of teaching adults and IFAL program coordination.

➢ To improve the guide lines, learner's books and to keep the quality of the books moreover to Work together in all stakeholders to improve integrated functional literacy program and all the stakeholders integrated give serious attention for the program, Establishing Quality and Relevant Adult education system.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. SUMMARY

The study was carried out in Kolfe Keranyo Sub –city taking Woreda one and Woreda five; the subject of the study were 12Facilitators, 2 Coordinators, 4 Woreda supervisors, 2 school directors , 2KolfeKeranyoFocal person and 96 adult learners . The data was collected from the above group through questionnaire, interview, focus group discussion, document analysis and observation from both IFAL centers.

The data collected were organized and analyzed using statically tool such as table, frequency count, percentage together with opinions of interview questions, FGD and observation checklist to supplement the finding. Based on the results of the data, analysis and interpretation were done.

The purpose of this study was to asses or investigates the practice and challenges of integrated functional adult literacy program implementation in Kolfe Keranyo Sub-city Werada one and five and to suggest possible solution for the problem based up on the above specific objectives, this study was expected to find the answer to the following questions.

1. To what extent integrated Functional Adult Literacy program is implemented?
   a. Do the Facilitators have satisfactory training to teach the learners effectively?
   b. What is the magnitude of IFAL Stakeholders participations?
   c. Are there adequate budget and   teaching- learning materials to implement the program?
   d. What does IFAL program implementation look like (in terms of planning, organizing, monitoring and Evaluation)?
2. What are challenges in the process of integrated Functional adult literacy program implementation?
3. What shall be done to overcome these challenges?

The Major findings of the research are summarized as the following:-

1. The finding showed that the selection criteria for facilitators were found to be inconsistent; having Knowing the culture of the community 9 (64.2 %), acceptance among the community 8 (57%), Creating job opportunity7 (50%) and Qualification and motivation 4 (28.5%).

2. The majority 11 (89%) of the respondents reported that the salary paid for facilitator was not satisfactory.

3. The majority of the respondents indicated that the training were inadequate for preparing facilitators with necessary skill and knowledge to implement the program and to handle adults based on their need.

4. The majority of respondents reported that the integration and participation of different stakeholders in IFAP implementing was rated low except education sectors.

5. The availability of adequate finance/ budget to run IFAL program was reported low by all respondents and also different materials (reading Guides, Writing guides, Different teaching aid) which are important to IFAL Program implementation were by the majority of the respondents reported low except student book.

6. The majority 10(71%) of the respondents reported that the Implementation IFAL program going on based on Guideline and IFAL program curriculum framework.

7. The content of IFAL class learning about the learners identity, family work, health, agriculture, about civic and ethic education, about income generating activities, about gender and about environmental protection activities fully 30(100%) claimed appropriate

8. The method of teaching applied in the IFAL class was 6 (50%) of the respondents reported learner centered 2 (16.7 %) of the respondents reported teacher centered (Traditional) and the rest 4(33.3 %) of respondents reported both (learner and teacher centered).

9. The finding showed that the functions of managing IFAL program such as planning, organizing, e.t.c., were by the majority of the respondents rated Low.

10. Regarding Frequency of supervisor's visit of IFAL center, the majority of respondents (64.3%) responded the cluster supervisor's visit the IFAL center once a month. But the rest respondent's show there is no clear and regular supervision in the IFAL center.

11. The interest of learners attending IFAL class generally, the level of interest were found to be high by the majority of the learners except for some reason mentioned such as the text book is below our level, the learning environment are not convenient , problem of money to buy exercise book, pen, pencil e.t.c

12. Some of the major challenges in the IFAL centers are poor management , organization of the program , Lack of coordination of the program , Lack clear and regular supervision in the IFAL center, Shortage of budget (For salary ,Training, logistics and other resources), lack of integration between stakeholders to support the program, low attention given to the program by government , lack of training, adequate payment and incentives for facilitators ,high rate of absenteeism of learners due to learners faced problems like heavy work load, lack of time , migration in search of work, child care and domestic duties e.t.c, Lack of motivation among stakeholders, learners and facilitators, Absence of adequate teaching-learning materials such as text books, facilitators guides and others supplementary materials are some of them.

13. The availability of evaluation procedures was commonly agreed by all respondents.

5.2. CONCLUSIONS

Based on the findings, of the study, the following conclusions were drown.

➢ Lack of adequate training and support for facilitator and unsatisfactory amount of facilitators' salary could be the major factors that negatively influence the implementation of the program.

➢ Lack of participation and integration of stakeholders was one of the challenges of the development of the program or implementation.

➢ Lack of allocated budget and material resources was among threats to IFAL program implementation and hence, the program was strictly affected.

➢ The contents presented to the integrated functional adult literacy facilitators and learners may fully support them within their daily life. That indicate the integrated functional adult literacy focused on practical life experience which may be used to change the life style of the learner; thus, the contents were selected carefully to meet the need of integrated functional adult literacy learners.

➢ The teaching method applied in teaching learning process has been found appropriate to achieve the required goal.

➢ Continuous professional support and supervision are important component that enhance effective teaching-learning process in the IFAL center. Lack of Regular supervision would affect the program negatively.

➢ To accomplish better IFAL program implementation , concerned bodies and communities participation on planning, organizing of the program implementation, integration between stakeholders to support the program, resource allocation, coordination and collaboration ,Awareness of Communities about IFAL program, monitoring and evaluation of IFAL program are be obliged to. However, more responsibilities were left to only education sector workers. Hence, lack of integration was one of the difficulties of the development of the program or implementation.

5.3. RECOMMENDATIONS

Based on the major findings and conclusion drown, the following recommendations are forwarded.

➢ All the concerned program implementers should to improve of IFAL facilitator's recruitment and to provide satisfactory training, to pay for facilitator's reasonable monthly salary and motivate those using different techniques. Moreover, it is essential to supervise activities of facilitators regularly, and to find possible solutions for problems of IFAL center.

➢ The study shows that, lack of stakeholder's participation was the major factor that hindered successful IFAL program implementation. Hence, the integration and involvement of stakeholders is important for the development of IFAL program implementation. The participation is also essential for mobilizing resources, creating conducive learning environments, and initiating beneficiary to join IFAL classes and to develop the IFAL curriculum. Therefore, all potential and practicing stakeholders need to be concerned about the implementation of IFAL program. On the other hand, building their capacity to enable them to manage and implement the program is mandatory.

➢ IFAL program activities are highly depend on budget/ financial capacity of woredas. Hence, The Government should allocate appropriate budget according to the country capacity has very important. And also the woreda education office should establish an active chain of communication with the stakeholders and NGOs, so as to generate funds for the supply of learning materials

➢ The content of the program, quality of learners textbook and the teaching learning environment have some problems so they need continuous improvement based on the interest of learner and they should develop Needs Based curriculum.

➢ The concerned program provider should apply the new national adult education strategy proposed guiding principles for implementation of IFAL program all over the country. And also they need to look Experience of other countries.

➢ The Government, stakeholders, community and other concerned bodies need to give adequate attention to the program by fulfilling the required facility, by creating awareness

for community in order to send their maid/ home worker/, their wife to the IFAL center, and also they need to make the time place, and hour convenient to the learners

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Appendix-1

Addis Ababa University

School of Graduate studies

Department of Curriculum and Teachers professional Development Studies.

(Adult and lifelong learning program)

Questionnaire to be filled by IFAL facilitators and Coordinators

The main purpose of this questionnaire is to assess the practice and challenge of IFAL Program implementation. Therefore, I honestly request your collaboration in filling this questionnaire responsibly because your honest response is of great importance for the success of this study. Thanks!

Note: - No need of writing your name please indicates your response by putting "×" mark in the box

Part one: - personal Information (Data)

1.1.Name of IFAL center/ School _____Woreda _____Kebele_____

1.2. Sex   A. Male ☐   B. Female ☐

1.3.Marital status

        A.   Single ☐   B. Married ☐   C. Divorced ☐   D. Widowed ☐

1.4. Age   A. less than 20 ☐   B. 21 -30 ☐   C.31-40 ☐   D. above 40 ☐

1.5. Education A. 10-12 ☐   B. TTI ☐   C. Diploma ☐   D.BA/BSC/ BED☐

        E. other_____

1.5. Field of study_____

1.6. Current Job A. Employed facilitator ☐   B. Extension worker (health/ Agricultural) ☐

        C. Volunteer students ☐   D. ABE or primary school teacher ☐

        E. Education Expert ☐   F. Other_____

Part Two: - **General Information**

2.1. On what criteria does the selection of Facilitators depend? (More than one answer is possible)

A. qualification and   Motivation ☐   C. Creating Job opportunity   ☐

B. Acceptance in the community   ☐   D. knowing the culture of the Community ☐

E. Others (if any) _____

2.2. Are IFAL facilitators in your Woreda (center) trained?

A. yes   ☐   B. No ☐   C. Some are trained others untrained   ☐

2.3. If your answer is "yes" what type of training?

A. Pre-Service ☐   B. In-service ☐   C. Other_____

2.4. Duration of training   A. 3 days   ☐   B. 5 days   ☐

C. 5-10 days   ☐

2. 5. How much is being paid for you per month as Facilitators?

A. 100-200(birr) ☐   B.201-300 (birr) ☐   C. 301-400(birr) ☐   D. above 400 birr   ☐

2.6. How do you rate your satisfaction level as facilitator?

A. Very much Satisfied   ☐   B. Satisfied   ☐   C. Dissatisfied ☐

D. very much dissatisfied   ☐   E. undecided   ☐

PART 3:- **Issue related Integrated Functional adult literacy program Implementation**.

3.1   Is the facilitators implement IFAL program based on Guideline and IFAL program curriculum framework?

A. yes   ☐   B. No☐

3.2   What is the level of IFAL progrmme implementation?

A. High   ☐   B. Average   ☐   C. Low ☐

3.3. Governments attention to implement IFAL Program is

A. High   ☐   B. Average   ☐   C. Low   ☐

3.4. Synergies among stakeholders to implement IFAL program is

A. High   ☐   B. Average   ☐   C. Low   ☐

3.5. Reading the topic/ content of the lesson, which one is provided to the learners?

A. About identity ☐   D. About health ☐   G. About civic and Ethics education ☐

B. About agriculture ☐   E. About family relation ☐   H. Income generating activity ☐

C. About work ☐   F. About environmental Protection ☐   G. About Gender ☐

3.6. What Teaching method applied in IFAL class?

    A. Learner centered ☐   B. Teacher centered ☐   C. Both ☐

3.7. Which method of teaching do you usually use during the teaching learning process? (More than one answer is possible)

    A. Group work ☐   B. Discussion ☐   C. Role plays ☐

    D. problem solving ☐   E. Question and answer ☐   F. Brainstorming ☐

    If any other, please specify_____

3.8. How often do cluster supervisor visit your classroom?

    A. Once a week ☐   B. Once a semester ☐   C. Twice a month ☐

    D. Once a Month ☐   E. once a year ☐

    F. If other, please specify _____

3.9. Budget allocated to implement IFAL Program is?

    A. High ☐   B. Average ☐   C. Low ☐

3.10. Timely availability of the allocated budget?

    A. High ☐   B. Average ☐   C. Low ☐

3.11. Efforts made to fulfill learning center with adequate teaching – learning facilities is

    A. High ☐   B. Average ☐   C. Low ☐

3.12. Do you have a mechanism to evaluate the impact of IFAL?

    A. yes ☐   B. No ☐

3.13. What Way of evaluating the progress of learners?

    A. Following the daily progress ☐   C. Accessing continuously ☐

    B .Observing the way of learners behave ☐   D. Giving final examination ☐

3.14 A	Teaching materials you use in IFAL class?	Yes		No
	A. text book			
	B. Modules			
	C.IFAL manuals			
	D. facilitators guide			
	E. lesson plan			
	F. teaching aids			

B	Teaching Materials used frequently in the IFAL class	Always	Sometimes	Never
	A. Text books			
	B.Reading guides			
	C.Writing guides			

Part IV: - Factors Related to level of implementation of IFAL program

Many possible factors could be resulted in to high, medium and low implementation of IFAL program. Among these some of the following statements are listed below. Please mark "X" to indicate your answer that seems to be the main causes for high, medium and   low level of implementation of this program in your woreda or IFAL center.

4	Statement	Scale		
4.1	**Before or / and After planning of IFAL program**	High	Medium	Low
4.1.1	Need are assessed before planning			
4.1.2	Problems in life of adults will targeted to be solved			
4.1.3	Stakeholders and Communities are encouraged to participate			
4.1.4	The flexibility in time , content, place e.t.c of the program is taken in to account			
4.1.5	Consider quality indicators such as facilitators training , educational facilities, e.t.c			
4.2	**During Organizing of IFAL program**			
4.2.1	All political and practicing Stakeholders are involved			
4.2.2	Roles and duties for every Stakeholders are clearly described			
4.2.3	Conducive learning environment are created			
4.2.4	Community participation is facilitated			
4.3	**Degree of Stakeholders participation**			
4.3.1	Non-government organizations			
4.3.2	Youths and women's associations			
4.3.3	Community and community leaders			
4.3.4	Participants (Learners) and Facilitators			
4.3.4	Health sector (Experts, Extension workers e.t.c			
4.3.5	Agricultural sector (experts, extension workers e.t.c)			
4.3.6	Education sectors (Experts, Supervisors, principals, e.t.c)			

Part V:-Problems related to IFAL program   implementation.

The following are some factors/problems that encountered IFAL program implementation. Rate their degree of influence from your woreda or center experience by making "X" sign

5	Statements	Scale		
5.1	**Facility related problems**	High	Medium	LOW
5.1.1	Lack of learning materials such as books, manuals e.t.c			
5.1.2	Unsuitable(unfit) FAL centers			
5.1.3	Distance of literacy center from home			
5.1.4	Shortage of equipment such as chairs, black boards e.t.c			
5.2	**Learners related problems**			
5.2.1	Lack of interest to participate in FALP			
5.2.2	Lack of awareness on the FALP			
5.2.3	Child care and domestic duties			
5.2.4	Need to harvest, farm, or other works			
5.2.5	Migration in search of work (to cities)			
5.3	**Facilitators related problems**			
5.3.1	Lack of training (skills on helping adults			
5.3.2	Lack of motivation or interest			
5.3.3	Absence of payment or other incentives			
5.3.4	Discipline problem (lack of discipline)			
5.4	**Stakeholders related problem**			
5.4.1	Absence of responsible bodies to implement the FALP			
5.4.2	Not have co-ordination to work together			
5.4.3	Lack of Commitment to implement FALP			

Part 5   Comments or strategies to enhance FALP implementation

5.1. What are the major challenges encountered during implementation of FAL program?

5.2. Please suggest solutions to overcome the challenges you mentioned above?

APPENDIX 2

Addis Ababa University

School of Graduate Study

Faculty of Education

Department of Curriculum and teachers professional Development Studies

Program:-Adult Education and Lifelong learning

Questionnaire to be filled by IFAL learners.

The questionnaire is designed for the study entitled "practice and challenges of IFAL program Implementation in selected woreda of kolfe keranyo subcity.

The purpose of this questionnaire is to gather relevant and appropriate data based on the above title at woreda one and woreda five IFAL centers in Kolfe Keranyo sub-city and to provide some possible recommendation for the encountered problems if there are any. The success of this study, thus, depends on the honesty, earnestness and frankness of your response. The researcher would like to assure you that your responses are strictly confidential.

Directions: - Dear participant please read carefully the instructions below before starting to fill the questionnaires.

1. Where you are required to show your reactions (ratings) by following rating scales please put an "X" below the number of your choice opposite (parallel) to each statement.
2. Where alterative answers are given, please read orderly each questions and encircle the letter of your choice.
3. In answering the open-ended questions, please be as brief as possible. In case you have additional comments, use the back side of question paper by clearly indicating the number

Part I: personal Back ground Information

1. Age of the respondent_____ Sex_____ Woreda_____
2. Marital status
   A. Single ☐   B. Married ☐   C. Divorced ☐   D. widowed ☐

3. Your level or class
   A. Level one ☐   B. level two ☐   C. level three ☐
   E. Other(s)_____

Part II: Issues related to the status of IFAL program

1. Do you have interest to attend integrated Functional adult literacy program?
   A. Yes ☐   B. No ☐

2. Is the IFAL programme participation, fruit-full to you?
   A. yes ☐   B. NO ☐

3. Do you think the time (the day, hour and the month) and place has convenience to attend

   Education?

   A. yes ☐   B. No ☐

4. If your response to question number 4 is "No" what is your reason?

   _____

5. How much is the IFALP lesson is related to Adult daily life?

	V. high	High	Medium	Low	V .low
A. Agriculture Education	☐	☐	☐	☐	☐
B. Health education	☐	☐	☐	☐	☐
C. About civic and Ethics education	☐	☐	☐	☐	☐
D. About family relation	☐	☐	☐	☐	☐
E. Income generating activity	☐	☐	☐	☐	☐
F. About environmental Protection	☐	☐	☐	☐	☐

6. Do you attend the Functional adult literacy program regularly? Encircle your answer
   A. NO, I was absent sometimes from the class ☐
   B. yes, I attend regularly ☐
   C. Indeed I attend most of the time ☐
   D. I was completely dropped out ☐

7. What are the main reasons for Functional adult literacy participants not to attend the
   program regularly and to discontinue participation?

   A. Distance of literacy center ☐

B. Inconvenience of the time table and place ☐
    C. Shortage of educational materials ☐
    D. Lack of interest to participate FAL program ☐
    E. poor understanding on the advantage of to be literate ☐
    F. Migration in search of work (to cities) ☐
    G. specify if there are other reasons_____

8. Do you use the following material in the FAL class?

	Yes	No
A. Text books	☐	☐
B. Writing guide	☐	☐
C. Reading guide	☐	☐
D. facilitators Guide	☐	☐
D. Different teaching aid	☐	☐

E. Others_____

9. What are the main problems in your IFAL center that are hindrance for successful implementation of the program?

10. Do you have possible solution for the problems that you listed above?

Thank U!!!

Appendix -3

An interview Guide to Woreda education office Experts, Supervisors, School Directors and Sub- city Focus persons

Part I: - Personal Data

Work place_____ Sex _____ Age _____Marital Status_____

Educational level_____ Field of Study _____

Your Current responsibility——————————————————————

Years of service as school teacher/if any/ _____

Part II. Issues Related to the IFAL program

Regarding non-formal education facilitators

1. Is there a selection criterion for integrated functional adult literacy program facilitators?

2. Do IFAL facilitators/teachers get adequate Salary and incentives?

3. Do IFAL facilitators/teachers get adequate training?

4. What is the duration of integrated functional adult literacy Facilitators training?

 About IFAL Learners and Duration of Educational provision.

5. For how many days in a week do the IFAL education is provided to participants?

6. For how much hours the lesson is provided in each day?

7. Do you think that the time, place and day of educational provision are convenient for IFAL learners?

Current practice IFAL program

8. What does the current practice of IFAL Program in your woreda IFAL centers?

   A. In terms of Facility and Budget
   B. In terms of Organizations and management
   C. Method of teaching applied and content of the lesson

9. To what extent is IFAL stakeholders participate in the implementation of IFAL Program?

In which areas do they participate and integration among stakeholders?

    A. Non-government organizations

    B. Youths and women's associations

    C. Participants (Learners) and Facilitators

    D. Health sector (Experts, Extension workers e.t.c)

    E. Education sectors (Experts, Supervisors, principals, e.t.c)

10. How is community participation in the program? And how is the interest of adult learners on IFAL program?

Organization and Management of adult education

11. Are there adequate facilities and enough teaching materials to implement the program?

12. How frequently visit Woreda cluster supervisors to follow up and supervise the IFAL program?

13. Do the stakeholders have conducted Meetings together to discuss on the issues of the program?

Evaluation of participant's performance and certification

14. Is there continuous evaluation program to assess the performance of IFAL participants?

15. Do you think that IFAL program Learners is attending the lesson with Interest (free from fear of measures of any type)?

16. Do participants obtain a certificate that shows the qualification level?

17. What Major challenges/ problems are encountered during the implementation of IFAL program? And what measures are taken to alleviate these challenges?

18. If you have comment that help to improve IFAL program implementation you are well come.

Thank you!!!

Appendix 4

አዲስአበባዩኒቨርስቲ

የድህረምረቃትምሕርትክፍል

በጎልማሶች ትምህርት ክፍል የተገባር ተኮር ጎልማሶች ትምሕርት ትግበራ

በጋራ ውይይት በማድረግ የሚሞላ መጠይቅ

የዚሕ መጠይቅ ዋና አላማ በኮልፌ ቀራንዮ ክፍል ከተማ በተመረጡ ወረዳዎች በተግባር ተኮር የጎልማሶች ትምሕርት አተገባበር ዙሪያ ስላለው ተሞክሮ እና ተግዳሮቶች /አስቸጋሪ ሁኔታዎች ለማጥናት ይረዳ ዘንድ አስፈላጊውን መረጃ ለማሰባሰብ ነው::

ማሳሰቢያ መልሱን ከጥያቄው ጋር በተያያዘው ወረቀት ጥያቄውን ተራ ቁጥር በመፃፍ ይመልሱ

1. በተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም ትምሕርት ትምሕርቱ በምን በምን ዙሪያ ነው? ከተማሪው የእለት ከእለት የስራ ተግባራት ጋር ያለው ግንኙነት ምን ይመስላል ይግለፁ?

2. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት የሚሰጥበት ቦታ ፣ቀኑ እና ሰዓቱ ትምሕርቱን ለመማር አመቺ ነው ብለው ያስባሉ? አይደለም ካሉ ምክንያቱን ይግለፁ?

3. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ለመማርና ለማስተማር የሚያስፈልጉ መርጃ መሳሪያዎች በትምሕርት ማዕከሉ በአግባቡ አሉ ? የሚያስፈልጉ ሆነው የሌሉ መሳሪያዎች ካሉ ይግለፁ?

4. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት አመቻቾች ለተማሪዎች ፍቅር፣ እንክብካቤ እና አክብሮት ይሰጣሉ? ተማሪዎቹን በሞራል እንዲማሩ ይመክራሉ?

5. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም ላይ ተማሪዎች ከትምሕርቱ ያቋርጣሉ? ካቋረጡ ምክንያያቶቹ ምንድን ናቸው?

6. የአካባቢው ሕብረተሰብ ለተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም የተለያዩ ግብዓቶችን በማቅረብ የሚያደርጉት አስተዋፅኦ አለ ? ካለ ይግለፁ?

7. በተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት አሰጣጥ ሂደት የሚያጋጥሙ ዋና ዋና ችግሮችን ይግለፁ?

8. ከላይ ለጥያቄ 8 ለችግሮቹ መፍትሄ ይሆናሉ ብለው የሚያስቡትን ሃሳብ ይግለፁ?

አመሰግናለሁ!!!

Appendix 5

Checklist/Observation Guide

A. Availability of stimulating learning context at the learning center

1. Do facilitators appropriately prepared and use lesson plan?
   A. Yes   B. No
2. Is learning materials (Curriculum frame work) available to each facilitator?
   A. Yes   B. No
3. Do all learners bring their learning materials?
   A. Yes   B. No
4. Is there adequate number of Class room, tables and chairs?
                  A. Yes   B. No

B. Classroom Observations while learning facilitation process going on

5. Is the class room has enough light?
   A. yes   B. No

6. Is the class room is clean?

   A. yes   B. No

7. Teaching materials they use in the IFAL class

   A. Text book   B. modules   C. FAL manuals   D. Fillip charts   E. facilitators guide
   F. Lesson plan   G. Teaching aids   H. Others_____

8. The participation of learns in teaching and learning process is

          A. high   B. medium   C. low

9. The dominant mode of interaction during learning-facilitation process was taken place between

   A. learners and facilitators   B. Learners and them selves

   C. Independent learning

10. The main Strength observed during class room interaction?

11. Main weaknesses observed during conducting observations?

SIGNED DECLARATION

I, the undersigned, declared this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

Name   Hildana Geremew

Signature _____

Place and date of submission: Addis Ababa University, June 6, 2014

This thesis has been submitted for examination with my approval as a university advisor.

Name: Bisrat Ashebo

Title: Lecture

Signature _____

Date _____