



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION
(ADULT EDUCATION AND COMMUNITY DEVELOPMENT UNIT)

**PRACTICES AND CHALLENGES OF INTEGRATED FUNCTIONAL ADULT
LITERACY PROGRAMME IMPLEMENTATION IN DANGURE WOREDA OF
BENISHANGUL GUMUZ NATIONAL REGIONAL STATE**

**A THESIS SUBMITTED TO COLLEGE OF EDUCATION AND BEHAVIORAL
STUDIES DEPARTMENT OF CURRICULUM AND INSTRUCTION ADDIS ABABA
UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF ARTS ADULT EDUCATION AND COMMUNITY
DEVELOPMENT UNIT**

BY: ADDIS YIBAS

ADDIS ABABA UNIVERSITY
ETHIOPIA
MAY, 2018

THESIS APPROVAL PAGE

This is to certify that the thesis prepared by Addis Yibas, entitled “The Practices and Challenges of Integrated Functional Adult Literacy Programme Implementation Dangure Woreda of Benishangul Gumuz National Regional State” and submitted in partial fulfillment of the requirements for the Degree of Master of Adult Education and Community Development Unit, complies with the regulations of the University and meets the accepted standards with respect to originality and quality

Approved by:

Chairman, Department Graduate Committee

Signature

Date

Advisor

Signature

Date

Internal Examiner

Signature

Date

External Examiner

Signature

Date

Aknowledgements

First of all, I would like to thank my thesis advisor Dr. Dessu Wirtu for his constructive suggestions and critical comments throughout my research study. Of course, without his critical advice, this thesis wouldn't have taken its present shape.

I would also like to express my heartfelt thanks to all respondent facilitators, IFAE coordinators, Cluster school supervisors, School Director, woreda expert for IFAE as well as IFAE learners for all the information they provided me.

Again, I would like to take this opportunity to express my in most appreciation to Dangure woreda education office, Addis Ababa University, instructors from the program of the Adult education and Community development for their invaluable financial and moral support they rendered to me up to the end of this study.

Last but not least, my special and heartfelt thanks as to my beloved wife Haimanote Abie, my brother Taddes Yibas, Mulugeta Yibas and my sister Almenshe Yibas for their moral, material and financial support.

Table of Contents

Aknowledgements	i
Lists of Tables.....	vi
List of Abbreviations and Acronyms.....	vii
Abstract.....	viii
CHAPTER ONE.....	1
1. INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	3
1.3. Objectives of the Study	4
1.3.1. General Objective	4
1.3.2. Specific Objective.....	5
1.4. Significance of the Study	5
1.5. Scope of the Study.....	5
1.6. Limitation.....	5
1.7. Operational Definitions of Terms	6
CHAPTER TWO.....	7
2. REVIEW OF RELATED LITERATURE.....	7
2.1. Concepts and Definition of Adult Education, Literacy, FAL and IFAE.....	7
2.2. Historical Development of Integrated Functional Adult Literacy	10
2.3. The Historical Development of Adult Education in Ethiopia	11
2.3.1. Adult Education Up To 1942.....	11
2.3.2. Adult Education From 1943 to 1974	12
2.3.3. Adult Education From 1974 to 1991	14
2.3.4. Adult Education Since 1991	16
2.4. Opportunity and Challenge of Integrated Functional Adult Education program Implementation in Ethiopia.....	18

2.4.1.	Opportunity of FAE program in Ethiopia.....	18
2.4.2.	Challenges of Functional Adult Education in Ethiopia	18
2.5.	Rationales for Integrated Functional Adult Literacy.....	19
2.6.	Aims, Goals and Objectives of Integrated Functional Adult Literacy Program	20
2.6.1.	Aim of Integrated Functional Adult Literacy Program	20
2.6.2.	Goals and Objectives of Integrated Functional Adult Literacy Program	20
2.7.	Principles of Integrated Functional Adult Literacy	22
2.8.	Implementation of Integrated Functional Adult Education Program.....	22
2.9.	Factors/Conditions for Implementation of IFAE	23
2.9.1.	Facilitators.....	23
2.9.2.	Facilitator Recruitment	23
2.9.3.	Training of Facilitators	24
2.10.	Curriculum Design and Development for IFAE.....	24
2.10.1.	FAL Curriculum and Its Arrangements.....	24
2.10.2.	Methods of Teaching	25
2.10.3.	Instructional Materials.....	25
2.10.4.	Continuous Assessment of IFAE Learners.....	26
2.10.5.	Monitoring and Evaluation.....	26
2.11.	Management of IFAE Program Implementation	26
2.11.1.	The planning of FAEP Implementation.....	26
2.11.2.	Organizing the FAEP Implementation	27
2.12.	Stakeholders Contributions on IFAL Program.....	28
2.12.1.	Government Contribution on IFAL program	28
2.12.2.	Contributions Nongovernmental Organizations (NGOs)	28
2.12.3.	Communities and Private Sectors Contributions	29

2.13.	The New IFAE Program Policy and Strategy	29
2.13.1.	Strategic Objectives	30
2.13.2.	Expected Program Outcomes.....	30
2.14.	The Implementation of Adult literacy program experiences of some Selected Countries.	30
2.14.1.	Adult Literacy Program inTanzania.....	31
2.14.2.	The Implementation of Adult Literacy Program In Mozambique	34
CHAPTER THREE		38
3.	RESEARCH DESIGN AND METHODOLOGY.....	38
3.1.	Research Design.....	38
3.2.	Method	38
3.3.	Data Sources.....	38
3.4.	Population Size ,Sample Size and Sampling Techniques	39
3.5.	Data Collection Instruments.....	39
3.5.1.	Questionnaire	39
3.5.2.	Semi-Structured Interview Guide	40
3.5.3.	Focus Group Discussion	40
3.5.4.	Document Analysis.....	40
3.5.5.	Observation.....	40
3.6.	Pilot Study	41
3.7.	Procedures of Data Collection.....	41
3.8.	Methods of Data Analysis	41
CHAPTER FOUR.....		43
4.	PRESENTATION, ANALYSIS AND INTERPRETION OF DATA	43
4.1.	Demographic Characteristics	43
4.2.	The Selection and Training of IFAL Facilitators	45
4.3.	Issue Related Integrated Functional Adult Litracy Program Implementation	47

4.4. Issues Related to Content of the Lesson, Teaching Method, Supervision and Evaluation of	
4.5. Resource capacities to implement IFAL program.....	51
4. 6.Planning, Organizing and stakeholders participation IFAL programme	52
4.7 Problems Related to IFAL Program Implementation.....	54
4.8. Analysis of the Questionnaire Filled by Learners	55
4.9 Analysis of the Qualitative Data	61
4.9.1 The Practice of IFAL in the Woreda	61
4.9.2.Challenges in the Practice of IFAL in the Selected Woreda	62
4.9.3.The Way Forwarded	63
CHAPTER FIVE	65
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	65
5.1. Summary	65
5.2. Conclusions	67
5.3. Recommendations	68
REFERENCES	69
APPENDIX.....	72

Lists of Tables

Table 4.1.1: Demographic Characteristics facilitators and coordinators.....	43
Table 4.1.2: Demographic Characteristics learners.....	44
Table 4.2.1: Coordinators and Facilitators Responses about Selection Criteria.....	45
Table 4.2.2: Response Concerning Training of Facilitators.....	46
Table 4.2.3: Coordinators and Facilitators Responses Salary and Their Satisfaction.....	46
Table 4.3.1: Integrated Functional adult Litracy Implementation progra.....	47
Table 4.4.1: Responses on Teaching - Learning process.....	49
Table 4.5.1: Teaching material used in IFAL and their frequency in IFAL.....	51
Table 4.6.1: Considering issues when we planning, organizing and stakeholders.....	52
Table 4.7.1: Challenges that encounter the implementation of IFAL program.....	54
Table 4.8.1: Interest of Learners	56
Table 4.8.2: Learners response about the relatedness of IFAL contents to adults' daily life.....	56
Table 4.8.3: Learners' status in attending the IFAL program and reasons for absenteeism.....	59
Table 4.8.4: The materials used by the learners in the IFAL program.....	60

List of Abbreviations and Acronyms

AE	Adult Education
DVV	German Adult Education Association
EFA	Education for All
ESDP	Education Sector Development Program
ETP	Education and Training Policy
FAL	Functional Adult Literacy
FALP	Functional Adult Literacy Program
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
IFAL	Integrated Functional Adult Literacy
IFALP	Integrated Functional Adult Literacy Program
MDGs	Millennium Development Goals
MoE	Ministry of Education
NAES	National Adult Education Strategy
NFE	Non- Formal Education
NGO	Non- Government Organization
TGE	Transitional Government of Ethiopia
UNESCO	United Nations Educational, Scientific and Cultural Organization
WEO	Woreda Education Office

Abstract

The purpose of this study was to analyze the practices and challenges of integrated functional adult literacy program. Descriptive survey design was used and both quantitative and qualitative methods were employed. Data were gathered from 8 IFALP centers of targeted Kebele in Dangure woreda, 2 cluster Schools supervisors, 1 woreda education office expert, 3 IFALP Coordinators, 2 School Directors, 9 IFALP facilitators and 120 IFALP learners. Simple random sampling technique was used to select IFALP learners and facilitators. Purposive sampling was employed to select the cluster Schools supervisors and School Directors. Availability sampling was employed to select the woreda education office experts and IFAP Coordinators. The data obtained through the use of a questionnaire was analyzed quantitatively by using frequency count and percentages whereas the information gathered by using semi-structured interview guide, FGD and observation checklist were transcribed, qualitatively analyzed, interpreted and expressed by using descriptive statements. The data analysis led to the following major finding; the study revealed that the IFAL program in Dangure woreda faced the following major challenges; shortage of budget, inadequate participation of stakeholders, inadequate supervisory support, lack of adequate learning materials and low level of awareness about importance of IFAL program. Based on the major findings, it was safely concluded that the practice of IFAL program in Dangure woreda was ineffective. To overcome the challenges, the researcher forwarded the following recommendations: Dangure woreda education office is advised to allocate adequate budget for the program; Metekel zone education office is advised to promote supervisory support, and finally the IFAL center management committee raise the awareness of the community about the importance of IFAL program.

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 which goes back to the introduction of Christianity in the 4th century A.C (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. Berhanezare 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 (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 1989. 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 implementation in Dangure woreda.

1.2. 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 in Dangure Woreda. For example, in 2009 E.C, out of 1192 learners initially registered to the non-formal education, 739 about 61.9 % 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 implmentation in Dangure woreda.

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

1. What does the practice of integrated Functional adult literacy program in Dangure Woreda look like?
2. What are the challenges encountered the implementation of integrated Functional adult literacy program in Dangure woreda?
3. What shall be done to overcome these challenges?

1.3. Objectives of the Study

1.3.1. General Objective

The overall objective of this study was to analyze the practice and challenges of the Integrated Functional Adult Literacy program in Dangure woreda.

1.3.2. Specific Objective

The specific objectives of this study are:-

- ✓ To investigate whether the facilitators adequately trained for the implementation of IFAL program.
- ✓ Identifying the practice of recruitment and selection of facilitators.
- ✓ To explore the extent of the participation of Stakeholders in the implementation of IFAL program.
- ✓ 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.
- ✓ Suggesting ways of improving the existing practices in the provision of IFAL in Dangure woreda.

1.4. Significance of the Study

The researcher believes that this study would provide information about the circumstance of IFAL program in Kebele and Woreda. Furthermore, it may also help IFAL Curriculum designers at Woredas and other levels to pay attention and look carefully the ways they investigate and develop the program. Finally the study can initiate other researchers to undertake related researches in the area of integrated Functional Adult Literacy program.

1.5. Scope of the Study

In Dangure Woreda there are 29 Kebele and 31 training centers. It would have been comprehensive if more Kebele had been included in this study. However, to make the study manageable in light of the available time and financial resource, it was geographically delimited to Dangure Woreda. Furthermore, it dealt only practice and challenges of the implementation Integrated Functional Adult Literacy program in Dangure woreda.

1.6. Limitation

This study was not totally free of limitations. There are some problems that the researcher faced during the study. First the centers are far apart from each other in the Kebele and very difficult to communicate respondents Gumuz languages. Second the absence of appropriately compiled data at facilitators, WEO and mismatch statistical reports because of their poor documentation. To solve these problems, the researcher exerted all possible efforts to cross check different statistical reports at different levels including IFAE centers reports. These might have affected the quality of the research output.

1.7. Operational Definitions 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.

Woreda: - the lower government level developed for administrative purpose with defined authority and responsibility representing a population to 100,000 people (TGE 1992).

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

In this part the review of literature related to the title under the study is presented. Thus, concepts and definitions of adult education, FAL, IFAL, the history of integrated functional adult literacy, rationales for integrated functional adult literacy, characteristics of illiterate, planning and management of integrated functional adult literacy, organization of functional adult literacy, strategies and challenges pertaining to implementation of integrated functional adult literacy. the training of facilitators and recruitment of integrated functional adult literacy facilitators, the role of facilitators, specific governance modal for adult education approaches and the over view of adult and functional adult literacy were discussed

2.1. Concepts and Definition of Adult Education, Literacy, FAL and IFAE

Adult education is defined as activities internationally designed for purpose of bringing about learning among those whose age, social role or self perception define them as adult (Megrimis & Bracket, 1999) it is the action of external education agent in purposefully ordering behavior into planned systematic experiences that can result in learning for those for whom such activity is supplemental to their primary roles in a society and which devolves some continuity in an exchanged relationship between the agent and the learners. So, the educational process is under constant supervision and direction.

According to Houle (1996) adult education is theories by which men and women (alone, in groups or instructional settings) seek to improve themselves or their society by increasing their skill, knowledge or sensitiveness or it is any process by which individuals and groups or institution tries to help men and women to improve in these ways.

Courtney (1989) has also identified five basic over lapping prospective. They are as follows: Adult education as the work of institution and organization, it is profession or scientific discipline, it is as especial kind of relationship as in the concept andragogy, it is as stemming from a historical identification with social movement and it is distinguishable and problems from other kinds of education by its goals and function. Therefore, adult education means many different things too many different people. There for, adult education is lifelong

experience and training. So it is good to keep this set broad prospective in mind when thinking about the various definitions.

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.

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.

Literacy is the acquisition of the skills of writing, reading and dealing with elementary arithmetic (Burnet, 1965). According to Bhola (1984:3) literacy is defined as the ability to read and write in the mother tongue, but sometimes literacy could be defined also as the ability to read and write in the national or even international language. Furthermore, literacy was defined by Hunter and Harison (cited in Darkenwald and Marriam, 1982:24) as the ability to read, write and understand signs, labels, and instruction and so on necessary to get along in one's environment.

To be literate has different levels, among literates some could be able to read and write simple statements, while others have the skill of reading newspapers and other print materials. To

alleviate the problem in defining the levels of literacy, UNESCO (1951), provided a definition that accepted a person as literate, if he acquires the skill of reading and writing simple statements that are valuable to his everyday life (Amare, 1989:42).

Functional Adult Literacy was defined as work oriented and production oriented. Functional means something which is relevant, meaningful and practical utility. That is, it would make literacy more attractive. In the same way Papen (2005) defined functional literacy as a skill which is required for a range of activities associated with the individual's participation in societies. It is a means of developing the personality of the illiterates.'

Integrated functional adult literacy links literacy and livelihood elements. It is a practical approach that provides skill on reading, writing and counting linked with practical knowledge and skill. It is a process of correlation development purposes with educational program and inputs. In this regard, SamuelAsnake (2007) states the importance of two fold integration. At community level, the program must integrate basic literacy, life skill and income generating activities. At the same time, the program must integrate itself in to the wider poverty reduction and sustainable development strategies in systematic way.

Integrated functional adult literacy approach is a strategy that the government of Uganda, through the Directorate of Community Development, has adopted after piloting it in the 8 districts to be used in adult literacy program. Integrated functional literacy borrows strengths from the other approaches. It is called integrated because of its relationship and linkages with people's daily activities. This strengthens and broadens literacy making it applicable to other spheres of life. It is a method of training illiterate adult for development purpose and literacy skills. Integrated functional adult literacy links literacy and livelihood elements .The Adult Education and Alternative Basic Education draft policies discuss functional adult literacy as "the practice of reading and writing' put to some use people have attained functional. It also discuss functional adult literacy as "the practice of reading and writing ,As people have attained functional literacy they have adequate knowledge and skills to use reading and writing for any purpose for which they need those skills" (Ministry of Education, 2006).

2.2. Historical Development of Integrated Functional Adult Literacy

Just as the universal declaration of human right, literacy has been considered something to which every person is entitled to. Literacy initially referred to reading, writing, calculating simple calculations. Preconditions for being literate vary from country to country. Since each country has its own population size, cultural identity, social and historical background as well as political and economic status, it will not be an easy task to put common criteria to say that these citizens are literate and these ones are illiterate. Traditionally, until the mid-1960s the right to literacy in most developing countries being literate is considered as practicing technical skills: writing and reading and calculations , But the current meaning of literacy moves more than writing and reading.

During the 1970s Paulo Friere`s theory of conscientization which state that the social awareness and critical inquiry are key factors in social change gained popularity in developing countries. It also heavily influenced conception of literacy in UNESCO and other international organizations. In relation to contribution, it was state as Freire ideas about literacy gained prominence in the 1970s and 1980s at time when, at international level, faith in functional model of literacy was beginning to fade due to the poor result many literacy program had produced (Papen, 2005) .In 1975, during international symposium for literacy held in Persepolis (Iran), Friere was awarded the Mohammed Reza Pahlavi Prize for literacy by UNESCO in relation to critical consciousness. It stated literacy should open the way to as a mastery of techniques and human relations. Literacy is not an end itself .It is fundamental human right.

United Nations Educational, Scientific and Cultural Organization UNESCO (2005) recent definition implies that literacy in modern sense includes: reading, writing, numeracy, language skills, autonomy or empowerment, ICT skills, life skills and critical thinking. For instance, in developing countries like Ethiopia the primary thing for being literate is having the basic knowledge of reading and writing. Despite the adult education, the regular education has also its own loopholes. In fact, our ancestors have a tremendous knowledge in most fields of study. They developed this collection of knowledge by their long life experience (life skills) plus deep observation of life. The conception of literacy continued to be the same in the literacy initiatives of both the imperial regime and the revolutionary government. For both, literacy is

the capacity to do the 3R's without much regard to functionality. The only exception to this was the experimental adult functional literacy introduced by UNESCO. In both systems, the deficit conception of literacy where illiteracy was equated to ignorance and an absolute state of being illiterate or literate has been assumed. The present National Adult Education Strategy seems to start with the economic development paradigm and sees, at least theoretically, in terms of functionality. Yet, this is only stated, not implemented, as discussed above. Critical literacy has not been part of the intent of any of the adult literacy initiatives of the regimes.

Functional context of adult literacy principles can be applied to sustainable development activities such as: education on microenterprise development so adults can learn how to become entrepreneurs and economically self-sufficient, job skills training so that displaced workers in unskilled jobs can be efficiently cross-trained into better paying jobs that do not suffer from outsourcing; financial literacy so that once employment at a self-sufficiency level is achieved adults can be better consumers in various domains and manage their money better so they can begin to invest in wealth accrual, health literacy so that individuals and families can take better care of themselves and access affordable, competent medical care; workplace literacy so that employed and under employed workers can acquire skills for upward mobility or transfer into better paying job (Sticht 2005).

2.3. The Historical Development of Adult Education in Ethiopia

Adult Education in Ethiopia is diversified and dynamic, changing with circumstances (Tilahun, 2011); these diversified programs and practices have had their own impact on the structure organization and management of Adult Education in the country. Therefore, in order to have clear picture of it, it is important to take the different historical periods into account.

2.3.1. Adult Education Up To 1942

Education opportunities/provisions for adults have deep but discontinuous roots in Ethiopia. Ethiopia had indigenous NFAE practices long before the arrival of organized religion and western style modern formal education. Family and community problems, conflicts and common concerns have been resolved through meetings of elders. These for an afforded learning exercises, opportunities and duties. The Borena of Oromiya for example still have a practice of educating their youth. Age cohorts of for example 16-31 and 32-40 are taken

through different stages of education at the end of which they emerge able to assume different family and community adult roles.

The Ethiopian Orthodox Church (EOC) has been the organized provider of AE since King Ezana was taught Christianity and baptized around 330 AD. That event represents the first instance of an adult, a royal tutor, teaching another adult, the king. The action is NFAE in current parlance. (Sandhaas, 2009)

2.3.2. Adult Education From 1943 to 1974

There have been many achievements in this period. In terms of AE, school principals took the initiative to offer evening classes beginning 1943 in AA. Already a community school in TebasseKoso was offering day and evening classes (Pankhurst 1955). Then Ministry of Education and Fine Arts (MoEFA) sponsored and opened BerhanehZare New Institute, 1948-1978, (literally, your light is today), an adult evening school.

This action marked formal or official government involvement in AE. This opening of the Institute gave a tacit approval of and caused the development of evening adult education. The University College of Addis Ababa accepted and recognized AE as field of provision when it opened evening classes both at degree and sub-degree levels in 1951-1952. The schools, this Institute, and the University College of Addis Ababa, led part time formal adult evening learning at primary, secondary, and tertiary levels (Tilahun W. 1991).

A second major AE development, which led to the participation of illiterate adults, occurred following a Public Notice by government on fundamental education/adult literacy in 1955. The Public Notice provided for:-

- ✚ All illiterate adults (18-50 years old) to become literate through their own efforts/arrangements;
- ✚ The literate community including all employers to assist in the drive; and
- ✚ The MoEFA to coordinate the efforts (Imperial Ethiopian Government 1948 E.C).

The increase in literacy activities such as organizing classes, mobilizing resources, learners, identifying teachers, getting books, followed which engaged many government and non-

government organizations. To implement the Public Notice, the MoEFA opened two institutions to support the general area of AE/community development:

1. A Community Development Teacher Training School at Debre Berhan, and
2. A Community Development Workers ‘Training Centre at Majete (Pankhurst and Endreas 1958; MoEFA 1955; Maaza 1966). In which graduates were teamed up and deployed to rural communities. (Sandhaas, 2009)

The third development in this area was influenced by an external factor with a special bearing on functional literacy. The functional component of the literacy education programme was introduced and strengthened by the arrival and implementation of the MoEFA/UNESCO/UNDP Work-Oriented Adult Literacy Project (WOALP) 1968-1973.

The government appointed a National Council of Adult Education chaired by the Prime Minister, and a director general for adult education and literacy in the MoEFA. A monthly Amharic paper, free for the neo-literates, was designed by the MoEFA (Andargachew 1973). Both marked government’s formal entry into AE and more specifically into adult literacy for the second time. Nevertheless, the MoEFA had neither the resources nor the authority to coordinate other line ministries. Within the MoEFA itself, the management structure was not only weak at the headquarters but stopped at the Provincial Literacy Office level and did not go down any further. Both concerns were reported to and by the 1972 Education Sector Review (ESR 1972).

Outside of the MoEFA, almost every government agency had an AE programme for its employees as they currently do. Among the other principal government ministries externally involved in AE in “on a less ad hoc basis” were the Ministries of Community and National Development and Social Affairs (MoNCD & SA, now MoLSA), Agriculture, and Health. These ministries were always offering AE without recognizing it as such. The MoNCD & SA was the second government agency charged with education of the larger community at its establishment in 1957. Among other education activities directed at adults, the new agency trained development officers at university level and village level workers at a newly established Community Development Centre at Awasa. These trained teams were assigned to selected urban and rural (agricultural) communities to promote self-help projects, cooperative

development, better food and nutrition, cottage industries, and youth recreation clubs, women's programs (Andargachew 1973; Niehoff and Wilder 1974).

2.3.3. Adult Education From 1974 to 1991

The government of this period made education a mass movement for national development within a Socialist framework. Soon after taking power in 1974, the government mobilized about 60,000 senior secondary school students and their teachers as well as students and staff of tertiary level education institutions for a two-year rural service program to organize rural communities to promote the new ideology and manage their affairs. The Department of Adult Education was strengthened and its role expanded. It became the Department of Adult and Continuing Education. The National Literacy Campaign (NLC) 1979-1991 became the flagship of the government and Adult literacy rate was reported at 75% ten years after its launch, (NLCCC Meskerem 1972; Tilahun W. 1989; Tilahun S. 1994) in Sandhaas 2009.

As indicated in (Sandhaas, 2009) the National Literacy Campaign (NLC) was driven by neither a specific policy nor a proclamation, but by a number of directives executed to the spirit and letter by the lowest level of administrative unit (Kebele). The NLC laid the foundation for the use of more than 13 indigenous languages as media of literacy and primary instruction as well as the writing of teaching materials in these to reach the linguistically diverse populations.

The NLC was one of the reasons for the establishment of an organizational/administrative structure going down to the Kebele, and the subsequent formalization of decentralization and deconcentration of education responsibility to lower units, weredas and Kebeles (Sandhaas, 2009).

The NLC generally tended to be compulsory, highly politicized and left unpleasant memories. UNESCO report submitted to the new government in 1994, says: - the experience in Ethiopia in NFE in many ways is considered one of the most successful in Africa, particularly in literacy. It will be a pity if the rich and very illustrious experience of Ethiopia is ignored or underestimated simply (or mainly) because in part it was associated with a political phase in the history of Ethiopia that has left many unpleasant memories'' (UNESCO 1994, p. 4).

Though the NLC had constraints, in terms of broader Adult Education it (1) demonstrated much can be done with political commitment and with no written policy; (2) created

incalculable awareness, social, political, and economic among the people which itself is AE; (3) laid a solid foundation for literacy work as well as for general adult education in the later years; and (4) created a national awareness of the scope, significance and magnitude of illiteracy in Ethiopia and the measures taken to fight it (NLCCC Meskerem 1972; Tilahun W. 1989) in (Sandhaas 2009).

Other developments of the period in putting the broad area of AE at the service of the all Ethiopia were the establishment of Basic Development Centres, over 400 Community Skill Training Centers (CSTCs), farmers training centres, the Agrafo Multi-Purpose Farmers' Training Institute in Bale, now an agriculture TVET, training about 2000-4000 farmers annually, the Management Institute, the Ardayta Farmers Management Institute in Arsi, all still active in one form or another, the Yekatit Political Education Institute in Addis Ababa with a branch in Gonder, the establishment in Bahir Dar of the first national programme to train adult educators (1980-1995), placing AE as an agenda on MoEFA meetings and annual conferences, the introduction of weekly, subsequently monthly, political discussions in all organizations with ten or more employees, and similar but quarterly activity at kebeles (various MoEFA documents). In terms of the volume of attention, work, and money and participation, this period was the zenith of AE, or at least limited components of it.

The government of the time issued several sectorial proclamations to reorganize life and development in Ethiopia with enabling clauses for AE activities, adult basic education included. To conclude, this government made AE a mass movement for national development; had the clearest political commitment for adult basic education and the drive for the literacy took center stage; AE was conceived and operationalized broadly during this period; and obviously, AE was largely funded and managed by the government. In short, this government came closest to operationalizing the 'hullum yimar' (education for all) motto of Menilik II and his predecessors.

In general, Adult Education in the pre-1974 times predominantly meant, and still means, traditional literacy, adult literacy or functional literacy. The period 1974 – 1991 was a period of mass adult education under the Ministry of education expanded to include new elements like skills training, ideological/political education, evening and distance learning, in-service teacher education. The general and prevailing Diversification of Adult Education programs, linkage

between Adult Education and primary schools, networking government institutions, NGOs and other agencies working on Adult Education were raised as concerns of adult education research in Ethiopia. (Tilahun, 2011).

Major institutional development during the Dergue regime included: The establishment of about 400 Community skills training centers; The Agarfa Farmers Training Institute in Bale; The Ardayata Farmers' Management Institute in Arsi; The Yekatit Political Education Institute; The diploma program in adult education at Bahir Dar (1980-1995); One general adult education course was introduced into the Educational administration Program (at Diploma, BA, and MA Levels) in the 1980s at Addis Ababa University (AAU) .

2.3.4. Adult Education Since 1991

Since 1991, with the change of new government Ethiopia has a federal government consisting of nine regional states and two City administrations. Each regional state has its own constitution. Regional states have considerable authority and responsibility which they exercise and discharge through councils at regional, zonal (in some cases), wereda and kebele levels. Under the federal system of government, education is a shared responsibility of the federal, regional state and wereda governments. The relationship between the federal and regional state governments is not hierarchical. Accordingly the Ministry of Education (MoE) has no direct and line authority over the Regional Education Bureaus (REBs). It has the responsibility of initiating and enforcing policy matters and promulgating laws to be implemented by sector offices in the regions.

The twenty-year Education and Training Policy consists of rolling five-year Education Sector Development Programs, started in 1997, to meet the Education for All (EFA) and Millennium Development Goals (MDGs) by 2015. Education Sector Development Plans I, II, III have already been developed and implemented and ESDP IV is under implementation.

Bearing in mind the close and dynamic relationship between the federal and regional state governments the following roles and responsibilities for adult education can be identified. (Focus on Adult Education newsletter No. 18/19 2006)

At federal level the MoE's roles include: Determining country-wide goals , Formulating policy guidelines , Networking and co-ordination with other stakeholders in adult education, Liaising with Regions regarding the planning of adult education , Regulation of adult education providers, Overall supervision, monitoring, evaluation and quality assurance of adult education provision, Accreditation of learning within adult education programs and Research, documentation and dissemination of research findings

At regional level the REBs' roles include: Specification of regional priorities , Identifying organizations and agencies to participate in implementing adult education in the region and making formal arrangements to enable them to do so , Providing guidelines for adult education planning and implementation in the region, Ensuring the integration of adult education in regional plans and budgets, Ensuring the development of appropriate curricula and materials for adult education in regional languages, Building capacity for adult education at various levels through training and in other ways, Mobilizing resources for adult education work in the region, Supervising and monitoring the implementation of adult education programs.

The roles of zones include: Serving as a link between the region and the woredas , promoting and coordinating the provision by different stakeholders in the woredas and helping the Region to provide the woredas with services.

The roles of woredas include: Identification of woreda priorities in relation to regional goals, planning for adult education and ensuring that it is integrated into woreda plans and budgets, mobilizing additional services for adult education, ensuring the implementation of adult education programs that respond to the needs and demands of the local population and Supervising and monitoring the implementation of adult education programs in the local communities, The roles of kebeles include: co-ordination of services to support implementation of programs, Identification of locals learning needs and demands, Assisting with the recruitment and enrolment of learners.

2.4.Opportunity and Challenge of Integrated Functional Adult Education program Implementation in Ethiopia

2.4.1.Opportunity of FAE program in Ethiopia

There are different opportunities for FAE 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 FAE 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 (IFAE) 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 languages (Amhara, Tigrigna, Oromigna and Somali) and collaboration between government community and NGOs to implement the program (MoE, 2008).

2.4.2. Challenges of Functional Adult Education 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 level, in accessibilities to vehicle and difficulty to transport education materials and supervision are among the known (MOE, 2010:46).

According to DVV.2005:77 the major challenges of IFAE 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 evaluation, Inadequate supervisory service, shortage of budget for supervision, shortage of logistic and finance for monitoring the IFAE 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.

2.5. Rationales 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 IFAE 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).

2.6.Aims, Goals and Objectives of Integrated Functional Adult Literacy Program

2.6.1. 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).

2.6.2. 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.

2.7. 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 .

2.8. Implementation of Integrated Functional Adult Education 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. IFAE 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 FAE 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 III, 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 proposal can be find out which of the factors are more influential in IFAE implementation in Dangure woreda

2.9. Factors/Conditions for Implementation of IFAE

2.9.1. Facilitators

Facilitators are key person in implementation of IFAE Program an active role of facilitators in IFAE program is essential for successful realization of the program. Without effective facilitator it is impossible to achieve the aim of IFAE. IFAE program depends on the use of local facilitator who came from the same community. In this way IFAE 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.

2.9.2. 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 IFAE 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, caste, class or gender additionally the Facilitators must show commitment to her/his work .

2.9.3. 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.

2.10. Curriculum Design and Development for IFAE

2.10.1. 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

2.10.2. 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 learners, 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.

IFAE 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.

2.10.3. Instructional Materials

Instructional materials are the key component that contributes a great deal of the success of learning program. 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 IFAE 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.

2.10.4. Continuous Assessment of IFAE Learners

IFAE program is assessed and evaluated in terms of changes on IFAE 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 IFAE program are:-Checking, Reviewing, Testing, Grading and Promotion.

2.10.5. 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.

2.11. Management of IFAE Program Implementation

2.11.1. The planning of FAEP Implementation

According to its context the term planning has different meanings. As a result, different scholars define it in different ways. 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 IFAE 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 IFAE 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 IFAE 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.

2.11.2. Organizing the FAEP 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 (Davies 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 IFAE 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 IFAE program may result in ensuring cohesiveness and order in the IFAE 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).

2.12. Stakeholders Contributions on IFAL Program

2.12.1. 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 FAEP 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.

2.12.2. 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 euro's 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.

2.12.3. 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). Cited in 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.

2.13. The New IFAE 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 FAE 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 manner. In addition, it enables adults to read and write in order to acquire knowledge and skills in agriculture, health, civic, cultural education, etc.

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).

2.13.1. 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 skills to perform their personal and social roles. Another equally significant objective of the national adult education strategy is to build democratic and good governance culture through expansion of adult education, to bring about a change in 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).

2.13.2. 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.

2.14. The Implementation of Adult literacy program experiences of some Selected Countries.

Almost all-African countries were under colonial rule before the 1960's. Thus, when countries got their independence after years of struggle, large percentages of the population have been illiterate and poverty had been overwhelming these countries. As Bhola (1984), stated because "the illiterate are desperately poor, hungry, sick and powerless." to overcome all these problems governments took literacy education as their best solution".

For instance, Tanzania and Mozambique are two of the African nations that attempted to practice literacy programs right after their independence. As stated above, the driving force of the literacy programs in these countries was the ambition of governments and ruling parties to mobilize peoples of their countries and to eradicate illiteracy out of their countries with in limited period of time (Lind, 1988; Bhola, 1984). Although Tanzania and Mozambique are two African countries and share borders each other the implementation of the literacy program varies one from the other depending on the general condition and the availability of resources in each country.

Hence, a short summary of the adult literacy program implementation in both Tanzania and Mozambique is stated in the coming few pages of this study.

2.14.1. Adult Literacy Program in Tanzania

Tanzania is one of the East African countries that practiced the literacy program after independence and achieved results that could be mentioned as model for other African nations and developing countries in general (Unisiker, 1987). In Tanzania, adult education in general and literacy education in particular has been exercised starting from the Germans colonial period and the British time of protectorate.

But, the great majority of the people of Tanzania hadn't been beneficiaries from the program. As a consequence at least 75% men and 85% of the women were illiterate at the time of independence (Bwatawa, et al., 1989). Thus, it was to educate the illiterate population and to reach the stage of development that the adult education (the Literacy campaign) was started in Tanzania (Ibid).

Concerning, the importance of education for development, President Nyrere remarked in his speech on the introduction of the first five year plan (1964-1969), that " first we must educate adults. Our children will not have an impact on our economic development for five, ten, or even twenty years..." (Bhola,1984:138).

Moreover, the president disclosed that illiteracy should be completely eradicated from six districts of the country, within one year time in his New Year speech on the 31st of December 1970 (Unsicker, 1987).

To fulfill the president's appeal, Tanzania launched the national literacy campaign in September 1971 and TANU the ruling party passed a resolution that supports the eradication of illiteracy, among the population of the country who are 10 years old and above (Bhola, 1984).

Goals and objectives of the campaign

The main objective of the literacy campaign was to realize the country's dream to be self-reliant and to work towards socialism, which was clearly indicated in the Arusha declaration. Thus, goals and objectives of the literacy campaign were totally integrated with the development objectives of the country (Bhola, 1984).

According to Bawatawa et.al, (1989:32-33) specific objectives of the adult education program in Tanzania were:-

- ✓ To mobilize the rural and urban masses in to a better understanding of the national policies and self-reliance.
- ✓ To provide leadership training in various aspects of life and at all levels.
- ✓ To eradicate illiteracy.
- ✓ To give knowledge and skills in agriculture and rural construction, health and home economics, that will raise people's productivity and standard of living.
- ✓ To provide follow-up education for primary and secondary school leavers with a view to settle them in Ujamaa village.
- ✓ To provide continuing education progressively at various stages in the form of Seminars, evening class, in service training programs, correspondence courses and vocational training.

To realize the above stated objectives, different programs were implemented. Among these the national literacy campaign was the first to be mentioned. The main emphasis of the literacy campaign was to teach adults the literacy skills (reading, writing and arithmetic), which was integrated with economic activities of each respective area.

The organization and Administration of the literacy Campaign in Tanzania.

It was the responsibility of different Ministries of the country to follow up the adult education program. Particularly, Ministry of Education was in charge of the literacy campaign. To facilitate activities of the literacy campaign different institutes and department were established, which were working independently and some under the Ministry of Education.

The Department of Adult Education (Ministry of Education) was responsible to organize the mobilization of masses and training of field workers, whereas the Institute of Adult Education (an independent institute) was working mainly on program planning and production of teaching materials (Bawatawa et al. 1989)

In the coordination of the campaign, party cadres, government officials, teachers, secondary school students participated and district officers, regional coordinators, and division supervisors were appointed, to coordinate activities of the campaign (Bwatawa et al., 1989; Unsicker, 1987).

Major achievements and weak points of the campaign

As stated earlier, the main objective of the literacy campaign in Tanzania was to eradicate illiteracy out of the country within limited time. The ambition was created to make citizens of Tanzania to be participants in the development of their country within a short period of time. In Tanzania, within four years time frame, 5 million persons participated in the literacy campaign and over 3.8 million took the national examination, which was developed with the aim to assess the success of the campaign. The result demonstrated that about 1.4 million people passed to levels, where one was judged as functionally literate. The achievement obtained confirmed the reduction of illiteracy rate to 39%. Moreover, the official illiteracy rate fell to 15% after the 1983 examination (Unsicker, 1987 220-221).

According to Bhola (1984:155), among lessons that the Tanzania literacy campaign teaches the rest of the world, some are:

1. The poorest countries could be able to reduce the rate of literacy and didn't wait until the economy grows.
2. The campaign shows the political will of the country to produce the necessary structures and to allocate resources.
3. It pointed out the important role of effective leadership to implement large scale transformational actions.
4. The government established the structure for adult education and it used also the party cadres, literacy committees and volunteers to make the campaign, a people's campaign.

On the other hand, weakness of the Tanzania literacy campaign were exposed in the research of Von Freyhold (cited in Unsicker, 1987) as: - inadequate training of literacy teachers and inability of teachers to get respect from illiterate elders, due to their age (they were too young to

teach elders). Pressures on illiterates to pay heavy fines by party members if they aren't registered for the literacy education. Lack of an objective relationship between contents of the teaching materials and agricultural practices in the rural areas.

Based on the results of his study Von Freyhold concludes that " ...the education had no organic link to village development". Bwatawa et:al.,(1989:84), also listed down a number of pedagogical shortcomings of Tanzania adult literacy campaign. Some are: -

- Poor quality of teachers.
- Lack of sufficient educational materials and equipment, which leads the learnersto memorization.

In general, although, the objective to wipeout illiteracy from Tanzania wasn't realized, achievements obtained were remarkable and encouraging for developing countries

2.14.2. The Implementation of Adult Literacy Program In Mozambique

Mozambique is located in the southeastern part of Africa. It has been under the colonization of Portugal for centuries. Mozambique gained its independence in 1975 and 85% of the population are peasants. During the colonial rule of the Portuguese, the people of Mozambique were denied the right of education. Africans were confined only in pre-primary grades. At the time of independence, the illiteracy rate was 93 percent, which was among the highest in the world (Fagerlind and Saha, 1991).

After the country got its independence, the government and the people recognized that literacy education has importance for the development of the country. Moreover, "literacy was conceived as one of the most important means of promoting national unity by mobilizing the people politically, and disseminating the Portuguese language as the only language of unity and cross-national communication" (Lind, 1988:3).

The FRELIMO (The Mozambique Liberation Front) as a party that was influenced by the socialist ideology accepted the role of literacy to raise the political consciousness and as one of the major tasks for the country's reconstruction (Ibid). Because of all the above mentioned assumptions, conditions were suitable to begin adult literacy classes in the country. As a result of this, in a short period of time, literacy classes flourished all over the country (Marshall, cited in Lind, 1988).

Aims and Objectives of Mozambique Literacy campaign

In Mozambique the constitution accepted education as a "right and duty of every citizen" (MEC, cited in Lind 1988:52). Literacy was viewed in Mozambique as a means that enables citizens to continue their education further. However, there were no specific and precise operational aims for the literacy program in the policy declarations (Lind, 1988:53).

However, in spite of the fact that the operational aims were not stated clearly, Mozambican literacy campaign had the following general objectives: (Fagerlind&Saha, 1991)

- ✓ To increase the participation of the working classes in constructing the new society.
- ✓ To cement national conscience and unity.
- ✓ To liberate creative initiative.

Thus, the literacy campaign has economic and political aims directly related with the programs of the ruling party (FRELIMO). Moreover, policy and decision-makers saw adult literacy as a program that has immediate effects to the problems of the country. The Ministry of Education and Culture (cited in Lind, 1988:55), stated that " ... adult literacy aims at contributing to the solution of problems that the revolution is confronted with immediately."

Organization and Administration

During the first years after independence, literacy activities were practiced in Mozambique before an official responsible organization was established. At this period, literacy activities were organized by local political committee in residential areas and work places (Lind, 1988). But, after some time, the National Directorate of Literacy and Adult Education (DNAEA) were established under the Ministry of Education and Culture (MEC) in 1976 to administer literacy activities. The first national literacy campaign was officially begun in July 1978, with the opening speech of President Samora Machel (Ibid).

The organizational structure of the campaign was established at the, District and base line (literacy units, and centers) level. In each level, branch representatives of the Ministry of education and culture the Directorate to the adult education were delegated to administer activities of the campaign. These activities were the planning, organizing, supervising and evaluating activities MEC/DNAEA (cited in Lind, 1988:63). Literacy commissions were also created from various sectors by the government at all levels (National, province and District)

and the literacy commission has regular meetings for discussion on the problems of the program. Regarding the leadership the Minister of Education and Culture was head for the national level commissions, while the governor at the province level and the district administrator at the district level (Ibid). In order to have information on the general conditions of the campaign, there were contacts between the lower and higher level commission using the written reports and field visits. According to Lind (1988), reports that were written to the higher levels, consists of statistical data that focus on the attendance of participants, and on the general condition of the campaign.

To facilitate the implementation of the campaign, literacy councils were also established at the "literacy units" (established at large production units or employment sectors), literacy centers and literacy classes. The council at each level holds the local level administrative and political organs, literacy teacher and students. Literacy centers were established also at each workplace, village or cooperative. Each literacy center has its own literacy council and executive committee responsible for effective implementation of the campaign. Moreover, in each literacy class there is a "class council" responsible for the above stated duties and responsibilities at the class level

Major achievements and weakness of the campaign

Literacy was expected to be a solution for the problems (economic) of the country. However, the achievements obtained couldn't realize the impact of literacy on increasing productivity, rather the literacy campaign results showed, like that of other African countries its impact on the political/ideological sphere (Lind, 1988:161). In Mozambique, the four consecutive national literacy campaigns conducted from July 1978 to mid Nov.1982 were able to provide the opportunity for several adults to get literacy education (Fagerlind & Saha).

The first NLC (National Literacy Campaign) aimed at to make 100,000 adults literate, while the rest three (2nd-4th) campaigns respectively have 300,000 enrollment targets. However, the achievement obtained from these campaigns weren't satisfactory as it was planned. The participation and efficiency (passing rate) was gradually decreasing throughout the 4(four) campaigns (Lind, 1988:69). Moreover, problems that increased the dropout rate were mainly of external in nature-war, drought, and the agriculture production cycle. On the other hand, among internal problems that are causes for increasing dropout rate are: - "weak pedagogical

support at the District level, Lack of political commitment, priority and mobilization for literacy at local levels” (Lind, 1988:80).

According to Fagerlind and Saha(1991:210), " beginning the second round campaign the political /ideological preparation of the tutors was toned down in order to give more attention to the development of academic skills and of teaching methodology. Shortcomings of the literacy activity of organizational and pedagogical nature are causes for decline in literacy programs. Bureaucratization, decreasing motivation of adults and to give more attention to academic interests were major causes for the decline in the program.

However, with in a campaign of few years, Mozambique was able to “reduce illiteracy from 93 to 70 percent among adults of the country” (Fagerlind and Saha, 1991:211).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

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

3.1. Research Design

It has been mentioned in chapter one that the purpose of this study is to investigate the practices and challenges of IFAL program. To this end, descriptive survey design was used because it helps the researcher analyze the current practices and prevailing problems by collecting data from a relatively large number of respondents (Seliger and Shohamy, 1989).

3.2. Method

In this study, both quantitative and qualitative methods were used to generate and analyze information obtained from diverse groups of respondents. The quantitative method helped the researcher to analyze the quantitative data obtained through the use of a questionnaire with close-ended question items whereas the qualitative method helped her analyze the data obtained through the use of semi-structured interview guide, focus group discussion (FGD) and observation checklist.

3.3. Data Sources

To get valid and reliable information, the use of appropriate data sources is vital. Therefore, two sources of data (primary and secondary) are 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, cluster school supervisors, woreda education experts and IFAL Learners) and secondary data were used to compare it with the primary data and strengthen the data from primary sources. Hence, data included woreda education office statistical data reports and annual report in IFAL centers records, related researches, relevant books, Journals and online source.

3.4. Population Size ,Sample Size and Sampling Techniques

Population Size

Regarding the population size of data which used for this research, samples were taken from Woredas education offices, IFAL Coordinators, IFAL experts, IFAL Facilitators, IFAL learners, Cluster School supervisors and Schools directors.

Sample Size

Simple size may depend upon the nature of the population of interest or the data to be gathered and analyzed subject availability and most factors are legitimate considerations in determining appropriate sample size (Best and Kahn, 1993: 17-20).

In short sampling techniques employed in the study:-

No	Item	population	Sample	Sampling Technique
1	IFAL centers of targeted Kebele	31	8	Simple random sampling
2	Facilitators of IFAL	36	9	Simple random sampling
3	Coordinators of IFAL	3	3	Availability sampling
4	School directors	8	2	Purposive sampling
5	IFAL experts	2	1	Availability sampling
6	cluster School supervisors	6	2	Purposive sampling
7	IFAL Learners	465	120	Simple random sampling
	Total population	520	137	

3.5. Data Collection Instruments

This might include the field site description consider revise and particularly the data that you anticipate collecting. Instruments used for data collection in this study; - questionnaire, semi-structured interview guide, focus group discussion, document analysis and observation .Using these instruments both quantitative and qualitative data were collected and the analysis and interpretation were made based on the information collected.

3.5.1.Questionnaire

To collect primary data, questionnaires were developed for IFAL facilitators and coordinators and learners. The questionnaire contains mainly closed-ended and few open-ended questions.It is an appropriate instrument to obtain variety opinions with in a relatively short period of time (Best and Khan, 2003). Depending on the type of question items, choices and rating were used

in the questionnaire. The questionnaire was first constructed in English and later translated to “Amharic” for the purpose of clarity, to avoid language barriers and to make them understandable by the respondents. The questionnaire consisted different parts that address different issues like background information and the main issues of the program.

3.5.2. Semi-Structured Interview Guide

Semi-structured interview was employed to collect factual and detail information from cluster school supervisors, Woredas education office experts and school Directors. The key content of the questionnaires were included in the interview questions in order to supplement questionnaires responses.

3.5.3. Focus Group Discussion

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 IFAL learners’ for those people who does not properly read and write the questionnaires. FGD was conducted in 8 IFAL centers 5 members at each sample center.

3.5.4. Document Analysis

Different available document which are related with the subject was used to obtain relevant information of the study. Document was used statically data reports from Dangure woreda education office and also from IFAL centers records were instigated.

3.5.5. 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.

3.6. 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.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.

Lastly, the questionnaires were distributed to the respondents of the study by the researcher and with the help of IFAL learners, facilitators and coordinators. During on site data collection process the researcher made a continuous follow up in collaboration with this assistance to closely supervise and give orientation how the questionnaire filed and its general objective. After a long and serious follow up the distributed questionnaires were collected and the interviews were ready for the next process.

3.8. Methods of Data Analysis

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 closeended questions were first presented in the tables and statistically analyzed using

frequency count 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. PRESENTATION, ANALYSIS AND INTERPRETION OF DATA

This section deals with the presentation and analysis of the data collected from 137 participants through three different methods. The data were presented in three sections based on the nature and type of data. Hence, the data collected through questionnaire from facilitators and coordinators were analyzed first and then quantitative data gathered from students were analyzed separately followed by the qualitative data generated through different methods of data collection. Therefore, the results were presented, analyzed and interpreted as follows in tables and percentages.

4.1. Demographic Characteristics

Table 4.1.1: Demographic Characteristics facilitators and coordinators

Variable		Facilitators and coordinators (N=12)	
		N	%
Dangure Woreda		12	100
Kebele/center	Manbuke office	3	25
	Az,kitli	1	8.33
	Bless 2	1	8.33
	Dabh/k/l	1	8.33
	Djana	1	8.33
	Gitzi	1	8.33
	Kitli	1	8.33
	Manbuk 01 kebele	1	8.33
	FTC	1	8.33
	Dawent	1	8.33
Age	21-30	10	83.3
	31-40	-	-
	Above 40	2	16.7
Education label	Grade 10 complete	7	58.3
	Grade 12 complete	2	16.7
	Diploma	-	-
	Degree	3	25
	Other	-	-
Sex	Female	9	75
	Male	3	25
Marital status	Single	5	41.7
	Married	4	33.3
	Divorced	3	25

	Widowed	-	-
Current job	Facilitator	9	75
	Extension worker	1	8.33
	Volunteer student	-	-
	ABE facilitator	-	-
	Primary school teacher	-	-
	Education expert	1	8.33
	Other	1	8.33

Note:-Rs=Response; Fr=Frequency;%=Percentag

As can be seen from the above table, a total of 12 facilitators and coordinators were participated from Dangure woreda and the majority were from 01 Kebele ($n=3$; 25%) and office ($n=3$; 25%). The majority were female ($n = 9$; 75%), and Grade 10 complete ($n = 7$; 58.3%) followed by college Degree ($n = 3$; 25%). The majority of participants' ($n=10$; 83.3%) age range was from 21-30. The majority of these participants were single ($n=5$; 41.7%) followed by married marital status ($n=4$; 33.3%). In addition, the current job of the majority of participants were facilitators ($n=9$; 75%).

Table 4.1.2: Demographic Characteristics learners

No	Variables	Names/levels	Frequency	Percentage
1	Keble	Az,kitli	15	12.5
		Blese 2	15	12.5
		Dabh/k/l	15	12.5
		Djana	15	12.5
		Gitzi	15	12.5
		Kitli	15	12.5
		Manbuk	15	12.5
		Mserta	15	12.5
		Total	120	100.0
2	Sex	Male	69	57.5
		Female	51	42.5
		Total	120	100.0
3	Age	21-30	52	43.3
		31-40	56	46.7
		>40	12	10.0
		Total	120	100.0
4	Education level	Level one	78	65.0
		Level two	42	35.0
		Total	120	100.0
5	Marital Status	Single	13	10.8
		Married	96	80.0
		Divorced	7	5.8
		Widowed	4	3.3
		Total	120	100.0

For the purpose of triangulating the data, the researcher also administered questionnaire for 120 selected learners in the Integrated Functional Adult Focused education program from eight kebeles in the woreda under investigation. Therefore, the results will be presented, analyzed and interpreted as follows in tables and percentages. As can be seen from the above table, equal numbers of participants were drawn from eight kebeles of the woreda under investigation. Out of 120 participants, 69(57.5%) of them were male and the rest 51(42.5%) were female. Regarding the age of the respondents, 52(43.3%) of them found in the age range between 21 and 30 years, 56(46.7%) between 31 and 40 years and the other 12(10%) of the respondents were above 40 years of old. Moreover, concerning the educational status of the participants, 78(65%) of them were level one and the rest 42(35%) were level two. Finally, the greater majority 96(80%) of the participants were married, 13(10.83%) single, 7(5.8%) divorced and the last smallest proportion of them were widowed.

4.2. The Selection and Training of IFAL Facilitators

Table 4.2.1: Coordinators and Facilitators Responses about Selection Criteria

Item		N	%
On what criteria does the selection of Facilitators depend?	Qualification and Motivation	2	16.7
	Acceptance in the community	2	16.7
	Ability to speak of the language of the community	5	41.6
	knowing the culture of the Community	3	25

This section dealt with selection criteria response of facilitators and coordinators in the implementation of IFAE Program implementation. Accordingly, as indicated in table, participants were reported that the Ability to speak of the language of the community (n=5; 41.6%) and knowing the culture of the Community (n=3; 25%) as the main selection criteria response of facilitators and coordinators. In addition, qualification and Motivation and Acceptance in the community were another relevant selection criterion to be involved in the implementation of IFAE program

Table 4.2.2: Response Concerning Training of Facilitators

Item	Response	N	%
Are you trained?	Yes	11	91.7
	No	1	8.3
Types of training	Pre-Service	2	20
	In service	8	80
	Others	-	-
Duration of training?	5 days	4	33.3
	5-10 days	2	16.7
	15 days	6	50
	3 days	-	-

As shown in the above table, most of the respondents (n=11; 91.7%) have reported that IFAE facilitators were trained while 8.3% of the respondents have said some of IFAE facilitators were some trained others untrained. With regard to the types of training, majority of the respondents (n=8;80%) have reported that IFAE facilitators were received in service training while the remaining 20% of the respondent reported that pre-service training as another types of training received by IFAE facilitators. Of the respondents who reported the provision of training for IFAE facilitators, the majority (n=6; 50%) of them reported that the training was provided for 15 days. Moreover, about 33% of the respondents have replied that the training was provided for 5 days while about 17% of the respondents have said that training was provided for 5-10 days.

Table 4.2.3: Coordinators and Facilitators Responses Salary and Their Satisfaction

Item	Response	N	%
How much is being paid for you per month as Facilitators?	600-700 birr	-	-
	701-800 birr	-	-
	801-900 birr	12	100
	1000 and above	-	-
How do you rate your Satisfaction level as facilitator?	Very much Satisfied	1	8.3
	Satisfied	1	8.3
	Undecided	1	8.3
	Dissatisfied	7	58.4
	very much dissatisfied	2	16.7

As shown above table, all of the respondents have replied that they were paid 801-900 birr per month for their job as facilitator. Moreover, the participants' satisfaction level as a facilitator was also assessed in this table. Accordingly, majority (n=7; 58.4 %) of the respondents were dissatisfied and about 16.7% of them were very much dissatisfied as a facilitator. On the other hand, only 16.7 % of the respondents were satisfied as a facilitator (8.3% satisfied and 8.3% Very much Satisfied). The remaining 8.3% respondents didn't decide their satisfaction level.

4.3. Issue Related Integrated Functional Adult Literacy Program Implementation

The section of analysis specifically assess if IFAL implementation program based on guideline and its level of implementation, the level of attention given to it by the government, Synergy level among stakeholders and amount of budget allocated , time allocated, efforts made to fulfill learning facilitates and evaluation mechanisms.

Table 4.3.1: Integrated Functional adult Literacy Implementation program

Item	Options	N	%	Mean	SD
3.1. Facilitators implement IFAL program based on Guideline and IFAL program curriculum framework?	yes	7	58.3	-	-
	NO	5	41.7		
3.2. What is the level of IFALprogramme implementation?	Low	5	41.7	1.58	.515
	Average	7	58.3		
	High	-	-		
3.3 Governments attention to implement IFAL Program is	Low	5	41.7	1.67	.65
	Average	6	50		
	High	1	8.3		
3.4 Synergy among stakeholders to implement IFAL program is	Low	5	41.7	1.67	.65
	Average	6	50		
	High	1	8.3		
3.9 How much budget is allocated to implement IFAL Program?	Low	9	75	1.25	.45
	Average	3	25		
	High	-	-		
3.10 Timely availability of the allocated budget is	Low	8	66.7	1.33	.49
	Average	4	33.5		
	High	-	-		
3.11 Efforts made to fulfill learning center with adequate teaching – learning facilities are	low	5	41.7	1.58	.51
	average	7	58.3		

	high	-	-		
3.12 Do you have a mechanism to evaluate the impact of IFAE?	yes	11	91.7	-	
	No	1	8.3	-	

As it can be seen in the above table , majority (58.3) of respondents reported that Facilitators implement IFAL program based on Guideline and IFAL program curriculum framework. Where as, the remaining 41.7% of respondents reported that Facilitators do not implement IFAL program based on Guideline and IFAL program curriculum framework. When they asked about the level of IFAL program implementation, the majority (58.3%) of the respondents were reported average level of IFAL program implementation. The remaining 41.7% of respondents confirm low level of IFAL program implementation. With regard to Governments attention to implement IFAL Program, the majority (50%) of the respondents were reported that Government gave average attention to implement IFAL Program, the remaining 41.7% and 8.3% of the respondent has evaluated Governments attention to implement IFAE Program at low and high level respectively.

Moreover, as indicated in table 4.3.1, the majority (50%) of the respondents were reported average level of Synergy among stakeholders to implement IFAL program. Whereas, 41.7% and 8.3% of the respondents were reported low and high level of Synergy among stakeholders to implement IFAL Program respectively. In addition, when they asked about the amount of budget allocated to implement IFAL Program, the majority (75%) of the respondents confirmed that the amount of budget allocated to implement IFAL Program was low. The remaining 25% of respondents confirmed that the allocation of average amount of budget to implement IFAL Program. With regard to timely availability of the allocated budget, the majority (66.7%) of the respondents were reported that the chance of timely availability of the allocated budget was low. The remaining 33.5% of the respondent were evaluating the chance of timely availability of the allocated budget at average level.

Another question rose for this study participant was about “Efforts made to fulfill learning center with adequate teaching – learning facilities”. As indicated in table 4.3.1, the majority (58.3%) of the respondent approved that average level of efforts made to fulfill learning center with adequate teaching – learning facilities. But, the remaining 41.7% of the respondent indicated that efforts made to fulfill learning center with adequate teaching – learning facilities was low. When they were asked if have a mechanism to evaluate the impact of IFAL, most

(91.7%) of the respondent confirmed that they had a mechanism to evaluate the impact of IFAL and the remaining 8.3% of the respondents reported the absence of a mechanism to evaluate the impact of IFAL.

4.4. Issues Related to Content of the Lesson, Teaching Method, Supervision and Evaluation of the Learner Progress

Table 4.4.1: Responses on Teaching - Learning process

Item	Response	N	%
3.5. Regarding the topic/ content of the lesson, which one is provided to the learners?	About identity	-	-
	About agriculture	4	33.33
	About work	-	-
	About health	3	25
	About family relation	1	8.33
	About environmental Protection	-	-
	About education	4	33.33
	Income generating activity	-	-
	About Gender	-	-
3.6 .What Teaching methods applied in IFAE class mostly?	Learner centered	2	16.7
	Teacher centered	3	25
	Both	7	58.3
3.7. Which method of teaching do you usually use during the teaching learning process?	Group work	-	-
	Discussion	10	83.4
	Role plays	1	8.3
	problem solving	1	8.3
	Question and answer	-	-
	Brainstorming	-	-
	Others	-	-
3.8 How often do cluster supervisor visit your classroom?	Once a week	2	16.7
	Once a semester	5	41.7
	Twice a month	-	-
	Once a Month	1	8.3
	once a year	2	16.7
	others	2	16.7
3.13. Way of evaluating the progress of learners is by?	Following the daily progress	7	58.3
	Observing the way of learners behave	-	-
	Accessing continuously	3	25
	Giving final examination	2	16.7

This section was intended to assess IFAL implementation program which specifically deal with issues related to content of the lesson, teaching method, supervision and evaluation of the learner progress. As shown in the above table, when they asked about the content of the lesson provided to the student, the majority (33.3%) of the respondent were reported that content about agriculture and education as main content of the lesson provided to the learner. The remaining 25% and 8.33% of the respondent on the other hand were reported that health and family relation related content were provided to the learners respectively. With regard to teaching method applied mostly in IFAL class, the majority (58.3%) of the respondent reported that both (student and teacher center) as mostly teaching methods applied in IFAL class. Whereas, about 25% and 16.7% of the respondent were reported that teacher centered and student centered teaching method as mostly teaching methods applied in IFAE class respectively.

Moreover, as indicated in table 4.4.1, the majority (83.4%) of the respondents were reported that discussion as method of teaching they usually used during the teaching learning process. Whereas, about 8.3% of the respondent were reported that role plays and problem solving as methods of teaching they usually used during the teaching learning process. With issues related to supervision, the majority (41.7%) of respondents were reported that cluster supervisors visit their class once a semester. Moreover, about 16.7% of the respondents were replied once a week, once a year and others as the frequency of supervisors visit their class. On the other hand, only 8.3% of the respondent were said their class visited by supervisor once a month. Beside, when they asked about ways of evaluating learners' progress, the majority (58.3%) of the respondent were mentioned following the daily progress as ways of evaluating the progress of learners. The remaining 25% and 16.7% of the respondent were indicated accessing continuously and giving final examination as ways of evaluating the progress of learners respectively.

4.5.Resource capacities to implement IFAL program

Table 4.5.1: Teaching material used in IFAL and their frequency in IFAL implementation program

Item		Response	N	%
3.14 .Teaching materials you use in IFAE class?	text book	Yes	6	50
		No	6	50
	Modules	Yes	11	91.7
		No	1	8.3
	IFAL manuals	Yes	6	50
		No	6	50
	facilitators guide	Yes	7	58.3
		No	5	41.7
	lesson plan	Yes	9	75
		No	3	25
	teaching aids	Yes	5	41.7
		No	7	58.3
3.15.Teaching materials used frequently in the IFAE class?	Text books	Never	5	41.7
		Sometimes	6	50
		Always	1	8.3
	Reading guides	Never	4	33.3
		Sometimes	5	41.7
		Always	3	25
	Writing guides	Never	3	25
		Sometimes	7	58.3
		Always	2	16.7

As it can be seen in above table, 50% of respondents were reported that they were used text book as one of teaching materials in IFAE class. But, the remaining 50% of the respondent were reported that they were not used text book as teaching materials in IFAE class. On the other hand, most (91.7%) of were reported that they were used module as one of teaching materials in IFAE class, while 8.3% of the respondent reported that they were not used module in IFAE class. With regard to the use of IFAE manuals in IFAE class, 50% of the respondents were reported that they were used IFAE manuals in IFAE class and the remaining 50% of the respondents were reported that they were not used IFAE manuals in IFAE class. Moreover, the majority (58.3%) of the respondents were

indicated that they were used facilitators guide in IFAE class. Whereas, the remaining 41.7% of the respondent indicated that they were not used facilitators guide in IFAE class. On the other hand, the majority (75%) of the respondent were reported that they were used lesson plan as a teaching material in IFAE class. In contrast to this, about 25% of the respondents were showed that they were not used lesson plan IFAE class. The other finding of this study showed that the majority (58.3%) of the respondent were reported that they were not used teaching aids in IFAE class.

On the other hand, when they asked about teaching materials used frequently in the IFAL class, the majority (50%) of the respondents reported that they were used text books some times in the IFAL class. Whereas, about 41.7% of the respondent were never used text books in the IFAE class. Surprisingly, only 8.3% of the respondents were reported that they were used text books always in the IFAE class. Moreover, the majority (41.7%) of the respondent showed that they were used reading guides sometimes in the IFAE class. But, 33.3% of the respondent indicated that they were never used reading guides in the IFAE class. 25% of the respondent on the other hand showed that they were used reading guides always in the IFAE class. Besides, the majority (58.3%) of the respondent reported that they were used writing guides sometimes in the IFAE class. whereas, 25% of the respondent indicated that they were never used writing guides in the IFAE class. 16.7 % of the respondent on the other hand showed that they were used writing guides always in the IFAE class.

4.7.Planning, Organizing and stakeholders participation IFAL programme

Table 4.6.1: Considering issues when we planning, organizing and stakeholders participation IFAL program

Factors	Items	Option			Mean	SD
		Low	Medium	high		
In planning the IFAL program	Need are assessed before planning	4(33.3%)	8(66.7%)	-	1.67	.49
	Problems in life of adults will be targeted to be solved	6(50%)	4(33.3%)	2(16.7%)	1.67	.77
	Stakeholders and Communities are encouraged to participate	6(50%)	5(41.7%)	1(8.3%)	1.58	.66
	The flexibility in time , content, place of the program is taken in to account	1(8.3%)	9(75%)	2(16.7%)	2.08	.51
	Quality indicators such as facilitators training and educational facilities are considered	5(41.7%)	6(50%)	1(8.3%)	1.67	.65

Subtotal Average		4.4(36.7%)	6.4(53.3%)	1.2(10%)	1.73	.61
During Organizing of IFAL program	All political and practicing Stakeholders are involved	8(66.7%)	4(33.7%)	-	1.33	.49
	Roles and duties for every Stakeholders are clearly described	4(33.3%)	6(50%)	2(16.7%)	1.83	.71
	Conducive learning environment are created	5(41.7%)	5(41.7%)	2(16.7%)	1.75	.75
	Community participation is facilitated	5(41.7%)	7(58.3%)	-	1.58	.51
Subtotal Average		5.5(45.83%)	5.5(45.83%)	1(8.33%)	1.62	.61
Degree of Stakeholders participation	Non-government organizations	11(91.7%)	-	1(8.3%)	1.17	.57
	Youths associations	11(91.7%)	-	1(8.3%)	1.17	.57
	Women's associations	7(58.3%)	5(41.7%)	-	1.42	.51
	Community associations	10(83.3%)	2(16.7%)	-	1.17	.38
	Participants (Learners) and Facilitators	4(33.3%)	8(66.7%)	-	1.67	.49
	Health sector (Experts... e.t.c)	1(8.3%)	10(83.3%)	1(8.3%)	2.00	.42
	Agricultural sector (experts... e.t.c)	1(8.3%)	10(83.3%)	1(8.3%)	2.00	.42
	Education sectors (Experts,... e.t.c)	1(8.3%)	10(83.3%)	1(8.3%)	2.00	.42
Subtotal Average		5.75(47.9%)	5.63(46.9%)	0.63(5.2%)	1.57	.41
Grand Total		5.22(43.5%)	5.84(48.7%)	.94(7.83%)	1.64	.54

This section of analysis mainly focuses on the factors that related to the implementation of IFAE program specifically in planning, organization and stakeholders participation.

As it can be seen in the above table, the majority (53.3%) of the respondent were evaluated the planning factor at medium level in the IFAE program. On the other hand, about 37% of respondent reported low level of planning factor in the IFAE program and only 10% of the respondent reported high level of planning. These result with the mean score of 1.73 are indicates as planning was weak to implementation IFAL program. Another important factor related to the implementation of IFAL program was organizing IFAE program. As indicated in table 8, about 46% of the respondents were reported that IFAE program was low in its organization. Whereas, about 46% of the respondent reported were reported that IFAE program was at its medium level in its organization and only 8% of the respondent were evaluate the organization of IFAE at high level. Besides, the mean score of this factor was 1.62. This means there is serious problem in the organization of IFAE program implementation.

With regard to degree of Stakeholders participation, the majority of (48%) of the respondent were reported low level of stakeholders participation in the implementation of IFAL program.

The remaining 47% and 5% of the respondent were evaluated the involvement of stakeholders at medium and high level respectively. This shows that the participation of stakeholders were at its worst stage in the implementation of IFAL program. As the combined scores of respondents can be seen in Table 8, the majority (48%) of the respondent were evaluated the implementation of this program at medium level. On the other hand, significant (44%) number of the respondent were evaluated the implementation of this program at low level and surprisingly, only 8% of the respondents were evaluated the implementation of this program at high level. The overall mean score of these factors were 1.64. Overall, the program has high level of problems in its implementation which requires immediate action.

4.7 Problems Related to IFAL Program Implementation

Table 4.7.1: Challenges that encounter the implementation of IFAL program

Challenges	Items	Option			Mean	SD
		Low	medium	high		
Facility related problems	Lack of learning materials such as booksetc	4(33.3%)	3(25%)	5(41.7%)	2.08	.90
	Unsuitable(unfit) IFAE centers	4(33.3%)	7(58.3%)	1(8.3%)	1.75	.62
	Distance of center from home(IFAE center)	4(33.3%)	7(58.3%)	1(8.3%)	1.75	.62
	Shortage of equipment such as chairs etc	2(16.7%)	4(33.3%)	6(50%)	2.33	.77
Subtotal Average		3.5(29%)	5.25(43.7%)	3.25(27%)	1.97	.72
Learners related problems	Lack of interest to participate in IFAE program	2(16.7%)	2(16.7%)	8(66.7%)	2.5	.79
	Lack of awareness on the IFALE program	3(25%)	2(16.7%)	7(58.3%)	2.33	.88
	Child care and domestic duties	3(25%)	5(41.7%)	4(33.3%)	2.08	.79
	Need to harvest, farm, or other works	2(16.7%)	5(41.7%)	5(41.7%)	2.25	.75
	Migration in search of work (to cities)	8(66.7%)	4(33.3%)	-	1.33	.49
Subtotal Average		3.6(30%)	3.6(30%)	4.8(40%)	2.09	.74
Facilitators related problems	Lack of training (skills on helping adults)	1(8.3%)	11(91.7%)	-	1.92	.28
	Lack of motivation or interest	5(41.7%)	5(41.7%)	2(16.7%)	1.75	.75
	Absence of payment or other incentives	2(16.7%)	4(33.3%)	6(50%)	2.33	.77
	Discipline problem (lack of discipline)	8(66.7%)	3(25%)	1(8.3%)	1.42	.66
Subtotal Average		4(33.3%)	5.75(47.9%)	2.25(18.7%)	1.85	0.61
Stakeholders related	Absence of responsible bodies to implement the IFAE program	2(16.7%)	7(58.3%)	3(25%)	2.08	.66
	Not have co-ordination to work together	1(8.3%)	7(58.3%)	4(33.3%)	2.25	.62

problem	Lack of commitment to implement IFAE program	2(16.7%)	9(75%)	1(8.3%)	1.92	.51
Subtotal Average		1.66(13.8%)	7.66(63.9%)	2.7(22.2%)	2.08	.59
Grand Total		3.2(26.58%)	5.56(46.3%)	3.25(27%)	1.99	.66

This section deals with challenges related to IFAL program implementation such as facility related problems, learner related problems, facilitators related problems and stakeholders related problems. As indicated in the above table, the majority (44%) of the respondents were reported medium level of facility related problem in the implementation of IFAL program while 29% of the respondent were reported low level of facility related problems. But, about 27% of the respondents were reported high level of facility related problems in the implementation of IFAL program. The mean score of this factor was 1.97. This means there are undeniable levels of challenges related to facilities in the implementation of this program. With regard to learners related problems, the majority (40%) of the respondents were reported the existence of high level of learners related challenges in the implementation of IFAL program. The mean score of this factor was 2.09.

As depicted in the table 4.7.1, the majority (48%) of the respondents were reported the existence of medium level of challenges related to facilitators. The remaining 33% and 19% of the respondents were reported facilitators related challenges at low and high level respectively. The mean score of this factor was 1.85. Moreover, the majority (64%) of the respondents were reported medium level of stakeholders related changes in the implementation of IFAE program. The remaining 22% and 14% of the respondents were reported high level and low level of stakeholders' related challenges respectively. The mean score of this factor was 2.08. Overall, the majority (46%) of the respondent measured the above challenges at medium level. Whereas, 27% of the respondents were evaluate those challenges at high level. This means, these challenges need attention in the implementation of IFAE program.

4.8. Analysis of the Questionnaire Filled by Learners

Here under, the participants were asked about their interest to attend the program, the fruitfulness of the program and the continece of the program delivery to the learners in the different Kebles of the woreda. The results were analyzed against the kebele of the respondents and presented as follows.

Table 4.8.1: Interest of Learners

Questions		Az,kitli		Blese 2		Dabh/k/l		Djana		Gitzi		Kitli		Manbuk		Mserta	
Do you have interest to attend IFAL program?	Rs	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
	Yes	15	100	15	100	15	100	15	100	15	100	15	100	15	100	15	100
	No	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	15	100	15	100	15	100	15	100	15	100	15	100	15	100	15	100
Is the IFAL program participation fruitful to you?	Yes	14	93.3	15	100	15	100	15	100	15	100	14	93.3	15	100	15	100
	No	1	6.7	-	-	-	-	-	-	-	-	1	6.7	-	-	-	-
	Total	15	100	15	100	15	100	15	100	15	100	15	100	15	100	15	100
Do you think the time (the day, hour& the month) & place has convenience to attend the IFAE program	Yes	11	73.3	15	100	15	100	15	100	15	100	11	73.3	15	100	15	100
	No	4	26.7	-	-	-	-	-	-	-	-	4	26.7	-	-	-	-
	Total	15	100	15	100	15	100	15	100	15	100	15	100	15	100	15	100

As shown in the table above, all of the respondents in all kebeles without any difference agreed that they are interested to attend the IFAL program in their Kebles. Similarly, all of the respondents from all kebeles unanimously reported that the participation of the IFAL program is fruitful according to them. Moreover, almost all of the respondents disclosed that the schedule (place, day and time) is convenient for them to attend such adult education program

Table 4.8.2: Learners response about the relatedness of IFAL contents to adults' daily life

Questions	Rs	The responses of respondents by keble															
		Az,kitli		Blese 2		Dabh/k/l		Djana		Gitzi		Kitli		Manbuk		Mserta	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
The degree to which the IFAL program contents related to adult daily life?																	

Agriculture Education*	VH	-	-	1	6.7	4	26.7	-	-	-	-	-	-	1	10	1	6.7
	H	-	-	1	6.7	10	66.7	-	-	6	40	-	-	-	-	1	6.7
	M	1	6.7	13	86.7	1	6.7	-	-	6	40	1	6.7	3	30	13	86.7
	L	14	93.7	-	-	-	-	10	66.7	2	13.3	14	93.7	5	50	-	-
	VL	-	-	-	-	-	-	5	33.3	1	6.7	-	-	1	10	-	-
	Total	15	100	15	100	15	100	15	100	15	100	15	100	10	100	15	100
Health education*	VH	-	-	1	6.7	3	20	-	-	-	-	-	-	1	10	1	6.7
	H	-	-	2	13.3	4	26.7	-	-	3	20	-	-	-	-	2	13.3
	M	-	-	12	80	6	40	14	93.3	9	60	-	-	3	30	12	80
	L	15	100	-	-	1	6.7	1	6.7	2	13.3	15	100	5	50	-	-
	VL	-	-	-	-	1	6.7	-	-	1	6.7	-	-	1	10	-	-
	Total	15	100	15	100	15	100	15	100	15	100	15	100	10	100	15	100
About civic and Ethics education	VH	-	-	-	-	1	6.7	-	-	-	-	-	-	1	10	-	-
	H	-	-	1	6.7	2	13.3	-	-	1	6.7	-	-	2	20	1	6.7
	M	-	-	12	80	6	40	-	-	6	40	-	-	5	50	12	80
	L	15	100	1	6.7	5	33.3	7	46.7	5	33.3	15	100	2	20	1	6.7
	VL	-	-	1	6.7	1	6.7	8	53.3	3	20	-	-	-	-	1	6.7
	Total	15	100	15	100	15	100	15	100	15	100	15	100	10	100	15	100
About family relation*	VH	-	-	-	-	-	-	-	-	-	-	-	-	1	10	-	-
	H	-	-	1	6.7	1	6.7	-	-	2	13.3	-	-	5	50	1	6.7
	M	-	-	13	86.7	4	26.7	1	6.7	7	46.7	-	-	3	30	13	86.7
	L	15	100	-	-	6	40	4	26.7	5	33.3	15	100	1	10	-	-
	VL	-	-	1	6.7	4	26.7	10	66.7	-	-	-	-	-	-	1	6.7
	Total	15	100	15	100	15	100	15	100	15	100	15	100	10	100	15	100
Income generating activity	VH	-	-	-	-	1	6.7	-	-	-	-	-	-	5	50	-	-
	H	-	-	1	6.7	1	6.7	-	-	3	21.4	-	-	4	40	1	6.7
	M	-	-	10	66.7	4	26.7	1	6.7	6	42.9	-	-	1	10	10	66.7
	L	15	100	3	20	4	26.7	6	40	5	35.7	15	100	-	-	3	20
	VL	-	-	1	6.7	5	33.3	8	53.3	-	-	-	-	-	-	1	6.7
	Total	15	100	15	100	15	100	15	100	14	100	15	100	10	100	15	100
About environmental Protection	VH	-	-	1	6.7	-	-	-	-	-	-	-	-	3	30	1	6.7
	H	-	-	3	20	3	20	-	-	4	28.6	-	-	6	60	3	20
	M	-	-	11	73.3	3	20	13	86.7	6	42.9	-	-	1	10	11	73.3

	L	15	100	-	-	4	26.3	1	6.7	4	28.6	15	100	-	-	-	-
	VL	-	-	-	-	5	33.3	1	6.7	-	-	-	-	-	-	-	-
	Total	15	100	15	100	15	100	15	100	14	100	15	100	10	100	15	100

Learners of the IFAL program in the woreda were asked about how much the contents of the program are related to adult daily life and the responses were given in a five point liker type questions. As a result, all of the respondents in Az,kitli and Kitli Kebeles reported that the degree to which IFAE lessons focus on issues of agriculture, health education, Civics and ethics education, income generating activities and environmental protection judged to be low. Moreover, most of Kitli respondents, 100%, , 100%, 93.4%, and 93.3% respectively, indicated their level of agreement that the program focus on agriculture education, civic and ethical education, family relation and income generation activities judged to be low and very low. On the other hand, 86.7 % and 93.3% of the respondents from the same kebele reported that the focus of the program on health education and environmental protection is medium.

The same table also showed that Blese 2 and Mserta kebele participants judged the level of IFAE lessons related ness to agriculture (86.7%), Health education (80%), civic and ethical education (80%), about family relation (86.7%), income generating activities (66.7%) and about environmental protection (73.3%) is medium or average. The majority of participates from Dabh/k/l kebele also rated the relatedness of the program lessons to their day to day activity as high with agriculture education(66.7%); medium with health education (40%) and civic and ethical education (40%); low and very low with family relation (66.7%), income generating activity (60%), and with environment protection(60%).

Moreover, most of Djana respondents, 100%, 100%, 93.4%, and 93.3% respectively, indicated their level of agreement about the program lessons to agriculture education, civic and ethical education, family relation and income generation activities judged was rated as low and very low. On the other hand, 86.7 % and 93.3% of the respondents from the same kebele reported that the focus of the program on health education (93.3%) and environmental protection (86.7%) is medium.

As also revealed in the table, respondents from Gitzi kebele acknowledged that the relatedness of program lessons with agriculture was rated high and medium by 40% and 40% respondents, and the other 60%, 40%, 46.7%, 42.9% and 42.9% respectively reported average relationship with health education, civic and ethical education, family relations, income generating activity and about environment protection, which are closely associated with the day to day adult life. Finally, the same 50% of participants from Kebele Manbuk rated that the program lessons correlation agriculture and health education is low, another 50%, rated as medium, another 50%, 50%, 40% and 60% of the respondents respectively were rated as high and very high to some extent.

In general, most of the respondents provide low ratings about how the contents of the program are related to their day to day life. The implication of this result is that the alignment of the program lessons (agriculture education, health education, civic and ethical education, lessons about family relation, income generating activity and about environmental activity) with the adult's day to day activity showed variations across the kebeles of the woreda. Most of the respondents in most of the kebele reported that the contents/lessons of the IFAE program are not aligned with their day to day activities. In other words, such adult education program is less likely in addressing the practical problems of adults in agriculture, health, civic and ethics, family relation, income generating activities and protecting their environment.

Table 4.8.3: Learners' status in attending the IFAL program and reasons for absenteeism

No	Questions	Option	N	Percentage
6	Do you attend the Integrated Functional Adult Education program regularly? Encircle your answer	Yes, I attend regularly	30	25
		NO, I was absent sometimes from class	90	75
7	What are the main reasons for Integrated Functional Adult Education participants not to attend the program regularly and to discontinue participation?	poor understanding on the advantage of to be literate	46	38.3
		Lack of interest to participate FAL program	28	23.3
		Inconvenience of the time table and place	17	14.2
		Shortage of educational materials	20	16.7
		Distance of IFAE center	9	7.5

As presented in the above table, participants of the study were asked about their level of attendance in the IFAL program and indicate the main reasons the block them from attending such adult education program. Consequently, the great majority, 90(75%) of the respondents answered that they are not attending the program, while a small number of the respondents, 30 (25%) did replied they are attending in the IFAL program.

Moreover, those respondents who said we are not attending the program were asked about the main reason that prohibited them from attending the IFAL program in the woreda and give different reasons. Based on this, poor understanding on the advantage of to be literate (38.5%), Lack of interest to participate FAL program (23.3%), Inconvenience of the time table and place (14.2%), Shortage of educational materials (16.7%) and Distance of IFAE center (7.5%) were mentioned as hindrances of for learners from attending the IFAE program.

Table 4.8.4: The materials used by the learners in the IFAL program

No	Questions	Alternatives		N	Percentage
8	What are the materials you have used in the IFAL class?	Text books	Yes	23	19.2
			No	97	80.8
		Writing guides	Yes	31	25.8
			No	89	74.2
		Reading guide	Yes	42	35
			No	78	65
		Different teaching aid	Yes	15	12.5
			No	105	87.5

The researcher asked the participants about the educational materials used by learners in the program. As a result, most of the learners indicated that the program is not equipped with educational resources used as a guide for learners. As depicted in the above table, 80.8%, 74.2%, 65% and 87.5% of the respondents reported that have never used text books, writing guides, reading guide and different teaching aid respectively in the IFAE class. However, a smaller proportion of them, i.e., 35%, 25.8 and 19.2% of the participants respectively, indicated that they have used reading guides, writing guides and text books in the IFAE class.

In general, this result might have an implication that the center is not well furnished and probably the implementation of the program will not be given attention by the government and educational leaders at different levels.

4.9 Analysis of the Qualitative Data

For the purpose of increasing the comprehensiveness and the reliability of the data the researched tried to triangulate the data through collecting pertinent information from different sources using different data collection tools. Hence, the qualitative data collected through focus group discussion (FGD), semi-structured interview and observation checklist were analyzed under three major themes, such as the practice/ implementation of integrated functional adult letracy (IFAL), its challenges and the way outs for the improvement of the program in the study area.

4.9.1 The Practice of IFAL in the Woreda

Many issues were summarized regarding the practice of IFAL in the study areas. The selection criteria for educational experts, school principals, and supervisors, facilitators, their salary and trainings, the appropriateness of the schedule for learners, the availability of educational resources, the participation level of stakeholders in the program, the level of support from educational leaders and finally the success of the program were some of the issues.

To begin with, most of the interviewees explained that the selection criteria for facilitators were education level, ability to speak local languages, and experience in the education sector. Accordingly, there are one adult expert, two supervisors, and two directors at the woreda level.

The interviewees were also asked about the training facilities and the duration of training, and hence they gave different responses. For example, according to one expert, facilitators were trained for five days and ten days for new comers once in a year. One director and one supervisor also agreed that the facilitators were trained for five days per year.

Regarding the delivery of the program, all of the interviewed participants pointed out that the IFAL program confirmed that the IFAL is being given for two days in a week. However, there was no consensus among education experts, directors and supervisors concerning the number of contact hours. For example, one expert and one director said that there is three contact hour per day. While, one director and two supervisors indicated that the teaching-learning process is carried out for two hours in a week. This disagreement about the number of contact hours among the educational implementers might have an important implication about the proper implication of the program. The researcher was also interviewed participants about

the convenience of the schedule for learner to attend such education program. As a result, all of the participants explained that the day, the place and the hours were set by consulting learners before the beginning of the program.

The results from FGD and observation checklist indicated that agriculture, health and education sectors are the main focus of the education program. For example, the areas of agriculture, the sowing/harvesting of crops more than once, in health areas, knowledge about the causes of disease and health care; and in education sector, improving the literacy of learners in four basic skills as well as their number literacy.

The researcher also posed questions regarding the current performance of the education program in the selected kebeles of the woreda. Hence, most of the participants depicted that the program might have important contribution for those who didn't have educational access before, though the implementation of the program was constrained by so many limiting factors. Farther more, the interviewed participants explained that students, facilitators, educational sector professional, and health extension workers were the main players in the implementation of IFAE as remarked by interviewed participants. Similarly, the researcher observed that students and facilitators were doing the facilitation task in the learning-teaching process in the study woredas. The FGD result also supported that the facilitators of education center tried their best to motivate learners in attending their education.

4.9.2.Challenges in the Practice of IFAL in the Selected Woreda

Here under, the challenges encountered during the implementation of the program in the selected kebeles were discussed. The findings disclosed that so many constraining factors in the implementation of IFAL program in the woerda education centers. The interviewee pointed out that the salary of the facilitators is not enough to cover their daily expenses and facilitators in the woreda level didn't given enough trainings, which seriously affect their motivation, in turn the implementation of the program.

Moreover, both FGD and observation results confirmed that learners have unfavorable attitude towards the program and awareness gaps on the side of the communities as the main challenge. Consequently, learners' dropout the program and the community's level participation by providing educational materials and other resources are very low. In spite of these problems,

the findings indicated that very few chances were created to discuss with community about the program.

Moreover, the findings indicated that there were a serious lack of educational resources and instructional materials in the woreda to implement such adult education program. In addition, there are also problems, like lack of monitoring and support by the educational leaders & other concerned bodies; failure to evaluate the program; lack of commitment on the side of the main implementers; and lack of control by the concerned bodies in the study area according to the interviewees and the discussants. The participants also added that the implementation of the program was characterized by lack of facilitated places, absenteeism of assigned agriculture and health education teachers, males negative attitude towards female attendants, shifting of class hours for “development activities” by the kebele officials, the preoccupation of learners by their regular activities. Furthermore, the support given by the cluster supervisors is almost non-existent and participants of the program were not given any kind of certificates that indicate their progress and the status of the program.

In general, with existence of daunting challenges such as lack of proper leadership; lack of monitoring, evaluation and support; lack of educational facilities and resources; unfavorable attitudes on the sides of learners; awareness gap in the community; and motivational and commitment related problems in the main implementers of the program, it possible to say that the program was poorly implemented and simply what is there is its name.

4.9.3. The Way Forwarded

The effectiveness of any program implementation is the result of the integration and coordination of different stakeholders, the mobilizations of social and material resources with dedicated and motivated educational leadership. Therefore, the participants recommended the following points for the improvement of the implementation of the program.

- Improve the vertical and horizontal coordination efforts of the educational leaders at higher and lower level
- Creating and improving the awareness level of learners, communities and other stakeholders through regular discussion
- Mobilizing educational resources and other materials from regional education bureau and other stakeholders

- Motivating facilitators and teachers in the program to shoulder their responsibility and be productive in their work
- Collaborating with agriculture and health extension workers and pledging them to take their involvement in the program as part of their responsibility
- Improving the wages for the facilitators and provide continued trainings to fill skill gaps and upgrade their understandings about program issues
- Improving the practices of monitoring, evaluation and support to tailor the implementation of the program towards creating functional skills and abilities in the target population in the woreda
- Improving the awareness level of kebele officials regarding the IFAE, as they use to shift class hour for development activity as if the program is a trivial one.
- The stake holders should work in cooperation and there should be discussion with stakeholders to enable the community to learn.
- The government should pay attention to enable the society to learn education.
- There should be special support and cooperation for facilitators for example in providing educational opportunity and salary increment;
- The management, directors, supervisors, from woreda up to kebele should take their own responsibility, and discuss on the problems and facilitate the working hours and education time.

CHAPTER FIVE

4. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The purpose of this study was to analyze the practice and challenges of integrated functional adult education program implementation in Dangure woreda. To this end, descriptive survey design was used and data was collected from a total of 520 respondents. 137 sample techniques were used. Moreover, semi-structured interview guide and observation checklist was used as instrument of data collection. The data analysis led to the following major findings;

1. The finding showed that the selection criteria for facilitators were found to be inconsistent; having Ability to speak of the language of the community (n=5; 41.6%) and knowing the culture of the Community (n=3; 25%) as the main selection criteria of facilitators. In addition, qualification and Motivation and Acceptance in the community were another relevant selection criterion to be involved in the implementation of IFAE program.
2. The study revealed that the rate satisfaction level as facilitator the majority (n=7; 58.4 %) of the respondents reported Dissatisfied.
3. The study also revealed that there was rated low involvement of community members and different stakeholders in the program implementation of the IFAE program at the grass root level.
4. The study disclosed that facilitators were not given feedback on the results of monitoring and evaluation of IFAE program.
5. The availability of adequate finance/ budget to run IFAE program was found to be low in Dangure woreda.
6. The study indicated there was low level of support to the IFAE program from Stakeholders.
7. The great majority, 90(75%) of the learner respondents answered that they were not attending the program effectively.
8. Most of the learners indicated that the program was not equipped with educational resources used as a guide for learners; having 80.8%, 74.2%, 65% and 87.5% of the respondents reported that that have never used text books, writing guides, reading guide

and different teaching aid respectively in the IFAE class. In general, this result might have an implication that the center is not well furnished and probably the implementation of the program will not be given attention by the government and educational leaders at different levels

9. The majority of the IFAE women learners 75% had been influence by heavy work load in their house hold that hinders them from their active participation in the IFAL program.
10. It was indicated that the majority of the women IFAE learners acknowledged the existence of their family`s influence on their participation. These include looking after their children, sick and old family members. On the other hand, the influence of their husbands also limited them from their active participation in the IFAE program.

5.2. Conclusions

Based on the findings, of the study, the following conclusions were drawn

- ✓ 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

The study indicated that the practice of IFAL in Dangure woreda of Metekel Zone encountered such challenges about that the practice of IFAL program concluded in Dangure woreda was low.

5.3. Recommendations

Based on the major findings and conclusion drawn, the following recommendations are forwarded;

1. Dangure woreda education office advised to organize short-term refresher training for facilitators of integrated functional adult education.
2. The woreda education office is advised to provide adequate supervisory support the IFAE program.
3. Cluster school supervisors are advised to provide timely feedback for facilitators concerning the strengths and weaknesses they observed in the practice of IFAE in the centers.
4. Metekel zone education office is advised to encourage Dangure woreda education office to supply adequate instructional materials for the IFAE centers.
5. 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 IFAE center, and also they need to make the time place, and hour convenient to the learners.
6. Benishangul Gumuze Education Bureau is advised to encourage Dangure woreda to provide reasonable salary for facilitators of IFAE program.

REFERENCES

- Anthony, O. (2006) Continuation and Extension of Literacy Programs. From Literacy to Adult Basic Education and beyond in Uganda: Association for the Development of Education in Africa (ADEA).
- Best, W. John and Kahn, James V., (1993) *Research in Education: (7th ed.)* New Delhi: Prentice-Hall
- Best, J and Kaha, V. (2003) . *Research in education (9th ed.)*.New Dalhi printed hall:India
- Courtney, S. 1989. *Hand book of Adult and Continuing Education*. San Bass.
- Dessu Wirtu (2005). Provision and participants of adult education: An overview. In the proceeding of the symposium on adult education and development, pp. 196-210. (Goethe Institute, Geberekirstosdesta centers, Addis Ababa, Ethiopia).Ethiopia, Ministry of Education, Addis Ababa: United printers PLC.
- Havelok, K. and Haberman, J.(1997). *Solving Educational Problems*: MC Grew hill.Inc.
- Hildana Geremew.(2014). *Practices and Challenges of Integrated Functional Adult Literacy Programme: The Case of Kolefe Keranyo Sub city*.
- Houle, C.1996. *The Design of Education (2nd Edition.)*San Francisco: Jossey-Bass.
- Hutton, B. (Ed.). (1992). *Adult basic education in South Africa: literacy, English as a second Language and numeracy*. Cape Town: Oxford University Press.
- IIZ /Dvv (2005) *Training needs of FAL personnel in Ethiopia*. New letter, No. 22/23.
- Jonson, Burke, Christensen, Laitative, Qrry (2004) *Educational research:Quantitative, Qualitative and mixed approach*. (2nd ed.USA: Pearson Education, Inc.)
- Juliet, et.al.(2007) *Developing Adult Literacy Approaches to Planning, Implementing and Delivering Literacy Initiatives*.First published by Oxfam.
- Kebede, M. (2005). *Literacy in Ethiopia*, Addis Ababa: United printers PLC.

- Kothari, C.R.(2004).Quantitative techniques (3rded). New Delhi: Viskas publishing House pvt.Ltd.
- McCaffery, J. Merrifield, J and Millican, J. 2007. Developing literacy: Approaches to Planning, Implementing, and Delivering Literacy Initiatives. USA.OXFAM.
- Mellese Delelegne.(1997). Psycho-social Freirian Approaches to Functional Adult Literacy: Irish Development Cooperation office, Addis Ababa. IIZ/DVV project office.
- Merriam.S.and Bracket. R.1999. Midwest Research to Practice Conference in Adult, Continuing, and Community Education, Indiana University, Indiana Policy IV October 6-8, 2004.
- MoE.(2006). National Adult Education Strategy.Printed by EMPDE: Addis Ababa
- MoE.(2010).Education sector development program (ESDP) IV. Programme action plan, Addis Ababa: United printers PLC.
- MoE.(2011).Functional Adult Literacy Implementation Guidelines. ABGET, Addis Ababa: United printers PLC.
- MoE.(1994). Education *and Training Policy*.Printed by EMPDE: Addis Ababa.
- MoE.(2002). Education Sector Development program II (ESDP II) (2002/ 03—2004/05).Addis Ababa: United printers PLC.
- MoE.(2005). Education sector development program (ESDP III): Addis Ababa
- Mulugeta Meniker. (2002). The Implementation of Adult Literacy program in East Gojjam Zone (Amhara region).Unpublished Master's Thesis. Addis AbabaUniversity, Ethiopia. Retrieved from <http://www.etd.aau.et/dspace/611/1/>
- Okech, A. (2007). Historic development and practice of functional adult literacy.In sandhaas, IIZ/Dvv.
- Papen, U. 2005. Adult Literacy as Social Practice.NewYork:RoutLedge.
- Plunket,W. and Affony,p.(1986). Introduction to management (2nd, ed): Boston: Kertpublishing.

- Richard, N. & Bernard, W. (1974). *Non-formal Education in Ethiopia: Literacy Programs*, Michigan State University.
- Rogers, A and Street, B. 2012. *Adult Literacy and Development: Stories from the field*. England and Wales. Niace.
- Samuel Asnake. 2007. *Functional Adult literacy programs for rural poor in different Regions in Sandhaas B. Edition. Adult Education and Development*. Addis Ababa .Ethiopia: DVV International.
- Sandhaas, B. (Ed). (2007). *Historic Development and practice of Functional Adult Literacy*. In sandhaas, B.(ed). IIZ/DVV.
- Sandhaas, B. (Ed). (2008). *Functional adult literacy and poverty reduction: cross national encounters in ministry of Education*: Addis Ababa.
- Shiudu; J.O. (1999); *Wastage in Education; A synthesis of causal factors and Strategic Enervation*; Addis Ababa; Ethiopia unpublished.
- Tekalign Minalu, (2010). *The practices in management of country skill training centers in selected woredas of illbabur zone of Oromia regional Training centers*: Addis Ababa; (unpublished) M.A Thesis.
- Tilahun Workneh et al. (1997). *Studies of Education in Ethiopia: 1994-1997*. European
- UNESCO (1994). *APPEAL Manual for Planning and Management of Literacy and Continuing Education (AMPM), Volumes 1-4*. Bangkok, UNESCO Principal Regional Office for Asia and the Pacific
- UNESCO. (1997). *Adult Education: The Hamburg Declaration and the Agenda for the Future*. Fifth International Conference on Adult education (CONFINTEA V). 14-18 July 1997, Hamburg.
- UNESCO. 2005. *EFA Global Monitoring Report 2006 education for all*. Paris: UNESCO.
- Wagaw (1978). *Appraisal of Adult Literacy Programs in Ethiopia: Journal of Reading*, Vol. 21, No. 6 (Mar., 1978), pp. 504-508
- Yalew Engidayehu (2007). *Adult Education and Education Terminology in Ethiopian Context*.

Zeliek W/ Masekel.(2007.) The History of Adult Education in Ethiopia, Adult education on Development. Volume 22/ (p.81-110). Addis Abab IZZ/DVV

APPENDIX-1

Addis Ababa University

College Of Education and Behavioral Studies

Department of Curriculum and Instruction

(Adult Education and Community Development Unit)

Questionnaire to be filled by IFAE facilitators and Coordinators

The main purpose of this questionnaire is to gather data for the study entitled the practice and challenge of IFAE Program implementation Dangureworeda. Therefore, the researcher honestly requests your collaboration in filling this questionnaire responsibly because your genuine response is of great importance for the success of this study.

Thanks!

Note: - No need of writing your name .Please, indicate your response by putting a tickmark (√)in the box

Part I: - personal Information (Data)

1.1. Name of IFAEWoreda _____ Kebele _____ center _____

1.2. Sex

A. Male

B. Female

1.3. Marital status

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

1.4. Age

A. 21 -30

B.31-40

C. above 40

1.5. Education

A. Grade 10 complete

C. Diploma

B. Grade 12 complete

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 student

D. ABE Facilitator

E. Education Expert

F. primary school teacher

G. Other _____

Part II: - General Information

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

- A. qualification and Motivation
- B. Acceptance in the community
- C. Ability to speak of the language of the community
- D. knowing the culture of the Community
- E. Others (if any) _____

2.2. Are IFAE 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
- D. 15 days
- E. others specify _____

2.5. How much is being paid for you per month as facilitators?

- A. 600-700(birr)
- B. 701-800 (birr)
- C. 801-900(birr)
- D. above 1000 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 III: - Issue related Integrated Functional adult Education program Implementation.

3.1. Facilitators implement IFAE program based on Guideline and IFAL program curriculum framework?

- A. yes
- B. No

3.2. What is the level of IFAL programme implementation?

- A. High
- B. Average
- C. Low

3.3. Governments attention to implement IFAE Program is

- A. High
- B. Average
- C. Low

3.4. Synergy among stakeholders to implement IFAE program is

- A. High
- B. Average
- C. Low

3.5. Reading the topic/ content of the lesson, which one is provided to the learners?(more than one answer is possible)

- A. About identity
- B. About agriculture
- C. About education
- D. About health
- E. About family relation
- F. About environmental Protection
- G. About civic and Ethics education
- H. Income generating activity
- I. About Gender

3.6. What Teaching method applied in IFAE class mostly?

- 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. Is budget allocated to implement IFAE Program?

- A. High B. Average C. Low

3.10. Timely availability of the allocated budget is

- A. High B. Average C. Low

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

- A. High B. Average C. Low

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

- A. yes B. No

3.13. Way of evaluating the progress of learners is by?

- A. Following the daily progress C. Accessing continuously
 B. Observing the way of learners behave D. Giving final examination

3.14	Teaching materials you use in IFAE class?	Yes	No	
	A. text book			
	B. Modules			
	C. IFAL manuals			
	D. facilitators guide			
	E. lesson plan			
	F. teaching aids			
3.15	Teaching Materials used frequently in the IFAE 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 high, medium and low implementation of IFAE program. Among these some of the following statements are listed below. Please mark (√) 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 IFAE center.

4	Statement	Scale		
4.1	In planning the IFAE program	High	Medium	Low
4.1.1	Need are assessed before planning			
4.1.2	Problems in life of adults will be targeted to be solved			

4.1.3	Stakeholders and Communities are encouraged to participate			
4.1.4	The flexibility in time , content, place of the program is taken in to account			
4.1.5	Quality indicators such as facilitators training and educational facilities are considered			
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 associations			
4.3.3	Women’s associations			
4.3.4	Community associations			
4.3.5	Participants (Learners) and Facilitators			
4.3.6	Health sector (Experts, Extension workers e.t.c)			
4.3.7	Agricultural sector (experts, extension workers e.t.c)			
4.3.8	Education sectors (Experts, Supervisors, principals, e.t.c)			

Part V: -Problems related to IFAE 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 (√) mark

5	Statement	Scale		
		High	Medium	Low
5.1	Facility related problems			
5.1.1	Lack of learning materials such as books, manuals e.t.c			
5.1.2	Unsuitable(unfit) IFAE centers			
5.1.3	Distance of center from home(IFAE center)			
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 IFAE program			
5.2.2	Lack of awareness on the IFALE program			
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 IFAE program			
5.4.2	Not have co-ordination to work together			

5.4.3	Lack of commitment to implement IFAE program			
-------	--	--	--	--

APPENDIX 2

Addis Ababa University

College Of Education and Behavioral Studies

Department of Curriculum and Instruction

Program:-Adult Education and Community Development

Questionnaire to be filled by IFAE learners

The questionnaire is designed for the study entitled “practice and challenges of IFAL program Implementation in selected kebele of Dangureworeda. The purpose of this questionnaire is to gather relevant and appropriate data based on the above title at Dangureworeda 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 (√) below the number of your choice opposite (parallel) to each statement.
2. Where alternative 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 education program?

- A. Yes B. No

2. Is the IFAL programme participation fruitful to you?

- A. yes B. NO

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

- A. yes B. No

4. If your response to question number 3 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 Integrated Functional Adult Education 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 have dropped out from the program

7. What are the main reasons for Integrated Functional Adult Education participants not to attend the program regularly and to discontinue participation?

- A. Distance of IFAE 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. Different teaching aid		
E. Others,.....		

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

10. What should be done to solve the problem?

APPENDIX -3

Addis Ababa University

College Of Education and Behavioral Studies

Department of Curriculum and Instruction

Program:-Adult Education and Community Development

Semi-structured Interview Guide to Woreda education office Experts, Supervisors and School Directors

Part I: - Personal Data

1. Work place _____
 2. Sex;Male _____ Female _____
 3. Age _____
 4. Educational level _____
 5. Field of study _____
 6. Current job _____
- Years of service as school teacher/if any _____

Part II. Issues Related to the IFAE program

Regarding IFAE facilitators

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

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

3. Do IFAE facilitators/teachers get adequate training?

4. What is the duration of training provided for integrated functional adult education facilitators?

About IFAL Learners and Duration of Educational provision

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

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

7. Do you think that the time, place and day of educational provision are convenient for IFAE 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. Who are participating in the implementation of IFAE Program?

- A. Non-government organizations
- B. Youths associations
- C. Women's associations
- D. Participants (Learners) and Facilitators
- E. Health sector (Experts, Extension workers e.t.c)
- F. 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 do Woreda cluster supervisors visit the IFAL center?

13. Have the stakeholders conducted meetings 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 are 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. What should to be done to improve the implementation of IFAL program?

Appendix 4
Addis Ababa University
College Of Education and Behavioral Studies
Department of Curriculum and Instruction
Program:-Adult Education and Community Development
Questioner Focus Group Discussion

The main purpose of this questioner is to study and collect the necessary data on the practice and challenges of with regards to implementation of practical IFAE in DangurWoreda;

Note: please write the number of the question on the answer sheet while replying

1. What subjects are covered in the Integrated Functional Adult Education Program?
What relations does it have with the daily activities of the student?
2. Do you think the location, date and time of the conduction of Integrated Functional Adult Education Program is convenient for the teaching? If not please explain?
3. Does the educational centre have adequate educational materials that are necessary for the Integrated Functional Adult Education Program endeavor? Please indicate if there are materials not available but necessary?
4. The facilitators of the Integrated Functional Adult Education Program bear the due affection, care and reverence towards the students; and promote motivated learning;
5. Students quit pursuance of Integrated Functional Adult Education Program? If so what are the causes?
6. Doe the local community have a contribution of various resources towards the Integrated Functional Adult Education Program? Of so please specify;
7. Please state the major challenges against the Integrated Functional Adult Education Program?
8. Please recommend your solutions to the challenges stated under question 7 hereinabove.

ለሰርቴፍካት መ ዲግሪ

ሰ. ሌላ ካለ ይገለጽ _____

1.5. የተማሩት የትምህርት ዘርፍ _____

1.6 አሁን እየሰሩበት ያለ የስራ ዘርፍ

ሀ) አመቻች

ለ) የኤክስቴንሽን ሰራተኛ (ጤና/ግብርና)

ሐ) በጎ ፍቃደኛ ተማሪ

መ) አማራጭ መሰረታዊ ትምህርት አመቻች

ሠ) የትምህርት ባለሙያ

ረ) የአንደኛ ደረጃ መምህር

ሸ) ሌሎች _____

ክፍል 2: አጠቃላይ መረጃ

2.1. የአመቻች ቅጥር መመልመያ መስፈርት የተመሰረተው በምን ላይ ነው? (ከአንድ መልስ በላይ መመለስ ይቻላል)

ሀ) በትምህርት ደረጃ እና በተነሳሽነት

ለ) በማበረሰብ ውስጥ ያለ ተቀባይነት

ሐ) የማህበረሰቡን ቋንቋ የመናገር ችሎታ

መ) የማህበረሰቡን ባህል በተመለከተ ግንዛቤ ማጨበጥ የሚችል

ሠ) ሌሎች (ካለ) _____

2.2. በወረዳችሁ የሚገኙት የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት አመቻች የሰለጠኑ ናቸውን?

ሀ) አዎ

ለ) አይደለም

ሐ) የተወሰኑት የሰለጠኑ ሲሆኑ የተወሰኑት አልሰለጠኑም

2.3. በተራ ቁጥር 2.2 የተሰጠው ምላሹ አዎ ከሆነ ምን አይነት ስልጠና ተሰጥቷቸዋል?

ሀ) የቅድመ ስልጠና ማለትም አዲስ ተቀጣሪ አመቻች

ለ) በስራ ላይ ስልጠና ማለትም ነባር አመቻች

ሐ) ሌሎች

2.4 የስልጠና ጊዜ

ሀ) 3 ቀን ለ) 5 ቀን ሐ) ከ5-10 ቀን መ) 15 ቀን

ሠ) ሌላ ካለ ይገለጽ _____

2.5. ለእርስዎ እንዳመቻች በወር ምን ያህል ይከፈልዎታል?

ሀ) 600-700 ብር ለ) 701-800 ብር
ሐ) 801-900 ብር መ) ከ1000 ብር በላይ

2.6. እንደ አመቻች ያለዎት የእርካታ ደረጃ ምን ያህል ነው?

ሀ) በጣም በከፍተኛ
ለ) ከፍተኛ እርካታ
ሐ) መካከለኛ
መ) ዝቅተኛ
ሠ) በጣም ዝቅተኛ

ክፍል 3: ከተጣመረ ተግባራዊ የአዋቂዎች መሰረተ ትምህርት መርሃ ግብር ትግበራ ጋር የተገናኙ ጉዳዮች

3.1. አመቻቹ መርሃ ግብርን የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት የሚተገበረው የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት-ፕሮግራም በተቀመጠው ሥርዓተ ትምህርት መሰረት ነውን?

ሀ) አዎ ለ) አይደለም

3.2. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት መርሃ ግብር ትግበራ ደረጃ ምን ላይ ደርሷል?

ሀ) ከፍተኛ ለ) መካከለኛ ሐ) ዝቅተኛ

3.3. መንግስት ለተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት የሚሰጠው ትኩረት ምን ይመስላል?

ሀ) ከፍተኛ ለ) መካከለኛ ሐ) ዝቅተኛ

3.4. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራምን ለመተግበር በባለድርሻ አካላት መካከል ያለው ግንኙነት ምን ይመስላል?

ሀ) ከፍተኛ ለ) መካከለኛ ሐ) ዝቅተኛ

3.5. የትምህርቱን ርዕስ/ይዘት በሚያነቡበት ጊዜ ለተማሪዎች የሚተላለፈው መልዕክት ምንን በተመለከተ ነው? ከአንድ በላይ መልስ መስጠት ይቻላል።

- ሀ) ስለ ማንነት በተመለከተ
- ለ) ስለ ግብርና ትምህርት በተመለከተ
- ሐ) ስለ ትምህርት በተመለከተ
- መ) ስለ ጤና ትምህርት በተመለከተ
- ሠ) ስለ ቤተሰብ ምጣኔ በተመለከተ
- ረ) ስለ አካባቢ አንክብካቤ በተመለከተ
- ሰ) ስለ ሥነ-ዜጋና ሥነ-ምግባር በተመለከተ
- ሸ) ስለ የገቢ ማስገኛ እንቅስቃሴዎች በተመለከተ
- ቀ) ስለ ሰርዓተ ምጋታ በተመለከተ

3.6. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት መመሪያ ክፍል ምን አይነት የማስተማር ዘዴ ይጠቀማሉ?

- ሀ) ተማሪ ተኮር የማስተማር ሰነድ ዘዴ
- ለ) መምህር ተኮር የማስተማር ሰነድ ዘዴ
- ሐ) ተማሪ ተኮር እና መምህር ተኮር ዘዴ

3.7. በመማር ማስተማር ሂደቱ ወቅት አብዛኛውን ጊዜ ምን አይነት ማስተማሪያ ዘዴ ይጠቀማሉ?

- | | |
|-------------------------------------|---------------------------------------|
| ሀ) የቡድን ስራ <input type="checkbox"/> | ለ) በጥያቄ መልስ <input type="checkbox"/> |
| ለ) በውይይት <input type="checkbox"/> | ረ) ሀሳብ በማፍለቅ <input type="checkbox"/> |
| ሐ) የሚና ጨዋታ <input type="checkbox"/> | ሌላ ካለ ይገለጽ----- |
| መ) ችግር ፈች <input type="checkbox"/> | |

3.8. የክላስተር ተቆጣጣሪው/ሱፐርቫይዘር መማሪያ ክፍልዎን በየሰንት ጊዜው ይጎበኛል?

- | | |
|---|---|
| ሀ) በሳምንት አንድ ጊዜ <input type="checkbox"/> | መ. በወር አንድ ጊዜ <input type="checkbox"/> |
| ለ) በግማሽ ዓመት አንድ ጊዜ <input type="checkbox"/> | ሰ. በዓመት አንድ ጊዜ <input type="checkbox"/> |
| ሐ) በወር ሁለት ጊዜ <input type="checkbox"/> | |
| ረ) ሌላ ካለ ይገለጽ _____ | |

3.9. ለየተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት መርሃ ግብር አተገባበራ በጀት ተመድቧልን?

- ሀ) ክፍተኛ ለ) መካከለኛ ሐ) ዝቅተኛ

3.10. የተመደበው በጀት በወቅቱ ስራ ላይ ይውላል፣ ከዋለ በእርሶ እይታ በምን ዓይነት ደረጃ ላይ ነው?

- ሀ) ክፍተኛ ለ) መካከለኛ ሐ) ዝቅተኛ

3.11 የመማሪያ ማእከሉ በበቂ መግር ማስተማር መሟላት የተደረገ ጥረት

- ሀ) ክፍተኛ ለ) መካከለኛ ሐ) ዝቅተኛ

3.12 የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ውጤት ለመመዘን የሚያስችል ዘዴ አለ

- ሀ) አለ ለ) የለም

3.13 የተማሪዎች የትምህርት አቀባበል እድገትን በተመለከተ ምዘናው እንዴት ይከናወናል

- ሀ) እለታዊ ሂደታቸውን መከታተል
 ለ) የተማሪዎች ባህሪ በመመልከት
 ሐ) ቀጣይነት ያለው ምዘና በማከናወን
 መ) የመጨረሻ ፈተና በመስጠት

3.14	የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት መማሪያ ክፍል ጥቅም ላይ የሚውሉ የማስተማሪያ ቁሳቁስ	አሉ	የሉም	
	ሀ) መማሪያ መፅሃፍ			
	ለ) ሞጁል			
	ሐ) የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ማንዋል			
	መ) የአመቻች መመሪያ			
	ሠ) ዓመታዊ እቅድ			
	ረ) የማስተማሪያ መርጃ መሳሪያ			
3.15	አብዛኛውን ጊዜ ጥቅም ላይ የሚውሉት የማስተማሪያ መሳሪያዎች የትኞቹ ናቸው?	ሁልጊዜ	አልፎአልፎ	አይጠቀሙም

	ሀ) መማሪያ መፅሃፍ			
	ለ) የንባብ መመሪያዎች			
	ሐ) የዕቃው መመሪያዎች			

ክፍል 4: የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት-ትግበራ በደረጃየተገናኙ ጉዳዮች በርካታ ጉዳዮች በየተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ትግበራ ላይ ከፍተኛ መካከለኛ ወይም ዝቅተኛ አፈፃፀም እንዲከተል ሊያደርጉ ይችላሉ። ከእነዚህ መካከል ከዚህ በታች እንደሚከተለው ቀርቦታ። እባክዎ ከፍተኛ፣ መካከለኛ እና ዝቅተኛ የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ትግበራ እንዲኖር ከሚያደርጉ ጉዳዮች መካከል እርስዎ በሚስማሙበት ላይ የዚህን "✓" ምልክት ያድርጉ።

4	ዝርዝር	መለኪያ		
		ከፍተኛ	መካከለኛ	ዝቅተኛ
4.1	የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራምን ማቀድ ሂደት ወቅት			
4.1.1	ፍላጎቶች ከእቅድ በፊት ይመዘናል			
4.1.2	በአዋቂዎች ህይወት ውስጥ ያሉት ችግሮች ትኩረት ተሰጥቶባቸው መፍትሄ ይሰጣል			
4.1.3	ባለድርሻ አካላት እና ማህበረሰቦች ተሳታፊ እንዲሆኑ ይበረታታሉ			
4.1.4	የጊዜ ሁኔታዎች መመቻቸት፣ ይዘቱ፣ የፕሮግራሙ ቦታ እንደሁኔታዎች መለዋወጣቸው ከግምት ይገባል			
4.1.5	የትምህርት ጥራትን ለማሰጠበቅ የአመቻቹ ስልጠና መውሰድ እና የትምህርት መገልገያ ቁሳቁስ መሟላት የመሳሰሉ አመላካቾች ከግምት ውስጥ ይገባሉ።			
4.2	የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም አደጃጀት ወቅት			
4.2.1	ሁሉም የፖለቲካ አመራሮች እና ተሳታፊ ባለድርሻ አካላት ተሳታፊ ይሆናሉ			
4.2.2	የእያንዳንዱ ባለድርሻ አካል ሚና እና ተግባር ተለይቶ የተቀመጠ ነው			
4.2.3	አመቺ የሆነ የትምህርት አካባቢ ተፈጥሯል			
4.2.4	የማህበረሰብ ተሳትፎ እንዲመቻች ተደርጓል			
4.3	የባለድርሻ አካላት ተሳትፎ ደረጃ			
4.3.1	መንግስታዊ ያልሆኑ ድርጅቶች			
4.3.2	ወጣት ማህበራት			
4.3.3	የሌሎች ማህበራት			

4.3.4	የማህበረሰብ ማህበራት			
4.3.5	ተሳታፊ (ተማሪዎች) እና አመቻቾች			
4.3.6	የጤና ዘርፍ (ባለሙያ እና ጤና ኤክስፐርት)			
4.3.7	የግብርና ዘርፍ (ባለሙያ፣ ግብርና ኤክስፐርትን ሠራተኞች ወዘተ..)			
4.3.8	የትምህርት ዘርፍ (ትምህርት ጽ/ቤት ባለሙያ፣ የት/ቤት ተቆጣጣሪ/ ሱፐርቫይዘር እና ርዕሰ መምህራን)			

ክፍል 5: የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርትፕሮግራም ትግበራ ጋር የተገናኙ ችግሮች

የሚከተሉት የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም ትግበራ ወቅት ያጋጠሙ ችግሮች በወረዳዎ ወይም በተመደቡበት ቀበሌዎች ምን ያህል ተፅእኖ እንዳሳደሩ መሆኑን እባክዎ የዚህን "✓" ምልክት ይግለፁ።

5	ዝርዝር	መለኪያ		
		ከፍተኛ	መካከለኛ	ዝቅተኛ
5.1	ከመገልገያ ቦታ እና ቁሳቁስ ጋር የተገናኙ ችግሮች			
5.1.1	የመማሪያ ቁሳቁስ እንደ መፅሃፍት እና መመሪያ አጋዥ መጽሐፍ ወዘተ አለመኖር			
5.1.2	ተስማሚ ያልሆነ የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ማዕከል መኖር			
5.1.3	የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ክፍት እስከ ትምህርት የሚሰጥበት ቦታ ያለው ርቀት			
5.1.4	እንደ ጠረጴዛ፣ ጥቁር ሰሌዳ ወዘተ... መሳሪያዎች እጥረት			
5.2	ከተማሪዎች ጋር የተገናኙ ችግሮች			
5.2.1	የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ተማሪዎች በፕሮግራም ላይ ለመሳተፍ ተነሳሽነት አለመኖር			
5.2.2	የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ተማሪዎች በፕሮግራም ላይ ግንዛቤ አለመኖር			
5.2.3	የህፃናት እንክብካቤ እና የቤት ውስጥ ስራ መጠመድ			
5.2.4	ሰብል ለመሰብሰብ ግዴታ ወይም በሌሎች ስራዎች ላይ መጠመድ			
5.2.5	ስራ ፍለጋ ወደ ከተሞች መፍለስ			
5.3	ከአመቻቹ ጋር የተያያዙ ችግሮች			
5.3.1	አመቻቾች ስልጠና አለመሰጠት (አዋቂዎችን ለማገዝ የሚያስፈልግ ክህሎት)			
5.3.2	የአመቻቾች ፍላጎት ወይም ተነሳሽነት አለመኖር			
5.3.3	የአመቻቾች ክፍያው ወይም ሌሎች ማበረታቻዎች አለመኖር			
5.3.4	የአመቻቾች የሥነ-ምግባር ችግሮች (ሥነ-ምግባር አለመኖር)			
5.4	ከባለድርሻ አካላት ጋር የተያያዙ ችግሮች			

5.4.1	የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራምን ለመተግበር ኃላፊነት የተሰጣቸው አካላት አለመኖር			
5.4.2	በጋራ ለመስራት ቅንጅት አለመኖር			
5.4.3	የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራምን ለመተግበር ቁርጠኛ አለመሆን			

አባሪ - ለ

አዲስአበባዩኒቨርሲቲ

የድህረምረቃትምሕርትክፍል

በጎልማሶችትምህርትክፍልየተግባርተኮርጎልማሶችትምሕርትትግበራ

የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት በተማሪዎች የሚሞላ መጠይቅ

ይህ መጠይቅ የተዘጋጀው በዳንጉር ወረዳ የሚተገበረውን የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም አተገባበር እና ያጋጠሙ ችግሮች በተመለከተ ጥናት ለማከናወን ነው። የዚህም መጠይቅ ዓላማ ከላይ የተጠቀሰውን ርዕስ መሰረት በማድረግ በዳንጉር ወረዳ አስፈላጊውን መረጃ ለመሰብሰብ እና ያጋጠሙ ችግሮች ካሉ እነዚህን ለመፍታት የመፍትሄ ሃሳብ ለመስጠት ነው። የዚህ ጥናት ስኬት በአርስዎ ታማኝ እና ቅን እና ግልፅ መልስ ላይ የተመሰረተ ነው።

ማሳሰቢያ:- ውድ ተሳታፊዎች መጠይቁን ከመሙላትዎ በፊት እባክዎ ከዚህ በታች የቀረበውን መመሪያ በጥንቃቄ ያንብቡ

1. አንድ የቀረበ ሃሳብን በተመለከተ ያለዎትን ምላሽ በደረጃ ለማስቀመጥ የ "√" ምልክት ይጠቀሙ።
2. አማራጭ ምላሾች ከተሰጡ እባክዎ ምላሽዎ ይስጡ
3. ገደብ የሌላቸው ጥያቄዎችን ሲመልሱ እባክዎን በተቻልዎት መጠን ግልጽ ያድርጉ። ተጨማሪ አስተያየት ካልዎት የመጠይቅ ወረቀቱ በጀርባው በመጠቀም ቁጥሩንም ያሳዩ።

ውድግዜያችሁንሰውታችሁሁለምጥያቄዎችበመሙላትለምታደርጉልኝትብብርምስጋናዬየላቀነው፡
:

አስታውሱ፣ ስም መጻፍ አያስፈልግም

ክፍል 1: የግል ጠቅላላ መረጃ

1. እድሜ _____ ጾታ _____ ወረዳ _____ ቀበሌ _____

2. የጋብቻ ሁኔታ

- ሀ) ያላገባ ለ) ያገባ
- ሐ) የፈታ/የተፋታች መ) በሞት የተለየ/የተለየች

3. የትምህርት ሁኔታ

መ. ሙሉ-በሙሉ አቋርጫለሁ

7. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት በፕሮግራሙ መሰረት ተሳታፊዎች በመደበኛ የማይከታተሉበትና በተሳትፎውን የሚያቋርጡበት ዋና ምክንያቱ ምንድን ነው?

ሀ. የተግባር ተኮር የጎልማሶች ትምህርት መማሪያው ቦታ ሩቅ በመሆኑ

ለ. የጊዜ ሁኔታ እና የመማሪያው ቦታ ባለመጣጣሙ

ሐ. የመማሪያ መሳሪያዎች እጥረት በመኖሩ

መ. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ለመሳተፍ ፍቃደኛ አለመሆን

ሠ. ስለ ትምህርት ጥቅም ዝቅተኛ ግንባቤ መኖሩ

ረ. ስራ ለመፈለግ ወደ ከተማ መሰደድ

ሰ. ሌሎች ምክንያቶች ካሉ ይገለጹ _____

8. የሚከተሉትን መሳሪያዎች የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ላይ ይጠቀማሉን?

	አዎ	የለም
ሀ) መማሪያ መፅሃፍ		
ለ) የፅሁፍ መመሪያዎች		
ሐ) የንባብ መመሪያዎች		
መ) የተለያዩ መርጃ መሳሪያዎች		
ሰ) ሌላ ካለ ይገለጹ _____		

9. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት በእናንተ ቀበሌ መርሃ ግብሩ በተሳካ ሁኔታ እንዳይተገበር ዋነኛ ችግር ሊሆን የሚችሉት ምንድን ናቸው?

10. ችግሩን ለመፍታት ምን መደረግ አለበት ይላሉ?

አባሪ - ሐ

**አዲስአበባዩኒቨርሲቲ
የድህረምረቃትምሕርትክፍል**

በኅልማሶችትምህርትክፍልየተግባርተኮርኅልማሶችትምሕርትትግበራ

በከፊልየተዋቀረቃለመጠይቅበወረዳትምህርትጽ/ቤትባለሙያ/ኤክስፐርት፣የት/ቤቶችሱፐርባይዘር እና የትምህርት-ቤት-ር/መምህራንየሚሞላመጠይቅ

ይህ መጠይቅ የተዘጋጀው በዳንጉር ወረዳ የሚተገበረውን የተቀናጀ የተግባር ተኮር የኅልማሶችትምህርት ፕሮግራም አተገባበር እና ያጋጠሙ ችግሮች በተመለከተ ጥናት ለማከናወን ነው። የዚህም መጠይቅ ዓላማ ከላይ የተጠቀሰውን ርዕስ መሰረት በማድረግ በዳንጉር ወረዳ አስፈላጊውን መረጃ ለመሰብሰብ እና ያጋጠሙ ችግሮች ካሉ እነዚህን ለመፍታት የመፍትሄ ሃሳብ ለመስጠት ነው። የዚህ ጥናት ስኬት በእርስዎ ታማኝ እና ቅን እና ግልፅ መልስ ላይ የተመሰረተ ነው።

ውድግዜያችሁንሰውታችሁሁለምጥያቄዎችምላሽ በመስጠትለምታደርጉልኝትብብርምስጋናዩየላቀነው።

ክፍል 1:- የግል መረጃ

- 7. የስራ ቦታ -----
- 8. ጾታ -----
- 9. እድሜ-----
- 10. የትምህርት ደረጃ -----
- 11. የተመረቁበት የትምህርት ዘርፍ -----
- 12. አሁን እየሰሩ ያሉበት ዘርፍ -----

ያገልግሎት ዘመን /ሌላ ካለ ይገለጹ-----

ክፍል 2: ስለ የተቀናጀ የተግባር ተኮር የኅልማሶችትምህርት እቅድ የሚገናኙ ጉዳዮች

➤ አመቻቾች መደበኛ ትምህርት አቅርቦት በተመለከተ

1. ለተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት አመቻቾችን የመመልመያ መስፈርት አላቸውን? _____

2. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት አመቻቾች/መምህሮች በቂ ደመወዝ እና ጥቅማ ጥቅም ያገኛሉን? _____

3. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት አመቻቾች/መምህሮች በቂ ስልጠና ያገኛሉን? _____

4. ለየተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ስልጠና ሰጪዎች የስልጠናው ጊዜ ምን ያህል ነው? _____

ስለ የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ተማሪዎች እና የትምህርት ቆይታ ጊዜው

5. በሳምንቱ የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ለስንት ቀን ለተሳታፊዎች ይሰጣል? _____

6. በየቀኑ ለስንት ሰአታት ትምህርት ይሰጣል? _____

7. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ለመስጠት ሰዓቱ፤ ወቅቱ እና ቀኑ ለተማሪዎች ምቹ ነው ብለው ያስባሉን? ምክኒያቱን ይግለጹ _____

የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት የአሁኑ አተገባበር ምን ይመስላል

8. በአሁኑ ጊዜ በወረዳችሁ በተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት በቀበሌ ማዕከል መርሃ ግብር ክንውኑ ምን ይመስላል?

ሀ. ከአቅርቦት እና በጀት አንጻር

ለ. በድርጅታዊ መዋቅር እና አስተዳደር/አመራር አካለት

ሐ. የሚተገበረው የማስተማር ዘዴ እና የትምህርቱ ይዘት

9. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት እንዲተገበር ተሳትፎ የሚያደርጉ እነማን ናቸው?

ሀ. መንግስታዊ ያልሆነ ድርጅት

ለ. ወጣት ማህበራት

ሐ. የሴቶች ማህበራት

መ. ተሳታፊዎች (ተማሪዎች) እና አመቻቾች

ሰ. የጤና ዘርፍ (ባለሙያ፣ ጤና ኤክስቴንሽን ወ.ዘ.ተ)

ረ. የትምህርት ዘርፍ (ባለሙያ፣ ሱፐርቫይዘር ፣ ርዕሰ መምህራን ወ.ዘ.ተ)

10. ህብረተሰብ በፕሮግራሙ ምን ያህል ተሳትፎ ያደርጋሉ?

እናም ጎልማሶች የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት በፕሮግራሙ ላይ ያላቸው ፍላጎት እንዴት ነው?

➤ የጎልማሶች ትምህርት መዋቅር እና አስተዳደር

11. መርሃ ግብሩን ለመተግበር በቂ አቅርቦት እና በቂ የመማሪያ መሳሪያዎች አሉን?

12. ክላስተር ሱፐርባይዘሮች የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት በማእከል በመገኘት በተደጋጋሚ ይደግፋሉ?

13. ባለድርሻ አካላት ስለ መርሃ ግብሩ በፕሮግራሙ ላይ ለመወያየት ተሰብስቧልን?

የተሳታፊዎችን ውጤት አፈጻጸም መገምገም እና ማስረጃ ሰርተፍኬት መስጠት

14. ተከታታይ ምዘና በማድረግ የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ተሳታፊዎችን ውጤታቸውን/አፈጻጸማቸውን የመመርመር/የመገምገም ሂደት አለን?

15. የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት መርሃ ግብር ተሳታፊዎች በፍላጎታቸው ትምህርቱን እየተከታተሉ ነውን (ከፍራቻ እና ከየትኛውም አይነት እርምጃ ነጻ ሆነው)?

16. ተሳታፊዎች የብቃት ደረጃቸውን የሚያረጋግጥ ማስረጃ ሰርተፍኬት ተቀብለዋልን?

17. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት በመተግበር ላይ የገጠሙ አብይ ችግሮች እነማን ናቸው?

እንዲሁም እነዚህን ችግሮች ለመፍታት ምን አይነት መፍትሔ ተወስደ?

18. የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም አፈጻጸም ለማሻሻል ምን መደረግ አለበት?

አባሪ - መ

አዲስአበባዩኒቨርሲቲ

የድህረምረቃትምሕርትክፍል

በጎልማሶችትምህርትክፍልየተግባርተኮርጎልማሶችትምሕርትትግበራ

በጋራውይይትበማድረግየሚሞላመጠይቅ

ይህ መጠይቅ የተዘጋጀው በዳንጉር ወረዳ በተመረጡ ቀበሌዎች የሚተገበረውን የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም አተገባበር እና ያጋጠሙ ችግሮች በተመለከተ ጥናት ለማከናወን ነው። የዚህም መጠይቅ ዓላማ ከላይ የተጠቀሰውን ርዕስ መሰረት በማድረግ በዳንጉር ወረዳ አስፈላጊውን መረጃ ለመሰብሰብ እና ያጋጠሙ ችግሮች ካሉ እነዚህን ለመፍታት የመፍትሄ ሃሳብ ለመስጠት ነው። የዚህ ጥናት ስኬት በእርስዎ ታማኝ እና ቅን እና ግልፅ መልስ ላይ የተመሰረተ ነው።

ውድ ግዜያችሁን ሰውታችሁ ሁሉም ጥያቄዎች በመሙላት ለምታደርጉልኝ ትብብር ምስጋናዬየላቀ ነው።

አስታውሱ፣ ስም መጻፍ አያስፈልግም

ማሳሰቢያ መልሱን ከጥያቄው ጋር በተያያዘው ወረቀት ጥያቄውን ተራ ቁጥር በመጻፍ ይመልሱ

1. የተቀናጀ 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 በትምህርት 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 ከትምህርቱ ያቋርጣሉ? ካቋረጡ ምክንያቶቹ 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 7 ለችግሮቹ መፍትሄ ይሆናሉ ብለው የሚያስቡትን ሀሳብ ይግለፁ?

አባሪ - ሠ

አዲስአበባዩኒቨርሲቲ

የድህረምረቃትምሕርትክፍል

በጎልማሶችትምህርትክፍልየተግባርተኮርጎልማሶችትምሕርትትግበራ

የምልከታ መመሪያ/ቴክኒክስት

ሀ. በትምህርት ማእከሉ ትምህርቱን ይዘት የሚመለከት አነሳሽ ነገሮች መገኘት

1. አመቻቾች በአግባቡ የትምህርት ፕሮግራሙን በማዘጋጀት እና በአቅዳቸው መሰረት የተገብራሉ?

ሀ. አዎ ይተገብራሉ

ለ. አይተገብሩም

2. መማሪያ ቁሳቁስ እያንዳንዱ መምህራን/አመቻቾች ይኖሯቸዋል?

ሀ. አላቸው

ለ. የላቸውም

3. ሁሉም ተማሪዎች መማሪያ ቁሳቁሳቸውን ወደ ክፍል ይዘው ይቀርባሉ?

ሀ. አዎ ያቀርባሉ

ለ. አያቀርቡም

4. በቂ የሆነ መማሪያ ክፍል ወንበር እና ጠረጴዛ አለ?

ሀ. አለ

ለ. የለም

ለ. የክፍል ምልከታ

5. መማሪያ ክፍሉ በቂ የሆነ ብርሃን አለው?

ሀ. አለ

ለ. የለም

6. መማሪያ ክፍሉ ጽዱ ነው?

ሀ. አዎ

ለ. አይደለም

7. በመማሪያ ክፍሉ የተቀናጀ የጎልማሶች ተግባር ተኮር መርሃ ግብር መማሪያ ቁሳቁስ ይጠቀማሉ

ሀ) መማሪያ መፅሃፍ

ለ) ሞጁል

ሐ) የተቀናጀ የተግባር ተኮር የጎልማሶች ትምህርት ማንዋል

መ) የሚያበረታታ/የሚያነሳሳ በምስል የተደገፈ

ሠ) የአመቻች መመሪያ

ረ) የማስተማሪያ እቅድ

ሰ) ሌላ-----

8. የመማር ማስተማሩ ሂደት ተሳትፎ

ሀ) ከፍተኛ

ለ) መካከለኛ

ሐ) ዝቅተኛ

9. የመማሪያ መማር ማስተማር ሂደት ማመቻቸት ግንኙነት የሚፈጠረው በ

ሀ. ተማሪ እና ባመቻቸች

ለ. በተማሪዎች መካከል

ሐ. ገለልተኛ በሆነ ትምህርት

10. በክፍል ውስጥ ግንኙነት የሚታይ አብይ ጠንካራ ጎኖች ምን መን ናቸው?

11. በክፍል ውስጥ ግንኙነት የሚታይ አብይ ደካማ ጎኖች ምን ምን ናቸው?

Thesis approval Sheet

Declaration by Student

The undersigned hereby declare that Thesis entitled “PRACTICES AND CHALLENGES OF INTEGRATED FUNCTIONAL ADULT EDUCATION PROGRAMME: IMPLMENTATION DANGURE WOREDA OF BENISHANGUL GUMUZ NATIONAL REGIONAL STATE” is my original thesis plan submitted to the department of curriculum and instruction

Name of Student Addis Yibas

Signature_____

Date_____

Approval by Thesis Advisor

This proposal entitled “PRACTICES AND CHALLENGES OF INTEGRATED FUNCTIONAL ADULT LITRACY PROGRAMM IMPLMENTATION IN DANGURE WOREDA OF BENISHANGUL GUMUZ NATIONAL REGIONAL STATE ” is submitted by Addis Yibas for the comment of the thesis with my approval as university Advisor.

Name of Advisor Dr. Dessu Wirtu

Signature _____

Date _____